

**NEW: ENTRY LEVEL
CERTIFICATE ENGLISH**

SUMMER 2017







INTRODUCING THE REFORMED ELC



Given the changes to qualifications in England and Wales, WJEC thought the time was right to reform the Entry Level Certificate in English, a qualification that has always provided an alternative pathways to those learners working below the lowest attainment at GCSE.

The assessment structure is now more closely aligned with the GCSE qualifications, but still offers a supported route through the English curriculum.

WHO IS ELC ENGLISH FOR?

- Learners who are struggling with the accessing an untiered GCSE examination.
- Learners who need more practical support in achieving their outcomes.
- Learners who need confidence building ahead of starting a GCSE English qualification.
- Learners who need a flexible assessment approach.
- Learners who are working below the attainment credited at GCSE.

WHAT IS IT ALL ABOUT?

Component 1
Written examination: 1 hour
20% of qualification 40 marks

Section A: Non-literary Reading
A mix of short answer questions, structured questions and multiple-choice questions in response to two or three short texts, including at least one non-continuous text.

Section B: Functional Writing
One short and one extended writing task based on everyday uses of English.

Externally set, externally assessed.

Component 2: Entry Level English
Topic Tests: 4 x 0.5 hours
60% of qualification 60 marks

Two reading tasks and two writing tasks focusing on applying skills in different contexts.

Test 1: Response to twentieth/twenty-first century literature

Test 2: Editing and sequencing

Test 3: Narrative writing

Test 4: Proofreading

Externally set, internally assessed.

Component 3: Practical assessment – Communication: 2 x 2 hours
15% of qualification 40 marks

Task 1: Presenting a point of view

Task 2: The World of Work

Externally set, internally assessed.



COMPONENT 1: WRITTEN EXAMINATION

This one-hour examination is comprised of two equally-weighted sections:

Section A: Non-literary Reading (20 marks)

Section B: Functional Writing (20 marks)

This exam is worth 25% of the whole qualification and could help prepare learners for GCSE.



COMPONENT 1: WRITTEN EXAMINATION

Section A, the non-literary Reading, is a mix of different types of questions in response to two or three short texts, which will test candidates' ability to:

- retrieve information
- identify and summarise main points
- interpret information
- make simple deductions/inferences.



WHAT DOES THIS LOOK LIKE?

Text A - What to do when someone has a fit



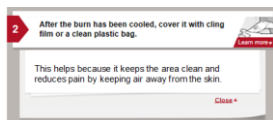
retrieve information

2c. Tick **two** things you should do when the fit has stopped.

- Find an adult
- Give the person time to recover
- Time the fit
- Cushion the head
- Roll the person into the recovery position



WHAT DOES THIS LOOK LIKE?



identify and summarise main points

2c. Why should you cover a burn with cling film or a clean plastic bag? Give **two** reasons. [2]

-
-



WHAT DOES THIS LOOK LIKE?

interpret information

Text C - Nose bleeds

What to look for - Nose bleeds

Most nose bleeds are minor and only last a few minutes, but they can be dangerous if someone loses a lot of blood.

What to do - Nose bleeds

If someone is having a nose bleed, you should:

- Control the bleeding and keep their airway open.
- Get them to sit down (not lie down) as keeping the nose above the heart will reduce bleeding.
- Get them to lean forward (not backwards) to make sure the blood drains out through their nose, rather than down their throat which could block their airway.



3d. Draw a line to match up each of the parts of the instructions below. The first one has been done for you. [4]

Get them to sit down...	add pinch the soft part of the nose
Get them to lean forward...	because this may break the blood clot
Ask them to breathe through their mouth...	go keeping the nose above the heart will slow the bleeding
Tell them not to speak...	call 999 or 112
If it lasts more than 30 minutes...	to make sure blood drains out through their nose



WHAT DOES THIS LOOK LIKE?

What to look for – Nose bleeds

Most nose bleeds are minor and only last a few minutes, but they can be dangerous if someone loses a lot of blood.

make simple deductions/inferences

3a. What do you think the word "minor" means in the first line of this text? [1]

- a. small
- b. dark
- c. painful
- d. big



COMPONENT 1: WRITTEN EXAMINATION

Section B has one short task and one extended writing task based on everyday uses of English.

Text types may include, but not be limited to: forms, emails, letters, notices, reports, articles, messages, etc.

Candidates will be asked to write to:

- give opinions
- persuade
- inform.



WHAT DOES THIS LOOK LIKE?

4. Your friend has had an accident in school.

Fill in the form below that would be used to report an accident: [5]

ACCIDENT REPORT FORM	
Name:	
Email Address:	
Describe what happened in detail:	

All five marks here are allocated to content.

The focus is on functionality.



HOW IS THIS MARKED?

5. Your friend has had an accident in school.
 Fill in the form below that would be used to report an accident: [5]

Award **one** mark, to a **maximum of two**, to those who correctly complete:

- Their name
- Their email address

Information could be the candidate's own, the friend's or made up – but authentically so.

Award additional marks, to a **maximum of three**, for the description provided:

1 mark a basic account provided with limited development; some relevant content, e.g. place/date/time

2 marks a coherent account provided with some detail; some relevant content, e.g. place/date/time/ who/ what

3 marks a detailed account with information presented in a logical sequence; some relevant content, e.g. place/date/time/ who/ what/why/how/consequences



WHAT DOES THIS LOOK LIKE?

Write a letter to your Headteacher to persuade him/her of the importance of having a first aider in school to help with accidents. [15]

As well as your own ideas, you may write about:

- The kinds of accidents that can happen in schools.
- What might happen if there was no first aider in school.
- The sort of person that should be a first aider.
- Why a first aider is important.

An address has been put on the letter for you.

Use the space below to plan your ideas:

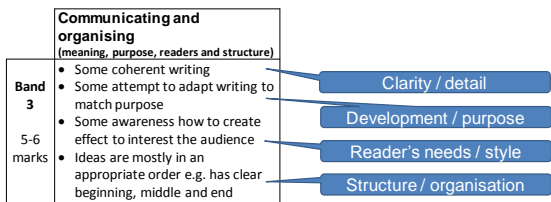
Bullet points to give ideas and help structure writing

Clear sense of audience and purpose

Encouraging planning of ideas



HOW IS IT ASSESSED? C&O OUT OF 10



HOW IS IT ASSESSED? ACCURACY OUT OF 5

	Writing accurately (language, grammar, punctuation and spelling)	
Band 2 2 marks	<ul style="list-style-type: none"> Use of mainly simple words 	Vocabulary
	<ul style="list-style-type: none"> Some awareness of sentence construction, mostly phrases used 	Sentence structure
	<ul style="list-style-type: none"> Occasional attempts to use punctuation such as full stops or capital letters 	Punctuation
	<ul style="list-style-type: none"> Some accurate spelling of phonic based CVC words 	Spelling



WRITE A LETTER TO YOUR HEADTEACHER TO PERSUADE HIM/HER OF THE IMPORTANCE OF HAVING A FIRST AIDER IN SCHOOL TO HELP WITH ACCIDENTS. [15]

	Communicating and organising (meaning, purpose, readers and structure)		Writing accurately (language, grammar, punctuation and spelling)
Band 5 9-10 marks	<ul style="list-style-type: none"> Shapes ideas and information into clear points with appropriate level of detail Develops ideas clearly e.g. connectives to link ideas and paragraphs Adapts style for different audiences e.g. formal or informal Organises writing appropriately to the purpose of the task e.g. paragraphs, headings, bullet points as appropriate 	Band 5 5 marks	<ul style="list-style-type: none"> Some adventurous and effective choice of vocabulary Some use of complex and compound sentences Punctuation within sentences is beginning to develop e.g. commas or brackets Generally accurate spelling, including polysyllabic words with regular patterns

Band 5 criteria have been written to reflect the standard expected at Level 1.



COMPONENT 2: TOPIC TESTS

This component is comprised of four topic tests set by WJEC which should be complete at a time during the course determined by the centre.

- Topic Test 1: Response to twentieth/twenty-first century prose
- Topic Test 2: Editing and sequencing
- Topic Test 3: Narrative writing
- Topic Test 4: Proofreading

Each test is worth 15% of the qualification and is marked out of 20.



ADMINISTERING TOPIC TESTS

- Topic tests and the mark schemes will be released on 1 September annually via the WJEC secure website, which centres should then download.
- Each test must be taken under a high level of control, i.e. candidates must work individually under teacher supervision.
- Where reading is not being tested, topic tests 3 and 4 may be read out to candidates.
- Where writing is not being tested, topic tests 1 and 2 may be scribed for eligible candidates.



ADMINISTERING TOPIC TESTS

- Topic tests will change on an annual basis. They will be marked by the centre and moderated by WJEC.
- The time allowed for the completion of each test is 30 minutes, although there is an additional ten minutes reading time for topic test 1.
- All candidates' topic tests must be retained securely until the end of the course.
- A sample of candidates' work for all four tests will be required for moderation.



RESPONSE TO TWENTIETH/TWENTY-FIRST CENTURY PROSE

A mixture of low tariff short response questions and one extended response to an unseen extract.

Candidates will be required to:

- identify and locate facts, ideas, information and opinions in texts
- understand and express opinions.

Candidates will have 30 minutes to complete the test, plus ten minutes reading time.



RESPONSE TO TWENTIETH/TWENTY-FIRST CENTURY PROSE

4. How tall is the boy? [1]
-
5. Write down two things that suggest that the school children do not have much money. [2]
-
 -
7. How does the boy feel about his first day at school? You should think about: [10]
- What he says to his sisters
 - What shows he is scared
 - What happens at school
 - Words he uses to describe things.



RESPONSE TO TWENTIETH/TWENTY-FIRST CENTURY PROSE

Band 5 criteria have been written to reflect the standard expected at Level 1.

Reading and Understanding	
Band 5 9-10 marks	To those who: <ul style="list-style-type: none"> • make inferences and/or deductions supported by textual detail • begin to show awareness of the writers' craft, choosing relevant supporting examples • show clear understanding through detailed comments
Band 4 7-8 marks	To those who: <ul style="list-style-type: none"> • make simple inferences and/or deductions sometimes supported by textual detail • select relevant examples from texts • provide sustained comments on texts
Band 3 5-6 marks	To those who: <ul style="list-style-type: none"> • make simple inferences and/or deductions • select some material relevant to tasks • express opinions/preferences
Band 2 3-4 marks	To those who: <ul style="list-style-type: none"> • follow the main points in texts • show some understanding at a literal level • make simple comments/observations
Band 1 1-2 marks	To those who: <ul style="list-style-type: none"> • locate one or two points from the text which may have varying degrees of relevance • attempt to make one or two brief and simple comments which may not be accurate.
0 marks	Nothing worthy of credit

- Inference / deduction
- Selection of material
- Level of understanding



EDITING AND SEQUENCING

In this test there will be one 10 mark cloze exercise (editing) and three short questions for 10 marks on sequencing which will allow the candidates to demonstrate verbal reasoning and understanding.

Candidates will be required to:

- show understanding of contextualised meaning
- use knowledge of language to sequence events / instructions.



EDITING TASK

1. Read the short text below and write the correct words in the spaces so it makes sense. [10]

life-saver people accidents suddenly simple
 difference knows lives learn actions

Understanding of contextualised meaning. Lower ability test takers concentrate on the information contained in the words immediately around the gap, while higher ability test takers are thought to be able to use more global information to determine their selection.

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What is first aid?
 We all need help at times in our _____. We all have _____ now and again and we all get hurt.
 When we are injured or _____, unwell, what we want and need is someone to help us – someone who _____ what to do. First aid is all about helping _____ in situations like this.
 This website will help you _____ first aid so that you know what to do. It's easier than you think, and there are _____ things that you can do to help.
You can make a difference.
 Simple _____ can make a big _____, you can even become a _____. Are you ready to help?

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SEQUENCING TASK

2. Draw a line to match up the correct answer to each of the questions below: [4]

What kinds of things does first aid include?	No, children can learn how to give first aid.
Can first aid only be given by adults?	No, first aid is easy to learn.
Is first aid hard to learn?	You are most likely to give first aid to your family or friends.
What else do I need to know about first aid?	It includes staying safe and helping someone feel better.

4. Number each of these sentences in the order they would happen. [3]

Mrs Evans ran over to help him.

He said, "Thank you, Mrs Evans. It feels better now."

All tripped in the playground and hurt his hand.

These questions will not negatively marked, i.e. candidates will not lose marks for incorrectly matching parts or one item out of sequence.

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NARRATIVE WRITING

Candidates choose one title from a choice of two to write to entertain the reader.

15 of the 20 marks will be awarded for the candidates' communicating and organising, and 5 marks will be awarded for the candidates' accuracy of writing.

Candidates will be required to:

- write creatively and imaginatively
- spell and use language and punctuation accurately.

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NARRATIVE WRITING

Band 4 10-12 marks <ul style="list-style-type: none"> Uses appropriate words to create interest e.g. use adjectives to give more detail Develops some ideas for the stated purpose Attempts to adapt register to audience Some organisation and sequencing of ideas 	Band 4 4 marks <ul style="list-style-type: none"> Some range of vocabulary chosen to create interest e.g. adjectives, adverbs Some variety in sentence types e.g. simple and compound Some control of sentence punctuation e.g. mostly accurate use of full stops, capital letters, comma, speech marks and question marks Most high and some medium frequency words accurately spelt, including common polysyllabic words
Band 3 7-9 marks <ul style="list-style-type: none"> Some coherent writing Some attempt to adapt writing to match purpose Some awareness how to create effect to interest the audience Ideas are mostly in an appropriate order e.g. has clear beginning, middle and end 	Band 3 3 marks <ul style="list-style-type: none"> Some choice of appropriate words to create interest Some sentences accurately demarcated with full stops and capital letters Use of some simple descriptive language Spelling is phonically plausible and high-frequency words are usually accurate
Band 2 4-6 marks <ul style="list-style-type: none"> Basic shape to the writing Uses words and phrases appropriate to the task Developing awareness of audience's needs Simple sequencing of ideas 	Band 2 2 marks <ul style="list-style-type: none"> Use of mainly simple words Some awareness of sentence construction, mostly phrases used Occasional attempts to use punctuation such as full stops or capital letters Some accurate spelling of phonic based CVC words



PROOFREADING

Two equally-weighted proofreading exercises carrying 10 marks each, in which candidates will be assessed on the accuracy of their spelling, punctuation and grammar.

Candidates will be required to:

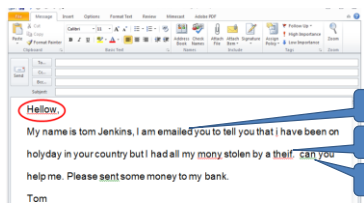
- identify and correct inaccurate spelling, punctuation and grammar.



PROOFREADING

- Underline or circle the ten mistakes in this email. Write the corrections on the lines underneath the email. One mistake has been circled and corrected to show you how to do it. [10]

Candidates will not lose marks for circling/underlining parts of the text that are correct, or for mistakenly correcting something that is already correct.



COMPONENT 3: PRACTICALASSESSMENT

This component gives candidates the opportunity to demonstrate their communication skills practically.

WJEC will provide two tasks, each in two parts. Candidates are required to complete both tasks in their entirety at a time during the course determined by the centre.

Each task is worth 7.5% of the qualification and is marked out of 20.



ADMINISTERING THE PRACTICALASSESSMENT

- The communication practical assessment tasks and their assessment criteria will be released on 1 September annually via the WJEC secure website, which centres should then download.
- The communication practical assessment tasks will change on an annual basis. They will be marked by the centre and moderated by WJEC.
- The time allowed for the completion of each of the two tasks is one hour, although centres have flexibility as to how they allocate time between the two parts of each task depending on the needs of the candidates.
- The two parts to each task do not have to be sat concurrently but it may benefit candidates to have both parts assessed within the same week.



ADMINISTERING THE PRACTICALASSESSMENT

- The tasks will be carried out under a limited level of control, i.e. learners may work with others to in their preparation but they must be assessed on their own responses to the task.
- Teachers should collect any stimulus material, research, notes, etc, at the end of each preparation period.
- No scripting of any part of this component is allowed – communications should be prepared but natural and spontaneous. It must be emphasised that this is not a reading task.
- Candidates are allowed to use brief notes only.
- Teachers are permitted to encourage, prompt or ask questions during the assessments in order to support the candidates' performances.



ADMINISTERING THE PRACTICAL ASSESSMENT

- Teacher assessment should be either directly at the time of the response or by listening to an electronic recording of a learner's response.
- All candidates' assessments must be recorded and retained until the end of the course.
- Both assessed tasks must be recorded; an audio or audio-visual recording is acceptable.
- In lieu of a recording, centres may submit a full transcript of a candidate's performance.
- A sample of candidates' work across both tasks will be required for moderation.



TASK 1: PRESENTING A POINT OF VIEW

In response to the topic set by WJEC, candidates will communicate ideas and information in the two parts:

1. the group discussion and then in,
2. the individual presentation.

Candidates should use the group discussion as an opportunity to explore the topic in further detail before presenting their ideas and opinions individually.



TASK 1, PART i: GROUP DISCUSSION

Following collaborative preparation time, candidates will discuss (5-7 minutes) different viewpoints in response to the topic set by WJEC. Candidates may make notes in the preparation stage that they can use to inform both parts i and ii of this task.

Candidates will be required to:

- express opinions on the topic with other members of the group
- give reasons for their opinions
- respond to the contributions of others.



TASK 1, PART i: GROUP DISCUSSION

4 GOOD REASONS TO GO VEGGIE

- 1. Save lives**
- 2. Improve your health**
- 3. Protect our planet**
- 4. Feed the world**

Choose Life Go Veggie

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In groups of two or three, discuss reasons why someone might choose to be vegetarian or why someone would feel eating meat is important.

You can use the two texts below to give you some ideas to discuss with your group, or you may do some research of your own on whether it is better to eat meat or not.

TASK 1, PART i: GROUP DISCUSSION

Things you may want to include in your discussion:

- What people can do to help animals.
- How animals are farmed for food.
- How you feel about eating meat.
- What you think is a healthy diet.
- What you think could be done in schools.
- Any ideas that you have researched about meat-eating and vegetarianism.

10 reasons to eat meat

1. Human beings are meat eaters by nature
2. Not eating meat can lead to sugar addiction.
3. Meat builds stronger muscles.
4. Meat keeps blood sugar stable and helps cravings for carbohydrates.
5. Meat helps the body and mind function adequately.
6. Not eating meat leads to a variety of mental and physical health conditions like anxiety, depression and hyperactivity.
7. Meat boosts the immune system and protects you from infections.
8. Meat protein gives you long-lasting energy.
9. Meat helps you burn fat.
10. Meat tastes good.

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TASK 1, PART ii: INDIVIDUAL PRESENTATION

After completing the group discussion, candidates will prepare for their individual presentation (2-4 minutes). They may use visual aids or PowerPoint but only as a resource to facilitate the presentation.

Candidates will be required to:

- communicate in a logical and structured way
- convey information to clarify the audience's understanding
- persuade the audience to agree with their views.

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TASK 1, PART ii: INDIVIDUAL PRESENTATION

Present to your class your views on vegetarianism and meat-eating.

You can use your notes from your discussion to help you plan your presentation.



TASK 2: THE WORLD OF WORK

Candidates will participate in two parts of a mock interview: an interview presentation and then a panel interview. Candidates should think about their own qualities, interests and experiences that would make them a suitable candidate.

The job specification can be shared with candidates one week before they complete the task. This will assist them to think of how they might fit the job description. They may wish to undertake research about the particular area of work.



TASK 2: THE WORLD OF WORK

You decide to apply for the job advertised below. It is for a weekend job at a local Animal Shelter, which looks after unwanted or very sick animals.

Simply Animal Jobs are seeking a Shelter Assistant to work at an animal shelter. The successful candidate will work on Saturdays and Sundays.

In this role you will be responsible for the care of sick and injured animals in the shelter. You will be asked to help with carrying out routine health checks, deworming, providing sufficient food and water, bathing and grooming, and exercising the animals.

We are looking for someone who has good customer service skills, can work in a team, can manage their time and workload, and above all, loves animals!



TASK 2, PART i: INTERVIEW PRESENTATION

Candidates will individually present (2-4 minutes) on the question set by WJEC as part of this mock interview. They may use visual aids or PowerPoint to facilitate the presentation.

Candidates will be required to:

- adapt their presentation skills to the formal context
- use appropriate tone/language
- present information relevant to the task.



TASK 2, PART i: INTERVIEW PRESENTATION

You have been asked to come to an interview for the job at the animal shelter. Simply Animals have asked you to prepare a presentation on why you would be the best person for the job.

In your presentation you may wish to include:

- What makes a good animal care assistant
- The type of person you are
- Any interests you have that would help you in this job
- Any experiences you have that would help you in this job.



TASK 2, PART ii: PANEL INTERVIEW

Candidates will respond to the teacher (and learner) interview panel who will pose questions (3-5 minutes) set by WJEC as part of this mock interview. Teachers may ask supplementary questions to assist candidates in developing more detailed responses.

Candidates will be required to:

- respond to questions with growing confidence
- provide detail and information as requested
- use appropriate tone/language.



TASK 2, PART ii: PANEL INTERVIEW

Possible questions

1. Why are you looking for a job?
2. Why are you interested in working for the animal shelter?
3. Why should we hire you as the animal care assistant?
4. What do you think it takes to be a good animal care assistant?
5. What has been your proudest moment?
6. Tell me about a time when you solved a problem.

Teachers may share the interview questions below with candidates in the preparation time prior to the assessment.

Candidates may not, however, write responses and use these in their interview. Responses should be spontaneous.

Teachers should cover at least four of the six questions below with each candidate, varying the choice of questions according to the candidate's needs.



COMMUNICATION: ASSESSMENT CRITERIA

Band 4 7-8 marks	<p>To those who:</p> <ul style="list-style-type: none"> • organise ideas and information in a logical sequence • develop some ideas for the stated purpose • use vocabulary and grammar mostly accurately • respond appropriately to the contributions of others • attempt to adapt language/register to audience and context.
Band 3 5-6 marks	<p>To those who:</p> <ul style="list-style-type: none"> • sequence some of ideas and information • make occasional contributions and general statements • use straightforward vocabulary appropriate to the task to express ideas • show some understanding of the contributions of others • show some awareness of audience and context.
Band 2 3-4 marks	<p>To those who:</p> <ul style="list-style-type: none"> • follow the gist of a discussion • make brief, simple contributions which are sometimes clear • use simple vocabulary appropriate to the task • interact with others in a simple way • rely on prompts from audience.



REPORTING

Entry Level Certificate in English is reported on a three point scale from Entry 1 to Entry 3.

To obtain Entry 1, the candidate should have followed the programme of study and achieved approximately 25% of the available marks.

To obtain Entry 2, the candidate should have followed the programme of study and achieved approximately 45% of the available marks.

To obtain Entry 3, the candidate should have followed the programme of study and achieved approximately 65% of the available marks.

The percentages above are intended for guidance only and are not rigidly fixed as the degree of difficulty of tasks may vary.



PRAISE FOR OUR REFORMED QUALIFICATION

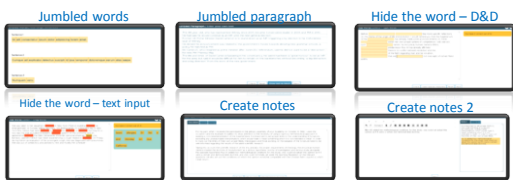
"We loved it! The new ELC English qualification is purposeful and functional... the kids found it straightforward and enjoyed the variety of different questions."

Ysgol Y Deri, Special School



TEXT TOOLS

A bank of tools that allow teachers to use their own piece of text to generate a range of activities.



WHEN CAN I START?

This linear qualification will be available in the summer series each year.

It will be awarded for the first time in summer 2018. There are no previous learning requirements for this specification.

This means that teachers have the choice to enter candidates after one year of teaching (from September 2017). This will be manageable even if learners have been following alternative pathways as the skills content for this qualification are similar to other English qualifications.



GET IN TOUCH WITH US

Our subject specialists and administrative staff offer an approachable, personal service.

Guy Melhuish
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Any Questions?

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