

Specification

Entry, Level 1 and
Level 2

Edexcel Entry Level Certificate in ESOL Skills for Life
(NQF)

Edexcel Level 1 Certificate in ESOL Skills for Life (NQF)

Edexcel Level 2 Certificate in ESOL Skills for Life (NQF)



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We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

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Qualification titles covered by this specification

Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 1)

Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 2)

Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 3)

Edexcel Level 1 Certificate in ESOL Skills for Life

Edexcel Level 2 Certificate in ESOL Skills for Life

These qualifications have been accredited to the National Qualifications Framework (NQF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The NQF Qualifications Accreditation Number should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have an NQF unit code.

The QCF qualification and unit codes will appear on the learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 1)	100/4581/8
Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 2)	100/4582/X
Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 3)	100/4583/1
Edexcel Level 1 Certificate in ESOL Skills for Life	100/4584/3
Edexcel Level 2 Certificate in ESOL Skills for Life	100/4585/5

Learners may achieve a qualification in speaking and listening. The QAN for these qualifications are given below.

Edexcel Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 1)	100/5061/9
Edexcel Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 2)	100/5062/0
Edexcel Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 3)	100/5063/2
Edexcel Level 1 Certificate in ESOL Skills for Life (Speaking and Listening)	100/6418/7
Edexcel Level 2 Certificate in ESOL Skills for Life (Speaking and Listening)	100/6419/9

These qualification titles will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are Edexcel ESOL Skills for Life qualifications?

The Edexcel ESOL Skills for Life qualifications contribute to the Government's Skills for Life initiative by providing assessment of ESOL based on the standards for adult literacy and the *ESOL Core Curriculum*. The qualifications are designed to cover the standards and curriculum with sufficient range, breadth and depth to reflect properly the use of the English language in real world situations, appropriate to the needs of the learner.

The Adult Literacy Standards provide detailed information on the skills, and the capabilities that comprise the skill, together with descriptors that define the level of performance of each capability. The guidance and exemplars in the standards provide examples of the roles used and contexts for the skills and capabilities at the specified level. They are taken from everyday life, grouped under the following headings:

- Citizen and community
- Economic activity including paid and unpaid work
- Domestic and everyday life
- Leisure
- Education and training
- Using ICT in social roles

This specification should be read in conjunction with the current standards.

Who are the qualifications for?

The Edexcel Entry, Level 1 and Level 2 Certificate in ESOL Skills for Life qualifications are designed for:

- Full or part-time learners who are pre 16, 16–19 or adult learners
- Settled communities, including communities from the Asian sub-continent and Hong Kong.
- Refugees in the categories of:
 - asylum seekers, most of whom are very keen to learn despite the challenges of resettlement and the trauma from their recent experiences
 - settled refugees, many of whom have had professional jobs in the past, though some may have suffered a disrupted education due to war and unrest
- Migrant workers who work or settle in the UK for most of their lives
- Partners and spouses of learners from all parts of the world who may have been settled for a number of years and need to participate in the local community but are prevented by family responsibilities or low income from attending EFL courses.

These learners have different language needs arising from their diverse language, educational and professional/employment backgrounds. Some learners may have no previous education or employment, or they might be highly educated professionals or have the ability to speak several languages. These qualifications have a focus on applying language skills in everyday UK situations, emphasising practical application of skills needed to succeed in everyday life and study in the UK.

These qualifications are suitable for applications for UK citizenship. They also

meet the requirements of the UK Border Agency to show proof of English Language skills necessary under the 2008 Points Based System for immigration.

Key features of the Edexcel Entry, Level 1 and Level 2 Certificate in ESOL Skills for Life qualification

The Edexcel ESOL Skills for Life qualifications have been developed to give learners the opportunity to:

- Achieve a level of attainment in English which is appropriate to their needs
- Use language confidently at a level to function in school or college, at work or in society in general
- Engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- Achieve a nationally recognised qualification.

Structure and content of the qualifications

The Edexcel ESOL Skills for Life qualifications cover the range of language skills and contexts set out in the Adult ESOL Core Curriculum and the appropriate levels of the National Adult Literacy Standards. The full Adult ESOL Core Curriculum can be found on the LSIS 'Excellence Gateway' website.

Each qualification has three units:

Unit 1: Speaking and listening

Unit 2: Writing

Unit 3: Reading

Learners must achieve all three units (Speaking and Listening, Writing, and Reading) in order to achieve an Edexcel Certificate in ESOL Skills for Life. If one and/or two units are achieved at a lower level than the third unit, the qualification certificate will be awarded at the lowest level eg

A learner may achieve the following:

- *Level 1 Unit 1: Speaking and listening*
- *Entry 2 Unit 2: Writing*
- *Entry 1 Unit 3: Reading*

The learner would gain the Edexcel Entry 1 Certificate in ESOL Skills for Life.

The qualification certificate will indicate the unit title and level at which each unit is achieved. Unit certification is available for those learners who do not achieve all three units. If a learner wants to achieve a higher level certificate, they can carry forward unit(s) already achieved at the same level. This must be done within the learner's registration period.

Guided learning hours

Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with specification. The recommended guided learning hours for these qualifications is between 120 and 140 hours.

Assessment

There are two different methods of assessment within the Edexcel ESOL suite of qualifications:

1. Edexcel unit tests and
2. the National Adult Literacy test.

The method of assessment undertaken is dependent on the unit and the level being studied.

Unit 1 Speaking and Listening (all levels) is assessed by a test, based on the National Standards for Adult Literacy and the Adult ESOL Core Curriculum, which is:

- set by Edexcel and can be taken at any time
- administered by the centre under supervised conditions, internally marked and verified prior to external verification by Edexcel.

The Edexcel tests and mark schemes are available to download from a secure area of the Edexcel website.

The speaking and listening unit tests are conducted by a teacher-assessor and learners may, for some tasks, be tested in pairs. The tests, which are internally assessed and externally verified, will assess the learner's ability to:

- Listen and respond
- Speak to communicate
- Engage in discussion

The test will be about 15 minutes in total. An audio or video recording of each learner's performance is required. The tests have a pass mark of 66% and are not graded. There is no portfolio of evidence requirement.

Unit 2 Writing (all levels) is also assessed by a test, based on the National Standards for Adult Literacy and the Adult ESOL Core Curriculum, which is:

- set by Edexcel and can be taken at any time.
- administered by the centre under supervised conditions, internally marked and verified prior to external verification by Edexcel.

The Edexcel tests and mark schemes are available to download from a secure area of the Edexcel website.

Learners must complete a range of different types of writing tasks in an hour (60 minutes for Entry 1). The tasks, which are internally assessed and externally verified, will assess the learners ability to write to communicate.

The tasks have a pass mark of 66% and are not graded.

Unit 3 Reading (Entry 1, Entry 2, Entry 3) tests consist of a series of multiple choice questions and learners are expected to complete the test within an hour. The tests, which are internally assessed and externally verified, will assess the learners ability to:

- Read and understand
- Read and obtain information

The tests have a pass mark of 66% and are not graded.

Unit 3 Reading (Level 1 and Level 2) require learners to complete the National Adult Literacy Test. This is an externally set test that is marked by Edexcel. It is available both on screen (on-demand) and paper based (monthly basis). Learners who achieve this will receive Adult Literacy certification in addition to their ESOL qualification. There is no ‘ESOL-specific’ unit test for Reading at Levels 1 and 2.

Conduct of tests for all units

For more information and guidance on how to conduct the tests, please consult the *Instructions for the Conduct of Examinations (ICE)* or *Guidance and instructions for conducting the tests* which are available from the Edexcel website. Additional support documents and specimen papers that are also produced for these tests and can be found on the Edexcel website.

Language of assessment

All unit tests will be available in English only. Assessment materials will be published in English and all written and spoken work submitted for examination and verification must be produced in English.

Quality assurance of centres

Edexcel’s qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

These qualifications provide a flexible structure for learners. For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres delivering these qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres should check their eligibility to offer these qualifications using the information available on the website.

Edexcel Quality Assurance

Details of quality assurance are set out in the Edexcel *Information Manual* published annually. This provides details of the internal verification process and the external verification process. Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification.

Approval

Centres that have not previously offered Edexcel qualifications will need to go through a centre approval process, details of which can be found on the Edexcel website.

Approved Edexcel centres wishing to gain approval for ESOL for the first time need to apply on the Skills for Life Qualification Approval form.

When a centre applies for approval to offer an Edexcel qualification they are required to enter into an approvals agreement. The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to Edexcel qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel ESOL Skills for Life qualifications accredited on the QCF for learners aged 14 and above. The prior knowledge and attainment required for each level is in the standards and curriculum.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Progression

It is recognised that ESOL learners may have different levels of knowledge, skills and understanding of their home language as well as English. Learners may be able to demonstrate their abilities confidently in some aspects of language and less able to so in another. The structure of the Certificate in ESOL Skills for Life has been designed to reflect this and to enable learners to progress at their own pace.

It may be appropriate for the learner to progress on to:

- a key skills or functional skills qualification
- GCSE/GCE qualification
- Vocational qualifications
- Diploma
- NVQ

Programme design and delivery

Tutor qualifications

Tutors delivering ESOL programmes and conducting the assessments must have the relevant qualifications specified by Lifelong Learning UK (LLUK) the independent employer-led sector skills council responsible for the professional development of staff working in the UK lifelong learning sector.

For teachers working with 14-19 learners in school settings, please see information on the Edexcel website.

Mode of delivery

Edexcel does not define the mode of delivery for Edexcel ESOL Skills for Life qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the ESOL specialists delivering the units. Learners should be given the opportunity to develop, use and consolidate language skills and knowledge as quickly as possible. Where possible, there should be an emphasis on providing learning activities that encourage practical participation.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the practical nature of Edexcel ESOL Skills for Life qualifications and the mode of delivery. Tutors and assessors need to ensure that appropriate links are made between theory and practical application. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity in day to day life. Maximum use should be made of the learner's experience.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Professional development and training

Edexcel supports UK and international customers with training related to its qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027

GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active - ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A National Standards for Adult Literacy

Entry 1

Speaking and Listening		Reading		Writing	
<i>At this level, adults can:</i>		<i>At this level, adults can:</i>		<i>At this level, adults can:</i>	
<p>listen and respond to spoken language, including simple narrative, statements, questions and single-step instructions</p> <p>speak to communicate basic information, feelings and opinions in familiar topics</p> <p>engage in discussion with another person in a familiar situation about familiar topics</p>		<p>read and understand short texts with repeated language patterns on familiar topics</p> <p>read and obtain information from common signs and symbols</p>		<p>write to communicate information to an intended audience</p>	
	<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>
SLlr E1.1	<ul style="list-style-type: none"> listen for the gist of short explanations 	Rt E1.1	<ul style="list-style-type: none"> follow a short narrative on a familiar topic or experience 	Wt E1.1	<ul style="list-style-type: none"> use written words and phrases to record or present information
SLlr E1.2	<ul style="list-style-type: none"> listen for detail using key words to extract some specific information 	Rt E1.2	<ul style="list-style-type: none"> recognise the different purpose of texts at this level 	Ws E1.1	<ul style="list-style-type: none"> construct a simple sentence
SLlr E1.3	<ul style="list-style-type: none"> follow single step instructions in a familiar context, asking for instructions to be repeated if necessary 	Rw E1.1	<ul style="list-style-type: none"> possess a limited, meaningful sight vocabulary of words, signs and symbols 	Ws E1.2	<ul style="list-style-type: none"> punctuate a simple sentence with a capital letter and full stop
SLlr E1.4	<ul style="list-style-type: none"> listen and respond to requests for personal information 	Rw E1.2	<ul style="list-style-type: none"> decode simple, regular words 	Ws E1.3	<ul style="list-style-type: none"> use a capital letter for personal pronoun 'I'
SLc E1.1	<ul style="list-style-type: none"> speak clearly to be heard and understood in simple exchanges 	Rw E1.3	<ul style="list-style-type: none"> recognise the letters of the alphabet in both upper and lower case 	Ww E1.1	<ul style="list-style-type: none"> spell correctly some personal key words and familiar words
SLc E1.2	<ul style="list-style-type: none"> make requests using appropriate terms 			Ww E1.2	<ul style="list-style-type: none"> write the letters of the alphabet using upper and lower case
SLc E1.3	<ul style="list-style-type: none"> ask questions to obtain specific information 		<p>in texts such as public signs and notices, lists, forms, records, simple narratives.</p>		

SLlr E2.4	<ul style="list-style-type: none"> listen to and follow short, straightforward explanations and instructions 	Rt E2.4	<ul style="list-style-type: none"> use illustrations and captions to locate information 	Ws E2.3	<ul style="list-style-type: none"> use punctuation correctly, <i>eg capital letters, full stops and question marks</i>
SLlr E2.5	<ul style="list-style-type: none"> listen to and identify simply expressed feelings and opinions 	Rs E2.1	<ul style="list-style-type: none"> read and understand linking words and adverbials in instructions and directions, <i>eg next, then, right, straight on</i> 	Ws E2.4	<ul style="list-style-type: none"> use a capital letter for proper nouns
SLc E2.1	<ul style="list-style-type: none"> speak clearly to be heard and understood in straightforward exchanges 	Rw E2.1	<ul style="list-style-type: none"> read and understand words in forms related to personal information, <i>eg first name, surname, address, postcode, age, date of birth</i> 	Ww E2.1	<ul style="list-style-type: none"> spell correctly the majority of personal details and familiar common words
SLc E2.2	<ul style="list-style-type: none"> make requests and ask questions to obtain information in everyday contexts 	Rw E2.2	<ul style="list-style-type: none"> recognise high frequency words and words with common spelling patterns 	Ww E2.2	<ul style="list-style-type: none"> produce legible text
SLlr E2.6	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> respond to straightforward questions 	Rw E2.3	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use phonic and graphic knowledge to decode words 		<p><i>An adult will be expected to:</i></p> <p>in documents such as forms, lists, messages, notes, records, emails, simple narratives.</p>
SLc E2.3	<ul style="list-style-type: none"> express clearly statements of fact and short accounts and descriptions 	Rw E2.4	<ul style="list-style-type: none"> use a simplified dictionary to find the meaning of unfamiliar words 		
SLc E2.4	<ul style="list-style-type: none"> ask questions to clarify understanding 	Rw E2.5	<ul style="list-style-type: none"> use initial letters to find and sequence words in alphabetical order 		
SLd E2.1	<ul style="list-style-type: none"> follow the gist of discussions 		<p>in texts such as public signs and notices, lists, forms, notes, records emails, simple narratives, letters and diagrams.</p>		
SLd E2.2	<ul style="list-style-type: none"> follow the main points and make appropriate contributions to the discussion <p>in straightforward familiar formal exchanges connected with education, training, work and social roles.</p>				

Entry 3

Speaking and Listening		Reading		Writing	
<p><i>At this level, adults can:</i></p> <p>listen and respond</p> <p>to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone</p> <p>speak to communicate</p> <p>information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone</p> <p>engage in discussion</p> <p>with one or more people in familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics</p>		<p><i>At this level, adults can:</i></p> <p>read and understand</p> <p>short, straightforward texts on familiar topics accurately and independently</p> <p>read and obtain information</p> <p>from everyday sources</p>		<p><i>At this level, adults can:</i></p> <p>write to communicate</p> <p>information and opinions with some adaptations to the intended audience</p>	
	<p><i>An adult will be expected to:</i></p>		<p><i>An adult will be expected to:</i></p>		<p><i>An adult will be expected to:</i></p>
SLlr E3.1	<ul style="list-style-type: none"> listen and follow the gist of explanations, instructions and narratives in different contexts 	Rt E3.1	<ul style="list-style-type: none"> trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph 	Wt E3.1	<ul style="list-style-type: none"> plan and draft writing
SLlr E3.2	<ul style="list-style-type: none"> listen for detail in explanations, instructions and narratives in different contexts 	Rt E3.2	<ul style="list-style-type: none"> recognise the different purposes of texts at this level 	Wt E3.2	<ul style="list-style-type: none"> organise writing in short paragraphs
SLlr E3.3	<ul style="list-style-type: none"> listen for and identify relevant information and new information from discussions, explanations and presentations 	Rt E3.3	<ul style="list-style-type: none"> recognise and understand the organisational features and typical language of instructional texts, <i>eg use of the imperatives and second person</i> 	Wt E3.3	<ul style="list-style-type: none"> sequence chronological writing
SLlr E3.4	<ul style="list-style-type: none"> use strategies to clarify and confirm understanding, <i>eg facial expressions or gestures</i> 	Rt E3.4	<ul style="list-style-type: none"> identify the main points and ideas and predict words from context 	Ws E3.1	<ul style="list-style-type: none"> write in complete sentences
SLlr E3.5	<ul style="list-style-type: none"> listen to and respond appropriately to other points of view 	Rt E3.5	<ul style="list-style-type: none"> understand and use organisational features to locate information <i>eg contents, index, menus</i> 	Ws E3.2	<ul style="list-style-type: none"> use correct basic grammar, <i>eg appropriate verb tense, subject-verb agreement</i>

	<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>
SLc E3.1	<ul style="list-style-type: none"> • speak clearly to be heard and understood using appropriate clarity, speed and phrasing 	Rt E3.6	<ul style="list-style-type: none"> • skim read title, headings and illustrations to decide if material is of interest 	Ws E3.3	<ul style="list-style-type: none"> • use punctuation correctly, <i>eg capital letters, full stops, question marks, exclamation marks</i>
SLc E3.2	<ul style="list-style-type: none"> • use formal language and register when appropriate 	Rt E3.7	<ul style="list-style-type: none"> • scan texts to locate information 	Ww E3.1	<ul style="list-style-type: none"> • spell correctly common words and relevant key words for work and special interest
	<ul style="list-style-type: none"> • respond to a range of questions about familiar topics 	Rt E3.8	<ul style="list-style-type: none"> • obtain specific information through detailed reading 	Wt E3.4	<ul style="list-style-type: none"> • proof-read and correct writing for grammar and spelling
SLlr E3.6	<ul style="list-style-type: none"> • express clearly statements of fact and give short explanations, accounts and descriptions 	Rt E3.9	<ul style="list-style-type: none"> • relate an image to print and use it to obtain meaning 	Ww E3.2	<ul style="list-style-type: none"> • produce legible text
SLc E3.3	<ul style="list-style-type: none"> • make requests and ask questions to obtain information in familiar and unfamiliar contexts 	Rw E3.1	<ul style="list-style-type: none"> • recognise and understand relevant specialist key words 		
SLc E3.4	<ul style="list-style-type: none"> • follow and understand the main points of discussions on different topics 	Rw E3.2	<ul style="list-style-type: none"> • read and understand key words and phrases commonly used on forms 		in documents such as forms, notes, records, emails, letters, narratives, simple instructions, short reports.
SLd E3.1	<ul style="list-style-type: none"> • make contributions to discussions that are relevant to the subject 	Rw E3.3	<ul style="list-style-type: none"> • use a dictionary to find the meaning of unfamiliar words 		
SLd E3.2	<ul style="list-style-type: none"> • respect the turn-taking rights of others during discussions 	Rw E3.4	<ul style="list-style-type: none"> • use first and second place letters to find and sequence words in alphabetical order 		
SLd E3.3	in familiar formal exchanges connected with education, training, work and social roles.		in texts such as forms, notes, records, emails, narratives, letters, diagrams, simple instructions, short reports.		

Level 1

Speaking and Listening		Reading		Writing	
<p><i>At this level, adults can:</i></p> <p>listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context</p> <p>speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium</p> <p>engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</p>		<p><i>At this level, adults can:</i></p> <p>read and understand straightforward texts of varying lengths on a variety of topics accurately and independently</p> <p>read and obtain information from different sources</p>		<p><i>At this level, adults can:</i></p> <p>write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience</p>	
	<p><i>An adult will be expected to:</i></p>		<p><i>An adult will be expected to:</i></p>		<p><i>An adult will be expected to:</i></p>
SLlr 1.1	<ul style="list-style-type: none"> listen for and identify relevant information from explanations and presentations on a range of straightforward topics 	Rt 1.1	<ul style="list-style-type: none"> trace and understand the main events of continuous descriptive, explanatory and persuasive texts 	Wt 1.1	<ul style="list-style-type: none"> plan and draft writing
SLlr 1.2	<ul style="list-style-type: none"> listen for and understand explanations, instructions and narratives on different topics in a range of contexts 	Rt 1.2	<ul style="list-style-type: none"> recognise how language and other textual features are used to achieve different purposes, <i>eg to instruct, explain, describe persuade</i> 	Wt 1.2	<ul style="list-style-type: none"> judge how much to write and level of detail to include
SLlr 1.3	<ul style="list-style-type: none"> use strategies to clarify and confirm understanding <i>eg facial expressions, body language and verbal prompts</i> 	Rt 1.3	<ul style="list-style-type: none"> identify the main points and specific detail, and infer meaning from images which is not explicit in the text 	Wt 1.3	<ul style="list-style-type: none"> present information in a logical sequence, using paragraphs where appropriate
SLlr 1.4	<ul style="list-style-type: none"> provide feedback and confirmation when listening to others 	Rt 1.4	<ul style="list-style-type: none"> use organisational and structural features to locate information, <i>eg contents, index, menus, subheadings, paragraphs</i> 	Wt 1.4	<ul style="list-style-type: none"> use language suitable for purpose and audience

SLlr 1.5	<ul style="list-style-type: none"> make contributions relevant to the situation and the subject 	Rt 1.5	<ul style="list-style-type: none"> use different reading strategies to find and obtain information 	Wt 1.5	<ul style="list-style-type: none"> use format and structure for different purposes
SLc 1.1	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> speak clearly in a way which suits the situation 	Rw 1.1	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use reference material to find the meaning of unfamiliar words 	Ws 1.1	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> write in complete sentences
SLc 1.2	<ul style="list-style-type: none"> make requests and ask questions to obtain information in familiar and unfamiliar contexts 		<p>in reports, instructional, explanatory and persuasive texts.</p>	Ws 1.2	<ul style="list-style-type: none"> use correct grammar <i>eg subject-verb agreement, correct use of tense</i>
SLlr 1.6	<ul style="list-style-type: none"> respond to questions on a range of topics 			Ws 1.3	<ul style="list-style-type: none"> punctuate sentences correctly and use punctuation so that meaning is clear
SLc 1.3	<ul style="list-style-type: none"> express clearly statements of fact, explanations, instructions, accounts and descriptions 			Ww 1.1	<ul style="list-style-type: none"> spell correctly words used most often in work, studies and daily life
SLc 1.4	<ul style="list-style-type: none"> present information and ideas in a logical sequence and include detail and develop ideas where appropriate 			Wt 1.6	<ul style="list-style-type: none"> proof-read and revise writing for accuracy and meaning
SLd 1.1	<ul style="list-style-type: none"> follow and contribute to discussions on a range of straightforward topics 			Ww 1.2	<ul style="list-style-type: none"> produce legible text
SLd 1.2	<ul style="list-style-type: none"> respect the turn taking rights of others during discussions 				
SLd 1.3	<ul style="list-style-type: none"> use appropriate phrases for interruption 				
	<p>in formal exchanges connected with education, training, work and social roles.</p>				<p>in documents such as forms, records, emails, letters, narratives, instructions, reports, explanations.</p>

Level 2

Speaking and Listening	Reading	Writing
<p><i>At this level, adults can:</i></p> <p>listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context</p> <p>speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting each speech and content to take account of the listener(s), medium, purpose and situation</p> <p>engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic</p>	<p><i>At this level, adults can:</i></p> <p>read and understand a range of texts of varying complexity accurately and independently</p> <p>read and obtain information of varying length and detail from different sources</p>	<p><i>At this level, adults can:</i></p> <p>write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience</p>

	<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>
SLlr 2.1	<ul style="list-style-type: none"> listen for and identify relevant information from extended explanations or presentations on a range of topics 	Rt 2.1	<ul style="list-style-type: none"> trace and understand the main events of continuous descriptive, explanatory and persuasive texts 	Wt 2.1	<ul style="list-style-type: none"> plan and draft writing
SLlr 2.2	<ul style="list-style-type: none"> listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts 	Rt 2.2	<ul style="list-style-type: none"> identify the purpose of a text and infer meaning which is not explicit 	Wt 2.2	<ul style="list-style-type: none"> judge how much to write and the level of detail to include
SLc 2.1	<ul style="list-style-type: none"> speak clearly and confidently in a way which suits the situation 	Rt 2.3	<ul style="list-style-type: none"> identify the main points and specific detail 	Wt 2.3	<ul style="list-style-type: none"> present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate

SLlr 2.3	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> respond to detailed or extended questions on a range of topics 	Rt 2.4	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> read an argument and identify the points of view 	Wt 2.4	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use format and structure to organise writing for different purposes
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SLlr 2.4	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> respond to criticism and criticise constructively 	Rt 2.5	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> read critically to evaluate information and compare information, ideas and opinions from different sources 	Wt 2.5	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use formal and informal language appropriate to purpose and audience
SLc 2.2	<ul style="list-style-type: none"> make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts 	Rt 2.6	<ul style="list-style-type: none"> use organisational features and systems to locate texts and information 	Wt 2.6	<ul style="list-style-type: none"> use different styles of writing for different purposes, <i>eg persuasive techniques, supporting evidence, technical vocabulary</i>
SLc 2.3	<ul style="list-style-type: none"> express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary 	Rt 2.7	<ul style="list-style-type: none"> use different reading strategies to find and obtain information <i>eg skimming, scanning, detailed reading</i> 	Ws 2.1	<ul style="list-style-type: none"> construct complex sentences
SLc 2.4	<ul style="list-style-type: none"> present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding 	Rt 2.8	<ul style="list-style-type: none"> summarise information from longer documents 	Ws 2.2	<ul style="list-style-type: none"> use correct grammar, <i>eg subject-verb agreement, correct and consistent use of tense</i>
SLd 2.1	<ul style="list-style-type: none"> make relevant contributions to help move discussions forward 	Rw 2.1	<ul style="list-style-type: none"> read and understand technical vocabulary 	Ws 2.3	<ul style="list-style-type: none"> use pronouns so that their meaning is clear
SLd 2.2	<ul style="list-style-type: none"> adapt contributions to discussions to suit audience, context, purpose and situation 	Rw 2.2	<ul style="list-style-type: none"> use reference materials to find the meanings of unfamiliar words 	Ws 2.4	<ul style="list-style-type: none"> punctuate sentences correctly and use punctuation accurately, <i>eg commas, apostrophes, inverted commas</i>

<p>SLd 2.3</p> <p>SLd 2.4</p> <p>SLd 2.5</p>	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> • use appropriate phrases for interruption and change of topic • support opinions and arguments with evidence • use strategies intended to reassure, <i>eg body language and appropriate phraseology</i> <p>in a wide range of formal and social exchanges.</p>		<p><i>An adult will be expected to:</i></p> <p>in a wide range of text types.</p>	<p>Ww 2.1</p> <p>Wt 2.7</p> <p>Wt 2.8</p>	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> • spell correctly words used most often in work, studies and daily life, including familiar technical words • proof-read and revise writing for accuracy and meaning • produce legible text <p>in a wide range of documents.</p>
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Annexe B Links with the common European Framework and the National Language standards

The table below demonstrates the relationship between qualifications on the National Qualifications Framework such as the Edexcel Certificates in ESOL Skills for Life and qualifications on the Common European Framework and the National Language Standards. Further information on links between these qualifications is contained in the booklet 'Pathways to Proficiency' - the alignment of language proficiency scales (ALPS) for assessing competence in English Language (Department for Education and Skills 2003).

Edexcel Certificate in ESOL Skills for Life	QCDA					A language in common	Common European Framework	National Language standards	
	NQF	QCF	NSAL	Functional skills	Key skills				
	4	4			4	National Curriculum Levels 2 - 8	(C2.2)		
	3	3			3		(C2 mastery)	5	
Level 2	2	2	2	2	2		C1 operational proficiency	4	
Level 1	1	1	1	1	1		B2 Vantage	3	
Entry 3	Entry	Entry	Entry 3	Entry 3			B1 Threshold	2	
Entry 2			Entry 2	Entry 2			A2 Waystage	1	
Entry 1			Entry 1	Entry 1			Level 1 secure/threshold	A1 Breakthrough	Entry
							EAL step 2		
							EAL step 1		

Annexe C ESOL and the wider curriculum

Spiritual, moral, ethical, social, cultural, environmental issues, health and safety considerations and the European dimension

The study of the English language offers ample opportunities to address any or all of the above issues through choice of contexts, topics and texts. Learners who undertake programmes of study leading to the Edexcel ESOL qualifications will work in a variety of real-life contexts. As a result learners will encounter many naturally arising moral and cultural issues, environmental and safety considerations and aspects of European developments. ESOL tutors should consider these dimensions to broaden the curriculum when considering contexts for teaching. Examples include:

Spiritual issues

- reading and gathering information about a number of well-known religious festivals in a local area

Moral issues

- reading publicity materials for a selection of charities, identifying what each charity does, and taking part in a discussion about those which the learner would choose to support and why

Ethical issues

- gathering information from different sides of the debate on topical issues and using this material to hold a discussion

Social issues

- using written signs in a department store to find a selection of different items
- following instructions to get from one place to another (eg 'turn left into the High Street, then right into Station Road, cross the footbridge') to mark the route on a simple map
- gathering information from a selection of course prospectuses for ESOL learners

Cultural issues

- reading and gathering information about the traditions and history of different cultures

Environmental issues

- reading and gathering information about recycling and methods of saving energy, and giving a short presentation to explain how these can be done

Health and safety issues

- reading a government health and safety leaflet and listing ways in which the recommendations can be put into practice in the home or workplace

European dimension

- gathering information and organising a debate based on canvassing materials for a European election.

Such examples will arise naturally as part of the learning process, given the diverse nature of ESOL learners.

Annexe D Mapping to Functional Skills

Speaking and Listening		Speaking and listening functional skills		Writing	
<p><i>At this level, adults can:</i></p> <p>listen and respond to spoken language, including simple narrative, statements, questions and single-step instructions</p> <p>speak to communicate basic information, feelings and opinions in familiar topics</p> <p>engage in discussion with another person in a familiar situation about familiar topics</p>		<p>At this level:</p> <p>the context is familiar and accessible to the learner. The English skills demanded by the situation or problem are clear and straightforward. The learner demonstrates some awareness of audience and purpose, recognizing formal and informal contexts and applying their knowledge and skills accordingly. The skills or techniques required may not be specific to the situation or problem. Guidance and direction are provided.</p>		<p><i>At this level, adults can:</i></p> <p>write to communicate information to an intended audience</p>	
	<p><i>An adult will be expected to:</i></p>		<p><i>Coverage and range</i></p>		<p><i>An adult will be expected to:</i></p>
SLlr E1.1	<ul style="list-style-type: none"> listen for the gist of short explanations 		<ul style="list-style-type: none"> understand the main points of short explanations and listen for specific information 	Wt E1.1	<ul style="list-style-type: none"> use written words and phrases to record or present information
SLlr E1.2	<ul style="list-style-type: none"> listen for detail using key words to extract some specific information 			Ws E1.1	<ul style="list-style-type: none"> construct a simple sentence
SLlr E1.3	<ul style="list-style-type: none"> follow single step instructions in a familiar context, asking for instructions to be repeated if necessary 		<ul style="list-style-type: none"> follow instructions 	Ws E1.2	<ul style="list-style-type: none"> punctuate a simple sentence with a capital letter and full stop
SLlr E1.4	<ul style="list-style-type: none"> listen and respond to requests for personal information 		<ul style="list-style-type: none"> respond appropriately to comments and requests 	Ws E1.3	<ul style="list-style-type: none"> use a capital letter for personal pronoun 'I'
SLc E1.1	<ul style="list-style-type: none"> speak clearly to be heard and understood in simple exchanges 		<ul style="list-style-type: none"> make contributions clearly, to be heard and understood 	Ww E1.1	<ul style="list-style-type: none"> spell correctly some personal key words and familiar words
SLc E1.2	<ul style="list-style-type: none"> make requests using appropriate terms 			Ww E1.2	<ul style="list-style-type: none"> write the letters of the alphabet using upper and lower case

SLc E1.3	<ul style="list-style-type: none"> ask questions to obtain specific information 		<ul style="list-style-type: none"> ask questions using appropriate terms to obtain specific information 		
SLc E1.4	<ul style="list-style-type: none"> make statements of fact clearly 				<p>in documents such as forms, lists, messages, notes, records.</p>
SLd E1.1	<ul style="list-style-type: none"> speak and listen in simple exchanges and everyday contexts <p>in simple and familiar formal exchanges connected with education, training, work and social roles.</p>		<p>when listening, talking and discussing in familiar situations</p>		

Annexe E Resources

In order to support teaching, learning and assessment, the following may be useful resources:

- Adult ESOL Core Curriculum online at LSIS excellence gateway:
<http://www.excellencegateway.org.uk/sflcurriculum>
- The Edexcel website: <http://www.edexcel.com/quals/esol/Pages/default.aspx>
- Lifelong Learning UK: <http://www.lluk.org.uk>
- Read, Write, Plus materials:
<http://rwp.excellencegateway.org.uk/readwriteplus/LearningMaterialsESOL>
- Cutting Edge from Longman Pearson – free worksheets to download:
<http://www.pearsonlongman.com/uk%20Ireland/esol/worksheets/index.html>
- QCDA information on qualifications for pre-16 learners with English as an Additional Language: <http://www.qcda.gov.uk/20858.aspx>
- Dept for Business, Industry and Skills ‘New Approach to ESOL’:
<http://www.dius.gov.uk/esol>
- The National Association for Development of Language in the Curriculum:
<http://www.naldic.org.uk/index.cfm>
- National Association for Teaching English and Community Languages to Adults:
<http://www.natecla.org.uk/>

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