English Speaking Board (International) Ltd.

ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) 601/5469/X



ENTRY 1

Reading

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5	Entry 1 - gap fill and short answer removed	8
4	References to Wales removed	5
	Council for the Curriculum, Examinations and Assessment updated to CCEA Regulation	5
3	Punctuation descriptor added	13
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	Reasonable adjustment information updated	5
	Qualification framework information updated – credits removed	7
	Assessment overview – T/F and Yes/No questions; table completion removed; types of text updated – postcards removed; advertisements added	8
	Lists of topics, functions and grammatical structures added	9-13
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Introduction

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website www.esbuk.org if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all of your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.

ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)

These specifications are designed to assist tutors in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 1). The document supports both tutors and learners and describes the content and assessment of the qualification.

Qualification Objective

The ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) 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 assessments 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 and Northern Ireland.

ESB ESOL 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) in England and CCEA Regulation in Northern Ireland. At Entry 1, adults can read and understand short texts with repeated language patterns on familiar topics and read and obtain information from common signs and symbols (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. Learners must have the skills, knowledge and understanding to meet the specified learning outcomes for Entry 1 by the assessment date. Learners who have achieved the three Awards at the same level can be awarded an ESB Entry Level Certificate in ESOL Skills for Life (Entry 1).

Reasonable Adjustments

We believe that 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, and we recognise that disabilities can be physical or invisible. Some learners may need an access arrangement (also known as a special accommodation or reasonable adjustment) to access the assessment and show what they know and can do without changing the demands of the assessment, i.e. the learning outcomes and assessment criteria. We refer to these as Reasonable Adjustments and centres need to apply for a reasonable adjustment before their learners' assessment. Please visit https://esbuk.org/web/support/equality-diversity-inclusion-safeguarding/ for examples of reasonable adjustments, how to apply for them and further guidance. For more information on access arrangements, please see our Reasonable Adjustments and Special Considerations Policy here.

Qualification Profile

ESB ENTRY LEVEL AWARD IN ESOL SKILLS FOR LIFE (READING) (ENTRY 1)	
Assessment method	Assessment by external assessors and markers
Grading	Pass / Unsuccessful
Accreditation start date	1st February 2015
Guided learning hours (GLH)*	60
Total Qualification Time (TQT)*	70
Ofqual Qualification number	601/5469/X
Age range	16-19,19+
An ESOL Skills for Life learner may be anyone who speaks English as an acquired language, for example:	• Learners at further education colleges and adult education centres • Learners attending private training organisations • Learners attending community-based ESOL providers and educational charities • Learners referred from Jobcentre Plus • Young learners (16-18) on ESOL courses • Learners from settled minority communities • Refugees or asylum seekers • Migrant workers • Partners or spouses of UK residents

Learners' educational and employment backgrounds are often highly diverse. ESB ESOL Skills for Life assessments are designed to reflect this diversity. Learners' real-life circumstances are taken into account when assessments are designed and topics include such themes as employability.

*GLH (Guided Learning Hours) is an estimate of the time allocated to teach, instruct, assess and support learners. Learner-initiated private study, preparation and marking of formative assessment is not taken into account.
TQT (Total Qualification Time) includes both the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and 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, directed by but not under the supervision of a lecturer, supervisor or tutor. Both GLH and TQT are estimates as all learners are unique and will take different times to prepare for and achieve qualifications.

Qualification Framework

Qualification Option
3 Awards • ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) • ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) • ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)
ESB Entry Level Certificate in ESOL Skills for Life (Entry 1)

Learners are entered for each individual Award and may take Awards at different levels. Once three Awards have been achieved, learners can apply for an ESB Certificate in ESOL Skills for Life. Please see https://esbuk.org/web/support/policies-and-procedures/.

Speaking and Listening assessments are conducted on site at approved ESB International centres by a team of trained assessors. All assessors are independent of the centres they visit and subject to moderation following Ofqual guidelines. Assessment takes place in pairs; learner interaction is an integral part of the assessment. Each learner is assessed according to the qualification learning outcomes and assessment criteria. All learners receive a report form with their grade and personalised feedback. Successful learners receive a certificate with the qualification title and level. Results are issued within 5 working days (10 days at peak times) and qualification certificates are issued to centres within 10 working days.

Reading and Writing assessments are set by ESB International and papers are shared securely with centres. Assessments are completed on site at approved centres and subject to ESB International regulations (see Centre Handbook https://esbuk.org/web/app/uploads/2022/09/ESB-HBK-C29-ESB-Handbook-for-Skills-for-Life-Centres-in-the-UK-v1.pdf). Invigilation is undertaken by the centre and monitored by ESB International. Papers are marked by ESB ESOL Skills for Life markers and results are issued within 5 working days (10 days at peak times). Qualification certificates are sent to centres within 10 working days.

Resources and Support for Tutors

Sample papers and resources are available on our website https://esbuk.org/web/our-tutor-resources/esol-skills-for-life-resources/esol-skills-for-life-entry-1/

For questions about the content and conduct of assessments, contact product@esbuk.org. To find out more about the type of training available for your centre and to arrange bespoke face-to-face or remote training for tutors, contact business@esbuk.org.

Assessment Overview

To pass the assessment, learners are required to achieve all the assessment criteria. Learners have two opportunities to meet each criterion over the three tasks in the assessment.

1. Assessment Format

Length	30 minutes
Number of tasks	3
Length of texts	Text 1 20-40 words Text 2 40-80 words Text 3 40-60 words Total across the paper 120-150 words
Types of text	simple narratives public signs and notices emails and letters notes and messages lists forms posters and leaflets notices e.g. from a school advertisements
Number of questions	16
Question types	multiple-choice matching exercises

2. Learning Outcomes and Assessment Criteria

Adult ESOL Core Curriculum Reference	**Learning Outcomes** *The learner will*:	**Assessment Criteria** *The learner can:*
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/E1.3a Rw/E1.3b	4. Be able to recognise letters	4.1 Identify letters of the alphabet in upper and lower case correctly

Pages 10-13 list the topic areas, functions and grammatical structures expected of learners by the time they have completed their course of study and undertake the assessments for the ESB ESOL Skills for Life awards at this level. The topics, functions and structures are from the Adult ESOL Core Curriculum https://esbuk.org/web/app/uploads/2023/09/Adult-ESOL-Core-All-files.zip .

3. List of Topic Areas

Daily routine
Descriptions of people, places and things
Events and celebrations
Everyday technology e.g. phone, computer
Food
Friends and family*
Health
Home
Jobs
Local area and community
Local services
Myself (personal information)
Shopping
Sport, hobbies
Studying e.g. ESOL class and college/centre
Travel and transport
TV, books, films
Weather

*We recognise that some learners do not want to talk about their own families

4. List of Functions

Accept and decline
Agree and disagree
Apologise
Ask about prices and quantities
Ask and tell the time/day
Ask for and give personal information
Ask for clarification
Check back
Correct
Describe health and symptoms
Describe people, places and things
Enquire about and express ability
Express a preference
Express likes and dislikes, feelings, wishes, views
Express thanks
Give information as part of a simple explanation
Give single-step directions and instructions
Greet and respond to greetings
Introduce people
Invite and offer
Make requests: ask for directions, ask for things, ask someone to do something
Respond to requests
Say when you do not understand
Spell words aloud
Take leave

5. Grammatical Structures

Simple sentences
Word order in simple statements Subject-verb-object: *She speaks Urdu.* Subject-verb-adverb: *He walks slowly.* Subject-verb-adjective: *My bag is heavy.* Subject-verb-prepositional phrase: *We live next to a supermarket.* Word order in instructions: *keep left*
There is/are + noun/prepositional phrase: *There is a bus stop. There are 3 men in my class.*
Yes/no questions: *Do you have a pen?* Wh-questions: *Where do you live?* Question words: *what/who/where/how much/how many?*
Contracted form of auxiliary: *I've got 3 children.*
Imperatives and negative imperatives: *don't touch, sit down*
Phrasal verbs with on/in/off/out: *turn off your phone, can I come in?*

Noun phrases
Regular and common irregular noun plurals: *books, days, people, children* Very common uncountable nouns: *sugar, traffic* Personal pronouns: *we, you, they* Demonstratives: *this/that/these/those* Determiners of quantity: *some, a lot of*
Indefinite article with singular countable nouns: *a tutor, an exam* Definite article: *the floor, the table*
Possessives: *my/your/his/her*

Verb forms and time markers in statements, interrogatives, negatives and short forms
Simple present tense of be/have/do and common regular verbs: *I am from Laos. She works in the evening. I haven't got a computer. Do you eat meat?* *Have got* indicating possession: *I've got a car.* Present continuous of common regular verbs: *They're watching TV.* Contracted forms of subject and auxiliary: *I'm eating lunch* and auxiliary and negative: *I don't like sport.*
Modals: can + bare infinitive to express ability: *she can drive; w*ould + like for requests: *He'd like to go home.*
Use of *on, off, in, out*: *switch off the computer, way out*
Adjectives
Common adjectives after *be*: *hot, cold, happy, new, old, good, bad, big, small, quiet, busy etc.*

Adverbs and prepositional phrases
Common prepositions and prepositional phrases of place: *at home, on the left, on the table*
Simple adverbs of place, manner and time: *here, there, now, quickly*
Use of intensifier *very*

Discourse
Sentence connectives: *then, next*

Punctuation
Capital letters for start of sentences, names, places, dates and 'I'
Full stops at the end of sentences
Apostrophes: *for contractions*

Assessment, Moderation and Quality Assurance

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

Our markers are standardised and grade all written papers according to the ESB ESOL Skills for Life mark scheme which is based on the National Standards for Adult Literacy and aligned 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 trained assessors according to our policies. Speaking assessments are marked as they happen, based on the ESB ESOL Skills for LIfe 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 and Senior Assessors. In addition to this, ESB International conducts live moderations of a proportion of assessors every year.

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