



ESOL Skills
for Life

ESB Entry Level Award in ESOL Skills for Life

(Speaking and Listening)
(Entry 2)



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Introduction

ESB promotes and assesses English language in a wide range of educational centres: primary and secondary schools, further and higher educational establishments, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB is a charitable organisation which was founded in 1953 to pioneer the practice and assessment of oral communication and to recognise its fundamental importance to education.

ESB has grown into an international organisation assessing extensively in the UK, Europe, the Far East and West Indies.



ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (QCF)

This syllabus is designed to assist teachers in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Entry 2) (QCF).

It is intended to support both teachers and learners in the classroom and describes how the assessments will be conducted and the range of language to be assessed. Learning Outcomes and Assessment Criteria are included for Speaking and Listening.

The E2 assessments are part of a suite of exams from Entry 1 to Level 2. They are based on the ESOL Core Curriculum and are designed to encourage progression. Candidates must have the skills, knowledge and understanding to meet securely the learning outcomes at E1 and the potential to meet the specified learning outcomes for E2 by the assessment date.

Qualification Profile

ESB ENTRY LEVEL AWARD IN ESOL SKILLS FOR LIFE (SPEAKING AND LISTENING) (ENTRY 2) (QCF)	
<i>Assessment method</i>	<i>Oral assessment by external examiners</i>
<i>Grading</i>	<i>Pass / Unsuccessful</i>
<i>Accreditation start date</i>	<i>1st February 2015</i>
<i>Credit value</i>	<i>12</i>
<i>Guided learning hours (GLH)</i>	<i>120</i>
<i>Qualification number</i>	<i>601/5447/0</i>
<i>Age range</i>	<i>14-16,16-19,19 +</i>
<i>An English Speaking Board ESOL candidate may be anyone who speaks English as an acquired language, for example:</i>	<ul style="list-style-type: none"> • <i>A learner enrolled at an F.E. college or Local Authority centre</i> • <i>A learner enrolled at university</i> • <i>A learner attending a private training organisation</i> • <i>A Job Centre Plus learner</i> • <i>A learner on a workplace learning course</i> • <i>A young learner on a discrete ESOL course</i>

Candidates' educational and employment backgrounds are often highly diverse. The English Speaking Board assessments are designed to reflect this diversity. Candidates' real life circumstances are taken into account when assessments are designed and topics include such themes as employability.

Glossary

Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the Qualifications and Credit Framework (QCF).
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner-initiated private study, preparation and marking of formative assessment is not taken into account.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowledge, understanding and practical ability as a result of the learning process.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place.
Adult ESOL Core Curriculum	This was produced to provide a framework for English language teaching. It defines the skills, knowledge and understanding that non-native speakers need in order to demonstrate achievement of the National Standards.

Qualification Framework

Qualification Option	Credit Values
3 Awards <ul style="list-style-type: none"> • Reading • Writing • Speaking and Listening 	<ul style="list-style-type: none"> • 6 credits • 9 credits • 12 credits
Certificate at each level covering the full range of skills	27 credits (all levels)

1 Credit represents 10 GLH

Candidates may be entered for an award or a certificate.

An award assesses an individual mode. Candidates may take awards at different levels.

A certificate assesses all four modes: Speaking and Listening, Reading and Writing.

For each assessment candidates are awarded a Pass or Unsuccessful grade.

Successful candidates completing a certificate will receive an “ESB Entry Level Certificate in ESOL Skills for Life (Entry 2) (QCF)”

Successful candidates completing an award will receive an “ESB Entry Level Award in ESOL Skills for Life (Single Mode) (Entry 2) (QCF)”

Speaking and Listening assessments are conducted on site at approved ESB centres by a team of ESB trained assessors. All assessors are independent of the centres they visit and subject to moderation following Ofqual guidelines. Assessment takes place in pairs; candidate interaction is an integral part of the assessment. Each candidate is assessed according to the unit learning outcomes and assessment criteria (see page 10). On completion of the assessment, the candidate receives a report form with their grade. Successful candidates receive a certificate giving the syllabus title and level achieved.

Reading and Writing assessments are individual formal examinations completed on site at approved ESB centres and subject to English Speaking Board regulations (see Centre Handbook). Invigilation is undertaken by the centre and monitored by English Speaking Board. Entry 2 candidates complete a 45 minute reading exam and a 45 minute writing exam. Papers are marked by ESB assessors off site and results and certificates are sent to centres. Each candidate is assessed according to the unit learning outcomes and assessment criteria.

Assessment

1. Assessment Criteria

In order to achieve a pass at this level, candidates are required to achieve **all** the assessment criteria listed under Learning Outcomes 1 to 4 (pages 10-11). Learners are given a minimum of two opportunities to meet the criteria throughout the examination (pages 10-11).

2. Format

The examination is completed in pairs with an assessor and consists of four tasks:

- exchanging personal information
- unprepared talk
- describing people, places and things
- listening to two short texts and taking part in a discussion

3. Procedure

Task 1. Exchanging personal information

Estimated time: 5 minutes in total

The assessor greets the candidates and invites them to ask each other questions.

The candidates ask their partners for personal information such as where they live, where they come from, likes and dislikes etc.

The assessor asks each candidate in turn additional questions relating to personal information and likes and dislikes and instigates a short discussion. The assessor brings the task to a close and introduces the second task.

Task 2. Unprepared talk

Estimated time: 6 minutes in total

The assessor provides a topic for the candidate to talk about.

The topic will be related to the candidates' everyday lives and may include hobbies, interests, family, friends, likes and dislikes. The candidate talks about the topic to their partner and the assessor for approx. 2 minutes. After the talk the candidate's partner will ask the candidate 2 questions and the assessor may ask further questions.

Task 3. Describing people, places and things

Estimated time: 4 minutes in total

The assessor provides pictures which he or she uses to elicit a comparative description from the candidate.

The candidate describes the pictures to their partner and the assessor for approximately 2 minutes.

The assessor asks spontaneous questions to elicit the candidates' likes, dislikes and feelings about the pictures.

Task 4. Listening and discussion**Estimated time: 10 minutes in total****Listening Task 4a**

The assessor introduces the listening task and gives instructions to the candidates which they must follow.

The assessor introduces and plays Text 1 to both candidates. After the text has been played the assessor asks each candidate a gist question with a yes or no answer.

The assessor then gives a detail question to each candidate and plays Text 1 a second time. After the second playing, the assessor asks each candidate to answer their question. The assessor introduces Text 2 and repeats the process.

Texts will be very short dialogues or monologues in everyday situations.

Discussion Task 4b

The assessor leads a simple discussion within the context of the final listening task.

Guidance

English Speaking Board ESOL Skills for Life assessments can be incorporated into any scheme of work based on the Adult ESOL Core Curriculum which may be accessed on: excellencegateway.org.uk. When training candidates prior to the examination, teachers should be fully aware of the task requirements of the assessment as outlined in the syllabus.

Learning Outcomes and Assessment Criteria

Core Curriculum Reference:	Learning outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Found in tasks:
Lr/E2.1a Lr/E2.1b Lr/E2.1c Lr/E2.1d Lr/E2.7a Lr/E2.2a Lr/E2.2b Lr/E2.2c Lr/E2.2d Lr/E2.6a Lr/E2.4a	1. Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication 1.2 Obtain necessary information from straightforward verbal communication for a given task 1.3 Follow straightforward verbal instructions correctly for a given task	2,4 2,4 1,3
Sc/E2.1a Sc/E2.1b Sc/E2.3d Sc/E2.3e Sc/E2.1b Sc/E2.1c Sc/E2.1d	2. Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning 2.2 Use straightforward language appropriate for context when speaking	2,3 1,2
Sc/E2.3c Sc/E2.3d Sc/E2.3e Sc/E2.2a Sc/E2.2b Sc/E2.2c Sc/E2.2d Sc/E2.2e Sc/E2.2f Lr/E2.1d Lr/E2.2a Sc/E2.1b Sd/E2.1b Sd/E2.1e	3. Be able to convey information	3.1 Provide relevant information to others during straightforward verbal communication 3.2 Provide a verbal account for a given task	2,3 1,2

Lr/E2.8a Lr/E2.5a Lr/E2.5b Sc/E2.3c Sd/E2.1a	4. Be able to engage in discussion with others	4.1 Make appropriate contributions to discussion	1,4
Sd/E2.1b Sd/E2.1c Sd/E2.1d Sd/E2.1e Sc/E2.2d Sc/E2.3a Lr/E2.6a		4.2 Express views clearly during verbal communication	3,4
		4.3 Obtain specific information from others	1,2,4

Examples of component skills are available in the Adult ESOL Core Curriculum

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