

ENTRY 3

English Speaking Board (International) Ltd. 

ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) 601/5411/1



Reading

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Updates

Version	Change made	Page
4	References to Wales removed	5
	Council for the Curriculum, Examinations and Assessment updated to CCEA Regulation	5
3	Punctuation descriptor added	13
2	Introduction page updated	4
	Reasonable adjustment information updated	5
	Qualification framework information updated – credits removed	7
	Assessment overview – T/F, Yes/No and matching questions removed; types of text updated – articles on websites, in newspapers or in magazines, advertisements/adverts, instructions, timetables added	8
	Lists of topics, functions and grammatical structures added	9-13
	Assessment, moderation and quality assurance updated	14
	Contact details updated	Back cover

Introduction

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website www.esbuk.org if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all of your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.



ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)

These specifications are designed to assist tutors in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 3). The document supports both tutors and learners and describes the content and assessment of the qualification.

Qualification Objective

The ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) is part of the portfolio of ESB ESOL Skills for Life qualifications from Entry 1 to Level 2 on the Regulated Qualifications Framework (RQF). ESOL Skills for Life learners are diverse and may be members of settled minority communities, refugees or asylum seekers, migrant workers, or partners or spouses of UK residents. ESB ESOL Skills for Life assessments are designed to assess real-life English language skills for work, further learning and everyday life, encourage progression into further and higher education and employment, support learners' integration into the community and equip learners with the confidence to use English language skills in the real world. They are suitable for learners from the age of 16 upwards and are available in England and Northern Ireland.

ESB ESOL Skills for Life qualifications are based on the National Standards for Adult Literacy and aligned to the Adult ESOL Core Curriculum. They are regulated by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland. At Entry 3, adults can read and understand short, straightforward texts on familiar topics accurately and independently, and read and obtain information from everyday sources (National Standards for Adult Literacy).

Prior Knowledge, Skills and Understanding

There are no prior learning or formal qualification requirements for ESB ESOL Skills for Life qualifications. Learners can be entered for the Speaking and Listening, Reading or Writing Awards appropriate for their ability and needs. Learners must have the skills, knowledge and understanding to meet the specified learning outcomes for Entry 3 by the assessment date. Learners who have achieved the three Awards at the same level can be awarded an ESB Entry Level Certificate in ESOL Skills for Life (Entry 3).

Reasonable Adjustments

We believe that assessment should be a fair test of learners' skills and knowledge. For some learners the usual format of assessment may not be suitable or accessible, and we recognise that disabilities can be physical or invisible. Some learners may need an access arrangement (also known as a special accommodation or reasonable adjustment) to access the assessment and show what they know and can do without changing the demands of the assessment, i.e. the learning outcomes and assessment criteria. We refer to these as Reasonable Adjustments and centres need to apply for a reasonable adjustment before their learners' assessment. Please visit <https://esbuk.org/web/support/equality-diversity-inclusion-safeguarding/> for examples of reasonable adjustments, how to apply for them and further guidance. For more information on access arrangements, please see our Reasonable Adjustments and Special Considerations Policy [here](#).

Qualification Profile

ESB ENTRY LEVEL AWARD IN ESOL SKILLS FOR LIFE (READING) (ENTRY 3)	
Assessment method	Assessment by external assessors and markers
Grading	Pass / Unsuccessful
Accreditation start date	1 st February 2015
Guided learning hours (GLH)*	60
Total Qualification Time (TQT)*	70
Ofqual Qualification number	601/5411/1
Age range	16-19,19+
An ESOL Skills for Life learner may be anyone who speaks English as an acquired language, for example:	• Learners at further education colleges and adult education centres • Learners attending private training organisations • Learners attending community-based ESOL providers and educational charities • Learners referred from Jobcentre Plus • Young learners (16-18) on ESOL courses • Learners from settled minority communities • Refugees or asylum seekers • Migrant workers • Partners or spouses of UK residents

Learners' educational and employment backgrounds are often highly diverse. ESB ESOL Skills for Life assessments are designed to reflect this diversity. Learners' real-life circumstances are taken into account when assessments are designed and topics include such themes as employability.

*GLH (Guided Learning Hours) is an estimate of the time allocated to teach, instruct, assess and support learners. Learner-initiated private study, preparation and marking of formative assessment is not taken into account. TQT (Total Qualification Time) includes both the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, directed by but not under the supervision of a lecturer, supervisor or tutor. Both GLH and TQT are estimates as all learners are unique and will take different times to prepare for and achieve qualifications.

Qualification Framework

Qualification Option
3 Awards ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)
ESB Entry Level Certificate in ESOL Skills for Life (Entry 3)

Learners are entered for each individual Award and may take Awards at different levels. Once three Awards have been achieved, learners can apply for an ESB Certificate in ESOL Skills for Life. Please see <https://esbuk.org/web/support/policies-and-procedures/>

Speaking and Listening assessments are conducted on site at approved ESB International centres by a team of trained assessors. All assessors are independent of the centres they visit and subject to moderation following Ofqual guidelines. Assessment takes place in pairs; learner interaction is an integral part of the assessment. Each learner is assessed according to the qualification learning outcomes and assessment criteria. All learners receive a report form with their grade and personalised feedback. Successful learners receive a certificate with the qualification title and level. Results are issued within 5 working days (10 days at peak times) and qualification certificates are issued to centres within 10 working days.

Reading and Writing assessments are set by ESB International and papers are shared securely with centres. Assessments are completed on site at approved centres and subject to ESB International regulations (see Centre Handbook <https://esbuk.org/web/app/uploads/2022/09/ESB-HBK-C29-ESB-Handbook-for-Skills-for-Life-Centres-in-the-UK-v1.pdf>). Invigilation is undertaken by the centre and monitored by ESB International. Papers are marked by ESB ESOL Skills for Life markers and results are issued within 5 working days (10 days at peak times). Qualification certificates are sent to centres within 10 working days.

Resources and Support for Tutors

Sample papers and resources are available on our website <https://esbuk.org/web/our-tutor-resources/esol-skills-for-life-resources/esol-skills-for-life-entry-3/>

For questions about the content and conduct of assessments, contact product@esbuk.org. To find out more about the type of training available for your centre and to arrange bespoke face-to-face or remote training for tutors, contact business@esbuk.org.

Assessment Overview

To pass the assessment, learners are required to achieve all the assessment criteria. Learners have three opportunities to meet each criterion over the three tasks in the assessment.

1. Assessment Format

Length	60 minutes
Number of tasks	3
Length of texts	Text 1 200-250 words Text 2 200-250 words Text 3 150-200 words Total across the paper 600-700 words
Types of text	simple narratives public signs and notices emails and letters notes and messages lists forms leaflets and posters webpages articles on websites, in newspapers or in magazines advertisements/adverts instructions timetables
Number of questions	21
Question types	multiple-choice table completion gap fill short answer

2. Learning Outcomes and Assessment Criteria

Adult ESOL Core Curriculum Reference	Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
Rt/E3.1a Rt/E3.4a Rs/E3.1a,b Rs/E3.2a Rw/E3.1a Rw/E3.2a	1. Be able to gain meaning from text	1.1 Identify the main points of short straightforward text
		1.2 Identify main events in short straightforward text
		1.3 Use language features to identify meaning in short straightforward text
		1.4 Identify the meaning of words and phrases in short straightforward text
Rt/E3.2a	2. Be able to distinguish the purpose of text	2.1 Identify the purpose of short straightforward text
Rt/E3.1a Rt/E3.3a Rt/E3.5a Rt/E3.6a Rt/E3.7a Rt/E3.8a	3. Be able to find information in text	3.1 Obtain information from short straightforward text
Rw/E3.4a	4. Be able to order words alphabetically	4.1 Use first and second placed letters to order words in alphabetical order

Pages 10-13 list the topic areas, functions and grammatical structures expected of learners by the time they have completed their course of study and undertake the assessments for the ESB ESOL Skills for Life awards at this level. The topics, functions and structures are from the Adult ESOL Core Curriculum <https://esbuk.org/web/app/uploads/2023/09/Adult-ESOL-Core-All-files.zip>. In addition to those listed here, learners should already be confident with the topic areas, functions and grammatical structures of Entry 2.

3. List of Topic Areas

A specific day or weekend or time period
Daily interactions
Descriptions of people, places and things
Education, studying and courses
Events, celebrations and festivals
Experiences
Food
Friends, family, neighbours and important people
Health and fitness
Hobbies and leisure/free time
Home and home life
Instructions
Jobs and working life
Known country/town/country of origin
Local area, services and community
Shopping
Special events
Special places
Sport
Technology e.g. mobile phones, computers, tablets, laptops
Travel and transport
Trips, visits and days out
TV, books, films
Weather and seasons

4. List of Functions

Apologise in formal and informal situations
Ask about future events
Ask about people's feelings, opinions, interests, wishes, hopes
Ask for advice and suggestions and respond to suggestions and advice
Ask for clarification and explanation
Check back and ask for confirmation
Compare people, places, things and make comparative questions
Complain
Confirm information
Describe self/others, places and things and ask for descriptions of people, places and things
Explain and give reasons
Express certainty about the future and express opinions about future possibilities
Express feelings, likes and dislikes, with reasons, cause and effect
Express obligation
Express views and opinions
Give factual accounts
Give personal information and ask for personal information
Greet and respond to greetings
Introduce others
Make arrangements and plans
Make requests – ask for directions
Make requests – ask for permission formally
Make requests – ask someone to do something in formal and informal situations
Make requests on the phone, in formal and informal situations
Make suggestions and give advice
Narrate events in the past and ask about past events
Offer help
Praise and compliment others
Respond to request for directions, instructions and explanations
Show contrast, cause, reason, purpose
Suggest action with other people
Take leave
Warn and prohibit

5. Grammatical Structures

Simple, compound and complex sentences
Variations in word order: <i>to the east is...</i> Word order in complex sentences: <i>Divali is a Hindu festival which takes place in autumn.</i>
There has/have been There will be/there was going to be
Complex sentences with one subordinate clause: of time, of reason, of result, of condition, of concession Definite relative clauses using who, which, that: <i>The car that I bought is quite old.</i> A range of verbs + ing form: <i>I enjoy swimming.</i> Verbs + infinitive with and without to: <i>We saw the police arrive.</i> Infinitive to express purpose: <i>He went to France to learn French.</i>
Simple reported statements: <i>She says she wants to study English.</i>
A wide range of <i>wh</i> questions Simple embedded questions Question words including <i>whose</i>
Statements with question tags using Entry 3 tenses

Noun phrases
Noun phrases with pre- and post-modification: <i>fair haired people with sensitive skin</i> A range of determiners: <i>all the, most, a few</i>
Use of articles including definite article with post modification: <i>The present you gave me.</i> Use of indefinite article to indicate an example of: <i>This is a perfect cheese.</i> Use of indefinite articles in definitions: <i>An architect is a person who designs buildings.</i>

Verb forms and time markers in statements, interrogatives, negatives and short forms
No present perfect with: <i>since/for; ever/never; yet/already</i> <i>Used to</i> for regular actions in the past Past continuous Future simple verb forms
Modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation <i>Might, may, will probably</i> to express possibility and probability in the future <i>Would/should</i> for advice <i>Need to</i> for obligation <i>Will definitely</i> to express certainty in the future <i>May I?</i> asking for permission <i>I'd rather</i> stating preference
Common phrasal verbs and position of object pronouns: <i>I looked it up. She looked after them.</i>

Adjectives
Comparative and superlative adjectives: <i>good, better, the best, cheap, cheaper, the cheapest</i> Comparative structures: <i>The potatoes are more expensive this week.</i>

Adverbs and prepositional phrases
Wider range of prepositions and prepositional phrases: <i>in her twenties, of average height</i>
A wide range of adverbial uses, e.g. to express possibility and un/certainty <i>possibly, perhaps, definitely</i> More complex adverbial phrases of time, place, frequency, manner A range of intensifiers, including <i>too, enough</i>

Discourse
Markers to indicate addition: <i>also</i> , sequence: <i>in the first place</i> , contrast: <i>on the other hand</i> Markers to structure spoken discourse: <i>anyway, by the way</i> Use of ellipsis in informal situations: <i>got to go</i> Use of vague language: <i>I think, you know</i>

Punctuation
Capital letters for start of sentences, proper nouns and 'I'
Full stops, question marks, exclamation marks
Commas: <i>Listing items in connected prose, in compound sentences</i>
Apostrophes: <i>for omission and possession</i>
Bullet points: <i>for lists</i>
Inverted commas/speech marks: <i>for direct speech, quotations</i>

Assessment, Moderation and Quality Assurance

All Reading and Writing scripts are marked and moderated by ESB International's team of ESOL Skills for Life markers and moderators according to ESB International policies.

Our markers are standardised and grade all written papers according to the ESB ESOL Skills for Life mark scheme which is based on the National Standards for Adult Literacy and aligned to the Adult ESOL Core Curriculum.

To ensure additional quality assurance throughout the process, all markers are moderated within each marking session and a proportion of all written scripts are second marked to maintain standardisation levels.

Speaking and Listening assessments are carried out by trained assessors according to our policies. Speaking assessments are marked as they happen, based on the ESB ESOL Skills for Life mark scheme linked to the Adult ESOL Core Curriculum.

All ESOL Skills for Life Speaking and Listening assessors are trained and standardised by our Chief and Senior Assessors. In addition to this, ESB International conducts live moderations of a proportion of assessors every year.

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