

# **ESB Entry Level Award in ESOL Skills for Life**

(Speaking and Listening)  
(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 (Entry 3) (Speaking and Listening)**

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

## Qualification Objective

The ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (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 listen and respond to spoken language, including straightforward information and narratives, follow straightforward explanations and instructions, speak to communicate information, feelings and opinions on familiar topics using appropriate formality, and engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics (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](mailto: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

<b>ESB ENTRY LEVEL AWARD IN ESOL SKILLS FOR LIFE (SPEAKING AND LISTENING) (ENTRY 3)</b>	
<i>Assessment method</i>	<i>Assessment by external examiners</i>
<i>Grading</i>	<i>Pass / Unsuccessful</i>
<i>Accreditation start date</i>	<i>1<sup>st</sup> January 2015</i>
<i>Credit value</i>	<i>13</i>
<i>Guided learning hours (GLH)</i>	<i>120</i>
<i>Total Qualification Time (TQT)</i>	<i>130</i>
<i>Qualification number</i>	<i>601/5407/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"> <li>• <i>A learner enrolled at an F.E. College or Local Authority centre</i></li> <li>• <i>A learner enrolled at university</i></li> <li>• <i>A learner attending a private training organisation</i></li> <li>• <i>A Job Centre Plus learner</i></li> <li>• <i>A learner on a workplace learning course</i></li> <li>• <i>A young learner on a discrete ESOL course</i></li> </ul>

Candidates' educational and employment backgrounds are often highly diverse. 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

<b>Level</b>	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).
<b>Credit value</b>	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.
<b>Guided learning hours (GLH)</b>	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.
<b>Total Qualification Time</b>	<p>Total Qualification Time is comprised of the following two elements:</p> <ul style="list-style-type: none"> <li>(a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and</li> <li>(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.</li> </ul>
<b>Learning outcomes</b>	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.
<b>Assessment criteria</b>	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.
<b>Adult ESOL Core Curriculum</b>	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"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>	<ul style="list-style-type: none"> <li>• 7 credits</li> <li>• 10 credits</li> <li>• 13 credits</li> </ul>
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 in 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 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 achieve a pass at this level, candidates are required to achieve all the assessment criteria listed under Learning Outcomes 1 to 4 (pages 11-12). Candidates are given a minimum of two opportunities to meet the criteria throughout the examination (pages 11-12).

### 2. Format

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

- exchanging personal information
- unprepared talk
- taking part in a role-play
- listening to two texts and taking part in a discussion

### 3. Procedure

#### Task 1. Exchanging personal information

**Estimated time: 6 minutes in total**

The assessor greets the candidates and instructs them to ask each other questions. The candidates ask their partners for personal information about their lives, e.g. past events, present activities and future plans. The assessor asks each candidate in turn additional questions relating to personal information, past events, present activities and /or future plans. The assessor brings the task to a close and introduces the second task.

#### Task 2. Unprepared talk

**Estimated time: 8 minutes in total**

The assessor provides a topic for the candidate to talk about. The topics will include such areas as personal experiences, likes and dislikes, work and hobbies. The candidate talks to the assessor and his or her partner for approximately 2 minutes. After the talk the candidate's partner will ask the candidate 2 questions and the assessor may ask further questions.

#### Task 3. Taking part in a Role-play

**Estimated time: 5 minutes in total**

The assessor describes the situation and instructs the candidates. The candidates perform a role-play in pairs to discuss and agree a course of action. Situations may include joining a class, booking a holiday, reporting a theft, returning faulty goods or buying a mobile phone.

#### **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 types include dialogues and monologues covering a range of everyday situations, including those in the workplace and in training settings.

##### **Discussion Task 4b**

The assessor leads a 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 ESOL Core Curriculum which may be accessed on: [excellencegateway.org.uk](http://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

<b>Core Curriculum Reference:</b>	<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Found in tasks:</b>
Lr/E3. 1a Lr/E3. 1b Lr/E3. 1c Lr/E3.2a Lr/E3.2b Lr/E3.2c Lr/E3.2d Lr/E3.2e Lr/E3 6a L1/E3 6b Lr/E3.7a	1. Be able to obtain information from verbal communication	1.1 Follow the gist of straightforward verbal communication	2, 4
		1.2 Obtain relevant detail from straightforward verbal communication	3, 4
		1.3 Follow straightforward verbal instructions correctly for a given purpose	3, 4
Sc/E3.1a Sc/E3.1b Sc/E3.4d Sc/E3.4e Sc/E3.4f Sd/E3.1b Sd/E3.1c Sd/E3.1d	2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning	1, 2
		2.2 Use appropriate language in context according to formality	2, 3
Sc/E3.1b Sc/E3.2a Sc/E3.3a Sc/E3.3b Sc/E3.3c Sc/E3.3d Sc/E3.4c Sc/E3.4d Sc/E3.4e Sd/E3.1b Sd/E3.1g Sd/E3.2a Sd/E3.2b Lr/E3.4a	3. Be able to convey information	3.1 Present information using an appropriate structure for a given purpose	1, 2
		3.2 Provide a verbal account of relevant information for a given audience	1, 2
		3.3 Convey relevant detail during verbal communication	1, 2

Lr/E3.6b Lr/E3.7c Lr/E3.7d Lr/E3.5a Lr/E3.5b Sd/E3.1a Sd/E3.1b Sd/E3.1c Sd/E3.1d Sd/E3.1e Sd/E3.1f Sd/E3.1g Sd/E3.2a Sd/E3.2b	4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics	3, 4
		4.2 Express views constructively during verbal communication on straightforward topics	2, 4
		4.3 Plan action with others for a given task	3, 4
		4.4 Obtain relevant information from others	1, 2, 3

**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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