

ENTRY LEVEL



WJEC ENTRY LEVEL Certificate in ENGLISH

REGULATED BY OFQUAL AND CCEA REGULATION
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2017
For award from 2018

Version 2 June 2021



SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Insertion of Guided learning hours (GLH) and total qualification time (TQT)	4



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	Page
Summary of assessment	2
1. Introduction	3
1.1 Aims and objectives	3
1.2 Guided learning hours (GLH) and total qualification time (TQT)	4
1.3 Prior learning and progression	4
1.4 Equality and fair access	4
2. Subject content	5
2.1 Component 1	6
2.2 Component 2	7
2.3 Component 3	9
3. Assessment	12
3.1 Assessment objectives and weightings	12
4. Technical information	13
4.1 Making entries	13
4.2 Moderation procedures	13
4.3 Grading, awarding and reporting	14
Appendix 1: Communication Assessment Criteria	15

ENTRY LEVEL CERTIFICATE in ENGLISH

SUMMARY OF ASSESSMENT

Component 1: Entry Level English
Written examination: 1 hour
25% 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 × 0.5 hours
60% of qualification 80 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: Entry Level English
Practical assessment – Communication: 2 × 2 hours
15% of qualification 40 marks

Task 1: Presenting a point of view

Task 2: The World of Work

Externally set, internally assessed.

This linear qualification will be available in the summer series each year. It will be awarded for the first time in summer 2018.

Ofqual Qualification Number (listed on [The Register](#)): 603/1342/0

Qualifications Wales Designation Number (listed on [QiW](#)): C00/1186/9

ENTRY LEVEL CERTIFICATE IN ENGLISH

1 INTRODUCTION

1.1 Aims and objectives

The WJEC Entry Level Certificate in English is designed for learners who have not reached Level 3 of the National Curriculum at the end of Key Stage 3, and for whom GCSE and equivalent vocational qualifications are not deemed appropriate. The qualification will assess the reading, writing and communication skills that learners will need in their everyday lives, in the world of work, and in other curriculum areas. It provides learners with a broad, coherent, satisfying and worthwhile course of study.

This specification has been written to meet, where appropriate, the Programme of Study requirements for National Curriculum English at Key Stage 4. It recognises, however, that the National Curriculum allows material to be selected from earlier key stages to enable individual learners to progress and demonstrate achievement. Where such material is used, it is presented in contexts suitable for older learners. The course will prepare learners for further studies in English, e.g. GCSE English Language, or vocational courses requiring communication skills.

This WJEC Entry Level Certificate in English specification will enable learners to:

- communicate in a variety of situations and for a range of purposes and audiences
- communicate with increasing independence and clarity
- participate in group and individual activities
- engage with a wide range of literary and non-literary texts, including non-continuous texts
- identify and locate facts, ideas, information and opinions in texts
- understand and express opinions
- develop their skills in writing to communicate clearly
- write for different audiences and purposes in a variety of forms
- show increasing control of presentation of writing (including spelling, punctuation and grammar).

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of reading, writing and communication skills in meaningful contexts enabling them to enjoy a positive learning experience.

1.2 Guided learning hours (GLH) and total qualification time (TQT)

Each unit in this qualification has been allocated a number of guided learning hours (GLH). This is the number of guided learning hours that WJEC expects the centre to provide to support learners in each unit. Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 120 hours.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualification. This is referred to as the total qualification time (TQT). Activities which contribute to the TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning, e-assessment and all guided learning.

The total amount of TQT assigned to this qualification is 120 hours.

1.3 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the centre's discretion.

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of GCSE English Language. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*.

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

2 SUBJECT CONTENT

This section outlines the knowledge, understanding and skills to be developed by learners studying Entry Level Certificate in English.

Entry Level Certificate in English provides a framework for developing learners' knowledge, understanding and skills. These contexts are intended to enable learners to make meaningful connections between what they learn and how reading, writing and communication are used in everyday applications. Learners should therefore be prepared to apply their knowledge, understanding and skills specified in a range of contexts.

All content in the specification should be introduced in such a way that it develops learners' ability to:

- make contributions to group and individual tasks
- show their understanding of what is read
- write with increasing independence
- review accuracy of their own work.

The subject content is made up of three components testing reading, writing and communication skills.

2.1 Component 1

Written Examination: 1 hour

25% of qualification 40 marks

This component is comprised of two equally-weighted sections:

Section A: Non-literary Reading (20 marks)

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.

Candidates' understanding will be tested by their ability to:

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

Section B: Functional Writing (20 marks)

Two tasks: one short task and one extended writing task based on everyday uses of English in the contexts of education, work or life.

15 of the 20 marks will be awarded for the candidates' communicating and organising in the texts they write; 5 of the 20 marks will be awarded for the candidates' accuracy of writing.

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.

This component is externally set and externally assessed by WJEC.

2.2 Component 2

Topic Tests: 4 x 30 mins **60% of qualification 4 x 20 marks**

Candidates must complete each of the four topic tests set by WJEC at a time during the course determined by the centre.

- 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.
- 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.

Topic Test 1: Response to twentieth/twenty-first century prose (20 marks)

A mixture of low tariff short response questions and one extended response to an unseen extract from twentieth or twenty-first century prose.

Candidates will be required to:

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

Completion time: 30 minutes, plus ten minutes reading time.

Topic Test 2: Editing and sequencing (20 marks)

Cloze and sequencing activities, incorporating sorting and matching, to demonstrate verbal reasoning and understanding. There will be one 10 mark cloze exercise (editing) and three short questions for 10 marks on sequencing.

Candidates will be required to:

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

Completion time: 30 minutes

Topic Test 3: Narrative writing (20 marks)

One from a choice of two titles that will encourage candidates to entertain the reader. 15 of the 20 marks will be awarded for the candidates' communicating and organising in the text they write; 5 of the 20 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.

Completion time: 30 minutes

Topic Test 4: Proofreading (20 marks)

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.

Completion time: 30 minutes

This component is externally set, internally assessed and externally moderated by WJEC. A sample of completed assessments will be required for moderation.

2.3 Component 3

Practical Assessment: 2 x 2 hours 15% of qualification 40 marks

This assessment 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.

- 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 two hours, 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.
- 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 when they complete the task.
- Teachers are permitted to encourage, prompt or ask questions during the assessments in order to support the candidates' performances.
- 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 (20 marks)

In response to the topic set by WJEC, candidates will communicate ideas and information in the two parts: the group discussion and then in 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. It is possible for the discussion to take place between the teacher and the candidate where the candidate is uncomfortable with group work.

Stimulus material on the topic can be shared with the candidates one week before they complete the task. This will assist them to think of ideas about the topic but they can also refer to other relevant issues and may wish to undertake research. Teachers can offer guidance and general advice to candidates about undertaking the task in the week before the assessment.

i) **Group Discussion (10 marks)**

Following their collaborative preparation time, candidates will discuss 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 of this task. The teacher should intervene to ensure that all members of the group are contributing and can therefore be assessed.

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.

Candidates should spend a proportion of the one hour for this part of the task in their groups preparing for their discussion prior to the formal assessment starting. The discussion should last between five and ten minutes.

ii) **Individual Presentation (10 marks)**

After completing the group discussion, candidates will prepare for their individual presentation. 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.

Candidates should spend a proportion of the time remaining of the one hour for the total task independently preparing for their presentation prior to the formal assessment starting. The presentation should last between two and four minutes.

Task 2: The World of Work (20 marks)

In response to the job specification set for this task by WJEC, 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. Teachers can offer guidance and general advice to candidates about undertaking the task in the week before the assessment.

i) Interview Presentation (10 marks)

Following their preparation time, candidates will individually present on the question set by WJEC as part of this mock interview. They may use visual aids or PowerPoint but only as a resource 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.

Candidates should spend a proportion of the one hour for this part of the task in groups or individually preparing their presentation prior to the formal assessment starting. The presentation should last between two and four minutes.

ii) Panel Interview (10 marks)

Following their preparation time, candidates will respond to the teacher (and learner) interview panel who will pose the series of questions 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.

Candidates should spend a proportion of the time independently preparing for their interview prior to the formal assessment starting. The interview should last between three and five minutes.

This component is externally set, internally assessed and externally moderated by WJEC. A sample of completed assessments will be required for moderation.

3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification.

AO1

Communication – learners must:

- present and organise information/points of view clearly and in appropriate language
- make relevant contributions in formal and informal situations
- interact with and respond appropriately to others.

AO2

Reading – learners must:

- identify main points and ideas
- use information contained in texts
- read and understand texts in detail
- examine how events / ideas are presented.

AO3

Writing – learners must:

- write to communicate clearly including an appropriate level of detail
- use and adapt register and forms as appropriate to task and purpose
- ensure written work is generally accurate, including grammar, punctuation and spelling.

The table below shows the weighting of each assessment objective for the qualification.

AO1	AO2	AO3
15%	42.5%	42.5%

4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification.

Assessment opportunities will be available in the summer assessment period each year until the end of the life of the specification.

All components will be available in 2018 (and each year thereafter). The qualification will be awarded for the first time in summer 2018.

A candidate may retake the whole qualification more than once.

The entry code appears below.

WJEC Entry Level Certificate 6700QC

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 Moderation Procedures

Internal moderation of Component 2 and Component 3

Centres must ensure that internal moderation is carried out where more than one teacher is responsible for the marking of Component 2 and Component 3 assessments. This is necessary to ensure uniformity of standards within a centre. One person must be responsible for the centre's internal standardisation procedure. Internal moderation must occur prior to submitting marks to WJEC.

External moderation of Component 2 and Component 3

External moderation is the process whereby the marks awarded by the centre are checked for accuracy and consistency against the assessment criteria. This involves a moderator appointed by WJEC checking a sample of the work from a centre. An internal assessment manual is available from WJEC each year which contains information about selecting a sample for external moderation and submission dates.

Centres should also send to their appointed moderator the following documents:

- any relevant administration forms
- any further information which may help the moderator when interpreting the work or marking, such as scaffolding, writing templates, planning sheets, etc.
- signed authentication that the work is the candidate's own
- details of internal moderation (if applicable).

4.3 Grading, awarding and reporting

Entry Level Certificate in English is reported on a three point scale from Entry 1 to Entry 3, where Entry 3 is the highest grade. Entry 1, Entry 2 and Entry 3 achievements are broadly comparable with levels 1, 2 and 3 of the National Curriculum.

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. This variation will be taken into account at the awarding stage.

Results not attaining the minimum standard for the award will be reported as U (unclassified).

Appendix 1

AO1: Communication Assessment Criteria

COMMUNICATION: ASSESSMENT CRITERIA	
Band 5 9-10 marks	<p>To those who:</p> <ul style="list-style-type: none"> • organise and sequence ideas and information clearly e.g. connectives to link points • use detail to develop and add interest to accounts and information • express points of view, ideas and opinions clearly and accurately • respond to the contributions of others, showing some interest or challenge • adapt language/tone/register appropriately to audience and formal/ informal context.
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 • attempts to adapt language/tone/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.
Band 1 1-2 marks	<p>To those who:</p> <ul style="list-style-type: none"> • some relevant content but uneven • express some personal response although this may not be relevant to the task • use basic ways to communicate • occasional respond to prompts from others • limited awareness of the audience.
0 marks	Nothing worthy of credit

Entry Level Certificate in English from 2017 (07.04.2017)