



Qualification Specification

GA Entry Level Certificate in ESOL Skills for Life (Entry 1) (RQF)	601/8170/9
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) (RQF)	601/8172/2
GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) (RQF)	603/0105/3
GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) (RQF)	603/0106/5
GA Entry Level Certificate in ESOL Skills for Life (Entry 2) (RQF)	601/8171/0
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (RQF)	601/8174/6
GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) (RQF)	603/0107/7
GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) (RQF)	603/0108/9
GA Entry Level Certificate in ESOL Skills for Life (Entry 3) (RQF)	601/8173/4
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) (RQF)	601/8175/8
GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) (RQF)	603/0114/4
GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) (RQF)	603/0109/0

These qualifications are subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

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Section 1 - Qualification Overview

1.1 Introduction: About the Gatehouse Awards ESOL Skills for Life Qualifications

The Gatehouse Awards (GA) ESOL Skills for Life qualifications are based on the National Standards for Adult Literacy and demonstrate a clear relationship to the Adult ESOL Core Curriculum. They are designed for adult learners who live in the UK and who are not native speakers of the English language. The aim of these qualifications is to enable learners to develop their Speaking, Listening, Reading and Writing skills across Entry Levels 1, 2 and 3, assisting them to prepare for the world of education, work and participation in the community and wider society.

This specification covers the GA ESOL Skills for Life qualifications at Entry Levels 1 – 3, and includes all versions of the qualifications available at each of these levels – the Certificates; including Speaking and Listening, Reading, Writing skills and the single unit Awards in Speaking and Listening, Reading, and Writing. This document provides centres and learners with a comprehensive overview of the assessment and language requirements for each level.

For details of GA's IESOL International qualifications separate qualification specifications are available.

This qualification is available within the United Kingdom and is only offered in English.

The qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England. The qualifications are part of the Regulated Qualifications Framework (RQF). All versions of the qualification are listed on the Register of Regulated Qualification which is held on the Portal operated by Ofqual at <http://register.ofqual.gov.uk/Qualification>

The information contained within this document must be made available by approved centres to all members of staff involved with the administration, conduct and delivery of GA Skills for Life qualifications. In addition, essential policies, procedures and forms can be found on the GA website: www.gatehouseawards.org.

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Next Operational Review Date
GA Entry Level Certificate in ESOL Skills for Life (Entry 1) (RQF)	601/8170/9	01.12.2015	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)(RQF)	601/8172/2	01.12.2015	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)(RQF)	603/0105/3	01.08.2016	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)(RQF)	603/0106/5	01.08.2016	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Entry 2) (RQF)	601/8171/0	01.12.2015	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (RQF)	601/8174/6	01.12.2015	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)(RQF)	603/0107/7	01.08.2016	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)(RQF)	603/0108/9	01.08.2016	31.01.2024
GA Entry Level Certificate in ESOL Skills for Life (Entry 3)(RQF)	601/8173/4	01.12.2015	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)(RQF)	601/8175/8	01.12.2015	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)(RQF)	603/0114/4	01.08.2016	31.01.2024
GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)(RQF)	603/0109/0	01.08.2016	31.01.2024

1.3 Qualification Aims and Objectives

The aim of the ESOL Skills for Life qualifications is to demonstrate a learner's ability to communicate using the English language across Entry Levels 1, 2 and 3. This requires the learner to be able to listen and respond, speak to communicate and engage in discussions, read and understand texts, and write in English effectively, using appropriate grammar and vocabulary in a variety of everyday situations.

The Entry Level qualifications in ESOL Skills for Life Speaking and Listening are designed to assess the learner's competency in the skills of Speaking and Listening only.

The Entry Level qualifications in ESOL Skills for Life Reading are designed to assess the learner's competency in the skills of Reading only.

The Entry Level qualifications in ESOL Skills for Life Writing are designed to assess the learner's competency in the skill of Writing only.

The Entry Level Qualifications in ESOL Skills for Life are designed to assess the learner's competency in the skills of Speaking, Listening, Reading and Writing.

The overall aims of these qualifications are to enable learners to:

- access and take full part in the world of work
- access and take part in further education and study
- access a variety of service providers in the UK
- independently function within and outside their community, including travel, study, work and socialising

1.4 Features of the GA ESOL Skills for Life Qualifications

- There is a clear relationship between the ESOL core curriculum and the qualification contents and assessment tasks for each unit at all levels
- All assessments at all levels are produced by GA and made available to centres upon request
- Assessments are conducted by, assessed and internally moderated by centre staff, and then externally moderated by GA' experienced and supportive moderators
- Assessments can be conducted by teachers in a classroom setting: controlled assessments rather than formal exams
- Full guidance is given to assessors in the form of unit standards, unit amplification, mark schemes and guidance on marking every assessment task and clear Key Language items mapped to each skill at each level
- Assessments can be conducted at times that are suitable to centres and learners – there are no 'assessment windows'

- The individual units are available as a qualification in their own right and unit certification is available for learners who progress in their skills at different levels (commonly referred to as 'spiky profiles')
- Learners with achievements from other ESOL qualifications can have their prior learning recognised by GA

1.5 Intended Audience and Entry Requirements

GA ESOL Skills for Life exams test the speaking, listening, reading and writing skills (dependent on the qualification taken) of learners whose first language is not English. Learners may be refugees, asylum seekers, members of settled communities, partners, spouses or dependants of settled UK residents or migrants looking to work and live in the UK and who:

- are learning English as part of their school or college curriculum; or
- need English for their everyday or working life; or
- require an externally recognised certification of their level of proficiency in English; or
- attend courses over a period of time and require a series of graded examinations which provide steps towards proficiency; or
- attend courses in English in their workplace.

GA ESOL Skills for Life qualifications are designed to complement English language courses taught to ESOL learners in the UK, and are suitable for young people aged 16-19 and adult learners.

These qualifications may be used in a wide range of settings, including:

- further and adult education
- in the workplace
- unemployed education provision
- prisons
- community-based provision
- family learning programmes

There are no prior learning requirements for these qualifications. However, centres are expected to ensure that the qualification they offer to their learners is appropriate to their age, ability and needs; for example by not offering a learner a qualification that is the same level as a similar English language qualification they have already attained.

1.6 Qualification Structure and Overview

The GA ESOL Skills for Life qualifications are listed on the Ofqual Register of Regulated Qualifications under ESOL (English for Speakers of Other Languages) qualifications, within the Regulated Qualifications Framework (RQF).

The ESOL Skills for Life qualifications are designed to reference the descriptors of proficiency in the National Standards for Adult Literacy and the Adult ESOL Core Curriculum.

The structure of the GA ESOL Skills for Life qualifications is as follows.

GA ESOL Skills for Life qualifications are unitised to allow for learners to re-take individual elements of the qualification should they need to, rather than the whole.

All units within each qualification are weighted equally.

- The GA Entry Level Certificate in ESOL Skills for Life consists of three mandatory units
- The GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) consists of one mandatory unit.
- The GA Entry Level Award in ESOL Skills for Life (Reading) each consists of one mandatory unit.
- The GA Entry Level Award in ESOL Skills for Life (Writing) each consists of one mandatory unit.

GA Entry Level Certificate in ESOL Skills for Life	Three Mandatory Units: 1. Speaking & Listening 2. Reading 3. Writing
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening)	One Mandatory Unit: 1. Speaking & Listening
GA Entry Level Award in ESOL Skills for Life (Reading)	One Mandatory Unit: 1. Reading
GA Entry Level Award in ESOL Skills for Life (Writing)	One Mandatory Unit: 1. Writing

Level	Qualification Title	Qualification Number	Assessment Summary	
Entry Level 1	GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) (RQF)	601/8172/2	Speaking and Listening: <ul style="list-style-type: none"> • Listening • Role Play • Discussion 	Total guide time: 15 minutes
	GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) (RQF)	603/0105/3	Reading: <ul style="list-style-type: none"> • Complete 3 tasks • 20 questions 	Total guide time: 30 minutes
	GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) (RQF)	603/0106/5	Writing: <ul style="list-style-type: none"> • Complete a short form • Write 2 short texts 	Total guide time: 30 minutes
	GA Entry Level Certificate in ESOL Skills for Life (Entry 1) (RQF)	601/8170/9	Assessments Conducted as Above	
Entry Level 2	GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (RQF)	601/8174/6	Speaking and Listening: <ul style="list-style-type: none"> • Listening • Role Play • Discussion 	Total guide time: 20 minutes
	Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) (RQF)	603/0107/7	Reading: <ul style="list-style-type: none"> • Complete 3 tasks • 20 questions 	Total guide time: 40 minutes
	GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) (RQF)	603/0108/9	Writing: <ul style="list-style-type: none"> • Complete a short form • Write 2 short texts 	Total guide time: 40 minutes
	GA Entry Level Certificate in ESOL Skills for Life (Entry 2) (RQF)	601/8171/0	Assessments Conducted as Above	
Entry Level 3	GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) (RQF)	601/8175/8	Speaking and Listening: <ul style="list-style-type: none"> • Listening • Role Play • Discussion 	Total guide time: 25 minutes
	Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) (RQF)	603/0114/4	Reading: <ul style="list-style-type: none"> • Complete 2 tasks • 20 questions 	Total guide time: 40 minutes
	GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) (RQF)	603/0109/0	Writing: <ul style="list-style-type: none"> • Error correction • Complete a form • Write one continuous text 	Total guide time: 50 minutes
	GA Entry Level Certificate in ESOL Skills for Life (Entry 3) (RQF)	601/8173/4	Assessments Conducted as Above	

1.7 Model of Assessment

The GA qualifications in ESOL Skills for Life are internally assessed, internally moderated and externally moderated.

1.8 Rules of Combination

In order to achieve the GA ESOL Skills for Life qualification, learners must achieve **all** the mandatory units in Speaking & Listening, Reading and Writing at the level entered for.

In order to achieve the GA ESOL Skills for Life (Speaking and Listening) qualification, learners must achieve the mandatory unit in Speaking and Listening at the level entered for.

In order to achieve the GA ESOL Skills for Life (Reading) qualification, learners must achieve the mandatory unit in Reading at the level entered for.

In order to achieve the GA ESOL Skills for Life (Writing) qualification, learners must achieve the mandatory unit in Writing at the level entered for.

No further rules of combination will apply.

1.9 Guided Learning Hours, Total Qualification Times and Credit Values

Skill	GLH	TQT	Credits	Unit Reference	
GA Entry Level Certificate in ESOL Skills for Life (Entry 1) (RQF)					
Speaking and Listening	120	N/A	16	Entry 1	K/507/9425
Reading	60	N/A	8	Entry 1	T/507/9427
Writing	90	N/A	12	Entry 1	A/507/9428
Total:	270	360	36		
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) (RQF)					
Speaking and Listening	120	N/A	16	Entry 1	K/507/9425
Total:	120	160	16		
GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) (RQF)					
Reading	60	N/A	8	Entry 1	T/507/9427
Total:	60	80	8		
GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) (RQF)					
Writing	90	N/A	12	Entry 1	A/507/9428
Total:	90	120	12		
GA Entry Level Certificate in ESOL Skills for Life (Entry 2) (RQF)					
Speaking and Listening	120	N/A	16	Entry 2	T/507/9430
Reading	60	N/A	8	Entry 2	F/507/9432
Writing	90	N/A	12	Entry 2	J/507/9433
Total:	270	360	36		
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (RQF)					
Speaking and Listening	120	N/A	16	Entry 2	T/507/9430
Total:	120	160	16		
GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) (RQF)					
Reading	60	N/A	8	Entry 2	F/507/9432
Total:	60	80	8		
GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) (RQF)					
Writing	90	N/A	12	Entry 2	J/507/9433
Total:	90	120	12		

Skill	GLH	TQT	Credits	Unit Reference	
GA Entry Level Certificate in ESOL Skills for Life (Entry 3) (RQF)					
Speaking and Listening	120	N/A	16	Entry 3	L/507/9434
Reading	60	N/A	8	Entry 3	K/507/9439
Writing	90	N/A	12	Entry 3	H/507/9438
Total:	270	360	36		
GA Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (RQF)					
Speaking and Listening	120	N/A	16	Entry 3	L/507/9434
Total:	120	160	16		
GA Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) (RQF)					
Reading	60	N/A	8	Entry 3	K/507/9439
Total:	60	80	8		
GA Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) (RQF)					
Writing	90	N/A	12	Entry 3	H/507/9438
Total:	90	120	12		

The GA ESOL Skills for Life Speaking and Listening qualifications are single unit qualifications, which means that learners are assessed on their speaking and listening skills at the same time, and competences in both areas must be demonstrated at the same time for the qualification to be awarded.

The GA ESOL Skills for Life qualifications are mapped to the Adult ESOL Core Curriculum and are also based on the standards for Adult Literacy. The mapping is reflected in the Unit Specifications, and the marking guidance for the qualifications.

1.10 Recognition of Prior Learning and Transfer of Credits

Recognition of prior learning (RPL) is as a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA Unit or Units, prior to the learner taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learners must have satisfied before they are assessed as eligible to be awarded the qualification.

Whilst GA is fully committed to allowing Recognition of Prior Learning wherever appropriate, due to ESOL Skills for Life Speaking and Listening qualifications being single unit qualifications, no prior learning can be recognised as part of these qualifications.

An ESOL Skills for Life qualification in Speaking and Listening at Entry Levels 1, 2 and 3 can be used under Recognition of Prior Learning towards the GA Entry Level Qualifications in ESOL Skills for Life at the same level. As all ESOL Skills for Life qualifications are mapped to the standards for Adult Literacy and the ESOL Core Curriculum, GA will consider a claim for RPL where a learner has a unit certificate from another Ofqual regulated ESOL qualification awarded within the previous 2 years.

1.11 Relationship to Other Qualifications & Progression Opportunities

The GA ESOL Skills for Life qualifications are designed so that learners can progress from one level to the next as their skills develop. Progression from Entry Level 1 achievement may include further ESOL courses to Entry Levels 2 and 3, or onto a range of preparation for Life and Work qualifications, Functional Skills or vocational qualifications at Entry Level, Level 1 and above.

1.12 Language of Assessment

These qualifications are available in English language only.

GA is committed to using English which is plain, clear and free from bias, and appropriate to Entry Level learners.

1.13 Use of Dictionaries

A standard or simplified monolingual English dictionary is required for the Reading assessment. No dictionaries are permitted for the Writing or Speaking and Listening assessments.

Bi-lingual (translation) dictionaries are not permitted.

Electronic dictionaries or other electronic resources are not permitted.

1.14 Grading

The GA ESOL Skills for Life qualifications are not graded. Learners will be awarded either a 'pass' or a 'refer' result.

Candidates assessed as 'refer' in any unit may continue to work towards achievement by undertaking further study to enable them to meet the required standard. Where a learner has been assessed as not meeting the required standard, centres should ensure that further assessment is conducted using a different set of materials to those already seen by the learner in their previous attempt(s). Further sets of assessment materials for this purpose are available from the Ark (GA's online system) and accessible by authorised centre staff.

Further sets of assessment materials for this purpose are available from the Ark and accessible by authorised centre staff.

1.15 Qualification Availability

The GA ESOL Skills for Life qualifications are offered in the UK by approved GA centres, which hold qualification approval from GA to offer ESOL Skills for Life.

If your organisation is not currently a recognised GA centre, or you do not have approval to offer ESOL Skills for Life qualifications, please contact us.

Section 2 – Centre Requirements and Quality Assurance Arrangements

2.1 Centre Requirements

Any centre wishing to offer GA ESOL Skills for Life qualifications must ensure that they have the following resources in place.

Teaching / Assessing Staff

Members of staff delivering and assessing ESOL Skills for Life qualifications must hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training, and a specialist ESOL teaching qualification such as the Level 5 Diploma in Teaching English (ESOL) or be working towards a relevant and equivalent specialist teaching qualification.

Internal Moderators & Quality Assurance Staff

Staff involved in the internal moderation of ESOL Skills for Life qualifications need to be experienced and competent assessors with knowledge of the internal quality assurance and moderation processes. It is recommended that internal moderators hold a relevant quality assurance qualification, for example Level 4 Award in Leading the Internal Quality Assurance Process, or be working towards such a qualification.

The knowledge and experience of teachers, assessors and internal moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

Centres must ensure that they hold up-to-date and detailed information about the staff involved with the delivery, assessment and internal moderation of these qualifications and must make records available to GA upon request. The information GA expects centres to hold for each member of staff includes:

- a current up to date CV
- copies of relevant qualification certificates
- a relevant and up to date CPD (Continuous Professional Development) Record

Centres must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration, qualification delivery and assessment of learners.

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2.2 Quality Assurance

GA is committed to providing a high level of quality assurance for the ESOL Skills for Life qualifications, including a thorough qualification approval process, regular external moderation and quality assurance visits.

Internal Moderation and Quality Assurance

Internal moderation and quality assurance is undertaken by a centre Internal Moderator to ensure that assessors for the qualification are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. Internal moderation activities will include:

- ensuring the assessment team are suitably experienced and qualified in line with the qualification requirements outlined in section 2.1 of this document;
- sampling assessments and assessment decisions in accordance with their internal quality assurance strategy (refer to Appendix 3 for guidance);
- conducting standardisation of assessment decisions with the assessment team;
- providing the assessment team with clear and constructive feedback on assessment decisions;
- ensuring that the feedback provided is implemented during further assessment;
- supporting the assessment team and providing training and development where appropriate;
- conducting and participating in standardisation of internal moderation decisions with the internal moderation team.

External Moderation and Quality Assurance

Approved centres will be entitled to two External Moderation visits per year. These will be conducted either in person or via postal arrangements. Additional visits can be requested, for which there may be an additional charge.

External Moderation activities will involve discussions with centre staff and, where appropriate, with learners, and focus on:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that both staff and physical resources to support the delivery of the qualification, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place
- checking that suitable security arrangements are implemented to ensure the security of the assessment materials
- the assessment, moderation and internal quality assurance arrangements
- sampling assessment and internal moderation decisions against the qualification requirements and sampling strategy, which will include sampling across the range of levels, number of Assessors and assessment sites

- administrative arrangements
- ensuring that any actions resulting from moderation and any other quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations.

Through the above activities, the External Moderator will provide the centre with support, advice and guidance relating to the delivery, assessment and quality assurance of the qualification.

Direct Claims Status (DCS)

Direct Claims Status is not available for these qualifications.

2.3 Venue Requirements

Centres must ensure that a suitable room is provided which is appropriate to conduct the ESOL Skills for Life controlled assessments.

The environment must not disadvantage or advantage learners in any way. A quiet room, which is adequately heated and lit, with desks, chairs and the required equipment must be available in order to conduct the GA ESOL Skills for Life controlled assessments.

The room must be large enough to comfortably seat the number of learners to be assessed, as well as the interlocutor and/or invigilator and an additional member of staff performing quality assurance functions, where required. Centres must also ensure that a suitable waiting area is provided for learners to be seated prior to their assessments. The waiting area should be supervised at all times and learners should not re-enter this waiting area after their assessment. This stipulation is in order to minimise the potential for learner collusion or other forms of malpractice.

Centres must also ensure that the premises have suitable access, in line with Disability Discrimination and Diversity & Equality law and any other regulations which apply.

2.4 Equipment

Centres must ensure that the following equipment / resources are available:

- IT facilities to enable access to the GA website and server (where assessment materials are made available to authorised centre staff)
- Scanner and printer / photocopier
- CD player or facilities to play digital audio recordings
- Digital audio recorder
- Sufficient IT resources to enable back up of all audio recordings of the Speaking & Listening examinations for a minimum period of 2 years after the examination date
- English monolingual dictionaries for learner use.

2.5 Teaching and Learning Resources

GA does not prescribe the use of a set course book, workbook or recorded materials for the ESOL Skills for Life qualifications but expects that centres providing such courses should use relevant and up-to-date, high quality teaching materials which allow learners to apply their learning to real events and activities in everyday life.

There should be an emphasis upon providing learning activities which involve practical participation in activities involving English language skills, which reflect real life scenarios.

Centres should develop an approach to teaching and learning that supports the practical nature of the GA Skills for Life qualifications, which is inclusive of the principles of equality and diversity and the safeguarding of learners.

Section 3 – Qualification Delivery, Assessment and Certification

3.1 Teaching and Learning Requirements

Where centres offer ESOL Skills for Life courses leading to the qualifications, these can be full-time, part-time, evenings only or by distance/online learning as deemed appropriate in order to meet their learners' needs. Centres should ensure that learners are entered for the level appropriate to their ability. GA recommends that centres have a short pre-assessment ('initial assessment') with potential learners before determining whether or not it is appropriate to register them for a particular level examination.

Regardless of the method of learning, centres must ensure that learners have suitable access to the centre, relevant centre staff and any other resources including ESOL Skills for Life specialist teaching staff and learning materials.

Learning programmes and teaching approaches should take into account some or all of the following:

- learners' short term goals and the contexts in which they need to use English
- learners' educational and employment aspirations
- learners' wider need for skills such as IT, study skills, job-search or specific subject skills
- the local community context
- techniques for teaching mixed-level groups and groups of learners with mixed educational backgrounds
- techniques for teaching learners whose listening and speaking skills are higher or lower than their reading/writing skills ('spiky profiles')
- communicative language teaching, including ways of working with learners who do not share a language with the teacher
- cross-cultural approaches which draw on learners' knowledge of other languages and/or cultures
- strategies for tackling learning difficulties such as dyslexia
- the need to move forward towards independence
- the effects of physical or psychological trauma, personal loss or culture shock on learning.

Centres are provided with sample assessment papers which may be used to assist in preparing learners for assessment. These are available on the GA website.

3.2 Registering Candidates

Learners must be registered through the GA online system within 6 weeks of enrolment onto the course. All learners must be registered with GA prior to any assessments taking place.

Each approved GA Centre is provided with a user account to allow approved staff access to the online system.

3.3 ID Requirements

It is the responsibility of each GA approved centre to have systems in place to ensure that the person taking any GA ESOL Skills for Life qualification is indeed the person they are purporting to be. All centres are therefore required to ensure that each learner's original formal identification documents are checked and recorded prior to registration and copies remain in the centre's files.

Centres are required to keep records of the learner's details for a minimum of 2 years.

3.4 Assessment Materials

GA ESOL Skills for Life qualifications are assessed via GA-issued assessment papers which are completed by the learners under controlled conditions.

Assessment materials will be made available to the centre via secure access to the Ark. Materials accessed online must be printed by the centre and stored securely in order to ensure the security of the materials.

Assessment materials will be clearly marked to enable centres to confirm that the version of assessment materials is correct for the particular learner / cohort of learners, as appropriate.

Tasks within each assessment paper do not need to be completed at the same time. Centres must ensure that learners are given only the task to be completed. Tasks which are scheduled to be completed at a later date must not be given out and must be kept securely.

Once learners have completed the assessment, or task within the assessment, the work must be collected by the centre and kept securely at all times.

Assessment Materials for the ESOL Skills for Life (Speaking and Listening) qualification consist of:

- Assessor Booklet for Speaking and Listening
- Candidate Booklet – Speaking and Listening
- Audio recordings for the Listening examinations

Assessment Materials for the ESOL Skills for Life (Reading) qualification consist of:

- Candidate Booklet – Reading

Assessment Materials for the ESOL Skills for Life (Writing) qualification consist of:

- Candidate Booklet – Writing

Assessment Materials for the Certificates in ESOL Skills for Life qualifications consist of all of the above.

3.5 Conducting Assessments

In order to conduct the GA ESOL Skills for Life assessments, centres must ensure that Assessors meet the requirements listed in Section 2.1 above.

Speaking and Listening Assessments

For the Speaking and Listening assessment, materials must be provided to the learner only at the commencement of the assessment session. Instructions appear on the cover of the printed materials. Learners should sign where indicated.

Audio recordings for the Listening tasks are provided as digital MP3 files to play to learners during the Listening tasks of the assessment. Please see Section 4 below for a detailed overview of the assessment contents.

The Assessor Booklet provides full guidance for the conduct of the Speaking tasks. An audio recording must be made as a record of the learner's performance in these tasks. It is not necessary to audio record the learner completing Listening tasks.

At all levels, in Task 1, learners can be assessed as a group. Where groups of learners are taking the assessment together, the ratio of learners to Invigilator must not exceed 12 to 1. This means that one Invigilator can supervise no more than 12 learners.

At all levels, in Task 2, learners are assessed individually.

At all levels, in Task 3, learners must be assessed in pairs. Where there are an odd number of learners in a given assessment session, a learner who has already been assessed can reappear. In order to ensure that no learner is disadvantaged in such a scenario, the learner who is reappearing would not be assessed on their performance. Assessors should clearly identify on the audio recording any learner who is not being assessed in the task.

A Mark Scheme and Guidance on Assessment is provided for Assessors to make assessment decisions on the learner's performance. The marks awarded and the 'Pass' or 'Refer' judgement must be recorded on the Assessment Decision Record, found at the end of the Candidate Booklet.

The assessment times are guide times only and centres may wish to conduct each task within an assessment at different times or on different dates. Centre staff should ensure that learners are only provided with the materials they need for the tasks they are going to complete at that time. All other assessment materials should be kept securely and not provided to learners.

For the learner to be eligible to be awarded the qualification or unit in Speaking and Listening, the recording of the Speaking tasks must be made available alongside the Listening answer paper for internal and external moderation.

Reading and Writing Assessments

The Reading and Writing assessments consist of paper-based assessments, which must be kept securely and provided to the learner only at the commencement of the assessment session. Instructions appear on the cover of the printed materials.

The assessment times should be adhered to for both Reading and Writing assessments. Please see Section 4 below for a detailed overview of the assessment contents.

Where groups of learners are taking the Reading or Writing assessments together, the ratio of learners to Invigilator must not exceed 12 to 1. This means that one Invigilator can supervise no more than 12 learners.

A Mark Scheme and Guidance on Assessment for Writing, and an Answer Sheet for Reading is provided for Assessors to make assessment decisions on the learner's performance. The marks awarded and the 'Pass' or 'Refer' judgement must be recorded on the Assessment Decision Record, found at the end of the relevant Candidate Booklet.

Overall Assessment Decisions

The learner's overall result for the qualification being undertaken must be recorded on the Overall Assessment Decision Record.

3.6 Record Keeping

All materials, including the audio recordings, must be kept securely within the centre. When the Assessor has completed their assessment decision process and recorded their decisions, the materials and recordings should be made available to the staff member responsible for internal moderation.

Once centres have completed assessment and internal moderation, paper based records must be kept in a physical secure storage areas such as a locked filing cabinet. Audio recordings should be kept either on discs or storage devices physically, or as MP3 audio files securely stored electronically, such as in a password protected folder.

Any records of Reasonable Adjustments, Special Considerations and records containing learner's personal details must be held in line with the Data Protection Act 1998.

All records must be easily retrievable and made available to internal and external moderators, and made accessible to GA or the Regulator upon request.

3.7 Results and Certification

Centres must not release results to learners prior to GA confirming learners' achievement.

Following Internal and External Moderation, centres are able to claim certificates for the learners who have achieved the qualification. Claims for certification are made through the Ark.

Certificates are usually issued within 10 working days of GA receiving a centre's claim for certification.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who achieved all mandatory units for the qualification they are registered for. If a learner has not achieved all the mandatory units but has achieved in one or two units, the centre may make a 'partial claim' via the online system and unit certificates will be issued.

An Entry Level certificate for Speaking & Listening can also be issued to learners who achieve this unit but have not achieved the Reading and/or Writing. The certificate will state that the learner has achieved the GA Qualification in ESOL Skills for Life (Speaking and Listening) at the level achieved.

3.8 Enquiries and Appeals

GA operates an Appeals Policy and Procedure in accordance with the arrangements for regulated qualifications.

Learners wishing to appeal should use the centre's internal Appeals Policy and Procedure prior to appealing to GA.

Centres wishing to appeal against any decision or action which arises from External Moderation activity should do so in line with the content of the GA Appeals Policy and Procedure.

3.9 Assessment Retakes

A learner who is not assessed as having achieved the qualification or unit assessment, should be advised to wait until they have progressed to a sufficient degree before they retake the assessment.

Learners who retake the assessment will be provided with different assessment materials to those used previously. These will be made available on the GA online system, accessible to authorised centre staff.

3.11 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful:
www.gatehouseawards.org

The website is updated regularly with news, information about all GA qualifications, sample examination materials, updates on regulations and other important notices for centres and learners.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details so centres can be provided with the best level of support and guidance. Contact details for GA are found on the GA website:
www.gatehouseawards.org

In addition, centres are assigned, at the time of approval, a designated Centre Administrator who is their primary point of contact for all aspects of service or support. Learners should always speak to a member of staff at the centre for information relating to GA and the ESOL Skills for Life qualifications prior to approaching GA directly.

Section 4 – Unit Specification

All unit standards have two parts: 'the learner will' statements, which describe the learning outcome, and 'the learner can' statements, which are level descriptors and can be referred to as assessment criteria. These statements describe in detail the range of what adults have to be able to do to achieve the unit at the level undertaken.

ESOL Skills for Life courses should be designed to cover the range of knowledge, skills and understanding across the standards in the Adult Core Curriculum. Assessment materials will assess the learner's ability to demonstrate a representative range of knowledge, skills and understanding of the content of each unit. Assessors should refer to the mark schemes and guidance documents when making their assessment decisions.

4.1 Entry 1 Speaking and Listening (K/507/9425)

This unit is internally assessed, internally moderated and quality assured and externally moderated and quality assured.

Entry Level 1 Speaking and Listening	
The Candidate will:	The Candidate can:
1. Listen for the gist of short explanations	a) recognise context and predict general meaning b) listen for gist in short explanations and narratives c) listen for gist in a conversation d) listen for gist and respond, in a face-to-face situation
2. Listen for detail using key words to extract some specific information	a) listen for detail in short narratives and explanations b) listen for detail and respond, in a face-to-face situation c) listen for grammatical detail d) listen for phonological detail e) listen and extract key information
3. Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary	a) follow single-step instructions b) follow directions
4. Listen and respond to requests for personal information	a) listen and respond to requests for personal information (by taking action) b) listen and respond to requests for personal information (by providing verbal response)
5. Speak and listen in simple exchanges and everyday contexts	a) recognise a speaker's feeling and attitude b) take part in social conversation c) take part in social interaction d) take part in more formal exchanges e) take part in more formal interaction f) follow a simple discussion on a familiar topic g) express likes and dislikes, feelings, etc.
6. Speak clearly to be heard and understood in simple exchanges	a) use stress and intonation to make speech comprehensible to a sympathetic native speaker b) articulate the sounds of English to be comprehensible to a sympathetic native speaker
7. Make requests using appropriate terms	a) make requests: ask for things or action b) make requests: ask permission
8. Ask questions to obtain specific information	a) ask for personal details b) ask for information c) ask for directions and location d) ask for clarification
9. Make statements of fact clearly	a) make simple statements of fact b) give personal information c) give directions and instructions d) give a description e) deal with another person's misunderstanding

Unit Amplification

At Entry Level 1, learners will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- UK Society
- Weather
- Transport

Communicative Functions

- give personal information
- ask for personal information
- introduce family and close friends
- tell the time/day
- ask the time/day
- express ability
- enquire about ability
- say when you do not understand
- ask for clarification
- check back
- correct
- spell words aloud
- describe places and things
- give information as part of a simple explanation
- give single-step directions and instructions
- make requests – ask for directions
- enquire about prices and quantities
- make requests – ask for something
- make requests – ask someone to do something
- respond to a request
- express likes and dislikes
- express feelings
- express wishes
- express views
- agree and disagree
- apologise
- express a preference
- express thanks
- greet
- respond to greetings
- describe health and symptoms
- invite and offer
- accept
- decline
- take leave

Entry Level 1 Key Language Items

Simple sentences	<ul style="list-style-type: none"> word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase word order in instructions <i>there is/are</i> + noun (+ prepositional phrase) <i>yes/no</i> questions <i>wh-</i> questions question words <i>what/who/where/how much/how many</i> contracted form of auxiliary imperatives and negative imperatives <i>Do it! Don't do it!</i>
Noun phrase	<ul style="list-style-type: none"> regular and common irregular plurals of nouns very common uncountable nouns personal pronouns demonstratives determiners of quantity indefinite article <i>a/an</i> with singular countable nouns definite article <i>the</i> possessives: <i>my/your/his/her</i>, etc.
Verb forms and time markers	<ul style="list-style-type: none"> simple present tense of: <i>be/have/do</i>; common regular verbs <i>have got</i> – indicating possession present continuous of common regular verbs contracted forms of: subject and auxiliary; auxiliary and negative modals: <i>can</i> + bare infinitive to express ability; <i>would</i> + <i>like</i> for requests use of simple prepositional verbs containing prepositions <i>on, off, in, out</i>
Adjectives	<ul style="list-style-type: none"> common adjectives after <i>be</i>
Adverbs and prepositional phrases	<ul style="list-style-type: none"> common prepositions and prepositional phrases of place simple adverbs of place, manner and time use of intensifier <i>very</i>
Discourse	<ul style="list-style-type: none"> sentence connectives – <i>then, next</i>

Entry 1 Speaking and Listening Assessment Overview

Entry Level 1 Speaking and Listening Assessment	
Task	Overview of the task:
Task 1	<p>In this task, Candidates will listen to two separate recordings and answer three multiple choice questions about each recording.</p> <p>Guide time: approx. 5 minutes</p> <p>No of participants: up to 12 Candidates per Invigilator, subject to room size and layout</p>
Task 2	<p>In this task, Candidates will participate in a short, simple role play, where they will be required to answer a number of simple questions appropriately using suitable grammar, vocabulary and pronunciation.</p> <p>Guide time: approx. 3 minutes</p> <p>No of participants: 2 (1 Candidate and the Assessor)</p>
Task 3	<p>In this task, Candidates will take part in a simple conversation on a given topic. They will be provided with a number of visual prompts to help them generate ideas for the content of the conversation.</p> <p>Guide time: approx. 8 minutes</p> <p>No of participants: 3 (2 Candidates and the Assessor)</p>
Assessment time (including introduction)	Approximately 15 minutes.
Other information	Tasks 2 and 3 will be audio recorded.

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Speaking and Listening	120	15 mins	160	16	Entry 1	K/507/9425

4.2 Entry 2 Speaking and Listening (T/507/9430)

This unit is internally assessed, internally moderated and quality assured and externally moderated and quality assured.

Entry Level 2 Speaking and Listening	
The Candidate will:	The Candidate can:
1. Listen for and follow the gist of explanations, instructions and narratives	a) recognise context and predict general meaning b) listen for gist in a short passage, e.g., TV or radio c) listen for gist in a conversation d) listen for gist and respond, in face-to-face situations
2. Listen for detail in short explanations, instructions and narratives	a) listen for detail in short narratives and explanations b) listen for detail and respond, in face-to-face situations c) listen for grammatical detail d) listen for phonological detail
3. Listen for and identify the main points of short explanations or presentations	a) extract the main points when listening to presentations b) extract the main points of an explanation in a face to-face situation, and respond c) extract straightforward information for a specific purpose
4. Listen to and follow short, straightforward explanations and instructions	a) listen to, follow and respond to explanations, directions and instructions
5. Respond to straightforward questions	a) listen and respond to requests for action/permission b) respond to requests for information
6. Listen to and identify simply expressed feelings and opinions	a) listen to and identify simply expressed feelings and opinions b) take part in social interaction c) take part in more formal interaction
7. Follow the gist of discussions	a) follow the gist of discussions
8. Follow the main points and make appropriate contributions to the discussion	a) follow the main points of discussions b) take part in more formal interaction c) express likes and dislikes, feelings, wishes and hopes d) express views and opinions e) relate to other speakers f) take part in social interaction
9. Speak clearly to be heard and understood in straightforward exchanges	a) use stress and intonation adequately to make speech comprehensible and meaning understood b) articulate the sounds of English to make meaning understood

<p>10. Make requests and ask questions to obtain information in everyday contexts</p>	<p>a) make requests: ask for things or action b) make requests: ask for permission c) ask for personal details d) ask for factual information (present, past, future) e) ask for directions and instructions f) ask for description of people, places and things</p>
<p>11. Express clearly statements of fact and short accounts and descriptions</p>	<p>a) express statements of fact b) give personal information c) give a short account d) give an explanation e) give directions and instructions f) give a short description</p>
<p>12. Ask questions to clarify understanding</p>	<p>a) ask for clarification and explanation</p>

Unit Amplification

At Entry Level 2, learners will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- UK Society
- Weather
- Transport

Communicative Functions & Notions:

- greet
- respond to greetings
- take leave
- give personal information
- ask for personal details
- describe self and others
- ask for descriptions of people
- describe places and things
- ask for descriptions of places and things
- compare people, places, things
- make comparative questions
- describe daily routines and regular activities
- ask about regular or daily routines
- narrate—talk about past events (1st person narrative)
- narrate—talk about past events (3rd person narrative)
- ask about past events
- talk about future plans, arrangements and intentions
- ask about future plans and intentions
- express need
- make requests—ask for something face-to-face or on the telephone
- respond to formal and informal requests for something
- make requests—ask someone to do something in formal and informal situations
- respond to formal and informal requests to do something
- make requests—ask for directions
- respond to requests for directions
- make requests—ask for permission formally
- respond to formal requests for permission
- ask about people's feelings, opinions, interests, wishes, hopes
- respond to questions about preference
- ask for clarification and explanation
- respond to requests for clarification
- respond to requests for explanations
- respond for requests for directions
- check back
- express likes and dislikes with reasons, and cause and effect
- express views, with reasons, and cause and effect
- express wishes and hopes
- apologise, and give reason
- express thanks gratefully
- give warnings
- express possession
- ask about possession
- offer
- insist politely
- persuade

Entry Level 2 Key Language Items

Simple & compound sentences	<ul style="list-style-type: none"> word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object) there was/were/there is going to be clauses joined with conjunctions and/but/or a limited range of common verbs + -ing form verb + infinitive with and without to wh- questions comparative questions alternative questions question words when, what time, how often, why, how and expressions
Noun phrase	<ul style="list-style-type: none"> countable and uncountable nouns simple noun phrases object and reflexive pronouns determiners of quantity – any, many use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives possessive s and possessive pronouns
Verb forms and time markers in statements, interrogatives, negatives and short forms	<ul style="list-style-type: none"> simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases simple past tense of regular and common irregular verbs with time markers such as ago future time using: present continuous; use of time markers modals and forms with similar meaning: must to express obligation; mustn't to express prohibition; have to, had to; express need; could to make requests; couldn't to express impossibility use of simple modal adverbs: possibly, probably, perhaps very common phrasal verbs
Adjectives	<ul style="list-style-type: none"> adjectives and adjective word order comparatives, regular and common irregular forms
Adverbs and prepositional phrases	<ul style="list-style-type: none"> prepositions and prepositional phrases of place and time adverbs and simple adverbial phrases including: sequencing: (<i>after that</i>); of time and place (in the morning, at the bus stop); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>) word order with adverbs and adverbial phrases use of intensifiers, e.g. <i>really, quite, so</i>
Discourse	<ul style="list-style-type: none"> adverbs to indicate sequence – <i>first, finally</i> use of substitution markers to structure spoken discourse

Entry Level 2 Speaking and Listening Assessment Overview:

Entry Level 2 Speaking and Listening Assessment	
Task	Overview of the task:
Task 1	In this task, Candidates will listen to two separate recordings and answer five questions about each recording. The questions will include both multiple choice and short answers. Guide time: 8 minutes No of participants: up to 12 Candidates per Invigilator, subject to room size and layout
Task 2	In this task, Candidates will participate in a simple role play, where they will be required to answer a number of questions appropriately, using suitable grammar, vocabulary and pronunciation. The Candidates will also be required to ask at least one question relevant to the task. Guide time: 4 minutes No of participants: 2 (1 Candidate and the Assessor)
Task 3	In this task, Candidates will take part in a conversation on a given topic. As part of the conversation, they will be required to provide a short description of a past event. The Candidates will be provided with a number of visual prompts to help them generate ideas for the content of the conversation. Guide time: approximately 8 minutes No of participants: 3 (2 Candidates and the Assessor)
Assessment time including introduction	Approximately 20 minutes.
Other information	Tasks 2 and 3 will be audio recorded.

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Speaking and Listening	120	20 mins	160	16	Entry 2	T/507/9430

4.3 Entry 3 Speaking and Listening (L/507/9434)

This unit is internally assessed, internally moderated and quality assured and externally moderated and quality assured.

Entry Level 3 Speaking and Listening	
The Candidate will:	The Candidate can:
1. Listen for and follow the gist of explanations, instructions and narratives in different contexts	a) recognise context and predict meaning in a range of listening texts and oral interactions b) listen for the gist of information or narrative on radio or TV c) listen for the gist of explanations, instructions or narrative in face-to-face interaction or on the phone
2. Listen for detail in explanations, instructions and narratives in different contexts	a) listen for detail in narratives and explanations b) listen for detail in a face-to-face situation or on the phone c) listen for detailed instructions d) listen for grammatical detail e) listen for phonological detail
3. Listen for detail in explanations, instructions and narratives in different contexts	a) listen for detail in narratives and explanations b) listen for detail in a face-to-face situation or on the phone c) listen for detailed instructions d) listen for grammatical detail e) listen for phonological detail
4. Listen for and identify relevant information and new information from discussions, explanations and presentations	a) listen for relevant and new information on radio, TV or in live presentations b) listen for relevant and new information in face-to-face situations or on the phone
5. Use strategies to clarify and confirm understanding, e.g. facial expressions or gestures	a) clarify and confirm understanding through verbal and non-verbal means
6. Respond to a range of questions about familiar topics	a) respond to requests for action b) respond to requests for information
7. Listen to and respond appropriately to other points of view	a) recognise a variety of feelings expressed by another speaker b) listen to and respond appropriately to other points of view
8. Follow and understand the main points of discussions on different topics	a) listen for the gist of a discussion b) follow a discussion without actively participating, e.g. on TV c) follow and participate in a discussion d) recognise features of spoken language

9. Speak clearly to be heard and understood using appropriate clarity, speed and phrasing	<ul style="list-style-type: none"> a) use stress, intonation and pronunciation to be understood and to make meaning clear b) articulate the sounds of English to make meaning clear
10. Use formal language and register when appropriate	<ul style="list-style-type: none"> a) use formal language and register when appropriate
11. Make requests and ask questions to obtain information in familiar and unfamiliar contexts	<ul style="list-style-type: none"> a) make requests b) ask questions to obtain personal or factual information c) ask for directions, instructions or explanation d) ask for descriptions of people, places and things
12. Express clearly statements of fact and give short explanations, accounts and descriptions	<ul style="list-style-type: none"> a) express clearly statements of fact b) give personal information c) give an account/narrate events in the past d) give an explanation e) give directions and instructions f) give a short description and make comparisons
13. Make contributions to discussions that are relevant to the subject	<ul style="list-style-type: none"> a) take part in social interaction b) take part in more formal interaction c) express feelings, likes and dislikes d) express views and opinions e) make suggestions/give advice f) make arrangements/make plans with other people g) relate to other speakers
14. Respect the turn-taking rights of others	<ul style="list-style-type: none"> a) ask about people's feelings and opinions b) understand the turn-taking process

Unit Amplification

At Entry Level 3, learners will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- UK Society
- Weather
- Transport

Communicative Functions & Notions

- greet
- take leave
- give personal information
- introduce others
- ask for personal information
- describe self/others
- describe places and things
- ask for descriptions of people, places and things
- compare people, places, things
- make comparative questions
- narrate events in the past
- give factual accounts
- ask about past events
- express certainty about the future
- ask about future events
- express opinions about future possibilities
- express obligation
- offer help
- make arrangements
- make requests on the phone, in formal and informal situations
- make requests—ask someone to do something in formal and informal situations
- make requests—ask for directions
- respond to request for directions
- respond to request for instructions
- respond to request for an explanation
- make requests—ask for permission formally
- express feelings, likes and dislikes, with reasons, cause and effect
- ask about people's feelings, opinions, interests, wishes, hopes
- express views and opinions
- apologise in formal and informal situations
- explain and give reasons
- show contrast, cause, reason, purpose
- ask for clarification and explanation
- confirm information
- check back and ask for confirmation
- ask for advice and suggestions
- respond to suggestions
- respond to advice
- make suggestions and give advice
- suggest action with other people
- praise and compliment others
- complain
- warn and prohibit

Entry Level 3 Key Language Items

Simple & compound sentences	<ul style="list-style-type: none"> • variations in word order • word order in complex sentences • there has / have been • there will be / there was going to be • complex sentences with one subordinate clause of either time, reason, result, condition or concession • defining relative clauses using who, which, that • a range of verbs + ing form • verbs + infinitive, with and without 'to' • infinitive of purpose • simple reported statements • a wide range of 'wh-' questions • simple embedded questions • statements with question tags using Entry 3 tenses
Noun phrase	<ul style="list-style-type: none"> • noun phrases with pre- and post-modification • a range of determiners • use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions
Verb forms and time markers in statements, interrogatives, negatives and short forms	<ul style="list-style-type: none"> • present perfect with: since/for; ever/never; yet/already • used to for regular actions in the past • past continuous • future simple verb forms • modals and forms with similar meaning: positive and negative, e.g. you should/shouldn't to express obligation; might, may, will probably to express possibility and probability in the future; would/should for advice; need to for obligation; will definitely to express certainty in the future; May I? asking for permission; I'd rather stating preference • common phrasal verbs and position of object pronouns
Adjectives	<ul style="list-style-type: none"> • comparative and superlative adjectives • comparative structures
Adverbs and prepositional phrases	<ul style="list-style-type: none"> • wider range of prepositions and prepositional phrases • a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> • more complex adverbial phrases of time, place, frequency, manner • a range of intensifiers, including <i>too, enough</i>
Discourse	<ul style="list-style-type: none"> • markers to indicate: addition, sequence, contrast • markers to structure spoken discourse • use of ellipsis in informal situations • use of vague language

Entry Level 3 Speaking and Listening Assessment Overview:

Entry Level 3 Speaking and Listening Assessment	
Task	Overview of the task:
Task 1	<p>In this task, Candidates will listen to two separate recordings and answer five questions about each recording. The questions will include both multiple choice and short answers.</p> <p>Guide time: 8 minutes</p> <p>No of participants: up to 12 candidates per Invigilator, subject to room size and layout</p>
Task 2	<p>In this task, Candidates will participate in a role play, where they will be required to answer a number of questions appropriately, as well as perform a number of language functions as prescribed by the task using suitable grammar, vocabulary and pronunciation.</p> <p>Guide time: 5 minutes</p> <p>No of participants: 1 (1 Candidate and the Assessor)</p>
Task 3	<p>In this task, Candidates will take part in a discussion on a given topic. As part of the discussion, they will be required to express their ideas and opinions, provide reasons and justifications, express agreement and disagreement and arrive at an agreement. The Candidates will be provided with a number of written prompts to help them generate ideas for the content of the discussion.</p> <p>Guide time: approximately 10 minutes</p> <p>No of participants: 3 (2 Candidates and the Assessor)</p>
Assessment time including introduction	Approximately 25 minutes per two Candidates.
Other information	Tasks 2 and 3 will be audio recorded.

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Speaking and Listening	120	25 mins	160	16	Entry 3	L/507/9434

4.4 Entry 1 Reading (T/507/9427)

This unit is internally assessed, internally moderated and quality assured and externally moderated and quality assured.

Entry Level 1 Reading	
The Candidate will:	The Candidate can:
1. Follow a short narrative on a familiar topic or experience	a) follow a short narrative on a familiar topic or experience b) obtain information from texts
2. Recognise the different purposes of texts at this level	a) recognise that the way a text looks can help predict its purpose
3. Read and recognise sentences	a) read and recognise simple sentence structures b) use punctuation and capitalisation to aid understanding
4. Possess a limited, meaningful sight vocabulary of words, signs and symbols	a) recognise a limited number of words, signs and symbols
5. Decode simple, regular words	a) use knowledge of basic sound-letter correspondence to help sound out unfamiliar words
6. Recognise the letters of the alphabet in both upper and lower case	a) identify the letters of the alphabet in upper and lower case b) recognise digits

Unit Amplification

At Entry Level 1, learners will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- UK Society
- Weather
- Transport

At this level, learners are expected to read and understand short texts with repeated language patterns on these familiar topics, and read and obtain information from common signs and symbols in texts such as:

- public signs and notices
- lists
- simple forms
- notes
- records
- simple narratives

The words learners need to read will depend on their reasons for reading, e.g. employment, college course, childcare, enjoyment. The following are examples of words a learner would typically be expected to be able to read at this level:

Personal key words:

- country of origin, e.g. *the UK, Brazil, Mozambique*
- languages, e.g. *Portuguese*
- names, addresses, telephone numbers, dates

Topic based vocabulary:

- days of the week
- months of the year
- words on forms: *name, address, telephone number, date, country, signature etc.*
- family members, e.g. *sister, mother*
- words on menus, e.g. *tea, coffee*
- everyday vocabulary, e.g. *appointment, sale*

Social sight vocabulary:

- Danger
- Toilets
- Exit
- Way in
- Way out
- Office
- Reception
- No Smoking
- Right, left

High frequency words:

A, an, the, of, to, in, on, off, out, from, with, there, is, are, am, has, have, work, live, like, want, speak, going, shopping, go, can, come, I, she, he, we, they, no, not, me, my, and, but

Entry Level 1 Key Language Items

Simple sentences	<ul style="list-style-type: none"> word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase word order in instructions <i>there is/are</i> + noun (+ prepositional phrase) <i>yes/no</i> questions <i>wh-</i> questions question words <i>what/who/where/how much/how many</i> contracted form of auxiliary imperatives and negative imperatives <i>Do it! Don't do it!</i>
Noun phrase	<ul style="list-style-type: none"> regular and common irregular plurals of nouns very common uncountable nouns personal pronouns demonstratives determiners of quantity indefinite article <i>a/an</i> with singular countable nouns definite article <i>the</i> possessives: <i>my/your/his/her</i>, etc.
Verb forms and time markers	<ul style="list-style-type: none"> simple present tense of: <i>be/have/do</i>; common regular verbs <i>have got</i> – indicating possession present continuous of common regular verbs contracted forms of: subject and auxiliary; auxiliary and negative modals: <i>can</i> + bare infinitive to express ability; <i>would</i> + <i>like</i> for requests use of simple prepositional verbs containing prepositions <i>on, off, in, out</i>
Adjectives	<ul style="list-style-type: none"> common adjectives after <i>be</i>
Adverbs and prepositional phrases	<ul style="list-style-type: none"> common prepositions and prepositional phrases of place simple adverbs of place, manner and time use of intensifier <i>very</i>
Discourse	<ul style="list-style-type: none"> sentence connectives – <i>then, next</i>

Entry 1 Reading Assessment Overview

Entry Level 1 Reading Assessment	
Task	Overview of the task:
Task 1	<p>This task assesses the Candidate's ability to recognise a number of words, as well as the letters of the alphabet in both upper and lower case, and punctuation marks.</p> <p>The Candidate is expected to match four words to pictures representing them, and identify capital letters as well as a number of simple punctuation marks, including commas, full stops, question marks and exclamation marks.</p> <p>The maximum number of marks available is 8.</p>
Task 2	<p>This task assesses the Candidate's ability to recognise a number of signs and symbols, recognise digits, and follow a short narrative on a familiar topic and obtain information.</p> <p>The Candidate is expected to match four signs and / or symbols to their descriptions, as well as answer four simple questions based on a short text, providing short answers.</p> <p>The maximum number of marks available is 6.</p>
Task 3	<p>This task assesses the Candidate's ability to recognise different purposes of text with the help of visual aspects of the texts, recognise digits, and obtain information from texts.</p> <p>The Candidate is expected to match four texts to their purpose, and answer four simple questions based on those texts, providing short answers.</p> <p>The maximum number of marks available is 6.</p>
Total assessment time including the introduction	The guide time for this assessment is 30 minutes.
Other information	This assessment does not have to be undertaken as one continuous assessment.

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Reading	60	30 mins	80	8	Entry 1	T/507/9427

4.5 Entry 2 Reading (F/507/9432)

This unit is internally assessed, internally moderated and quality assured and externally moderated and quality assured.

Entry Level 2 Reading	
The Candidate will:	The Candidate can:
1. Trace and understand the main events of chronological and instructional text	a) use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts b) obtain information from texts
2. Recognise the different purposes of texts at this level	a) understand and identify the different purposes of short, straightforward texts
3. Identify common sources of information	a) identify a range of common sources of information where everyday information can be found
4. Use illustrations and captions to locate information	a) obtain information from illustrations, simple maps and diagrams and captions
5. Read and understand linking words and adverbials in instructions and directions (<i>e.g. next, then, right</i>)	a) use grammatical structures that link clauses to help identify sequence b) use knowledge of simple and compound sentence structures to work out meaning c) apply own life experience and knowledge to monitor the meaning of the sentence as a whole when decoding unknown words d) use punctuation and capitalisation to aid understanding
6. Recognise words on forms related to personal information (<i>e.g. surname, postcode</i>)	a) recognise words on forms related to personal information and understand explicit and implicit instructions
7. Recognise high frequency words and words with common spelling patterns	a) recognise a range of familiar words and words with common spelling patterns
8. Use phonic and graphic knowledge to decode words	a) use context and a range of phonic and graphic knowledge to decode words
9. Use a simplified dictionary to find the meaning of unfamiliar words	a) obtain information from a simplified dictionary to find the meaning of unfamiliar words
10. Use initial letter to find and sequence words in alphabetical order	a) sequence words using basic alphabetical ordering skills
11. Trace and understand the main events of chronological and instructional text	a) use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts b) obtain information from texts

Unit Amplification

At Entry Level 2, learners will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- UK Society
- Weather
- Transport

At this level, learners are expected to read and understand short texts with repeated language patterns on these familiar topics, reading and obtaining information from common signs and symbols in texts such as:

- public signs and notices
- lists
- simple forms
- notes
- records
- emails
- letters
- diagrams
- simple narratives

The words learners need to read will depend on their reasons for reading, e.g. employment, college course, childcare, enjoyment. The following are examples of words a learner would typically be expected to be able to read at this level:

High frequency words:

*thing could will was were tell wish time soon saw think said her his our their that what gave
went black white after before because under over here once him who where how*

Entry Level 2 Key Language Items

Simple & compound sentences	<ul style="list-style-type: none"> word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object) there was/were/there is going to be clauses joined with conjunctions and/but/or a limited range of common verbs + –ing form verb + infinitive with and without to wh– questions comparative questions alternative questions question words when, what time, how often, why, how and expressions
Noun phrase	<ul style="list-style-type: none"> countable and uncountable nouns simple noun phrases object and reflexive pronouns determiners of quantity – any, many use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives possessive s and possessive pronouns
Verb forms and time markers in statements, interrogatives, negatives and short forms	<ul style="list-style-type: none"> simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases simple past tense of regular and common irregular verbs with time markers such as ago future time using: present continuous; use of time markers modals and forms with similar meaning: must to express obligation; mustn't to express prohibition; have to, had to; express need; could to make requests; couldn't to express impossibility use of simple modal adverbs: possibly, probably, perhaps very common phrasal verbs
Adjectives	<ul style="list-style-type: none"> adjectives and adjective word order comparatives, regular and common irregular forms
Adverbs and prepositional phrases	<ul style="list-style-type: none"> prepositions and prepositional phrases of place and time adverbs and simple adverbial phrases including: sequencing: (<i>after that</i>); of time and place (in the morning, at the bus stop); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>) word order with adverbs and adverbial phrases use of intensifiers, e.g. <i>really, quite, so</i>
Discourse	<ul style="list-style-type: none"> adverbs to indicate sequence – <i>first, finally</i> use of substitution markers to structure spoken discourse

Entry 2 Reading Assessment Overview

Entry Level 2 Reading Assessment	
Task	Overview of the task:
Task 1	<p>This task assesses the Candidate's ability to trace and understand the main events of chronological and instructional text, as well as read and understand linking words and adverbials in instructions and directions.</p> <p>The Candidate is expected to read a set of simple instructions pertaining to an everyday activity, and put the instructions in the correct order.</p> <p>The maximum number of marks available is 5.</p>
Task 2	<p>This task assesses the Candidate's ability to understand and identify the different purposes of short, straightforward texts, as well as obtain information from texts.</p> <p>The Candidate is expected to match four texts to their purpose, and answer four simple questions based on those texts, providing short answers.</p> <p>The maximum number of marks available is 8.</p>
Task 3	<p>This task assesses the Candidate's ability to identify common sources of information, use illustrations and captions to locate information, use a simplified dictionary to find the meaning of unfamiliar words and use initial letter to find and sequence words in alphabetical order.</p> <p>The Candidate is expected to match four texts to the correct text type, and answer four simple questions, some of which based on the texts, and others with the help of a monolingual dictionary.</p> <p>The maximum number of marks available is 7.</p>
Total assessment time including the introduction	The guide time for this assessment is 40 minutes.
Other information	This assessment does not have to be undertaken as one continuous assessment.

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Reading	60	40 mins	80	8	Entry 2	F/507/9432

4.6 Entry 3 Reading (K/507/9439)

This unit is internally assessed, internally moderated and quality assured and externally moderated and quality assured.

Entry Level 3 Reading	
The Candidate will:	The Candidate can:
1. Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph	a) understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph
2. Recognise the different purposes of texts at this level	a) understand and distinguish the different purposes of texts at this level
3. Recognise and understand the organisational features and typical language of instructional texts, e.g. use of imperatives and second person	a) identify the key organisational features of instructional texts
4. Identify the main points and ideas, and predict words from context	a) extract the main points and ideas, and predict words from context
5. Understand and use organisational features to locate information, e.g. contents, index, menus	a) locate organisational features, such as contents, index, menus, and understand their purpose
6. Skim read title, headings and illustrations to decide if material is of interest	a) skim read key textual features (title, heading and illustrations) for different purposes
7. Scan texts to locate information	a) scan different parts of texts to locate information
8. Obtain specific information through detailed reading	a) read every word to obtain specific information
9. Relate an image to print and use it to obtain meaning	a) relate an image to print and use it to obtain meaning
10. Recognise the generic features of language of instructional texts	a) recognise the generic features of language of instructional texts b) use knowledge of syntax and grammar, to work out meaning and confirm understanding in other types of text at this level
11. Recognise the function of certain punctuation to aid understanding	a) recognise the function of certain punctuation to aid understanding
12. Recognise and understand relevant specialist key words	a) recognise and understand relevant specialist key words
13. Read and understand words and phrases commonly used on forms	a) read and understand words and phrases commonly used on forms

14. Use a dictionary to find the meaning of unfamiliar words	a) use a dictionary to find the meaning of unfamiliar words
15. Use first- and second place letters to find and sequence words in alphabetical order	a) use first- and second place letters to find and sequence words in alphabetical order b) use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

Unit Amplification

At Entry Level 3, learners will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- UK Society
- Weather
- Transport

At this level, learners are expected to read and understand short straightforward texts on familiar topics accurately and independently, reading and obtaining information from everyday sources, in texts such as

- forms
- notes
- records
- emails
- short reports
- simple instructions
- narratives

Entry Level 3 Key Language Items

Simple & compound sentences	<ul style="list-style-type: none"> • variations in word order • word order in complex sentences • there has / have been • there will be / there was going to be • complex sentences with one subordinate clause of either time, reason, result, condition or concession • defining relative clauses using who, which, that • a range of verbs + ing form • verbs + infinitive, with and without 'to' • infinitive of purpose • simple reported statements • a wide range of 'wh-' questions • simple embedded questions • statements with question tags using Entry 3 tenses
Noun phrase	<ul style="list-style-type: none"> • noun phrases with pre- and post-modification • a range of determiners • use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions
Verb forms and time markers in statements, interrogatives, negatives and short forms	<ul style="list-style-type: none"> • present perfect with: since/for; ever/never; yet/already • used to for regular actions in the past • past continuous • future simple verb forms • modals and forms with similar meaning: positive and negative, e.g. you should/shouldn't to express obligation; might, may, will probably to express possibility and probability in the future; would/should for advice; need to for obligation; will definitely to express certainty in the future; May I? asking for permission; I'd rather stating preference • common phrasal verbs and position of object pronouns
Adjectives	<ul style="list-style-type: none"> • comparative and superlative adjectives • comparative structures
Adverbs and prepositional phrases	<ul style="list-style-type: none"> • wider range of prepositions and prepositional phrases • a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> • more complex adverbial phrases of time, place, frequency, manner • a range of intensifiers, including <i>too, enough</i>
Discourse	<ul style="list-style-type: none"> • markers to indicate: addition, sequence, contrast • markers to structure spoken discourse • use of ellipsis in informal situations • use of vague language

Entry 3 Reading Assessment Overview

Entry Level 3 Reading Assessment	
Task	Overview of the task:
Task 1	<p>This task assesses the Candidate's ability to understand the main points and ideas, as well as specific information from a text of more than one paragraph, as well as identify various purposes of different sections of the text. In this task, the Candidates will also be assessed on their ability to use a dictionary to find a meaning of unfamiliar words, as well as recognise and understand relevant specialist key words.</p> <p>The Candidate is expected to read a continuous text on one of the topics listed in the unit amplification, and answer 10 questions based on the text.</p> <p>The maximum number of marks available is 10.</p>
Task 2	<p>This task assesses the Candidate's ability to understand organisational features of texts to locate information, scan texts to locate specific information and relate an image to print to and use it to obtain meaning. In this task, the Candidates will also be assessed on their ability to recognise the function of certain punctuation to aid understanding and use first and second place letters to sequence words.</p> <p>The Candidate is expected to read and understand three simple texts on similar topics, and ten questions based on the content of those texts. The question types will include short answers and multiple choice abc.</p> <p>The maximum number of marks available is 10.</p>
Total assessment time including the introduction	The guide time for this assessment is 40 minutes.
Other information	This assessment does not need to be undertaken as one continuous assessment.

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Reading	60	40 mins	80	8	Entry 3	K/507/9439

4.7 Entry 1 Writing (A/507/9428)

This unit is internally assessed, internally moderated and quality assured and externally moderated and quality assured.

Entry Level 1 Writing	
The Candidate will:	The Candidate can:
1. Use written words and phrases to record or present information	a) compose very simple text to communicate ideas or basic information
2. Construct a simple sentence	a) construct a simple sentence, using basic word order and verb form
3. Punctuate a simple sentence with a capital letter and a full stop	a) use punctuation to aid understanding of where sentences begin and end
4. Use a capital letter for pronoun 'I'	a) use basic punctuation to write about oneself
5. Spell correctly some personal key words and familiar words	a) use and spell correctly some personal key words and familiar words b) use knowledge of basic sound-letter correspondence and letter patterns to aid spelling c) develop strategies to aid spelling
6. Write the letters of the alphabet using upper and lower case	a) form the letters of the alphabet using upper and lower case b) form digits

Unit Amplification

At Entry Level 1, learners will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- UK Society
- Weather
- Transport

At this level, learners are expected to write to communicate information to an intended audience in documents such as

- forms
- lists
- messages
- notes
- records

Spelling

It is important for adult ESOL learners to be able to recognise the basic sound–symbol relationships and common letter patterns in words that are of real interest to them as individuals, working from a context. The order in which these sounds and patterns will be taught will depend on the words learners want and need to write.

Phonics (sound–letter correspondence)

- recognise initial, middle and final consonants
- recognise consonant digraphs *ch, sh, the*
- recognise medial short vowel sounds in simple words, e.g. *hat*
- write correct initial letters in response to the letter sound, word, object or picture
- recognise and name each letter of the alphabet and be aware of alphabetical order
- write final consonants in simple words, e.g. *shop*
- write correct letter corresponding to short middle vowel sounds in simple words, e.g. *hat*

Patterns

Some suggestions for taking common patterns from texts learners want or need to write:

"I live in Southwark. Southwark is in south London. I live in a big house."

Other words with ou – *our, four, pour*. Learners are encouraged to group the words visually, and/or by sound.

Entry Level 1 Key Language Items

Simple sentences	<ul style="list-style-type: none"> word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase word order in instructions <i>there is/are</i> + noun (+ prepositional phrase) <i>yes/no</i> questions <i>wh-</i> questions question words <i>what/who/where/how much/how many</i> contracted form of auxiliary imperatives and negative imperatives <i>Do it! Don't do it!</i>
Noun phrase	<ul style="list-style-type: none"> regular and common irregular plurals of nouns very common uncountable nouns personal pronouns demonstratives determiners of quantity indefinite article <i>a/an</i> with singular countable nouns definite article <i>the</i> possessives: <i>my/your/his/her</i>, etc.
Verb forms and time markers	<ul style="list-style-type: none"> simple present tense of: <i>be/have/do</i>; common regular verbs <i>have got</i> – indicating possession present continuous of common regular verbs contracted forms of: subject and auxiliary; auxiliary and negative modals: <i>can</i> + bare infinitive to express ability; <i>would + like</i> for requests use of simple prepositional verbs containing prepositions <i>on, off, in, out</i>
Adjectives	<ul style="list-style-type: none"> common adjectives after <i>be</i>
Adverbs and prepositional phrases	<ul style="list-style-type: none"> common prepositions and prepositional phrases of place simple adverbs of place, manner and time use of intensifier <i>very</i>
Discourse	<ul style="list-style-type: none"> sentence connectives – <i>then, next</i>

Entry 1 Writing Assessment Overview

Entry Level 1 Writing Assessment	
Task	Overview of the task:
Task 1	<p>This task assesses the Candidate's ability to use written words and phrases to record information, correctly spelling personal and key words.</p> <p>The Candidate is expected to complete a simple form with 6 elements of personal information.</p> <p>The maximum number of marks available is 6.</p>
Task 2	<p>This task assesses the Candidate's ability to construct simple sentences about themselves, using a capital letter for pronoun I, correct spelling of familiar words, and correct punctuation.</p> <p>The Candidate is expected to write 30-40 words on a given topic.</p> <p>The maximum number of marks available is 8.</p>
Task 3	<p>The Candidate is expected to write 30-40 words on a given topic in the form of a short letter, message, email or postcard.</p> <p>The maximum number of marks available is 8.</p>
Total assessment time including the introduction	The guide time for this assessment is 30 minutes.
Other information	This assessment does not have to be undertaken as one continuous assessment. No dictionaries are permitted.

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Writing	90	30 mins	120	12	Entry 1	A/507/9428

4.8 Entry 2 Writing (J/507/9433)

This unit is internally assessed, internally moderated and quality assured and externally moderated and quality assured.

Entry Level 2 Writing	
The Candidate will:	The Candidate can:
1. Use written words and phrases to record or present information	a) compose simple text, selecting appropriate format for the purpose b) record information on forms
2. Construct simple and compound sentences using common conjunctions to connect two clauses, e.g. as, and, but	a) construct simple and compound sentences using common conjunctions to connect two clauses (e.g. as, and, but)
3. Use adjectives	a) use adjectives
4. Use punctuation correctly	a) use punctuation correctly: capital letters, full stops and question marks
5. Use a capital letter for proper nouns	a) use a capital letter for proper nouns
6. Spell correctly the majority of personal details and familiar common words	a) spell correctly the majority of personal details and familiar common words b) use their knowledge of sound-symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner c) develop strategies to aid spelling
7. Produce legible text	a) produce legible text

Unit Amplification

At Entry Level 2, learners will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- UK Society
- Weather
- Transport

At this level, learners are expected to write to communicate information with some awareness of the intended audience in documents such as:

- forms
- lists
- messages
- notes
- records
- emails
- simple narratives

Spelling

It is important for adult ESOL learners to be able to recognise the sound-symbol relationship and common letter patterns in words that are of real interest to them as individuals, working from a context. The order in which these sounds and patterns will be taught will depend on the words learners want and need to write. Learners whose first language does not have the same phonemes as English will have difficulty in recognising the sound and therefore the associated symbol.

Phonics

At this level, learners should recognise and use a wider range of phonics:

- initial common clusters: bl (black), br (brown), cl (close), cr (cream), dr (drink), fl (fly), fr (friend), gl (glass), gr (grill), pl (place), pr (Prime Minister), scr (scream), sk (skin), sl (sleep), sm (smile), sp (spell), squ (squash), st (stop), str (street), tr (train), tw (twins), thr (through)
- common final clusters: ct (fact), ft (lift), ld (build), lt (melt), nch (lunch), lth (health), nd (second), nt (sent), lk (milk), lp (help), mp (lamp), nk (think), rd (heard), sk (task), sp (crisp), st (first) xt (next)
- vowel digraphs: ee (feet), ea (seat), oo (moon), u-e (tune), ew (flew), ue (blue)
- diphthongs: ie (lie), ai (train), a-e (name), ay (play), i-e (bite), igh (high), y (fly), ow (cow), ou (sound)

Word structure

At this level, learners should recognise and use:

- letter patterns common in English, e.g.: tion (station)
- silent letters, e.g. *ight* (*light*), *wr* (*write*), *ould* (*could*), *lk* (*talk*)
- prefixes and suffixes, e.g. *un* (*unhappy*), *re* (*return*), *less* (*helpless*)
- structural endings, e.g. *plural s*, *ed* (*walked*), *ing* (*cooking*)

Entry Level 2 Key Language Items

Simple sentences	<ul style="list-style-type: none"> word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase word order in instructions <i>there is/are</i> + noun (+ prepositional phrase) <i>yes/no</i> questions <i>wh-</i> questions question words <i>what/who/where/how much/how many</i> contracted form of auxiliary imperatives and negative imperatives <i>Do it! Don't do it!</i>
Noun phrase	<ul style="list-style-type: none"> regular and common irregular plurals of nouns very common uncountable nouns personal pronouns demonstratives determiners of quantity indefinite article <i>a/an</i> with singular countable nouns definite article <i>the</i> possessives: <i>my/your/his/her</i>, etc.
Verb forms and time markers	<ul style="list-style-type: none"> simple present tense of: <i>be/have/do</i>; common regular verbs <i>have got</i> – indicating possession present continuous of common regular verbs contracted forms of: subject and auxiliary; auxiliary and negative modals: <i>can</i> + bare infinitive to express ability; <i>would + like</i> for requests use of simple prepositional verbs containing prepositions <i>on, off, in, out</i>
Adjectives	<ul style="list-style-type: none"> common adjectives after <i>be</i>
Adverbs and prepositional phrases	<ul style="list-style-type: none"> common prepositions and prepositional phrases of place simple adverbs of place, manner and time use of intensifier <i>very</i>
Discourse	<ul style="list-style-type: none"> sentence connectives – <i>then, next</i>

Entry 2 Writing Assessment Overview

Entry Level 2 Writing Assessment	
Task	Overview of the task:
Task 1	This task assesses the Candidate's ability to use written words and phrases to record information on a form, correctly spelling personal and key words. The Candidate is expected to complete a simple form with 9 elements of information, including constructing a full sentence. The maximum number of marks available is 10.
Task 2	This task assesses the Candidate's ability to write a short descriptive text about a past experience, selecting appropriate format for the purpose. The Candidate is expected to write 60-80 words on a given topic in the form of a short story or article. The maximum number of marks available is 8.
Task 3	This task assesses the Candidate's ability to write a short informative text, selecting appropriate format for the purpose. The Candidate is expected to write 60-80 words on a given topic in the form of a short email or a letter. The maximum number of marks available is 8.
Total assessment time including the introduction	The guide time for this assessment is 40 minutes.
Other information	This assessment does not have to be undertaken as one continuous assessment.

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Writing	90	40 mins	120	12	Entry 2	J/507/9433

4.9 Entry 3 Writing (H/507/9438)

This unit is internally assessed, internally moderated and quality assured and externally moderated and quality assured.

Entry Level 3 Writing	
The Candidate will:	The Candidate can:
1. Plan and draft writing	a) recognise the process of planning and drafting when writing certain types of texts b) make notes as part of the planning process
2. Organise writing in short paragraphs	a) structure main points of writing in short paragraphs
3. Sequence chronological writing	a) show sequence through the use of discourse markers and conjunctions
4. Proof-read and correct writing for grammar and spelling	a) proof-read to check for content and expression
5. Complete forms with some complex features	a) record information on forms with more complex features e.g. open responses, constructed responses, additional comments
6. Write in complete sentences	a) write using complex sentences
7. Use correct basic grammar	a) use correct basic grammar, e.g. appropriate verb tense, subject-verb agreement
8. Use punctuation correctly	a) use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks, to aid clarity in relation to beginnings and ends of sentences
9. Spell correctly common words and relevant key words for work and special interest	a) apply knowledge of spelling to a wide range of common words and special interest vocabulary b) apply knowledge of strategies to aid with spelling
10. Produce legible text	a) recognise the importance of legible handwriting

Unit Amplification

At Entry Level 3, learners will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- UK Society
- Weather
- Transport

At this level, learners are expected to write to communicate information and opinions with some adaptation to the intended audience in documents such as

- forms
- notes
- records
- emails
- letters
- narratives
- simple instructions
- short reports
- articles

Entry Level 3 Key Language Items

Simple & compound sentences	<ul style="list-style-type: none"> • variations in word order • word order in complex sentences • there has / have been • there will be / there was going to be • complex sentences with one subordinate clause of either time, reason, result, condition or concession • defining relative clauses using who, which, that • a range of verbs + ing form • verbs + infinitive, with and without 'to' • infinitive of purpose • simple reported statements • a wide range of 'wh-' questions • simple embedded questions • statements with question tags using Entry 3 tenses
Noun phrase	<ul style="list-style-type: none"> • noun phrases with pre- and post-modification • a range of determiners • use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions
Verb forms and time markers in statements, interrogatives, negatives and short forms	<ul style="list-style-type: none"> • present perfect with: since/for; ever/never; yet/already • used to for regular actions in the past • past continuous • future simple verb forms • modals and forms with similar meaning: positive and negative, e.g. you should/shouldn't to express obligation; might, may, will probably to express possibility and probability in the future; would/should for advice; need to for obligation; will definitely to express certainty in the future; May I? asking for permission; I'd rather stating preference • common phrasal verbs and position of object pronouns
Adjectives	<ul style="list-style-type: none"> • comparative and superlative adjectives • comparative structures
Adverbs and prepositional phrases	<ul style="list-style-type: none"> • wider range of prepositions and prepositional phrases • a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> • more complex adverbial phrases of time, place, frequency, manner • a range of intensifiers, including <i>too, enough</i>
Discourse	<ul style="list-style-type: none"> • markers to indicate: addition, sequence, contrast • markers to structure spoken discourse • use of ellipsis in informal situations • use of vague language

Entry 3 Writing Assessment Overview

Entry Level 3 Writing Assessment	
Task	Overview of the task:
Task 1	<p>This task assesses the Candidate's ability to use correct basic grammar, use punctuation correctly, and correctly spell common and relevant key words.</p> <p>The Candidate will be expected to identify and correct a number of errors in a provided text. The errors will be to do with spelling, vocabulary and grammar.</p> <p>The maximum number of marks available is 6.</p>
Task 2	<p>This task assesses the Candidate's ability to correctly record information on forms with some more complex features, such as open or constructed responses or additional comments.</p> <p>The Candidate will be expected to complete a form with 8 elements of information.</p> <p>The maximum number of marks available is 8.</p>
Task 3	<p>This task assesses the Candidate's ability to compose a continuous text on a familiar topic, including the following elements: planning, drafting, use of short paragraphs and sequencing writing chronologically where applicable.</p> <p>The Candidate will be expected to plan, draft and produce a final copy of a text, in the form, of a letter, email, article, narrative or a report, using correct grammar, punctuation and spelling. The Candidate will be expected to write between 90-100 words.</p> <p>The maximum number of marks available is 20.</p>
Total assessment time including the introduction	The guide time for this assessment is 50 minutes.
Other information	This assessment does not need to be undertaken as one continuous assessment. No dictionaries are permitted.

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Writing	90	50 mins	120	12	Entry 3	H/507/9438

Appendix 1: Access to Assessment; Special Considerations and Reasonable Adjustments

The GA assessment materials are designed to be inclusive, non-discriminatory and as accessible as possible. GA adhere to these principles throughout the development of all qualifications and throughout the writing of assessment and examination materials. Please note the differing definitions of Reasonable Adjustment and a Special Consideration, as outlined in the GA *Candidate Access Policy* document (available on the www.gatehouseawards.org website).

Centre staff need to ensure that any requests for reasonable adjustments where prior authorisation from GA is required are submitted in good time prior to the assessment date, otherwise the learner's results may not be ratified by the External Moderator, meaning the learner has to re-take the assessment. Such requests should be communicated to GA by submitting a Request for Reasonable Adjustment Form (available to download from the GA website) **a minimum of 10 working days prior to the date of the examination.**

Learners requesting reasonable adjustments must provide their centre with evidence of their medical condition or learning needs and a copy of this must be provided to GA with the request form, if applicable or upon request as part of external quality assurance activities.

The following are examples of conditions which may constitute a situation where possible reasonable adjustments can be applied in order for a learner to undertake the ESOL Skills for Life assessments. Please note that this list is not exhaustive:

Learners with Visual Impairment

GA can support the use of:

- Large print or Braille assessment materials
- Coloured paper or overlays
- Extra time allocated for the assessment
- A professional reader/scribe in the speaking and listening assessment, to facilitate the completion of the assessment paper
- A professional scribe in the reading unit to facilitate the completion of the assessment paper (not a reader)
- An audio recording of the Listening assessment

Learners with Hearing Impairment

GA can support the use of:

- Hearing aids/hearing induction loops
- Extra time allocated for the assessment

Learners with Learning Difficulties

GA can support the use of:

- Examination papers printed on different coloured paper/different coloured ink

- Extra time allocated for the assessment
- A professional reader/scribe in the speaking and listening unit to facilitate the completion of the assessment paper
- A professional scribe in the reading unit to facilitate the completion of the assessment paper (not a reader)
- An audio recording of the Listening assessment tasks (which may be applicable to learners with very low levels of literacy and reading skills)

Examples of adjustments GA **cannot** support within the context of ESOL Skills for Life qualifications include:

- The use of a translator or interpreter
- Translations of assessment materials into any other language apart from English
- The use of BSL (British Sign Language) for any aspect of the assessment
- Allowing learners to have sight of assessment materials prior to the assessment session
- The use of any (English or bilingual) dictionaries, except where permitted in the rubric (assessment instructions)
- A reader for the Reading assessment
- A scribe for the Writing assessment

The above adjustments are not allowed due to the nature of the assessment criteria and the learning outcomes.

A Special Consideration is given to a learner who has temporarily experienced an event outside of their control which has had, or is reasonably likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Examples of events that attract special consideration would be:

- Temporary illness*
- Injury*
- Bereavement
- Fire or similar emergency during the examination
- Building work/loud noise at the examination centre
- Failure of equipment during the examination
- Failure of the centre to implement a requested reasonable adjustments, or the reasonable adjustments put in place are unworkable or incorrect

*For illness and injury, arrangements as for disabilities would be put into place. However, medical evidence (such as a doctor or hospital letter) would be required to support such arrangements.

Centres must complete the Record of Reasonable Adjustments / Special Considerations form in order to record the decisions made by the centre. A copy of the form should be retained by centres along with and supporting evidence or other relevant records for audit purposes. Centres should refer to the GA *Candidate Access Policy* for full details of how to apply for Reasonable Adjustments and Special Considerations.

Appendix 2: Internal Moderation and Quality Assurance Regulations and Guidance

Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** Where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

Appendix 3 - GLOSSARY OF TERMS

Appeal: a request for a review of a decision.

Assessor: a member of staff at the centre employed for the purpose of making internal assessment decisions.

Centre: an institution or organisation, usually a school, college, training provider or employer which is approved by GA to deliver the training, preparation and delivery of the assessment for a qualification.

Comment - an idea, suggestion or opinion on how GA could improve its services.

Complaint - a formal expression of dissatisfaction made by a member of GA staff, candidate, centre representative or a member of the public who has reason to raise a complaint regarding the service received from, or conduct of, GA as an Awarding Organisation or one of its approved centres.

Compliment - positive feedback about a service provided by GA.

Controlled Assessment – an internal assessment, where the assessment materials are set either internally or externally, where candidates are usually supervised by their teachers and elements of the assessment can be taken at flexible times, and internally assessed and moderated.

Controlled Examinations: examinations which are externally set and externally marked by the awarding organisation, and are conducted in accordance with *Regulations for Conducting Controlled Examinations*.

CRAVES – the principles of quality assurance in relation to the assessment of candidates' work, which stipulate that the work assessed must be Current, Reliable, Authentic, Valid, Evaluated and Sufficient.

Examinations Officer: a person who is employed by the centre to be the single point of contact for the awarding organisation with regards to all aspects of the delivery and administration of examinations.

Head of Centre: a person who is employed by the centre to be the single point of contact and accountability for all aspects of quality assurance with regards to the delivery of examinations.

Marker: a person who is employed by the awarding organisation and who marks the completed scripts or recordings of learners across a range of centres approved by the awarding organisation. Also referred to as an **Examiner**.

Moderation – the process by which assessment across and within centres is checked in order to ensure standardisation of results for candidates.

Examiner: a person who is employed by the awarding organisation and who marks the completed assessment materials or recordings of learners across a range of centres approved by the awarding organisation. Also referred to as a **Marker**.

External Verifier / Moderator - a person who is employed by the awarding organisation and is responsible for assuring the quality and consistency of assessment across centres.

GA appointed Examination Observer: a professional person engaged by GA to attend centres when controlled examination session has been booked for the purposes of ensuring that the examination is delivered in line with all relevant regulations and requirements.

GA Representative: An individual or organisation, or employee of such an organisation, contracted by GA to represent GA in specific locations outside the UK.

Instructions (or rubric): an explanation given on the front cover of the question paper in order to guide the learner e.g. in terms of the number of questions to answer, the time allowed or the marks allocated for each task.

Interlocutor: a person who is employed by the centre to administer the spoken components of any controlled examinations. This term is usually used in the context of language assessments.

Interlocutor script: script provided for the members of staff delivering spoken examination components which should be adhered to unless otherwise indicated.

Internal Verifier/ Moderator – a member of staff employed by the centre who is responsible for monitoring the work of all assessors involved with the qualification, to ensure that they are applying the assessment criteria for the competency of skills consistently throughout all assessment activities, and that the evidence presented meets the requirements of CRAVES .

Invigilator: a person who is employed by the centre to supervise learners whilst they undertake written elements of the controlled examinations.

Learner (or Candidate): a person who is registered with the awarding organisation to undertake a qualification and to be assessed for that qualification.

UK centre: An approved GA centre, based in the United Kingdom (England, Northern Ireland, Scotland and Wales)

Maladministration – is a sub-category of malpractice which relates directly to the administration of GA qualifications, but which has not been a deliberate act to attempt to subvert the integrity or security of the assessment process or the qualification as a whole.

Malpractice – a deliberate act by a staff member, candidate or centre which has, or may have, an adverse effect on the assessment process, the award of the qualification or the integrity or security of any examination or qualification made available by GA.

Marking (or assessing): an activity which is undertaken by the GA subject specialists to check the learners' answers to the test questions against the mark scheme in order to produce an overall mark or result.

Moderation: the process by which assessment decisions made by either centre's internal assessment staff, or awarding organisations' assessment staff (markers) are checked in order to ensure standardisation of results for learners.

Overseas / International Centre: An approved GA centre, located outside of the United Kingdom.

Reasonable adjustment - arrangements made prior to assessment which help to reduce the effect of a disability or difficulty that may place the candidate at a significant disadvantage during the assessment process.

Scripts: the question papers completed by the learners. These may be referred to as **completed tests**, **completed question papers** or **completed assessment materials**.

Special consideration – a consideration applied during or after an examination when unforeseen circumstances may prevent the candidate from attending or completing their examination, such as temporary illness, bereavement or disruption to examination.

Tasks: these form the parts of the tests and are the sections of the question papers which are answered by the learner.

Tests: the question papers which are provided by the awarding organisation to the centre for the learners to undertake. These may also be referred to as **unit tests**, **examinations** or **assessment materials**.

Tutor (or teacher, trainer, teaching staff): a person(s) who is (are) employed by the centre to teach the learners in preparation for the tests.

Document Specification:					
Purpose:	To detail the specifications of the Entry Level Skills for Life ESOL qualifications offered by GA				
Accountability:	GA Governing Body		Responsibility:	GA Quality Assurance Manager	
Version:	3	Effective From:	22/02/2022	Effective To:	Feb 2024
Links to Ofqual GCR	E3; G6; G7	Other relevant documents:	GA Regulations for Conducting Controlled Examinations GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS & General Moderation Policy and Procedure		