

Eduqas Entry Level English Resource Guide

This booklet provides an overview of the support, guidance, and resources available to those teaching the Eduqas Additional English Entry Pathways specification across our suite of websites.

Subject webpage

The Eduqas Entry Pathways Additional English <u>subject webpage</u> on the Eduqas website is the starting place for anyone teaching the specification and contains a range of official documentation relating to the qualification including the specification, sample assessment materials and past papers.

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1. Key Documents

A list of Key Documents is available by selecting <u>Key</u>			ect webpage	of the WJEC	website and is
Key Documents Ove	rview R	lesources	Training	Contacts	
The documents are arrang by clicking the downward a	-				ategory can be viewed
Specific	ation			~	
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Below are direct links to so qualification.	ome of the	documents	that you will	need to get	started teaching the
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WJEC Entry Pathways Qualifications Specificatio	<u>n Ent</u>		<u>a Administratio</u> 1 <u>22 - 2023</u>	<u>n Entry</u>	Pathways Quick Guide
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Entry Pathways Step-By-S Guide 2019-2020	Eng	glish Princi	nys Additiona Dal Examiner Inmer 2022)	<u>'s Englis</u>	<u>/ Pathways Additional</u> <u>h Principal Examiner's</u> port (January 2022)



2. Additional English Entry Pathways – Units and Guidance

Individual Unit Specification

Specific unit information is available on the <u>subject webpage</u> of the WJEC website and is available by selecting <u>Key Documents</u>

Click on the downward arrow alongside the Specification category name.

Key Documents	Overview	Resources	Training	Contacts		
Specification			~			
Guidance for Teaching			^			
Additional English C	oursework Guide					
Additional English U	nit Amplification (6350 (Entry Level)				
Below you can find li	nks to the lea	rning outcome	es for the spe	ecific units for l	Entry	
Pathways Additional	English (Units	s 6350, 6351,	6352, 6353,	6354 and 635	5)	
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Below you can find links to the Assessment Criteria and Unit Amplification for the specific units for Entry Pathways Additional English (Units 6350, 6351, 6352, 6353, 6354 and 6355)

	NONAL ENGLISH AN	PUFICATION		wjec
LEASANG OBJECTIVES	ADDEDAMINT CRITERIA	Dity2 ARPUPCATION	Entry 3 ASSESSMENT CRITERIA	Entry 3 AMPLIFICATION
	AC1.1 Mentify main events that mour in a play by Studiespears	The could be antenne porting elements, so that including some not appropriate sensitives, so that decrimination of main events is schedule. This could be a flat of what happens, a titled account, carbon with threater, am.	AC1.1 Outrie men evens that mour in a play by Shakespears	An account of what happens in events in the play, including details such as who where, when and what, a required itsme detail gives or the key increases.
LO1 know events that secur is a play	AC12 Outins what happens is all event chosen from a play for Datasenant	Candidates should choose one event from the play and what happens and to show should be sufficied in some testal.	AC12 Describe what happens in chosen events from a play to Endersoners	Candidates should choose two events from the play and deporte what happens, is whon, when and where it happens the sequendar under. All 22 this may civities deals, alway from 1 why each panel in sources.
ty Datasjewe	AC1.3 Bate from Bransspears makes at audience feel in at event in a play	Candidates show their knowledge of how an audience would react to an exercit, e.g. the and of florings and cuter would have an audience trapping under shull values when Romas claud har because, unlike Roman, they are seens of frue containers table.	AC1.3 Date free Statespears mates as audience feel in mette from a play	Candidates should which some tablets from the play to which which tappens to all lead two services and from the audiance exact free at each point. This could form part of the teacryption is AC1.2.
	AG1.4 Make propie references to an event in a play by	This would form part of AC1.3 as it would be official to rate how Shatespaces haves an audience her addrox release to the actions of characters or tencanes used or hall even.	ACT.4 Mate references to events in a piny by Shatespeers	Candidates should saled some details from the play to shoe what happens in the chease events, e.g. surgedure, oding specific examples. This could fam per of the desired on the AC-3.
	AC21 Name mail characterisms	This sould be a list (and or writer) or a labeling exercise using potume of the characters. If the is underlated as a potume of sectors from the underlated as a sector sectors from the constraints of the sectors are set of the sector of the sector sectors are set of the sector of the	AG2 1 Identify man characters is a play by Shahespeary	This could be a fail (and or writer) or a labeling exercise using potunes of the characters. For ED, carabidets would be expected to shoe the characters' importence to the pair, or some order. In fair take
LOD know characters that sppear in a play	AC22 Describe how a character	distributions should be provided. For at least one character, cultime behaviour by obtains being more adjectives to describe the	ACC 2 Marting way differences industry rugs characters is a city by Buterspeare	At least two contrasting characters should be crosen, e.g. Tytal and Romen. This could be presented as a faller, view diagram, disavatar polites, dentifying officient increastership.
by Dukequers	in a play by Shakaspeara Jahavas	Character's behaviour and occasions when they behave in that manner.	ACD 3 Describe how shareclers in a play by Mutaspears below	At lead two characters should be chosen. The description should focus it some detail or examples of the brancher's technology the are typical anyone. The other assessments from AC 3.2 much lead anyone.
	A223 Bate Yow Brakespeen presents a diaracter in a piley	This could be shalling that the character is presented as a consult / and / bangerice. I dense period, or expressing their own spinols of the character. One other specific exercises would be required.	AC2.4 Describe Ion Bulespeers presents characters is a play	I ober examples from A.0.2.2 could be used. Unlead oth A.2.2.3 - the class examples of the phrasectery behaviour sould be used to help deporter has this makes the autoence feet about the charactery, e.g. I devi Lads Macheni a Distancioner source from a files when

Additional English Unit 6350: Exploring Shakespeare (Entry Level)

LEARNING	Entry 2 ASSESSMENT CRITERIA	Entry 2 AMPLIPICATION	Every 3 ASSESSMENT CRITERIA	Entry 3 AMPLIFICATION
	AC1.1 Create a storyfree	Candidates should produce a nametive where something hoppers. A structured plan or storytoard would be sufficient.	AC1.5 Create a storyline to interest an audience / reader	Candidates should produce a namshie where something happens, including details such as who where and when, is required. Some detail given to seen the audience's interest.
LO1: be able to produce namptives	AC1.2 Describe a character using adjuctives	At least three adjectives should be used to describe a character's appearance, behaviour and / or speech.	AC1.2 Use language to engage an audience/reader	Deliberate viscabulary choices are made, such as promatopoela, direct speech and dynamic verte.
	AC1.3 Describe a setting using adjectives	At least three adjectives should be used to describe a setting focusing on sights, smells, sounds, still.	AQ1.3 Describe characters using edjectives and adverbs	At yeast three adjectives and two advertes should be used to describe a character in detail and his / her appearance, behaviour and / or speech.
LC2: to able to characters	AC2.1 Plan a nametive that has a singlining and as energy	These should be a should be for a single set	AC1.4 Describe a setting using adjectives and adverter	At least three adjectives and two advertes should be used to describe a setting in cetal focusing on wights, smalls, sounds, with
		AC2.1 Plan a nantative that has a beginning, middle and ending	There should be a clear beginning, middle and en to the nametive. Candidated nametives will include a resolution.	
	1022	scin n. State shat happens, at a basic terrel, in order	AC2.2 Bequence ideas clearly to help an audience / reader	Events in the nametive will be ordered, generally temporally. Candidates may use connectives that indicate sequence such as "then", "aller", "next", "but" "temporal".
	Acc 2 Sequence ideas of socurrence. This could be a list of what happens or a brief account.	AC2.3 Create a namative with a consistent point of view	The nametive must be in the first or third person at the way through.	

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Additional English Unit 6350: Exploring Shakespeare (Level 1)

LEARNING OBJECTIVES	Level 1 ASSESSMENT CRITERIA	Level 1 AMPLIFICATION
	AG1.1 Control events in a namative to interest an audience/reader.	Candidates should produce a namble where the contart is relevant and there is some control of plot. There is an appropriate beginning, middle and end. There is enough detail to engage the reader is interest. Paragraphs should be used to logically sequence the nametive.
LO1: be able to produce namatives	AC1.2 Use narrative techniques to engage an audience/reader.	There is some use of devices to achieve particular effects. The namative will be in the first or third person throughout (perspective is maintained). Vicabulary choices mean that meaning is clear and an audience's interest is maintained.
	AC1.3 Use generic conventions to establish a namative's setting.	At least four adjectives and three adverts will be used to describe a setting in detail. Description should focus on sights, smells, sounds etc. Deliberate language choices should be evident such as dynamic verbs, similes and cnomatopoela.
	AC2.1 Use language creatively to describe a character's movement.	A range of descriptive language choices should be evident such as adjectives, adverts and engaging verts choices.
LO2: be able to create characters	AC2.2 Use language creatively to describe a character's appearance.	A range of descriptive language choices should be used to describe a character's appearance such as adjectives, adverbs and some attempt to use the convertions of visual imagery. (cimiledimetaphons)
	AC2.3 Use dialogue to characterise.	Direct speech should be used. Where applicable, punctuation of direct speech should be mainly socure. At least three adverbs should be used to show speech and speech patterns. Dislogue should add to an sudience's understanding of character and plot.

Additional English Unit 6352: Creating Narratives (Level 1)

LEARNING OBJECTIVES	ASSESSMENT CRITERIA	Level 1 AMPLIFICATION
LO1 know alamants of nametives	AC1.1 Locate components of memaliwes	Conditions should locate and exemptify the main features of plot, characters, setting and genre.
	AC12 Chie examples of generic conventions in namatives	After citing the generals, candidates need to describe the typical elements of the general and give examples of how those general are represented in the namely- exponent. This should be through testual reference or reference to the pill or should be the namely-
	AC1.5 Outline the importance of sattings for namatives	Candidates should show how authors create settings through some inference to the loca and show the effect this has on the reader. A point, evidence, explain table could be used here. Knowledge of some of the conventions of the settings is required.
LO2: understand events that useur in namelines	ACE 1 Expan why events are sequenced as they are	Condicises should have knowledge of the nametive as a whole. They should be able to provide an outline of the key events and explain the effect of the key events on the sudence. This could be evidenced through a benicion graph with an accompanying explanation. Some basic knowledge of nameties conventions suit an anti-offnee, subgraphics and oil off homeses is provided.
	ACI 2 Describe what happens in events that socur in namatives	Conditions should should should a minimum of two events from the nametows they are studying and should describe what nappoint, to whom, and when it happoint is negurital index. Concludies should also load in those will why the event accurated by loading at the nametow as whole. Using connectives such as "toccure of therefore will be useful hom:
	AC2.3 Explain why key events are important	Linked with an extension of AC2.2, candidates should task at the key events they have chosen and decuse the affect they have on the authence and why they have that effect. Candidates should show some awareness of the namely as a whole.
(0): understand how namethes	AC3.1 blockly, using botual references, an audience for namatives	Candidates understand what sort of an audience may like a nemative and use references to explain how their particular namelive tries to expany with its indended audience. Some knowledge of the different conventions of different genres is required have.
appeal to an audience	AC5.2 Give examples of how namefiles appeal to an	Erred with AC3.2. Explaining a namative's appeal would lead the candidate to discuss its features and how that would engage an audence. Specific examples of namative bartrises auch as tensiones, etu-chive, thmm and commer divuld be

Additional English Unit 6354: Exploring Narratives (Level 1)

LEARNING OBJECTIVES	Entry 2 ASSESSMENT	Every 2 AMPLIFICATION	Entry 3 ASSESSMENT	Every 3 AMPLIFICATION
LOT be able to	AC1.1 Duline an exerciseparance	there what happens, at a basic level, in an event or experience. This could be a list of what happens, or a brief account, e.g. a stronburst.	AC1.1 Communicate details of an event/bagenterice	A full account of shall happens at an event of separation, including details such as who, where and when, is required, Some detail given on the key moment.
opresuriests about an event or experience	AC1.2 Communicate Information so that meaning is clear	There is considency in the names of people and places miched in the event (experience, Communication will finue on what happened during rather than before or after the event) expension.	AC1.2 Communicate ideas in a topical sequence	There should be a clear beginning, middle and end in communicating the event / experience. Candidates may use connectives that indicate sequence such as Ther', 'lefat', 'mod', 'so', "because'.
LO2 be able to	AC2.1 State offerent lealings or optimizes on a hospitauent	State at least two other opinions on a lopic, e.g. what a member of staff / parent and a student files about school prome.	ACL3 Use incelulary that angages an automotivater	Delbeste vocabulary chooss are made, such as promotopoela, adjectives, adverts and dynamic vertix.
different points of new an a topic/event	AC2.2 State opinions about views that are understood	The candidate should give his/her opinions, which could be initial to those stated in AC2.1, that are understand by the audience / matter	AC2.1 Express different views on the same topic / event	More detail would be required. The candidate may give an ease two conflicting views he / she has on a taple / event, or give at weat two offlement views others may have on a common event, e.g. opporting tooball managers' views on a penalty dension.
LON	AC3.1 Respond to simple	The candidate should show an understanding of at least two afferint people's views	AC2.2 Express different views that are clearly understood	When going at least two different vexepoints, which could be linked to these stated in AC2.1, the cantidoarts meaning is clear and unternation by the subence 7 reader and distinction between the two costs of view is evident.
understand Efferent points of view	questions in different prints d'view	prompted by single questions. These could be based on AC2.1 and should be recorded (written or orally).	AC3.1 Explain with relevant detail different points of view	The candidate needs to explain why at least two views are different (one person threas this, the other person threas that, showing why different perspire may have different opinions. The candidate will now meaning for a proof of view.

Additional English Unit 6351: Communicating Experiences (Entry Level)

	TRONAL ENGLISH AM	PLIFICATION In In Auto Vision Texts (Two auto/com	and bests must be studied		
CEASING OR ANTING	Entry I	Every 2 AMPLIFICATION	AND DESCRIPTION	Entry 3 Amon and A Total	
	AC1.1 Identify main events that occur in texts	Give tare outlines of an east two stores. These could be servence autiting searchese, including some no appropriate serverise, so that disprintiation of main servers is shown. This could be a fix of whit happens, a trief account, certain this fitness.	AC11 Cutine main events that occur in texts	And accept of what happens in events in each terration, instuding delate such as who, where, where and what is required. Some delat gives or the key moments.	
LOT: More what happens in reacts that occur in texts	A[1.2 Outline what happens in an event that occurs in back	Candidates atout choice one event hon each last, and what happens and to when should be outlined in some detail.	A01.2 Describe what happens in events that cour in help	Conditions churcl choose ten events from sect text and chould describe what happens, to whom any when and where it happens is a sequential order. At E3 text concernd.	
	AC1.3 Matur simple references to events in texts	Candidates should senior some straightforward details from the texts to show shall happens in the phosen event from each text.	AC1.3 Nake references to events in tests	Candidates should select some details han the texts to show which happens in the chosen event e.g. sometions, citing specific exempters. This multiflerer part of the description is PC1.2.	
	ACR.1 Name main characters	This could be a lot or a labeling eventue using process of the characters. If this is underfation as a sorting eventue then clubicities need to be serviced also.	AC2.1 List men characters	The could be a lat or a latering examine usin polyage of the characteris. For E.3, candidates would be expected to show order of mouthers or some order, of meanters in fractions	
iff ince	AG2.2 Outhra flow characters in work technicity	For all least two characters, outline behaviour by going two or more adjustives to describe alarm of the intermeter's tablactive.	AC2.3 Ubenity key otherwises between main characters in texts	Donne at least free characters from each test who are different e.g. George and Lanne in Of Mice and Man. Otherwises could be presented a a tate. Vero diagram, character profes. Bentforce different destinations.	
Der einen Derschers Beit oppear in texts	A/22.3 Bible how characters from	The multi-be stating that the characters are presented as a summal (and) (angenus / these presents)	AC2.3 Describe how characters in tasks behave	At read one character per test should be chosen. The reactifies should have an exemption of the characters' behavior that are typical in pleased in pleased shadoon.	
	auferta	of a character	AC2.4 Describe how phyracters in texts are presented to an	Linked with ACE 3 - the cred seamples of characters' behaviour should describe how this makes the schemester field data for the characters	
	AC2.4 Nata single efferences to characters in testa	Candidates should asked some straightforward defails from the lock to show their knowledge of characters.	Activities Activities Materialized in tests	Transe Ba audience hel allout he characters. Candidated should assed some betals hon the texts to shoe their includedge of characters, s.g. factbefore, other specific examples	

Additional English Unit 6353: Exploring Events and Characters in Audio/Visual Texts (Entry Level)

LEARNING OBJECTIVES	Extry 2 ASSESSMENT CRITERIA	Entry 2 AMPUFICATION	ENTY3 ASSESSMENT CRITERIA	Entry 3 AMPLIFICATION
	AC1.1 Outine what a poent is about	A simple outline of the content of the polen is required, e.g. that Outce et Deconum Est is about how awful it was for the solders in World War 1	AC1.1 Describe what a poem is about	The description-should be in some detail, focusing an different moods, people occurrences, etc.
LO1: be able to interpret the subject matter of a poem	AC1.2 State why a poet has chosen to write about the subject matter	A simple suffice of the content of the poem is required, e.g. that Duce at Decourt Eat was written so that people would not think that war is donous.	AC1.2 Describe how a post has presented the subject matter to a reader	Candidates should describe the torn of the poem, or ways the poet presents sometri, e.g. using imagery, commitgoes, etc. With Duice et Deccurar Earl would be appropriate to show that the poet is addressing the reader directly.
	AC1.3 Make simple references to a poem to support interpretation	Candidates should select some snaightfarward deals from the poem to shoe what they have understood of the poem's contant.	AC1.3 Make references to a poem to support interpretation of a poem's subject matter	Candidates should select some details from the poem to show what happens and how certain aspects are presented, e.g. outstations, only peedite examples. This could form part of the description in AC1.2.
LO2 know the features of a poem	AC2.1 Identify features of a poem	Candidates should pick out some poetic features e.g. rhyme, similes, aliteration, etc.	AC2.1 Describe key features of a poem	Candidates should describe poets features used in the poets, e.g. rhyme, stanzas, similes, metaphore, affleration, etc.
LO3: be able to respond to the language used by a poet	AC3.1 Identify descriptive words used in a poem	Candidates should pick out / highlight, at least three adjactives / advertis used in the poem.	AC3.1 Identify expressive words used in a poem	Candidates should pick out / highlight at least four words / phrases used in the poem that express some emotion / teeling to the candidate.
	AC3.2 State how a post uses descriptive words to other a reader	State at a basic level how the words selected for ACD.1 affected him / her, e.p. heppy, sed, excited, guilty, etc.	AC3.2 Describe how a poet uses language to affect a reader	United to A/3.1, candidates describe how the words phrases selected affect the reader. This could be exploring imagery or the recoil / atmosphere of the room.

Additional English Unit 6355: Exploring Poetry (Entry Level)

Additional English Unit 6352: Creating Narratives (Entry Level)

		AMPLIFICATION at two run at loss must be study	an)	cboc
LEARNING OBJECTIVES	Every 2 ASSESSMENT CRITERIA	Extry 2 AMPLIFICATION	Entry 3 ASSESSMENT CRITERIA	Bitty 3 AMPURICATION
	AC1.1 stantify man-components of nervatives	Candidates should clently pict, character and setting. This could be set out as a grid or table.	AC1.1 Identify components of nematives	Candidates should identify plot, characters, setting, perm, descriptions, and likely audience.
LOT: be able to communicate about an event or experience	A012	This could be a sorting exercise, or taking, especially where multiple settings are used. Candicates could	AC1.2 Describe the genra to which remetives belong with examples	After oling the genre, candidates need is describe th typical elements of the perios and give examples of those elements from the nampless explored.
or experience	Identify where the second where key events take herratives are set place, e.g. in DY Mos and Men action occurs in the bunkhouse, the stables and by the Aver.	AC1.3 Describe the settings for rearratives	The description should be in some detail, with at team two adjustmes and two advertes focusing on sights, anale, sounds, what if a like there, the candidate's immediate, str.	
LC2: be able to	479.7	Cardinana solemard what are of	AC2.1 Identify an audience for nametives, making reference to the text to export views	Candidates understand what sort of autience may the each narrative and use references to explain why a particular autience might be drawn to a namative
express different points of view on a topic/event	idendly an audience for namatives	audorice may like each namefive and simply explain why.	ACP 2 Explain how nametives appeal to an audience	E.g. a sear-open such as Neighbours appeals to young people as I is manify about teenages in the present day, explaining to appear would add the candidate to tak about exements work as off Foregar at the end if each species, makers Australian expression. Numpriss diseaters, will.
LOD: know	AC3.1 Identify main events that scour in Catrathese	State what happens, at a basic level, in order of cosumence. This could be a lat of what happens or a brief atomat.	AC3.1 Outline main events that occur in rentatives	A full account of what happens in evenis in each namelive, including details such as who, where, when and what, is required. Some detail given on the kay moments
events that social in hamatives	AC3.2 Outline what happens in an event that occurs in nematives	Gandidiaties should shoose one event from each text, and what happens and to whom should be outlined in some detail.	AC3.2 Describe what happens in events that scour in namatives	Candidates should choose one event from such tool and should describe what fappens, to whon, and where and where it happens in a sequential order. At E3 this may involve details about how / why such when courted.

Additional English Unit 6354: Exploring Narratives (Entry Level)



3. Examiners' Report



4. Subscribe for Updates



Click the <u>Subscribe for updates</u> button on the right-hand side of the <u>subject webpage</u> to sign up for email updates about the qualification, including the termly subject-specific newsletters published each September, January and April.



5. Resources for Teachers			
Teaching Resources			
	Teaching resources for the Additional English Units are available on the <u>subject webpage</u>		
under <u>Key Documents > Resource For Teachers</u> .			
Key Documents Overview Resources	Training Contacts		
Resources for Teachers	^		
Teaching Resource Pack 6350 Exploring Shakespeare PDF			
16986 Additional English Editable Teaching Resource Pack For Unit 6350 Exploring Shakespeare			
Teaching Resource Pack 6351 Communicating Experiences			
Teaching Resource Pack 6351 Communicating Experiences PDF			
Teaching Resource Pack 6352 Creating Narratives			
Teaching Resource Pack 6352 Creating Narratives PDF			
14846 Additional English Extra Resources For Unit 6352 Creating Narratives			
Please find some examples of the Teaching Resources av	vailable below:		
REAL TEAC	REC.		
WJEC Additional English 6350: WJEC Additional Englis	h 6351· WIEC Additional English 2353·		
Teaching Resource Pack Teaching Resource Figure Pack	ences - Creating Narratives -		
e —			
Teaching Resource PackTeaching Resource6350: Exploring Shakespeare6351: CommunExperienceExperience	icating 6352: Creating Narratives		



WHC CONC	ENC.	wjec cbac
WJEC Additional English 6353: Exploring Events and Characters in Audio/Visual texts - Teaching Resource Pack	WJEC Additional English 6354: Exploring Narratives - Teaching Resource Pack	WJEC Additional English 6355 Exploring Poetry E3
<u>Teaching Resource Pack</u> <u>6353: Exploring Events</u>	<u>Teaching Resource Pack</u> 6354: Exploring Narratives	<u>Teaching Resource Pack</u> 6355: Exploring Poetry (E3)
	Mathematical Institutions Mathematical Institutions	
Exploring Narratives Teaching Resource	<u>Literacy Games to Develop</u> <u>Skills</u>	

6. Key Dates

ADDITIONAL ENGLISH ENTRY PATHWAYS

21 October	January 2023 Series: Last date for receipt of entries
11 November	January 2023 Series: Last date for entry amendments without late fees
12 December	January 2023 Series: Deadline to upload sample of candidate work to IAMIS.
21 February	Summer 2023 Series: Last date for receipt of entries
8 March	January 2023 Series: Results published
18 March	Summer 2023 Series: Last date for entry amendments without late fee
4 May	Summer 2023 Series: Submission deadline for sample upload
TBC	Summer 2023 Series: Results published

A list of key dates for WJEC Additional English Entry Pathways is available on the <u>subject webpage</u> under <u>Key</u> <u>Documents > Key Information</u>.





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	Key Information ^
	Entry Pathways Contact List 2020
	Entry Pathways Step-by-Step Guide 2019-2020
	Additional English Frequently Asked Questions
	Entry Pathways Qualifications In Additional English Units And Guidance
	Additional English Entry Pathways Key Dates 2022- 2023
	ublished at the start of each academic year, this document ives you all the important dates you need to plan for the year
-	head.



7. Administration Documents



8. Contact us	
☎ 029 2240 4293	Our subject team is happy to help you with all your queries related to the teaching and learning of Eduqas Entry Level English. Our Subject Officers are experienced teachers and are here to support you with delivering our
⊠ <u>elcenglish@wjec.co.uk</u>	qualifications. Get in touch with us via e-mail or telephone.