

**Edexcel Entry level Certificate in  
English (8912)**

First examination 2002

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### *Acknowledgements*

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Authorised by Peter Goff

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# Introduction

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The Entry level Certificate in English is part of the national framework of qualifications and is designed to develop basic literacy skills to provide access to GCSE, GNVQ Foundation and NVQ qualifications.

## Key features

- Consistent with the national curriculum order for English
- Recognises achievement at national curriculum levels 1, 2 and 3
- Teacher assessed
- A flexible assessment framework which can be tailored to the needs of students
- Linked to the Edexcel GCSE syllabuses for English
- Provides opportunities for developing communication skills in vocational contexts
- Provides students with essential language skills needed for everyday life
- No terminal examination

## Aims

- Provide a foundation of literacy skills from which students can progress to higher levels of the National Framework of qualifications
- Develop students' abilities to communicate effectively in speech and writing
- Provide access to the knowledge and learning required
- Increase student motivation
- Help students realise their potential and prepare for future development
- Provide students with the essential language skills needed for everyday life

Students will develop their skills in:

- speaking and listening
- reading
- writing.

## Common criteria for Entry level qualifications

This qualification has been approved following consideration by the Qualifications and Curriculum Authority (QCA). The syllabus meets criteria drawn up by the QCA and approved by ministers as a first step towards new national Entry level awards, as recommended by the Dearing Review of 16-19 qualifications. The awards are broadly aligned to Entry 3 and below of the National Curriculum, but are designed to be appropriate to students at age 16 and beyond. The awards are intended to encourage progression to higher level qualifications.

## Specification overview

The syllabus is divided into three modules. Teachers must decide how long to spend on each module and in what order to complete them. The modules are:

- Media
- Literature
- Non-fiction.

For each module, teachers must cover a range of speaking, listening, reading and writing activities which for students studying at Key Stage 4, should be consistent with the National Curriculum Programme of Study for Key Stages 3 and 4. For each of the three Attainment Targets which are set out in the National Curriculum Orders for English, teachers should address the:

- knowledge, skills and understanding
- breadth of study.

## Objectives

Specific content requirements for each module and guidance on setting coursework tasks are provided. As a whole, the three modules that constitute the Entry level Certificate should:

- encourage students to formulate, clarify and express their ideas
- encourage students to adapt their speech to a growing range of circumstances and demands
- allow students to listen, understand and respond appropriately
- encourage and maintain the enjoyment of reading for pleasure
- enable students to understand and respond to texts they read
- extend students' control over the reading process, so that they are able to process and retrieve information
- encourage reflection on writers' use and choice of language
- develop students' compositional and presentational skills including greater control of spelling, punctuation, grammatical constructions, handwriting and presentation.

## Design and structure

For each of the three modules – Media, Non-fiction and Literature – students must complete a coursework task and a supervised task. Both tasks will consist of speaking, listening, reading and writing activities and will be produced in the classroom in the normal course of lessons.

## Coursework tasks

The coursework activities should be planned by the teacher using the framework and exemplars provided within this guide. Teachers may use the exemplar material as coursework tasks if they wish.

The coursework tasks contribute 50% to the overall award.

## Supervised tasks

Edexcel will provide supervised tasks to be completed under controlled conditions. Teachers may read the material and explain questions to students. However, although they can give students guidance in the course of their work, teachers must not mark drafts. Supervised tasks must be completed during lessons to a deadline decided by the teacher. The deadline should ensure sufficient challenge but be appropriate to the student's curriculum and the centre's timetable. (For example, a two week period of lessons may be considered appropriate for the completion of a task for a full-time student; however, for a part-time student post 16, the number of hours to be taken may need to be decided). The tasks must not be taken out of the teacher's direct supervision by the student at any time. The period of assessment must be stated clearly on the assignment. If a student is unsuccessful in their first attempt at a supervised task, they may re-sit the supervised task at a later stage in the course.

The tasks completed under controlled conditions contribute 50% to the final award.

## Implementation

During the course of study:

- students must cover the content of the three modules
- teachers may select the order in which they wish to complete the modules
- students may complete more than one coursework task for each module and be assessed on their best piece
- teachers must administer the supervised tasks when appropriate
- teachers will assess both coursework and supervised tasks and record marks on the pro forma provided.
- students will create portfolios of the coursework and supervised tasks as evidence of achievement, which must be kept secure.
- each student's evidence must be certified by the teacher as the student's own work.

Centres must keep a record of results and the students' portfolios so that they can be moderated by Edexcel. The portfolio front sheet (page 24) and the oral record sheet (page 25) must be completed for each student.

Teachers must deliver the three modules as part of a cohesive course which meets the criteria. In addition, students' abilities should be developed within an integrated programme of speaking, listening, reading and writing. Students should be given opportunities that inter-relate the requirements and promote the development of their competencies and confidence. In completing the three modules for the Entry level Certificate in English, teachers should ensure that students cover the following areas:

## **Speaking and listening**

Students should be:

- provided with opportunities to talk for a range of purposes, including:
  - explanation, description and narration
  - exploration and imagination
  - response to literature and the media
  - argument and persuasion
  - analysis
- given opportunities to talk in a range of contexts, including pairs, small groups and large groups
- encouraged to listen attentively, both in situations where they remain mostly silent and where they have the opportunity to respond immediately
- given opportunities to make different types of contribution to discussions, adapting their speech to their listeners and the activity
- encouraged to consider their choice of words and the effectiveness of their expression.

## **Reading**

Students should be:

- provided with opportunities to read a wide variety of media, non-literary and literary texts, including, for students studying at Key Stage 4, works by writers prescribed within the National Curriculum Orders for English.
- encouraged to become independent, responsive and enthusiastic readers
- guided to read with increased fluency, accuracy, understanding and enjoyment
- taught to comment on and evaluate the texts they read
- given opportunities to read, select and retrieve information
- encouraged to reflect on a writer's presentation of ideas and viewpoints within the text.



## Writing

Students should be:

- given opportunities to demonstrate a range of writing, including:
  - creative or imaginative
  - explanation or instruction
  - argument or persuasion
  - factual or informative
  - descriptive or reporting
- given confidence and competence in writing for a variety of purposes and audiences
- taught to extend and sustain their writing, developing an increasing ability in planning, drafting and proof-reading their work
- helped to increase their knowledge of regular patterns of spelling, word families and roots of words
- encouraged to become increasingly confident in their use of standard English
- taught to plan and organise their writing effectively
- helped to develop their sense of commitment and vitality in their writing.

# Scheme of assessment

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## Assessment criteria

The certificate has three awards:

- Entry 1
- Entry 2
- Entry 3.

These three levels correspond to National Curriculum Levels 1, 2, and 3. For each task, students will attain credits towards their final award. The assessment of each task and module will give an opportunity to provide feedback to students and motivate them towards the achievement of short-term goals. In addition, students will be able to track the number of credits they gain during the course and set themselves targets for the next module.

## Assessing each task

To assess each coursework and supervised task, teachers should use the performance descriptors provided. These are based on the level descriptors in the National Curriculum Orders for English. For each task there will be three components to assess:

- Speaking and listening
- Reading
- Writing.

Each of the three components will be marked out of nine as follows:

- 1-3 marks for entry 1
- 4-6 marks for entry 2
- 7-9 marks for entry 3.

This total of 27 marks is then divided by three to produce an overall mark out of nine for each task.

## Record keeping

Teachers are required to record marks for each component of each task on the pro forma (see page 24) provided by Edexcel. They must also record the total mark for each task.

## Calculating the final award

In order to determine the final overall award, teachers should award credits for each **task** as follows:

- 1-3 marks = 1 credit
- 4-6 marks = 2 credits
- 7-9 marks = 3 credits.

As there are six tasks in total, a maximum of 18 credits is possible. The Final award gained depends on the number of credits gained overall:

- 1-6 credits = entry 1
- 7-12 credits = entry 2
- 13-18 credits = entry 3.

## Rewarding progress

Individual centres may wish to award module certificates indicating the level of award achieved for each module in order to motivate students.

For each module the total mark will be out of 18 (a maximum of nine marks for the coursework task and nine marks for the supervised task). The level of award achieved for a module depends on the number of marks gained out of 18:

- 1-6 marks in total = entry 1
- 7-12 marks in total = entry 2
- 13-18 marks in total = entry 3.

## Differentiation

Differentiation between students across the ability range will occur by means of task, process, outcome, response and level of award.

## Students with particular requirements

The normal level of support should be given to students with particular requirements

Students with learning difficulties and/or disabilities may need additional support to achieve the entry qualifications. This may take the form of:

- physical, mechanical or technical aids
- physical, verbal or gestural prompts
- specially devised or adapted methods of recording assessment
- Braille or enlarged papers
- additional time.

Equivalent means of communication can be used by students who have difficulties with sight, hearing or speech. These equivalent means of communication include the use of Braille, sign languages and technical-assisted methods of writing.

If a teacher judges it appropriate to read out tasks to a student or students, s/he may do so, although where reading is being assessed, the text used for assessment cannot be read to the student. If a student has significant problems in the written communication of answers, the teacher may record oral responses. Clearly, these measures require individual arrangements which must not interfere with other students' performances. Tasks can be made more accessible to students through the use of IT support.

The Entry level Certificate has been written to allow students to demonstrate their achievement in a variety of ways. Students may use IT to produce written evidence.

If further guidance is required, contact:

Special Requirements Section  
Edexcel Foundation  
Stewart House  
32 Russell Square  
London WC1B 5DN

## Performance descriptors

For each task, teachers must award a mark for the three components:

- Speaking and listening
- Reading
- Writing.

For each component, teachers must measure what students have achieved against the performance descriptors, find the level that best fits their work and award a mark within that level.

## Speaking and listening

### Entry 1 – 1-3 marks

Students can:

- speak clearly about familiar topics, conveying meaning to an audience
- begin to use some detail and extend their ideas
- listen to others
- make some appropriate responses.

### Entry 2 – 4-6 marks

Students can:

- speak clearly and confidently about a range of topics, conveying meaning to an audience
- use some relevant detail and extend their ideas
- listen to others carefully, and make some appropriate responses
- use a wider vocabulary and vary the tone and style of speech according to the situation.

### Entry 3 – 7-9 marks

Students can:

- speak clearly and confidently about a range of topics, conveying meaning to an audience
- explore and communicate their ideas, showing understanding
- listen carefully and respond with relevant comments and questions

- vary vocabulary, tone and style of speech, adapting to the situation and the needs of the listener
- begin to be aware of standard English and when it is used.

## Reading

### Entry 1 1-3 marks

Students can:

- read simple texts, sometimes with support
- comprehend most simple texts
- with support, read more difficult texts and establish meaning
- respond to texts by expressing personal preferences
- find and locate information with assistance.

‘Simple’ texts are those which are accessible to readers at this level. For the Literature module teachers might select books from the ‘Spirals’ series (Stanley Thornes), The Longman Book Project or Comets (Collins), for example.

### Entry 2– 4-6 marks

Students can:

- read simple/familiar texts with accuracy and understanding
- use a range of methods to read more difficult texts and establish meaning
- express opinions about the central points in non-fiction and the events/characters in stories, drama and poems
- find and locate information with some support.

### Entry 3 – 7-9 marks

Students can:

- read a range of texts with accuracy and fluency
- read independently
- approach more challenging texts independently and use appropriate strategies to establish meaning
- express opinions about, and show understanding of, the main points in stories, drama, poems and non-fiction
- locate books and find information independently.

## Writing

### Entry 1 – 1-3 marks

Students can:

- write simply, communicating meaning
- begin to show some awareness of the need to organise and punctuate writing
- convey ideas so that the meaning is understood by the reader
- usually form letters clearly.

### Entry 2 – 4-6 marks

Students can:

- use narrative and/or non-narrative forms, communicating meaning
- organise ideas into sentences which are sometimes demarcated with capital letters and full stops
- extend some of their ideas and write in detail occasionally
- convey ideas and begin to show awareness of the reader
- use appropriate vocabulary
- spell simple monosyllabic words correctly
- form letters clearly.

### Entry 3 – 7-9 marks

Students can:

- use narrative and/or non-narrative forms appropriately, beginning to adapt them for different readers
- produce organised, clear writing showing some imagination
- in general, spell common polysyllabic words correctly
- punctuate sentences using commas, questions marks and exclamation marks as well as full stops
- use an appropriate and more varied vocabulary
- form letters accurately and legibly.

# Specification content

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## Media

During the module teachers should ensure that students cover the following:

### Speaking and listening

Students should work in groups on activities which use media texts as stimulus. In using these materials, teachers should develop students' abilities to:

- analyse visual and written texts
- explore the effectiveness of the text
- explain their ideas and views
- negotiate and comment.

### Reading

Students should read a wide range of media material including:

- newspapers – local, national, tabloid and broadsheet
- advertisements – billboards, magazines, classifieds, TV and radio, pamphlets and leaflets
- moving images – television, video or film.

In using these materials, teachers should develop students' abilities to:

- read with clarity and understanding
- identify the audience and the purpose of a media text
- distinguish different points of view and evaluate how information is presented
- select and retrieve information from the text
- recognise the way the language is used within the text for effect
- understand the forms, conventions and presentation of media texts.

### Writing

Students should be given opportunities to complete a variety of written tasks in which they:

- comment on media texts
- produce a media text of their own

In completing coursework and set written tasks, teachers should develop students' abilities to:

- express opinions clearly and in a logical sequence
- organise ideas within a piece of writing
- be aware of the audience and purpose of their writing
- write in an appropriate style
- produce presentable and accurate writing.

## **Coursework task**

Students may complete more than one coursework task during the module and submit the best for assessment. Teachers should refer to the exemplar material as a model.

Teachers should plan a piece of work which involves the following activities:

- Speaking and listening
  - a group activity in which students have to comment, analyse, persuade and produce a group consensus
- Reading
  - an individual activity which requires students to read a media text and identify the central arguments or viewpoints within it
- Writing
  - an individual activity which require students to produce a media text in which they argue, persuade or advise.

## **Supervised task**

In the supervised task students will be given a media text and will be required to:

- Speaking and listening
  - talk about the text to another individual, explaining its content and judging its purpose
- Writing
  - produce a piece of writing which uses the media text as a stimulus

## **Literature**

During this module teachers should ensure that students cover the following:

### **Speaking and listening**

Students should work in groups on activities which use a literary text as stimulus. By completing these activities, teachers should develop students' abilities to:

- read the written text with fluency and expression
- understand the subject matter
- express their ideas and views on the text (or elements of it).

### **Reading**

Teachers should select literary texts suitable for the students. These may be poetry, novels, short stories, or plays. However, teachers using this Certificate at Key Stage 4 are reminded of the need to cover the prescribed reading listed in the Programme of Study for Key Stages 3 and 4 in the National Curriculum Orders for English.



In using these materials, teachers should develop students' abilities to:

- read with clarity and understanding
- read for pleasure
- be aware of character, setting and theme
- make personal response and appropriate references to text
- read with understanding, developing and sustaining interpretations.

## **Writing**

Students should be given opportunities to complete a variety of written tasks in which they:

- review a literary text
- describe aspects of a text
- produce their own narrative or creative response.

In completing written tasks, teachers should develop students' abilities to:

- write fluently and accurately
- organise and express ideas clearly
- sustain the content of a piece of writing
- inform and entertain through writing
- use an increasing variety of words and grammatical structures.

## **Coursework task**

Students may complete more than one coursework task during the module and submit the best for assessment. Teachers should refer to the exemplar material as a model. Teachers should plan a piece of work which involves the following activities:

- Speaking and listening
  - a group activity based upon a text (or extract from a text), in which students have to describe and review. This may involve a role-play activity if appropriate.
- Reading
  - an individual activity which requires students to show their understanding of a literary text (or extract from a literary text) and respond to it.
- Writing
  - an individual activity which requires students to produce a creative or personal piece of writing using ideas gained from reading a literary text as a stimulus.

## **Supervised task**

In the supervised task students will be given a literary text and will be required to:

- Speaking, listening and reading
  - in groups, read and discuss a given text and express their views on the text
- Writing
  - produce a piece of writing such as a character description, a setting for a ghost story, or a continuation of the extract given, or a poem or a script.

## **Non fiction**

During this module teachers should ensure that students cover the following:

### **Speaking and listening**

Students should work on activities that involve the comparison on non-fictional texts. By completing these activities, teachers should develop students' abilities to:

- participate in discussion
- communicate clearly
- listen to other points of view and respond appropriately
- make judgements and express opinions.

### **Reading**

Teachers should select non-fictional resources suitable for the students, such as diaries, newspaper articles, letters, biographies, travel journals, business documents (memos, notices, forms). Teachers using this Certificate at Key Stage 4 should consult the non-fictional materials recommended in the Programme of study for Key stages 3 and 4 in the National Curriculum Orders for English.

In using these materials, teachers should develop students' abilities to:

- read with insight and engagement
- select material for a purpose and collate from different sources
- express opinions on what they have read
- follow an argument and identify its salient features.

### **Writing**

Students should be given opportunities to complete a variety of written tasks in which they:

- respond creatively or analytically to a piece of non-fiction they have read
- produce their own piece of non-fiction writing.

In completing written tasks, teachers should develop students' abilities to:

- communicate clearly, adapting their writing to the purpose
- use specific forms of writing such as letters, reports, diaries, memos
- use an increasing variety of words and grammatical structures
- develop accurate spelling and orderly presentation.

### **Coursework task**

Students may complete more than one coursework task during the module and submit the best for assessment. Teachers should refer to the exemplar material as a model. Teachers should plan a piece of work which involves the following activities:

- Speaking and listening
  - an activity in pairs based upon a piece of non-fiction, in which students have to explain and discuss
- Reading
  - a practical activity which requires students to use reference sources to locate information
- Writing
  - an individual activity which requires students to produce a piece of writing in a specified form using ideas gained from reading a piece of non-fiction as a stimulus. Teachers may wish to choose a vocational or occupation context for this task.

# Moderation

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## Internal moderation

Teachers' marking must be standardised across the centre by internal moderation. If more than one teacher is involved in assessment, it is essential that the standard of work expected for the awards is agreed and moderated by the centre before submission to Edexcel. Internal moderation must include records to show that students have met the assessment criteria at the level specified.

## External moderation

The completed tasks for each unit will be required for external moderation. Samples of the students' completed portfolios will be requested by the moderator. Edexcel may require further evidence or may require a moderator to visit the centre to discuss assessment and moderation.

## Certification

Certificates will be awarded at each level.

## Enquiries about results and appeals

Edexcel has made arrangements for enquiries about results and appeals. Details on how these requests may be made are contained in the *Regulations and Syllabus Synopses* (current edition) and in the booklet *Information and Guidance for Centres*.

## Useful publications/resources

*Teachers' Guide* to accompany this specification. Publication code: W011346, available from Edexcel Publications.

Tel: 01623 467467

Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)

This specification and the **Teachers' Guide** are also available on our website:  
[www.edexcel.org.uk](http://www.edexcel.org.uk) Go to **English**

*Regulations and Syllabus Synopses* (current edition)

*Information and Guidance for Centres*

# The wider curriculum

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## Spiritual, moral, ethical, social and cultural issues

This specification contributes to an understanding of

- spiritual issues
- moral and ethical issues
- social issues
- cultural issues

through its requirement for students to study and discuss texts which raise these issues. During their programme of study, students should be encouraged to consider texts which contribute to their moral, spiritual, social and cultural understanding and to develop and express their own views on these issues. Assessment materials will be chosen which raise these issues and students will be expected to respond to them in a considered way.

An example of this would include a coursework task which asks students to consider the importance of social and cultural issues in *Of Mice and Men*.

## Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship, in particular through the study of texts which examine the relationship between the individual and society.

## Information and communication technology

Naturally, word-processing will support English students but e-mail can be used to communicate and share ideas or promote discussion. Different font sizes and styles can be used to improve presentation skills and impact on audience. The internet can be used to research a writer's background. Students can create their own websites that will contribute to the development of their communication skills. Using a digital camera to record visits or recording a portion of a play to create a sound file are imaginative ways to exploit new technology.

## Environmental education, health and safety education and the European dimension

Although the specification does not make explicit reference to these issues, the requirement for the assessment of speaking and listening gives teachers plenty of opportunities to enable students to discuss such issues as part of the programme of study.

# Sample coursework: Literary Task

## Of Mice and Men

The three activities below would form a coursework task on *'Of Mice and Men'*. Teachers could stage and complete the activities in the course of the module. There is no need to give students all the tasks at once. Teachers may prepare additional worksheets to guide the students through the tasks. To assess students' achievements, teachers must measure the outcome of each activity for each student against the corresponding performance descriptors and award a mark out of nine. The three marks out of nine must be totalled together to give a mark out of 27. This should then be divided by three to give a final coursework task mark out of nine.

### Part 1: Speaking and listening

In a small group, read the part of the story in which Lennie asks George for a puppy. In your group discuss the following questions:

- Why do you think Lennie wants a puppy?
- Would you let Lennie have a puppy?
- What does this episode show us about the sort of people George and Lennie are? Think of some words that might describe their personalities and attitudes.

Try to give reasons for your comments in your discussion.

Each person in the group must say what they think will happen if Lennie gets the puppy. One person in the group should note down what each person predicts.

After you have read about what happens to the puppy, in your group talk about the incident and discuss the following questions:

- Why do you think this happened to the puppy?
- Who do you think is to blame?
- Did anyone predict this was going to happen?
- Looking back to the earlier part of the story, were there any clues that this might happen?

### Part 2: Reading

Look at the section of the story where the bunkhouse is described:

- Draw a plan of it using the information in the text
- Label important parts
- Write a list of words which would describe the bunkhouse
- Write a few sentences about what you think it would be like to live in the bunkhouse.

### **Part 3: Writing**

Write a new ending for '*Of Mice and Men*'. You may decide that George does not shoot Lennie, or that Lennie does not actually kill Curley's wife. Try to make your ending fit in with what you know of the characters and with the setting and time of the book.

# Sample Coursework: Non-fiction Topic

## Finding a job

Below is a series of activities which would enable the students to fulfil the assessment criteria for the non-fiction coursework task. A vocational context is provided for the non-fiction syllabus content here in order to demonstrate the links which can be made with GNVQ Foundation and/or NVQ qualifications.

Teachers may wish to provide additional worksheets to guide students through the tasks. To assess students' achievements, teachers must measure the outcome of each activity for each student against the corresponding performance descriptors and mark out of 27. This should then be divided by three to give a final coursework task mark out of nine.

## Resources

Examples of job advertisements, application forms and curriculum vitae. The number and range of jobs looked at would depend on the interest and size of the class.

## Part 1: Speaking and listening

In a small group, read and discuss the job advertisements you have been given. For each job, discuss what kind of qualifications, personal qualities and experience are required for each job.

In the group, work out a list of questions an applicant for the job could be asked in an interview

In pairs, role-play the interview for one of the jobs you have discussed. After each interview, discuss how the interviewer and interviewee handled their role.

## Part 2: Reading

Find a job or particular area of work you wish to apply for and carry out background research. This will involve researching information from a range of possible sources:

- directories (eg Yellow Pages)
- school/college careers' office
- company publication
- newspapers
- advertisements
- job centres
- libraries
- internet.

Once you have carried out the research you should answer the following questions:

- What does this job/area of work involve?
- What are the good points and bad points of this kind of work?
- What qualities do I have which make me suitable or unsuitable for this kind of work?



## Part 3: Writing

There are three elements to the writing task:

- write your own curriculum vitae
- fill in an application form for a job
- write a covering letter which would accompany the curriculum vitae and application form.

### Sample supervised task: Literature (drama)

#### For the teacher

##### Resources required:

- A class set of a drama script
- Student task sheets.

#### Preparation

The tasks can be set at any appropriate time during the module.

Give the students their task sheet and explain the task to them. Teachers may wish to list characters suitable for the talk and give specific guidance on the format of the talk.

#### Completing the task

- Students should work as independently as possible once the task and any guidance have been given. Teachers need to decide if students are going to give their talks to the whole class or small groups.
- When writing the alternative scene, students may use resources available to them in order to produce the most accurate and presentable work possible. Teachers must not mark or correct drafts, but can discuss work with students.
- Classroom management is at the teacher's discretion, but by the end of the module each student must have completed the three activities.

#### Assessing

Teachers should listen to the student's speech and then award a mark out of nine for Speaking and Listening using the performance descriptors in the syllabus.

They should consider:

- amount of detail
- clarity and organisation
- vocabulary and expression.

Teachers should award a mark out of nine for Reading using the answers given to the questions about the opening. They should consider:

- fluency and accuracy of reading out loud
- evidence of ability to retrieve information and identify key details
- quality and length of response
- level of comprehension.

In marking the alternative scenes, teachers should award a mark out of nine using the performance descriptors for Writing. They should consider:

- layout and presentation of script
- imaginative quality of content
- accuracy and quality of expression.

The three marks out of nine should be totalled to give a mark out of 27. This should then be divided by three to give a supervised task mark out of nine. To complete the assessment of the module, this should be added to the mark out of nine for the coursework.

## **For the student**

As part of your work on literature, you have to complete a supervised task. This task will be marked by your teacher and will count towards your Entry level Certificate.

### **Part 1: Speaking and listening**

Talk to the class about your favourite character in the play. In your talk tell the group about:

- what your character looks like
- your character's background (for example their job, family)
- what sort of person your character is
- things that happen in the play that show what sort of person they are
- why they are your favourite character
- whether you would like to be that character and why.

### **Part 2: Reading**

Read the opening scene of the play and write down or tell your teacher the answer to the following questions:

- What are the names of the characters in the opening scene?
- Where is the play set?
- Does the play seem to be set in the present, past or future?
- What has happened so far?
- Who seems to be the most important character? Why?
- What do you think will happen next?

### **Part 3: Writing**

Either:

Write the next scene of the play, introducing at least one new character.

Or:

Use the first two lines of the play and continue with your own ideas, writing a new first scene of a play.

# Edexcel Foundation – Entry level Certificate Record sheet

Centre Number	Candidate Number
Student's Surname and Initials	

Module		Speaking and Listening	Reading	Writing	Total A	Total B Final Total	Number of credits
Media	C						
	S						
Literature	C						
	S						
Non-fiction	C						
	S						

Total number of credits

Final award (circle)

Entry 3

Entry 2

Entry 1

- C = Coursework Task
- S = Supervised Task
- Total A = Out of 27
- Total B = Out of nine (Total A ÷ 3)

**Declaration by teacher:** I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment.

Signature of Examining Teacher ..... Date .....

# Edexcel Foundation – Entry level Certificate in English Speaking and Listening Record Sheet

Centre Number	Candidate Number
Student's Surname and Initials	

Module	Description of activity		Marks	Summative Comment
	Coursework task	Supervised task		
Media	Coursework task			
	Supervised task			
Literature	Coursework task			
	Supervised task			
	Coursework task			
Non-fiction	Coursework task			
	Supervised task			

Signature of Examining Teacher ----- Date -----

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