



ESOL Skills
for Life

ESB Entry Level Award in ESOL Skills for Life

(Writing)
(Entry 3)



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Introduction

English Speaking Board (International) Ltd. (ESB International) offers high quality Speech and Language qualifications in the UK and internationally. It aims to promote clear communication at all levels and recognises the potential of all.

ESB Skills for Life qualifications are based on the National Standards for Adult Literacy and aligned to the Adult ESOL Core Curriculum. They are regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and Qualifications in Wales (QiW).

The assessments are marked and administered externally by ESB International. Speaking and Listening assessments take place at the candidates' centre, and are delivered by our team of supportive, experienced assessors. Reading and Writing assessments are completed at the candidate's centre and sent to be marked by ESB. ESB International also provides training to teachers and assessment staff, and its team carry out inspections of assessments and oral exams.



ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)

This syllabus is designed to assist teachers in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 3).

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.

Qualification Objective

The ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) is part of the portfolio of ESB ESOL Skills for Life qualifications from Entry 1 to Level 2 on the Regulated Qualifications Framework (RQF). ESOL Skills for Life learners are diverse and may be members of settled minority communities, refugees or asylum seekers, migrant workers, or partners or spouses of UK residents. ESB ESOL Skills for Life examinations are designed to assess real-life English language skills for work, further learning and everyday life, encourage progression into further and higher education and employment, support learners' integration into the community and equip learners with the confidence to use English language skills in the real world. They are suitable for learners from the age of 16 upwards and are available in England, Wales and Northern Ireland.

At Entry 3, adults can write to communicate information and opinions with some adaptation to the intended audience (National Standards for Adult Literacy).

Prior knowledge, Skills and Understanding

There are no prior learning or formal qualification requirements for ESB ESOL Skills for Life qualifications. Learners can be entered for the Speaking and Listening, Reading or Writing Awards appropriate for their ability and needs. Candidates must have the skills, knowledge and understanding to meet securely the learning outcomes at Entry 2 and the potential to meet the specified learning outcomes for Entry 3 by the assessment date. Learners who have achieved the three Awards at the same level are awarded a Skills for Life Certificate at that level.

Reasonable Adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the examination. In order to make an application for a reasonable adjustment, centres should email customer@esbuk.org as soon as they book an examination. For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2019/12/ESB-POL-10-Reasonable-Adjustments-and-Special-Considerations-Policy-v4.pdf>.

Qualification Profile

ESB ENTRY LEVEL AWARD IN ESOL SKILLS FOR LIFE (WRITING) (ENTRY 3)	
<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>10</i>
<i>Guided learning hours (GLH)</i>	<i>90</i>
<i>Total Qualification Time (TQT)</i>	<i>100</i>
<i>Qualification number</i>	<i>601/5444/5</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 themes such 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 Regulated Qualifications Framework (RQF).
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.
Total Qualification Time	Total Qualification Time is comprised of the following two elements: <ul style="list-style-type: none"> (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor, or other appropriate provider of education or training.
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"> • 7 credits • 10 credits • 13 credits
Certificate at each level covering the full range of skills	30 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 3)”

Successful candidates completing an award will receive an “ESB Entry Level Award ESOL Skills for Life (Single Mode) (Entry 3)”

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. 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 3 candidates complete a 60 minute reading exam and a 60 minute writing exam. Papers are marked by ESB markers 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 10. Candidates have one opportunity to meet assessment criteria 1.1 and 3.1 and two opportunities to meet the remaining criteria.

2. Assessment paper

The writing assessment is a formal written examination paper which consists of three tasks lasting a total of 60 minutes. Task Two requires a written plan.

	Task One	Task Two	Task Three
Text	form	article, description, report	narrative, letter, e-mail
Audience	official, employer, organisation	general, organisation	friend, general
Word Length	approx. 50	approx. 100	approx. 100

3. Examination 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.

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>
Ww/E3.1a Wt/E3.1a Wt/E3.1b Wt/E3.2a Wt/E3.3a Wt/E3.5a Ws/E3.1a Ws/E3.2a Ws/E3.3a	1. Be able to plan text for a given audience	1.1 Plan text for the intended audience
	2. Be able to produce text for a given audience	2.1 Produce content for the intended audience 2.2 Structure main points in short paragraphs 2.3 Sequence text chronologically 2.4 Use grammar correctly 2.5 Use punctuation correctly 2.6 Spell words correctly
	3. Be able to complete a form	3.1 Complete a form with open and closed responses correctly

More detail on component skills is available in the Adult ESOL core curriculum.

Assessment, Moderation and Quality Assurance

All completed Reading and Writing scripts are marked and moderated by ESB's team of ESOL Skills for Life markers and moderators according to ESB policies.

Our markers are standardised and grade all written papers according to the ESB mark scheme which is linked to the Adult ESOL Core Curriculum.

To ensure additional quality assurance throughout the process, all markers are moderated within each marking session and a proportion of all written scripts are second marked to maintain standardisation levels.

Speaking and Listening assessments are carried out by ESB trained assessors according to our policies. Speaking examinations are marked as they happen, based on the ESB mark scheme linked to the Adult ESOL Core Curriculum.

All ESOL Skills for Life Speaking and Listening assessors are trained and standardised by our Chief Examiner and Senior Examiner. In addition to this, ESB teams conduct live moderations of a proportion of assessors during each examination period.

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