



ESOL Skills
for Life

ESB Entry Level Award in ESOL Skills for Life

(Reading)

(Entry 1)



Table of Contents

Introduction	3
Qualification Profile	5
Glossary	6
Qualification Framework	7
Assessment	8
Learning Outcomes and Assessment Criteria	9

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 (Reading) (Entry 1) (QCF)

This syllabus is designed to assist teachers in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 1).

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 every mode.

The E1 assessments are part of a suite of exams from Entry 1 to Level 2. They are based on the Adult ESOL Core Curriculum and are designed to encourage progression. No previous knowledge is required at Entry 1.

Qualification Profile

ESB ENTRY LEVEL AWARD IN ESOL SKILLS FOR LIFE (ENTRY 1) (READING) (QCF)	
<i>Assessment method</i>	<i>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>6</i>
<i>Guided learning hours (GLH)</i>	<i>60</i>
<i>Qualification number</i>	<i>601/5469/X</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 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. Learning outcomes are the results of learning.
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 (QCF)”

Successful candidates completing an award will receive an “ESB Entry Level One Award ESOL Skills for Life (Single Mode) (Entry 1) (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 9). 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 the English Speaking Board. Entry 1 candidates complete a 30 minute reading exam and a 40 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 pass the assessment, candidates are required to achieve all the assessment criteria listed under learning outcomes 1-4 on page 9. Candidates have two opportunities to meet each criterion.

2. Assessment paper

The E1 Reading assessment is a formal examination paper which consists of three tasks lasting 30 minutes. There are 16 questions in the paper.

The questions may include:

- multiple-choice
- table completion
- matching exercises
- cloze
- true/false answers
- yes/no answers

The texts may be any of the following:

- simple narratives
- public signs and notices
- emails and letters
- notes and messages
- lists and forms, leaflets and posters

3. Assessment Process

Information regarding the assessment process and secure ESB examination conditions is available in the Centre Handbook. Examination papers are marked and moderated externally by English Speaking Board assessors and moderators.

4. Guidance

English Speaking Board ESOL Skills for Life assessments can be incorporated into any scheme of work based on the Adult ESOL Core Curriculum. Entry 1 ESOL reading units are based on the Adult ESOL Core Curriculum Standards. Sample papers and mark schemes are available on the English Speaking Board website (www.esbuk.org).

Learning Outcomes and Assessment Criteria

Adult ESOL Core Curriculum Reference	Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
Rt/E1.1a Rs/E1.1a Rs/E1.1b	1. Be able to gain meaning from text	1.1 Follow a short text on a familiar topic
		1.2 Use language features to work out meaning in short text on a familiar topic
Rt/E1.2a	2. Be able to identify the purpose of text	2.1 Identify the purpose of short text on a familiar topic
Rt/E1.1b Rw/E1.1a	3. Be able to find information in text	3.1 Obtain relevant information from short text on a familiar topic
		3.2 Recognise symbols in text
		3.3 Recognise words in text
		3.4 Recognise digits correctly
Rw/E1.3b Rw/E1.3a	4. Be able to recognise letters	4.1 Identify letters of the alphabet in upper and lower case correctly

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

English Speaking Board (International) Ltd

9 Hattersley Court, Ormskirk
Lancashire L39 2AY
Tel: (+44) 01695 573439
Fax: (+44) 01695 228003
Web: www.esbuk.org
Email: admin@esbuk.org

©English Speaking Board (International) Ltd

ESB reserves the right to change products and services periodically. Every effort has been made to ensure that information contained in publications is fully accurate at the time of going to press, however, our latest versions of all publications / policies are to be found on our website www.esbuk.org

Registered in England Company No. 01269980
Registered as a Charity No. 272565