



CAMBRIDGE
English

Cambridge

English Qualifications

Pre A1 Starters A1 Movers A2 Flyers

Handbook for teachers
for exams

Where your world grows

About Cambridge

To learn English is to enjoy and experience a language that opens up opportunities across the world.

Together with teachers and our partners, we're here to engage and inspire millions of people throughout their entire learning journey. We help them confidently prove their skills to the world.

We believe that language is at the heart of being human, and English can unlock a lifetime of experiences. We help individuals everywhere connect, communicate and come closer together.

Where your world grows.

- 5.9 million assessments taken every year*
- Accepted by over 25,000 organisations worldwide
- 2,800 exam centres in 130 countries
- Over 50,000 preparation centres

*Average number of assessments delivered in the last 3 years.



Cambridge

English Qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

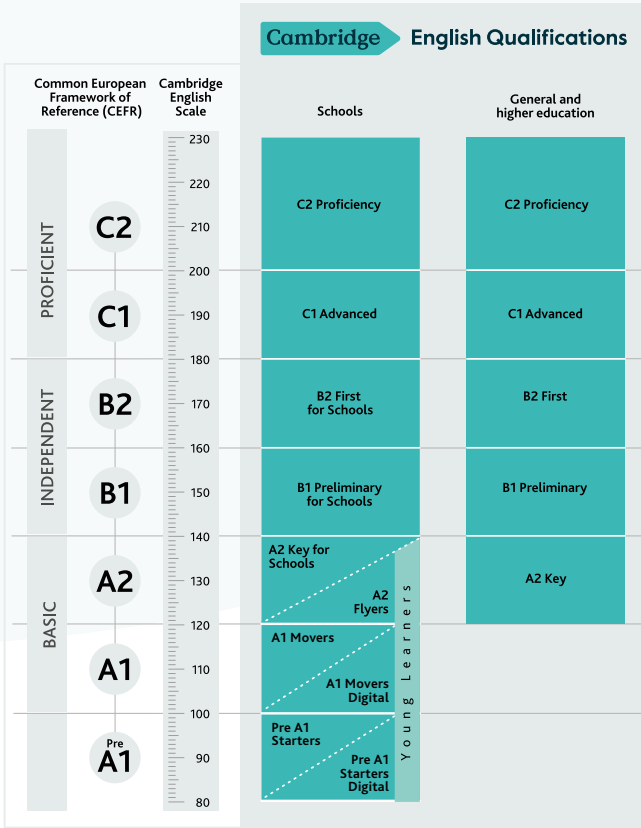
Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

We have Cambridge English Qualifications for:

- Schools
- General and higher education

Whether learners are planning to live, work or study in their own country or abroad, our qualifications prove they have the English language skills to succeed.

To find out more about Cambridge English Qualifications and the CEFR, go to cambridgeenglish.org/cefr



Exam preparation and support

We offer a range of preparation materials to support Cambridge English Qualifications Digital for young learners.

Support for teachers, parents and learners

We provide a wealth of user-friendly, **free resources** as well as preparation materials for teachers, parents and learners. These resources include:

- One **sample test** for Pre A1 Starters Digital and one for A1 Movers Digital
- Practice activities for both levels to practise the tasks and digital skills
- An Information booklet for parents and learners
- Video tutorials to guide students through the test experience
- Online learning **resources**
- **Webinars** for teachers

Scan for more information on the
Exam Preparation Journey



Registering candidates for an exam

Exam entries must be made through an authorised Cambridge English exam centre.

Centre staff have all the latest information about our exams, and can provide you with:

- details of entry procedures
- copies of the exam regulations
- exam dates
- current fees

We have more than 2,800 centres in over 130 countries – all are required to meet our high standards of exam administration, integrity, security and customer service. Find your nearest centre at cambridgeenglish.org/centresearch

Further information

If your local authorised exam centre is unable to answer your question, please contact our helpdesk: cambridgeenglish.org/help

Official preparation courses and resources

You can still use all the preparation materials for the paper-based Cambridge English Qualifications for young learners. You can be assured that the following resources will develop skills and language needed for success in both the paper-based and digital exams.

Fun for Starters and Fun for Movers

Fun activities combined with exam style questions.



Power Up

A general English course with embedded exam preparation, that takes learners on missions.



Storyfun

Entertaining, story-based lessons.



Fun Skills

Practice exam tasks with characters to guide and entertain.



Kid's Box New Generation

A fun, humorous course with exam preparation gently woven in.



Test overview

The syllabuses for the tests follow. They describe the topics, the grammar and structures, the lexis and the tasks on which the tests are based.

Considerable care has been taken to reflect the language covered in a wide range of Primary English courses and materials.

A guiding principle for the tests is a desire to close the distance between the children's experiences of learning and of testing.

Tasks are intended to test meaningful language in clear, relevant, accessible contexts. Children must know what to expect when they take the tests, so we publish the full vocabulary list, and grammar and structures lists. Teachers should familiarise children with the exam format whilst continuing their normal teaching programmes, and concentrate on teaching through focusing on meaning and context.

In general, the language input to the exams is likely to be of a standard British English variety, although care is taken to avoid terms which might cause confusion for learners of American English. Some American terms are included in the vocabulary lists. Versions of the listening test contain both British and American accents. With regard to candidate's output, both standard British English and standard American English are equally acceptable.

The table below shows the test overview including the common characteristics and variations in the different levels. Component timings are based on the maximum length taken by candidates identified in pre-launch trials. The timings outlined here are subject to revision based on our learning during this phase. Please keep up to date with the latest versions of the Exam Day Booklet and Teacher Handbook on the Cambridge website for updates.

	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
Pre A1 Starters			
Listening	approx. 20 mins	4	20
Reading and Writing	20 mins	5	25
Speaking	3-5 mins	-	-
TOTAL	approx. 45 mins		

	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
A1 Movers			
Listening	approx. 25 mins	5	25
Reading and Writing	30 mins	6	35
Speaking	5-7 mins	4	-
TOTAL	approx. 1 hour 2 mins		

	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
A2 Flyers			
Listening	approx. 25 mins	5	25
Reading and Writing	40 mins	7	44
Speaking	7-9 mins	4	-
TOTAL	approx. 1 hour 14 mins		

Scan to access the Complete Handbook



	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
Pre A1 Starters Digital			
Listening	40 mins	5	20
Reading and Writing	25 mins	5	25
Speaking	3-5 mins	4	-
TOTAL	approx. 1 hour 10 mins		

	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
A1 Movers Digital			
Listening	50 min	5	25
Reading and Writing	approx. 40 mins	6	35
Speaking	5-7 mins	4	-
TOTAL	approx. 1 hour 37 mins		

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment

and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test the candidate is assessed by one examiner using the assessment criteria. The assessment for all levels is based on three criteria, each with a six-point scale (0 to 5) which is defined in terms of candidate behaviour.

Pre A1 Starters Speaking Assessment

	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
Pre A1 Starters			
Listening	approx. 20 mins	4	20
Reading and Writing	20 mins	5	25
Speaking	3-5 mins	-	-
TOTAL	approx. 45 mins		

	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
Pre A1 Starters Digital			
Listening	40 mins	5	20
Reading and Writing	25 mins	5	25
Speaking	3-5 mins	4	-
TOTAL	approx. 1 hour 10 mins		

Pre A1 Starters

	VOCABULARY	PRONUNCIATION	INTERACTION
	Range Control Extent	Individual sounds Word stress	Reception/Responding Support required Fluency/Promptness
5	Uses the vocabulary required to deal with all test tasks. Produces simple utterances but makes occasional mistakes. Generally responds at word or phrase level but may also produce some longer utterances.	Generally intelligible, although some sounds may be unclear. Has limited control of word stress.	Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. Is able to ask for support if required. Often responds promptly, although there may be hesitation.
4	<i>Some features of 3.0 and some features of 5.0 in approximately equal measure.</i>		
3	Uses the vocabulary required to deal with most test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally responds at word level but may also produce phrases.	Sometimes intelligible.	Responds to instructions, questions and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and responses may be delayed or halting.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Has the vocabulary required to attempt some test tasks. May attempt a few simple utterances but basic mistakes and lack of language prevent communication. Responds only at single word level, or does not respond.	Attempts to produce the sounds of the language but is often difficult to understand.	Requires support throughout and often may not respond to instructions, questions and visual prompts. Hesitation requires a great deal of patience of a listener.
0	<i>Performance below Band 1.</i>		

A1 Movers Speaking Assessment

	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
A1 Movers			
Listening	approx. 25 mins	5	25
Reading and Writing	30 mins	6	35
Speaking	5-7 mins	4	-
TOTAL	approx. 1 hour 2 mins		

	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
A1 Movers Digital			
Listening	50 min	5	25
Reading and Writing	approx. 40 mins	6	35
Speaking	5-7 mins	4	-
TOTAL	approx. 1 hour 37 mins		

A1 Movers

	VOCABULARY AND GRAMMAR	PRONUNCIATION	INTERACTION
	Range Control	Extent Cohesion	Individual sounds Stress Intonation
			Reception/Responding Support required Fluency/Promptness
5	Uses the vocabulary required to deal with all test tasks. Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. Responds at word, phrase or longer utterance level. Can join ideas with some simple linkers (e.g., and, but, then, when).	Is mostly intelligible. Has limited control of word stress and intonation.	Responds appropriately to instructions, questions and visual prompts, and very little support is required. Is able to ask for support if required. Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	<i>Some features of 3.0 and some features of 5.0 in approximately equal measure.</i>		
3	Uses the vocabulary required to deal with most test tasks. Produces some simple structures but makes some basic mistakes which may obscure meaning. Generally responds at word or phrase level but may also produce some longer utterances. Can join ideas with a few simple linkers (e.g., and).	Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress.	Responds appropriately to instructions, questions and visual prompts, although some support is required. Is able to ask for support if required. Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	<i>Some features of 3.0 and some features of 1.0 in approximately equal measure.</i>		
1	Uses the vocabulary required to attempt some test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally responds at word level but may also produce phrases. Can join words with simple linkers (e.g., and).	Sometimes may be difficult to understand.	Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	<i>Performance does not satisfy the Band 1 descriptor.</i>		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g., just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		

A2 Flyers Speaking Assessment

Only paper-based.

	MAXIMUM LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
A2 Flyers			
Listening	approx. 25 mins	5	25
Reading and Writing	40 mins	7	44
Speaking	7-9 mins	4	-
TOTAL	approx. 1 hour 14 mins		

A2 Flyers

	VOCABULARY AND GRAMMAR	PRONUNCIATION	INTERACTION
	Range Control	Extent Cohesion	Individual sounds Stress Intonation
			Reception/Responding Support required Fluency/Promptness
5	Uses a range of vocabulary to deal with all test tasks. Uses a range of simple structures and, although there are some mistakes, meaning is clear Responds at word, phrase or longer utterance level Can join ideas with a range of simple linkers (e.g. <i>and, but, when, then, because</i>).	Is mostly intelligible. Has some control of stress and intonation at both word and longer utterance levels.	Responds appropriately to all instructions, questions and visual prompts, and very little support is required. Is able to ask for support if required. Responds promptly with only natural hesitation and pausing.
4	<i>Some features of 3.0 and some features of 5.0 in approximately equal measure.</i>		
3	Uses the vocabulary required to deal with most test tasks. Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. Responds at word, phrase or longer utterance level. Can join ideas with some simple linkers (e.g. <i>and, but, when, then</i>).	Is mostly intelligible. Has limited control of word stress and intonation.	Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. Is able to ask for support if required. Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	<i>Some features of 3.0 and some features of 1.0 in approximately equal measure.</i>		
1	Uses the vocabulary required to attempt some test tasks. Attempts some simple structures but makes some basic mistakes which may obscure meaning. Generally responds at word level or phrase level but may also produce longer utterances. Can join ideas with a few simple linkers (e.g. <i>and</i>).	Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress.	Responds appropriately to some instructions, questions and visual prompts with some support. May attempt to ask for support if required. Often responds promptly, although there may be hesitation and pausing mid-utterance.
0	<i>Performance does not satisfy the Band 1 descriptor.</i>		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g., just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		

Where your world grows

We believe that English can unlock a lifetime of experiences and, together with teachers and our partners, we help people to learn and confidently prove their skills to the world.

cambridge.org/english



This document was initially designed for print and as such does not reach accessibility standard WCAG 2.1 in a number of ways including missing text alternatives and missing document structure.