

Draft Guidance and Units

BTEC Short Courses

Edexcel Entry Level Certificate in ESOL for
Work (Entry 3)

Edexcel Level 1 Certificate in ESOL for
Work

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Qualification titles covered by this specification

Edexcel Entry Level Certificate in ESOL for Work (Entry 3)

Edexcel Level 1 Certificate in ESOL for Work

These qualifications have been accredited to the National Qualification Framework and are eligible for public funding.

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 Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for these qualifications are listed below:

500/2264/7 Edexcel Entry Level Certificate in ESOL for Work (Entry 3)

500/2298/7 Edexcel Level 1 Certificate in ESOL for Work

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualifications in different ways to suit the medium and the target audience.

The above qualifications are aligned to the Adult ESOL core curriculum and relate to the appropriate levels of the national standards for adult literacy. Each qualification measures learner performance in three different modes:

- Speaking and listening
- Reading
- Writing

Aims and rationale

These qualifications are specifically designed to meet the needs of learners who are employed or looking for employment in the U.K. but do not intend to become UK citizens or take up permanent residence. These qualifications are for adult learners (post 16) who are speakers of languages other than English, attainable via flexible short course programmes of study that target the immediate, broad, work-related needs of learners and enable them to:

- achieve a level of attainment in English that will enable them to operate effectively in the workplace
- develop ESOL skills either in the workplace or in preparation for work.

Assessment is available on demand so learners can demonstrate their levels of competence and knowledge of English in reading, writing, speaking and listening when they are ready, rather than on fixed assessment dates.

There is no portfolio of evidence requirement for either the Entry or Level 1 Certificate in ESOL for Work as all assessment is carried out through Edexcel-produced, mode-specific unit tests. These are set by Edexcel and can be taken when the learners are ready to be assessed. Tests are administered under supervised conditions in the centre and must be internally marked and moderated prior to external verification by Edexcel. They are based upon the national standards and level descriptors specified in the Adult ESOL Core Curriculum. The qualifications offered by Edexcel at Entry level conform to the requirements of the QCA Entry Level Criteria. The qualifications at Level 1 conform to the requirements of the QCA Common Criteria.

The number of guided learning hours required for achievement of a certificate in ESOL for Work will vary from learner to learner, but it is expected that, on average, approximately 150 guided learning hours should be allocated to each level.

Levels

The Edexcel Certificates in ESOL for Work are available at two levels - Entry Level 3 and Level 1.

It is acknowledged that for most learners to function effectively at work, greater demands will be placed on their speaking, listening and reading skills, rather than writing. Consequently, these qualifications have a flexible format that permits writing to be assessed at one level lower than other skill areas. For instance, to achieve Level 1 Certificate in ESOL for Work, a learner would have to demonstrate skill levels at Level 1 for speaking, listening and reading but could demonstrate writing skills at Entry 3 in the Entry 3 writing unit. The units and levels of achievement required for full certification at each level are detailed within the specification.

Links with the National Standards for Adult Literacy

The Edexcel Certificate in ESOL for Work qualifications are based on the national standards for adult literacy and the Adult ESOL Core Curriculum and should be read in conjunction with those standards. The Adult Literacy standards consist of two parts:

- the standards
- guidance and exemplars.

The national standards for adult literacy provide a detailed specification of the skills, and the capabilities that comprise the skill, together with descriptors that define the level of performance of each capability.

'At this level, adults can:'	This descriptor details what learners can do at a level.
'An adult will be expected to:'	This descriptor details the skills that learners must demonstrate and the evidence required for assessment. The criteria for assessment are listed and learners must satisfy each one.

The guidance and exemplars in the standards provide examples of the roles used and potential contexts for the skills and capabilities at the specified level. They are taken from everyday adult life and cover a range of areas. Unlike the ESOL Skills for Life qualifications, the ESOL for Work qualifications will not draw on the full range of these and will restrict content and contexts to those that relate to the world of work.

Links with Key Skills Level 1 Communication

Unlike the Edexcel ESOL Skills for Life qualifications at levels 1 and 2 which allow learners to undertake the National Test for Adult Literacy for their reading assessment, the Edexcel Level 1 Certificate in ESOL for Work requires learners to undertake an ESOL for Work-specific reading test.

Links with the Common European Framework and the National Language Standards

The table below demonstrates the relationship between qualifications on the National Qualification Framework such as the Edexcel Certificates in ESOL for Work as well as qualifications on the Common European Framework and the National Language Standards.

Edexcel Certificates in ESOL for Work	QCA				Common European Framework	National Language Standards
	NQF	NSAL	Key Skills	A Language in Common		
Level 1	1	Level 1	Level 1	National Curriculum Levels 2-4	B2 Vantage	Level 3
Entry Level 3	Entry	Entry Level 3			B1 Threshold	Level 2
					A2 Waystage	Level 1

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

This qualification provides opportunities for developing an understanding of the above and the table below identifies some possible examples.

Issue	Possible linked language activities
Spiritual	<ul style="list-style-type: none"> Reading a section of a company induction pack on special arrangements in place for daily prayer
Moral	<ul style="list-style-type: none"> Contribution to a company workshop on equality and diversity issues at work (eg anti-bullying policy)
Ethical	<ul style="list-style-type: none"> Listening to a work bulletin on 'fair-trade' concerns.
Social	<ul style="list-style-type: none"> Discussion of a social problem that impacts on their work (shortage of affordable accommodation)
Cultural	<ul style="list-style-type: none"> Informal conversation on different work conventions in the UK eg time allocated for lunch, tea breaks etc
Environmental	<ul style="list-style-type: none"> Reference to a corporate poster on company recycling policy.
European initiatives	<ul style="list-style-type: none"> Reading about new European initiatives and legislation that could affect a particular sector of work
Health and safety	<ul style="list-style-type: none"> Reading a safety notices about hazardous equipment at work

Minimum requirements for qualification achievement

	Speaking and listening	Reading	Writing
To achieve the qualification at Entry 3 the learner must achieve one of the following combinations:	Entry 3	Entry 3	Entry 3
	Entry 3	Entry 3	Entry 2
	Level 1	Entry 3	Entry 2
	Entry 3	Level 1	Entry 3
	Level 1	Entry 3	Entry 3
To achieve the qualification at Level 1 the learner must achieve one of the following combinations:	Level 1	Level 1	Level 1
	Level 1	Level 1	Entry 3

The tables above indicate that, unlike ESOL Skills for Life qualifications, these qualifications are not awarded at the level of the lowest mode.

Coverage and content of assessment

The Certificates in ESOL for Work qualifications have been devised to meet the needs of employers and learners working or considering work in different sectors and in different roles. To achieve this aim, the content of the tests is generic rather than specialised, to cater for a range of routine work situations and issues. The tests of active skills (speaking and writing) provide opportunities for learners to produce English language that relates to their own work situation or plans for employment, while the input material in the tests of passive skills (reading and listening) reflects situations commonly met in the workplace. The following list gives guidance on the type of generic topic areas and materials that learners may encounter during the tests.

<p>Finding work/Recruitment: Job adverts Skills and qualifications Letter of application/CV/covering letter/application form/letter of invitation to interview/job description/person spec Interview process</p>	<p>Starting Work: Organisational structure/departments - Management, Accounts, Human Resources, Marketing, Sales, Design and Technology Contract - terms and conditions Induction Company handbook/policies eg disciplinary procedure Disability awareness</p>
<p>Pay: Pay slips National Insurance and Pension Bank Statements Rates of pay - deductions Incentive schemes/bonuses</p>	<p>Health and Safety: Labels/instructions/health warnings Warning signs First Aid Accident log book - logging and reporting Risk Assessment</p>
<p>Communication in the workplace: Meetings Written communication Verbal communication - face to face/phone</p>	<p>Customer Care: Policies Information desk - enquiries/complaints/responding to emergencies Surveys and questionnaires Quality control</p>
<p>Equality and Diversity: Policies</p>	<p>Materials and Suppliers: Orders - forms/catalogues Inventories</p>

The tests reward effective communication and require learners to demonstrate knowledge and understanding of communicative language appropriate to the level of the qualification and authentic workplace contexts.

Reading and writing are assessed separately in recognition of the fact that learners have different skill profiles. While it is expected that most learners will undertake both reading and writing assessments one after the other in a single examining session, some may wish for example to undertake a reading assessment at a higher level than writing.

Assessment overview

Entry 3

Component	Time	Tasks/sections	Input/stimulus	Task/response
Speaking and Listening	Approx. 7 minutes	Task 1 (3 minutes)	Piece played or read to learner Short dialogue	Answer questions about gist and detail
		Task 2 (4 minutes)	Prompt sheet	Discuss a work-related issue
Reading	45 minutes	Typically 4 tasks	Short to medium length factual, work-related texts, eg adverts, forms, contracts information leaflets	Answer a variety of questions, eg multiple choice, true / false / not stated, sentence / note completion
Writing	30 minutes	1 task	Short rubric or text to contextualise and provide material for response	Produce a short (80-100 words), work-related piece of writing, eg report, letter, email, note, form

Level 1

Component	Time	Tasks/sections	Input text	Task types
Speaking and Listening	Approx. 7 minutes	Task 1 (3 minutes)	Piece played or read to learner Short dialogue	Answer questions about gist and detail
		Task 2 (4 minutes)	Prompt sheet	Discuss a work-related issue
Reading	45 minutes	Typically 4 tasks	Medium length factual, work-related texts, eg adverts, forms, contracts information leaflets	Answer a variety of questions, eg multiple choice, true false, not stated, sentence note completion
Writing	30 minutes	1 task	Short rubric or text to contextualise and provide material for response	Produce a short (100-120 words), work-related piece of writing, eg report, letter, email, note, form

Detailed description of test components

Entry Level 3

1. Speaking and Listening (Approximately 7 minutes)

Task 1 (3 minutes)

Skill: Listening & responding

The task objectives are to assess the learner's ability to listen to and understand a short recorded or read dialogue on a work-related topic, and to answer 5 questions about the dialogue.

Task Description

Learners are told that they are going to listen to a recording or reading of a dialogue and will be asked some questions about it. First the Interlocutor gives a brief outline of the context or scenario and then gives them 2 questions, which they can note down if they wish. These are gist questions which relate to the main ideas, the attitudes or opinions of the speaker, the purpose or topic of the conversation or the relationships between the speakers. The Interlocutor then plays the recording and asks the questions again. The candidate answers them.

The Interlocutor then says 'Now listen again and answer these questions...' Again, candidates can make notes if they wish. These 3 questions focus on details or secondary ideas. After playing the recording a second time, the Interlocutor asks the questions again and the candidate answers them.

The Interlocutor then says 'Now listen again and answer these questions...' Again, learners can make notes if they wish. These 3 questions focus on details or secondary ideas. After playing the recording a second time, the Interlocutor asks the questions again and the learner answers them.

Stimulus Description

The stimulus consists of a recorded dialogue between a male and a female speaker. The dialogue is recorded at natural speed with appropriate elisions, but is clearly articulated. A context is always given before the recording is played eg 'You are listening to a radio programme about part-time jobs in your area' or 'You hear two colleagues in your office discussing their pay increase'. The topics are all work-related but are dealt with in a straightforward and concrete manner and do not contain any specialist or technical vocabulary or expressions. The questions comprise 2 gist and 3 detail questions, the answers to which are spaced evenly throughout the dialogue.

Task 2 (4 minutes)

Skill: Engaging in discussion

The task objectives are to test the learner's ability to:

- engage in discussion with the Interlocutor on a work-related topic
- express opinions and to give reasons / examples which support those opinions
- agree / disagree
- take turns.

Task Description

The task consists of a separate sheet given to the learner upon which are between 4-6 prompts about a work-related topic. The Interlocutor says 'Now we are going to discuss something together for about three minutes.' The interlocutor hands over the prompt sheet and reads it aloud. (.....Inserted scenario.....). 'Let's discuss (.....inserted scenario.....) and (.....inserted scenario).'

The task comprises two parts a) discussion and b) reaching some kind of conclusion / agreement / choice / preference etc.

The learner is given a few extra seconds to read the prompt sheet. The Interlocutor then says 'I'll start' and begins the discussion. The learner is encouraged to respond and initiate throughout the discussion.

Stimulus Description

The topics are straightforward and concrete with little or no abstract content.

The prompts may be:

- quotes
- short statements
- aspects of a topic
- advantages / disadvantages of a topic.

2. Reading (45 minutes)

There are typically four tasks, each relating to a particular topic or situation. Together they will feature a range of input texts and task types, as follows.

The task objectives are to test the learner's ability to:

- read and understand
- read and obtain information

Learners will need to demonstrate reading skills that will enable them to function effectively in a work place where English-language written materials are used. More specifically, they will need to meet the following work-related requirements:

- recognise and understand relevant work-related key words
- read and understand words and phrases commonly used on forms
- trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph
- recognise the different purposes of text at this level
- scan texts to locate information
- use punctuation and capitalisation to aid understanding
- use a variety of reading strategies to help decode a limited range of unfamiliar words
- obtain specific information through detailed reading.

Task Description

Tasks may include the following practical reading activities:

- multiple choice
- gap fill
- true/false/not stated
- short response
- completion of notes
- matching.

The amount of writing required is minimal and many questions can be answered with non-verbal responses. Where written responses are required, these will be marked positively for effective communication only. Learners will not be penalised for grammatical or other language errors unless they clearly impede communication.

Stimulus Description

The text types that learners will encounter reflect those that appear in authentic work settings. Input material may be authentic or “simulated authentic”. Learners will not require specialist knowledge or vocabulary to succeed in this test. The following list provides an illustration of the range and type of reading sources that could appear:

- | | |
|--------------------------------|-------------------------------|
| • advertisement | • memo or email |
| • fax | • timesheet |
| • job description | • personal specification |
| • list | • questionnaire |
| • form | • payslips |
| • statement | • invoice |
| • memo | • letter |
| • short article | • extract from staff handbook |
| • extract from policy document | • contract |
| • comments slip | |

3. Writing (30 minutes)

Learners will have a choice between two unrelated but equivalent writing tasks, one of which will be achievable by learners without current or previous work experience. Writers will provide two tasks per writing paper. Learners will choose one from the two.

The objective of the task is to test the learner’s ability to communicate in writing and demonstrate writing skills that will enable them to function effectively at work. Learners will need to produce written language in a work-related context and for a work-related purpose. More specifically, they will need to meet the following work-related requirements:

- write in complete sentences
- use correct basic grammar, eg appropriate verb tense, subject-verb agreement
- use punctuation correctly, eg capital letters, full stops, question marks
- spell correctly common words and relevant key words for work

- use their knowledge of sound-symbol relationships and phonological patterns to help spell a range of words appropriate to the level and needs of the workplace
- produce legible text
- organise writing in short paragraphs.

Task Description

Learners will need to write between 80 - 100 words, normally in continuous English, although for certain tasks note-form or bullet-pointed responses may be acceptable (this will always be made clear in the rubric).

Stimulus Description

Rubrics and input texts will be short and clear so that they do not require a lot of reading. Stimuli may include:

- forms
- records
- emails
- simple instructions
- questionnaires
- notes
- signs or notices

Detailed description of test components Level 1

1. Speaking and Listening (Approx. 7 minutes)

Task 1 (3 minutes)

Skill: Listening & responding

The task objective is to assess the learner's ability to listen to and understand a short recorded or read dialogue on a work-related topic, and to answer 5 questions about the dialogue.

Task Description

Learners are told that they are going to listen to a recording or reading of a dialogue and will be asked some questions about it. First the Interlocutor gives a brief outline of the context or scenario and then gives them 2 questions, which they can note down if they wish. These are gist questions which relate to the main ideas, the attitudes or opinions of the speaker, the purpose or topic of the conversation or the relationships between the speakers. The Interlocutor then plays the first part of the recording and asks the questions again. The learner answers them.

The Interlocutor then says 'Now listen to the whole conversation and answer these questions...' Again, learners can make notes if they wish. These 3 questions focus on details or secondary ideas. After playing the whole recording, the Interlocutor asks the questions again and the learner answers them.

Stimulus Description

The stimulus consists of a recorded dialogue between a male and a female speaker. The dialogue is recorded at natural speed with appropriate elisions, but is clearly articulated. A context is always given before the recording is played, eg 'You are listening to a radio programme about part-time jobs in your area' or 'You hear two colleagues in your office discussing their pay increase'. The topics are all work-related but are dealt with in a straightforward and concrete manner and do not contain any

specialist or technical vocabulary or expressions. The questions comprise 2 gist and 3 detail questions, the answers to which are spaced evenly throughout the dialogue.

Task 2 (4 minutes)

Skill: Engaging in discussion.

The task objective is to assess the learner's ability to:

- engage in discussion with the Interlocutor on a work-related topic
- express opinions and to give reasons / examples which support those opinions
- agree / disagree
- take turns

Task Description

The task consists of a separate sheet given to the learner upon which are 4-6 prompts about a work-related topic. The Interlocutor says 'Now we are going to discuss something together for about three minutes.' The interlocutor hands over the prompt sheet and reads it aloud. (.....Inserted scenario.....). 'Let's discuss (.....inserted scenario.....) and (.....inserted scenario).'

The task comprises two parts a) discussion and b) reaching some kind of conclusion / agreement / choice / preference etc.

The learner is given a few extra seconds to read the prompt sheet. The Interlocutor then says 'I'll start' and begins the discussion. The learner is encouraged to respond and initiate throughout the discussion.

Stimulus Description

The topics are straightforward and concrete with little or no abstract content. The prompts may be:

- quotes
- short statements
- aspects of a topic
- advantages / disadvantages of a topic

2. Reading (45 minutes)

The test unit is a natural progression from the Reading test at Entry Level 3 and shares a similar format, with four tasks, each relating to a particular topic or situation. Together they will feature a range of input texts and task types.

The objective of the task is to assess the learner's ability to:

- read and understand
- read and obtain information.

Learners will need to demonstrate reading skills that will enable them to function effectively in a work place where English-language written materials are used. Learners will need to understand written language in various work-related contexts and in different formats ranging from simple safety signs or instructions to more complex employment-related documentation. More specifically, they will need to meet the following work-related requirements:

- use grammatical knowledge, eg different sentence forms, types of word, verb tense, word order along with own knowledge and experience to predict meaning, try out plausible meanings, and read and check for sense
- use punctuation to help their understanding

- recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning
- trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- recognise how language and other textual features are used to achieve different purposes, eg to instruct, explain, describe, persuade
- identify the main points and specific detail in a text
- use organisational and structural features to locate information, eg contents, index, menus, subheadings
- use different reading strategies to find and obtain information.

Task Description

Tasks may include the following practical reading activities:

- multiple choice
- gap fill
- true/false/not stated
- short response
- completion of notes
- matching.

The amount of writing required is minimal and many questions can be answered with non-verbal responses. Where written responses are required, these will be marked positively for effective communication only. Learners will not be penalised for grammatical or other language errors unless they clearly impede communication.

Stimulus Description

The text types that learners will encounter reflect those that appear in authentic work settings. Input material may be authentic or “simulated authentic”. Learners will not require specialist knowledge or vocabulary to succeed in this test. The following list provides an illustration of the range and type of reading sources that could appear:

- | | |
|--------------------------------|-------------------------------|
| • advertisement | • memo or email |
| • fax | • timesheet |
| • job description | • personal specification |
| • list | • questionnaire |
| • form | • payslips |
| • statement | • invoice |
| • memo | • letter |
| • short article | • extract from staff handbook |
| • extract from policy document | • contract |
| • comments slip | |

3. Writing (30 minutes)

Learners will have a choice between two unrelated but equivalent writing tasks, the features of which are as follows.

The objective of the task is to assess the learner's ability to communicate in writing and demonstrate writing skills that will enable them to function effectively at work. Learners will need to produce written language in a work-related context and for a work-related purpose. More specifically, they will need to meet the following work-related requirements:

- write in complete sentences
- use language suitable for purpose and audience
- use format and structure for different purposes
- proofread and revise writing for accuracy and meaning
- use correct grammar, eg subject-verb agreement, correct use of tense
- punctuate sentences correctly and use punctuation so that meaning is clear
- spell correctly words used most often in work and daily life
- produce legible text
- judge how much to write and the level of detail to include
- present information in a logical sequence, using paragraphs where appropriate.

Task Description

Learners will need to write between 100 and 120 words, normally in continuous English, although for certain tasks note-form or bullet-pointed responses may be acceptable (this will always be made clear in the rubric).

Stimulus Description

Rubrics and input texts will be short and clear so that they do not require a lot of reading. Stimuli may include:

- form
- information sheets
- notes
- signs or notices
- agendas
- questionnaires
- records
- emails
- instructions
- minutes for a meeting

Allocation of marks

All tests are marked by the centre, using general and where appropriate, task-specific mark schemes. Total marks awarded and relative weightings are as follows:

1. Speaking and Listening (Entry 3)

Skill	Part 1	Part 2	Part 3	Skill total
Listen and respond	Optional warm-up	14		14
Speak to communicate	(NO MARKS)		8	8
Engage in discussion			8	8
Section total		14	16	30

2. Speaking and Listening (Level 1)

Skill	Part 1	Part 2	Part 3	Skill total
Listen and respond	Optional warm-up	14		14
Speak to communicate	(NO MARKS)		8	8
Engage in discussion			8	8
Section Total		14	16	30

3. Reading (both levels)

A maximum total of **18 marks** is awarded for the four sections using a task-specific mark scheme. Section totals will vary depending on the tasks.

4. Writing (both levels)

Assessed at	Marks
Word level (general mark scheme)	3
Sentence level (general mark scheme)	3
Text level (general mark scheme)	3
Task completion (task-specific mark scheme)	3
Total	12

Arrangements for assessment

Learners will achieve the qualification when they have successfully achieved the required unit tests at Entry Level 3 or Level 1.

The unit tests contained on the CD-Rom:

- should be offered to learners only when they are ready
- should be taken in an appropriate environment for a learner under supervised conditions
- must be worked on independently by the learner; the product must be the learner's own work
- must be completed within the stipulated time
- should be completed at one sitting
- must not be taken outside of the invigilator or interviewer's direct supervision by a learner at any time
- must not be influenced in its outcome by the learner in response to a special requirement. (Any such help must be clearly stated on the front of the test paper).

Re-assessment

Although learners should not be entered for assessments until they are ready, it is possible that, on some occasions, a learner may be unsuccessful. Such learners should be re-assessed once sufficient progress has been made. The practitioner's professional judgement is crucial when determining the most appropriate time for re-assessment. Learners must not, under any circumstance, be assessed more than once on any of the same unit assessments.

Administering the tests

The Edexcel ESOL Skills for Work qualifications are designed to be taken on-demand when the learner is ready.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English and all written and spoken work submitted for examination and verification produced in English.

Access arrangements and special considerations

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

Further details are given in the policy Access Arrangements and Special Considerations for BTEC and Edexcel Qualifications, which is on the Edexcel website www.edexcel.com.

Units

Unit 1: Speaking and listening

NQF Level: Entry 3

Guided learning hours: 150 hours when combined with reading and writing units

Description of unit

This unit requires learners to demonstrate English-language speaking and listening skills that enable them to understand, communicate and engage in interaction in a range of work-related contexts. The focus of assessment is placed on effective communication through task completion, although the level of achievement will also depend on the range, accuracy and complexity of the language produced. This is illustrated in the mark schemes that link to relevant national standards for adult literacy at Entry Level 3 (please see appendices).

The Edexcel-produced assessment features practical, learner-focused tasks that enable learners to give responses appropriate to their needs and experience. They link to the national standards for adult literacy at Entry Level 3 and relate to the generic work-related contexts prescribed within the specification. This unit requires assessment of all three spoken communication components:

- listen and respond
- speak to communicate
- engage in discussion.

Level requirements

To inform teaching and learning, and to prepare learners for their assessment, it is expected that learners will be able to:

Listen and respond

- listen and respond appropriately to straightforward work-related questions and instructions
- listen and respond to work-related questions about gist and detail on a spoken text (dialogue/monologue)
- ask questions to obtain information and/or clarification.

Speak to communicate

- communicate information, needs, preferences, ideas and feelings on straightforward topics relating to everyday life and work
- recognise and use the conventions of basic functions eg greeting, thanking, apologising, leave-taking
- demonstrate some understanding of formal and informal registers
- use appropriately the grammatical structures expected at this level
- sequence ideas logically using discourse markers
- demonstrate knowledge of some specialist/work related lexis.

Engage in discussion

- express opinions and degrees of feelings on straightforward work-related topics
- listen and respond appropriately to the ideas and views of others
- show an understanding of the feelings, needs and preferences of others
- respect the conventions of turn-taking.

Speaking and listening - Level 1

Unit value:	50% of total qualification
Guided learning hours:	150 hours when combined with and writing units
Unit reference:	SLL1

Description of unit

This unit requires learners to demonstrate English-language speaking and listening skills that enable them to understand, communicate and engage in interaction in a range of work-related contexts. The focus of assessment is placed on effective communication through task completion, although the level of achievement will also depend on the range, accuracy and complexity of the language produced. This is illustrated in the mark schemes that link to relevant national standards for adult literacy at Level 1 (please see appendices). This unit offers a natural progression from the Edexcel Speaking and listening unit at Entry Level 3 and shares a similar format.

The Edexcel-produced assessment features practical, learner-focused tasks that enable learners to give responses appropriate to their needs and experience. They link to the national standards for adult literacy at Level 1 and relate to the **generic** work-related contexts prescribed on page 9. This unit requires assessment of all three spoken communication components:

- listen and respond
- speak to communicate
- engage in discussion.

Learners will undertake an assessment with their ESOL for Work tutor or workplace trainer when they are considered ready to achieve at this level. Assessment is qualitative rather than quantitative and so some flexibility in the overall timing is tolerated. The assessment must be recorded and carried out under examination conditions.

The assessment has four distinct elements.

Part 1

This involves the learner in a short (**two minutes**) social interaction on a work-related context and rewards learners who can listen and respond and speak to communicate effectively at this level. The interlocutor, (usually the learner's tutor or trainer), will ask up to six prescribed questions. Different sets of questions will be available for interlocutors so that the test can accommodate both those in work as well as jobseekers.

Part 2

Learners will need to demonstrate their ability to speak to communicate and sustain this for 'a long turn' on a work-related topic. The test should last for about two minutes including 30 seconds for preparation. The tutor/trainer will choose an appropriate short 'prompt' from the selection of different stimuli provided and will require learners to talk to them for **up to two minutes** on this. Learners will be able to make notes (either in English or their own language) to support them in this task.

Part 3

This section assesses a learner's ability to listen and respond effectively. Learners will listen twice to a recording and linked questions posed by the interlocutor on a work-related context and then demonstrate their understanding of gist and detail through appropriate response to five questions. The recordings will feature a dialogue between two or more people and will include two or more 'elements of distraction'. **Five to six minutes** should be allocated to this activity and learners may make notes (in English or their own language) when listening to the recordings if they wish.

Part 4

The final part of this assessment requires learners to discuss a work-related topic or situation and reach a conclusion. It rewards those able to engage in discussion and speak to communicate effectively. With the support of a prompt, the interlocutor and learner must exchange opinions and ideas, rank and prioritise these and then reach a conclusion or possible agreement. **Four to five minutes** are allocated to this activity.

Level requirements

To inform teaching and learning, and to prepare learners for their assessment, it is expected that they will be able to:

Listen and respond

- answer both concrete and abstract work-related questions on both familiar and unfamiliar topics
- understand the main ideas of spoken monologues and dialogues on work-related topics which are complex in terms both of language and content
- accurately answer questions on the gist and detail of the texts

Speak to communicate

- give clear descriptions or explanations on work-related topics
- express clear opinions on most non-specialist work-related topics
- show a good degree of grammatical control. Re-phrase or correct most mistakes
- use appropriately a good range of general and work-related vocabulary.

Engage in discussion

- Initiate discourse and respond appropriately to others' opinions on work-related topics
- Take turns naturally
- Help the discussion along in various ways eg by confirming understanding, inviting another to talk, introducing a new idea etc.

Reading - Entry Level 3

Unit value:	30% of total qualification
Guided learning hours:	150 hours when combined with speaking and listening and writing units
Unit reference:	RE3

Description of unit

This unit requires learners to demonstrate reading skills that will enable them to function effectively in a work place where English-language written materials are used. Learners will need to understand written language in various work-related contexts and in different formats ranging from simple safety signs or instructions to more complex employment-related documentation.

The Edexcel-produced assessment features practical, learner-focused tasks that enable learners to give responses appropriate to their needs and experience. They link to the National Language Standards for literacy at Entry Level 3 and relate to the generic work-related contexts prescribed on page 9. This unit will assess learners on their ability to:

- read and understand
- read and obtain information.

To assess these reading skills, learners will undertake a maximum 45 minutes test that will include the following practical reading activities:

- multiple choice
- gap fill
- true/false/not in text
- short response
- completion of notes
- matching

The amount of writing needed to undertake this assessment is minimal and many questions can be answered with different non-verbal responses. However, where written English responses are required, these will be marked positively for effective communication only. Learners will not be penalised for any grammatical or other language errors made in their written English responses unless they clearly impede communication.

The text types that learners will encounter reflect those that appear in authentic work settings and include conventional printed or hand-written materials (eg short memos

or notes) as well as those derived from ICT-based sources (eg emails). Learners will not be expected to draw upon any sector-specific knowledge or vocabulary to succeed in this test. The assessment will be divided into sections that each relate to a particular topic. The following list provides an illustration of the range and type of reading sources that could feature in the assessment:

- advertisement
- fax
- job description
- list
- form
- statement
- memo
- short article
- extract from policy document
- comments slip
- memo or email
- timesheet
- personal specification
- questionnaire
- payslips
- invoice
- letter
- extract from staff handbook
- contract

Level requirements

To inform teaching and learning, and to prepare learners for their assessment, it is expected that they will be able to meet the following work-related requirements:

- recognise and understand relevant work-related key words
- read and understand words and phrases commonly used on forms
- trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph
- recognise the different purposes of text at this level
- scan texts to locate information
- use punctuation and capitalisation to aid understanding
- use a variety of reading strategies to help decode an increasing range of unfamiliar words
- obtain specific information through detailed reading.

Reading - Level 1

Unit value:	30% of total qualification
Guided learning hours:	150 hours when combined with speaking and listening and writing units
Unit reference:	RL1

Description of unit

This unit requires learners to demonstrate reading skills that will enable them to function effectively in a work place where English-language written materials are used. Learners will need to understand written language in various work-related contexts and in different formats ranging from simple safety signs or instructions to more complex employment-related documentation.

The Edexcel-produced assessment features practical, learner-focused tasks that enable learners to give responses appropriate to their needs and experience. They link to the national standards for adult literacy at Level 1 and relate to the **generic** work-related contexts prescribed on page 9. This unit offers a natural progression from the Edexcel reading unit at Entry Level 3 and shares a similar format. It will assess learners on their ability to:

- read and understand
- read and obtain information.

To assess these reading skills, learners will undertake a maximum 45 minutes test that will include the following practical reading activities:

- multiple choice
- gap fill
- true/false/not in text
- short response
- completion of notes

The amount of writing needed to undertake this assessment is minimal and many questions can be answered with different non-verbal responses. However, where written English responses are required, these will be marked positively for effective communication only. Learners will not be penalised for any grammatical or other language errors made in their written English responses unless they clearly impede communication.

The text types that learners will encounter reflect those that appear in authentic work settings and include conventional printed or hand-written materials (eg short memos or notes) as well as those derived from ICT-based sources (eg emails). Learners will not be expected to draw upon any sector-specific knowledge or vocabulary to succeed in this test. The assessment will be divided into sections that each relate to a particular

topic. The following list provides an illustration of the range and type of reading sources that could feature in the assessment:

- advertisement
- fax
- job description
- list
- form
- statement
- memo
- short article
- extract from policy document
- comments slip
- memo or email
- timesheet
- personal specification
- questionnaire
- payslips
- invoice
- letter
- extract from staff handbook
- contract

Level requirements

To inform teaching and learning, and to prepare learners for their assessment, it is expected that they will be able to meet the following work-related requirements:

- use implicit and explicit grammatical knowledge eg different sentence forms, types of word, verb tense, word order along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense
- use punctuation to help their understanding
- recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning
- trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- recognise how language and other textual features are used to achieve different purposes, eg to instruct, explain, describe, persuade
- identify the main points and specific detail, and infer meaning from images which is not explicit in the text
- use organisational and structural features to locate information, eg contents, index, menus, subheadings
- use different reading strategies to find and obtain information.

Writing - Entry Level 3

Unit value:	20% of total qualification
Guided learning hours:	150 hours when combined with speaking and listening and reading units
Unit reference:	WE3

Description of unit

This unit requires learners to demonstrate English-language writing skills that will enable them to function effectively at work. Learners will need to produce written language in a work-related context and for a work-related purpose.

The Edexcel-produced assessment features practical, learner-focused tasks that enable learners to undertake writing activities that are appropriate to their needs and experience. They link to the national standards for adult literacy at Entry Level 3 and relate to the generic work-related contexts prescribed on page 9. This unit will assess learners on their ability to write to communicate.

To assess writing skills, learners will be required to complete a 30 minutes test that will assess writing skills at word, sentence and text level. Learners will be required to complete one task from a choice of 2 comparable tasks.

Task

Learners will need to write between 80 - 100 words in English. The writing will be undertaken in response to a stimulus. Stimuli may include:

- forms
- information sheets
- notes
- a sign or notice
- questionnaire
- record
- an email response
- simple instructions

Level requirements

To inform teaching and learning, and to prepare learners for their assessment, it is expected that they will be able to meet the following work-related requirements:

- write in complete sentences
- use correct basic grammar, eg appropriate verb tense, subject-verb agreement
- use punctuation correctly, eg capital letters, full stops, question marks, exclamation marks
- spell correctly common words and relevant key words for work and special interest

- use their developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner
- produce legible text
- organise writing in short paragraphs
- full response to requirements of the task (refer to separate task-specific mark scheme).

NB The following features are assumed to be intrinsic to the learner's performance in the test, and are not marked explicitly:

- planning/drafting
- proof-reading (tested explicitly in the Reading paper)
- legibility of handwriting

Writing - Level 1

Unit value:	20% of total qualification
Guided learning hours:	150 hours when combined with speaking and listening and reading units
Unit reference:	WL1

Description of unit

This unit requires learners to demonstrate English-language writing skills that will enable them to function effectively at work. Learners will need to produce written language in a work-related context and for a work-related purpose.

The assessment has practical, learner-focused tasks that enable learners to undertake writing activities that are appropriate to their needs and experience. They link to the national standards for adult literacy at Entry Level 3 and relate to the generic work-related contexts prescribed on page 9. This unit offers a natural progression from the Edexcel writing unit at Entry Level 3 and shares a similar format. It will assess learners on their ability to write to communicate.

Task

To assess writing skills, learners will be required to complete a 30 minutes test that will assess writing skills at word, sentence and text level. Learners will be required to complete one task from a choice of 2 comparable tasks.

Learners will need to write between 100 - 120 words in English. The writing will be undertaken in response to a stimulus. Stimuli may include:

- forms
- information sheets
- notes
- a sign or notice
- agenda
- questionnaire
- record
- an email response
- instructions
- minutes of a meeting

Level requirements

To inform teaching and learning, and to prepare learners for their assessment, it is expected that they will be able to meet the following work-related requirements:

- write in complete sentences
- use language suitable for purpose and audience
- use format and structure for different purposes
- proofread and revise writing for accuracy and meaning

- use correct grammar eg subject-verb agreement, correct use of tense
- punctuate sentences correctly and use punctuation so that meaning is clear
- spell correctly words used most often in work and daily life
- produce legible text
- judge how much to write and the level of detail to include
- present information in a logical sequence, using paragraphs where appropriate.

Annex A

Standards for Adult Literacy at Entry Level 3

Speaking and Listening	Reading	Writing
<p>At this level, adults can:</p> <p>listen and respond 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 information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone</p> <p>engage in discussion 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>At this level, adults can:</p> <p>read and understand short, straightforward texts on familiar topics accurately and independently</p> <p>read and obtain information from everyday sources</p>	<p>At this level, adults can:</p> <p>write to communicate information and opinions with some adaptations to the intended audience</p>

SLIr E3.1	<p>An adult will be expected to:</p> <ul style="list-style-type: none"> listen and follow the gist of explanations, instructions and narratives in different contexts 	Rt E3.1	<p>An adult will be expected to:</p> <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	<p>An adult will be expected to:</p> <ul style="list-style-type: none"> plan and draft writing
SLIr E3.2	<p>An adult will be expected to:</p> <ul style="list-style-type: none"> listen for detail in explanations, instructions and narratives in different contexts 	Rt E3.2	<p>An adult will be expected to:</p> <ul style="list-style-type: none"> recognise the different purposes of texts at this level 	Wt E3.2	<p>An adult will be expected to:</p> <ul style="list-style-type: none"> organise writing in short paragraphs

	An adult will be expected to:		An adult will be expected to:		An adult will be expected to:
SLIr 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, eg use of the imperatives and second person 	Wt E3.3	<ul style="list-style-type: none"> sequence chronological writing
SLIr E3.4	<ul style="list-style-type: none"> use strategies to clarify and confirm understanding, eg facial expressions or gestures 	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
SLIr 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 eg contents, index, menus 	Ws E3.2	<ul style="list-style-type: none"> use correct basic grammar, eg appropriate verb tense, subject-verb agreement
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, eg capital letters, full stops, question marks, exclamation marks
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

	An adult will be expected to:		An adult will be expected to:		An adult will be expected to:
SLIr 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 		
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, e-mails, narratives, letters, diagrams, simple instructions, short reports.		in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports.

Standards for Adult Literacy at Level 1

Speaking and Listening	Reading	Writing
<p>At this level, adults can:</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>At this level, adults can:</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>At this level, adults can:</p> <p>write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience</p>

	An adult will be expected to:		An adult will be expected to:		An adult will be expected to:
SLIr 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
SLIr 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, eg to instruct, explain, describe persuade 	Wt 1.2	<ul style="list-style-type: none"> judge how much to write and level of detail to include
SLIr 1.3	<ul style="list-style-type: none"> use strategies to clarify and confirm understanding eg facial expressions, body language and verbal prompts 	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

	An adult will be expected to:		An adult will be expected to:		An adult will be expected to:
SLIr 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, eg contents, index, menus, subheadings, paragraphs 	Wt 1.4	<ul style="list-style-type: none"> use language suitable for purpose and audience
SLIr 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	<ul style="list-style-type: none"> speak clearly in a way which suits the situation 	Rw 1.1	<ul style="list-style-type: none"> use reference material to find the meaning of unfamiliar words 	Ws 1.1	<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 eg subject-verb agreement, correct use of tense
SLIr 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

	An adult will be expected to:		An adult will be expected to:		An adult will be expected to:
SLd 1.2	<ul style="list-style-type: none"> respect the turn taking rights of others during discussions 				in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations.
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>				

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