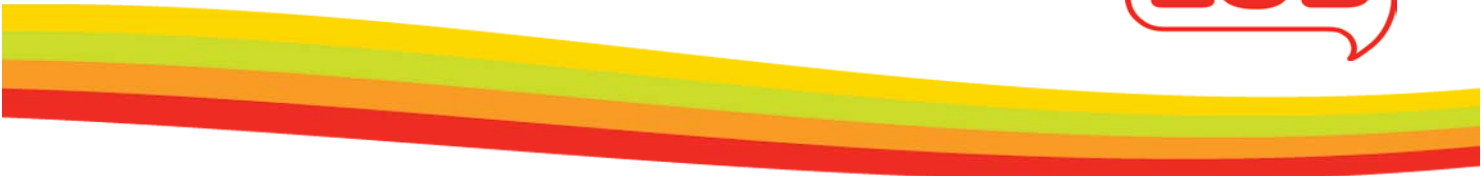


English Speaking Board



# **General Information and Guidelines**

## **ESOL International All Modes**

### **Entry 3 and Levels 1, 2 and 3**

### **(B1, B2, C1 and C2)**

#### **Qualification numbers**

B1 500/3646/4

B2 500/3647/6

C1 500/3648/8

C2 500/3655/5

Register of Accredited Qualifications  
by Ofqual and mapped to  
Common European Framework of Reference for Languages (CEFR)

## General Information and Guidelines

**"The English Speaking Board's mission is to promote clear, effective oral communication at all levels by providing high quality assessments, training and services in the UK and overseas, recognising and encouraging the potential of all."**

### Aims

The English Speaking Board is a National Awarding Body, founded in 1953 to promote and assess effective, confident and constructive oral communication skills for all levels and all ages. The emphasis is on spoken English as a practical and enjoyable life skill, with the focus at assessment on the learner both as a speaker and as an active listener sharing knowledge and ideas with others.

### ESB Qualifications

Early Steps

#### Junior Graded Examination in Spoken English

Introductory

Junior 1, 2 and 3

#### Junior (Accredited) Graded Examinations in Spoken English

Junior Medallion

#### Senior (Accredited) Graded Examinations in Spoken English

Senior Introductory

Senior 1, 2 and 3

Senior Proficiency

ACLA

ACSE

#### Adult Learners (Accredited)

Oral Skills for Work Preparation

Travel and Tourism (ORR) - Level 2 and 3

Speaking & Listening for Adult Learners – Level 1 to 3

Professional Presentation Skills

#### Adult Learners

Vocational and Professional - Level 1 to Level 5 (OSIB OSIM)

#### Entry Level Foundation (Accredited)

Entry 1 to Entry 3

#### ESOL (Accredited)

EAL Schools – Entry 1 to Entry 3

EFL English as Foreign Language - Pre-entry to Level 3

ESOL International All Modes - Entry 3 (B1) to Level 3 (C2)

ESOL Skills for Life – Entry 1 to Level 2

ESOL for Work – Entry 3 and Level 1

English as an Additional Language

**Customer Service**

We aim to make ourselves available to answer questions or queries in a variety of ways.

**By Telephone**

You can contact us on (00 441695 573439), we are open from 9 am to 5 pm, Monday to Friday. If you call outside of these hours please leave a message on our answer phone with your name, contact number and a brief description of your question/query and we will get back to you by the next working day.

**By Post**

9 Hattersley Court  
Burscough Road  
Ormskirk  
Lancashire  
L39 2AY

**By Email**

admin@esbuk.org

We will respond to your enquiry within 2 working days of receipt.

**Examination Entries**

If you wish to enter one of our examinations, then please choose an Examination Centre that is best for you. The list is available by contacting ESB or its Representatives via one of the above methods.

**Complaints, Enquiries and Appeals**

ESB operates a **Complaints, Enquiries and Appeals** procedure and makes every effort to resolve any appeal or complaint quickly, efficiently and fairly.

- ESB charges an administrative fee (see Examination Fees list) for each result appealed, refundable where an appeal is upheld. The appeal process cannot begin until this fee has been received.
- Any formal enquiries, appeals or complaints should be made by the organiser or by the adult learner, in writing or by e-mail, addressed to the Quality Assurance Manager at ESB offices within 14 days of assessment results being received (21 days for overseas centres).
- Any adult learner making an appeal must inform the centre organiser since an appeal may delay certification for other learners pending the outcome.
- Full details are available in the document **ESB Complaints Enquiries and Appeals**, downloadable from the website or available on request.
- All Organisers/tutors are asked to let their learners know that such procedures are available if needed.

### Reasonable Adjustments and Special Consideration

ESB is committed to meeting the needs of all those with particular assessment requirements. There are some general principles outlined below, intended to help centres meet their obligations on equality of access to qualifications and assessment, as required by any current relevant legislation, and by the regulatory authorities' documentation and conditions. ESB has a duty to ensure that the integrity of qualifications and assessment is maintained at all times. At the same time, we, and our centres, have a duty to ensure that the rights of individual candidates to access qualifications and assessment in a way most appropriate for their needs are upheld. Disability and equal opportunity legislation and the regulatory criteria give support and guidance in creating an inclusive assessment process.

**Note:** where the terms 'access-related needs' or 'access-related issues' are used in these guidelines, they refer to any entitlement to access the assessment process resulting from legislation, regulation, or good practice, provided that the standards of the assessment are maintained. A Reasonable Adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation.

If the Centre Organiser is in any doubt about whether particular assessment requirements are applicable, the centre representative should contact the Board informally in advance of assessment. Individual needs are met on an individual basis.

Centres should choose an ESB programme that is appropriate to the learning and attainment abilities of their candidates. Overall, centres should determine whether candidates can cope with the learning demands of the programme and can demonstrate achievement at assessment.

Reasonable Adjustments may apply to candidates such as those described below, who find that the standard arrangements for assessment of their attainment present an unnecessary barrier, which can be removed **without affecting the validity of the assessment**. Examiners can only make allowance for any special need in respect of the conduct of the assessment itself, if this is requested and approved by the Board. It may not be possible or appropriate to make any reasonable adjustments where a candidate's particular difficulty would directly affect his or her performance in the attributes that are the focus of the examination's assessment criteria. Once any reasonable adjustments to the examination have been made (where approved), candidates with special needs will be assessed to the same standards as every other candidate.

Organisers should take account of:

- The need for candidates to receive appropriate information and advice about the scope, level and format of the course
- The support available to students during the course and any specific support that might be required at assessment
- Consideration of the candidate's normal way of working in relation to the demands and format for demonstrating and sharing oral communication skills at external assessment
- The need to meet the requirements of the external assessment without compromising the integrity or credibility of the qualification
- The requirement that the making of reasonable adjustments does not offer any candidate any unfair advantage over fellow candidates taking the same assessment
- Provision for particular assessment requirements may include e.g. providing information in an alternative form and/or specialist support /equipment

Centres should be aware that there may be occasions when the preferred assessment may not be appropriate or the candidate may be able to demonstrate only partial success in any one component, which may affect an overall achievement.

Full policy/procedure available from [www.esbuk.org](http://www.esbuk.org)

### Qualification Aim

ESOL International qualifications are designed for learners who are non native speakers of English with both prior knowledge and limited knowledge of the English language. They are suitable for learners preparing for entry to higher education or professional employment in the UK and Internationally.

ESOL International qualifications are mapped to the Common European Framework of Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the National Qualifications Framework and Qualification Curriculum Framework for England, Wales and Northern Ireland.

The ESB Entry 3 and Levels 1, 2 and 3 Certificates in ESOL International All Modes (the qualification) are designed as a test of general English for:

- international non-native speakers of English
- young people and adults
- those studying English on a formal programme of study
- people needing English for personal or professional purposes
- learners who need to demonstrate a level in English equivalent to the Common European Framework

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>Independent User</b>	<b>B2</b>	Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with native speakers quite possibly without strain for either party. Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

## Qualification Objectives

The objective of the qualification is to demonstrate that a learner has an overall ability at the Council of Europe Levels B1 to C2 of English to cope with routine written and spoken communication in general or academic contexts.

Guided learning hours are flexible to allow for individual rates of progress and context for delivery.

The qualification consists of a single unit. There are no optional routes.

Each section carries equal weighting (20% each).

## Qualification Progression

This qualification provides progression opportunities directly into higher education or employment in the UK and Internationally.

## Exam Format

### Listening, Reading, Use of English and Writing Sections

These sections are administered within a single paper in a single session. The Listening section is played from a CD with learners placing their answers on an Optical Mark Form. All instructions, reading time and replays are on the CD. Once the CD is finished, learners may continue with the Reading, Use of English and Writing sections. Learners must ensure that they have transferred their answers for the Listening, Reading and Use of English sections to the Optical Mark Form before the end of the examination – extra time is not allocated for the transfer of answers. All sections of the paper are returned to the Awarding Organisation for marking. See the following sections of this document for details of task types, timings and specifications.

### Speaking Test

The speaking test is administered and assessed by the Examination Centre with standardisation of examiners and moderation of samples carried out by the Awarding Organisation. Learners are interviewed in pairs as this allows for a greater range of interaction patterns and communicative strategies to be employed than in a one-to-one interview. Where there are an odd number of learners in an examination session, the final group may be tested as a three. Each set of test materials has two tasks that may be used with a group of three if required.

### Marking Criteria

Learners are expected to achieve 50% overall in order to pass the examination. A levelling exercise is taken for each examination session to ensure parity across sessions and years. Once the learner marks have been collated this provides for a weighted percentage for each section of the examination. An overall mark and total weighted percentage is also given for the qualification.

#### ***Pass with Distinction: 75% or more***

Distinction indicates that a learner has more than met the requirements and has demonstrated complete proficiency for the level.

#### ***Pass with Merit: 65% to 74%***

Merit indicates that a learner has met the requirements for the level with a very high degree of competence.

#### ***Pass: 50% to 64%***

Pass indicates that a learner has met the requirements for the level.

#### ***Fail: 49% or less***

Fail indicates that a learner has been unable to meet the requirements for the level.

**Common Reference Levels**

The Common European Framework of Reference for Languages (CEFR): Learning, Teaching, Assessment has been developed by the Language Policy Division of the Council of Europe (Strasbourg) (c) 2001 Council of Europe, Language Policy Division.

**Guided Learning Hours (GLH)**

Guided learning hours is an estimate of time allocated to teach, instruct and support learners throughout a unit/qualification. Learner initiated private study, preparation and marking of assessment is not taken into account.

**Recognition of Prior Learning (RPL)**

There is no specific ESB requirement for prior learning at any level, but it is expected that learners entering for a given level will have the communication skills, knowledge and understanding to benefit from that level. This will usually mean a prior level of competence at the start of the ESB programme no lower than a level below the expected outcome.

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