

ENTRY LEVEL



WJEC ENTRY LEVEL Certificate in  
**ENGLISH**

REGULATED BY OFQUAL  
DESIGNATED BY QUALIFICATIONS WALES

GUIDANCE FOR  
TEACHING

Teaching from 2017  
For award from 2018



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## 1. INTRODUCTION

Welcome to your WJEC teacher support pack, which has been designed to assist you in the delivery of the WJEC Entry Level Certificate in English. This resource includes a variety of learning activities, which have been directly matched to the requirements of the specification.

The WJEC Entry Level Certificate in English specification is accredited for first teaching from September 2017 and is available to:

- all schools and colleges in England and Wales
- schools and colleges in independent regions such as the Isle of Man and the Channel Islands
- overseas centres in a British Territory or British Forces centres.

ELC English will be awarded for the first time in Summer 2018 and is reported on a three point scale from Entry 1 to Entry 3, where Entry 3 is the highest grade.

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

WJEC ELC English will enable learners to:

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

It is the intention of this guidance for teaching is to be but one of several ways in which WJEC provides assistance to teachers delivering the specification, sitting alongside the specimen papers and CPD.

WJEC provides the following as part of its support for all specifications:

- Examiners' reports on each examinations series
- Free access to past question papers via the WJEC secure website
- Easy access to the specification and other key documents on the main website
- CPD
- Easy access to both the Subject Officer and to administrative sections.

Contact points for WJEC Entry Level Certificate in English:

For administration queries please contact:

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## 2. AIMS OF THE GUIDANCE FOR TEACHING

The principal aim of this guidance is to offer support to teachers in delivery of the reformed ELC English specification and guidance as to the requirements of the specification and the assessment process.

The guide is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

The guide offers assistance to teachers with regards to possible activities and links to digital resources (both our own, freely available, digital materials and also external sources) that will be of use and provide ideas for engaging lessons.

### 3. DELIVERING THE SPECIFICATION

#### Background

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

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

Component 1 is the examination worth 25% of the qualification and is comprised of two equally-weighted sections: Section A: Non-literary Reading and Section B: Functional Writing.

The Reading questions in Section A will be a mix of short answer questions, structured questions and multiple-choice questions in response to two or three short texts, including at least one non-continuous text.

For Section B the two compulsory tasks will be one short task and one extended writing task based on everyday uses of English in the contexts of education, work or life. Text types may include, but not be limited to: forms, emails, letters, notices, reports, articles, messages, etc.

Component 2 contains four topic tests set by WJEC at a time during the course determined by the centre:

- Topic Test 1: Response to twentieth/twenty-first century prose
- Topic Test 2: Editing and sequencing
- Topic Test 3: Narrative writing
- Topic Test 4: Proofreading

Component 3 gives candidates the opportunity to demonstrate their communication skills practically in two tasks, both made up of two parts. WJEC will provide the two tasks annually in September. Candidates are required to complete both tasks in their entirety at a time during the course determined by the centre.

- Task 1: Presenting a point of view
- Task 2: The World of Work

#### 4. ASSESSMENT OBJECTIVES

AO1	Strand	Description	Skills to be demonstrated	Example
<b>Communication</b> <i>Each of the Component 3 tasks will test the AO in its entirety</i>	present and organise information / points of view clearly and in appropriate language	'Present' at this level means to 'give or express' rather than the more formal talk which may use PowerPoint or other visual aids.	<ul style="list-style-type: none"> <li>• Some logical structure</li> <li>• Communicating clearly</li> <li>• Selecting vocabulary according to the task and audience</li> </ul>	You have been asked to come to an interview for the job at the animal shelter. Simply Animals have asked you to prepare a presentation on why you would be the best person for the job.
	make relevant contributions in formal and informal situations	Contributions may take the form of responding to others or leading a discussion.	<ul style="list-style-type: none"> <li>• Understanding of the scenario and topic</li> <li>• Judging relevance of comments</li> <li>• Adapting register</li> </ul>	Panel Interview
	interact with and respond appropriately to others	Interacting and responding may take the form of non-verbal affirmations. 'Others' could be peers or adults.	<ul style="list-style-type: none"> <li>• Show understanding of others</li> <li>• Answer questions</li> <li>• Aware of the needs of others</li> </ul>	In groups or two or three, discuss reasons why someone might choose to be vegetarian or why someone would feel eating meat is important.

AO2	Strand	Description	Skills to be demonstrated	Example
Reading	identify main points and ideas	Learners may use scanning or skimming strategies, or organisational features such as headings or bullet points to help find specified information.	<ul style="list-style-type: none"> <li>• Determining what is important</li> <li>• Selecting appropriate detail</li> </ul>	Write down <b>two</b> things you should do when someone starts to have a fit.
	use information contained in texts	Information can be used to support an explanation or to provide evidence in analysis.	<ul style="list-style-type: none"> <li>• Locate and retrieve information</li> <li>• Support ideas / points with examples from the text</li> </ul>	Why should you cover a burn with cling film or a clean plastic bag? Give <b>two</b> reasons.
	read and understand texts in detail	Learners will need to move beyond superficial meaning and begin to make comments about or show understanding of a range of points from a text.	<ul style="list-style-type: none"> <li>• Close reading for detail</li> <li>• Explaining points</li> </ul>	Draw a line to match up each of the parts to describe what happened to the boy.
	examine how events / ideas are presented	Learners will need to have some appreciation of how writers try to influence or affect readers through the choices they make.	<ul style="list-style-type: none"> <li>• Analysis of writer's craft</li> <li>• Understanding effects of language / technique</li> </ul>	How does the boy feel about his first day at school?  What words suggest that it is a cold day?

AO3	Strand	Description	Skills to be demonstrated	Example
<b>Writing</b>	write to communicate clearly including an appropriate level of detail	Clear communication will encompass word, sentence and text level clarity, dependent on the ability of the learner.	<ul style="list-style-type: none"> <li>• Choose precise words to communicate ideas, information or feelings</li> <li>• Develop points to provide necessary detail</li> </ul>	<p>As well as your own ideas, you may write about:</p> <ul style="list-style-type: none"> <li>• The kinds of accidents that can happen in schools.</li> <li>• What might happen if there was no first aider in school.</li> <li>• The sort of person that should be a first aider.</li> <li>• Why a first aider is important.</li> </ul>
	use and adapt register and forms as appropriate to task and purpose	Register should take into account the vocabulary choices, level of formality and fitness for purpose of the writing. The layout of non-literary texts – such as letters, etc. – will not carry specific marks but will have some bearing on the credit awarded for the organisation of ideas.	<ul style="list-style-type: none"> <li>• Choose formal / informal language to suit task</li> <li>• Demonstrate awareness of the reader's needs</li> </ul>	Write a letter to your Headteacher to persuade him/her of the importance of having a first aider in school to help with accidents.
	ensure written work is generally accurate, including grammar, punctuation and spelling	Grammatical inaccuracy at this level tends to stem from subject-verb agreement or tense agreement. Learners aiming for Entry 3 / Level 1 should be demarcating sentences and incorporating a variety of sentence types that include simple and compound. Learners should practise proofreading.	<ul style="list-style-type: none"> <li>• Awareness of grammatical conventions</li> <li>• Understanding of a sentence as a unit of meaning</li> <li>• Awareness of spelling patterns / phonics</li> </ul>	Underline or circle the ten mistakes in this email. Write the corrections.



## 5. CO-TEACHABILITY AND POSSIBLE COURSE PLANS

It is worth remembering that English is a spiral curriculum and concerns itself predominantly with three things: Reading, Writing and Oracy (Communication).

A spiral curriculum can be defined as a course of study in which learners will see the same topics or skills throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. From primary school and right through secondary school, our aim is to develop, enhance and refine these skills with learners. A longer term programme of study, therefore, would continually return to Reading, Writing and Oracy (Communication) with increasing demand and sophistication.

Whilst there is a challenge for a teacher of English in selecting appropriate and interesting material for learners moving up the spiral, it does provide the opportunity for co-teachability with other English qualifications given that the 'content' for English – regardless of stage, age or qualification followed – is the same (just more or less demanding).

Part of the reformed ELC English qualification is the inclusion of Band 5 assessment criteria that attest to performance at Level 1, the expected achievement for learners at the lower GCSE grade range. This will hopefully enable teachers delivering the ELC course to track the progress of their learners in-line with GCSE attainment and ensure those capable of sitting GCSE English Language are entered when ready.

The suggestions that follow are just that: suggestions. Hopefully these will provide a starting point for teachers to explore how they could deliver both the ELC English and GCSE English Language qualifications to learners for whom this would be appropriate, or be used as a stepping-stone for learners working their way up to GCSE.

Different plans have been provided for centres in England Wales to reflect the different GCSE requirements in each country.

For learners who would need two years to full focus on completing ELC English, the co-teachability suggestions could be used but focusing solely on ELC rather than incorporating GCSE. This should give learners the time required to develop their skills in reading, Writing and Communication.

## ELC English: Stepping-stone to GCSE English Language (ENGLAND)

### Year 10 (ELC English)

<p><b>Autumn 1</b> <b>Reading modern prose and Narrative writing</b> Identifying and locating facts, ideas, information and opinions Understanding and expressing opinions Writing creatively (planning a storyline) Selecting descriptive vocabulary Punctuating sentences <i>Topic Tests 1&amp;3</i></p>	<p><b>Spring 1</b> <b>Editing, sequencing and proofreading</b> Range of activities for verbal reasoning and understanding of sequencing (cloze, sorting, matching, etc.) Use knowledge of language to sequence events/instructions Spelling rules Understanding of agreement Temporal and addition connectives <i>Topic Tests 2&amp;4</i></p>	<p><b>Summer 1</b> <b>Exam preparation: non-fiction Reading and Writing</b> Practice timed Reading and Writing tasks <i>Component 1: Written Examination</i></p>
<p><b>Autumn 2</b> <b>Communication</b> Presenting a point of view Explaining views / ideas Structuring ideas in a logical way Communicating in a group Responding to questions Persuasion techniques Formal and informal language <i>Practical Assessment: Tasks 1&amp;2</i></p>	<p><b>Spring 2</b> <b>Non-literary Reading and Writing</b> Retrieving information Identifying and summarising main points Interpreting information Making simple deductions/inferences Writing to give opinions, inform and persuade (forms, emails, letters, notices, reports, articles, etc.)</p>	<p><b>Summer 2</b> <b>Preparing for GCSE</b> Writing to persuade (speech, letter, blog, etc.) Writing to inform (factsheet, Wiki, review, article, etc.) Using connectives for addition, emphasis and explanation <i>Spoken Language assessment</i></p>

### Year 11 (GCSE English Language)

<p><b>Autumn 1</b> <b>Reading: 20th century literature</b> Identifying and interpreting information in prose texts Selecting and synthesising from prose texts Explaining and analysing in prose texts Making deductions/inferences</p>	<p><b>Spring 1</b> <b>Reading: 19th and 21st century non-fiction texts</b> Identifying and interpreting information in non-fiction texts Selecting and synthesising from non-fiction texts Explaining and analysing in non-fiction texts Making deductions/inferences Using connectives to compare/contrast</p>	<p><b>Summer 1</b> <b>Exam preparation: non-fiction Reading and Writing</b> Practice timed Reading and Writing tasks Familiarisation with GCSE exam papers and mark schemes</p>
<p><b>Autumn 2</b> <b>Writing: creative prose</b> Creating character (appearance, movement, dialogue, etc.) Describing a setting (creating atmosphere) Planning a narrative (creating tension, logical structure, etc.) Use of temporal connectives Punctuating dialogue <i>Mock Component 1</i></p>	<p><b>Spring 2</b> <b>Writing: non-literary texts</b> Writing to persuade (speech, letter, blog, etc.) Writing to inform (factsheet, Wiki, review, article, etc.) Sentence structure: conditional clauses Vocabulary: imperatives and emotive language Causality connectives <i>Mock Component 2</i></p>	<p><b>Summer 2</b> <i>Component 1 Examination</i> <i>Component 2 Examination</i></p>

<b>Co-teaching ELC English and GCSE English Language YEAR 1 (ENGLAND)</b>		
	<b>ELC English</b>	<b>GCSE English Language</b>
<b>Year 10 Autumn 1</b>	<b>Reading modern prose</b> Identifying and locating facts, ideas, information and opinions Understanding and expressing opinions Making deductions / inferences <i>Topic Test 1</i>	<b>Reading: 20th century literature</b> Identifying and interpreting information in prose texts Selecting from prose texts Explaining and analysing detail in prose texts Evaluate texts supported by appropriate textual references
<b>Year 10 Autumn 2</b>	<b>Narrative writing</b> Writing creatively (planning a storyline) Selecting descriptive vocabulary Punctuating sentences Punctuating dialogue <i>Topic Test 3</i>	<b>Writing: creative prose</b> Creating character (appearance, movement, dialogue, etc.) Describing a setting (creating atmosphere) Planning a narrative (creating tension, logical structure, etc.) Use of temporal connectives <i>Mock Component 1</i>
<b>Year 10 Spring 1</b>	<b>The World of Work</b> Formal and informal language Responding to questions <i>Practical Assessment Task 2</i>	<b>The World of Work</b> Writing to provide information – developing ideas (CVs, reports, letters of application, structuring a talk, etc.) Connectives for addition
<b>Year 10 Spring 2</b>	<b>Presenting a point of view</b> Structuring ideas in a logical way Communicating in a group Responding to questions <i>Practical Assessment: Task 1</i>	<b>Presenting a point of view</b> Explaining views / ideas Persuasion techniques Connectives for explanation <i>Spoken Language assessment</i>
<b>Year 10 Summer 1</b>	<b>Editing and sequencing</b> Range of activities for verbal reasoning and sequencing (cloze, sorting, matching, etc.) Use of language to sequence events/ instructions <i>Topic Test 2</i>	<b>Editing and sequencing</b> Organise information and ideas Using structural and grammatical features to support coherence and cohesion of texts Temporal and addition connectives
<b>Year 10 Summer 2</b>	<b>Proofreading</b> Spelling rules Understanding of agreement <i>Topic Test 4</i>	<b>Accurate, Purposeful Writing</b> Developing vocabulary Variety of sentence structures Punctuation recap

## Co-teaching ELC English and GCSE English Language YEAR 2 (ENGLAND)

	ELC English	GCSE English Language
<b>Year 11 Autumn 1</b>	<b>Non-literary Reading</b> Retrieving information Identifying and summarising main points Interpreting information Making simple deductions / inferences	<b>Reading: 19th and 21st century non-fiction texts</b> Identifying and interpreting information in non-fiction texts Selecting and synthesising from non-fiction texts Explaining and analysing in non-fiction texts Making deductions / inferences Using connectives to compare and contrast
<b>Year 11 Autumn 2</b>	<b>Functional Writing</b> Writing to give opinions, inform and persuade (forms, emails, letters, notices, reports, articles, etc.) Spelling: based on personal need	<b>Writing: non-literary texts</b> Writing to persuade (speech, letter, blog, etc.) Writing to inform (factsheet, Wiki, review, article, etc.) Vocabulary: imperatives and emotive language Sentence structure: conditional clauses <i>Mock Component 2</i>
<b>Year 11 Spring 1</b>	<b>Technical Accuracy</b> <b>Developing vocabulary through reading</b>	<b>Revising 20<sup>th</sup> century literature reading and creative prose writing</b>
<b>Year 11 Spring 2</b>	<b>Revising non-fiction Reading and Functional Writing</b>	<b>Revising 19<sup>th</sup> and 21<sup>st</sup> century non-fiction Reading and non-literary Writing</b>
<b>Year 11 Summer 1</b>	<b>Exam preparation: non-fiction Reading and Writing</b> Practice timed Reading and Writing tasks <i>Component 1: Written Examination</i>	<b>Preparing for GCSE</b> Writing to persuade (speech, letter, blog, etc.) Writing to inform (factsheet, Wiki, review, article, etc.)
<b>Year 11 Summer 2</b>	<b>Exam preparation</b> Familiarisation with GCSE exam papers and mark schemes	<i>Component 1 Examination</i> <i>Component 2 Examination</i>

## ELC and GCSE skills and content map (ENGLAND)

	ELC English	GCSE English Language
<b>Content</b>	<ul style="list-style-type: none"> <li>• <b>Non-literary Reading</b></li> <li>• <b>Functional Writing</b></li> <li>• <b>Response to twentieth/twenty-first century prose</b></li> <li>• <b>Narrative writing</b></li> <li>• <b>Presentation</b></li> <li>• <b>Group discussion</b></li> <li>• <b>Interview</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading: 19<sup>th</sup> and 21<sup>st</sup> century non-fiction texts</b></li> <li>• <b>Transactional / Persuasive Writing</b></li> <li>• <b>20<sup>th</sup> century literature Reading</b></li>   <li>• <b>Prose writing</b></li> <li>• <b>Spoken language presentation / speech</b></li>   <li>• <b>Responding to questions</b></li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>a) retrieve information</li> <li>b) identify and summarise main points / ideas / information</li> <li>c) interpret information</li> <li>d) make simple deductions / inferences</li> <li>e) understand and express opinions</li> <li>f) understanding of contextualised meaning</li> <li>g) knowledge of language to sequence events/instructions</li> </ul>	<ul style="list-style-type: none"> <li>a) identify explicit and implicit information and ideas</li> <li>b) select and synthesise evidence from different texts</li>   <li>c) interpret explicit and implicit information and ideas</li> <li>d) analyse how writers use language / structure</li> <li>e) comment on how writers use language / structure</li> <li>f) explain how writers use language and structure</li>   <li>h) compare writers' ideas and perspectives</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>a) proofreading</li> <li>b) give opinions</li> <li>c) write to persuade</li> <li>d) write to inform</li> <li>e) write creatively and imaginatively</li> <li>f) spell accurately</li> <li>g) use language accurately</li> <li>h) use punctuation accurately</li> </ul>	<ul style="list-style-type: none"> <li>a) sentence structures</li> <li>b) communicate clearly</li> <li>c) write for a range of audiences and purposes</li> <li>d) adapt style to real-life contexts</li> <li>e) describe and narrate imaginatively</li> <li>f) accurate spelling</li> <li>g) range of vocabulary</li> <li>h) accurate punctuation</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>a) express opinions on the topic</li> <li>b) give reasons for opinions</li> <li>c) respond to questions and the contributions of others</li> <li>d) communicate in a logical and structured way</li> <li>e) convey detail and information to clarify the audience's understanding</li> <li>f) persuade the audience to agree with views</li> <li>g) adapt their presentation skills to the formal context</li> <li>h) use appropriate tone / language</li> <li>i) present information relevant to the task</li> </ul>	<ul style="list-style-type: none"> <li>c) Listen and respond appropriately to spoken language, including to questions and feedback</li>   <li>g) demonstrate presentation skills in a formal setting</li> <li>h) use spoken Standard English effectively</li> </ul>

ELC English: Stepping-stone to GCSE English Language (WALES)		
Year 10 (ELC English)		
<p><b>Autumn 1</b>  <b>Reading modern prose and Narrative writing</b>            Identifying and locating facts, ideas, information and opinions            Understanding and expressing opinions            Writing creatively (planning a storyline)            Selecting descriptive vocabulary            Punctuating sentences  <i>Topic Tests 1&amp;3</i></p>	<p><b>Spring 1</b>  <b>Editing, sequencing and proofreading</b>            Range of activities for verbal reasoning and understanding of sequencing (cloze, sorting, matching, etc.)            Use knowledge of language to sequence events/instructions            Spelling rules            Understanding of agreement            Temporal and addition connectives  <i>Topic Tests 2&amp;4</i></p>	<p><b>Summer 1</b>  <b>Exam preparation: non-fiction Reading and Writing</b>            Practice timed Reading and Writing tasks  <i>Component 1: Written Examination</i></p>
<p><b>Autumn 2</b>  <b>Communication</b>            Presenting a point of view            Explaining views / ideas            Structuring ideas in a logical way            Communicating in a group            Responding to questions            Persuasion techniques            Formal and informal language  <i>Practical Assessment: Tasks 1&amp;2</i></p>	<p><b>Spring 2</b>  <b>Non-literary Reading and Writing</b>            Retrieving information            Identifying and summarising main points            Interpreting information            Making simple deductions/inferences            Writing to give opinions, inform and persuade (forms, emails, letters, notices, reports, articles, etc.)</p>	<p><b>Summer 2</b>  <b>Preparing for GCSE</b>            Writing to persuade (speech, letter, blog, etc.)            Writing to inform (factsheet, Wiki, review, article, etc.)            Using connectives for addition, emphasis and explanation  <i>Spoken Language assessment</i></p>
Year 11 (GCSE English Language)		
<p><b>Autumn 1</b>  <b>Reading: Description, Narration and Exposition texts</b>            Identifying and interpreting information            Selecting and synthesising            Explaining and analysing detail            Evaluate texts supported by appropriate textual references  <b>Editing and sequencing</b>            Organise information and ideas            Temporal / addition connectives</p>	<p><b>Spring 1</b>  <b>Argumentation / Persuasive Writing</b>            Writing to persuade (speech, letter, blog, etc.)            Writing to argue (review, article, etc.)            Vocabulary emotive language            Sentence structure: conditional clauses  <b>Presenting a point of view</b>            Explaining views / ideas            Persuasion techniques            Connectives for explanation  <i>Individual Researched Presentation</i></p>	<p><b>Summer 1</b>  <b>Exam preparation:</b>            Practice timed Reading and Writing tasks            Familiarisation with GCSE exam papers and mark schemes            Proofreading  <i>Mock Unit 2</i></p>
<p><b>Autumn 2</b>  <b>Description and Exposition Writing</b>            (user guide, factsheet, Wiki, blog, article, etc.)  <b>Research Skills</b>            Identifying and interpreting information            Selecting and synthesising  <i>Responding and Interacting Group Discussion</i></p>	<p><b>Spring 2</b>  <b>Reading: Argumentation, Persuasion and Instructional texts</b>            Identifying and interpreting information in texts            Selecting and synthesising from texts            Explaining and analysing in texts            Making deductions/inferences            Using connectives to compare and contrast  <i>Mock Unit 3</i></p>	<p><b>Summer 2</b>  <i>Component 1 Examination</i>  <i>Component 2 Examination</i></p>

## Co-teaching ELC English and GCSE English Language YEAR 1 (WALES)

	ELC English	GCSE English Language
Year 10 Autumn 1	<b>Reading modern prose</b> Identifying and locating facts / ideas / information / opinions Understanding and expressing opinions Making deductions/inferences <i>Topic Test 1</i>	<b>Reading: Description, Narration and Exposition texts</b> Identifying and interpreting information in texts Selecting from prose texts Explaining and analysing detail in texts Evaluate texts supported by appropriate textual references
Year 10 Autumn 2	<b>Narrative Writing</b> Writing creatively (planning a storyline) Selecting descriptive vocabulary Punctuating sentences Punctuating dialogue <i>Topic Test 3</i>	<b>Narrative Writing</b> Creating character (appearance, movement, dialogue, etc.) Describing a setting (creating atmosphere) Planning a narrative (creating tension, logical structure, etc.) Use of temporal connectives
Year 10 Spring 1	<b>Varying Sentence Structure</b> <b>Developing vocabulary through reading</b>	<b>Description and Exposition Writing</b> (user guide, factsheet, Wiki, blog, article, etc.) <i>Mock Unit 2</i>
Year 10 Spring 2	<b>Presenting a point of view</b> Structuring ideas in a logical way Communicating in a group Responding to questions <i>Practical Assessment: Task 1</i>	<b>Presenting a point of view</b> Explaining views / ideas Persuasion techniques Connectives for explanation <i>Individual Researched Presentation</i>
Year 10 Summer 1	<b>Editing and sequencing</b> Range of activities for verbal reasoning and sequencing (cloze, sorting, matching, etc.) Use of language to sequence events / instructions <i>Topic Test 2</i>	<b>Editing and sequencing</b> Organise information and ideas Using structural and grammatical features to support coherence and cohesion of texts Temporal and addition connectives
Year 10 Summer 2	<b>Proofreading</b> Spelling rules Understanding of agreement <i>Topic Test 4</i>	<b>Accurate, Purposeful Writing</b> Developing vocabulary Variety of sentence structures Punctuation recap

## Co-teaching ELC English and GCSE English Language YEAR 2 (WALES)

	ELC English	GCSE English Language
Year 11 Autumn 1	<b>Non-literary Reading</b> Retrieving information Identifying and summarising main points Interpreting information Making simple deductions / inferences	<b>Reading: Argumentation, Persuasion and Instructional texts</b> Identifying and interpreting information in texts Selecting and synthesising from texts Explaining and analysing in texts Making deductions / inferences Using connectives to compare and contrast
Year 11 Autumn 2	<b>Functional Writing</b> Writing to give opinions, inform and persuade (forms, emails, letters, notices, reports, articles, etc.) Spelling: based on personal need	<b>Argumentation / Persuasive Writing</b> Writing to persuade (speech, letter, blog, etc.) Writing to argue (review, article, etc.) Vocabulary: imperatives and emotive language Sentence structure: conditional clauses <i>Mock Unit 3</i>
Year 11 Spring 1	<b>The World of Work</b> Formal and informal language Responding to questions <i>Practical Assessment Task 2</i>	<b>Research Skills</b> Identifying and interpreting information Selecting and synthesising from texts <i>Responding and Interacting Group Discussion</i>
Year 11 Spring 2	<b>Functional writing</b> Writing to provide information – developing ideas (CVs, reports, letters of application, structuring a talk, etc.) Connectives for addition <b>Revising non-fiction Reading</b>	<b>Reading: Description, Narration and Exposition texts</b>  <b>Reading: Argumentation, Persuasion and Instructional texts</b>
Year 11 Summer 1	<b>Exam preparation: non-fiction Reading and Writing</b> Practice timed Reading and Writing tasks <i>Component 1: Written Examination</i>	<b>Argumentation / Persuasive Writing</b> <b>Description, Narration and Exposition Writing</b>
Year 11 Summer 2	<b>Exam preparation</b> Familiarisation with GCSE exam papers and mark schemes	<i>Unit 2 Examination</i> <i>Unit 3 Examination</i>



## ELC and GCSE skills and content map (WALES)

	ELC English	GCSE English Language
<b>Content</b>	<ul style="list-style-type: none"> <li>• <b>Non-literary Reading</b></li> <li>• <b>Response to twentieth/twenty-first century prose</b></li> <li>• <b>Functional Writing</b></li> <li>• <b>Narrative Writing</b></li> <li>• <b>Presentation</b></li> <li>• <b>Group discussion</b></li> <li>• <b>Interview</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading: Argumentation, Persuasion and Instructional texts</b></li> <li>• <b>Reading: Description, Narration and Exposition texts</b></li> <li>• <b>Argumentation / Persuasive Writing</b></li> <li>• <b>Description, Narration and Exposition Writing</b></li> <li>• <b>Individual Researched Presentation</b></li> <li>• <b>Responding and Interacting</b></li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>h) retrieve information</li> <li>i) identify and summarise main points / ideas / information</li> <li>j) interpret information</li> <li>k) make simple deductions / inferences</li> <li>l) understand and express opinions</li> <li>m) understanding of contextualised meaning</li> <li>n) knowledge of language to sequence events / instructions</li> </ul>	<ul style="list-style-type: none"> <li>g) retrieve and analyse information</li> <li>h) synthesise and summarise information</li> <li>i) interpret themes, meaning, ideas and information</li> <li>j) use inference and deduction skills</li> <li>k) evaluate and reflect on interpretations</li> <li>l) comment on how writers use language / structure</li> <li>m) edit texts</li> <li>i) compare and evaluate the usefulness, relevance and presentation of content</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>i) proofreading</li> <li>j) give opinions</li> <li>k) write to persuade</li> <li>l) write to inform</li> <li>m) write creatively and imaginatively</li> <li>n) spell accurately</li> <li>o) use language accurately</li> <li>p) punctuation accurately</li> </ul>	<ul style="list-style-type: none"> <li>i) proofread</li> <li>j) communicate clearly and effectively</li> <li>k) selecting vocabulary and style appropriate to task and purpose</li> <li>l) use and adapt register and forms</li> <li>m) engage the reader</li> <li>n) accurate spelling</li> <li>o) engage and influence the reader</li> <li>p) accurate punctuation</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>j) express opinions on the topic</li> <li>k) give reasons for opinions</li> <li>l) respond to questions and the contributions of others</li> <li>m) communicate in a logical and structured way</li> <li>n) convey detail and information to clarify the audience's understanding</li> <li>o) persuade the audience to agree with views</li> <li>p) adapt their presentation skills to the formal context</li> <li>q) use appropriate tone / language</li> <li>r) present information relevant to the task</li> </ul>	<ul style="list-style-type: none"> <li>d) listen and respond appropriately to other speakers' ideas, questions and perspectives</li> <li>e) present and organise information clearly and purposefully</li> <li>f) use a variety of techniques</li> <li>g) adapting their talk in formal and informal situations</li> <li>h) accurate grammar and expression</li> </ul>

## 6. COMPONENT 1 – KEY ASPECTS

In Section A (Non-literary Reading) of this examination component, candidates' understanding will be tested by their ability to:

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

Candidates will need to answer a variety of question types based on their reading and understanding of two or three short text, at least one of which will be non-continuous (i.e. graphs, charts, diagrams, timetables, etc.).

The texts will increase in challenge and length, with the first targeting Entry 1 candidates. Candidates of all abilities should be able to engage with all texts presented as there will be straightforward questions asked on texts of all demands.

In this section, candidates will encounter questions that test the skills highlighted above through location/retrieval questions, verbal reasoning questions, multiple choice questions, matching exercises, open response and explanations.

The question types here aim to minimise the amount of writing that is required so candidates are not penalised by the necessity to write at length.

In Section B (Functional Writing) of this examination component, Candidates will be asked to write to:

- give opinions
- persuade
- inform.

The two tasks presented in Section B, one short task and one extended writing task based on everyday uses of English in the contexts of education, work or life, will be closely linked to the theme from the Reading material in Section A.

The first question in this section will carry five marks, two of which will be awarded for candidates providing information such as full name, address, email address, phone number, etc. It is worth highlighting that candidates, particularly those in vulnerable circumstances, are not expected to provide their own personal details. Whilst being able to provide personal details is an important life skill, candidates who find themselves in such circumstances may use the school's details for this task.

The second question is a piece of extended writing with ten marks awarded to communicating and organising – developing ideas; fitness for purpose, awareness of audience, organisation of ideas – and five marks awarded for vocabulary choices, and accuracy of grammar, spelling and punctuation. Both parts will be marked against banded levels of response criteria, the highest of which, Band 5, attests to performance at Level 1, the expected achievement for learners at the lower GCSE grade range.

The types of texts found in Section B may include, but not be limited to: applications, forms, emails, letters, notices, reports, articles, messages, speeches, leaflets, etc.

Teaching ideas for helping prepare candidates for these types of Reading and Writing questions are outlined in Part 9 of this guide – Teaching Skills.

## 7. COMPONENT 2 – KEY ASPECTS

Component 2 is comprised of four 30-minute topic tests set by WJEC. Candidates must complete each of these at a time during the course determined by the centre.

- The topic tests and their mark schemes will be released on 1 September annually via the WJEC secure website, which centres may then download. WJEC will not send printed copies to centres.
- Whilst teachers must not share the topic tests with candidates ahead of each assessment, teachers may review the themes of the tests in order to help plan resources and material – providing these do not directly reference the assessment – to prepare candidates.
- As ELC English is a two-year course, centres will need to ensure that the topic tests they are using are those for the candidates' year of entry. At any one time, there will be two years' worth of tests on the WJEC secure website so centres must be sure they are using the correct assessments. For example, on 1 September 2017 two sets of topic tests will be released: Topic Tests 2018 for candidates sitting the qualification in one year and to be entered in summer 2018; Topic Tests 2019 for candidates sitting the qualification over two years and to be entered in summer 2019.
- Each test must be taken under a high level of control, i.e. candidates must work individually under teacher supervision.
- Where reading is not being tested, topic tests 3 and 4 may be read out to candidates.
- Where writing is not being tested, topic tests 1 and 2 may be scribed for eligible candidates.
- Topic tests will change on an annual basis. They will be marked by the centre and moderated by WJEC.
- The time allowed for the completion of each test is 30 minutes, although there is an additional ten minutes reading time for topic test 1.
- All candidates' topic tests must be retained securely until the end of the course.
- A sample of candidates' work for all four tests will be required for moderation.

The assessment candidates will see in the topic tests is outlined below and further teaching ideas for helping prepare candidates for the Reading and Writing skills tested in this component are outlined in Part 9 of this guide – Teaching Skills.

## **Topic Test 1: Response to twentieth/twenty-first century prose**

A mixture of low tariff short response questions and one extended response to an unseen extract from twentieth or twenty-first century prose, which will be self-contained not demanding any prior knowledge from the candidates.

Candidates will be required to:

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

Candidates will have ten minutes reading time and a further thirty minutes to answer the questions (plus any usual additional time allowance).

Questions in this test will be similar to those asked in Component 1 Section A, e.g. location/retrieval questions, verbal reasoning questions, multiple choice questions, matching exercises, inference/deduction, open response and explanations, and will therefore be good familiarisation ahead of the examination. The order of the questions will be determined by the chronology of when events/information appears in the text.

The 10 mark one extended response question will test the candidates' understanding of the passage as a whole. This question will include four or five bullet points to support candidates in developing their answers.

## **Topic Test 2: Editing and sequencing**

This tests candidates' verbal reasoning and understanding through cloze and sequencing activities, which incorporate sorting and matching. There will be one 10 mark cloze exercise (editing) and three short questions for 10 marks on sequencing.

Candidates will be required to:

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

The 10 mark cloze exercise will test candidates' understanding and contextualised reading. There will be ten gap-fills with ten words supplied – there will be no distractors. In preparation for this it would be useful for candidates to look for clues to lead them to the correct answers as well as using context, for example, a gap at the start of a sentence indicates they should be looking for a word beginning with a capital letter; is there agreement between the subject and the possible verbs to fill a gap? Etc.

The remaining 10 marks in this component will test candidates' ability to sequence events and / or information using matching and ordering activities.

For the matching activity, candidates will be required to match parts of sentences together to form the whole or to match questions to their answers. For the sequencing activities, candidates will be required to order events / information in the logical order that they would happen. It is important, therefore, that candidates can recognise some of the linguistic clues to aid the sequencing as well as relying on their reasoning, e.g. looking for temporal or causal connectives; the use of personal pronouns where proper nouns have been previously used, etc.

These questions will not negatively marked, i.e. candidates will not lose marks for incorrectly matching parts or one item out of sequence.

### **Topic Test 3: Narrative writing**

Candidates will have a choice of two titles, from which they must choose one, that will encourage writing to entertain the reader. One title will encourage candidates to write about a familiar experience or event (for example, 'Write about a time when...'), and the other will be a more general title to encourage more creative writing

15 of the 20 marks will be awarded for the candidates' communicating and organising in the text they write; 5 of the 20 marks will be awarded for the candidates' accuracy of writing. The assessment criteria here will be the same as those used for marking Section B of Component 1.

Candidates will be required to:

- write creatively and imaginatively
- spell and use language and punctuation accurately.

### **Topic Test 4: Proofreading**

Candidates will have two equally-weighted proofreading exercises carrying 10 marks each, which test the candidates' accuracy of writing through error identification and correction.

Errors to be included in the two short passages (which could be fiction or non-fiction) will cover spelling, punctuation and grammar.

There will be differentiation across the two tasks with the first task having less challenge than the second.

Candidates will be required to:

- identify and correct inaccurate spelling, punctuation and grammar.

Candidates will not lose marks for circling/ underlining parts of the text that are correct, or for mistakenly correcting something that is already correct.

## 8. COMPONENT 3 – KEY ASPECTS

The Practical Assessments in this component gives candidates the opportunity to demonstrate their communication skills practically.

WJEC will provide two tasks, each in two parts. Candidates are required to complete **both** tasks in their entirety at a time during the course determined by the centre.

- The practical assessments and their mark schemes will be released on 1 September annually via the WJEC secure website, which centres may then download. WJEC will not send printed copies to centres.
- Whilst teachers must not share the practical assessments with candidates ahead of each assessment, teachers may review the themes of the assessments in order to help plan resources and material – providing these do not directly reference the assessment – to prepare candidates.
- As ELC English is a two-year course, centres will need to ensure that the practical assessments they are using are those for the candidates' year of entry. At any one time, there will be two years' worth of assessments on the WJEC secure website so centres must be sure they are using the correct ones. For example, on 1 September 2017 two sets of practical assessments will be released: Practical Assessments 2018 for candidates sitting the qualification in one year and to be entered in summer 2018; Practical Assessments 2019 for candidates sitting the qualification over two years and to be entered in summer 2019.
- The communication practical assessment tasks will change on an annual basis. They will be marked by the centre and moderated by WJEC.
- The time allowed for the completion of each of the two tasks is one hour, although centres have flexibility as to how they allocate time between the two parts of each task depending on the needs of the candidates.
- The two parts to each task do not have to be sat concurrently but it may benefit candidates to have both parts assessed within the same week.
- The tasks will be carried out under a limited level of control, i.e. learners may work with others to in their preparation but they must be assessed on their own responses to the task.
- Teachers should collect any stimulus material, research, notes, etc, at the end of each preparation period.
- No scripting of any part of this component is allowed – communications should be prepared but natural and spontaneous. It must be emphasised that this is not a reading task.
- Candidates are allowed to use brief notes only when they complete the task.
- Teachers are permitted to encourage, prompt or ask questions during the assessments in order to support the candidates' performances.
- Teacher assessment should be either directly at the time of the response or by listening to an electronic recording of a learner's response.
- All candidates' assessments must be recorded and retained until the end of the course.
- Both assessed tasks must be recorded; an audio or audio-visual recording is acceptable.
- In lieu of a recording, centres may submit a full transcript of a candidate's performance.
- A sample of candidates' work across both tasks will be required for moderation.

## **Task 1: Presenting a point of view**

In response to the topic set by WJEC, candidates will communicate ideas and information in the two parts: the group discussion and then in the individual presentation. Candidates should use the group discussion as an opportunity to explore the topic in further detail before presenting their ideas and opinions individually.

'Presenting' at this level should be interpreted as an opportunity for candidates to express views, opinions and give information rather than a more formal 'presentation'.

As teachers are permitted to review the stimulus material for this task ahead of the assessment (but not share it with candidates until the assessment period begins), it would be possible for the teacher to devise a small unit of work to familiarise candidates with the issue and prepare them more widely.

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

Two short texts will be used as the stimulus material for both parts of Task 1, and will highlight opposing views on the issue under consideration.

### *Task 1 Part i: Group Discussion*

Candidates will be required to:

- express opinions on the topic with other members of the group
- give reasons for their opinions
- respond to the contributions of others.

The WJEC stimulus material may be used by candidates as a starting point for their group discussion. They may also choose to conduct their own research into the issue. Candidates should be made aware that they cannot plagiarise sources from their research.

To support candidates in developing their contributions to the discussion, the focus for the discussion will be accompanied by five to seven bullet points of the types of considerations or points candidates may make.

Candidates may make notes in the preparation stage that they can use to inform both parts of this task.

Candidates should spend a proportion of the one hour for this part of the task in their groups preparing for their discussion prior to the formal assessment starting. The discussion should last between five and ten minutes. The teacher should intervene/prompt to ensure that all members of the group are contributing and can therefore be assessed.

To constitute a group, it would be anticipated that two or three candidates would participate. Any more may exclude some from contributing.

It is possible for the discussion to take place between the teacher and the candidate where the candidate is uncomfortable with group work.

### *Task 1 Part ii: Individual Presentation*

Candidates will be required to:

- communicate in a logical and structured way
- convey information to clarify the audience's understanding
- persuade the audience to agree with their views.

'Presentation' here should not suggest a formal talk to an audience but more an informal opportunity for candidates to express views, opinions and give information, being prompted as necessary by the teacher (or peers) to develop ideas and provide detail.

After completing the group discussion, candidates will prepare for their individual presentation. They may use visual aids or PowerPoint but only as a resource to facilitate sharing their views and only where it is felt to support the candidate rather than hinder or simply be read from.

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

Using knowledge from the discussion, candidates will respond to a title asking them to present their views on the issue. Given the usefulness of the discussion of the issue in Part I, it would be beneficial for centres to plan to conduct both parts of Task 1 in close proximity to one another.

### **Task 2: The World of Work**

This task deals with 'The World of Work' and the task-setting in the two parts are unlikely to change year on year. What will change, however, is the job advertisement supplied which will, which will provide sufficient detail about the roles and responsibilities for the candidates to be able to respond in detail.

In response to the job specification / advertisement set for this task by WJEC, candidates will participate in two parts of a mock interview: an interview presentation and then a panel interview. Candidates should think about their own qualities, interests and experiences that would make them a suitable candidate.

The job specification / advertisement can be shared with candidates one week before they are assessed. This will assist them in giving time to think about how they might fit the job description. They may wish to undertake research about the particular area of work. Teachers can offer guidance and general advice to candidates about undertaking the task in the week before the assessment.

Teachers may wish to devise a small unit of work that supports candidates in researching the type of work advertised, practising CV writing, role-playing interviews to get a broader understanding of this area of study.



### *Task 2 Part i: Interview Presentation*

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

Bullet points will be provided in the task to support candidates in sustaining a focused presentation.

'Presentation' here should not suggest a talk to an audience – it could be just to the teacher / assessor – but candidates should demonstrate some awareness of the more formal scenario in the language and register they use to give information about themselves. Candidates may use some persuasive language / techniques to convince that they would be the person for the job!

The teacher may intervene/prompt as necessary to ensure that the candidates present themselves as well as they can.

Candidates will be required to:

- adapt their presentation skills to the formal context
- use appropriate tone/language
- present information relevant to the task.

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

### *Task 2 Part ii: Job Interview*

WJEC will provide six open questions to use when conducting the interview for the teacher to select four for each candidate from. These will be differentiated in order to meet the needs of the full range of candidates. Teachers may share all of the WJEC-set questions one week ahead of the assessment in order for candidates to consider their responses.

Following their preparation time, candidates will respond to the teacher (and peers, possibly) who will interview by posing the series of questions set by WJEC as part of this mock interview. Teachers may ask supplementary questions or prompt to assist candidates in developing more detailed responses.

Candidates will be required to:

- respond to questions with growing confidence
- provide detail and information as requested
- use appropriate tone/language.

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

## 9. TEACHING SKILLS

In this section, you will find an example of a scheme of work to support the delivery of the reformed WJEC ELC English qualification.

This scheme of learning on the theme of 'Animals' introduces Reading skills such as Scanning, Multiple Choice Questions, retrieval, sequencing in continuous and non-continuous texts, as well as exercises on sentence construction, formal language choices and paragraphing to develop learners Writing skills for different purposes.

This scheme of learning is provided not to prescribe a specific approach, but more to give ideas to centres as to how they may cover the content required.

At the end of this section there is a practice test where the learners can be assessed on some of the skills required for the examination component.

The interactive PowerPoint to accompany this scheme of learning can be found on the WJEC website.

**Animals Scheme of Work – ELC English**

*Lesson 1: understanding animal classification*

*Skills: Reading – deduction; summary.*

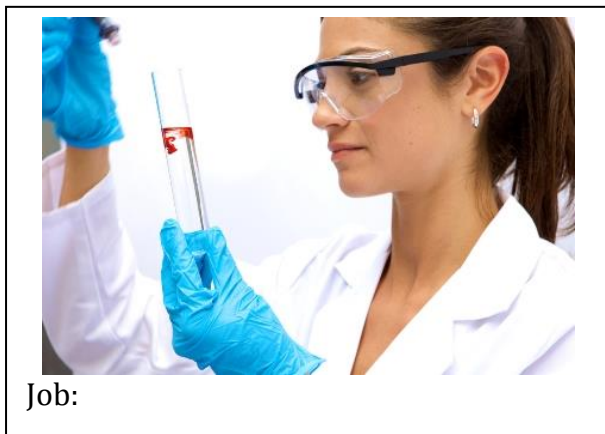
*Practice: matching exercise; cloze exercise*

Starter:

In this lesson, we will be improving our deduction skills. Have you heard this word before? Does anybody know what it means?

Deduction means using the clues we have to work something out.

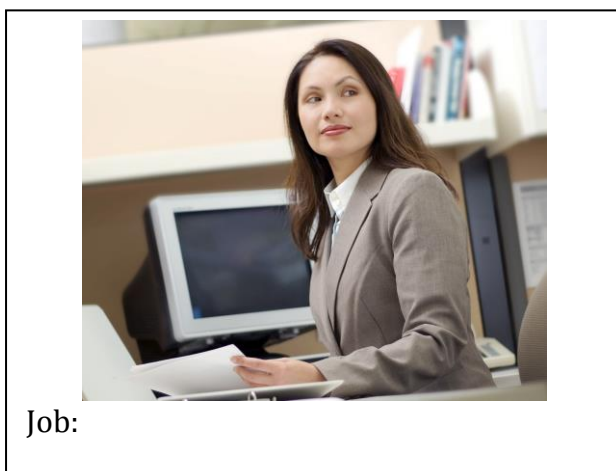
Look at the pictures below and try to guess what jobs each of the people might do. What clues helped you work it out?



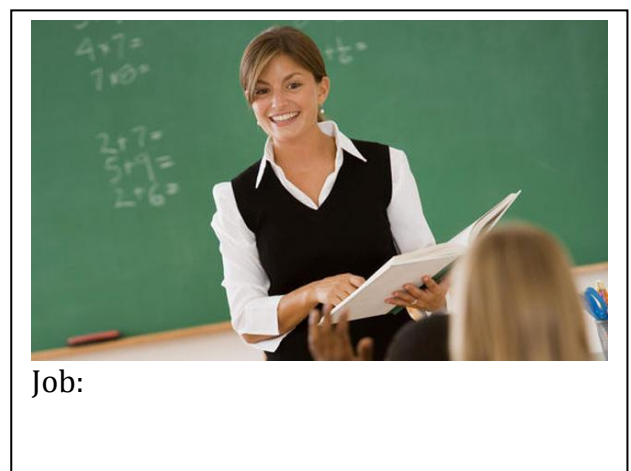
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Main Activity:

There are lots of different classifications, or groups, of animals. How many can you think of?

Clues:

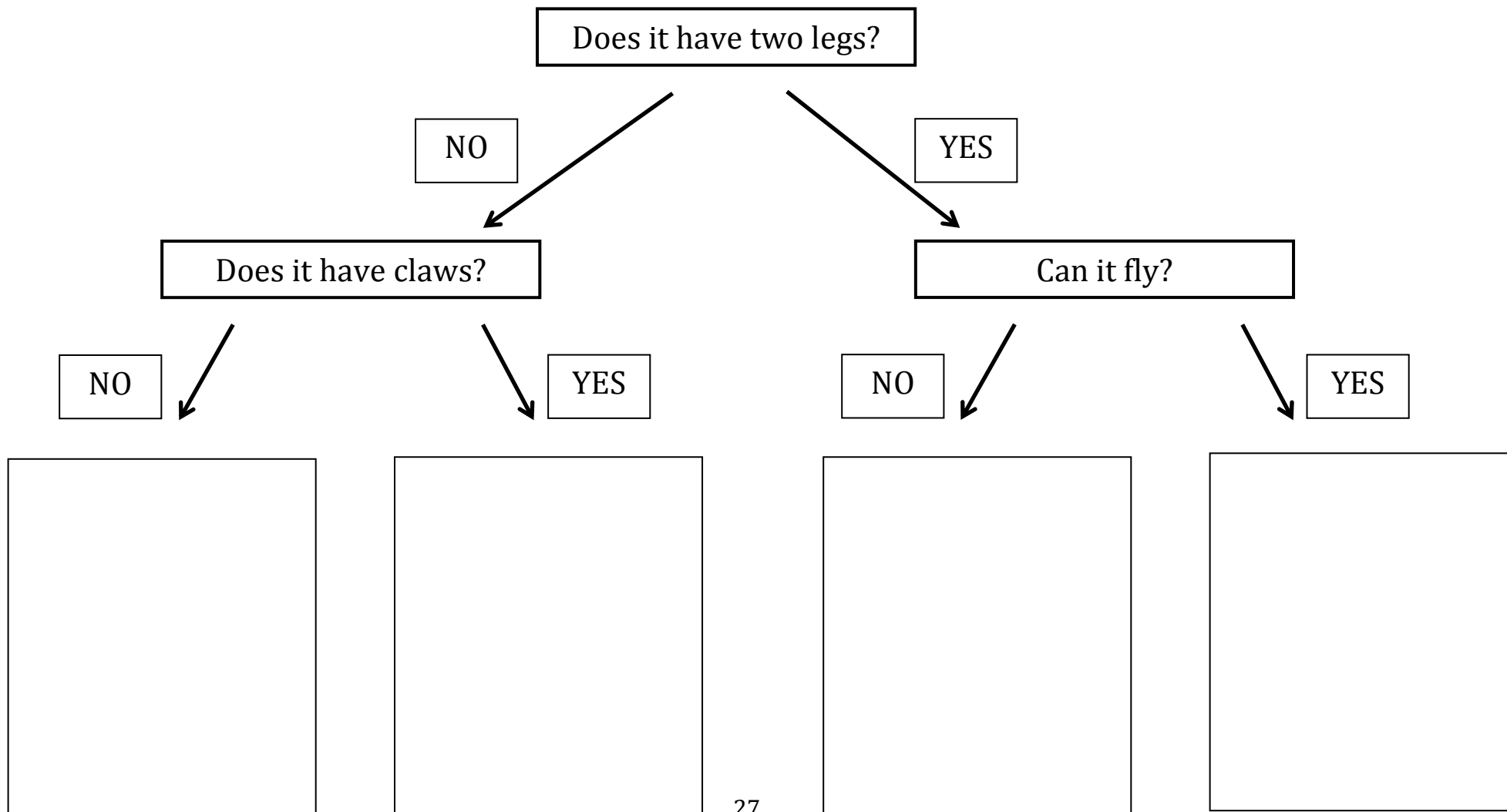
F \_ \_ \_

M \_ \_ \_ \_ \_

B \_ \_ \_

A \_ \_ \_ \_ \_ \_ \_

Complete the flow chart below by writing the name of an animal that fits the description in each of the four boxes at the bottom of the page (or you could draw a picture).



Amphibians and mammals are two different classifications, or types, of animal.

Draw a line between the descriptions of amphibians on the left to match the similar description of mammals on the right.

Amphibians
They live on land and in water.
They lay their eggs in water.
They are cold blooded.
They have smooth skin.

Mammals
They give birth to live young.
They have fur or hair.
Most live on land.
They are warm blooded.

How did you work out how to match up each pair?

And a final deduction... can you find the correct word to fit in the gaps in the text below:

Birds breathe help feet keep their

Fish have gills to help them \_\_\_\_\_, fins to \_\_\_\_\_ them swim and scales to protect \_\_\_\_\_ bodies.  
 \_\_\_\_\_ have beaks to help them eat, wings to help them fly, claws on their \_\_\_\_\_ to help them grip and feathers to help \_\_\_\_\_ them warm.

Plenary:

Write down three things that you have learned about animals today.

*Lesson 2: Elephant Facts (1)*

*Skills:* Reading – retrieval; selection.

*Practice:* labelling; find and copy; using bullet points.

Starter:

In this lesson, we will be improving how we find information in texts to show we have understood it. This is called retrieval. Does it sound like any other words you know?

Clue:



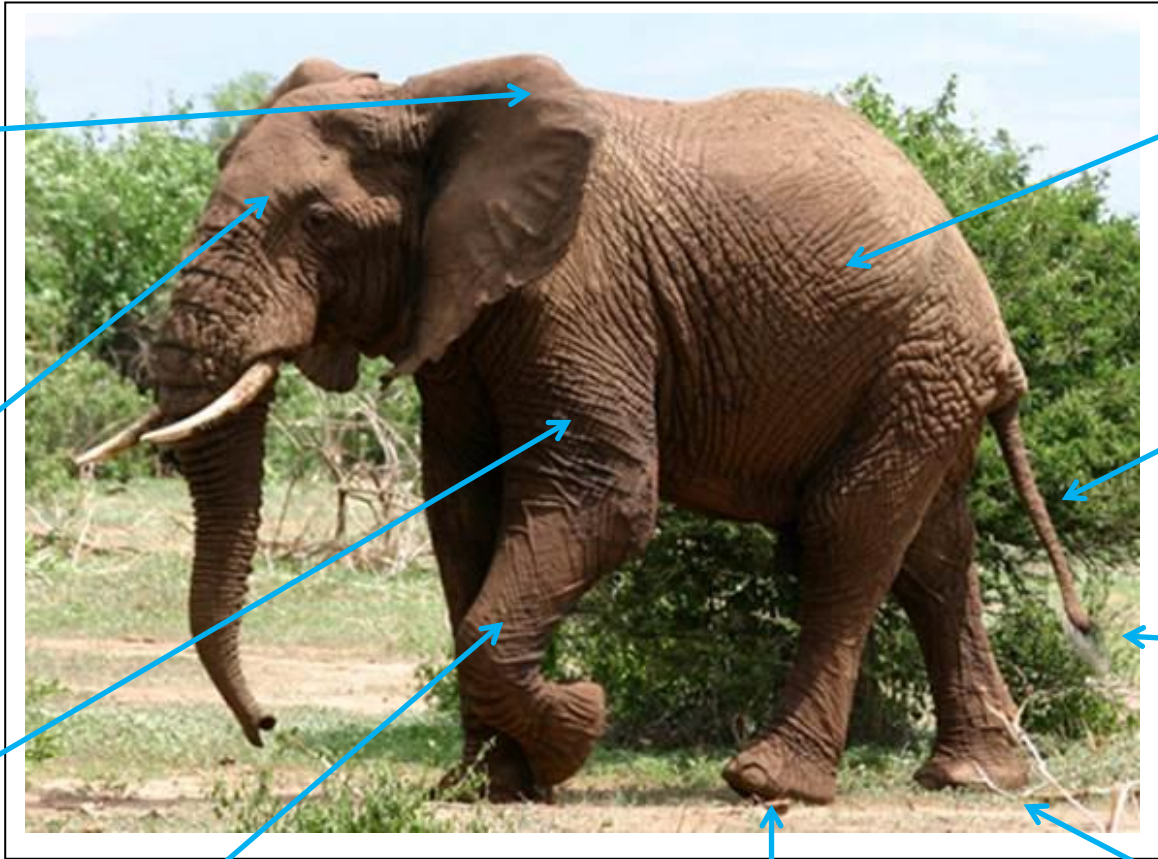
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Do you know what type of dog this is?

Do you know what job it does to help people?

Just like the retriever, you will be fetching (pieces of information) from a fact file about elephants.

Read the first two paragraphs of the fact file. Underline or highlight the words in the paragraphs that describe the different parts of the elephant. Label this picture of an elephant using the describing words from the text.



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The image shows a brown elephant standing in a savanna with green bushes and a blue sky. Ten empty rectangular boxes are arranged around the elephant, with blue arrows pointing from each box to a specific part of the elephant's body: the top of its head, its eye, its trunk, its ear, its back, its side, its leg, its tail, its foot, and its tail tip.



Fact File

# Elephants



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The elephant is the largest living land mammal. Elephants live in parts of Africa and Asia. Elephants have massive bodies and heads. They have thick legs that look like tree trunks. They have short padded feet with toes that have big nails. They have grey skin which is loose, tough, and thick.

Elephants do not have much hair. Their thin tails have a little tuft of hair on the end. An elephant's trunk reaches nearly to the ground. It is used for picking up food, feeding from trees and drawing up water. Elephants drink by sucking water into the trunk and squirting it into the mouth. They also use the trunk to spray themselves with water and with dust when they are hot. The large, thin, floppy ears help keep the elephant cool. It will flap its ears when it is overheated.

Elephants feed on fruits, leaves, shoots, and tall grasses. They consume hundreds of kilograms of food a day and drink up to 190 litres of water. They have no fixed living place but travel about in herds of up to 100 animals, led by a young, strong male.

An elephant's lifespan is usually 60 or 70 years. Elephants walk at a pace of about 4 miles per hour and can charge at speeds of 30 miles per hour. They cannot jump but they swim very well.

Now let's test how good your retrieval skills are! Read all of the fact file and try to find the answers to these questions.

1. Find and copy **three** things elephants eat:

- .....
- .....
- .....

2. How much water can an elephant drink in a day?

.....

3. Write **two** things that an elephant does to keep cool?

- .....
- .....

Plenary:

With your partner, and without looking at your fact files, take it in turns to tell each other one piece of information you have learnt today about elephants – see who can remember the most.

Lesson 3: Elephant Facts (2)

Skills: Reading – retrieval; scanning.

Practice: multiple choice questions.

Starter:

What is a multiple choice question?

- a) You choose a question to answer from a list.
- b) You choose the correct answer from four or five different choices.
- c) You choose lots of answers and hope one of them is right.
- d) There might be more than one correct answer for you to choose.

Some multiple choice questions are simple retrieval questions. What does 'retrieve' mean?

- a) To go and fetch something
- b) To explain in detail
- c) To work something out
- d) To write in your own words

How did you work out your answer?

Main Activity:

Read again the elephant fact file from last lesson and try to answer these questions.

1. Tick **two** words below that are used to describe an elephant's ears.

- a) floppy
- b) hairy
- c) little
- d) dusty
- e) thin
- f) fat

2. How fast do elephants walk? Tick the correct box.

- a) 4 miles an hour
- b) 10 miles an hour
- c) 30 miles an hour
- d) 60 miles an hour

3. How long do elephants usually live? Tick the correct box.

- a) 30 years
- b) 60 years
- c) 90 years
- d) 100 years

Plenary:

Put into order these ideas for helping you answer multiple choice questions. The first idea should be the one you think is the most helpful to you.

**Think of  
other words  
that sound  
similar**

**Understand  
words in a  
sentence**

**Get rid of  
clearly  
wrong  
answers**

**Re-read the  
text to make  
sure that you  
understand**

**Find key  
words in the  
question to  
lead you to  
the right part**

**Scan the text  
to find  
information  
quickly**

*Lesson 4: Habitats and Research*

*Skills:* Reading – scanning; selection; research.

*Practice:* independent, guided research ahead of Communication Practical Assessments; Functional Writing.

Starter:

Think – pair – share: What do living things need? Try to think of three things with your partner. You might want to think about people, animals and plants.

(1. Food 2. Water 3. Air 4. Room to grow)

All of these things come from where we live. This is called a ‘habitat’.

What is your habitat? Do you have all four of these things?

Now think about what you learnt from the fact file about elephants. What do you think an elephant’s habitat is like? Describe it.

Main Activity:

Today you are going to research an animal of your choice using books and the internet. You will write a fact file like the one you read about the elephant. ‘Research’ does not mean ‘copying’ so you need to make sure that you read and understand the information about your animal before you write it in your fact file.

You may use the sentence starters below to help you scan to find different pieces of information:

## **FACT FILE**

My animal is \_\_\_\_\_

Its classification is \_\_\_\_\_

It lives \_\_\_\_\_

My animal's habitat is \_\_\_\_\_

which gives it \_\_\_\_\_

The climate where it lives is \_\_\_\_\_

My animal's body is covered with \_\_\_\_\_

This helps it because \_\_\_\_\_

\_\_\_\_\_

Here are some things my animal eats:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

My animal is prey for \_\_\_\_\_

To protect itself it has / uses \_\_\_\_\_

This is what my animal looks like:

Plenary:

Write down three interesting facts about your animal (without naming it). Read them to your partner and see if they can guess what your animal is.



*Lesson 5: Sentences*

*Skills:* Writing – punctuating sentences; using conjunctions.

*Practice:* Functional Writing.

Starter:

How many sentences are there in this paragraph? Underline each one.

The elephant is the largest living land mammal. Elephants live in parts of Africa and Asia. Elephants have massive bodies and heads. They have thick legs that look like tree trunks. They have short padded feet with toes that have big nails. They have grey skin which is loose, tough, and thick.

How do you know what makes a sentence?

If we put each sentence on a new line it is easier to see that each one starts with a capital letter and ends with a full stop.

The elephant is the largest living land mammal.

Elephants live in parts of Africa and Asia.

Elephants have massive bodies and heads.

They have thick legs that look like tree trunks.

They have short padded feet with toes that have big nails.

They have grey skin which is loose, tough, and thick.

You will also notice that each of these sentences makes sense by itself; we don't need any extra information in order to understand it.

Each of the sentences has one piece of information in it. Sometimes this can get boring if we write or speak like this all the time. Try talking to your partner for one minute only using sentences that have one piece of information in them.

We could try joining some of our sentences to make them more interesting for a reader or listener.

What kinds of words might help us do this?

Think about how we could join these sentences to make one sentence that has the same two pieces of information in it.

The elephant is the largest living land mammal.

Elephants live in parts of Africa and Asia.

Did you think about joining the sentences like this?

The elephant is the largest living land mammal **and they** live in parts of Africa and Asia.

OR

Elephants live in parts of Africa and Asia **and are** the largest living land mammal.

Which is the word that helps us join the two sentences?

What else did we need to change in to make one sentence?

Read these simple sentences about elephants. They are quite boring!

- Elephants walk at a pace of about 4 miles per hour.
- Elephants can charge at speeds of 30 miles per hour.

Join these two sentences together to make one more interesting sentence – it still has to have the same information in it!

Now try joining these sentences:

Elephants cannot jump.  
Elephants swim very well.

Put these words into the correct column to show what they do in a sentence.

Time	Joining	Reason why

and	before	because	as
after	until	but	when
since	so	due to	while

Now try using different joining words to turn these two sentences into one. Try it three times with a word from each one of the columns.

The waiter insulted me.  I left the restaurant.

Write down your three different sentences.

Do they all mean the same?

Plenary:

Read the sentence below. Highlight all of the joining words.

What happens if you use too many joining words?

I was supposed to go to my friend Jim's house because he wanted to out to play football but I had been tired all day and just wanted to go to bed so I called him and said that I hadn't been feeling well since PE due to all the sit ups we had to do.

Rewrite the text using full stops instead of some of the joining words. Remember to use capital letters at the start of every new sentence and check your sentences all make sense.

Lesson 6: Instruction Writing

*Skills:* using conjunctions to join, provide explanation and reference time/order; present information clearly.

*Practice:* Functional Writing.

Starter:

Look at these safety signs here.  
Work out what you think they mean.



What types of jobs would need similar instructions to keep workers safe?

Main Activity:

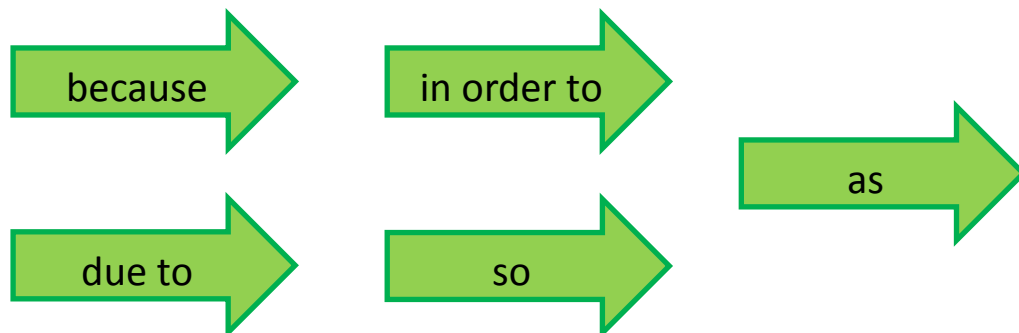
Write a list of five things that will help these workers keep safe.

If you need some help getting started, you can finish the sentences below:

1. Wear \_\_\_\_\_.
2. Always \_\_\_\_\_.
3. Carry \_\_\_\_\_.
4. Do not \_\_\_\_\_.
5. Climb \_\_\_\_\_.

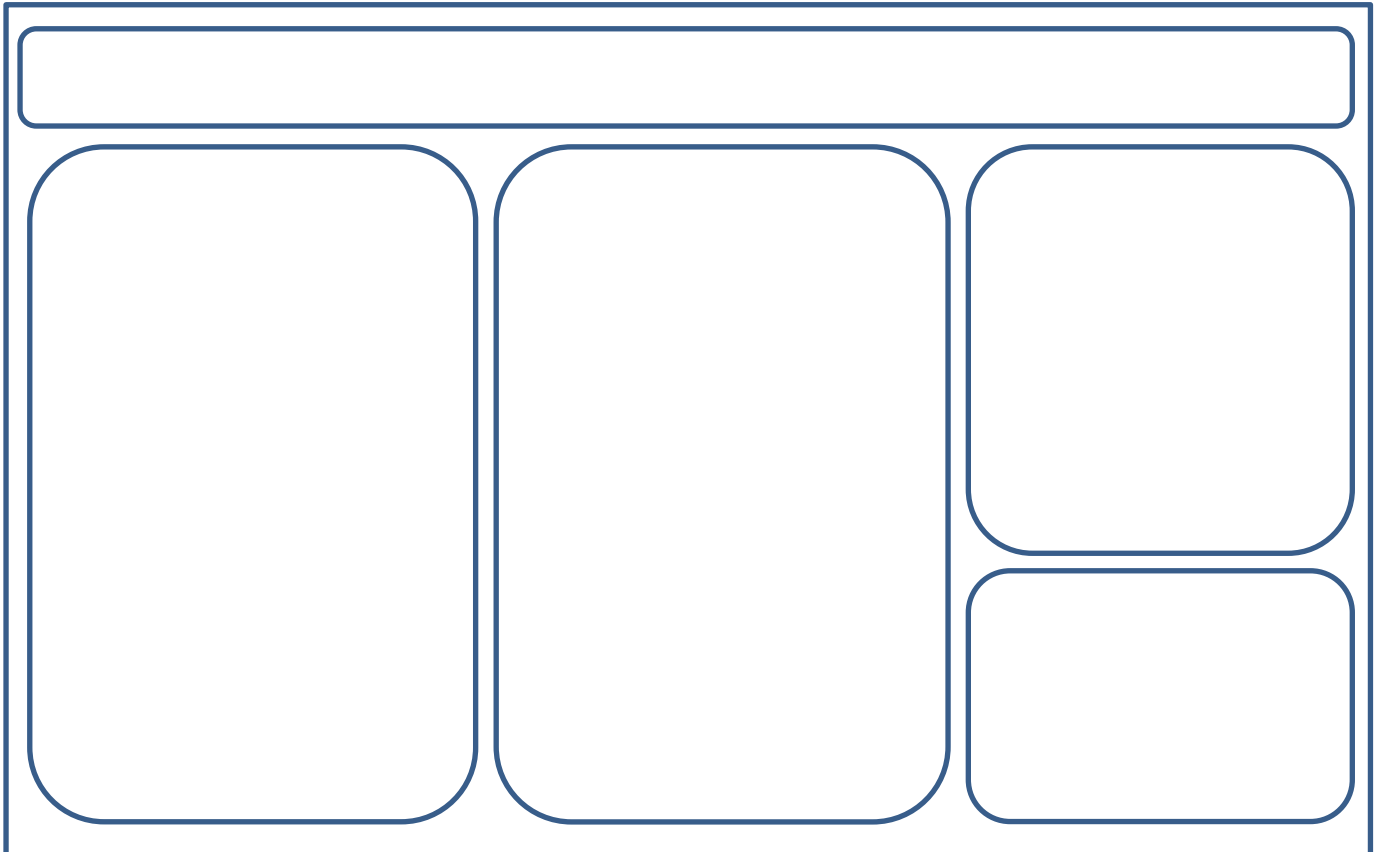
Now add reasons to each of your instructions to explain why they are important.

Use the words below to join up your instruction and explanation.



1. Wear \_\_\_\_\_  
in order to \_\_\_\_\_.
2. Always \_\_\_\_\_  
because \_\_\_\_\_.
3. Carry \_\_\_\_\_  
as \_\_\_\_\_.
4. Do not \_\_\_\_\_  
due to \_\_\_\_\_.
5. Climb \_\_\_\_\_  
so \_\_\_\_\_.

Use the template below to help you write a health and safety leaflet for construction workers.



Plenary:

Write a list of dangers that a zoo keeper might face in their job.

Write three instructions including explanations to help keep them safe. Make sure you are using joining words.



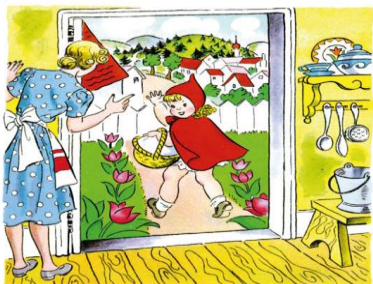
Lesson 7: Poop!

Skills: Reading – sequencing; Writing – instructions.

Practice: Topic Test 2 (Editing and Sequencing); Functional Writing.

Starter: look at the pictures below and number them in the order the events happen.

Starter: look at the pictures below and number them in the order the events happen.



Can you explain why you have put the pictures in the order you have?

Now write a sentence for each picture to tell the story briefly.

Read your sentences again. Are there any words you have used that suggest the order that things happen? For example "firstly" or "after".

If you don't have any of these words in your sentences, rewrite them to include some of the following, or any others you can think of:

Firstly	After	Then	Now
Next	As	Whilst	Before

Main Activity:

Look at the leaflet from Dogs Trust giving information about clearing up after your dog.

Number the pictures to show the order you do these things then write instructions for each picture. Remember to use some of the words that help show a sequence.

Plenary:

With your partner, think of three reasons why it is important for people to follow any instructions in the correct order.

You could think about instructions for a fire drill, baking a cake, setting up a new phone, and so on.



© Dogs Trust [www.dogstrust.org.uk](http://www.dogstrust.org.uk)

1. ....
2. ....
3. ....
4. ....

Lesson 8: Poop! (2)

*Skills:* retrieval; deduction; writing imperatives.

*Practice:* Component 1 – Reading Non-fiction and Functional Writing

Starter: Read the heading for an information leaflet we will be exploring in this lesson.

# Bag it, Bin it

© Dogs Trust [www.dogstrust.org.uk](http://www.dogstrust.org.uk)

Discuss with your partner what makes this a catchy heading for a leaflet.

"Bag it" and "Bin it" are examples of imperatives. These are sentences that are commands, telling us to do something. An imperative will begin with a verb (a doing or being word).

Write five imperatives starting with the verbs below. Remember you should be telling the reader what to do:

Stop .....

Carry .....

Don't .....

Write .....

Pick .....

Read this leaflet from Dogs Trust and highlight the verbs (doing or being word) in each of the imperatives.

Why do you think leaflets like this use imperatives?

# Bag it, Bin it

**Clear up after your dog and keep your local community clean**

- 🐾 Always carry something to clean up - a plastic bag or a 'poop scoop' device
- 🐾 If you have a garden, train your dog to go there & make sure you clean up straight away
- 🐾 Don't rely on the rain to wash it away
- 🐾 Always respect your local authority's rules on dog free areas, read the signs
- 🐾 Never let your dog out alone to toilet
- 🐾 Politely encourage guilty owners you meet to do their duty - simply offer them one of your poo bags
- 🐾 Remember to always wash your hands after your walk
- 🐾 Dispose of poo bags in a dog poop bin or any public litter bin. Hanging poo bags on tree branches is unacceptable
- 🐾 Get your dog wormed regularly - ask your vet



[www.dogtrust.org.uk](http://www.dogtrust.org.uk)

 **DogsTrust**

Reg. Charity Number: 227523 and 50037843

Main Activity:

Write down **three** things you should do if your dog poos when you are out on a walk, according to the leaflet.

- 
- 
- 

What **two** things should you do if you let your dog out for a poo in the garden?

1. ....
2. ....

What do you think the word “dispose” means in this text?

- a) Keep hold of something
- b) Get rid of something
- c) Clean up something
- d) Help out with something

What **two** things does the leaflet say you should do to keep you and your dog healthy?

1. ....
2. ....

Plenary:

Why do you think it is important to clear up after your dog? Try to write three or more reasons.

- .....
- .....
- .....
- .....
- .....

Lesson 9:

*Skills:* writing to explain; formal language choices; structuring paragraphs.

*Practice:* Component 1 – Functional Writing

Starter: Think – Pair – Share: What is a paragraph?

Think of how you could explain what a paragraph is.

Talk to your partner and come up with a definition you both agree with.

Share your idea with the rest of the class.

A paragraph is a group of sentences about the same idea or topic, same person, same place or same time.

Whenever you are writing about a change to a different idea, person, place or time you should take a new paragraph by starting a new line.

Read the sentences below and try to work out where the writer should have taken a new paragraph.

It was a dark, stormy sky that looked down on Archer Road that Sunday night. The streets were quiet. Even Mr Jones's car alarm was silent. In a sleeping house, Dave peered out from behind the curtains, waiting for the sign. There it was – across the street. The light from a torch flashed towards him for a second time. Sarah had been planning this for months now. The car was ready for their journey. By 3.30am they had reached the border. This was where their future – their future together – began.

Writing Task:

Write a letter to the local council who looks after our streets. In your letter, explain why it is important that dog owners clean up after their dogs. Persuade the council to do more to encourage people to pick up their dog poo.

Each paragraph should start with a 'topic sentence' that lets the reader know what that paragraph will be about. The rest of the paragraph then explains more about this idea.

What does the topic sentence below tells us the paragraph will be about?

**Dog owners who let their dogs make a mess in the streets are a disgrace.**

Now write the rest of the paragraph.



## Planning Page

### Introduction

*What is the issue that you are writing about?*

*Why you are concerned about this issue?*

### First paragraph

*First reason why dog mess is a problem (topic sentence).*

*What problems does this cause?*

*What could be done to help?*

### Second paragraph

*Second reason why dog mess is a problem (topic sentence).*

*What happens as a result of this?*

Third paragraph

*Third reason why dog mess is a problem (topic sentence).*

*What problems do people have because of this?*

Fourth Paragraph

*Three things the council should do to encourage dog owners to clear up after their dogs:*

1.

2.

3.

Conclusion

Why is it an important issue?

Why should the council do something?

Plenary:

This is a formal letter so you need to make sure that you have used language that is suitable for an important person that you do not know.

Highlight all the words that you could use in a formal situation.

Hiya	Dear	sort it out	find a solution
See ya	grateful	cheers	assistance
I am certain	I reckon	disappointed	have a moan
gutted	make a complaint	loads of	a considerable amount
prevent	stop	not enough	insufficient

Practice Test: Poop!

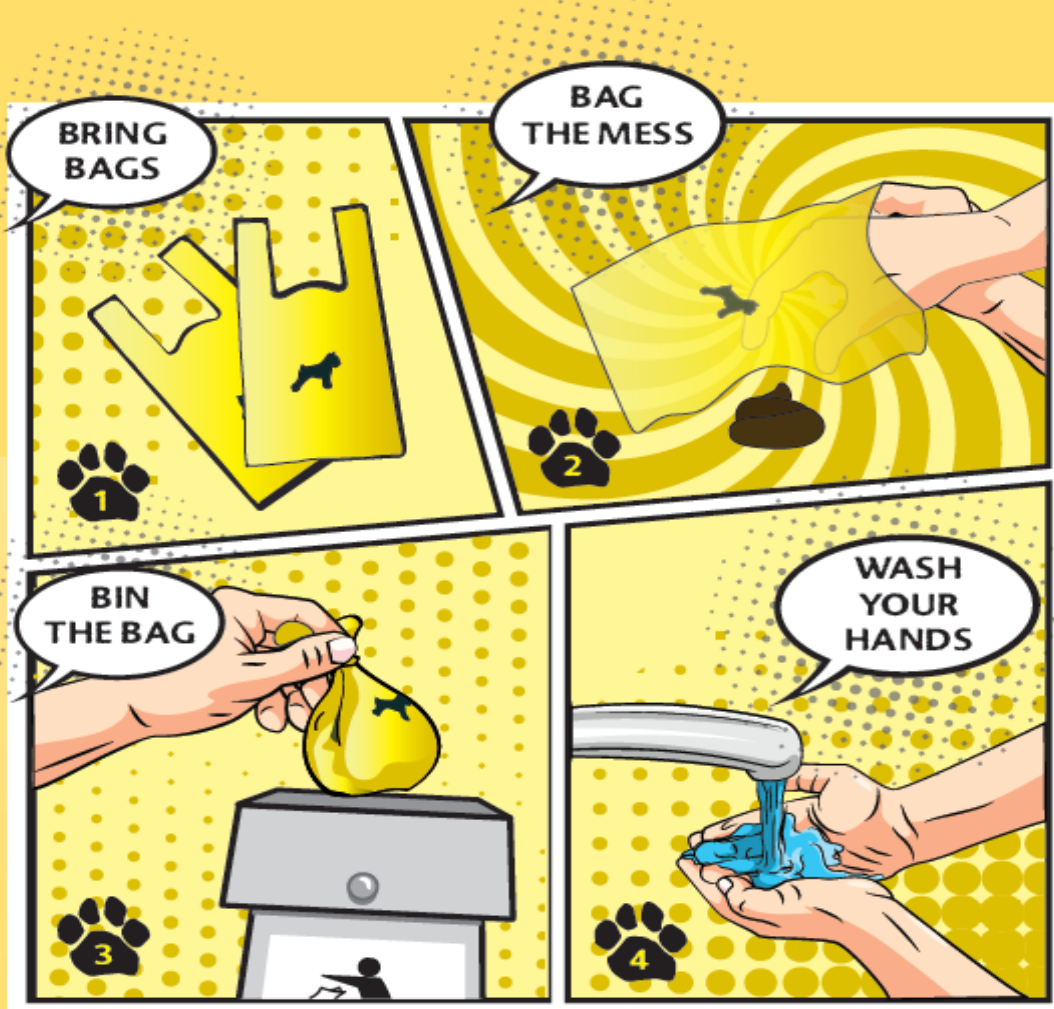
Skills: Reading – retrieval; deduction/inference; verbal reasoning; extended response. Writing Task – letter to council (planned in previous lesson).

Practice: Examination – Sections A&B/Topic Test 1.

Did you know that UK's 9 million dogs produce over 1,000 tonnes of waste each day?  
That weighs as much as 200 elephants or 100 double decker buses!

Dog mess affects everyone! It's unpleasant, unhygienic and gives dog owners who do clean up after their dogs a bad name.

We are encouraging children across the country to be **scooper heroes**! But we are all responsible for keeping our streets clean; you can be a hero too with these 4 simple steps.



To find out more please visit  
[www.thebigcoop.org.uk](http://www.thebigcoop.org.uk)



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**Answer the questions below to show your understanding of the leaflet.**

1. According to the Dogs Trust leaflet, how many tonnes of dog waste are produced every day in the UK? Tick the correct box. [1]

- a) 9 million
- b) 1,000
- c) 200
- d) 100

2. How many dogs are there in the UK? [1]

.....

3. Why does the leaflet suggest that dog owners have "a bad name"? [2]

.....

.....

.....

4. What do you think the word "unhygienic" means? Tick the correct box. [1]

- a) Nice
- b) Clean
- c) Loud
- d) Dirty

5. How does this leaflet persuade people to clear up dog poop? [10]

You could think about:

- The words the leaflet uses
- The pictures and colours in the leaflet
- Information the leaflet gives.

## Mark scheme

1. How many tonnes of dog waste are produced every day in the UK? Tick the correct box. [1]

Award one mark for:

b) 1,000

2. How many dogs are there in the UK? Tick the correct box. [1]

Award one mark for:

9 million (9,000,000/9m)

3. Why does the leaflet suggest that dog owners have "a bad name"? [2]

Award **one mark** for those who state that dog owners do not clear up after their dogs.

Award **two marks** for those who state that it is unfair on dog owners who do clear up after their dogs as people will think all dog owners are responsible for the mess/people think all dog owners are the same in not clearing up mess.

**No marks** can be awarded for those who simply state that dogs poo outside.

4. What do you think the word "unhygienic" means? Tick the correct box. [1]

Award one mark for:

d) Dirty

5. How does this leaflet persuade people to clear up dog poop? [10]

Marks should be awarded according to the banded levels of response (overleaf).

Some points learners may explore:

- Use of rhetorical question to make the reader think about the scale of the problem ("did you know...?")
- The figures/statistics used to show how big the problem is ("9 million"/"1,000 tonnes"/"200 elephants"/"100 double deckers")
- Words that makes us all sound like this is a shared problem ("everyone"/"We"/"we are all responsible"/"our streets")
- Encourages children with the play on 'superhero' ("scooperhero") making children feel like they are doing good
- Easy to follow diagrams to show how simple it is to clear up dog mess
- Word "simple" to describe the process makes it sound easy to do
- Imperatives/commands given to forcefully **tell** people to clear up mess ("bin the bag")
- Makes it sound like a national problem to be solved ("across the country")
- Exclamation marks to suggest shock ("That weighs as much...!"/emphasis ("affects everyone!"))
- The colour is bright and cheerful suggesting positivity/attractive to children
- Gives the details of Dogs Trust to show they are a reliable charity/easy to contact for further details.

<b>Reading and Understanding</b>	
<b>Band 5</b> 9-10 marks	To those who: <ul style="list-style-type: none"> <li>• make inferences and/or deductions supported by textual detail</li> <li>• begin to show awareness of the writers' craft, choosing relevant supporting examples</li> <li>• show clear understanding through detailed comments</li> </ul>
<b>Band 4</b> 7-8 marks	To those who: <ul style="list-style-type: none"> <li>• make simple inferences and/or deductions sometimes supported by textual detail</li> <li>• select relevant examples from texts</li> <li>• provide sustained comments on texts</li> </ul>
<b>Band 3</b> 5-6 marks	To those who: <ul style="list-style-type: none"> <li>• make simple inferences and/or deductions</li> <li>• select some material relevant to tasks</li> <li>• express opinions/preferences</li> </ul>
<b>Band 2</b> 3-4 marks	To those who: <ul style="list-style-type: none"> <li>• follow the main points in texts</li> <li>• show some understanding at a literal level</li> <li>• make simple comments/observations</li> </ul>
<b>Band 1</b> 1-2 marks	To those who: <ul style="list-style-type: none"> <li>• locate one or two points from the text which may have varying degrees of relevance</li> <li>• attempt to make one or two brief and simple comments which may not be accurate.</li> </ul>
0 marks	Nothing worthy of credit

## 10. FREQUENTLY ASKED QUESTIONS

### Will candidates receive any support with questions that require extended responses?

Yes. In the assessment of all three Assessment Objectives, Reading, Writing and Communication, where an extended response is required, WJEC will provide bullet points to support candidates in sustaining their answers to the questions or tasks.

### How is the reformed ELC English different to the legacy qualification?

- Reading, Writing and Communication skills have been more closely aligned with those required at GCSE English Language.
- Question types now include multiple choice and matching to minimise the amount of writing candidates need to do.
- The weighting of the examination has increased slightly from 20% to 25%.
- The time for the examination has been reduced to one hour to reflect the reduction in the number of questions and tasks.
- 'Communication' replaces 'Speaking and Listening' to allow for candidates to use sign supported English (SSE), signed English (SE) or Makaton.
- 'Coursework' is replaced by four topic tests and two practical assessments set by WJEC. Centres no longer have to devise their own tasks.
- There is no alternative to the examination – all candidates follow the same route.

### Who is ELC English suitable for?

Entry Level qualifications are suitable for a diverse range of learners:

- Learners who are struggling with the accessing an untiered GCSE examination.
- Learners who need more practical support in achieving their outcomes.
- Learners who need confidence building ahead of starting a GCSE English qualification.
- Learners who need a flexible assessment approach.
- Learners who are working below the attainment credited at GCSE.

### When is the reformed ELC English available?

The reformed ELC English qualification is for first teaching in September 2017, with the first award taking place in summer 2018. All three components will be available to centres in 2017-18.



### When is the last award for legacy Entry Level English?

The legacy ELC English qualification will be last awarded in summer 2018. This means that if any centre wishes to deliver a two-year Entry Level course to learners in September 2017 they should use the reformed qualification. There will be no resit opportunity for the legacy qualification.

### Are we able to enter candidates for both the legacy and reformed ELC English qualifications at the same time?

Yes. If centres wish to enter candidates for the legacy ELC English alongside the reformed ELC English qualification this will be possible in 2018 as both qualifications will be available.

### Is my centre able to make entries for the reformed ELC English?

If you are a centre in England, Wales, the Isle of Man, the Channel Islands or an overseas centre in a British Territory or British Forces centres then you are able to make entries for this qualification. There will not, however, be any modification to assessments or procedures based on geographical location.

This qualification is not available to centres in Northern Ireland or overseas centres which are not British territories or British Forces centres.

### Will the reformed ELC English have any influence in Progress 8 in England or Capped 9 in Wales?

No. Entry Level qualifications do not attract performance points.

### Is the reformed ELC English co-teachable with GCSE English Language?

Most definitely. The reformed qualification has been designed to closely align with the skills required for GCSE English Language in both England and Wales. For further details, centres can refer to the co-teachability document for their relevant country [http://www.edugas.co.uk/qualifications/english-entry-level/ELC%20GCSE%20Coteachability%20\(Edugas\).pdf](http://www.edugas.co.uk/qualifications/english-entry-level/ELC%20GCSE%20Coteachability%20(Edugas).pdf).

### Will there be new tasks set by WJEC each year?

Yes. Components 2 and 3 are internally assessed and externally moderated. On 1 September, WJEC will release the Topic tests and Practical Assessments to be used by candidates for the year of entry. For example, candidates being entered in summer 2019 will have the tasks for Components 2 and 3 released for use on 1 September 2017. The centre

may then administer the assessments at any point convenient to them over the subsequent eighteen months ahead of internal marking and submission for moderation.

The exception will be the release of assessment materials for these components for candidates to be entered in summer 2018, which will be on 1 September 2017.

It is important, therefore, that centres ensure that they are using the correct tasks for the specific year of entry.

### Can centres create their own tasks?

No. Centres must use the assessment materials produced by WJEC.

### Do I need to send in a recorded sample for the Practical Assessments?

Yes. In line with Speaking and Listening / Oracy assessment in GCSE English Language, all parts of both assessments will need to be recorded and a sample sent to the moderator.

### How do I submit the marks for the Topic Tests and Practical Assessments?

Marks are submitted to WJEC via the Internal Assessment Mark Input System (IAMIS). IAMIS will be open for centre use at least ten days ahead of the deadline for submission (4 May).

The first step in preparing to input marks is to request a secure website log-in as a secondary account holder from your Exams Officer. Your candidates' names/ numbers are pre-populated on the system from the entries your centre has made. You can submit marks as soon as the submission window opens. Marks must be input and submitted by the submission deadlines

For further details, please refer to the guidance on the WJEC webpage: [Internal Assessment – Submission of Marks](#).

### How do I choose the sample?

Once the marks have been submitted on IAMIS, a sample of candidates will be identified automatically by the system. The automatic sample will be based on the overall rank order for the total entry.

If the sample contains a candidate whose work is incomplete then subject teachers should indicate on the system the nearest candidate (either higher or lower) with complete work. The incomplete work should not be sent to the moderator.

An explanatory note to the moderator must accompany the folders in such cases where the sample sent by the centre differs from the sample chosen by the system.

### Can a candidate use a reader/scribe?

Yes, in line with JCQ regulation. If a candidate is entitled to a reader, this arrangement may be used in any part of the qualification where Reading is not being tested, i.e. all Writing and Communication assessments.

If a candidate is entitled to a scribe, this arrangement may be used in any part of the qualification where Writing is not being tested, i.e. all Reading and Communication assessments. Now that the Writing assessment criteria has been rewritten to award separate marks for communicating and organising, and accuracy of writing, deductions from the accuracy mark that reflect the marks awarded for spelling and punctuation will be made for any candidate whose writing work is scribed.

### Are there any changes to the access arrangements for candidates entered for ELC English?

Yes and no. All candidates who are eligible for additional time or the use of a laptop, for example, would still go through the same centre-delegated arrangements that could be applied to all components.

Similarly to the arrangements for the legacy ELC English qualification, British Sign Language is not permitted as it is recognised by the government as a language in its own right – therefore, not 'English'. Despite being closely linked to English, BSL has many differences in grammar and syntax from English.

As Component 3 tests Communication in English, rather than Speaking or Oracy, candidates are permitted to use sign supported English, signed English or Makaton.

### Do you offer training?

Yes. Details of our face-to-face training can be found on the WJEC website and we offer a range of support material on the subject page.