

# ENTRY 3

English Speaking Board (International) Ltd. 

## ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) 601/5444/5



## Writing

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## Updates

Version	Change made	Page
4	References to Wales removed	5
3	Time increased from 60 to 70 minutes	8
	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 and audience updated – letters and narratives removed	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 3)***

These specifications are designed to assist tutors in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Writing) (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 (Writing) (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 write to communicate information and opinions with some adaptation to 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 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 (WRITING) (ENTRY 3)	
<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>Credit value</b>	7
<b>Guided learning hours (GLH)*</b>	90
<b>Total Qualification Time (TQT)*</b>	100
<b>Ofqual Qualification number</b>	601/5444/5
<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 3)</li><li>• ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)</li><li>• ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)</li></ul>
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](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>	70 minutes
<b>Number of tasks</b>	3

	<b>Task One</b>	<b>Task Two</b>	<b>Task Three</b>
<b>Text</b>	form	article, description, report	email
<b>Audience</b>	official, employer, organisation	general reader, organisation, teacher	friend, relative, neighbour, acquaintance
<b>Approximate word length</b>	50	100 (plus plan)	100
<b>Assessment criteria</b>	3.1 Complete a form with open and closed responses 2.2 Structure main points in short paragraphs 2.6 Spell words	1.1 Plan text for the intended audience 2.1 Produce content for the intended audience 2.2 Structure main points in short paragraphs 2.3 Sequence text chronologically 2.4 Use grammar 2.5 Use punctuation	2.1 Produce content for the intended audience 2.3 Sequence text chronologically 2.4 Use grammar 2.5 Use punctuation 2.6 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/E3.1a	1. Be able to plan text for a given audience	1.1 Plan text for the intended audience
Wt/E3.2a Wt/E3.3a Ws/E3.1a Ws/E3.2a Ws/E3.3a Ww/E3.1a	2. Be able to produce text for a given audience	2.1 Produce content for the intended audience
		2.2 Structure main points in short paragraphs
		2.3 Sequence text chronologically
		2.4 Use grammar correctly
		2.5 Use punctuation correctly
		2.6 Spell words correctly
Wt/E3.5a	3. Be able to complete a form	3.1 Complete a form with open and closed responses correctly

In order to pass the assessment, learners are required to achieve every assessment criterion once. Learners have to meet assessment criterion 3.1 in Task 1, there is one opportunity to meet AC1.1 in Task 2, 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>. 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

<b>Simple, compound and complex sentences</b>
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

<b>Noun phrases</b>
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>

<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>
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>

<b>Adjectives</b>
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>

<b>Adverbs and prepositional phrases</b>
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>

<b>Discourse</b>
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>

<b>Punctuation</b>
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.

## 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	50
<b>3.1 Complete a form with open and closed responses correctly</b>		
The learner can complete the fields accurately and appropriately with personal details. The form should be functional, i.e. it communicates sufficient meaningful information to the reader to serve its purpose. The open response should be appropriate and intelligible. Grammar and spelling errors are not taken into account to achieve this criterion.		
<b>2.2 Structure main points in short paragraphs</b>		
There are a minimum of 2 paragraphs. This can be indicated by indentation, a new line or annotation on the text.		
<b>2.6 Spell words correctly</b>		
The learner spells words appropriate to the level and context, and key specialist words correctly. Errors do not impede communication, and attempts at higher level words are not penalised.		

## Task Two

Text	Audience	Word length
Article, description, report	General reader, organisation, teacher	100
<b>1.1 Plan text for the intended audience</b> There is a relevant plan. The plan can be in any form as long as it has a link to the task, e.g. list, mind map or spidergram.		
<b>2.1 Produce content for the intended audience</b> At Entry 3, the learner must use appropriate register. In addition, the learner must include relevant information to achieve the purpose, i.e. the response must be relevant to the task, with every bullet point addressed. If appropriate layout is to be assessed, instructions for learners will be included in the paper. If they are not stated, the learner will not be penalised. A letter should begin with 'Dear' and have a suitable ending.		
<b>2.2 Structure main points in short paragraphs</b> There are a minimum of 2 paragraphs. This can be indicated by indentation, a new line or annotation on the text.		
<b>2.3 Sequence text chronologically</b> The learner organises the written response logically, using connectives, discourse markers and conjunctions appropriate to Entry 3. Discourse markers and connectives are clear indications that the learner has achieved the AC. However, if they are not present but there is a well-structured and clearly organised sequence, this is acceptable. Overall, the text needs to be cohesive.		
<b>2.4 Use grammar correctly</b> The learner can write 4 sentences correctly using Entry 3 grammar, e.g. simple, compound and complex sentences with correct subject-verb agreement. Entry 3 tenses are used accurately, including simple and continuous past, present and future tenses, as appropriate to the task. Errors do not impede communication. If the learner has used a more complex sentence which may contain errors, then correct clauses are taken into account. Spelling and chronology are not considered in these sentences, as they are assessed in ACs 2.6 and 2.3. A repeated error (e.g. failure to use a direct or indirect article) will not be penalised twice.		
<b>2.5 Use punctuation correctly</b> Learner uses Entry 3 punctuation accurately and appropriately, e.g. capital letters for beginning of sentences; 'I' and proper nouns; full stops, question marks and exclamation marks.		

### Task Three

Text	Audience	Word length
Email	Friend, relative, neighbour, acquaintance	100
<b>2.1 Produce content for the intended audience</b> At Entry 3, the learner must use appropriate register. In addition, the learner must include relevant information to achieve the purpose, i.e. the response must be relevant to the task, with every bullet point addressed. If appropriate layout is to be assessed, instructions for learners will be included in the paper. If they are not stated, the learner will not be penalised.		
<b>2.3 Sequence text chronologically</b> The learner organises the written response logically, using connectives, discourse markers and conjunctions appropriate to Entry 3. Discourse markers and connectives are clear indications that the learner has achieved the AC. However, if they are not present but there is a well-structured and clearly organised sequence, this is acceptable. Overall, the text needs to be cohesive.		
<b>2.4 Use grammar correctly</b> The learner can write 4 sentences correctly using Entry 3 grammar, e.g. simple, compound and complex sentences with correct subject-verb agreement. Entry 3 tenses are used accurately, including simple and continuous past, present and future tenses, as appropriate to the task. Errors do not impede communication. If the learner has used a more complex sentence which may contain errors, then correct clauses are taken into account. Spelling and chronology are not considered in these sentences, as they are assessed in ACs 2.6 and 2.3. A repeated error (e.g. failure to use a direct or indirect article) will not be penalised twice.		
<b>2.5 Use punctuation correctly</b> Learner uses Entry 3 punctuation accurately and appropriately, e.g. capital letters for beginning of sentences; 'I' and proper nouns; full stops, question marks and exclamation marks.		
<b>2.6 Spell words correctly</b> The learner spells words appropriate to the level and context, and key specialist words correctly. Errors do not impede communication, and attempts at higher level words are not penalised.		

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