

Instructions to Centres
Entry Level Certificate

Summer 2015

French 8924
German 8926
Spanish 8928

Please pass one copy of this booklet to the teacher responsible for the subject as soon as possible.

All queries and correspondence relating to languages covered by this document should be referred to the **Customer Response Centre** on 0844 576 0035

Email: TeachingLanguages@pearson.com

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Timetable

Assessment tasks may be taken by candidates at any time during the course of study, usually but not necessarily over a two year period. Coursework tasks may be prepared at any time during the course of study.

The deadline for completion of tasks and submission of coursework marks is **15 May 2015**. Coursework marks can be submitted by Edexcel Online (EOL), Electronic Data Interchange (EDI) or using OPTEMS.

Entry procedure

You can register candidates and make entries using Edexcel Online (EOL) or by the Electronic Data Interchange (EDI). The Entry Procedure and Fees are fully documented in the **Edexcel Information Manual**.

A copy of the Manual should be with Examinations Officers in Centres or can be downloaded from the Edexcel website www.edexcel.org.uk.

Special considerations

Cases of special consideration (eg incomplete assessment because of illness, or disability such as an inability to hear listening assessments) should be referred to:

Special Consideration Department
Edexcel
One90 High Holborn
London
WC1V 7BH

Scheme of assessment

The assessment tasks are externally set by Edexcel, internally marked and externally moderated. Additionally, students should complete the designated number of coursework tasks, a bank of these is given in the Assessment Pack, in addition to all the assessment tasks necessary across the four linguistic skills and five contexts of the National Curriculum.

Each of the National Curriculum contexts typically has between 20-30 assessment tasks, each of which is designated a specific level, i.e. National Curriculum level 1, National Curriculum level 2, or National Curriculum level 3. Marking guidance for the achievement of each task is given in the teachers' notes section of the assessment pack.

Students should demonstrate broad coverage of the five National Curriculum contexts and the four language skills.

Students must attempt a minimum of 7 tasks for each language skill.

For the purposes of certification, students must achieve the following:

LEVEL 1	40 assessment tasks	+ 1 coursework task
LEVEL 2	50 assessment tasks of which at least 20 must be Level 2 or above	+ 2 coursework tasks
LEVEL 3	50 assessment tasks of which at least 20 must be Level 3	+ 3 coursework tasks

Level 3 tasks can count as Level 2 or Level 1, and Level 2 tasks can count as Level 1.

Teachers may select the assessment tasks that best fit their scheme of work.

There is no time restriction placed on the assessment tasks and students should also be encouraged to try a task again if they are unable to pass it at the first attempt. Some of the assessment tasks are open-ended and intended to facilitate progression to the GCSE. There is an element of choice for both student and teacher in using the assessment tasks.

The assessment tasks must take place in the classroom under controlled conditions and students may have access to a bi-lingual dictionary or a glossary where appropriate.

Please note that level 2 tasks can count as level 1 tasks. Level 3 tasks can count as level 2 or 1 tasks.

Coursework tasks

The coursework tasks provide an opportunity for all students to attempt more open-ended creative work. Students should be encouraged to show an element of independence and to use other skills such as ICT when undertaking these tasks. They may be **written** or **spoken** but could incorporate other language skills.

Coursework tasks should be approximately 30 words in length and may be one main task or a collection of shorter tasks - eg a list and a labelled plan. The assessment packs offer a bank of suggested coursework tasks for each context.

Candidates are required to submit one, two or three pieces of coursework for level 1, 2 or 3 respectively.

Candidates can have access to a dictionary at the discretion of the teacher. You should try to ensure that students are not over-reliant on dictionaries and that they are mainly used for checking purposes.

Edexcel requires teachers and candidates to authenticate the coursework by signing a Coursework Coversheet for each candidate. This is available at the back of this booklet.

Centres are reminded that where candidates have collaborated, eg on the production of questionnaires or surveys, credit may only be given to a candidate for work that can readily be identified as his/her own. The inclusion of the work of another candidate, not acknowledged as such, could render the candidate liable to disciplinary action by Edexcel.

Presentation of coursework

The work of each candidate should be fastened together using string, tags or similar fasteners. It may be secured in a thin card or paper cover supplied by the Centre, but stiff-backed files, lever-arch files etc should not be used.

Assessment tasks

The assessment tasks must be taken under controlled conditions in the classroom and supervised by the teacher. Candidates may have access to a bilingual dictionary or a glossary whilst taking the assessment tasks.

The **pass mark** for each assessment task is indicated in the teacher notes in the assessment pack.

Three of the speaking tasks should be recorded on CD/USB* for each candidate and included with the assessment tasks and coursework.

<p>* Centres are required to provide digital recordings of speaking assessments for moderation from Summer 2015 series onwards.</p>
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Reattempting a task

Candidates may reattempt the assessment tasks and may rewrite the coursework and the higher mark will stand.

Internal standardisation of marking

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out.

This procedure ensures that the work of all candidates at the Centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Consistency may be achieved in a variety of ways, some of which are given below.

1. A group of teachers could listen to a selection of tapes and agree assessment techniques and standards of marking with colleagues.
2. Where staffing levels permit, the Head of Department or other experienced teacher could sit in on the oral assessments and assess all candidates whilst their own teacher conducts the tests.
3. A group of teachers or a single experienced individual may prefer to play back all the oral assessment recordings and make appropriate adjustments to the assessments.
4. When candidates have completed a piece of written coursework, each teacher brings samples of work including the best, worst, and average from their class to a meeting. At the meeting, work is compared, discussed and cross-marked. A common standard is agreed. After the meeting teachers assess the work of all their own candidates.
5. A designated person takes a small sample from each teacher and checks that a common standard has been applied by all teachers. At this stage adjustments can be made if necessary.
6. There are clear advantages and disadvantages with any of the methods shown above. Centres are **not** required to have more than one teacher in the room when the assessments tasks are taken, and in the last analysis, each Centre should choose the method which best suits its circumstances.

The moderation procedure

- (a) The marks submitted to Edexcel for coursework and assessment tasks will be moderated in accordance with the requirements set out in the Code of Practice.
- (b) An approved moderator will be assigned to each Centre by Edexcel.
- (c) The moderator will be responsible for standardising marks across several Centres.
- (d) The moderator may request a second sample or all the candidates' work from the Centre if deemed necessary.
- (e) Centres' marks are likely to be adjusted where the moderated and unmoderated marks differ. Normally, moderation will not affect the order of merit established by a Centre. However, Edexcel will take appropriate action in cases where there is evidence of inconsistent assessment in order to align standards. If necessary, such Centres will be directed to review their assessment and internal moderation procedures.
- (f) Edexcel will provide Centres with their final marks.
- (g) Coursework not submitted for external moderation should be retained by the Centre, in secure conditions, until **1 December 2015**.

Submitting marks

All Centres will receive Optically-read Teacher-Examiner Mark Sheets (OPTEMS). Centres will have the option of:

- either** recording marks on the OPTEMS and sending the top copy to Edexcel
- or** recording marks on computer for transfer to Edexcel by means of EDI (Electronic Data Interchange)

Marks must also be submitted to the Moderator with the sample using:

- either** the second copy of the OPTEMS
- or** a printout of the marks sent by EDI

OPTEMS and EDI Printouts

The OPTEMS is an Optically-read Teacher-Examiner Mark Sheet. The OPTEMS is supplied by Edexcel to the Centres with the names and numbers of the candidates already listed in candidate number order.

When two or more Teacher-Examiners are involved in the assessment of work in a Centre, the Centre is instructed in the specification to standardise the marking of the various teachers before entering marks on the OPTEMS (see the **Internal Standardisation of Marking** section in this booklet).

OPTEMS are printed on three-part NCR stationery.

- **send the top copy to Edexcel;**
- **send the second copy to the moderator;**
- **retain the third copy for your records.**

Marks

'Mark' in this context refers to the level achieved. The mark to be entered on the OPTEMS for moderation (if the candidate is present) will be 0, 1, 2 or 3 corresponding to the level achieved. The number of tasks or marks for individual tasks should not be entered on the OPTEMS.

Absent Candidates

The Centre should score any candidate who is absent, withdrawn or has failed to submit any work as 'X' on the OPTEMS or A on the EDI printout. Add any late entry to the OPTEMS or write these on a blank OPTEMS.

A mark of 0 should be given only in cases where a candidate has submitted work but the work has failed to achieve Level 1.

Submitting a sample

Candidates to be sampled

A sample of the required size will have been pre-selected by Edexcel and will be indicated by an asterisk “*” printed on the OPTEMS next to the candidates whose work is to be sampled.

As this sample is random it may not cover all the marks achieved by the candidates.

Please check for each mark (0, 1, 2 or 3): if you have awarded that mark (level) to a candidate, that mark must be represented in the sample. If no candidate at that mark has been indicated with an asterisk please include one candidate at that mark in the sample and put a tick (✓) on the OPTEMS by the candidate number of the candidate concerned.

For each candidate in the sample you should send:

1. A **completed folder of tasks** from the pack covering all four language skills.
At least seven tasks for each language skill.
All five contexts (areas of experience) should be covered - in practice at least 2 from each.
2. A **CD/USB** with at least 3 recorded speaking tasks from the pack.
3. A completed **record sheet**.
4. A completed **coursework coversheet**.
5. The required number of **coursework tasks**:
(1 for level 1, 2 for level 2, 3 for level 3)
Tasks can be either speaking or writing.
Required length for tasks: approximately 30 words per task.
Tasks are suggested in the assessment pack, but these are optional.

If any materials are missing, the Moderator will contact you.

Authentication

The national criteria require that assessment procedures must include provision for the authentication of the various forms of work involved. Authentication will take the form of a declaration by the teacher that the candidates' activities were kept under regular supervision and that, to the best of his or her knowledge, no assistance has been given apart from that which is acceptable under the scheme of assessment and has been identified and recorded.

The declaration by the teacher is printed (1) on the OPTEMS and (2) on the coursework record sheet. Both must be signed by the Teacher-Examiner. The EDI printout must contain a similar, signed declaration, if this is used instead of the OPTEMS.

The individual candidate record sheet should also be signed by both the teacher and the candidate.

If a signature is missing, the Moderator will contact the Centre.

Level One Task Reference Table

AREA OF EXPERIENCE A

Task	Skill	Level	Task	Skill	Level
A1	S	1	A16	S	1
A2	S	1	A17	L	1
A3	L	1	A18	R	1
A4	R	1	A19	W	1
A5	S	1	A20	S	1
A9	R	1	A29	R	1
A10	L	1	A30	W	1
A12	R	1	A31	R	1
A14	S	1	A32	S	1

AREA OF EXPERIENCE B

Task	Skill	Level	Task	Skill	Level
B3	S	1	B17	R	1
B4	L	1	B19	W	1
B9	S	1	B20	S	1
B10	L	1	B21	R	1
B11	S	1	B22	L	1
B14	W	1	B25	W	1
B15	R	1			

AREA OF EXPERIENCE C

Task	Skill	Level	Task	Skill	Level
C1	L	1	C12	R	1
C3	R	1	C14	L	1
C4	S	1	C19	R	1
C5	L	1	C20	W	1

AREA OF EXPERIENCE D

Task	Skill	Level
D1	L	1
D11	L	1

AREA OF EXPERIENCE E

Task	Skill	Level	Task	Skill	Level
E1	R	1	E16	R	1
E12	R	1	E18	S	1
E13	L	1			
E14	R	1			
E15	S	1			

Level Two Task Reference Table

AREA OF EXPERIENCE A

Task	Skill	Level
A6	W	2
A7	L	2
A15	L	2
A24	W	2
A27	R	2

AREA OF EXPERIENCE B

Task	Skill	Level
B6	R	2
B13	S	2
B16	L	2
B24	L	2

AREA OF EXPERIENCE C

Task	Skill	Level	Task	Skill	Level
C2	R	2	C13	S	2
C6	W	2	C15	R	2
C8	W	2	C16	W	2
C9	L	2	C17	R	2
C11	S	2			

AREA OF EXPERIENCE D

Task	Skill	Level	Task	Skill	Level
D2	R	2	D7	L	2
D3	R	2	D8	R	2
D4	S	2			
D5	S	2			

AREA OF EXPERIENCE E

Task	Skill	Level	Task	Skill	Level
E2	R	2	E10	L	2
E3	L	2	E11	S	2
E4	L	2	E17	S	2
E6	L	2	E22	W	2
E8	W	2			
E9	S	2			

Level Three Task Reference Table

AREA OF EXPERIENCE A

Task	Skill	Level	Task	Skill	Level
A8	W	3	A23	S	3
A11	R	3	A25	W	3
A13	W	3	A26	S	3
A21	S	3	A28	S	3
A22	L	3			

AREA OF EXPERIENCE B

Task	Skill	Level	Task	Skill	Level
B1	R	3	B8	W	3
B2	L	3	B12	R	3
B5	W	3	B18	L	3
B7	L	3	B23	S	3

AREA OF EXPERIENCE C

Task	Skill	Level
C7	R	3
C10	S	3
C18	L	3

AREA OF EXPERIENCE D

Task	Skill	Level	Task	Skill	Level
D6	R	3	D13	S	3
D9	R	3	D14	R	3
D10	S	3	D15	L	3
D12	R	3			

AREA OF EXPERIENCE E

Task	Skill	Level
E5	W	3
E7	R	3
E19	R	3
E20	W	3
E21	R	3

PASS MARKS

Section A		
A1	6/10	S1
A2	6/10	S1
A3	6/10	L1
A4	4/7	R1
A5	3/5	S1
A6	communication is clear and spelling does not impede communication	W2
A7	4/6	L2
A8	communication is clear and spelling does not impede communication	W3
A9	4/6	R1
A10	3/5	L1
A11	3/5	R3
A12	4/6	R1
A13	communication is clear and spelling does not impede communication	W3
A14	6/10	S1
A15	3/5	L2
A16	6/10	S1
A17	3/4	L1
A18	8/12	R1
A19	4/6	W1
A20	6/10	S1
A21	3/4	S3
A22	3/4	L3
A23	6/10	S3
A24	communication is clear and spelling does not impede communication	W2
A25	student's letter should communicate clearly the required details and spelling must not impede communication	W3
A26	3/4	S3
A27	3/5	R2
A28	3/4	S3
A29	8/11	R1
A30	3/5	W1
A31	5/7	R1
A32	6/10	S1

Section B		
B1	3/5	R3
B2	5/8	L3
B3	6/10	S1
B4	3/5	L1
B5	communication is clear and spelling does not impede communication	W3
B6	5/8	R2
B7	2/3	L3
B8	3/5	W3
B9	6/10	S1
B10	4/7	L1
B11	6/10	S1
B12	4/7	R3
B13	4/6	S2
B14	8/12	W1
B15	4/7	R1
B16	4/6	L2
B17	3/5	R1
B18	3/5	L3
B19	4/7	W1
B20	6/10	S1
B21	5/8	R1
B22	4/6	L1
B23	3/4	S3
B24	3/4	L2
B25	5/7	W1

Section C		
C1	3/4	L1
C2	3/4	R2
C3	3/5	R1
C4	6/10	S1
C5	3/5	L1
C6	6/10	W2
C7	3/4	R3
C8	6/10	W2
C9	6/10	L2
C10	3/4	S3
C11	4/6	S2
C12	3/5	R1
C13	4/6	S2
C14	5/7	L1
C15	5/9	R2
C16	5/8	W2
C17	5	R2
C18	3/5	L3
C19	4/7	R1
C20	4/6	W1

Section D		
D1	5/7	L1
D2	3/5	R2
D3	3/5	R2
D4	6/10	S2
D5	4/6	S2
D6	6/10	R3
D7	6/10	L2
D8	2/3	R2
D9	5/8	R3
D10	5/8	S3
D11	5/8	L1
D12	4/7	R3
D13	6/10	S3
D14	3/5	R3
D15	4/8	L3

Section E		
E1	3/5	R1
E2	4/6	R2
E3	8/11	L2
E4	4/6	L2
E5	Communication is clear and spelling does not impede communication	W3
E6	3/4	L2
E7	3/5	R3
E8	Communication is clear and spelling does not impede communication	W2
E9	4/6	S2
E10	5/8	L2
E11	5/8	S2
E12	4/7	R1
E13	6/10	L1
E14	3/5	R1
E15	6/10	S1
E16	4/7	R1
E17	5/9	S2
E18	4/7	S1
E19	3/4	R3
E20	Communication is clear and spelling does not impede communication	W3
E21	3/5	R3
E22	6/10	W2

ENTRY LEVEL CERTIFICATE RECORD SHEET

FRENCH / GERMAN / SPANISH (please delete as appropriate)

Centre Name _____				Centre Number _____											
Candidate Name _____				Candidate Number _____											
Teacher Name (please print) _____															
Listening				Speaking											
Task	Mark	Level	a	Task	Mark	Level	a	Task	Mark	Level	a	Task	Mark	Level	a
A3				C1				A1				B20			
A7				C5				A2				B23			
A10				C9				A5				C4			
A15				C14				A14				C10			
A17				C18				A16				C11			
A22				D1				A20				C13			
B2				D7				A21				D4			
B4				D11				A23				D5			
B7				D15				A26				D10			
B10				E3				A28				D13			
B16				E4				A32				E9			
B18				E6				B3				E11			
B22				E10				B9				E15			
B24				E13				B11				E17			
								B13				E18			
Reading				Writing											
Task	Mark	Level	a	Task	Mark	Level	a	Task	Mark	Level	a	Task	Mark	Level	a
A4				C15				A6				E20			
A9				C17				A8				E22			
A11				C19				A13							
A12				D2				A19							
A18				D3				A24							
A27				D6				A25							
A29				D8				A30							
A31				D9				B5							
B1				D12				B8							
B6				D14				B14							
B12				E1				B19							
B15				E2				B25							
B17				E7				C6							
B21				E12				C8							
C2				E14				C16							
C3				E16				C20							
C7				E19				E5							
C12				E21				E8							
Teacher's signature _____								Date _____							

ENTRY LEVEL CERTIFICATE - COURSEWORK COVERSHEET

FRENCH/GERMAN/SPANISH (Please delete as applicable)

Candidate Name _____

Candidate Number _____

Centre Name _____

Centre Number _____

Date	Task Descriptions and Areas of Experience	Skill	Mark

Number of tasks completed _____

We hereby certify to best of our knowledge that this work has been produced without any assistance other than that recorded and allowed by the scheme of assessment.

Signature of Candidate	Date

Name of Examining Teacher	Signature	Date