

# Entry Level Certificate in English

## Specification

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Pearson Edexcel Entry Level Certificate in English (NEN0)

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*First certification from June 2018*

Issue 1





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# 1 Introduction

## Why choose the Pearson Edexcel Entry Level Certificate in English?

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We have listened to feedback from teachers and used this development as an opportunity to design a new Entry Level Certificate that complements our GCSE (9–1) English Language qualification. It aims to support every student in their enjoyment of English.

Our Entry Level Certificate in English has been designed to closely match the English programme of study and provide a progression route to GCSE English Language. The Entry Level Certificate supports advancement in English by engaging students in speaking and listening, writing, and reading tasks, and by allowing teachers the flexibility to tailor the speaking and listening, and writing tasks to suit their students' needs and interests.

**Co-teachable with GCSE English Language** – key aspects of the GCSE English Language qualification are reflected in the Entry Level Certificate to help with co-teachability, such as the inclusion of fiction and non-fiction texts, transactional and creative writing, and a speaking and listening element. This ensures that learners can retain the option to attempt the GCSE examinations should they progress well through the Entry Level Certificate.

**Designed to encourage progression to GCSE** – assessments prepare students for GCSE English Language by drawing on key skills while retaining the flavour of Entry Level with assessments that can be taken at any time during the course.

**Flexible** – students can be taught and assessed at any point throughout the course. Marks for each of the skills can be banked and students can re-take the assessments.

**Customisable** – students have a choice of topics for the reading paper and a free choice for speaking and listening, and writing. Teachers can choose to use the Pearson set tasks for speaking and listening, and writing, or adapt them or devise their own tasks to reflect their students' interests.

**Empowering** – for every student through recognition of individual achievement. This qualification rewards students' efforts and progress.

**Motivating** – assessments are pitched to the students' specific level. Three distinct levels of assessments encourage and motivate students to achieve, and give them a sense of success.

**Accessible** – this qualification uses the same Assessment Objectives as GCSE English Language, however we have tailored AO3 (comparison) at Entry Levels 1 and 2 to make it more accessible to students. At Entry Levels 1 and 2, comparison is assessed as part of the speaking and listening component. At Entry Level 3, students are required to compare in the non-fiction reading paper, using two texts. This supports progression to GCSE English Language.

**Tailored** – a structure suitable for each level, tailored to students' strengths. At Entry Levels 1 and 2, speaking and listening is weighted at 20%. This decreases to 10% at Entry Level 3. Similarly, writing is weighted at 30% in Levels 1 and 2 and increases to 40% at Entry Level 3. In order to further differentiate between the levels we have also looked at the ratio of AO5 to AO6 and adjusted it for each of the levels.

# Supporting you in planning and implementing this qualification

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## Planning

- Our Getting Started Guide will give you an overview of the new Entry Level Certificate in English to help you to get to grips with the content and assessment. It will also give you additional support for setting speaking and listening, and writing tasks, should you take that option.
- We will give you a course planner mapped from GCSE (9-1) English Language to Entry Level Certificate showing how you can co-teach this qualification with GCSE (9-1) English Language.

## Teaching and learning

There will be free teaching and learning support to help you deliver the new qualification, including:

- student exemplar work with marks and commentaries
- support in setting or adapting speaking and listening or writing tasks.

## Preparing for tests

We will provide a range of support to help you prepare your students for the assessments, including:

- sample assessment materials to support formative assessment practice
- sample speaking and listening and writing tasks, showing the differentiation in support for each of the levels of Entry Level Certificate in English
- student exemplar work with marks and commentaries.

## Get help and support

Our subject advisor service and online community will ensure that you receive help and guidance from us, and that you can share ideas and information with other teachers.

You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at [quals.pearson.com](https://quals.pearson.com)

## Qualification at a glance

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### Content and assessment overview

The Pearson Edexcel Entry Level Certificate in English is offered at Entry Level 1, Entry Level 2 and Entry Level 3. Each level consists of three components: speaking and listening, writing, and reading and students must take three components from the same entry level.

Each component is internally assessed and externally moderated. Students must complete all three components.

#### Entry Level 1

<b>Component 1: Speaking and Listening</b>	<b>Entry Level 1</b>
<b>Non-examination assessment</b> <b>20% of the qualification – 20 marks</b>	
<b>Content overview</b> Students will focus on: <ul style="list-style-type: none"><li>• using appropriate language to communicate effectively</li><li>• listening and responding to questions and feedback</li><li>• using presentation skills to communicate</li><li>• comparing ideas.</li></ul>	
<b>Assessment overview</b> <ul style="list-style-type: none"><li>• Internally assessed and externally moderated.</li><li>• Students complete two tasks.</li><li>• Tasks are chosen by the teacher. Teachers can use the tasks given by Pearson (see <i>pages 15–22</i>), adapt these tasks or create their own tasks suitable for their students.</li><li>• Task 1: 8 marks, 8%. AO7, AO8 and AO9 are assessed.</li><li>• Task 2: 12 marks, 12%. This must include a comparison of two ideas. AO3, AO7, AO8 and AO9 assessed.</li><li>• <i>Suggested</i> timings per task: 2–4 minutes.</li></ul>	

<b>Component 2: Writing</b>	<b>Entry Level 1</b>
<b>Non-examination assessment</b>	
<b>30% of the qualification – 30 marks</b>	
<b>Content overview</b>	
Students will focus on:	
<ul style="list-style-type: none"> <li>• writing for different forms, purposes and audiences</li> <li>• writing to communicate meaning</li> <li>• organising information and ideas.</li> </ul>	
<b>Assessment overview</b>	
<ul style="list-style-type: none"> <li>• Internally assessed and externally moderated.</li> <li>• Tasks are chosen by the teacher. Teachers can use the tasks given by Pearson (see <i>pages 29–34</i>) or adapt these tasks or create their own tasks suitable for their students.</li> <li>• Students complete two tasks. These can be: <ul style="list-style-type: none"> <li>o one transactional piece of writing and one creative piece of writing</li> <li>o two creative pieces of writing</li> <li>o two transactional pieces of writing.</li> </ul> </li> <li>• Each task is worth 15% and 15 marks.</li> <li>• AO5, AO6 are assessed.</li> <li>• <i>Suggested</i> timings per task: 15 minutes.</li> </ul>	
<b>Component 3: Reading</b>	<b>Entry Level 1</b>
<b>Non-examination assessment</b>	
<b>50% of the qualification – 50 marks</b>	
<b>Content overview</b>	
Students will focus on:	
<ul style="list-style-type: none"> <li>• reading short extracts from both fiction and non-fiction 20th- and 21st-century texts</li> <li>• identifying and interpreting information and ideas</li> <li>• selecting evidence from texts to show understanding</li> <li>• explaining the use of language and structure</li> <li>• showing understanding of an extract.</li> </ul>	
<b>Assessment overview</b>	
<ul style="list-style-type: none"> <li>• Internally assessed and externally moderated.</li> <li>• Tests are provided by Pearson and can be downloaded from the website using your centre's Edexcel Online password.</li> <li>• Tests are themed and teachers can choose which tests to give students.</li> <li>• Students take two tests: <ul style="list-style-type: none"> <li>o non-fiction, 25% and 25 marks</li> <li>o fiction, 25% and 25 marks.</li> </ul> </li> <li>• AO1, AO2 and AO4 are assessed.</li> <li>• <i>Suggested</i> timings per test: 30 minutes.</li> </ul>	

See *Appendix 2* for codes relevant to this qualification.

## Entry Level 2

<b>Component 1: Speaking and Listening</b>	<b>Entry Level 2</b>
<b>Non-examination assessment</b>	
<b>20% of the qualification – 20 marks</b>	
<b>Content overview</b>	
Students will focus on:	
<ul style="list-style-type: none"><li>• using appropriate language to communicate effectively</li><li>• listening and responding to questions and feedback</li><li>• using presentation skills to communicate</li><li>• comparing ideas.</li></ul>	
<b>Assessment overview</b>	
<ul style="list-style-type: none"><li>• Internally assessed and externally moderated.</li><li>• Students complete two tasks.</li><li>• Tasks are chosen by the teacher. Teachers can use the tasks given by Pearson (see <i>pages 15–22</i>) or adapt these tasks or create their own tasks suitable for their students.</li><li>• Task 1: 8 marks 8%. AO7, AO8 and AO9 assessed.</li><li>• Task 2: 12 marks, 12%. This must include a comparison of ideas. AO3, AO7, AO8, AO9 are assessed.</li><li>• <i>Suggested</i> timings per task: 3–5 minutes.</li></ul>	
<b>Component 2: Writing</b>	<b>Entry Level 2</b>
<b>Non-examination assessment</b>	
<b>30% of the qualification – 30 marks</b>	
<b>Content overview</b>	
Students will focus on:	
<ul style="list-style-type: none"><li>• writing for different forms, purposes and audiences</li><li>• writing to communicate meaning</li><li>• organising information and ideas.</li></ul>	
<b>Assessment overview</b>	
<ul style="list-style-type: none"><li>• Internally assessed and externally moderated.</li><li>• Tasks are chosen by the teacher. Teachers can use the tasks given by Pearson (see <i>pages 29–34</i>), adapt these tasks <i>or</i> create their own tasks suitable for their students.</li><li>• Students complete two tasks:<ul style="list-style-type: none"><li>◦ one transactional piece of writing <i>and</i> one creative piece of writing <i>or</i></li><li>◦ two creative pieces of writing <i>or</i></li><li>◦ two transactional pieces of writing.</li></ul></li><li>• Each task is worth 15% and 15 marks.</li><li>• AO5, AO6 are assessed.</li><li>• <i>Suggested</i> timings per task: 30 minutes.</li></ul>	

Component 3: Reading	Entry Level 2
<p><b>Non-examination assessment</b></p> <p><b>50% of the qualification – 50 marks</b></p>	
<p><b>Content overview</b></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• reading short extracts from both fiction and non-fiction 20th- and 21st-century texts</li> <li>• identifying and interpreting information and ideas</li> <li>• selecting evidence from texts to show understanding</li> <li>• explaining the use of language and structure</li> <li>• showing understanding of an extract.</li> </ul>	
<p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• Internally assessed and externally moderated.</li> <li>• Tests are provided by Pearson and can be downloaded from the website using your centre’s Edexcel Online password.</li> <li>• Tests are themed and teachers can choose which tests to give students.</li> <li>• Students take two tests: <ul style="list-style-type: none"> <li>o non-fiction, 25% and 25 marks</li> <li>o fiction, 25% and 25 marks.</li> </ul> </li> <li>• AO1, AO2 and AO4 are assessed.</li> <li>• <i>Suggested</i> timings per test: 35 minutes.</li> </ul>	

See *Appendix 2* for codes relevant to this qualification.

## Entry Level 3

<b>Component 1: Speaking and Listening</b>	<b>Entry Level 3</b>
<b>Non-examination assessment</b>	
<b>10% of the qualification – 10 marks</b>	
<b>Content overview</b>	
Students will focus on:	
<ul style="list-style-type: none"><li>• using appropriate language to communicate effectively</li><li>• listening and responding appropriately to questions and feedback</li><li>• using presentation skills to communicate effectively.</li></ul>	
<b>Assessment overview</b>	
<ul style="list-style-type: none"><li>• Internally assessed and externally moderated.</li><li>• Students complete one task.</li><li>• The task is chosen by the teacher. Teachers can use a task given by Pearson (see <i>pages 15–22</i>) or adapt a task or create their own task suitable for their students.</li><li>• 10 marks, 10%. AO7, AO8 and AO9 are assessed.</li><li>• <i>Suggested</i> timings for task: 4–6 minutes.</li></ul>	
<b>Component 2: Writing</b>	<b>Entry Level 3</b>
<b>Non-examination assessment</b>	
<b>40% of the qualification – 40 marks</b>	
<b>Content overview</b>	
Students will focus on:	
<ul style="list-style-type: none"><li>• writing for different forms, purposes and audiences</li><li>• writing to communicate meaning</li><li>• organising information and ideas.</li></ul>	
<b>Assessment overview</b>	
<ul style="list-style-type: none"><li>• Internally assessed and externally moderated.</li><li>• Tasks are chosen by the teacher. Teachers can use the tasks given by Pearson (see <i>pages 29–34</i>), adapt these tasks <i>or</i> create their own tasks suitable for their students.</li><li>• Students complete two tasks:<ul style="list-style-type: none"><li>◦ one transactional piece of writing and</li><li>◦ one creative piece of writing.</li></ul></li><li>• Each task is worth 20% and 20 marks.</li><li>• AO5, AO6 are assessed.</li><li>• <i>Suggested</i> timings per task: 40 minutes.</li></ul>	

<b>Component 3: Reading</b>	<b>Entry Level 3</b>
<p><b>Non-examination assessment</b></p> <p><b>50% of the qualification – 50 marks</b></p>	
<p><b>Content overview</b></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• reading short extracts from 19th-, 20th- and 21st-century fiction texts</li> <li>• reading short extracts from 20th- and 21st-century non-fiction texts</li> <li>• identifying and interpreting information and ideas</li> <li>• selecting evidence from texts to show understanding</li> <li>• explaining the use of language and structure</li> <li>• evaluating texts and comparing ideas.</li> </ul>	
<p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• Internally assessed and externally moderated.</li> <li>• Tests are provided by Pearson and can be downloaded from the website using your centre’s Edexcel Online password.</li> <li>• Tests are themed and teachers can choose which tests to give students.</li> <li>• Students take two tests: <ul style="list-style-type: none"> <li>o non-fiction, 25% and 25 marks</li> <li>o fiction, 25% and 25 marks.</li> </ul> </li> <li>• AO1, AO2 and AO4 are assessed in both tests. AO3 is also assessed in the non-fiction test.</li> <li>• <i>Suggested</i> timings per test: 45 minutes.</li> </ul>	

See *Appendix 2* for codes relevant to this qualification.

## 2 Subject content and assessment information

The Entry Level Certificate sits below GCSE qualifications. Entry Level 3 represents achievement below a GCSE Grade 1.

The Pearson Edexcel Entry Level Certificate in English covers the appropriate aspects of the Key Stage 4 programme of study in English.

### Qualification aims and objectives

**For speaking and listening** to enable students to:

- speak confidently, audibly and effectively
- use Standard English as appropriate
- select and organise information and ideas effectively
- listen and respond to questions.

**For writing** to enable students to:

- adapt their writing for different purposes and audiences
- select and organise ideas, facts and key points
- select vocabulary, form, and structural and organisational features to reflect audience, purpose and context, and use Standard English where appropriate
- pay attention to the accuracy and effectiveness of grammar, punctuation and spelling.

**For reading** to enable students to:

- read in different ways for different purposes
- identify and interpret ideas and information
- seek evidence in the text to support a point of view
- identify and comment on a writer's choice of vocabulary.

# Component 1: Speaking and Listening

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## Overview

The focus of this component is on students developing speaking and listening skills in a supportive environment.

They should develop skills to allow them to speak confidently and communicate effectively to others, either as a pair, in a small group or to their teacher.

## Content

Students should develop the following skills.

1 Using presentation skills to communicate effectively. This includes:

- speaking clearly and audibly
- using appropriate non-verbal communication
- using intonation or emphasis where appropriate.

2 Using appropriate spoken language to communicate effectively. This includes:

- ensuring that spoken language is clear and makes sense
- ensuring spoken language is focused on the task
- using language that is appropriate to the task.

3 Listening and responding appropriately to questions and feedback. This includes:

- listening carefully to others and responding if appropriate
- listening carefully to questions
- answering questions in an appropriate way.

At Entry Level 1 and Entry Level 2 students must also develop the skill of comparing two ideas. This includes:

- identifying similarities between ideas
- identifying differences between ideas
- making a basic judgement on the more effective idea.

NB: At Entry Level 3 the skill of comparison is assessed in the reading component.

## Task requirements

Teachers can read out tasks and answer questions in order for students to understand the tasks but they cannot help with the delivery of the tasks.

Students can be given as much planning time as teachers feel is appropriate. Students may use cue cards, brief notes or any other prompts to assist them during the completion of the task(s).

Teachers can help with the planning of the task(s) and students can plan in collaboration with other students.

***Students do not need to be recorded.***

### **Entry Level 1**

Students must complete *two* tasks.

Students can complete the tasks as individuals, in a pair or as a small group.

One task must include the comparison of different ideas.

Teachers can select tasks from the examples given on *pages 15–22*, adapt these tasks, or devise tasks of their own.

*Suggested* timings: 2–4 minutes per task. These are suggested timings only and teachers are free to alter them as appropriate for the needs of their students.

At the end of each task, students should answer straightforward questions about their topic.

If students need help, teachers may prompt students up to three times during each task.

### **Entry Level 2**

Students must complete *two* tasks.

Students can complete the tasks as individuals, in a pair or as a small group.

One task must include the comparison of different ideas.

Teachers can select tasks from the examples on *pages 15–22*, adapt these tasks, or devise tasks of their own.

*Suggested* timings: 3–5 minutes per task. These are suggested timings only and teachers are free to alter them as appropriate for the needs of their students.

At the end of each task, students should answer questions about their topic.

If students need help, teachers may prompt students up to two times during each task.

### **Entry Level 3**

Students must complete *one* task. They can carry out the task as individuals or in a pair.

Teachers can select the task from the examples on *pages 15–22*, adapt a task or devise a task of their own.

*Suggested* timing: between 4–6 minutes. This is a suggested timing only and teachers are free to alter it as appropriate for the needs of their students.

At the end of the task, students should answer questions about their topic.

Teachers *cannot* prompt students during the task.

### **Adapting Pearson-set tasks and devising tasks**

Teachers can adapt the Pearson-set tasks found on the following pages or devise their own tasks. If teachers do this they are reminded that tasks should offer the appropriate challenge for their students' abilities. The tasks must meet the requirements of the Assessment Objectives and allow students to access the full range of the assessment criteria.

## Speaking and Listening tasks

### Task 1: Who are you?

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• give their name and age and where they live</li> <li>• talk about whether they have any brothers and sisters and provide some information about them.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• give their name and date of birth, and say if they have any brothers and sisters</li> <li>• include some additional information, such as whether they have any pets and what they like to do in their spare time.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• give an extended talk to include details about who they are and present information about their family/carers</li> <li>• develop ideas to include their dreams and ambitions for the future and any other information that will interest the listener.</li> </ul>

### Task 2: The best day of my life!

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about the best day in their life</li> <li>• say why it was so special.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about their best day, why it was special and who shared the experience with them</li> <li>• include some additional information, such as when and where they spent the best day of their life and whether they would like to repeat the experience.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• give an extended talk to include details about their best day. Information will include when they experienced it, where it was, who was with them and what they did</li> <li>• develop ideas to include how they felt and whether they could or want to repeat the experience.</li> </ul>

### Task 3: My favourite game

The game can be any type – a board game, a computer game or a sport.



Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about a favourite game</li> <li>• say why it is a favourite game and when they play it.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about their favourite game and when it is played</li> <li>• include some additional information, such as how the game is played and some of the rules.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• give an extended talk to include details about their favourite game. Information will include how the game is played, where the game is best played and the rules</li> <li>• develop ideas to include the objectives of the game, who is the best player and any additional information that they may have.</li> </ul>

#### Task 4: My favourite book or film

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about their favourite book or film</li> <li>• say why it is a favourite book or film and provide some basic information about it.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about their favourite book or film and why they like it</li> <li>• include some additional information such as who wrote it, or stars in it, and provide a brief synopsis</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• give an extended talk to include details about their favourite book or film. Information will include the title, who wrote it or stars in it, what it is about, and provide a synopsis</li> <li>• develop ideas to include more details, such as the popularity of the book or film, the 'best bit', other books or films in the series and who they would recommend it to.</li> </ul>

#### Task 5: My favourite music

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about a favourite type of music and why they like it</li> <li>• say who their favourite musician or band is and give an example of one of their most popular songs or tracks.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about their favourite type of music and give examples of their favourite musician or band</li> <li>• include some additional information, such as why they like this particular style of music, their favourite track and what they recommend others to listen to.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• give an extended talk to include details about their favourite music. Information will include some background information about the musician or band, a discography and their favourite track(s)</li> <li>• develop ideas to include more details, such as the popularity of the musician or band, the track they recommend others listen to and explain what a favourite song is about.</li> </ul>

### Task 6: Social networking

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• tell the listener(s) about what social networking sites they use, if any</li><li>• talk about why they use social networking.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• tell the listener(s) about the social networking sites they know of and which they consider to be the best or most popular</li><li>• include some additional information, such as how much time they spend on social networking.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• give an extended talk, to include details about social networking. Information will include some detail about their own social networking experiences and those of others</li><li>• develop ideas to include more details, such as the different types of social networking available and the benefits and dangers of social networking and staying safe, and give advice about dealing with cyber bullying.</li></ul>

**The following are examples of comparative tasks for Entry Level 1 and Entry Level 2 only.**

**Task 7: Which advertisement is most successful?**

Students should be given or select two advertisements and compare them.

<b>Expected outcomes</b>	
<b>Entry Level 1</b>	<b>Entry Level 2</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about the two different advertisements and compare how they are presented</li> <li>• say which advertisement they think is better and why.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• tell the listener(s) about the two different advertisements. They will describe the content and layout of each one and identify the purpose and audience of the advertisements</li> <li>• include some additional information, such as identifying specific words or phrases that engage the reader.</li> </ul>

**Task 8: Front-page news!**

Students should compare the front pages of two different newspapers. This can be a visual comparison.

<b>Expected outcomes</b>	
<b>Entry Level 1</b>	<b>Entry Level 2</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• present the listener(s) with an overview of the front pages of two newspapers</li> <li>• make some comment on the similarities and/or differences of the two newspapers.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• provide the listener(s) with a comparison of the two front pages. They may include points about use of font, colour, puns and images, and an opinion on which one is more successful</li> <li>• include some additional information, such as examples of specific words and phrases and the effect they have on the reader.</li> </ul>

### Task 9: A load of blurb – comparing book covers

Students should compare two book covers, including the summary on the back cover.

Expected outcomes	
Entry Level 1	Entry Level 2
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• present the listener(s) with their two book covers and describe both of them; students will say which one they like best</li><li>• tell the listener(s) about some more obvious comparisons and state which one they think is more successful in making the book appealing.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• present the listener(s) with a detailed comparison of the two book covers. Students will consider the use of colour, font, and imagery, and the overall impact on the reader</li><li>• include some additional information, such as the use of specific words and phrases to hook the reader and say which one is more successful and why.</li></ul>

### Task 10: Fashion

Students should compare two different styles/outfits/makeup designs.

Expected outcomes	
Entry Level 1	Entry Level 2
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• tell the listener(s) about two or more images of different fashions/styles and talk about each one of them</li><li>• comment on the different fashions/styles, comparing colour, appearance and image.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• present the listener(s) with two or more different fashions/styles, consider the most successful look and compare the use of colour, image, and effects</li><li>• include some additional information, such as the use of different fabrics/makeup. They will consider how different fashions/styles may suit different people and how some fashions/style can be considered stereotypical.</li></ul>

**Task 11: The face says it all!**

Students should compare the different emotions shown in the pictures.



<b>Expected outcomes</b>	
<b>Entry Level 1</b>	<b>Entry Level 2</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• tell the listener(s) about what different expressions say about people and their emotions</li><li>• compare the different expressions and emotions, and suggest what they tell us about the person/people.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• tell the listener(s) about the images of different expressions and compare the emotions conveyed</li><li>• include some additional information, such as how different expressions can tell others about someone's personality or how a wrong impression can be formed by misreading someone's expression.</li></ul>

## Task 12: Mobile phones

Students should compare two or more mobile phones.



Expected outcomes	
Entry Level 1	Entry Level 2
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• tell the listener(s) about two or more different types of mobile phones and their features</li><li>• say which mobile phone is the best and why.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• tell the listener(s) about two or more mobile phones and compare features and facilities</li><li>• include some additional information, such as makes, costs, durability, ease of use, best value for money and any other comparisons that can be made. Students will recommend what they consider to be the best mobile phone.</li></ul>

## Marking criteria – Speaking and Listening

Teachers must use the following criteria when marking each Speaking and Listening task.

There are no marks given for planning.

### Entry Level 1

Use this grid for both Task 1 and Task 2.

Level	Mark	AO7, AO8 and AO9 descriptors
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>Minimal presentation skills, demonstrated with undeveloped awareness of, and engagement with, the audience.</li> <li>Inconsistent ability to listen and respond to questions/feedback, with minimal appropriate responses that show undeveloped engagement.</li> <li>Minimal use of appropriate Standard English, with minimal communication of ideas and use of vocabulary and structure to engage.</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>Limited presentation skills, demonstrated with occasional awareness of, and engagement with, the audience.</li> <li>Limited ability to listen and respond to questions/feedback, with occasional appropriate responses that show some engagement.</li> <li>Limited use of appropriate Standard English, with occasional ability to communicate ideas and use vocabulary and structure to engage.</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>Simple presentation skills, demonstrated with some awareness of, and engagement with, the audience.</li> <li>Some emerging ability to listen and respond to questions/feedback, with some appropriate responses that show engagement.</li> <li>Simple use of appropriate Standard English, with emerging communication of ideas and use of vocabulary and structure to engage.</li> </ul>

Use this additional grid for Task 2 when students are comparing ideas to get a total mark of 12.

Level	Mark	AO3 descriptor
Level 1	0	No rewardable material.
Level 2	1	Minimal comparison of different ideas with few or no comparative statements.
Level 3	2–3	Limited comparison of different ideas, though comparative statements may be uneven and undeveloped.
Level 4	4	Simple comparison of different ideas, some comparative statements may be more balanced and developed.

## Entry Level 2

Use this grid for both Task 1 and Task 2.

Level	Mark	AO7, AO8 and AO9 descriptors
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"><li>Limited presentation skills, demonstrated with occasional awareness of, and engagement with, the audience.</li><li>Limited ability to listen and respond to questions/feedback, with occasional appropriate responses that show some engagement.</li><li>Limited use of appropriate Standard English, with occasional ability to communicate ideas and use vocabulary and structure to engage.</li></ul>
Level 2	3–5	<ul style="list-style-type: none"><li>Simple presentation skills, demonstrated with some awareness of, and engagement with, the audience.</li><li>Simple ability to listen and respond to questions/feedback, with some appropriate responses that show engagement.</li><li>Simple use of appropriate Standard English, with emerging communication of ideas and use of vocabulary and structure to engage.</li></ul>
Level 3	6–8	<ul style="list-style-type: none"><li>Some emerging appropriate presentation skills, demonstrated with emerging awareness of, and engagement with, the audience.</li><li>Some emerging appropriate ability to listen and respond to questions/feedback, with appropriate responses that show engagement.</li><li>Some emerging appropriate use of spoken Standard English, with some appropriate communication of ideas and use of vocabulary and structure to engage.</li></ul>

Use this additional grid for Task 2 when students are comparing ideas to get a total mark of 12.

Level	Mark	AO3 descriptor
Level 1	0	No rewardable material.
Level 2	1	Limited comparison of different ideas, though comparative statements may be uneven and undeveloped.
Level 3	2–3	Simple comparison of different ideas, some comparative statements may be more balanced and developed.
Level 4	4	Some emerging appropriate comparison of different ideas, with some balanced comparison and developed statements.

### Entry Level 3

Level	Mark	A07, A08 and A09 descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"><li>• Simple presentation skills, demonstrated with some awareness of, and engagement with, the audience.</li><li>• Simple ability to listen and respond to questions/feedback, with some appropriate responses that show engagement.</li><li>• Simple use of appropriate Standard English, with emerging communication of ideas and use of vocabulary and structure to engage.</li></ul>
Level 2	4–7	<ul style="list-style-type: none"><li>• Some emerging appropriate presentation skills, demonstrated with emerging awareness of, and engagement with, the audience.</li><li>• Some emerging appropriate ability to listen and respond to questions/feedback, with appropriate responses that show engagement.</li><li>• Some emerging appropriate use of spoken Standard English, with some appropriate communication of ideas and use of vocabulary and structure to engage.</li></ul>
Level 3	8–10	<ul style="list-style-type: none"><li>• Emerging appropriate presentation skills, demonstrated with awareness of, and engagement with, the audience.</li><li>• Emerging appropriate ability to listen and respond to questions/feedback, with appropriate responses that show engagement.</li><li>• Emerging use of appropriate Standard English, with appropriate communication of ideas and use of vocabulary and structure to engage.</li></ul>

## Assessment information

### Entry Level 1 and Entry Level 2

- This assessment is out of 20 marks.
- Task 1
  - worth 8 marks and 8%
  - AO7, AO8 and AO9 are assessed.
- Task 2
  - worth 12 marks and 12%
  - AO3, AO7, AO8 and AO9 are assessed.

### Entry Level 3

- This assessment is out of 10 marks.
- Worth 10 marks and 10%.
- AO7, AO8 and AO9 are assessed.

### Marking and moderation

- Tasks are to be marked by the teacher according to the assessment criteria on pages 23–25 and will be moderated by Pearson.
- Students can carry out as many tasks as they wish.
- The best marks for each task should be selected and submitted as the final marks.
- Teachers must complete a written explanation for the final marks given for each task using the relevant assessment record and authentication sheet (see *Appendix 1*), and submit it to Pearson by 15th May in the year of certification.
- The student's total mark out of 100 for all three components establishes whether they have achieved the Entry Level Certificate. For further information see the Level of achievement section on page 49.
- Students can retake this component and retake the same task(s).

# Component 2: Writing

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## Overview

The focus of this component is on students developing writing skills in a supportive environment.

Students should develop skills to allow them to write in different forms and for different purposes and audiences. To organise information and ideas in a clear way so that they can communicate effectively. To write clear sentences, which are accurate in terms of grammar, punctuation and spelling so that what they write makes sense and can be understood.

## Content

Students should develop the following skills.

- 1 Write for different forms, purposes and audiences. This includes:
  - creating different forms of writing, for example: leaflets, articles, letters, diaries, personal statements, reviews, stories or story openings, descriptions
  - writing to inform, persuade, explain or entertain
  - adapting writing for different audiences, for example: young children, peer groups, adults.
  
- 2 Write to communicate meaning, using a range of vocabulary and sentence structures with accurate spelling and punctuation. This includes:
  - writing clearly and coherently so that meaning is communicated
  - selecting language and sentence types appropriate for the task and using a range of words and sentence structures to engage their audience
  - making sure writing is clear in terms of spelling (of simple and more complex words) and punctuation (full stops, capital letters, question marks and commas).
  
- 3 Organise information and ideas. This includes:
  - writing that makes sense in the way it is organised
  - writing that is structured so that information and ideas link, flow or develop
  - writing that is appropriate to the task.

## Task requirements

Teachers can read out the tasks and answer questions so that students understand what they need to do. Teachers can discuss the tasks with the students but all planning and writing must be carried out by the students individually.

Teachers must not help students to write either a plan or their responses (unless they have special requirements).

Students can handwrite or word process their tasks. If word processed, then the spelling and grammar check must be disabled.

Dictionaries and thesauri are not allowed.

### **Entry Level 1**

Students must complete *two* tasks.

They can complete either:

two transactional tasks

*or*

two creative tasks

*or*

one transactional and one creative task.

Teachers can select tasks from the examples given on *pages 29–34*, adapt these tasks or devise tasks of their own.

*Suggested timings:* 15 minutes per task.

### **Entry Level 2**

Students must complete *two* tasks.

They can complete either:

two transactional tasks

*or*

two creative tasks

*or*

one transactional and one creative task.

Teachers can select tasks from the examples given on *pages 29–34*, adapt these tasks or devise tasks of their own.

*Suggested timings:* 30 minutes per task.

### **Entry Level 3**

Students must complete *two* tasks.

They must complete *one* transactional and *one* creative task.

Teachers can select tasks from the examples given on *pages 29–34*, adapt a task or devise a task of their own.

*Suggested timings:* 45 minutes.

### **Adapting Pearson-set tasks and devising tasks**

Teachers can adapt the Pearson-set tasks on the following pages or devise their own tasks. If they do this, they are reminded that tasks should offer the appropriate challenge for their students' abilities. Tasks should also meet the requirements of the Assessment Objectives and allow students to access the full range of the assessment criteria.

## Writing tasks

For Entry Level 1, students can approach each task through visual prompts, writing frames, cloze exercises or any other supportive framework that helps them to access the task.

### Tasks 1–6 are creative writing tasks.

#### Task 1: Write the opening of a short story entitled 'Lost and Alone'

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"><li>Writes a brief opening to a story, with a short description of a character or place.</li><li>Ideas may be in bullet points or captions to images that tell the story.</li></ul>	<ul style="list-style-type: none"><li>Writes a straightforward opening to a story, with a description of the place, the landscape or the feelings of a character.</li></ul>	<ul style="list-style-type: none"><li>Writes the opening of a story that engages the reader. Includes descriptions of the setting, the atmosphere of the place or the feelings of the characters. Ideas are more developed, using language features and detail.</li></ul>

#### Task 2: Write the script for a monologue entitled 'I remember when I was young...'

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"><li>Writes the start of a monologue but does not always maintain the role. They are able to include one or two real or imagined examples, such as a memory from childhood.</li><li>Ideas may be in bullet points or captions to images.</li></ul>	<ul style="list-style-type: none"><li>Writes a short monologue. The role is maintained and some real or imagined examples are given, such as a memory from childhood or school.</li></ul>	<ul style="list-style-type: none"><li>Writes a monologue that engages the reader/listener. A range of real or imagined examples is provided, such as memories from childhood, school or being a teenager.</li></ul>

**Task 3: Describe a real or imagined day out – from start to finish**

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>Writes about a real or imagined day out but ideas are limited. There will be some brief details of events, such as when and where they went.</li> <li>Ideas may be in bullet points, captions to images or a timetable of the day.</li> </ul>	<ul style="list-style-type: none"> <li>Writes about the day out. Includes some detail and develops some ideas, such as providing a description of a particular place.</li> </ul>	<ul style="list-style-type: none"> <li>Writes an interesting account about a day out. A range of examples is given, such as descriptions of the location, the weather or the atmosphere.</li> </ul>

**Task 4: My best friend – describe your best friend.**

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>Writes about who the friend is and gives some information about them, such as a description of their appearance, and brief comments on the friend's personality.</li> <li>Ideas may be in bullet points or captions to images.</li> </ul>	<ul style="list-style-type: none"> <li>Writes some sentences about the friend and gives some detail. Students may explain how they met and include a short anecdote.</li> </ul>	<ul style="list-style-type: none"> <li>Writes in detail about the friend and a range of information is given. Ideas may include stories about any experiences the friends have shared and information about the friend's family, pets, hobbies, likes and dislikes.</li> </ul>

**Task 5: Dear diary – write a real or imagined day diary.**

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>Writes one or two diary entries but these will be brief and lack specific details. There may be an overview of events with some brief development of ideas.</li> <li>Ideas may be in bullet points, captions to images or a timetable.</li> </ul>	<ul style="list-style-type: none"> <li>Writes two or three diary entries. The role is maintained and some detail is provided about what happened on the days.</li> </ul>	<ul style="list-style-type: none"> <li>Writes three or more detailed diary entries that entertain the reader. A range of examples is given and the diary is convincing. Includes some descriptions of what happened and how they felt.</li> </ul>

**Task 6: Write the opening of a short story based on *one* of the picture prompts.**



Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>Using one of the picture prompts, writes a brief opening to a story but with little use of description or development.</li> <li>Ideas may be in bullet points or captions to a series of images.</li> </ul>	<ul style="list-style-type: none"> <li>Using one of the picture prompts, writes some developed sentences of a story, with some use of description to create atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>Using one of the picture prompts, writes an introduction to a story. Settings, mood and characters (if used) are interesting and engage the reader.</li> </ul>

**Tasks 7–12 are transactional writing tasks.**

**Task 7: You see this advertisement – apply for this job.**

**WANTED**

Someone to work Saturdays in our busy café.  
 The job involves serving customers and washing up.  
 £8.00 per hour. Time: 9 am–5 pm  
 Please write a letter of application and send it to:  
 Mrs Burton, Burton’s Café, Anytown, A11 4PT

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>• Completes an application form or writes a brief letter or note that includes some personal details and explains why they are applying for the job.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a letter that contains relevant information about the job they are applying for, why they are applying and some information about themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes an effective letter applying for the job. The letter will be correctly laid out and will contain relevant personal information, say why they are applying and why they are suitable for the job.</li> </ul>

**Task 8: Your school wants to promote healthy eating to its students – produce a leaflet.**

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>• Produces a leaflet with some brief, relevant information, such as what foods can be considered healthy.</li> <li>• May include bullet points and labelling of images.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces a leaflet that is informative and relevant to the task with a range of ideas, such as different types of food and which foods should be avoided.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces an effective and informative leaflet that is both engaging and relevant. Ideas will be developed. Students may include information about different food types, avoiding junk food, snacking and recommendations for eating ‘five a day’.</li> </ul>

**Task 9: Produce a guide to advise people of your own age how to play a particular game or sport.**

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>Provides some basic information on how to play a particular game or sport.</li> <li>May include bullet points, labelling of images or a list of instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Produces a guide that helps the reader understand how a game or sport is played. Includes some details on the rules of the game and how it is scored.</li> </ul>	<ul style="list-style-type: none"> <li>Produces a guide that is clear and relevant. Clear explanations are given on how to play the game or sport and additional information is given on rules, scoring and other aspects of the game that the reader would find useful.</li> </ul>

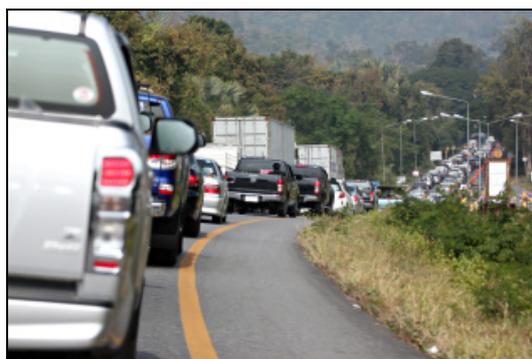
**Task 10: Write an article for a school magazine entitled 'Keep our School Tidy!'**

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>Writes about ways students can keep their school tidy. There is some attempt to persuade students to put their rubbish in the bin.</li> <li>May include bullet points and labelling of images.</li> </ul>	<ul style="list-style-type: none"> <li>Writes an article that includes ways of keeping the school tidy and gives examples of problems with litter around the school building. Some development of ideas and the article appeals to the intended audience to keep their school tidy.</li> </ul>	<ul style="list-style-type: none"> <li>Writes a convincing article that includes developed ideas. A range of examples will examine the problems with litter, the effect this has on the school environment, comments from staff and students, and suggests ways the school needs to work together to solve the litter problem. The article will persuade students to keep their school tidy.</li> </ul>

**Task 11: Produce the script for a television (or radio) advertisement for a new mobile phone or product of your choice.**

Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>Students will produce a script of an advertisement for the item.</li> <li>May include bullet points and labelling of images.</li> </ul>	<ul style="list-style-type: none"> <li>Students will produce a script. Some aspects of the product will be explored in more depth and detail, explaining why this is the best product on the market.</li> </ul>	<ul style="list-style-type: none"> <li>Students write a script that is persuasive. The product is described fully and reasons why everyone should have this item are given. The television (or radio) advertisement will be informative.</li> </ul>

**Task 12: Write a report for a newspaper based on one of the picture prompts.**



Expected outcomes		
Entry Level 1	Entry Level 2	Entry Level 3
<ul style="list-style-type: none"> <li>Writes a report that presents the problem and information on what happened.</li> <li>Ideas may be in bullet points or captions to a series of images.</li> </ul>	<ul style="list-style-type: none"> <li>Writes a newspaper report that gives the reader information on what happened, when it happened and what the outcome was.</li> </ul>	<ul style="list-style-type: none"> <li>Writes a newspaper report that includes all the relevant details about what happened, when and the outcome. The report will include eye-witness statements such as comments from the police or other relevant parties.</li> </ul>

## Marking criteria – Writing

Teachers must use the following criteria when marking the writing tasks. There are no marks awarded for planning.

Teachers should add a comment to the relevant *assessment record and authentication sheet* (see *Appendix 1*) as to why the marks were awarded.

Teachers can also write comments on the completed tasks to indicate how marks were awarded.

### Entry Level 1

Use both grids to mark each task to get a total mark out of 30.

Level	Mark	A05 descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"><li>Minimal communication and understanding of form, purpose and audience, much is not relevant to task.</li><li>Inconsistent organisation of information and ideas, with incomplete or inappropriate details included.</li><li>Minimal use of correct tenses and subject-verb agreement.</li></ul>
Level 2	5–8	<ul style="list-style-type: none"><li>Limited communication and understanding of form, purpose and audience, occasional detail relevant to the task.</li><li>Limited organisation of information and ideas, with occasional relevant details included.</li><li>Limited use of correct tenses and subject-verb agreement.</li></ul>
Level 3	9–12	<ul style="list-style-type: none"><li>Simple communication and understanding of form, purpose and audience, some emerging detail relevant to the task.</li><li>Simple organisation of information and ideas, with some emerging organisation and clarity.</li><li>Some emerging use of correct tenses and subject-verb agreement.</li></ul>

Level/Mark	AO6 descriptor
0	No rewardable material.
1	<ul style="list-style-type: none"> <li>• Minimal evidence of a range of vocabulary, mainly simple words used with little variety. Incomplete sentences used.</li> <li>• Minimal accuracy in terms of spelling, which is mainly phonetic. Little or no punctuation used.</li> <li>• Frequent errors hinder the communication of meaning.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Limited evidence of a range of vocabulary, with some variety of simple words. Some short, complete sentences used.</li> <li>• Limited accuracy in terms of spelling, with occasional evidence of some simple words being spelt correctly. Some punctuation used, though not securely.</li> <li>• Most errors hinder the communication of meaning.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Simple range of vocabulary. Some correctly-formed, short, simple sentences and possibly simple compound sentences, though not always used securely.</li> <li>• Simple accuracy in terms of spelling, with some simple words spelled accurately. Some awareness of capital letters and full stops.</li> <li>• Some errors hinder the communication of meaning.</li> </ul>

## Entry Level 2

Use both grids to mark each task to give a total mark out of 30.

Level	Mark	A05 descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited communication and understanding of form, purpose and audience, with occasional detail relevant to the task.</li> <li>Limited organisation of information and ideas, with occasional relevant details included.</li> <li>Limited use of correct tenses and subject-verb agreement.</li> </ul>
Level 2	4–7	<ul style="list-style-type: none"> <li>Simple communication and understanding of form, purpose and audience, with some emerging detail relevant to the task.</li> <li>Simple organisation of information and ideas, with some emerging organisation and clarity.</li> <li>Some emerging use of correct tenses and subject-verb agreement.</li> </ul>
Level 3	8–10	<ul style="list-style-type: none"> <li>Some emerging appropriate communication and understanding of form, purpose and audience, with mostly appropriate detail emerging that is relevant to the task.</li> <li>Some emerging appropriate organisation of information and ideas, with some logical organisation and reasonable clarity.</li> <li>Some appropriate use of correct tenses and subject-verb agreement.</li> </ul>

Level	Mark	A06 descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>Limited evidence of a range of vocabulary and sentence structures, some short, complete sentences used and a variety of simple words emerging.</li> <li>Limited accuracy in terms of spelling and punctuation, occasional evidence of some simple words being spelled correctly and some punctuation used, though not securely.</li> <li>Most errors hinder the communication of meaning.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>Simple range of vocabulary and sentence structures used, including correctly-formed, short, simple sentences and possibly simple compound sentences, a range of simple words used, though not always securely.</li> <li>Simple accuracy in terms of spelling and punctuation, with some simple words spelled accurately and some awareness of capital letters and full stops.</li> <li>Some errors hinder the communication of meaning.</li> </ul>
Level 3	5	<ul style="list-style-type: none"> <li>An emerging range of vocabulary and sentence structures, with simple and compound sentences, and a range of straightforward words, used more securely.</li> <li>Some emerging accuracy in terms of spelling and punctuation, with simple words spelled accurately and some emerging accurate use of capital letters and full stops.</li> <li>Errors rarely hinder the communication of meaning.</li> </ul>

## Entry Level 3

Use both grids to mark each task to give a total mark out of 40.

Level	Mark	A05 descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"><li>• Simple communication and understanding of form, purpose and audience, with some emerging detail relevant to the task.</li><li>• Simple organisation of information and ideas, with some emerging organisation and clarity.</li><li>• Some emerging use of correct tenses and subject-verb agreement.</li></ul>
Level 2	5–8	<ul style="list-style-type: none"><li>• Some emerging appropriate communication and understanding of form, purpose and audience, with mostly appropriate detail emerging that is relevant to the task.</li><li>• Some emerging appropriate organisation of information and ideas, with some logical organisation and reasonable clarity.</li><li>• Some appropriate use of correct tenses and subject-verb agreement.</li></ul>
Level 3	9–12	<ul style="list-style-type: none"><li>• Emerging appropriate communication and understanding of form, purpose and audience, with emerging appropriate detail that is relevant to the task.</li><li>• Emerging appropriate organisation of information and ideas, with some logical organisation and reasonable clarity.</li><li>• Mostly appropriate use of correct tenses and subject-verb agreement.</li></ul>

Level	Mark	AO6 descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Simple range of vocabulary and sentence structures used, including correctly-formed, short, simple sentences and possibly straightforward compound sentences. A range of simple words used, though not always securely.</li> <li>• Simple accuracy in terms of spelling and punctuation, with some simple words spelled accurately and some awareness of capital letters and full stops.</li> <li>• Some errors hinder the communication of meaning.</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• An emerging range of vocabulary and sentence structures, with simple and compound sentences, and a range of straightforward words, used more securely.</li> <li>• Some emerging accuracy in terms of spelling and punctuation, with simple words spelled accurately and some emerging accurate use of capital letters and full stops.</li> <li>• Errors rarely hinder the communication of meaning.</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• Emerging range of vocabulary and sentence structures, with simple and compound sentences used securely, with emerging use of complex sentences and range of words evident, but may not be used securely.</li> <li>• Emerging accuracy in terms of spelling and punctuation, with common words spelled accurately and some accurate use of capital letters, full stops and other punctuation marks.</li> <li>• Errors overall do not hinder communication of meaning.</li> </ul>

## Assessment information

### Entry Level 1

- This assessment is out of 30 marks.
- Each task:
  - is worth 15 marks and 15%
  - AO5 and AO6 are assessed
  - AO5 is worth 12 marks
  - AO6 is worth 3 marks.

### Entry Level 2

- This assessment is out of 30 marks.
- Each task:
  - is worth 15 marks and 15%
  - AO5 and AO6 are assessed
  - AO5 is worth 10 marks
  - AO6 is worth 5 marks.

### Entry Level 3

- This assessment is out of 40 marks.
- Each task:
  - is worth 20 marks and 20%
  - AO5 and AO6 are assessed
  - AO5 is worth 12 marks
  - AO6 is worth 8 marks.

### Marking and moderation

- Tasks are to be marked by the teacher according to the assessment criteria on *pages 35–39* and moderated by Pearson.
- Students can carry out as many tasks as they wish.
- The best marks for each task should be selected and submitted as the final marks. Pearson will then moderate the work.
- The final marks awarded for the task(s) must be submitted to Pearson on the relevant *Assessment record and authentication sheet* (see *Appendix 1*) by 15th May in the year of certification.
- The student's total mark out of 100 for all three components establishes whether they have achieved the Entry Level. For further information, see the *Level of achievement* section on *page 49*.
- Students can retake this component and retake the same task(s).

# Component 3: Reading

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## Overview

The focus of this component is on students developing reading and comprehension skills in a supportive environment.

To develop the ability to understand meaning in texts, students need to read a range of extracts from both non-fiction and fiction texts. They will develop the skills to infer meaning and comment on some use of language and structure in texts. They will be able to use evidence from a text to support their understanding and evaluate texts.

## Content

At Entry Level 1 and Entry Level 2, the following skills must be developed by reading short extracts from fiction and non-fiction 20th- and 21st-century texts.

At Entry Level 3, these skills must be developed by reading short extracts from 19th-, 20th- and 21st-century fiction texts and non-fiction 20th- and 21st-century texts.

Students should develop the following skills.

1 Identifying and interpreting information and ideas. This includes:

- identifying and understanding explicit meaning
- identifying and understanding some implicit meaning
- identifying and understanding fact and opinion where appropriate.

2 Selecting evidence from texts to support understanding. This includes:

- focusing on what key information or idea can be used
- using textual support to demonstrate clear understanding
- summarising key information or ideas as part of an explanation.

3 Explaining the use of language and structure. This includes:

- identifying and explaining the use of effective adjectives, nouns and adverbs
- identifying and explaining effective presentational features, such as headings, bullet points, paragraphing, tables, colour and pictures
- identifying and explaining the use of effective descriptions.

4 Evaluating texts. This includes:

- considering the text as a whole
- finding evidence from the text to support evaluation.

At Entry Level 3, students must also develop the skill of comparing ideas in texts.

This includes:

- identifying similarities between the ideas
- identifying differences between the ideas.

## Test requirements

All students must take two tests: one non-fiction test and one fiction test.

Teachers will select live tests from a choice of three for both non-fiction and fiction. These Pearson set tests will be available for the lifetime of the qualification and accessed via our website, [qualifications.pearson.com](http://qualifications.pearson.com).

Teachers can read out the introductions, given in italics, to each text and the questions – *but not the texts themselves* – and draw attention to the marks allocated to each question.

Teachers cannot answer the questions or help with the completing of the tests in any other way.

No dictionaries or thesauri are allowed.

### Entry Level 1

Students must complete *two* tests: *one* non-fiction test and *one* fiction test.

*Suggested* timing: 30 minutes per test.

### Entry Level 2

Students must complete *two* tests: *one* non-fiction test and *one* fiction test.

*Suggested* timing: 35 minutes per test.

### Entry Level 3

Students must complete *two* tests: *one* non-fiction test and *one* fiction test.

*Suggested* timing: 45 minutes per test.

## Assessment information

Each test is based around a theme.

### Entry Level 1

- This assessment is out of 50 marks.
- The non-fiction and fiction tests have two texts and seven questions per test.
- AO1, AO2 and AO4 are assessed.
- Each test:
  - is worth 25 marks and 25%
  - AO1 is worth 16 marks
  - AO2 is worth 5 marks
  - AO4 is worth 4 marks.

## Entry Level 2

- This assessment is out of 50 marks.
- The non-fiction and fiction tests have two texts and nine questions per test.
- AO1, AO2 and AO4 are assessed.
- Each test:
  - is worth 25 marks and 25%
  - AO1 is worth 14 marks
  - AO2 is worth 7 marks
  - AO4 is worth 4 marks.

## Entry Level 3

- This assessment is out of 50 marks.
- AO1, AO2, AO3 and AO4 are assessed.
- The non-fiction test:
  - has three 20th- or 21st-century texts and has nine questions
  - is worth 25 marks and 25%
  - AO1 is worth 12 marks
  - AO2 is worth 3 marks
  - AO3 is worth 5 marks
  - AO4 is worth 5 marks.
- The fiction test:
  - has one 19th-century text and two 20th- or 21st-century texts and nine questions
  - is worth 25 marks and 25%
  - AO1 is worth 10 marks
  - AO2 is worth 10marks
  - AO4 is worth 5 marks.

## Marking and moderation

- Tests can be completed at any time during the course.
- Suggested timings have been provided, although teachers can adapt timings as appropriate.
- The test can be sat in normal classroom conditions but other examination procedures apply regarding invigilation and safeguards against communication between students.
- Tests are to be marked by the teacher according to the mark schemes accessed via our website, [qualifications.pearson.com](http://qualifications.pearson.com), and moderated by Pearson.
- There are no restrictions on how many times students can attempt and complete each test.
- If the student takes more than one test, the best mark for each test (non-fiction and fiction) should be submitted as the final mark. Pearson will then moderate the work.
- The final marks awarded for the tests must be submitted to Pearson on the relevant *assessment record and authentication sheet* (see *Appendix 1*) by 15th May in the year of certification.
- The student's total mark out of 100 for all three components establishes whether they have achieved the Entry Level. See the *Level of achievement* section for further information.
- Students can retake this component and retake the same test(s).

## Task/test taking

### Authenticity

Students and teachers must sign the relevant *assessment record and authentication sheet* (see *Appendix 1*).

### Storing students' work

Students can complete work for the components over more than one lesson.

Where students are completing the work over a number of sessions, at the end of each session their work must be saved and kept securely.

### Retakes

Students have the opportunity to retake the tasks or tests as many times as they like.

## Marking, standardisation and moderation

Where marking has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency and will include a review of tasks to ensure that the task rules have been correctly applied by centres. Pearson will notify centres of the students whose work has been selected for moderation. This sample will take cohort size into account.

If the moderation indicates that centre assessment does not reflect the necessary standards, an adjustment will be made to students' final marks to compensate.

## Security and backups

It is the centre's responsibility to ensure that the tasks and tests are kept secure until released to students.

It is also the centre's responsibility to keep the work that students have submitted for assessment secure.

Secure storage is defined as a securely-locked cabinet or cupboard.

The rules on storage also apply to electronic data. For example, centres should collect memory sticks for secure storage between sessions or restrict student access to specific areas of the centre's IT network.

For materials stored electronically, centres are strongly advised to use firewall protection and virus-checking software, and to employ an effective backup strategy, so that an up-to-date archive of students' evidence is maintained.

## Further information

For up-to-date advice on teacher involvement and administration of non-examination assessments, please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE & GCSE specifications)* available on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

## Assessment Objectives

Students must:		% in Entry Level 1
<b>AO1</b>	Identity and interpret information and ideas. Select evidence from different texts.	32
<b>AO2</b>	Explain and comment on writers' use of language and structure.	10
<b>AO3</b>	Compare different ideas.	4
<b>AO4</b>	Evaluate texts and support with relevant textual reference.	8
<b>AO5</b>	Communicate for different forms, purposes and audience. Organise information and ideas.	24
<b>AO6</b>	Use a range of vocabulary and sentence structures, with accurate spelling and punctuation.	6
<b>AO7</b>	Demonstrate presentation skills.	5 $\frac{1}{3}$
<b>AO8</b>	Listen and respond appropriately to spoken language, including to questions.	5 $\frac{1}{3}$
<b>AO9</b>	Use spoken Standard English effectively to communicate.	5 $\frac{1}{3}$
<b>Total</b>		<b>100%</b>

Students must:		% in Entry Level 2
<b>AO1</b>	Identity and interpret information and ideas. Select evidence from different texts.	28
<b>AO2</b>	Explain and comment on writers' use of language and structure.	14
<b>AO3</b>	Compare different ideas.	4
<b>AO4</b>	Evaluate texts and support with relevant textual reference.	8
<b>AO5</b>	Communicate for different forms, purposes and audience. Organise information and ideas.	20
<b>AO6</b>	Use a range of vocabulary and sentence structures, with accurate spelling and punctuation.	10
<b>AO7</b>	Demonstrate presentation skills.	5 $\frac{1}{3}$
<b>AO8</b>	Listen and respond appropriately to spoken language, including to questions.	5 $\frac{1}{3}$
<b>AO9</b>	Use spoken Standard English effectively to communicate.	5 $\frac{1}{3}$
<b>Total</b>		<b>100%</b>

NB: totals have been rounded up.

<b>Students must:</b>		<b>% in Entry Level 3</b>
<b>A01</b>	Identify and interpret information and ideas. Select evidence from different texts.	22
<b>A02</b>	Explain and comment on writers' use of language and structure.	13
<b>A03</b>	Compare different ideas.	5
<b>A04</b>	Evaluate texts and support with relevant textual reference.	10
<b>A05</b>	Communicate for different forms, purposes and audience. Organise information and ideas.	24
<b>A06</b>	Use a range of vocabulary and sentence structures, with accurate spelling and punctuation.	16
<b>A07</b>	Demonstrate presentation skills.	3 $\frac{1}{3}$
<b>A08</b>	Listen and respond appropriately to spoken language, including to questions.	3 $\frac{1}{3}$
<b>A09</b>	Use spoken Standard English effectively to communicate.	3 $\frac{1}{3}$
<b>Total</b>		<b>100%</b>

NB: totals have been rounded up.

## Breakdown of Assessment Objectives

Entry Level 1	Assessment Objectives									Total for all Assessment Objectives
	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	AO7%	AO8%	AO9%	
Speaking and Listening	0	0	4	0	0	0	5 $\frac{1}{3}$	5 $\frac{1}{3}$	5 $\frac{1}{3}$	20
Writing	0	0	0	0	24	6	0	0	0	30
Reading	32	10	0	8	0	0	0	0	0	50
<b>Total for Entry Level 1</b>	<b>32</b>	<b>10</b>	<b>4</b>	<b>8</b>	<b>24</b>	<b>6</b>	<b>5<math>\frac{1}{3}</math></b>	<b>5<math>\frac{1}{3}</math></b>	<b>5<math>\frac{1}{3}</math></b>	<b>100%</b>

Entry Level 2	Assessment Objectives									Total for all Assessment Objectives
	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	AO7%	AO8%	AO9%	
Speaking and Listening	0	0	4	0	0	0	5 $\frac{1}{3}$	5 $\frac{1}{3}$	5 $\frac{1}{3}$	20
Writing	0	0	0	0	20	10	0	0	0	30
Reading	28	14	0	8	0	0	0	0	0	50
<b>Total for Entry Level 2</b>	<b>28</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>20</b>	<b>10</b>	<b>5<math>\frac{1}{3}</math></b>	<b>5<math>\frac{1}{3}</math></b>	<b>5<math>\frac{1}{3}</math></b>	<b>100%</b>

NB: totals have been rounded up.

Entry Level 3	Assessment Objectives									Total for all Assessment Objectives
	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	AO7%	AO8%	AO9%	
Speaking and Listening	0	0	0	0	0	0	3⅓	3⅓	3⅓	10
Writing	0	0	0	0	24	16	0	0	0	40
Reading	22	13	5	10	0	0	0	0	0	50
<b>Total for Entry Level 3</b>	<b>22</b>	<b>13</b>	<b>5</b>	<b>10</b>	<b>24</b>	<b>16</b>	<b>3⅓</b>	<b>3⅓</b>	<b>3⅓</b>	<b>100%</b>

NB: totals have been rounded up.

## 3 Administration and general information

### Entries

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Details of how to enter students for the examinations for this qualification can be found in our *UK and International Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

### Level of achievement

Marks for all three components are combined to give a maximum total mark of 100.

Marks from all three components must contribute to the total mark in order for a student to pass.

The student's total mark out of 100 then establishes the level they have achieved as shown in the table below.

The level of achievement is given below.

Level	Minimum total marks required
Pass	70/100

The first certification is in May/June 2018.

## **Access arrangements, reasonable adjustments, special consideration and malpractice**

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### **Language of assessment**

Assessment of this qualification will be available in English. All student work must be in English. Please note that for the speaking and listening task(s) British Sign Language is acceptable.

## Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the Joint Council for Qualifications (JCQ) website: [www.jcq.org.uk](http://www.jcq.org.uk)

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The completed form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Student recruitment and progression

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

### Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

## Progression

Students can progress from this qualification to:

- GCSE English Language
- GCSE English Literature
- other vocational qualifications.



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## Appendix 1: Assessment record and authentication sheet

### Entry Level 1

Pearson Edexcel Entry Level Certificate in English (NEN0)	
Centre name:	Centre number:
Candidate name:	Candidate number:

#### Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Teacher name:			
Teacher signed:		Date:	

#### Candidate declaration

I certify that the work submitted for assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	
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#### Additional candidate declaration

By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Pearson Moderators. If you have any concerns regarding this please email: [ePortfolio@edexcel.com](mailto:ePortfolio@edexcel.com)

Candidate signed:		Date:	
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## Entry Level 2

Pearson Edexcel Entry Level Certificate in English (NEN0)	
Centre name:	Centre number:
Candidate name:	Candidate number:

### Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Teacher name:			
Teacher signed:		Date:	

### Candidate declaration

I certify that the work submitted for assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	
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### Additional candidate declaration

By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Pearson Moderators. If you have any concerns regarding this please email: [ePortfolio@edexcel.com](mailto:ePortfolio@edexcel.com)

Candidate signed:		Date:	
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## Entry Level 3

Pearson Edexcel Entry Level Certificate in English (NEN0)	
Centre name:	Centre number:
Candidate name:	Candidate number:

### Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Teacher name:			
Teacher signed:		Date:	

### Candidate declaration

I certify that the work submitted for assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	
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### Additional candidate declaration

By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Pearson Moderators. If you have any concerns regarding this please email: [ePortfolio@edexcel.com](mailto:ePortfolio@edexcel.com)

Candidate signed:		Date:	
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## Appendix 2: Codes

Type of code	Use of code	Code
Regulated Qualifications Framework (RQF) codes	<p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</p>	The QN for this qualification is: 603/1332/8
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	Entry Level – NENO



## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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*All information in this specification is correct at time of publication.*

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