ESOL Skills for Life

Changes to exams from 1 December 2017

Trinity ESOL Skills for Life exams have been refreshed, following a review of the exams and consultation with centres. Updated exam specifications are available.

This is a list of the changes.

Work focus

Employability and work-specific tasks are now based on contexts connected with education, training, work or social roles. Where tasks are situated in a work-based context, this will be up to the point of employability (eg job applications or the interview process) rather than in-work situations.

Scoring

Assessment is still based on units, learning outcomes and assessment criteria. Candidates must achieve two-thirds of the total marks to pass the exam. They no longer have to achieve every individual assessment criterion as well as the minimum pass mark.

Reading

Entry 2 questions 25–27 and Entry 3 questions 28–30 (the alphabetical order tasks) have changed, so they are easier to follow. See the sample papers on the web pages for the levels at **trinitycollege.com/SfL**

Learning outcomes and assessment criteria are unchanged.

Writing

Candidates are no longer required to write a text message. Entry 3 task 3 has changed from a text message to an informal message, email or letter, and Level 1 task 4 has changed from a text message to an informal email. The word count has increased from 30 words to 80 words. See the sample papers on the web pages for the levels at **trinitycollege.com/SfL**

Some of the word lengths for individual tasks have been adjusted:

- Entry 3 task 2 is reduced from 200 words to 150, and task 3 is increased from 30 words to 80.
- Level 1 task 1 is reduced from 200 words to 150, task 2 from 300 words to 250, and task 4 is increased from 30 words to 80.
- Level 2 task 1 is reduced from 250 words to 200, and task 4 is increased from 50 words to 100.

Learning outcomes and assessment criteria are unchanged.

Speaking and Listening

The learning outcomes are the same, but some assessment criteria have been combined.

Fewer assessment criteria are assessed in each task, so the assessment is more user-friendly and robust. Read on for further information on the Speaking and Listening units.

ESOL Skills for Life Speaking and Listening from 1 December 2017

Learning outcomes and assessment criteria

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to obtain information from simple verbal communication	1.1 Obtain necessary information from simple verbal communication for a given task
2. Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning
	2.2 Use simple language appropriate for context when speaking
3. Be able to convey information	3.1 Provide a short verbal account with relevant detail during simple verbal communication
4. Be able to engage in discussion with others	4.1 Make relevant contributions to discussion
	4.2 Express simple views clearly during verbal communication
	4.3 Make effective verbal requests to obtain information

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to obtain information from verbal communication	1.1 Obtain necessary information from straightforward verbal communication for a given task
2. Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning
	2.2 Use straightforward language appropriate for context when speaking
3. Be able to convey information	3.1 Provide a short verbal account with relevant detail during simple verbal communication
	3.2 Provide a verbal account for a given task
4. Be able to engage in discussion with others	4.1 Make appropriate contributions to discussion
	4.2 Express views clearly during verbal communication
	4.3 Obtain specific information from others

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to obtain information from verbal communication	1.1 Obtain information and relevant supporting detail
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present information using an appropriate structure for a given purpose
	3.2 Provide a verbal account of relevant information for a given audience
4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics
	4.2 Express views constructively during verbal communication on straightforward topics
	4.3 Plan action with others for a given task
	4.4 Obtain relevant information from others

Level 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to obtain information from verbal communication	1.1 Obtain relevant information and detail from verbal communication on a straightforward topic
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present information using an appropriate structure for a given purpose and audience
	3.2 Convey relevant details during verbal communication on straightforward topics
4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics
	4.2 Express views constructively during verbal communication on straightforward topics
	4.3 Plan action with others for a given task
	4.4 Obtain relevant information from others

Level 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to obtain information from verbal communication	1.1 Obtain relevant detail from extended verbal communication
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present relevant information in a logical sequence for a given purpose and audience
	3.2 Convey relevant detail during communication
4. Be able to engage in discussion with others	4.1 Contribute to discussion and express views constructively
	4.2 Respond to others constructively to move discussion forward
	4.3 Obtain relevant information from others