Entry Level Certificate in English for assessment from September 2011 onwards

Qualification Accreditation Number: 100/4806/6

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5010.

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The Unit Award Scheme provides the facility for students to receive credit for each individual component unit which they complete as they progress through the Entry Level Certificate course. Centres wishing to enter candidates for the complementary Unit Award scheme units should check the evidence required at http://web.aqa.org.uk/qual/uas.php
ELC English 4970
Specification
For first certification in 2013
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1 Introduction

1a Why choose AQA?

We are proud to be one of the United Kingdom’s largest awarding bodies with 3.5 million students sitting their examinations with us in any given year.

As an independent registered educational charity, we invest all our income in the running of our examinations and in research and development to improve our qualifications and services. We focus on promoting education for the benefit of the public, drawing on years of experience of setting and marking public exams. We don’t aim to profit from education, we want you to.

We are committed to delivering a straightforward and simple teaching experience, in a manageable timescale.

Why choose AQA’s Entry Level Qualifications?

We work closely with teachers to make sure the introduction of a new qualification is straightforward, providing free resources to help them get ready to teach, and ongoing support throughout the life of the qualifications. We refine and develop qualifications which

- can help students to achieve their full potential
- are relevant to today’s challenges
- are manageable for schools and colleges
- facilitate progression
- are affordable and value for money.

Other benefits of choosing our qualifications include

- access to subject departments
- training for teachers, including practical teaching strategies and methods, presented by senior examiners
- support for controlled assessment
- 24 hour support through our website and Ask AQA – an on-line searchable bank of frequently asked questions
- a wide range of printed and electronic resources.

If you are already a customer we thank you for your support. If you are thinking of joining us we look forward to welcoming you.
### 1b Why choose Entry level English?

This Entry Level English specification is designed for use by students who are unlikely to reach Grade G at GCSE, and provides coverage of the National Curriculum tailored to the needs of less able students.

The specification retains the most successful and popular aspects of the previous specification, while clarifying and developing aspects of the course and its assessment model in the light of feedback from practising teachers.

Each unit of the Entry Level English specification provides opportunities for progression by providing tasks and assessment opportunities for candidates working at Entry 1, 2 and 3, and by identifying the outcomes to be attained at each level. Clearly delineated lines of progression have been clarified in the assessment criteria.

The specification identifies ways in which links can be made between Entry Level English and GCSE English for mixed ability classes. It also offers progression for candidates working towards the GCSE English specifications and can be taught in conjunction with AQA GCSE English or as a stand-alone qualification.

This is a unit-based specification, with students required to complete five of the units provided. This format provides a clearly focused small-steps approach to learning while giving teachers the flexibility to plan the course and to timetable assessment to meet the needs of candidates.

The specification can be taught as
- a stand-alone 2 year course
- a course for lower ability candidates, integrated with GCSE English
- a course building towards GCSE English.

The specification offers a skills-based approach to the study of English, allowing teachers to select materials most appropriate to the needs and interests of particular groups of students and individuals. This enables students to progress incrementally and methodically.

Entry Level Certificate English can be taught alongside Entry Level Functional English. The skills for the two subjects are transferrable and are complementary to each other.

The specification affords opportunities to assess students in a range of creative and appropriate ways, and the sampling of work by moderators allows teachers to submit the best evidence of their candidates’ work.

Units offered in this specification can be individually assessed and accredited through the Unit Award Scheme.
1c How to start using this specification?

- You need to register at www.aqa.org.uk/askaqa.php to ensure that you receive regular updates and have access to the various resources available.

- Once you have decided to enter candidates you need to tell us so we can make sure that you get all the material you need for the examinations. This is very important where examination material is sent to you before the final entry deadline. You can let us know by filling in the appropriate ‘Intention to Enter’ and ‘Estimated Entry’ forms. If your centre is registered on e-AQA you will receive an email prompting you to submit entry information on-line. If you are not e-AQA registered we will send copies to your exams officer. Both forms can be downloaded from our website (www.aqa.org.uk/admin/p_entries.php).

- If your centre has not used AQA for any examinations in the past, please contact our centre approval team centreapproval@aqa.org.uk.

1d How can I find out more?

You can choose to find out more about this specification or the services that AQA offer in a number of ways.

**Ask AQA**

You have 24-hour access to useful information and answers to the most commonly asked questions at www.aqa.org.uk/askaqa.php.

If the answer to your question is not available, you can submit a query through Ask AQA for our team. We will respond within 2 working days.

**Speak to your subject team**

You can talk directly to the English subject team about this specification either by emailing english-gcse@aqa.org.uk or by calling 0161 953 7503.

**Latest information online**

You can find out more including the latest news, how to register for support and downloadable resources on our website at www.aqa.org.uk.
2 Specification at a Glance

2a Specification at a glance

- This is the only specification in this subject offered by AQA.
- Three levels of award are available: Entry 1, Entry 2 and Entry 3.
- The scheme of assessment is not tiered.

Candidates should submit for assessment and moderation evidence from five component units as follows:

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<td>Candidates should submit evidence for two units:</td>
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<td>One Reading unit based on literary material</td>
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<td>At least one of the units must be an externally-set core unit. Units will be internally assessed and externally moderated.</td>
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<td>At least one of the units must be an externally-set core unit. Units will be internally assessed and externally moderated.</td>
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<td>Candidates should submit evidence for one unit:</td>
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<tr>
<td>Speaking and Listening unit</td>
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<tr>
<td>This unit must be an externally-set core unit and will be internally assessed and externally moderated.</td>
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2b Summary of Assessment

Introduction

The subject content of this specification covers aspects of the Programme of Study for Key Stage 4 of the National Curriculum English.

Units available

Externally-set tasks are available for the Core Reading and Writing Units and all the Speaking and Listening units.

Reading and Writing

Core Units

Core Unit 1 Work (Reading)
Core Unit 2 Media (Reading)
Core Unit 3 Drama (Reading)
Core Unit 4 Reading for Pleasure (Reading)
Core Unit 5 Work (Writing)
Core Unit 6 Media (Writing)
Core Unit 7 Drama (Writing)
Core Unit 8 Story Telling (Writing)

Optional Units

Optional Unit 9 Leisure (Reading)
Optional Unit 10 Information (Reading)
Optional Unit 11 Thematic Study (Reading)
Optional Unit 12 Leisure (Writing)
Optional Unit 13 Information (Writing)
Optional Unit 14 Thematic Study (Writing)

Speaking and Listening

Unit 15 Work
Unit 16 Media
Unit 17 Drama
Unit 18 Story Telling

Structure of each Unit

Each unit contains a number of sections.

The Component Unit Description indicates the learning objectives and processes involved.

The Procedures for Making and Recording Assessment indicate the person(s) responsible for the assessment of each outcome, the technique(s) or assessment used and the place in which assessments are recorded. The numbers in brackets refer to the outcomes to be accredited.

The outcomes of a unit specify the abilities, areas of knowledge, understanding and experiences which are to be accredited.

The evidence section of the unit specifies the evidence which must be offered by the centre to demonstrate the student’s achievement of the outcomes. All the outcomes must be met where separate unit accreditation is required for AQA’s Unit Award Scheme.

Reading units

In all Reading units, (Units 1-4 and 9-11), students may respond orally to Outcome 1.
Links to the National Curriculum

Each unit’s outcomes are linked to the English level descriptions of the National Curriculum at Levels 1-3.

Candidates will be awarded on the basis of their overall response to the specified outcomes for each unit. Wherever possible they should be encouraged to attempt all the outcomes. Candidates who attempt Outcome 1 only will be restricted to the 1 – 3 mark band (see Appendix A). In order to qualify for Entry 3, candidates should attempt all outcomes.

Assessments will be made using the assessment criteria and Grade Descriptors, given in Appendix A, which are based on the National Curriculum levels descriptions.

Combined Unit Descriptors

Centres may usefully bring together units for Speaking and Listening, Reading and Writing under a broad heading of Work, Media or Drama, as follows:

- Work Units 15, 1 and 5
- Media Units 16, 2 and 6
- Drama Units 17, 3 and 7

The benefit of this is that candidates will more clearly be involved in a coherent approach which will provide opportunities for assessment in each Assessment Objective (En1, En2, En3).

However, there is no obligation to work in this way.
Subject Content

Centres wishing to enter candidates for the complementary Unit Award scheme units should check the outcomes/evidence required and the procedures for making and recording assessments etc at http://web.aqa.org.uk/qual/uas.php.

3a Rationale

It is recognised that GCSE English is too demanding for some candidates. ELC English is designed as a qualification that offers candidates who are unlikely to achieve grade G in GCSE English the opportunity to achieve a certificated award. This specification has been designed to build on work undertaken at Key Stage 3. The specification has been developed with reference to National Curriculum Attainment Targets and GCSE subject criteria for English.

3b Individual component unit content

Unit 1

Work (Reading)

Component Unit Description
The student will read material about a work-related activity. The student will be able to recognise symbols commonly used at work. S/he will understand instructions given in writing and use simple reference skills.

Procedures for Making and Recording Assessment
Assessed by the teacher through observation and discussion (1), and by inspection of the student's work (2, 3).

The numbers in brackets refer to the outcomes to be accredited.

Outcomes to be Accredited
In successfully completing this component unit the student will have demonstrated the ability to:

Entry 1
1 recognise at least five simple signs and messages likely to be found in the workplace

(candidates must complete the requirements at Entry 1 and:)

Entry 2 and 3
2 read simple informative writing about a work-related activity and identify some key features, e.g. safety leaflet

3 read and extract information from two different types of informative writing, e.g. telephone directory and safety leaflet or instructions

Evidence to be offered for the Entry Level Certificate
Either completion of the externally-set assignment or teacher-completed checklist (1) and folder of student-produced work (2, 3).
Unit 2

**Media (Reading)**

**Component Unit Description**
The student will engage in reading activities related to media texts, e.g. advertisements, newspapers and magazines, websites, television and film.

**Procedures for Making and Recording Assessment**
Assessed by the teacher through observation and discussion (1), and by inspection of the student's work (2, 3).

The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**
In successfully completing this component unit the student will have demonstrated the ability to:

**Entry 1**
1. recognise some features of a given media text, such as newspaper, magazine, leaflet, comic, cartoon, film, e.g. headline, close-up, graphic, bullet-point, speech bubble, captions

(candidates must complete the requirements at Entry 1 and:)

**Entry 2 and 3**
2. respond simply to a media text e.g. an advertisement, a website, a news item
3. select specific information from two media texts and show some understanding of how the texts address the needs of an intended audience.

**Evidence to be offered for the Entry Level Certificate**
Either completion of the externally-set assignment or teacher-completed checklist (1) and folder of student-produced work (2, 3).

Unit 3

**Drama (Reading)**

**Component Unit Description**
The student will experience a play in performance which may be live or recorded and read material from/about the play. S/he will participate in discussions and will be encouraged to respond individually to the play.

**Procedures for Making and Recording Assessment**
Assessed by the teacher through observation and discussion (1), and by inspection of the student's work (2, 3).

The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**
In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

1. make simple comments on the plot of a play e.g. identify some key features or talk about the main event of the play

(candidates must complete the requirements at Entry 1 and:)

2. read an extract from the play and show understanding of what happens
3. show some understanding of how this extract fits into the play as a whole

**Evidence to be offered for the Entry Level Certificate**
Either completion of the externally-set assignment or teacher-completed checklist (1) and folder of student-produced work (2, 3).
Unit 4

Reading for Pleasure (Reading)

Component Unit Description
The student will experience either a prose text or a selection of poems, with the emphasis on enjoyment and the intention of fostering pleasure in reading. S/he will participate in discussions and will be encouraged to respond individually to her/his reading.

Procedures for Making and Recording Assessment
Assessed by the teacher through observation and discussion (1), and by inspection of the student’s work (2, 3).

The numbers in brackets refer to the outcomes to be accredited.

Outcomes to be Accredited
In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

Entry 1
1 identify, from one short prose passage or one poem, something s/he likes, e.g. the storyline or a character

(candidates must complete the requirements at Entry 1 and:)

Entry 2 and 3
2 express opinions on some key features of the material read, e.g. the opening or ending

3 show some understanding of the main points and express preferences, e.g. show some awareness of the writer’s use of vocabulary for effect

Evidence to be offered for the Entry Level Certificate
Either completion of the externally-set assignment or teacher-completed checklist (1) and folder of student-completed work (2, 3).

Unit 5

Work (Writing)

Component Unit Description
The student will engage in a range of writing tasks related to work.

Procedures for Making and Recording Assessment
Assessed by the teacher through inspection of the student’s work (1-3).

The numbers in brackets refer to the outcomes to be accredited.

Outcomes to be Accredited
In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

Entry 1
1 communicate meaning using simple words and phrases, e.g. complete a job application or ‘accident at work’ form

(candidates must complete the requirements at Entry 1 and:)

Entry 2 and 3
2 produce a simple piece of writing, e.g. letter of application or thanks

3 complete a more extended piece of personal writing, based on a work-related activity, e.g. a work-experience diary entry

Evidence to be offered for the Entry Level Certificate
Either completion of the externally-set assignment or folder of student-produced work (1-3).
Unit 6

**Media (Writing)**

**Component Unit Description**

The student will engage in a variety of written activities related to media texts, e.g. advertisements, newspapers and magazines, websites, television and film.

**Procedures for Making and Recording Assessment**

Assessed by the teacher through inspection of the student's work (1-3). The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**

In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

1. communicate meaning using simple words and phrases, e.g. devise a simple headline for a news story or produce an advertisement or poster for a chosen media text

*(candidates must complete the requirements at Entry 1 and:)*

2. write a review of a chosen media text, indicating a personal opinion

3. prepare a media script.

**Evidence to be offered for the Entry Level Certificate**

Either completion of the externally-set assignment or folder of student-produced work (1-3).

Unit 7

**Drama (Writing)**

**Component Unit Description**

The student will experience a play in performance which may be live or recorded. S/he will participate in discussions and will respond in writing to the play.

**Procedures for Making and Recording Assessment**

Assessed by the teacher through inspection of the student’s work (1-3). The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**

In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

1. communicate meaning using simple words and phrases, e.g. identify some events in a play or devise a poster advertising the play

*(candidates must complete the requirements at Entry 1 and:)*

2. write about one character and his/her actions

3. produce a more extended piece of writing, e.g. a synopsis of the plot, or a review of the performance or a theatre programme

**Evidence to be offered for the Entry Level Certificate**

Either completion of the externally-set assignment or folder of student-produced work (1-3).
### Unit 8

**Story Telling (Writing)**

**Component Unit Description**
The student will read or listen to at least two stories, in full or in outline. S/he will re-tell one story in cartoon form. S/he will plan and write a version of a story for a selected audience.

**Procedures for Making and Recording Assessment**
Assessed by the teacher through observation and discussion (1), and by inspection of the student’s work (2, 3).

The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**
In successfully completing this unit the student (as appropriate) will have demonstrated the ability to:

- **Entry 1**
  1. re-tell a story in cartoon form, using simple words and phrases (in captions) to anchor the meaning of the story

  *(candidates must complete the requirements at Entry 1 and:)*

- **Entry 2 and 3**
  2. produce a plan for a story for a selected audience
  3. produce a written version of a story for a selected audience

**Evidence to be offered for the Entry Level Certificate**
Either completion of the externally-set assignment or folder of student-produced work (1-3).

### Unit 9

**Leisure (Reading)**

**Component Unit Description**
The student will read about and find out about leisure facilities/activities from a variety of sources, e.g. websites, booklets, leaflets and advertisements.

**Procedures for Making and Recording Assessment**
Assessed by the teacher through observation and discussion (1), and by inspection of the student’s work (2, 3).

The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**
In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

- **Entry 1**
  1. read and talk about simple information on one leisure facility/activity

  *(candidates must complete the requirements at Entry 1 and:)*

- **Entry 2 and 3**
  2. extract information about one leisure facility/activity from at least two different sources, e.g. leaflet, website, poster, guidebook, manual
  3. show understanding of the main points in the information studied and express opinions about the different sources

**Evidence to be offered for the Entry Level Certificate**
Teacher-completed checklist (1) and folder of student-completed work (2, 3).
Unit 10

Information (Reading)

Component Unit Description
The student will extract and organise information from written and graphical sources.

Procedures for Making and Recording Assessment
Assessed by the teacher through observation and discussion (1), and by inspection of the student’s work (2, 3).

The numbers in brackets refer to the outcomes to be accredited.

Outcomes to be Accredited
In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

Entry 1
1. study a selection of printed and graphically presented information on a topic and talk about it
(candidates must complete the requirements at Entry 1 and:)

Entry 2 and 3
2. sequence information to aid understanding, e.g. an itinerary, a menu
3. extract appropriate information for a purpose, e.g. a poster, a letter

Evidence to be offered for the Entry Level Certificate
Teacher-completed checklist (1) and folder of student-completed work (2, 3).

Unit 11

Thematic Study (Reading)

Component Unit Description
The student will engage with a selection of texts, based on a chosen theme. Texts can be written and visual, fiction or non-fiction. S/he will take part in discussion about the common theme as represented in each text and will be encouraged to make personal and individual responses to the theme.

Procedures for Making and Recording Assessment
Assessed by the teacher through observation and discussion (1), and by inspection of the student’s work (2, 3).

The numbers in brackets refer to the outcomes to be accredited.

Outcomes to be Accredited
In successfully completing this unit the student (as appropriate) will have demonstrated the ability to:

Entry 1
1. engage with and make a personal response to one text on a chosen theme
(candidates must complete the requirements at Entry 1 and:)

Entry 2 and 3
2. study at least one other text from a selection of texts on the same theme and make links between the texts
3. show an understanding of the theme in the texts and express personal views, opinions, preferences

Evidence to be offered for the Entry Level Certificate
Teacher-completed checklist (1) and folder of student-completed work (2, 3).
Unit 12

**Leisure (Writing)**

**Component Unit Description**
The student will conduct a survey of leisure activities and/or hobbies and record and present the results. S/he will write and present information about one leisure activity/hobby.

**Procedures for Making and Recording Assessment**
Assessed by the teacher through inspection of the student’s work (1-3). The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**
In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

**Entry 1**
1. communicate information using simple words and images about one leisure activity, e.g. poster, advertisement

(candidates must complete the requirements at Entry 1 and:)

**Entry 2 and 3**
2. devise a survey of leisure activities, e.g. a questionnaire and record and present the results

3. produce a more extended piece of writing about a leisure activity, e.g. personal informative writing, ‘A Beginner’s guide to …’ information leaflet

**Evidence to be offered for the Entry Level Certificate**
Folder of student-produced work (1-3).

Unit 13

**Information (Writing)**

**Component Unit Description**
The student will extract information from written and graphical sources. S/he will organise and communicate the information.

**Procedures for Making and Recording Assessment**
Assessed by the teacher through inspection of the student’s work (1-3). The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**
In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

**Entry 1**
1. study a selection of printed and graphically presented information on a topic and complete a questionnaire based on it

(candidates must complete the requirements at Entry 1 and:)

**Entry 2 and 3**
2. apply simple classification skills to the information, e.g. headings, alphabetical order

3. communicate the information in writing, e.g. a letter, a diary entry, a leaflet, a set of instructions, an itinerary

**Evidence to be offered for the Entry Level Certificate**
Folder of student-produced work (1-3).
Unit 14

**Thematic Study (Writing)**

**Component Unit Description**

The student will engage with a selection of texts based on a chosen theme. Texts can be written and visual, fiction or non-fiction. The student will engage in a range of personal writing tasks based on the theme.

**Procedures for Making and Recording Assessment**

Assessed by the teacher through inspection of the student’s work (1-3). The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**

In successfully completing this component unit at the student (as appropriate) will have demonstrated the ability to:

**Entry 1**

1. engage with and make a personal written response to a chosen theme using simple words and phrases, e.g. writing frame, cloze exercise

*(candidates must complete the requirements at Entry 1 and:)*

**Entry 2 and 3**

2. write a short summary/review of one of a selection of texts on the same theme

3. complete a piece of personal writing based on the same theme, e.g. diary, alternative ending, empathy piece, sequel, poem

**Evidence to be offered for the Entry Level Certificate**

Folder of student-produced work (1-3).

Unit 15

**Work (Speaking and Listening)**

**Component Unit Description**

The student will participate in a range of speaking and listening activities related to work.

**Procedures for Making and Recording Assessment**

Assessed by the teacher through discussion and observation (1, 2). The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**

In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

**Entry 1**

1. take part in a conversation on a work-related theme, e.g. a telephone conversation, an interview, making travel arrangements, feedback on a work experience

*(candidates must complete the requirements at Entry 1 and:)*

**Entry 2 and 3**

2. take part in a role play or group discussion on a work-related activity

**Evidence to be offered for the Entry Level Certificate**

Completion of externally-set assignment
### Unit 16

**Media (Speaking and Listening)**

**Component Unit Description**
The student will participate in a range of speaking and listening activities related to media.

**Procedures for Making and Recording Assessment**
Assessed by the teacher through discussion and observation (1, 2). The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**
In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

**Entry 1**
1. take part in a conversation on a chosen or given media text, e.g. talk about film, TV programme, website, commenting on the content

(candidates must complete the requirements at Entry 1 and:)

**Entry 2 and 3**
2. take part in a discussion or role play relating to a topic in a media text

**Evidence to be offered for the Entry Level Certificate**
Completion of externally-set assignment

### Unit 17

**Drama (Speaking and Listening)**

**Component Unit Description**
The student will participate in a range of speaking and listening activities related to drama.

**Procedures for Making and Recording Assessment**
Assessed by the teacher through discussion and observation (1, 2). The numbers in brackets refer to the outcomes to be accredited.

**Outcomes to be Accredited**
In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:

**Entry 1**
1. take part in a conversation about an aspect of the play, e.g. staging, set, costumes, favourite events, characters

(candidates must complete the requirements at Entry 1 and:)

**Entry 2 and 3**
2. take part in a role play or group discussion based on an aspect of the play

**Evidence to be offered for the Entry Level Certificate**
Completion of externally-set assignment
Unit 18

**Story Telling (Speaking and Listening)**

<table>
<thead>
<tr>
<th>Component Unit Description</th>
<th>The student will participate in a range of speaking and listening activities related to Storytelling.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures for Making and Recording Assessment</td>
<td>Assessed by the teacher through discussion and observation (1, 2). The numbers in brackets refer to the outcomes to be accredited.</td>
</tr>
<tr>
<td>Outcomes to be Accredited</td>
<td>In successfully completing this component unit the student (as appropriate) will have demonstrated the ability to:</td>
</tr>
</tbody>
</table>
| Entry 1 | 1. tell a story to a selected audience, e.g. individual or group  
 *(candidates must complete the requirements at Entry 1 and:)* |
| Entry 2 and 3 | 2. take part in a role play or group discussion about a story |
| Evidence to be offered for the Entry Level Certificate | Completion of externally-set assignment |
4 Scheme of Assessment

Teachers are required to use their professional judgment to make an assessment on each of the component units completed before making a judgment of the work as a whole.

Teachers should assess whether the candidate has successfully achieved the requirements of each outcome stated in each component unit.

Marks are accumulated for each outcome and the final mark is aggregated from these marks. Each unit is worth 9 marks and will be marked based on the Assessment Criteria in Appendix A of this specification. The final total mark is out of a maximum of 45 marks.

The level of award (Entry 1, or Entry 2 or Entry 3) will be based on the candidate’s total mark out of 45.

On completion the level awarded will depend upon the extent to which the candidate has met the component unit outcomes overall. Therefore shortcomings in some component units may be balanced by better performance in others.

An annual awarding meeting will be held to establish the relationship between the marks and the level of award.

Candidates can submit for moderation a lesser number of component units, however the level of award available to them will be consequently lower.

4a Aims

A course based on this specification should encourage candidates to:

- take small steps to achievement by a unit-based approach
- develop basic literary skills
- progress towards GCSE English specifications.
4b Assessment Objectives

Candidates should be able to:

Speaking and Listening (En1)
- listen with understanding
- participate in discussion
- adapt talk to different audiences and purposes
- use standard English when appropriate.

Reading (En2)
- respond to texts
- read for information
- read and understand a range of texts
- use a repertoire of reading strategies.

Writing (En3)
- use basic writing conventions
- write in a variety of ways
- adapt writing for purpose and audience.

The approximate relationship between the relative percentage weightings of the Assessment Objectives (AOs) and the overall scheme of assessment is shown in the following table.

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Marks</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking and Listening (En1)</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Reading (En2)</td>
<td>18</td>
<td>40%</td>
</tr>
<tr>
<td>Writing (En3)</td>
<td>18</td>
<td>40%</td>
</tr>
</tbody>
</table>

It should be noted that component unit outcomes listed under the stem ‘demonstrated the ability to’ also assess underpinning knowledge and understanding and this has been taken into account in determining the weightings.
4c Requirements

The scheme of assessment allows attainment to be recognised at Entry Levels 1, 2 and 3. These levels are equivalent to National Curriculum Levels 1, 2 and 3. To be eligible for an award at Level 1, 2 or 3, candidates must submit for assessment and moderation evidence from five units chosen from the eighteen in this specification.

Candidates should submit evidence for:

- two reading units, which must include both literary and non-literary material. At least one unit will be an externally-set Core unit provided by AQA
- two Writing units, at least one of which will be an externally-set Core unit provided by AQA
- one Speaking and Listening unit, which will be an externally-set Core unit provided by AQA

read and understand a range of texts

Externally-set Assignments

Externally-set assignments will be set for Units 1-8 and 15-18 (the Core units). The assignments are available on eAQA. They will be valid for use each year until further notice and reviewed on a rolling programme.

Candidates may take an assignment at any appropriate time, as long as the assignments and candidates’ responses are kept secure when not in use. Externally-set assignments must be undertaken under controlled conditions and under the direct supervision of the teacher.

Assignments should be completed within one hour. Each assignment will be divided into two sections. Section A will target Entry 1 and Section B will target Entry 2 and 3. The assignments are designed so that Section A can be completed within fifteen minutes. It is not a requirement that candidates do so, however.

In the case of the Reading units, where Section A is being assessed orally, each candidate must be allowed no more than one hour to complete both sections of the assignment.

Candidates may not make more than one attempt at the same external assignment.

Internally-set Assignments

The Core and Optional units may also be completed as internally-set work, provided that the requirement of three externally-set units out of a total of five has been met. Candidates may submit one internally-set Reading unit and/or one internally-set Writing unit.

Examples of appropriate activities have been provided in the Outcomes section of the units to help teachers in devising their own assessment tasks. The externally-set assignments will also make clear what is intended by terms such as ‘simple’, ‘short’ and ‘more extended’. Teacher-devised assessment tasks will be discussed at the standardising meetings.

Guidance to centres on the design and assessment of Unit assignments and the structure of the course will be provided by AQA advisers and at annual standardising meetings. Exemplars of assignments are available in a separate booklet. Details of advisers and standardising meetings will be provided when AQA receives entries from centres which are following the specification.
Assessment

Each candidate will be required to submit a portfolio, containing the internally-set Core and/or Optional units (if taken) and at least three externally-set Core units. Evidence must be presented for moderation on a unit basis.

All assignments will be marked by the teacher/lecturer, in accordance with mark schemes/instructions provided by AQA, and will subsequently be moderated by AQA.

Teachers are asked to give a mark out of 9 for each unit, using the Performance Descriptors in Appendix A. An overall assessment for the work as a whole is also required. A candidate’s final total mark is an aggregation of the marks for the five units. Each unit has a maximum of nine marks, therefore the final total will be a maximum of forty five marks (5 units x 9 marks = 45 marks).

For all tasks, both internally- and externally-set, it must be clear how marks have been awarded by the teacher.

The work submitted for assessment should not include all the work completed by a candidate in preparation for assessment – only that which is required by each unit.

Portfolios will be required by 15th May for moderation.

Assistance

All assignments must be taken under conditions in which the teacher/lecturer can authenticate that they are the candidate’s own work. Any teacher assistance given has to be limited to the use of strategies designed to improve accessibility, such as:

- the rephrasing of tasks or questions which have not been understood
- the explanation of terms or phrases used in tasks and questions where such explanation does not, in itself, provide the information which the candidate must supply
- the provision of feedback in relation to inappropriate or inadequate answers given by the candidate where such feedback does not, in itself, provide the information which the candidate must supply.

Where teacher assistance is provided in Outcome 1 tasks in the Reading units, this should be reflected in the mark awarded to the candidate.

Candidates may work collaboratively in preparing for a formal assessment, but teachers must authenticate all work submitted as entirely that of the individual candidate.

Assignments, once submitted for assessment, cannot be re-drafted, although candidates may attempt a different assignment for that component unit, with the highest mark attained being submitted.

The conditions required for the supervision and authentication of internally assessed work are given in section 6.
Evidence

Candidates entered for the Entry Level Certificate are not required to provide evidence for all the outcomes listed, but they should be encouraged to complete as much as possible, as failure to do so may prevent them demonstrating the qualities needed to reach Entry 1, Entry 2 or Entry 3.

Portfolio/folder of work

At the end of the course candidates must submit a portfolio of work. The portfolio of work consists of five units: two Reading units, two Writing units and one Speaking and Listening unit. The portfolio will contain all evidence from the five units, whether externally-set or internally-set.

In the case of the Reading units, Section A, which targets Entry 1, may be assessed orally on an individual basis. The teacher-completed checklist will provide the necessary evidence. Sufficient details of the task(s) completed must be submitted to the moderator to allow the teacher’s assessment to be confirmed.

Evidence must be presented for moderation for all component units undertaken. Teachers must ensure that the evidence is arranged in such a way that it is clear to the moderator to which unit it relates, and it should be clear which units meet the requirements for externally-set assessments. For all tasks, it must also be clear which outcomes have been achieved and how marks have been awarded. The evidence for each unit must match that stipulated under the section ‘Evidence to be offered’.

The work submitted for assessment should not include all the work completed by a candidate in preparation for assessment – only that which is required by each component unit.

Centres wishing to enter candidates for the complementary Unit Award scheme units should check the evidence required at [http://web.aqa.org.uk/qual/uas.php](http://web.aqa.org.uk/qual/uas.php).
4d Differentiating factors

This Entry Level Certificate specification is designed to be embedded within the delivery of the relevant GCSE English Specification. The outcomes which candidates are required to complete for the ELC units will form part of the broader range of study involved in preparation for a GCSE qualification. This allows centres to assess candidate’s needs and abilities fully and before directing the candidate towards the most suitable qualification for the individual.

Possible curriculum links between GCSE English and Entry Level English

<table>
<thead>
<tr>
<th>GCSE English units</th>
<th>ELC Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Reading non-fiction</td>
<td>Unit 1 Work (Reading)</td>
</tr>
<tr>
<td>Unit 2 Media (Reading)</td>
<td>Unit 2 Media (Reading)</td>
</tr>
<tr>
<td>Unit 9 Leisure (Reading)</td>
<td>Unit 9 Leisure (Reading)</td>
</tr>
<tr>
<td>Unit 10 Information (Reading)</td>
<td>Unit 10 Information (Reading)</td>
</tr>
<tr>
<td>Unit 1 Writing non-fiction</td>
<td>Unit 5 Work (Writing)</td>
</tr>
<tr>
<td>Unit 6 Media (Writing)</td>
<td>Unit 6 Media (Writing)</td>
</tr>
<tr>
<td>Unit 12 Leisure (Writing)</td>
<td>Unit 12 Leisure (Writing)</td>
</tr>
<tr>
<td>Unit 13 Information (Writing)</td>
<td>Unit 13 Information (Writing)</td>
</tr>
<tr>
<td>Unit 2 Discussing and listening</td>
<td>Unit 3 Drama (Reading), outcome 1</td>
</tr>
<tr>
<td>Unit 9 Leisure (Reading), outcome 1</td>
<td>Unit 9 Leisure (Reading), outcome 1</td>
</tr>
<tr>
<td>Unit 10 Information (Reading), outcome 1</td>
<td>Unit 10 Information (Reading), outcome 1</td>
</tr>
<tr>
<td>Unit 15 Work (Speaking and Listening), outcome 1</td>
<td>Unit 15 Work (Speaking and Listening), outcome 1</td>
</tr>
<tr>
<td>Unit 16 Media (Speaking and Listening), outcome 1</td>
<td>Unit 16 Media (Speaking and Listening), outcome 1</td>
</tr>
<tr>
<td>Unit 17 Drama (Speaking and Listening), outcome 1</td>
<td>Unit 17 Drama (Speaking and Listening), outcome 1</td>
</tr>
<tr>
<td>Unit 18 Story Telling (Speaking and Listening), outcome 1</td>
<td>Unit 18 Story Telling (Speaking and Listening), outcome 1</td>
</tr>
<tr>
<td>Unit 2 Role Play</td>
<td>Unit 15 Work (Speaking and Listening), outcome 2</td>
</tr>
<tr>
<td>Unit 16 Media (Speaking and Listening), outcome 2</td>
<td>Unit 16 Media (Speaking and Listening), outcome 2</td>
</tr>
<tr>
<td>Unit 17 Drama (Speaking and Listening), outcome 2</td>
<td>Unit 17 Drama (Speaking and Listening), outcome 2</td>
</tr>
<tr>
<td>Unit 18 Story Telling (Speaking and Listening), outcome 2</td>
<td>Unit 18 Story Telling (Speaking and Listening), outcome 2</td>
</tr>
<tr>
<td>Unit 3a Shakespeare</td>
<td>Unit 3 Drama (Reading)</td>
</tr>
<tr>
<td>Unit 7 Drama (Writing)</td>
<td>Unit 7 Drama (Writing)</td>
</tr>
<tr>
<td>Unit 17 Drama (Speaking and Listening)</td>
<td>Unit 17 Drama (Speaking and Listening)</td>
</tr>
</tbody>
</table>
Presenting Opportunities

There is no requirement in the Entry Level Speaking and Listening units for candidates to prepare or give an oral presentation. However, the following units in this specification provide opportunities for teachers to make links between Entry Level and GCSE English, and for candidates to demonstrate Speaking and Listening skills at GCSE:

- Work experience - debrief / talk  Unit 1, 5, 15
- Talk on media text(s)  Unit 2, 6, 16
- Drama presentation  Unit 3, 7, 17
- Reading for Pleasure - spoken reviews  Unit 4
- Present a talk on a leisure activity / facility  Unit 9, 12
- Present information on a given topic  Unit 10, 13
- Presentation on a chosen theme  Unit 11, 14

4e National Criteria

This Entry Level specification complies with

- The requirements for qualifications to provide access to Levels 1 and beyond of the National Qualifications Framework.
4f Previous Learning Requirements

There are no previous learning requirements.

Any requirements set for entry to a course based on this specification are at your centre’s discretion. However, it is recommended that candidates should have acquired literacy skills appropriate to the level at which each of the component units is aimed. Numeracy skills are required where appropriate but may be relevant to any component units where candidates are interpreting information.

Teachers should provide appropriate and adequate guidance about the demands of the specification before candidates embark on their studies.

4g Equality, access and inclusion

Entry level qualification enable learners to gain the most from life, learning and work.

- Entry Level qualifications often need to assess a wide range of competences. This is because they are general qualifications designed to prepare candidates for a wide range of occupations and further study.

- The revised qualification was reviewed to see whether any of the skills or knowledge needed by the subject presented a possible difficulty to any candidates, whatever their ethnic background, religion, sex, age, disability or sexuality. If there were difficulties, the situation was reviewed again to make sure that such tests of specific competences were only included if they were important to the subject. The findings were discussed with groups who represented the interests of a diverse range of candidates.

- Arrangements are made for candidates with special needs to help them access the assessments as long as the competences being tested are not changed. Because of this, most candidates will be able to access any part of the assessment. More details are given in Section 5d.

4h Progression

The scheme of assessment allows attainment to be recognised at a standard broadly consistent with National Curriculum Level 1, and beyond. As an approved Entry Level Qualification, the specification provides excellent progression to GCSE studies particularly in English. It will also lay an appropriate basis for study of related qualifications at Foundation Level.

The skills and knowledge acquired will be relevant and transferable in both educational and career settings. The qualification, therefore, increases flexibility for candidates and makes a distinct contribution to the quality and coherence of qualifications on an identified progression pathway.

In addition, it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.
5 Administration

Administration

For centres wishing to use the Unit Award Scheme: separate registration and entry from that for the Entry Level Certificate are required – see Appendix E.

Centres may join the Unit Award Scheme at any time of the year.

5a Availability of assessment units and certification

For security purposes, assignments will be available on eAQA.

The assessments are not timetabled, but are done at a time chosen to suit the centre.

The assignments should be kept under secure conditions when not in use.

The assignments are reviewed / replaced on a rolling programme.

Certification for this specification is available once per year in the June series.

Work is combined to create a single portfolio and centres should submit this one mark for certification.

5b Entries

Please check the current version of Entry Procedures and Codes for up-to-date entry procedures.

The Subject Code for entry for this Entry Level Certificate is 4970.

5c Private Candidates

This specification is not available to private candidates.
5d Access arrangements, reasonable adjustments and special consideration

We have taken note of the equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications. This document gives guidance to centres on how these arrangements should be administered. This is published on the JCQ website (www.jcq.org.uk) or you can follow the link from our website (www.aqa.org.uk).

Access arrangements

We can arrange for candidates with special needs to access an assessment. These arrangements must be made before the examination. For example, we can produce a Braille paper for a candidate with sight problems.

Reasonable adjustments

An access arrangement which meets the needs of a particular disabled candidate would be a reasonable adjustment for that candidate. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a candidate who did not read Braille. The equality and discrimination legislation requires us to make reasonable adjustments to remove or lessen any disadvantage affecting a disabled candidate.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or serious problem such as death of a relative, at the time of the examination. We can only do this after the examination.

The Examinations Officer at the centre should apply online for access arrangements and special consideration by following the eAQA link from our website (www.aqa.org.uk).

5e Examination language

We will only provide component units for this specification in English.
5f Qualification titles

The qualification based on this specification has the following title:

- AQA Entry Level Certificate in English at Entry 1
- AQA Entry Level Certificate in English at Entry 2
- AQA Entry Level Certificate in English at Entry 3

Candidates who fail to reach the minimum standard for a Level will be unclassified and will not receive a qualification certificate.

5g Awarding grades and reporting results

Where a candidate’s performance is sufficient to meet the level requirements, an Entry Level qualification pass certificate is awarded. No grades are issued in respect of these qualifications. Centres will be informed of the existing boundary with the disclaimer that we reserve the right to change it.

The candidate’s final mark is an aggregation of the marks for the individual component units. The level of award (Entry 1 or Entry 2 or Entry 3) will be based on the candidate’s total mark.

5h Re-sits

Candidates can re-sit the qualification as many times as they want within the shelf-life of the specification.

Candidates may not make more than one attempt at the same externally-set unit in the same series, although they may attempt a second externally-set unit if they fail for whatever reason to complete the first externally-set unit.

Candidates’ grades are based on the work they submit for assessment.
6 Internally Assessed Work Administration

These regulations apply to all internally assessed work whether externally-set or internally-set assignments.

6a Authenticating that internally assessed work is genuine

The Head of a centre is required to provide supervision. The precise means of supervision will inevitably differ from centre to centre, but it is expected that the teacher will be involved in on-going discussion with the candidate at all stages of the work. Candidates’ work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to monitor progress, prevent plagiarism and authenticate each candidate’s whole work with confidence.

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

- **Candidates** must sign the Candidate Record Form to confirm that the work they have handed in is their own.
- **Teachers and assessors** must confirm on the Candidate Record Form that the work marked is only that done by that candidate and was conducted in line with the conditions in the specification document (authentication declaration).
- **Centres** must give a mark of zero if candidates cannot confirm the work handed in for assessment is their own.

You should attach the completed Candidate Record Form for each candidate to his or her work. All teachers who have marked the work of any candidate entered for each component must sign the declaration that the work is genuine.

If you have doubts about signing the authentication declaration, you should follow these guidance points.

- If you believe that a candidate had additional assistance and this is acceptable within the guidelines for the relevant specification, you should award a mark which covers only the candidate’s achievement without any help. (You should sign the authentication declaration and give information on the relevant form).
- If you cannot sign the authentication declaration, the candidate’s work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been authenticated, we will award a mark of zero.
6b  Malpractice

You should let candidates know about our malpractice regulations

Candidates must **not**

- submit work that is not their own.
- lend work to other candidates.
- give other candidates access to, or the use of their own independently-sourced research material (this does not mean that candidates cannot lend their books to another candidate, but that candidates should be stopped from copying other candidates’ research).
- include work copied directly from books, the internet or other sources without acknowledgement of the source.
- hand in work typed or word-processed by someone else without acknowledgement.

These actions are considered malpractice, for which a penalty (for example being disqualified from the qualification) will be applied.

If malpractice is suspected, your Examinations Officer should be consulted about the procedure to be followed.

Where you suspect malpractice in internal assessments after the candidate has signed the declaration of authentication, your Head of Centre must submit full details of the case to us at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website [http://www.jcq.org.uk/](http://www.jcq.org.uk/).

Malpractice in internal assessments discovered prior to the candidate signing the declaration of authentication need not be reported to us, but should be dealt with in accordance with your centre’s internal procedures. We would expect you to treat such cases very seriously.

6c  Teacher standardisation

We will hold standardising meetings for teachers each year, usually in the autumn term. At these meetings we will provide support in explaining component units in context and using the marking criteria.

All centres must send a representative to one of the meetings in the first year of entry. If you have told us you are a new centre, either by sending us an intention to enter or an estimate of entry, or by contacting the subject team, we will contact you to invite you to a meeting. It is likely that during the lifetime of this specification on-line teacher standardising meetings will be made available.

Attendance is also mandatory in the following cases

- where there has been a serious misinterpretation of the specification requirements
- where the nature of the teacher controlled assessments made by a centre has been inappropriate
- where there have been significant differences between recommendation made by the centre and awards made by AQA in relation to one or more units in the previous year.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate assessment component units and assessment procedures.
6d Internal standardisation

Centres must have consistent standards for all candidates. One person must be responsible for ensuring that work has been assessed to the same standard, and they need to sign the Centre Declaration Sheet to confirm that internal standardisation has taken place. These forms can be accessed at http://www.aqa.org.uk/admin/p_course.php

Internal standardisation may involve

- all teachers assessing some sample assessments and identifying differences in standards
- discussing any differences in assessment at a training meeting for all teachers involved in the assessment
- referring to reference and archive material, such as the commentaries from our standardising meetings.

6e Annotation of internally assessed work

It is a requirement of the specification that teachers assessing internally assessed work clearly show how the marks have been awarded in line with the marking guidance provided by AQA. This helps our advisers to see as precisely as possible where the teacher has identified that candidates have met the criteria in the specification. Assessment records for recording marks will be provided.

6f Submitting confirmation of achievement

The total mark for each candidate must be sent to us and the moderator (on the mark forms provided), by Electronic Data Interchange (EDI) or electronically by the date given (see www.aqa.org.uk/deadlines.php).

Our moderator will contact you to let you know which pieces of work must be sent to them as part of the sample (please see section 7a for more guidance on sending in samples).

An individual Candidate Record Form must be completed for each candidate. This individual Candidate Record Form (CRF) should be used to record the component units completed, the marks for each Assessment Objective and the total mark for the assessments as a whole. The CRF should be attached to each candidate’s folder of assignments.

The Centre Mark Sheet (CMS) showing all candidates entered by the centre for ELC English is sent to centres by 30 April in the year of certification. Centres need to indicate the final marks on the CMS. The top copy of the three-part CMS should be sent to AQA, and parts two and three to the moderator, as soon as possible and by no later than 15 May.

An AQA Summary Sheet must be completed. The Summary Sheet is used to indicate each candidate’s achievement of the individual outcomes of each component unit and should be attached to each candidate’s folder of assignments.

The requirements for those centres also making entries for the Unit Award Scheme can be found at http://web.aqa.org.uk/qual/uas.php

Copies of all forms and details re submission can be found at http://www.aqa.org.uk/admin/p_course.php
6g  Factors affecting individual candidates

You should be able to accept the occasional absence of candidates by making sure they have the chance to make up missed assignments. You may organise an alternative supervised time session for candidates who are absent at the time the centre originally arranged.

Where special help which goes beyond normal learning support is given, use the Candidate Record Form to inform us that this help can be taken into account.

Candidates who move from one centre to another during the course sometimes need additional help to meet the requirements of a scheme of internally assessed work. How this can be dealt with depends when the move takes place. If it happens early in the course the new centre should be responsible for the internally assessed work. It is happens late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact us as early as possible for advice about appropriate arrangements in individual cases.

6h  Keeping candidates’ work

From the time the work is marked, your centre must keep the work of all candidates, with Candidate Record Forms attached, under secure conditions, to allow the work to be available during the moderation period or should there be an Enquiry about Results. You may return the work to candidates after the deadline for Enquiries about Results, or once any enquiry is resolved.
7 Moderation

7a Moderation procedures

Internally assessed work is moderated by inspecting a sample of candidates’ work sent (by post or electronically) from the centre to a moderator appointed by us. The centre marks must be sent to us and the moderator by the 15 May (see www.aqa.org.uk/deadlines.php). Centres entering fewer candidates than the minimum sample size (and centres submitting work electronically) should send the work of all of their candidates. Centres entering larger numbers of candidates will be told which candidates’ work must be sent as part of the sample sent in for moderation.

Following the re-marking of the sample work, the moderator’s marks are compared with the centre marks to check whether any changes are needed to bring the centre's assessments in line with our agreed standards. In some cases the moderator may need to ask for the work of other candidates in the centre. To meet this request, centres must keep the internally assessed work and Candidate Record Forms of every candidate entered for the examination under secure conditions, and they must be prepared to send it to us or the moderator when requested. Any changes to marks will normally keep the centre’s rank order, but where major differences are found, we reserve the right to change the rank order.

Moderation will take place in June each year.

7b Procedures after moderation

When the results are published, we will give centres details of the final levels for the internally assessed work.

You will receive a report at the time the results are issued giving feedback on the accuracy of the assessments made and the reasons for any adjustments to the marks.

We may keep some candidates’ work for awarding, archive or standardising purposes and will inform you if this is the case.
Appendices

A Level Descriptors

Ofqual have not produced any level descriptors for Entry Level English as it is a pass/fail qualification and as such, the assessment criteria make clear what is required to warrant a pass within the Skills Standards.

Units are provided which incorporate each of the three levels (Entry 1, Entry 2 and Entry 3) at which the qualification is available. Each unit specifies, by means of the outcomes listed, the requirements for successful completion.

The level of attainment reflected in the assessment criteria has been based on the National Curriculum level descriptions for the attainment targets for English.

The candidate’s final total mark is an aggregation of the marks for the 5 units. Each unit has a maximum of 9 marks. The final total mark is therefore a maximum of 45 marks (5 units x 9 marks = 45 marks).

The level of award (Entry 1, or Entry 2 or Entry 3) will be based on the candidate’s total mark out of 45.

### Speaking and Listening

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level Descriptor</th>
<th>Level Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9</td>
<td>Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. They might explore events, ideas and characters with others showing, through relevant comments and questions, that they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.</td>
<td>Candidates will demonstrate the ability to: respond to others, developing ideas and making helpful comments and suggestions take on different roles/responsibilities in working with others make sustained contributions, developing ideas and feelings organise talk to clarify thoughts and ideas for the listener match language and non-verbal features to purpose and audience create roles, showing an understanding of character and situation.</td>
</tr>
<tr>
<td>4-6</td>
<td>Pupils begin to show confidence in talking and listening. In developing and explaining their ideas they speak clearly and use a wider vocabulary. They take part in group activities such as storytelling and sharing experiences. On occasions, they show awareness of the needs of the listener by including relevant detail. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.</td>
<td>engage with others, making simple comments and suggestions take turns, making helpful, more extended contributions use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener communicate experiences, thoughts and feelings, linking ideas choose appropriate vocabulary and non-verbal features according to audiences and</td>
</tr>
</tbody>
</table>
### Purpose

Make extended contributions to role play activities, adapting speech and gesture appropriately.

### 1-3

Pupils talk about matters of immediate interest. They listen to others, understand simple verbal instructions and usually respond appropriately. They take part in simple conversations. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.

- Engage with others
- Take turns
- Talk audibly
- Communicate feelings/ideas
- Listen attentively and respond appropriately
- Take part in simple role play situations using everyday speech, gesture, movement.

### 0

No work worthy of a mark in relation to these criteria.

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### Reading

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level Descriptor</th>
<th>Level Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9</td>
<td>Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to texts, both fiction and non-fiction, they show understanding of the main points and features and are able to express preferences. They can extract information appropriately for a given purpose or audience.</td>
<td>Candidates will demonstrate the ability to: read fluently, accurately and with expression locate key points in texts sometimes support comments using quotation or references to text make inferences based on a single piece of textual detail e.g. ‘she was angry because it says she was shouting’ interpret at a literal level e.g. ‘He was a giant’ means he was a big man express personal preferences with a limited awareness of the writer’s viewpoint or impact identify the main purpose of texts identify some features of the language used by the writer, often without comment.</td>
</tr>
<tr>
<td>4-6</td>
<td>Pupils’ reading of simple texts shows understanding and is generally accurate. They can identify the main features of the texts and express opinions about major events or ideas in stories, poems and non-fiction.</td>
<td>Read most words on sight use appropriate strategies to decode unfamiliar words e.g. blending, contextual clues etc. read with some fluency and expression recall some specific and straightforward information from texts locate main points and information in texts make simple inference and deductions sometimes supported by textual detail</td>
</tr>
<tr>
<td>Level</td>
<td>Criteria</td>
<td></td>
</tr>
<tr>
<td>-------</td>
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<td></td>
</tr>
<tr>
<td>7-9</td>
<td>Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, with attempts at adapting their writing to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately.</td>
<td>Candidates will demonstrate the ability to: explain some simple ideas e.g. through the use of adjectives, adverbs, powerful verbs express a point of view with varying consistency sometimes adapt style to match purpose and audience sequence ideas logically use a range of punctuation (e.g. capital letters, full stops, question marks, speech marks) with some accuracy use some words/vocabulary for effect or impact spell most words, including common polysyllabic words, accurately write legibly.</td>
</tr>
<tr>
<td>4-6</td>
<td>Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader.</td>
<td>use appropriate words to create interest sequence ideas simply</td>
</tr>
<tr>
<td>1-3</td>
<td>Pupils' writing communicates meaning through simple words and phrases. Pupils begin to show awareness of how full stops are used. They form most letters correctly.</td>
<td>use some simple descriptive language e.g. to indicate colour, size, emotion. Sometimes arrange ideas in appropriate order. Write using simple words and phrases. Show some awareness of full stops and capital letters. Use simple vocabulary. Spell many high frequency words accurately. Form most letters correctly.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>0</td>
<td>No work worthy of a mark in relation to these criteria.</td>
<td>No work worthy of a mark in relation to these criteria.</td>
</tr>
</tbody>
</table>

Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly. Write mainly in simple sentences. Demarcate most sentences with full stops and capital letters. Use a broader range of vocabulary. Spell most high frequency words correctly. Form letter shapes correctly with possible confusion over use of upper and lower case.
B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

We have taken great care to make sure that any wider issues (for example, spiritual, moral, ethical, social, legal, sustainable development, economic and cultural issues), including those relevant to the education of students at Key Stage 4, have been taken into account when preparing this specification. They will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified in Section 3: Content.

European Dimension

We have taken the 1988 Resolution of the Council of the European Community into account when preparing this specification and associated guidance documents.

Environmental Education

We have taken the 1988 Resolution of the Council of the European Community and the Report ‘Environmental Responsibility: An Agenda for Further and Higher Education’ 1993 into account when preparing this specification and associated guidance documents.

Avoiding bias

We have taken great care to avoid bias of any kind when preparing this specification and guidance documents.

C Record forms

Copies of the instructions for completing the CMFs and submitting work (under the heading “Instructions for Centre-assessed work”) can be accessed via the following link www.aqa.org.uk/coursework.
D Wider Key Skills – Teaching, developing and providing opportunities for generating evidence

Introduction
The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information and Communication Technology.

The Wider Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates.

Copies of Key Skills Standards may be downloaded from QCDA’s website: www.qcda.org.uk.

The units for each key skill comprise three sections:
- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for English can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:
- Communication
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be replaced by Functional Skills.

The replacement of Key and Basic Skills with Functional Skills
The Key and Basic Skills qualifications will gradually be replaced by Functional Skills which will be available in centres from September 2010. All Examination Officers in centres offering AQA Key Skills, Wider Key Skills and Basic Skills have been sent a letter outlining the details of the end dates of these subjects. Copies of the letters have also been sent to the Head of Centre and Key Skills or Basic Skills coordinator. This is a brief outline of that information. It is correct as at March 2010 and replaces the information on the same subject found in other documents on this website:

- **Key Skills Levels 1, 2 and 3 Test and Portfolio**
  The final opportunity for candidates to enter for a level 1, 2 or 3 Key Skills test or portfolio will be June 2011 with last certification in 2012. No new learners are to be enrolled after 31 August 2010 when accreditation ends.

- **Key Skills Level 4**
  The last series available to candidates entering for the Key Skills Level 4 test and portfolio will be June 2010 with the last certification in August 2012.

- **Basic Skills Adult Literacy Levels 1 and 2, Adult Numeracy Levels 1 and 2**
  AQA Basic Skills qualifications will now be available until the June 2012 series.

- **Wider Key Skills**
  The AQA Wider Key Skills qualifications in their present form will continue to be available until June 2011 with last certification in August 2012.

- Further updates to this information will be posted on the website as it becomes available.
E  Accrediting achievement of individual Entry Level certificate units through the Unit Award Scheme

The Unit Award Scheme provides the facility for students to receive credit for each individual component unit which they complete as they progress through the Entry Level Certificate course.

In formally recognising the smaller steps of achievement which each completed component unit represents, the Unit Award Scheme serves to encourage and motivate students for whom the final award of the Entry Level Certificate may seem a distant goal. Also, those students who cannot, for whatever reason, produce enough work across the required number of component units to be entered for an Entry Level Certificate may still receive formal recognition, through the Unit Award Scheme, for any component units which they have completed.

Students at centres which are registered to participate in the Unit Award Scheme will obtain a Unit Award Statement for each component unit that they complete. The Statement reproduces the title and outcomes of the component unit at the particular level of attainment (in this case, Entry Level). A student could thus obtain a series of Unit Award Statements for each AQA unit-based Entry Level Certificate that he/she is following.

To receive accreditation for an individual component unit under the Unit Award Scheme, a student must demonstrate achievement of all the outcomes of that unit. This is different to the requirement for the evidence required for Entry Level Certificate component units where candidates are not required to provide evidence for all the outcomes listed, but are encouraged to complete as much as possible, as failure to do so may prevent them demonstrating the qualities needed to reach Entry 1, Entry 2 or Entry 3.

Unit Award Statements can be issued shortly after the student has completed a component unit and can be included within a student’s Progress File or equivalent.

When a student ceases to use the Scheme, he/she will receive, from AQA, a Letter of Credit which lists the titles of all the component units he/she has achieved and for which Unit Award Statements have been issued. If a student has been credited with component units from Entry Level qualifications, these will therefore be listed on the Letter of Credit, together with any other units which he/she may have gained.

Centres wishing to use the Unit Award Scheme must be specifically registered for that purpose with the Unit Award Scheme department in Harrogate. Separate registration and entry from that for the Entry Level Certificate are required, as centres may choose to enter students for:

- the Entry Level Certificate only or
- the Entry Level Certificate and the Unit Award Scheme or
- the Unit Award Scheme only.

Centres may join the Unit Award Scheme at any time of the year.

To register to participate in the Unit Award Scheme, a centre must complete a Centre Registration Form and attend a day’s training from AQA on how to use the Scheme. AQA makes a charge for this training.

Further information can be found at: [http://web.aqa.org.uk/qual/uas.php](http://web.aqa.org.uk/qual/uas.php)

If in doubt, contact the Unit Award Scheme department at the address below for advice.

AQA
Unit Award Scheme Department
31-33 Springfield Avenue
Harrogate
HG1 2HW
Tel: 01423 534235
Fax: 01423 564875
e-mail: unitawardscheme@aqa.org.uk
Entry Level Certificate in English for assessment from September 2011 onwards

Qualification Accreditation Number: 100/4806/6

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5010.

To obtain specification updates, access our searchable bank of frequently asked questions, or to ask us a question, register with Ask AQA: aqa.org.uk/ask-aqa/register

You can also download a copy of the specification and support materials from our website: aqa.org.uk/elcenglish

The Unit Award Scheme provides the facility for students to receive credit for each individual component unit which they complete as they progress through the Entry Level Certificate course. Centres wishing to enter candidates for the complementary Unit Award scheme units should check the evidence required at http://web.aqa.org.uk/qual/uas.php