ESOL Skills for Life (5692-032)
Entry 3 Sample Assignment

www.cityandguilds.com
September 2026
Version 1.0

Sample 1

Assessment Pack
Writing

Candidate's name:

Assessment Pack

Administration of the assignment

The assignment must be taken under supervised conditions. This means that all activities will be completed with the assessor, or other designated supervisor, present. Candidates will have up to 2 hours and 30 minutes to complete the assignment, which includes 15 minutes checking time. Each activity has a guide on the time allowed. Any overrunning will mean less time to spend on subsequent activities, so assessors should remind candidates when they have used the allotted time.

Candidates do not have to complete the whole assignment in a single session, but must not take it away with them to work on. Candidates may stop at the end of any activity and continue in the next session but must not be rehearsed in the skills to be assessed before completing each activity. If the assignment is not completed during a single session, the assessor must sign the work when the candidate stops, and date and sign when the candidate restarts enabling tracking by Internal Quality Assurers (IQA) and External Quality Assurers (EQA).

The assignment activities are each focused on writing skills. Candidates may be assisted with aspects that are not being assessed (e.g. the assessor may tell the candidate what to do if they cannot read the written instructions adequately).

Tutors must not teach to the actual assessment activities, but it is expected that candidates will have had a lot of practice in writing in a range of contexts appropriate to the level. By the time the candidates are assessed, they should be aware of the skills that are being assessed. (Writing will include grammatical accuracy, range, spelling, punctuation and appropriate formality as well as conveying information.)

The assignment activities can be done in any order but it is advised that activity 1 be completed first.

If a candidate is unsuccessful in one or more activities, they will need further practice before being given another opportunity to demonstrate their skills at a later date when they are ready. Any activity can be retaken on its own without resitting the whole assignment. The subsequent resit activity needs to be from a different assignment version provided by City & Guilds.

The following documents are included in this assessment pack:

1.1 Notes on using the mark scheme and assessment records.

2.1 Summary Assessment Record for recording success at Entry 3.

1.1 Notes on using the mark scheme and assessment records

The Summary Assessment Record (2.1) acts as a mark scheme and a record of achievement. It gives a breakdown of the marks available and descriptions of the performance expected for each mark. Where marks are given in brackets, they are only to be awarded for performance which does not meet the descriptor for the higher marks above. Marks in brackets are set at the level of just meeting the standards at this level.

Each activity has a pass mark that must be met.

Assessors must complete a Summary Assessment Record (W) for each candidate taking this assignment.

A summary of the required language features at this level can be found by referring to the Adult ESOL Core Curriculum guidance. These should be read in conjunction with the mark scheme. The relevant guidance can be found in the Unit section of the City & Guilds 5692 Entry Level ESOL Skills for Life Qualification Handbook. Full details of the Adult ESOL Core Curriculum can be found on **www.cityandguilds.com**

2.1 ESOL Entry 3 Assignment – Sample 1

Summary Assessment Record for Entry 3

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 1			
2.1 2.2 2.3 2.4 2.5	Ws/E3.1a Ws/E3.2a Ws/E3.3a Wt/E3.4a Ww/E3.1a Ww/E3.1b	1. Candidate writes: Four sentences that are grammatically correct Three sentences that are grammatically correct Two sentences that are grammatically correct One sentence that is grammatically correct 2. Candidate gives **two** statements Candidate puts the words in order and adds the correct punctuation. **One** mark for correct word order **One** mark for correct punctuation a. e.g. I don't read books very often. b. e.g. She likes to paint pictures of dogs. 3. Candidate gives **two** questions. Candidate puts the words in order and adds the correct punctuation. **One** mark for correct word order **One** mark for correct punctuation a. e.g. Which book are you reading at the moment? b. e.g. What do you like to do in your free time? 4. Candidate gives two prefixed words **One** mark for each correct word formation a. e.g. unfair b. e.g. impossible Candidate gives two suffixed words **One** mark for each correct word formation c. e.g. friendliness, friendly, friendlier, friendship d. e.g. careful, carefully, careless, caring, carer Accept other correct alternatives 5. a. stuck b. answer c. lessons	4 (3) (2) (1) 2 / (1) 2 / (1) 2 / (1) 2 / (1) 1 1 1 1 1 1 1
		Total marks for Activity 1	
		13 out of 19 possible marks required for success. **Tick if Activity 1 successfully achieved**	❑

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 2			
2.4 2.6	Wt/E3.5a Ww/E3.1a Ww/E3.1b Ww/E3.2a	Candidate completes all the information about themselves correctly Candidate gives **two** pieces of information about their community Candidate gives only **one** piece of information Candidate uses initial capital letters for proper nouns and their own postcode Candidate spells all own personal details correctly Candidate spells most personal details correctly (1 or 2 errors) Candidate produces legible text that is fit for its purpose	1 2 (1) 1 2 (1) 1
		Total marks for Activity 2	
		5 out of 7 possible marks required for success. **Tick if Activity 2 successfully achieved**	❑

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 3			
1.1 1.2 1.3 2.1 2.2 2.3 2.4 2.5 2.6	Ws/E3.1a Ws/E3.2a Ws/E3.3a Wt/E3.1a Wt/E3.1b Wt/E3.2a Wt/E3.3a Wt/E3.4a Ww/E3.1a Ww/E3.1b Ww/E3.2a	Candidate produces a plan appropriate to the task. Candidate writes an **article or blog** about an activity that makes them happy. The layout is appropriate to the task. (e.g. one of title/heading/subheadings) Text includes information about: • what the activity is • what they like about it • where they do this activity • how other people can find out more about it. Candidate demonstrates effective and appropriate use of paragraphs. (Candidate attempts to use paragraphs appropriately)	1 1 1 1 1 1 1 2 (1)
Language features – if candidate has not met the minimum criteria for the statements below, a zero (0) mark **must** be awarded against the specific criteria			
Grammatical accuracy	Ws/E3.2a	No significant grammatical errors in aspects of simple, compound and complex sentences expected at Entry 3.	2
		A few errors in respect of grammatical structures at Entry 3 may be accepted. Any errors do not impede communication.	(1)
Range	Ws/E3.1a Ws/E3.3a	Candidate writes at least one complex sentence.	1
		Candidate uses a wide range of appropriate vocabulary and expressions at Entry 3.	2
		Candidate uses a limited range of appropriate vocabulary and expressions at Entry 3.	(1)
Spelling	Ww/E3.1a Ww/E3.1b	Common and familiar words at Entry 3 are spelt correctly.	2
		Most common and familiar words are spelt correctly for this level. Spelling errors do not impede communication.	(1)
Punctuation & capitalisation	Ws/E3.3a	Capitalisation and punctuation as applicable, eg. full stops, exclamation marks and question marks, are correct throughout.	2
		Capitalisation and punctuation are correct in most instances.	(1)
Formality/ informality	Ww/E3.2a	Text is of a suitable register and standard of presentation for the task.	1
		Total marks for Activity 3	
		13 out of 19 possible marks required for success. **Tick if Activity 3 successfully achieved**	❑

Tick if all Entry 3 Writing activities successfully achieved	❑

Assessor's name	**Signature**	**Date**
Internal Quality Assurer (if sampled)	**Signature**	**Date**
External Quality Assurer (if sampled)	**Signature**	**Date**

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