

# ENTRY 1

English Speaking Board (International) Ltd.



## ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) 601/5470/6



## Writing

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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	12
2	Introduction page updated	4
	Reasonable adjustment information updated	5
	Qualification framework information updated – credits removed	7
	Assessment format: Text types updated – postcards, lists removed; text message added	8
	Lists of topics, functions and grammatical structures added	9-12
	Assessment, moderation and quality assurance updated	13
	Marking guidance added from ESB-INFO-27 ESOL Skills for Life - Marking guidance for Writing assessments	13
	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](http://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 (Writing) (Entry 1)***

These specifications are designed to assist tutors in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 1). 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 (Writing) (Entry 1) 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 1, adults can write to communicate information to an intended audience (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 1 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 1).

### ***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 (WRITING) (ENTRY 1)	
<b>Assessment method</b>	Assessment by external assessors and markers
<b>Grading</b>	Pass / Unsuccessful
<b>Accreditation start date</b>	1 <sup>st</sup> February 2015
<b>Guided learning hours (GLH)*</b>	90
<b>Total Qualification Time (TQT)*</b>	100
<b>Ofqual Qualification number</b>	601/5470/6
<b>Age range</b>	16-19,19+
An ESOL Skills for Life learner may be anyone who speaks English as an acquired language, for example:	<ul style="list-style-type: none"> <li>• Learners at further education colleges and adult education centres</li> <li>• Learners attending private training organisations</li> <li>• Learners attending community-based ESOL providers and educational charities</li> <li>• Learners referred from Jobcentre Plus</li> <li>• Young learners (16-18) on ESOL courses</li> <li>• Learners from settled minority communities</li> <li>• Refugees or asylum seekers</li> <li>• Migrant workers</li> <li>• Partners or spouses of UK residents</li> </ul>

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 <ul style="list-style-type: none"><li>• ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)</li><li>• ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)</li><li>• ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)</li></ul>
ESB Entry Level Certificate in ESOL Skills for Life (Entry 1)

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-1/>

For questions about the content and conduct of assessments, contact [product@esbuk.org](mailto: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](mailto:business@esbuk.org).

# Assessment Overview

## 1. Assessment Format

<b>Length</b>	40 minutes
<b>Number of tasks</b>	3

	<b>Task One</b>	<b>Task Two</b>	<b>Task Three</b>
<b>Text</b>	form	note, message, text message	invitation, email, note
<b>Audience</b>	official, employer, organisation	friend, relative, neighbour, acquaintance	official organisation, employer, teacher, friend, relative, neighbour, acquaintance
<b>Approximate word length</b>	15	25	25
<b>Assessment criteria</b>	1.3 Use capitalisation 2.1 Record personal details on a simple form	1.1 Construct simple complete sentences 1.2 Use full stops 1.3 Use capitalisation 1.4 Spell words	1.1 Construct simple complete sentences 1.2 Use full stops 1.4 Spell words

## 2. Learning Outcomes and Assessment Criteria

<b>Adult ESOL Core Curriculum Reference</b>	<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>
Wt/E1.1a Ws/E1.1a Ws/E1.2a Ws/E1.3a Ww/E1.1a Ww/E1.1b Ww/E1.2a	1. Be able to produce simple text	1.1 Construct simple complete sentences correctly for an intended audience 1.2 Use full stops correctly 1.3 Use capitalisation correctly 1.4 Spell words correctly
Ww/E1.1a Ww/E1.2a Ww/E1.2b	2. Be able to complete a form	2.1 Record personal details on a simple form correctly

To pass the assessment, learners are required to achieve every assessment criterion once. Learners have to meet assessment criterion 2.1 in Task 1, and there are two opportunities to meet the remaining criteria throughout the assessment.

Pages 9-12 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>.



### ***3. List of Topic Areas***

Daily routine  
Descriptions of people, places and things  
Events and celebrations  
Everyday technology e.g. phone, computer  
Food  
Friends and family\*  
Health  
Home  
Jobs  
Local area and community  
Local services  
Myself (personal information)  
Shopping  
Sport, hobbies  
Studying e.g. ESOL class and college/centre  
Travel and transport  
TV, books, films  
Weather

\*We recognise that some learners do not want to talk about their own families

#### **4. List of Functions**

Accept and decline  
Agree and disagree  
Apologise  
Ask about prices and quantities  
Ask and tell the time/day  
Ask for and give personal information  
Ask for clarification  
Check back  
Correct  
Describe health and symptoms  
Describe people, places and things  
Enquire about and express ability  
Express a preference  
Express likes and dislikes, feelings, wishes, views  
Express thanks  
Give information as part of a simple explanation  
Give single-step directions and instructions  
Greet and respond to greetings  
Introduce people  
Invite and offer  
Make requests: ask for directions, ask for things, ask someone to do something  
Respond to requests  
Say when you do not understand  
Spell words aloud  
Take leave

## 5. Grammatical Structures

<b>Simple sentences</b>
<p>Word order in simple statements</p> <p>Subject-verb-object: <i>She speaks Urdu.</i></p> <p>Subject-verb-adverb: <i>He walks slowly.</i></p> <p>Subject-verb-adjective: <i>My bag is heavy.</i></p> <p>Subject-verb-prepositional phrase: <i>We live next to a supermarket.</i></p> <p>Word order in instructions: <i>keep left</i></p>
There is/are + noun/prepositional phrase: <i>There is a bus stop. There are 3 men in my class.</i>
<p>Yes/no questions: <i>Do you have a pen?</i></p> <p>Wh-questions: <i>Where do you live?</i></p> <p>Question words: <i>what/who/where/how much/how many?</i></p>
Contracted form of auxiliary: <i>I've got 3 children.</i>
Imperatives and negative imperatives: <i>don't touch, sit down</i>
Phrasal verbs with on/in/off/out: <i>turn off your phone, can I come in?</i>

<b>Noun phrases</b>
<p>Regular and common irregular noun plurals: <i>books, days, people, children</i></p> <p>Very common uncountable nouns: <i>sugar, traffic</i></p> <p>Personal pronouns: <i>we, you, they</i></p> <p>Demonstratives: <i>this/that/these/those</i></p> <p>Determiners of quantity: <i>some, a lot of</i></p>
<p>Indefinite article with singular countable nouns: <i>a tutor, an exam</i></p> <p>Definite article: <i>the floor, the table</i></p>
Possessives: <i>my/your/his/her</i>

<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>
<p>Simple present tense of be/have/do and common regular verbs: <i>I am from Laos. She works in the evening. I haven't got a computer. Do you eat meat?</i></p> <p><i>Have got</i> indicating possession: <i>I've got a car.</i></p> <p>Present continuous of common regular verbs: <i>They're watching TV.</i></p> <p>Contracted forms of subject and auxiliary: <i>I'm eating lunch</i> and auxiliary and negative: <i>I don't like sport.</i></p>
Modals: can + bare infinitive to express ability: <i>she can drive</i> ; would + like for requests: <i>He'd like to go home.</i>
Use of <i>on, off, in, out</i> : <i>switch off the computer, way out</i>
<b>Adjectives</b>
common adjectives after <i>be</i> : <i>hot, cold, happy, new, old, good, bad, big, small, quiet, busy etc.</i>

<b>Adverbs and prepositional phrases</b>
Common prepositions and prepositional phrases of place: <i>at home, on the left, on the table</i>
Simple adverbs of place, manner and time: <i>here, there, now, quickly</i>
Use of intensifier <i>very</i>

<b>Discourse</b>
Sentence connectives: <i>then, next</i>

<b>Punctuation</b>
Capital letters for start of sentences, names, places, dates and 'I'
Full stops at the end of sentences
Apostrophes: <i>for contractions</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.

## Marking Guidance

ESB International has a policy of marking positively: in other words, learners are given credit for what they have achieved successfully, and are not penalised for errors. Where reference is made to 'accurate' or 'correct', markers would expect approximately 75% of what the learner has written to be accurate for that level in order to achieve the assessment criterion.

All word counts are approximate. Responses are not penalised for being over or under-length, but those that are more than 10% shorter than the recommended word length are likely to be too brief to achieve all of the criteria securely, and those that are longer are likely to be verbose and contain irrelevant information.

### Task One

Text	Audience	Word length
Form	Official, employer, organisation	15
<b>1.3 Use capitalisation correctly</b> The learner should demonstrate accurate use of capital letters for names, places and the beginning of a sentence.		
<b>2.1 Record personal details on a simple form correctly</b> The learner can complete the fields accurately and appropriately. The form should be functional, i.e. it communicates sufficient meaningful information to the reader to serve its purpose. Blank fields are acceptable if that is appropriate to the learner. Spelling and punctuation are not taken into account for this AC. The use of capitals for the entire form is acceptable.		

## Task Two

Text	Audience	Word length
Note, message, text message	Friend, relative, neighbour, acquaintance	25
<b>1.1 Construct simple complete sentences correctly for an intended audience</b> The learner can write complete simple sentences, using relevant Entry 1 structures correctly. Errors do not impede communication. If the learner has used a more complex sentence which may contain errors, then the correct phrases are taken into account. There should be a minimum of two complete sentences with correct subject-verb agreement. Content should reflect the requirements of the question, i.e. be relevant to the question and address all the points.		
<b>1.2 Use full stops correctly</b> There are full stops to mark the end of simple sentences.		
<b>1.3 Use capitalisation correctly</b> The learner should demonstrate accurate use of capital letters for names, places, the pronoun 'I' and the beginning of a sentence.		
<b>1.4 Spell words correctly</b> Entry 1 words are spelled correctly: learners should demonstrate correct spelling of some personal key words and some simple common words. Errors do not impede communication. Where learners attempt to use higher-level vocabulary they are not penalised for spelling.		

## Task Three

Text	Audience	Word length
Invitation, email, note	Official organisation, employer, teacher, friend, relative, neighbour, acquaintance	25
<b>1.1 Construct simple complete sentences correctly for an intended audience</b> The learner can write complete simple sentences, using relevant Entry 1 structures correctly. Errors do not impede communication. If the learner has used a more complex sentence which may contain errors, then the correct phrases are taken into account. There should be a minimum of two complete sentences with correct subject-verb agreement. Content should reflect the requirements of the question, i.e. be relevant to the question and address all the points.		
<b>1.2 Use full stops correctly</b> There are full stops to mark the end of simple sentences.		
<b>1.4 Spell words correctly</b> Entry 1 words are spelled correctly: learners should demonstrate correct spelling of some personal key words and some simple common words. Errors do not impede communication. Where learners attempt to use higher-level vocabulary they are not penalised for spelling.		

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