



## Qualification Specification

GA Level 1 Certificate in ESOL Skills for Life (RQF)	601/8479/6
GA Level 1 Award in ESOL Skills for Life (Speaking and Listening) (RQF)	601/8478/4
GA Level 1 Award in ESOL Skills for Life (Reading) (RQF)	603/0110/7
GA Level 1 Award in ESOL Skills for Life (Writing) (RQF)	603/0111/9
GA Level 2 Certificate in ESOL Skills for Life (RQF)	601/8481/4
GA Level 2 Award in ESOL Skills for Life (Speaking and Listening) (RQF)	601/8480/2
GA Level 2 Award in ESOL Skills for Life (Reading) (RQF)	603/0112/0
GA Level 2 Award in ESOL Skills for Life (Writing) (RQF)	603/0113/2

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## Section 1 - Qualification Overview

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

The Gatehouse Awards 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 Candidates who live in the UK and who are not native speakers of the English language. The aim of these qualifications is to enable Candidates to develop their Speaking, Listening, Reading and Writing skills across Levels 1 and 2, assisting them to prepare for the world of education, work and participation in the community and wider society.

This specification covers the Gatehouse Awards ESOL Skills for Life qualifications at Levels 1 and 2 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 Candidates with a comprehensive overview of the assessment and language requirements for each level.

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 Gatehouse Awards Skills for Life qualifications. In addition, essential policies, procedures and forms can be found on the Gatehouse Awards website: [www.gatehouseawards.org](http://www.gatehouseawards.org).

## 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 1 Certificate in ESOL Skills for Life (RQF)	601/8479/6	01.03.2016	28.02.2021
GA Level 1 Award in ESOL Skills for Life (Speaking and Listening) (RQF)	601/8478/4	01.03.2016	28.02.2021
GA Level 1 Award in ESOL Skills for Life (Reading) (RQF)	603/0110/7	01.08.2016	31.07.2021
GA Level 1 Award in ESOL Skills for Life (Writing) (RQF)	603/0111/9	01.08.2016	31.07.2021
GA Level 2 Certificate in ESOL Skills for Life (RQF)	601/8481/4	01.03.2016	28.02.2021
GA Level 2 Award in ESOL Skills for Life (Speaking and Listening) (RQF)	601/8480/2	01.03.2016	28.02.2021
GA Level 2 Award in ESOL Skills for Life (Reading) (RQF)	603/0112/0	01.08.2016	31.07.2021
GA Level 2 Award in ESOL Skills for Life (Writing) (RQF)	603/0113/2	01.08.2016	31.07.2021

### 1.3 Qualification Aims and Objectives

The aim of the ESOL Skills for Life qualifications is to demonstrate a Candidate's ability to communicate using the English language at Level 1 and Level 2. This requires the Candidate 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. At Levels 1 and 2, the tasks are designed to reflect the fact that the needs of ESOL learners at these levels will be predominantly educational and professional, with some tasks pertaining to broader social issues.

The Level 1 and 2 qualifications in ESOL Skills for Life Speaking and Listening are designed to assess the Candidate's competency in the skills of Speaking and Listening only.

The Level 1 and 2 qualifications in ESOL Skills for Life Reading are designed to assess the Candidate's competency in the skills of Reading only.

The Level 1 and 2 qualifications in ESOL Skills for Life Writing are designed to assess the Candidate's competency in the skill of Writing only.

The Level 1 and 2 qualifications in ESOL Skills for Life are designed to assess the Candidate's competency in the skills of Speaking, Listening, Reading and Writing.

The overall aims of these qualifications are to enable Candidates 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 Gatehouse Awards 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 Gatehouse Awards and made available to Centres upon request
- Assessments are conducted by, assessed and internally moderated by Centre staff, and then externally moderated by Gatehouse Awards' 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 Candidates – 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 Gatehouse Awards

### **1.5 Intended Audience and Entry Requirements**

Gatehouse Awards ESOL Skills for Life qualifications assess the speaking, listening, reading and writing skills (dependent on the qualification taken) of Candidates whose first language is not English. Candidates 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.

Gatehouse Awards 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 Candidates.

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 Candidates is appropriate to their age, ability and needs; for example by not offering a Candidate a qualification that is the same level as a similar English language qualification they have already attained.

## 1.6 Qualification Structure and Overview

The Gatehouse Awards 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 Gatehouse Awards ESOL Skills for Life qualifications is as follows:

Gatehouse Awards ESOL Skills for Life qualifications are unitised to allow for Candidates 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 Level 1 and 2 Certificate in ESOL Skills for Life each consists of three mandatory units
- The GA Level 1 and 2 Award in ESOL Skills for Life (Speaking and Listening) each consists of one mandatory unit.
- The GA Level 1 and 2 Award in ESOL Skills for Life (Reading) each consists of one mandatory unit.
- The GA Level 1 and 2 Award in ESOL Skills for Life (Writing) each consists of one mandatory unit.

GA Level 1 and 2 Certificate in ESOL Skills for Life	Three Mandatory Units: <ol style="list-style-type: none"> <li>1. Speaking &amp; Listening</li> <li>2. Reading</li> <li>3. Writing</li> </ol>
GA Level 1 and 2 Award in ESOL Skills for Life (Speaking and Listening)	One Mandatory Unit: <ol style="list-style-type: none"> <li>1. Speaking &amp; Listening</li> </ol>
GA Level 1 and 2 Award in ESOL Skills for Life (Reading)	One Mandatory Unit: <ol style="list-style-type: none"> <li>1. Reading</li> </ol>
GA Level 1 and 2 Award in ESOL Skills for Life (Writing)	One Mandatory Unit: <ol style="list-style-type: none"> <li>1. Writing</li> </ol>

Level	Qualification Title	Qualification Number	Assessment Summary	
Level 1	GA Level 1 Award in ESOL Skills for Life (Speaking and Listening) (RQF)	601/8478/4	<b>Speaking and Listening:</b> <ul style="list-style-type: none"> <li>• 2 Recordings; 10 Questions</li> <li>• Conversation and Presentation</li> <li>• Discussion</li> </ul>	Total guide time: 30 minutes
	GA Level 1 Award in ESOL Skills for Life (Reading) (RQF)	603/0110/7	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Complete 3 tasks</li> <li>• 24 questions</li> </ul>	Total guide time: 50 minutes
	GA Level 1 Award in ESOL Skills for Life (Writing) (RQF)	603/0111/9	<b>Writing:</b> <ul style="list-style-type: none"> <li>• Write 2 texts</li> </ul>	Total guide time: 80 minutes
	GA Level 1 Certificate in ESOL Skills for Life (RQF)	601/8479/6	Assessments Conducted as Above	
Level 2	GA Level 2 Award in ESOL Skills for Life (Speaking and Listening) (RQF)	601/8480/2	<b>Speaking and Listening:</b> <ul style="list-style-type: none"> <li>• 2 recordings; 10 questions</li> <li>• Conversation and Presentation</li> <li>• Discussion</li> </ul>	Total guide time: 35 minutes
	GA Level 2 Award in ESOL Skills for Life (Reading) (RQF)	603/0112/0	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Complete 3 tasks</li> <li>• 24 questions</li> </ul>	Total guide time: 60 minutes
	GA Level 2 Award in ESOL Skills for Life (Writing) (RQF)	603/0113/2	<b>Writing:</b> <ul style="list-style-type: none"> <li>• Write 3 texts</li> </ul>	Total guide time: 100 minutes
	GA Level 2 Certificate in ESOL Skills for Life (RQF)	601/8481/4	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 Gatehouse Awards ESOL Skills for Life qualification, Candidates must achieve **all** the mandatory units in Speaking & Listening, Reading and Writing at the level entered for.

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

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

In order to achieve the Gatehouse Awards ESOL Skills for Life (Writing) qualification, Candidates 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	
<b>GA Level 1 Certificate in ESOL Skills for Life (RQF)</b>					
Speaking and Listening	120	N/A	16	Level 1	D/508/1771
Reading	60	N/A	8	Level 1	M/508/1841
Writing	90	N/A	12	Level 1	M/508/1872
<b>Total:</b>	<b>270</b>	<b>360</b>	<b>36</b>		
<b>GA Level 1 Award in ESOL Skills for Life (Speaking and Listening) (RQF)</b>					
Speaking and Listening	120	N/A	16	Level 1	D/508/1771
<b>Total:</b>	<b>120</b>	<b>160</b>	<b>16</b>		
<b>GA Level 1 Award in ESOL Skills for Life (Reading) (RQF)</b>					
Reading	60	N/A	8	Level 1	M/508/1841
<b>Total:</b>	<b>60</b>	<b>80</b>	<b>8</b>		
<b>GA Level 1 Award in ESOL Skills for Life (Writing) (RQF)</b>					
Writing	90	N/A	12	Level 1	M/508/1872
<b>Total:</b>	<b>90</b>	<b>120</b>	<b>12</b>		
<b>GA Level 2 Certificate in ESOL Skills for Life (RQF)</b>					
Speaking and Listening	120	N/A	16	Level 2	A/508/1793
Reading	60	N/A	8	Level 2	Y/508/2031
Writing	90	N/A	12	Level 2	M/508/2035
<b>Total:</b>	<b>270</b>	<b>360</b>	<b>36</b>		
<b>GA Level 2 Award in ESOL Skills for Life (Speaking and Listening) (RQF)</b>					
Speaking and Listening	120	N/A	16	Level 2	A/508/1793
<b>Total:</b>	<b>120</b>	<b>160</b>	<b>16</b>		
<b>GA Level 2 Award in ESOL Skills for Life (Reading) (RQF)</b>					
Reading	60	N/A	8	Level 2	Y/508/2031
<b>Total:</b>	<b>60</b>	<b>80</b>	<b>8</b>		
<b>GA Level 2 Award in ESOL Skills for Life (Writing) (RQF)</b>					
Writing	90	N/A	12	Level 2	M/508/2035
<b>Total:</b>	<b>90</b>	<b>120</b>	<b>12</b>		

The Gatehouse Awards ESOL Skills for Life Speaking and Listening qualification is a single unit qualification, which means that Candidates are assessed on their speaking and listening skills at the same time. Competences in both areas must be demonstrated at the same time for the qualification to be awarded.

The Gatehouse Awards 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 a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a Gatehouse Awards Unit or Units, prior to the Candidate 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 Gatehouse Awards will subsequently amend the requirements which a Candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

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

An Award in ESOL Skills for Life in Speaking and Listening, Reading and/or Writing at Level 1 and 2 can be used under Recognition of Prior Learning towards the GA Entry Level Certificate 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, Gatehouse Awards will consider a claim for RPL where a Candidate has a Unit Certificate from another Ofqual regulated ESOL qualification, whether it is an RQF, QCF or NQF ESOL qualification.

### **1.11 Relationship to Other Qualifications & Progression Opportunities**

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

### **1.12 Language of Assessment**

These qualifications are available in the English language only.

Gatehouse Awards is committed to using English which is plain, clear and free from bias, and appropriate to Level 1 and Level 2 Candidates who are not native English speakers.

### **1.13 Use of Dictionaries**

No dictionaries are permitted for the assessments. Bi-lingual (translation) dictionaries are not permitted. Electronic dictionaries or other electronic resources are not permitted.

### **1.14 Grading**

The Gatehouse Awards ESOL Skills for Life qualifications are not graded. Candidates 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 Candidate 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 Candidate in their previous attempt(s).

Further sets of assessment materials for this purpose are available from the Gatehouse Awards online system and accessible by authorised Centre staff.

### **1.15 Qualification Availability**

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

If your organisation is not currently a recognised Gatehouse Awards 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 Gatehouse Awards 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 Quality Assurance Staff

Staff involved in the internal quality assurance of ESOL Skills for Life qualifications need to be experienced ESOL practitioners and competent assessors with knowledge of the internal quality assurance process. 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 Gatehouse Awards upon request. The information Gatehouse Awards 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 Candidates.

## 2.2 Quality Assurance

Gatehouse Awards 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 Quality Assurance

Internal 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 2 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 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 Candidates, 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 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 can be granted once the Centre has evidenced consistently high quality systems and processes relating to delivery, assessment and internal quality assurance. Gatehouse Awards requires a minimum of two external quality assurance visits with no action points relating to this qualification. The Centre must be considered 'low risk' by Gatehouse Awards. Direct Claims Status can only be maintained under the quality assurance of the staff member in this role at the time of the award. Gatehouse Awards reserves the right to revoke DCS at any time should it be identified that the Centre has not followed the requirements of the qualification in any way, including failure to inform Gatehouse Awards of a change in staff responsible for the internal quality assurance of the qualification.

### **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 Candidates 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 Gatehouse Awards ESOL Skills for Life controlled assessments.

The room must be large enough to comfortably seat the number of Candidates 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 Candidates to be seated prior to their assessments. The waiting area should be supervised at all times and Candidates should not re-enter this waiting area after their assessment. This stipulation is in order to minimise the potential for Candidate 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 Gatehouse Awards 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 Candidate use.

## 2.5 Teaching and Learning Resources

Gatehouse Awards 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 Candidates 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 Gatehouse Awards Skills for Life qualifications, which is inclusive of the principles of equality and diversity and the safeguarding of Candidates.

## 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 Candidates are entered for the level appropriate to their ability. Gatehouse Awards recommends that Centres have a short pre-assessment ('initial assessment') with potential Candidates before determining whether or not it is appropriate to register them for a particular level.

Regardless of the method of learning, Centres must ensure that Candidates 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 Candidates for assessment. These are available on the Gatehouse Awards website.

### 3.2 Registering Candidates

Candidates must be registered through the Ark, the Gatehouse Awards online system, within 6 weeks of enrolment onto the course. All candidates must be registered with Gatehouse Awards prior to any assessments taking place. Candidate registrations are valid for a period of 2 years.

Each approved Gatehouse Awards Centre is provided with a user account to allow approved staff access to the Ark.

### 3.3 ID Requirements

It is the responsibility of each Gatehouse Awards Approved Centre to have systems in place to ensure that the person taking any Gatehouse Awards ESOL Skills for Life qualification is indeed the person they are purporting to be. All Centres are therefore required to ensure that each Candidate'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 Candidate's details for a minimum of 2 years.

### 3.4 Assessment Materials

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

Assessment materials will be made available to the Centre via secure access to the Gatehouse Awards online system. 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 Candidate / cohort of Candidates, as appropriate.

Tasks within each assessment paper do not need to be completed at the same time. Centres must ensure that Candidates 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 Candidates 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:

- Candidate Booklet – Speaking and Listening
- Assessor Booklet for 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.

Assessment Decision Records (for Assessors to complete) are included at the end of the Candidate Booklet for each unit. Assessors should also ensure they are familiar with the Mark Schemes and Guidance on Assessment supplied.

### **3.5 Conducting Assessments**

In order to conduct the Gatehouse Awards 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 Candidate only at the commencement of the assessment session. Instructions appear on the cover of the printed materials. Candidates should sign where indicated.

Audio recordings for the Listening tasks are provided as digital MP3 files to play to Candidates 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 Candidate's performance in these tasks. It is not necessary to audio record the Candidate completing Listening tasks.

At both Levels 1 and 2, in Task 1, Candidates can be assessed as a group. Where groups of Candidates are taking the assessment together, the ratio of Candidates to Invigilator must not exceed 12 to 1. This means that one Invigilator can supervise no more than 12 Candidates.

At both Levels 1 and 2, in Task 2 and Task 3, Candidates are assessed in pairs.

Where there are an odd number of Candidates in a given assessment session, a Candidate who has already been assessed can reappear. In order to ensure that no Candidate is disadvantaged in such a scenario, the Candidate who is reappearing would not be assessed on their performance. Assessors should clearly identify on the audio recording any Candidate 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 Candidate'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 Candidates 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 Candidates.

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

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

The overall pass mark for each unit is 60%.

Assessors must refer to the guidance in the Assessment Decision Record and related Mark Scheme for details of how marks are allocated for each unit.

### 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 Candidate'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 Gatehouse Awards or the Regulator upon request.

### 3.7 Results and Certification

Centres must not release results to Candidates prior to Gatehouse Awards confirming Candidates' achievement.

Following Internal and External Moderation, Centres are able to claim certificates for the Candidates who have achieved the qualification. Claims for certification are made through the Ark, Gatehouse Awards' online system.

Centres with Direct Claims Status may make certification claims without an EQA visit **only** if the internal quality assurance staff and the Centre's processes for moderation and quality assurance have not changed since the External Moderator's last visit and the Centre has been notified that they have been awarded Direct Claims Status. Where Direct Claims Status is used to make claims for certification, the Centre must ensure that full records of assessment are made available to the External Moderator upon request.

Certificates are usually issued within 10 working days of Gatehouse Awards 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 Candidates who achieved all mandatory units for the qualification they are registered for. If a Candidate has not achieved all the mandatory units but has achieved in one or two units, the Centre may make a 'partial claim' via the Ark system and unit certificates will be issued.

### 3.8 Enquiries and Appeals

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

Candidates wishing to appeal should use the Centre's internal Appeals Policy and Procedure prior to appealing to Gatehouse Awards.

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 Gatehouse Awards Appeals Policy and Procedure.

### 3.9 Assessment Retakes

A Candidate 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.

Candidates who retake the assessment will be provided with different assessment materials to those used previously. These will be made available on the Gatehouse Awards online system, accessible to authorised Centre staff.

### 3.10 Ongoing Support

There are a number of documents on the Gatehouse Awards website that Centres and Candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all Gatehouse Awards qualifications, sample examination materials, updates on regulations and other important notices for Centres and Candidates.

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

Gatehouse Awards 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 Gatehouse Awards are:

Gatehouse Awards Ltd  
Address: 3<sup>rd</sup> Floor, Oaktree House, 408 Oakwood Lane, Leeds, LS8 3LG  
Tel: 0113 249 1000

Email: [info@gatehouseawards.org](mailto:info@gatehouseawards.org)  
Web: [www.gatehouseawards.org](http://www.gatehouseawards.org)

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

## Section 4 – Unit Specification

### **Introduction**

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 Candidate’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 Level 1 Speaking and Listening (Unit Number: D/508/1771)

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

Level 1 Speaking and Listening	
The Candidate will:	The Candidate can:
1. Speak clearly in a way which suits the situation	1.1 Use stress and intonation, so that meaning is clearly understood 1.2 Articulate the sounds of English in connected speech 1.3 Use formal language and register where appropriate
2. Make requests and ask questions to obtain information in familiar and unfamiliar contexts	2.1 Make requests 2.2 Ask for information
3. Express clearly statements of fact, explanations, instructions, accounts and descriptions	3.1 Express statements of fact 3.2 Give factual accounts 3.3 Narrate events in the past 3.4 Give explanations and instructions 3.5 Describe and compare
4. Present information and ideas in a logical sequence and include detail and develop ideas where appropriate	4.1 Present information and ideas in a logical sequence 4.2 Include detail and develop ideas where appropriate
5. Follow and contribute to discussions on a range of straightforward topics	5.1 Take part in social interaction 5.2 Take part in more formal interactions 5.3 Express likes, dislikes, feelings and hopes 5.4 Listen for gist in a discussion 5.5 Follow a discussion without participating, e.g. On tv 5.6 Follow and participate in a discussion 5.7 Recognise features of spoken language
6. Make contributions relevant to the situation and the subject	6.1 Express views and opinions 6.2 Give advice, persuade and warn 6.3 Plan action with other people
7. Respect the turn-taking rights of others during discussions	7.1 Involve other people in a discussion
8. Use appropriate phrases for interruption	8.1 Use appropriate phrases for interruption

<p>9. Listen for and identify relevant information from explanations and presentations on a range of straightforward topics</p>	<p>9.1 Extract information from texts of varying length, e.g. On radio, tv or presentations            9.2 Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond</p>
<p>10. Listen for and understand explanations, instructions and narratives on different topics in a range of contexts</p>	<p>10.1 Listen to an explanation or narrative            10.2 Listen and respond, adapting to speaker, medium and context            10.3 Understand spoken instructions            10.4 Listen for grammatical detail            10.5 Listen for phonological detail</p>
<p>11. Use strategies to clarify and confirm understanding, e.g. Facial expressions, body language and verbal prompts</p>	<p>11.1 Use strategies to clarify and confirm understanding</p>
<p>12. Provide feedback and confirmation when listening to others</p>	<p>12.1 Provide feedback and confirmation when listening to others</p>
<p>13. Respond to questions on a range of topics</p>	<p>13.1 Respond to questions on a range of topics</p>

## Unit Amplification

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

- Family and Community Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays and Leisure Activities
- Information Technology
- Shopping
- Careers
- Health
- Academic Study, Education and Training
- Services
- UK Society
- Law and Order
- Weather and the Environment
- Transport

## Communicative Functions & Notions

- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of things, places
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Ask about past events
- Give factual accounts – define
- Ask for definitions
- Give factual accounts – classify
- Give factual accounts – describe a simple process
- Ask about processes
- Generalise
- Give examples
- Express obligation and reasons
- Express absence of obligation
- Report information
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something for you
- Make requests in informal and formal situations – ask for permission
- Ask for confirmation
- Respond to request for confirmation
- Check back
- Give views and opinions
- Hypothesise
- Explain, and give reasons
- Show contrast, reason, purpose, consequence, result
- Express feeling, likes and dislikes, hopes
- Ask about people’s feelings, opinions, interests, wishes, hopes
- Ask for advice and suggestions
- Make suggestions and give advice
- Make recommendations
- Respond to request for instructions
- Interrupt
- Praise and compliment
- Persuade
- Complain
- Warn
- Take leave

## Level 1 Key Language Items

<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<ul style="list-style-type: none"> <li>• Word order in sentences with more than one subordinate clause</li> <li>• There had been</li> <li>• A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>• Conditional forms, using if and unless with past and use of would</li> <li>• Non-defining relative clauses</li> <li>• Defining relative clauses with where or whose</li> <li>• Participial clauses to describe accompanying actions with -ing Clause as subject or object</li> <li>• Reported speech with a range of tenses, including use of would and had</li> <li>• A range of embedded questions using if and whether</li> <li>• Reported questions with if and whether</li> <li>• Use of had and would in reported questions</li> <li>• Reported requests</li> <li>• Statements with question tags using Level 1 tenses</li> <li>• Reported instructions</li> </ul>
<p>Noun phrase</p>	<ul style="list-style-type: none"> <li>• More-complex noun phrases with pre- and post-modification</li> <li>• Word order of determiners</li> <li>• Use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> <li>• Range of expressions to indicate possession</li> </ul>
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> <li>• Present perfect continuous</li> <li>• Past perfect</li> <li>• Present and past simple passive</li> <li>• Use of would in conditional sentences</li> <li>• Causative use of have and get</li> <li>• Modals: ought to express obligation; negative of need and have to express absence of obligation; would to express hypotheses; use of forms, e.g. Be able to refer to future; would like + object, + infinitive, e.g. Would like you to</li> <li>• A range of phrasal verbs</li> </ul>
<p>Adjectives</p>	<ul style="list-style-type: none"> <li>• Comparisons, using fewer and less</li> <li>• Collocation of adjective + preposition</li> </ul>
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> <li>• Prepositions to express concession</li> <li>• Collocations of: verbs + prepositions; nouns + prepositions</li> <li>• A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>• Comparative and superlative forms of adverbs</li> <li>• A wide range of intensifiers</li> </ul>
<p>Discourse</p>	<ul style="list-style-type: none"> <li>• A range of discourse markers expressing: addition, cause and effect, contrast, sequence and time</li> <li>• Markers to structure spoken discourse</li> <li>• Use of ellipsis in informal speech and writing</li> </ul>

## Level 1 Speaking and Listening Assessment Overview:

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 five questions about each recording by providing short answers. The Candidate is assessed on their ability to listen for and identify relevant information from explanations and presentations, instructions and narratives in a range of contexts on a range of straightforward topics.</p> <p>Guide time: 10 minutes</p> <p>No of participants: up to 12 candidates per Invigilator, subject to room size and layout</p> <p>Maximum number of marks available in this task: 10</p>
Task 2	<p>In this task, Candidates will participate in a conversation and presentation, where they will be required to engage in conversation together, present information on a topic and ask and answer a number of questions appropriately, using suitable grammar, vocabulary and pronunciation. Candidates have the opportunity to make notes and plan if they wish.</p> <p>Guide time: 10 minutes</p> <p>No of participants: 2 (2 Candidates)</p> <p>Maximum number of marks available in this task: 8</p>
Task 3	<p>In this task, Candidates will take part in a discussion on a given topic and reach an agreement, e.g. the best advice to give to someone. As part of the discussion, they will be required to express their ideas and opinions, provide reasons and justifications, express agreement and disagreement and persuade, where appropriate, in order to arrive at an agreement. The Candidates have the opportunity to make notes and plan if they wish.</p> <p>Guide time: approximately 10 minutes</p> <p>No of participants: 2 (2 Candidates)</p> <p>Maximum number of marks available in this task: 8</p>
Assessment time including introduction	Approximately 30 minutes per two Candidates.
Other information	<p>Tasks 2 and 3 will be audio recorded.</p> <p>Pass mark: 60%</p>

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Speaking and Listening	120	30 minutes	160	16	Level 1	D/508/1771

## 4.2 Level 1 Reading (Unit Number: M/508/1841)

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

Level 1 Reading	
The Candidate will:	The Candidate can:
1. Trace and understand the main events of continuous descriptive, explanatory and persuasive texts	1.1 Understand and identify the different ways in which meaning is built up in a range of paragraphed texts
2. Recognise how language and other textual features are used to achieve different purposes, e.g. To instruct, explain, describe, persuade	2.1 Distinguish how language and other textual features are used to achieve different purposes
3. Identify the main points and specific detail, and infer meaning from images which is not explicit in the text	3.1 Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
4. Use organisational and structural features to locate information, e.g. Contents, index, menus, subheadings, paragraphs	4.1 Use organisational and structural features to locate information (e.g. Contents, index, menus, subheadings, paragraphs)
5. Use different reading strategies to find and obtain information	5.1 Use skimming, scanning and detailed reading in different ways for different purposes* 5.2 Use reference material to find information
6. Use knowledge of grammar and punctuation to aid understanding of written text	6.1 Use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check for sense 6.2 Use punctuation to help their understanding
7. Use reference material to find the meaning of unfamiliar words	7.1 Use reference material to find the meaning of unfamiliar words 7.2 Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning 7.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings

## Unit Amplification

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

- Family and Community Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays and Leisure Activities
- Information Technology
- Shopping
- Careers
- Health
- Academic Study, Education and Training
- Services
- UK Society
- Law and Order
- Weather and the Environment
- Transport

At this level, Candidates are expected to read and understand straightforward texts of varying length on a variety of topics accurately and independently, reading and obtaining information from different sources, in texts such as

- Reports
- Instructional texts
- Explanatory texts
- Persuasive texts

## Level 1 Key Language Items

<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<ul style="list-style-type: none"> <li>• Word order in sentences with more than one subordinate clause</li> <li>• There had been</li> <li>• A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>• Conditional forms, using if and unless with past and use of would</li> <li>• Non-defining relative clauses</li> <li>• Defining relative clauses with where or whose</li> <li>• Participial clauses to describe accompanying actions with -ing Clause as subject or object</li> <li>• Reported speech with a range of tenses, including use of would and had</li> <li>• A range of embedded questions using if and whether</li> <li>• Reported questions with if and whether</li> <li>• Use of had and would in reported questions</li> <li>• Reported requests</li> <li>• Statements with question tags using Level 1 tenses</li> <li>• Reported instructions</li> </ul>
<p>Noun phrase</p>	<ul style="list-style-type: none"> <li>• More-complex noun phrases with pre- and post-modification</li> <li>• Word order of determiners</li> <li>• Use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> <li>• Range of expressions to indicate possession</li> </ul>
<p>Verb forms and time markers in statements, interrogatives, negatives And short forms</p>	<ul style="list-style-type: none"> <li>• Present perfect continuous</li> <li>• Past perfect</li> <li>• Present and past simple passive</li> <li>• Use of would in conditional sentences</li> <li>• Causative use of have and get</li> <li>• Modals: ought to express obligation; negative of need and have to express absence of obligation; would to express hypotheses; use of forms, e.g. Be able to refer to future; would like + object, + infinitive, e.g. Would like you to</li> <li>• A range of phrasal verbs</li> </ul>
<p>Adjectives</p>	<ul style="list-style-type: none"> <li>• Comparisons, using fewer and less</li> <li>• Collocation of adjective + preposition</li> </ul>
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> <li>• Prepositions to express concession</li> <li>• Collocations of: verbs + prepositions; nouns + prepositions</li> <li>• A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>• Comparative and superlative forms of adverbs</li> <li>• A wide range of intensifiers</li> </ul>
<p>Discourse</p>	<ul style="list-style-type: none"> <li>• A range of discourse markers expressing: addition, cause and effect, contrast, sequence and time</li> <li>• Markers to structure spoken discourse</li> <li>• Use of ellipsis in informal speech and writing</li> </ul>

## Level 1 Reading Assessment Overview

Level 1 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.</p> <p>The Candidate is expected to read a continuous text on one of the topics listed in the unit amplification, and answer 8 multiple-choice abc questions based on the text.</p> <p>The maximum number of marks available in this task is 8.</p>
Task 2	<p>This task assesses the Candidate’s ability to read and understand a variety of 3 short texts to locate information and detail. In this task, the Candidates will also be assessed on their ability to recognise the function of text types, recognise purpose and audience and use textual features to find and infer meaning.</p> <p>The Candidate is expected to read and understand three texts on similar topics, and answer ten questions based on the content of those texts.</p> <p>The question types will include both short answers and multiple choice abc.</p> <p>The maximum number of marks available in this task is 8.</p>
Task 3	<p>This task assesses the Candidate’s ability to understand the main points and ideas, as well as specific information from a longer, continuous text, such as an article or report.</p> <p>The question types will include both short answers and multiple choice abc.</p> <p>The maximum number of marks available in this task is 8.</p>
Total assessment time including the introduction	The guide time for this assessment is 50 minutes.
Other information	<p>This assessment does not need to be undertaken as one continuous assessment.</p> <p>Pass mark: 60%</p>

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Reading	60	50 mins	80	8	Level 1	M/508/1841

### 4.3 Level 1 Writing (Unit Number: M/508/1872)

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

Level 1 Writing	
The Candidate will:	The Candidate can:
1. Plan and draft writing	1.1 Apply appropriate planning strategies 1.2 Make notes to aid planning
2. Judge the level of detail to include in their writing	2.1 Select how much to write and the level of detail to include
3. Present information in a logical sequence, using paragraphs where appropriate	3.1 Structure texts sequentially and coherently
4. Use language suitable for purpose and audience	4.1 Choose language suitable for purpose and audience as specified by the task
5. Use format and structure For different purposes	5.1 Select format and appropriate structure for different purposes 5.2 Complete forms with some complex features, e.g. Open responses, constructed responses, additional comments
6. Proof-read and revise writing for accuracy and meaning	6.1 Use proof-reading to revise writing for general meaning and accuracy of grammar, spelling and punctuation
7. Write in complete sentences	7.1 Write using complex sentences, including a main and one and more subordinate clause 7.2 Use a range of connectives 7.3 Use conditionals 7.4 Use reported speech 7.5 Construct formal sentences differently to those used in less formal texts
8. Use correct grammar, punctuation and spelling	8.1 Use sentence grammar accurately to achieve purpose 8.2 Use punctuation to add clarity and meaning 8.3 Spell correctly words used most often in work, studies and daily life

## Unit Amplification

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

- Family and Community Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays and Leisure Activities
- Information Technology
- Shopping
- Careers
- Health
- Academic Study, Education and Training
- Services
- UK Society
- Law and Order
- Weather and the Environment
- Transport

At this level, Candidates are expected to be able to write a variety of texts composed for different purposes and different audiences, and reflect those in their choice of lexis, grammar and register. Candidates will be assessed on their ability to write the following text types:

- Letters and emails
- Articles
- Reports or records
- Instructions or explanations
- Complex forms

Candidates will also be expected to demonstrate their ability to plan, draft and proofread and revise their own writing.

## Level 1 Key Language Items

<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<ul style="list-style-type: none"> <li>• Word order in sentences with more than one subordinate clause</li> <li>• <i>There had been</i></li> <li>• A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>• Conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i></li> <li>• Non-defining relative clauses</li> <li>• Defining relative clauses with <i>where</i> or <i>whose</i></li> <li>• Participial clauses to describe accompanying actions with <i>-ing</i> Clause as subject or object</li> <li>• Reported speech with a range of tenses, including use of <i>would</i> and <i>had</i></li> <li>• A range of embedded questions using <i>if</i> and <i>whether</i></li> <li>• Reported questions with <i>if</i> and <i>whether</i></li> <li>• Use of <i>had</i> and <i>would</i> in reported questions</li> <li>• Reported requests</li> <li>• Statements with question tags using Level 1 tenses</li> <li>• Reported instructions</li> </ul>
<p>Noun phrase</p>	<ul style="list-style-type: none"> <li>• More-complex noun phrases with pre- and post-modification</li> <li>• Word order of determiners</li> <li>• Use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> <li>• Range of expressions to indicate possession</li> </ul>
<p>Verb forms and time markers in statements, interrogatives, negatives And short forms</p>	<ul style="list-style-type: none"> <li>• Present perfect continuous</li> <li>• Past perfect</li> <li>• Present and past simple passive</li> <li>• Use of <i>would</i> in conditional sentences</li> <li>• Causative use of <i>have</i> and <i>get</i></li> <li>• Modals: <i>ought to</i> express obligation; negative of need and <i>have to</i> express absence of obligation; <i>would</i> to express hypotheses; use of forms, e.g. <i>Be able to</i> to refer to future; <i>would like</i> + object, + infinitive, e.g. <i>Would like you to</i></li> <li>• A range of phrasal verbs</li> </ul>
<p>Adjectives</p>	<ul style="list-style-type: none"> <li>• Comparisons, using <i>fewer</i> and <i>less</i></li> <li>• Collocation of adjective + preposition</li> </ul>
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> <li>• Prepositions to express concession</li> <li>• Collocations of: verbs + prepositions; nouns + prepositions</li> <li>• A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>• Comparative and superlative forms of adverbs</li> <li>• A wide range of intensifiers</li> </ul>
<p>Discourse</p>	<ul style="list-style-type: none"> <li>• A range of discourse markers expressing: addition, cause and effect, contrast, sequence and time</li> <li>• Markers to structure spoken discourse</li> <li>• Use of ellipsis in informal speech and writing</li> </ul>

## Level 1 Writing Assessment Overview

Level 1 Writing Assessment	
Task	Overview of the task:
Task 1	<p>This task assesses the Candidate’s ability to write one of the following text types:</p> <ul style="list-style-type: none"> <li>• A letter</li> <li>• An email</li> <li>• A complex form</li> </ul> <p>The Candidates will be expected to produce between 140-160 words.</p> <p>The Candidate will be scored out of 16 in this task.</p>
Task 2	<p>This task assesses the Candidate’s ability to compose one of the following text types:</p> <ul style="list-style-type: none"> <li>• An article</li> <li>• An essay</li> <li>• A report</li> </ul> <p>The Candidates will also be assessed on the drafting, planning and revising their writing.</p> <p>The Candidates will be expected to produce between 180-220 words.</p> <p>The Candidate will be scored out of 20 in this task across three different sections: planning, draft, and final writing.</p>
Total assessment time including the introduction	The guide time for this assessment is 80 minutes.
Other information	<p>This assessment does not need to be undertaken as one continuous assessment.</p> <p>Pass mark: 60%</p>

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Writing	90	80 mins	120	12	Level 1	M/508/1872

#### 4.4 Level 2 Speaking and Listening (Unit Number A/508/1793)

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

Level 2 Speaking and Listening	
The Candidate will:	The Candidate can:
1. Speak clearly and confidently in a way which suits the situation	1.1 Use stress and intonation to convey meaning and nuances of meaning clearly 1.2 Articulate the sounds of English in connected speech 1.3 Use formal language and register where appropriate
2. Respond to criticism and criticise constructively	2.1 Respond to criticism and criticise constructively
3. Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts	3.1 Make requests 3.2 Ask for information
4. Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary	4.1 Express statements of fact 4.2 Give factual accounts 4.3 Narrate events in the past 4.4 Give explanations and instructions 4.5 Give a formal report 4.6 Describe and compare
5. Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding	5.1 Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding
6. Make relevant contributions and help to move discussions forward	6.1 Make relevant contributions and help to move discussions forward 6.2 Follow and participate in a discussion or conversation 6.3 Recognise features of spoken language
7. Adapt contributions to discussions to suit audience, context, purpose and situation	7.1 Take part in social interaction 7.2 Take part in more formal interaction 7.3 Express views, opinions, feelings, wishes persuade, warn, rebuke
8. Use appropriate phrases for interruption and change of topic	8.1 Use appropriate phrases for interruption and change of topic
9. Support opinions and arguments with evidence	9.1 Support opinions and arguments with evidence

<p>10. Use strategies intended to reassure, e.g. Body language and appropriate phraseology</p>	<p>10.1 Use strategies intended to reassure, e.g. Body language and appropriate phraseology</p>
<p>11. Listen for and identify relevant information from extended explanations or presentations on a range of topics</p>	<p>11.1 Extract information from extended texts in a non-face-to-face context, e.g. Radio, presentations 11.2 Extract information from extended explanations face-to-face or on the telephone, and respond</p>
<p>12. Listen to, understand and follow lengthy or multistep instructions and narratives on a range of topics and in a range of contexts</p>	<p>12.1 Listen to a narrative or conversation 12.2 Listen and respond, adapting to speaker, medium and context 12.3 Understand spoken instructions 12.4 Listen for grammatical detail 12.5 Listen for phonological detail</p>
<p>13. Respond to detailed or extended questions on a range of topics</p>	<p>13.1 Respond to detailed or extended questions on a range of topics</p>

## Unit Amplification

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

- Family and Community Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays and Leisure Activities
- Information Technology
- Shopping
- Careers
- Health
- Academic Study, Education and Training
- Services
- UK Society
- Law and Order
- Weather and the Environment
- Transport

## Communicative Functions & Notions

- Greet and sustain social interaction
- Give personal information
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Give general and specific descriptions of things and places
- Ask for descriptions of things, places
- Narrate
- Ask about past events
- Give factual accounts – define within explanations
- Ask for definitions
- Give factual accounts – give examples
- Give factual accounts – classify
- Generalise and compare/contrast
- Give factual accounts – describe a complex process
- Ask about processes
- Express obligation in the past
- Express definite and tentative arrangements in the future report
- Explain and give reasons
- Give instructions
- Summarise

- Hypothesise
- Speculate
- Give views, opinions and justification
- Ask for advice
- Respond to requests for confirmation
- Ask for confirmation
- Clarify
- Rephrase for clarification or emphasis
- Check back
- Express feelings, likes and dislikes, wishes ask about people's feelings, opinions, interests, wishes, hopes
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something
- Make requests in informal and formal situations – ask for permission
- Criticise, rebuke
- Give reassurance and praise
- Negotiate
- Persuade
- Complain
- Warn and threaten
- Interrupt
- Disagree
- Change the topic
- Take leave

## Level 2 Key Language Items

<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<ul style="list-style-type: none"> <li>• Word order in complex sentences, including choice of order for emphasis</li> <li>• There could be/would be/should be</li> <li>• Could have/would have/should have</li> <li>• Wide range of conjunctions, including on condition that, provided that</li> <li>• Conditional forms, using had + would/could/should have</li> <li>• Comparative clauses</li> <li>• More complex participial clauses with -ing and -ed</li> <li>• Fronting and cleft sentences for emphasis</li> <li>• Reported speech, using a range of verb forms</li> <li>• More complex embedded questions</li> <li>• Reported questions, using a range of verb forms</li> <li>• Statements with question tags, using level 2 verbs and tenses</li> <li>• Imperative + question tag</li> </ul>
<p>Noun phrase</p>	<ul style="list-style-type: none"> <li>• Noun phrases of increasing complexity</li> <li>• Use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul>
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> <li>• Use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive</li> <li>• Would expressing habit in the past</li> <li>• Use of had + would/could/should have in conditional sentences</li> <li>• Modals expressing past obligation, possibility, rejected conditions</li> <li>• A wide range of phrasal verbs with a number of particles</li> </ul>
<p>Adjectives</p>	<ul style="list-style-type: none"> <li>• Connotations and emotive strength of adjectives</li> </ul>
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> <li>• Prepositions + -ing form</li> <li>• Prepositions followed by noun phrases</li> </ul>
<p>Discourse</p>	<ul style="list-style-type: none"> <li>• A range of logical markers</li> <li>• Sequence markers</li> </ul>

## Level 2 Speaking and Listening Assessment Overview:

Level 2 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: 10 minutes</p> <p>No of participants: up to 12 candidates per Invigilator, subject to room size and layout</p> <p>Maximum number of marks available in this task: 10</p>
Task 2	<p>In this task, Candidates will participate in a conversation and a formal presentation, where they will be required to engage in conversation together to share initial thoughts and then present information on a topic. They are required to ask and answer a number of questions appropriately, using suitable grammar, vocabulary and pronunciation. Candidates have the opportunity to make notes and plan if they wish</p> <p>Guide time: 12 minutes</p> <p>No of participants: 2 (2 Candidates)</p> <p>Maximum number of marks available in this task: 8</p>
Task 3	<p>In this task, Candidates will take part in a discussion with the assessor on a given topic and are required to express their ideas and opinions, provide reasons and justifications, express agreement and disagreement and persuade or warn, where appropriate. The Candidates have the opportunity to make notes and plan if they wish.</p> <p>Guide time: approximately 12 minutes</p> <p>No of participants: 3 (2 Candidates and the Assessor)</p> <p>Maximum number of marks available in this task: 8</p>
Assessment time including introduction	Approximately 35 minutes per two Candidates.
Other information	<p>Tasks 2 and 3 will be audio recorded.</p> <p>Pass mark: 60%</p>

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Speaking and Listening	120	35 minutes	160	16	Level 2	A/508/1793

## 4.5 Level 2 Reading (Unit Number Y/508/2031)

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

Level 2 Reading	
The Candidate will:	The Candidate can:
1. Trace and understand the main events of continuous descriptive, explanatory and persuasive texts	1.1 Understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying complexity
2. Identify the purpose of a text and infer meaning which is not explicit	2.1 Identify the purposes of a wide range of texts, whether inferred or explicitly stated
3. Identify the main points and specific detail	3.1 Identify the main points and specific detail as they occur in a range of different types of text of varying length and detail
4. Read an argument and identify the points of view	4.1 Understand and identify how written arguments are structured
5. Read critically to evaluate information, and compare information, ideas and opinions from different sources	5.1 Read critically to evaluate information, and compare information, ideas and opinions from different sources
6. Use organisational features and systems to locate texts and information	6.1 Use organisational features and systems to locate texts and information
7. Use different reading strategies to find and obtain information, e.g. Skimming, scanning, detailed reading	7.1 Use different reading strategies to find and obtain information, e.g. Skimming, scanning, detailed reading
8. Summarise information from longer documents	8.1 Summarise information from longer documents
9. Use their knowledge of grammar, punctuation and own knowledge of context to help understanding of the text	9.1 Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text 9.2 Use punctuation to help interpret meaning and purpose of texts
10. Read and understand technical vocabulary	10.1 Read and understand technical vocabulary
11. Read and understand vocabulary in different types of texts	11.1 Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity, and of different purpose

## Unit Amplification

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

- Family and Community Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays and Leisure Activities
- Information Technology
- Shopping
- Careers
- Health
- Academic Study, Education and Training
- Services
- UK Society
- Law and Order
- Weather and the Environment
- Transport
- Media
- Arts
- Scientific Development
- Technology

At this level, Candidates are expected to read and understand complex texts of varying length on a variety of topics accurately and independently, reading and obtaining information from different sources, in texts such as:

- Lengthy, complex articles and reports
- Complex instructional texts
- Persuasive/ argumentative texts
- Technical and specialised texts
- Fictional and literary texts

## Level 2 Key Language Items

<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<ul style="list-style-type: none"> <li>• Word order in complex sentences, including choice of order for emphasis</li> <li>• There could be/would be/should be</li> <li>• Could have/would have/should have</li> <li>• Wide range of conjunctions, including on condition that, provided that</li> <li>• Conditional forms, using had + would/could/should have</li> <li>• Comparative clauses</li> <li>• More complex participial clauses with -ing and -ed</li> <li>• Fronting and cleft sentences for emphasis</li> <li>• Reported speech, using a range of verb forms</li> <li>• More complex embedded questions</li> <li>• Reported questions, using a range of verb forms</li> <li>• Statements with question tags, using level 2 verbs and tenses</li> <li>• Imperative + question tag</li> </ul>
<p>Noun phrase</p>	<ul style="list-style-type: none"> <li>• Noun phrases of increasing complexity</li> <li>• Use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul>
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> <li>• Use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive</li> <li>• Would expressing habit in the past</li> <li>• Use of had + would/could/should have in conditional sentences</li> <li>• Modals expressing past obligation, possibility, rejected conditions</li> <li>• A wide range of phrasal verbs with a number of particles</li> </ul>
<p>Adjectives</p>	<ul style="list-style-type: none"> <li>• Connotations and emotive strength of adjectives</li> </ul>
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> <li>• Prepositions + -ing form</li> <li>• Prepositions followed by noun phrases</li> </ul>
<p>Discourse</p>	<ul style="list-style-type: none"> <li>• A range of logical markers</li> <li>• Sequence markers</li> </ul>

## Level 2 Reading Assessment Overview

Level 1 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 an extended, structured text containing multiple paragraphs, as well as identify implicit and explicit meaning, audience and purpose.</p> <p>The Candidate is expected to read a continuous text on one of the topics listed in the unit amplification, and answer 8 multiple choice abc and short answer questions based on the text.</p> <p>The maximum number of marks available is 8.</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, identify points of view and compare content from different sources. In this task, the Candidates will also be assessed on their ability to read and understand different types of texts using some technical vocabulary.</p> <p>The question types will include 8 short answers and multiple choice abc.</p> <p>The maximum number of marks available is 8.</p>
Task 3	<p>This task assesses the Candidate's ability to understand the main points, specific information, ideas and points of view from an extended text containing multiple paragraphs and some technical language, as well as identify implicit and explicit meaning, audience and purpose. The Candidate is required to use their knowledge of language in context to help their understanding and answer 8 multiple choice abc and short answer questions.</p> <p>The maximum number of marks available is 8.</p>
Total assessment time including the introduction	The guide time for this assessment is 60 minutes.
Other information	<p>This assessment does not need to be undertaken as one continuous assessment.</p> <p>Pass mark: 60%</p>

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Reading	60	60 mins	80	8	Level 2	Y/508/2031

## 4.6 Level 2 Writing (Unit Number M/508/2035)

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

Level 2 Writing	
The Candidate will:	The Candidate can:
1. Plan and draft writing	1.1 Apply appropriate planning strategies 1.2 Make notes as part of the planning process
2. Judge how much to write and the level of detail to include	2.1 Select the level of detail to include in a range of texts and how much to write 2.2 Select the level of detail to include in summaries
3. Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate	3.1 Choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence
4. Use format and structure to organise writing for different purposes	4.1 Choose format and structure to organise writing for different purposes
5. Use formal and informal language appropriate to purpose and audience	5.1 Choose formal and informal language appropriate to purpose and audience
6. Use different styles of writing for different purposes, e.g. Persuasive techniques, supporting evidence, technical vocabulary	6.1 Choose different styles of writing for different purposes 6.2 Complete forms with complex features
7. Proof-read and revise writing for accuracy and meaning	7.1 Use proof-reading to revise writing for accuracy, meaning, content and expression on paper and on screen
8. Construct complex sentences	8.1 Use a range of sentence structure which is fit for purpose
9. Use correct grammar, e.g. Subject-verb agreement, correct and consistent use of tense	9.1 Use sentence grammar consistently and with accuracy
10. Use pronouns so that their meaning is clear	10.1 Use pronouns to lessen repetition and improve the clarity of writing
11. Punctuate sentences correctly, and use punctuation accurately, e.g. Commas, apostrophes, inverted commas	11.1 Use a range of punctuation to achieve clarity in simple and complex sentences
12. Spell correctly words used most often in work, studies and daily life, including familiar technical words	12.1 Apply knowledge of vocabulary to aid accurate spelling Develop strategies to aid accurate spelling
13. Produce legible text	13.1 Produce clear, consistent handwriting

## Unit Amplification

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

- Family and Community Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays and Leisure Activities
- Information Technology
- Shopping
- Careers
- Health
- Academic Study, Education and Training
- Services
- UK Society
- Law and Order
- Weather and the Environment
- Transport

At this level, Candidates are expected to be able to write a variety of texts composed for different purposes and different audiences, and reflect those in their choice of lexis, grammar and register.

They are expected to write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience in a wide range of documents.

Candidates will be assessed on their ability to write the following text types:

- Letters and emails
- Articles
- Reports
- Essays
- Complex forms

## Level 2 Key Language Items

<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<ul style="list-style-type: none"> <li>• Word order in complex sentences, including choice of order for emphasis</li> <li>• <i>There could be/would be/should be</i></li> <li>• <i>Could have/would have/should have</i></li> <li>• Wide range of conjunctions, including <i>on condition that</i>, <i>provided that</i></li> <li>• Conditional forms, using <i>had + would/could/should have</i></li> <li>• Comparative clauses</li> <li>• More complex participial clauses with <i>-ing</i> and <i>-ed</i></li> <li>• Fronting and cleft sentences for emphasis</li> <li>• Reported speech, using a range of verb forms</li> <li>• More complex embedded questions</li> <li>• Reported questions, using a range of verb forms</li> <li>• Statements with question tags, using level 2 verbs and tenses</li> <li>• Imperative + question tag</li> </ul>
<p>Noun phrase</p>	<ul style="list-style-type: none"> <li>• Noun phrases of increasing complexity</li> <li>• Use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul>
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> <li>• Use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive</li> <li>• <i>Would</i> expressing habit in the past</li> <li>• Use of <i>had + would/could/should have</i> in conditional sentences</li> <li>• Modals expressing past obligation, possibility, rejected conditions</li> <li>• A wide range of phrasal verbs with a number of particles</li> </ul>
<p>Adjectives</p>	<ul style="list-style-type: none"> <li>• Connotations and emotive strength of adjectives</li> </ul>
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> <li>• Prepositions + <i>-ing</i> form</li> <li>• Prepositions followed by noun phrases</li> </ul>
<p>Discourse</p>	<ul style="list-style-type: none"> <li>• A range of logical markers</li> <li>• Sequence markers</li> </ul>

## Level 2 Writing Assessment Overview

Level 2 Writing Assessment	
Task	Overview of the task:
Task 1	<p>This task assesses the Candidate's ability to complete a complex form requiring the Candidate to provide information and make relevant suggestions / recommendations. This can be a complaint form, a reference form, a customer feedback form etc.</p> <p>The Candidate will be expected to produce approximately 100 words. The Candidate will be scored out of 8 in this task.</p>
Task 2	<p>This task assesses the Candidate's ability to respond information included in another written source using one of the following forms:</p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Email</li> <li>• Article</li> </ul> <p>The Candidate will be expected to produce between 180-220 words. The Candidate will be scored out of 16 in this task.</p>
Task 3	<p>This task assesses the Candidate's ability to write a long, continuous text of mostly informational content. The text will be in the form of an article, a report, an essay or a personal statement on a given topic, incorporating elements of information provided in the task instructions, which may include information presented in a graph, table or chart.</p> <p>The Candidate will be expected to produce between 200-240 words. The Candidate will be scored out of 16 in this task.</p>
Total assessment time including the introduction	The guide time for this assessment is 100 minutes.
Other information	<p>This assessment does not need to be undertaken as one continuous assessment.</p> <p>Pass mark: 60%</p>

Skills	GLH	Assessment	TQT	Credits	Unit Reference	
Writing	90	100 mins	120	12	Level 2	M/508/2035

## **Appendix 1 Access to Assessment; Special Considerations and Reasonable Adjustments**

The Gatehouse Awards assessment materials are designed to be inclusive, non-discriminatory and as accessible as possible. Gatehouse Awards 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 Gatehouse Awards *Candidate Access Policy* document (available on the [www.gatehouseawards.org](http://www.gatehouseawards.org) website).

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

Candidates 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 Gatehouse Awards 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 Candidate to undertake the ESOL Skills for Life assessments. Please note that this list is not exhaustive:

### **Candidates with Visual Impairment**

Gatehouse Awards 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

### **Candidates with Hearing Impairment**

Gatehouse Awards can support the use of:

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

### **Candidates with Learning Difficulties**

Gatehouse Awards can support the use of:

- Examination papers printed on different coloured paper/different coloured ink
- Extra time allocated 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 Gatehouse Awards **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 Candidates 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 Candidate 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 Candidate'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 Gatehouse Awards *Candidate Access Policy* for full details of how to apply for Reasonable Adjustments and Special Considerations.

## Appendix 2 Sampling Strategy: Information for Centres

When planning and carrying out internal moderation activities, it is important that the internal moderation team work to a sound moderation sampling strategy to ensure that standardisation of assessment decisions takes place.

A Centre's sampling strategy involves reviewing the quality of assessor's judgements, which will include reviewing candidate work.

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

The internal moderator should check the planning, review and feedback given to Candidates by the assessor, including 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 moderation activities as outlined below.

### Sampling

Sampling should enable the moderator to evaluate how assessors have reached their decisions. The internal moderator must be able to follow clear 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 Candidate'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.

## What do moderators need to consider when planning the sample?

Work from every candidate must be sampled and moderators should consider the following when considering the volume of work per Candidate that they should sample:

- The Candidates' ethnic origin, age and gender to ensure a representative range is sampled
- The Assessors' experience and qualifications, workload and their occupational competence – Experience. For example, if assessors are qualified and experienced it may not be necessary to look at more than one or two units per Candidate. 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 IQA must sample the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, etc.
- products, RPL, simulation Previous feedback to assessors regarding good practice and/or involved highlighting development needs, for example If the IQA has a particular concern regarding the assessment decisions of a particular assessor
- Whether any changes have been implemented relating to the assessment of the qualification or its units, for example the awarding organisation makes 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%.'

## Sampling Plan

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

Copies of sampling plans should be made available to other 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

Moderators should record the moderation activities on a Sample Record. As a minimum, this record must indicate the assessor's decision, the content of the sample, the moderator's decision and relevant feedback to the assessor.

Where moderators agree with the assessment decisions, certification claims can go ahead. Where moderators do 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.

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 External Moderator 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 GATEHOUSE AWARDS to deliver the training, preparation and delivery of the assessment for a qualification.

**Comment** - an idea, suggestion or opinion on how Gatehouse Awards could improve its services.

**Complaint** - a formal expression of dissatisfaction made by a member of Gatehouse Awards 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, Gatehouse Awards as an Awarding Organisation or one of its Approved Centres.

**Compliment** - positive feedback about a service provided by Gatehouse Awards.

**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.

**Gatehouse Awards appointed Examination Observer:** a professional person engaged by Gatehouse Awards 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.

**Gatehouse Awards Representative:** An individual or Organisation, or employee of such an organisation, contracted by Gatehouse Awards to represent Gatehouse Awards 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 Gatehouse Awards 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 Gatehouse Awards 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 Gatehouse Awards.

**Marking (or assessing):** an activity which is undertaken by the Gatehouse Awards 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 Centre:** An approved Gatehouse Awards 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.

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