

ENTRY 2

English Speaking Board (International) Ltd. 

ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) 601/5472/X



Writing

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Updates

Version	Change made	Page
4	References to Wales removed	5
3	Punctuation descriptor added	13
2	Introduction page updated	4
	Reasonable adjustment information updated	5
	Qualification framework information updated – credits removed	7
	Assessment format – letter removed; email added; descriptive text now description	8
	Lists of topics, functions and grammatical structures added	10-13
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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 (Writing) (Entry 2)

These specifications are designed to assist tutors in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 2). 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 2) 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 2, adults can write to communicate information with some awareness of the 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 2 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 2).

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 2)	
Assessment method	Assessment by external assessors and markers
Grading	Pass / Unsuccessful
Accreditation start date	1 st February 2015
Guided learning hours (GLH)*	90
Total Qualification Time (TQT)*	100
Ofqual Qualification number	601/5472/X
Age range	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"> • 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 <ul style="list-style-type: none">• ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)• ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)• ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)
ESB Entry Level Certificate in ESOL Skills for Life (Entry 2)

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-2/>

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

1. Assessment Format

Length	45 minutes
Number of tasks	3

Task One		Task Two	Task Three
Text	form	note, message, email, invitation, description	invitation, email, note
Audience	official, employer, organisation	friend, relative, neighbour, teacher, acquaintance	official organisation, employer, teacher, friend, relative, neighbour, acquaintance
Approximate word length	15	60	70
Assessment criteria	2.1 Record personal details in a form 1.5 Use upper and lower case letters	1.1 Present information in an appropriate format for the intended audience 1.2 Construct simple and compound sentences 1.3 Use adjectives 1.4 Use punctuation 1.6 Spell words	1.1 Present information in an appropriate format for the intended audience 1.2 Construct simple and compound sentences 1.3 Use adjectives 1.4 Use punctuation 1.5 Use upper and lower case letters 1.6 Spell words

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>
Ww/E2.1a Wt/E2.1a Wt/E2.1b Ws/E2.1a Ws/E2.2a Ws/E2.3a Ws/E2.4a	1. Be able to produce simple text for a given audience	1.1 Present information in an appropriate format for the intended audience
		1.2 Construct simple and compound sentences correctly
		1.3 Use adjectives correctly
		1.4 Use punctuation correctly
		1.5 Use upper and lower case letters correctly
		1.6 Spell words correctly
Wt/E2.1b	2. Be able to complete a form	2.1 Record personal details in a 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 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/support/policies-and-procedures/>. In addition to those listed here, learners should already be confident with the topic areas, functions and grammatical structures of Entry 1.

3. List of Topic Areas

Daily account
Descriptions of people, places and things
Education and studying
Events, celebrations and festivals
Food
Friends, family and neighbours
Health
Hobbies and leisure/free time
Home
Instructions
Jobs and work
Known country/town/country of origin
Last weekend/week/month/year
Local area and community
Shopping
Special occasions
Special places
Sport
Technology e.g. computers, phones
Travel and transport
Trips, visits and days out
TV, books, films
Weather and seasons

4. List of Functions

Apologise and give reasons
Ask about past events
Ask about people's feelings, opinions, interests, wishes, hopes
Ask about possession
Ask for clarification and explanation and respond to requests for clarification
Ask for descriptions of people, places and things
Check back
Compare people, places, things and make comparative questions
Describe daily routines and regular activities and ask about regular or daily routines
Describe self and others, places and things
Express likes and dislikes with reasons, and cause and effect
Express need
Express possession
Express thanks gratefully
Express views, with reasons, and cause and effect
Express wishes and hopes
Give personal information and ask for personal details
Give warnings
Greet and respond to greetings
Insist politely
Make requests – ask for directions and respond to requests for directions
Make requests – ask for permission formally and respond to formal requests for permission
Make requests – ask for something face-to-face or on the telephone
Make requests – ask someone to do something in formal and informal situations
Narrate – talk about personal past events
Offer
Persuade
Respond to formal and informal requests for something and to do something
Respond to questions about preference
Respond to requests for explanations
Take leave
Talk about future plans, arrangements and intentions and ask about future plans and intentions

5. Grammatical Structures

Simple and compound sentences
Word order in compound sentences, e.g. subject-verb-object
Clauses joined with and/but/so: <i>I like tea and coffee.</i> Questions: <i>Do you want blue or pink?</i>
There was/were/is going to be
A limited range of common verbs + <i>-ing</i> form Verb + infinitive with and without <i>to</i> : <i>We went shopping yesterday. I want to buy some fruit.</i>
Wh-questions, comparative questions, alternative questions: <i>Are buses cheaper than trains? What is better – summer or winter?</i> Question words <i>when, what time, how often, why, how</i> and expressions <i>Can you tell me..?</i>
Statements with question tags, using Entry 1 and Entry 2 tenses <i>You arrived last year, didn't you?</i>

Noun phrases
Countable and uncountable nouns: <i>roads, trees, water, information</i> Simple noun phrases: <i>a large red box</i> Object and reflexive pronouns: <i>I gave him my book.</i> Determiners of quantity: <i>any, many</i>
Use of articles including definite article and zero article with uncountable nouns: <i>The traffic is bad today. Water is important for health.</i> Definite article with superlatives: <i>the best example</i>
Possessive <i>s</i> and possessive pronouns: <i>Magda's, mine, yours</i>

Verb forms and time markers in statements, interrogatives, negatives and short forms
Simple present tense of regular transitive and intransitive verbs with frequency adverbs and phrases: <i>The children often eat apples. They always go to school. I see her every day.</i> Simple past tense of regular and common irregular verbs with time markers: <i>We went to the cinema yesterday. I saw her two weeks ago.</i> Future time using present continuous, going to, will Use of time markers: <i>next week, in two days' time</i>
Modals and forms with similar meaning: <i>must</i> to express obligation <i>mustn't</i> to express prohibition <i>have to, had to</i> to express need <i>could</i> to make requests <i>couldn't</i> to express impossibility Use of simple modal adverbs: <i>possibly, probably, perhaps</i>
Very common phrasal verbs: <i>get on/off/up/down</i>

Adjectives
Adjectives and adjective word order: <i>a large black horse</i> Comparatives, regular and common irregular forms: <i>wet, wetter, dark, darker, good, better</i>

Adverbs and prepositional phrases
Prepositions and prepositional phrases of place and time: <i>until tomorrow, by next week, by the river</i>
Adverbs and simple adverbial phrases including sequencing: <i>after that</i> ; of time and place: <i>in the morning, at the bus stop</i> ; of frequency: <i>always, sometimes</i> ; of manner: <i>carefully, quickly</i> Word order with adverbs and adverbial phrases: <i>He always brought food to our house early in the morning.</i> Use of intensifiers, e.g. <i>really, quite, so</i>

Discourse
Adverbs to indicate sequence: <i>first, finally</i> Use of substitution: <i>I think so. I hope so.</i> Markers to structure spoken discourse: <i>Right. Well.</i>

Punctuation
Capital letters for start of sentences, proper nouns and 'I'
Full stops, question marks and commas in a list
Apostrophes: <i>for omission and possession</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 Form	Audience Official, employer, organisation	Word length 15
2.1 Record personal details in a form correctly 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 should not be taken into account for this AC.		
1.5 Use upper and lower case letters correctly In the form, it is acceptable to use upper case for all fields. If the learner uses upper and lower case letters, capitals should be used for days, months, names of people and places.		

Task Two

Text	Audience	Word length
Note, message, email, invitation, description	Friend, relative, neighbour, teacher, acquaintance	60
1.1 Present information in an appropriate format for the intended audience Learners use the appropriate layout and conventions for the task, and include relevant information to achieve the required purpose. If appropriate layout is to be assessed, instructions for learners will be included in the paper. If they are not stated, the candidate is not penalised. Content must reflect the requirements of the question, i.e. be relevant to the question and address all the points.		
1.2 Construct simple and compound sentences correctly Learners write a minimum of 3 simple and compound sentences correctly. An attempt at 1 compound sentence is needed. If the learner has used a more ambitious sentence which may contain errors, then correct phrases are taken into account.		
1.3 Use adjectives correctly The learner uses a range of adjectives appropriate to the context and level. Spelling is not taken into account for this criterion.		
1.4 Use punctuation correctly Entry 2 punctuation is used accurately e.g. full stops and question marks.		
1.6 Spell words correctly Learners spell Entry 2 words appropriate to the level and context correctly. Errors do not impede communication. Any common misspellings and attempts at higher level words are not penalised.		

Task Three

Text	Audience	Word length
Invitation, email, note	Official organisation, employer, teacher, friend, relative, neighbour, acquaintance	70
1.1 Present information in an appropriate format for the intended audience Learners use the appropriate layout and conventions for the task, and include relevant information to achieve the required purpose. If appropriate layout is to be assessed, instructions for learners will be included in the paper. If they are not stated, the candidate is not penalised. Content must reflect the requirements of the question, i.e. be relevant to the question and address all the points.		
1.2 Construct simple and compound sentences correctly Learners write a minimum of 3 simple and compound sentences correctly. An attempt at 1 compound sentence is needed. If the learner has used a more ambitious sentence which may contain errors, then correct phrases are taken into account.		
1.3 Use adjectives correctly The learner uses a range of adjectives appropriate to the context and level. Spelling is not taken into account for this criterion.		
1.4 Use punctuation correctly Entry 2 punctuation is used accurately e.g. full stops and question marks.		
1.5 Use upper and lower case letters correctly Capital letters are used correctly i.e. for days, months, 'I', names of people and places.		
1.6 Spell words correctly Learners spell Entry 2 words appropriate to the level and context correctly. Errors do not impede communication. Any common misspellings and attempts at higher level words are not penalised.		

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