

FAQs Entry Level Certificate (ELC) in English

- 1. Where are the reading assessments for summer 2019?**

They are [here](#). These assessments (currently labelled 2018) are valid until further notice, so for summer 2019 and summer 2020.
- 2. What materials can I use to practise with my students?**

The [specification](#) has a large number of tasks you can use for writing and speaking and listening. There are also the [sample assessment materials](#) (SAMs). For reading, there are the SAMs and then 3 sets of assessments [here](#). You can practise with the SAMs and one of the assessments provided under 'exam materials'. You should reserve one set for the actual assessment and one more set for possible resits.
- 3. Can my students attempt the tasks (including the same task) more than once?**

Yes, they can. You can use the best result as their final marks for submission. Students can sit as many tasks as they wish.
- 4. Can I give feedback to my students after they have carried out an assessment?**

Yes, you can give general feedback which will help them when they attempt another assessment.
- 5. How many times per year can a student attempt the ELC?**

Once. The ELC runs on the same cycle as GCSE. Students need to be entered by 21 February prior to certificating in summer of the same year, so 21 February 2019 for a summer 2019 finish. The students' marks and sample must be submitted to your moderator by 15 May each year, so 15 May 2019 for a summer 2019 finish. There is submission guidance [here](#).
- 6. Can students sit ELC at the same time as other English qualifications such as GCSE or Functional Skills?**

Yes, they can. There's guidance on how these qualifications compare [here](#).
- 7. Can the ELC be offered in the UK and internationally?**

Yes, it can.
- 8. Where can I get guidance on marking my students' work?**

Use the summer 2018 [exemplars](#) and the summer 2018 [moderator's report](#).
- 9. What level of support can I give candidates with additional needs?**

The [specification](#) indicates what help you can give. For example, on p.13 '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.' Teachers should consult the [JCQ access arrangements](#) for details of students with particular needs.

10. How does EL3 differ to EL 1 & 2?

The ELC is aligned to the 9-1 GCSE in English Language 1EN0. EL3 draws texts from the 19th, 20th and 21st centuries for the Reading assessment (as 1EN0 has 19th century texts) whereas EL 1 & 2 have 20th and 21st century texts. EL3 assesses comparison in non-fiction reading (like GCSE English Language) whereas EL 1 & 2 assess comparison in Speaking and Listening.

11. For Speaking and Listening, are students assessed on their own? Do they need to be video-recorded?

Students can be assessed on their own, in a pair or in a small group. They do not need to be audio or video-recorded.

12. What support can students have during the Writing assessment?

They can word-process their response (with the spell/grammar checker switched off). They may not use dictionaries or thesauri. The teacher cannot help with planning, however students can make use of planning templates, such as those provided in the [Getting Started Guide](#) (from p. 28). At EL1 or EL2, the student may submit the completed template as their response to the task itself.

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