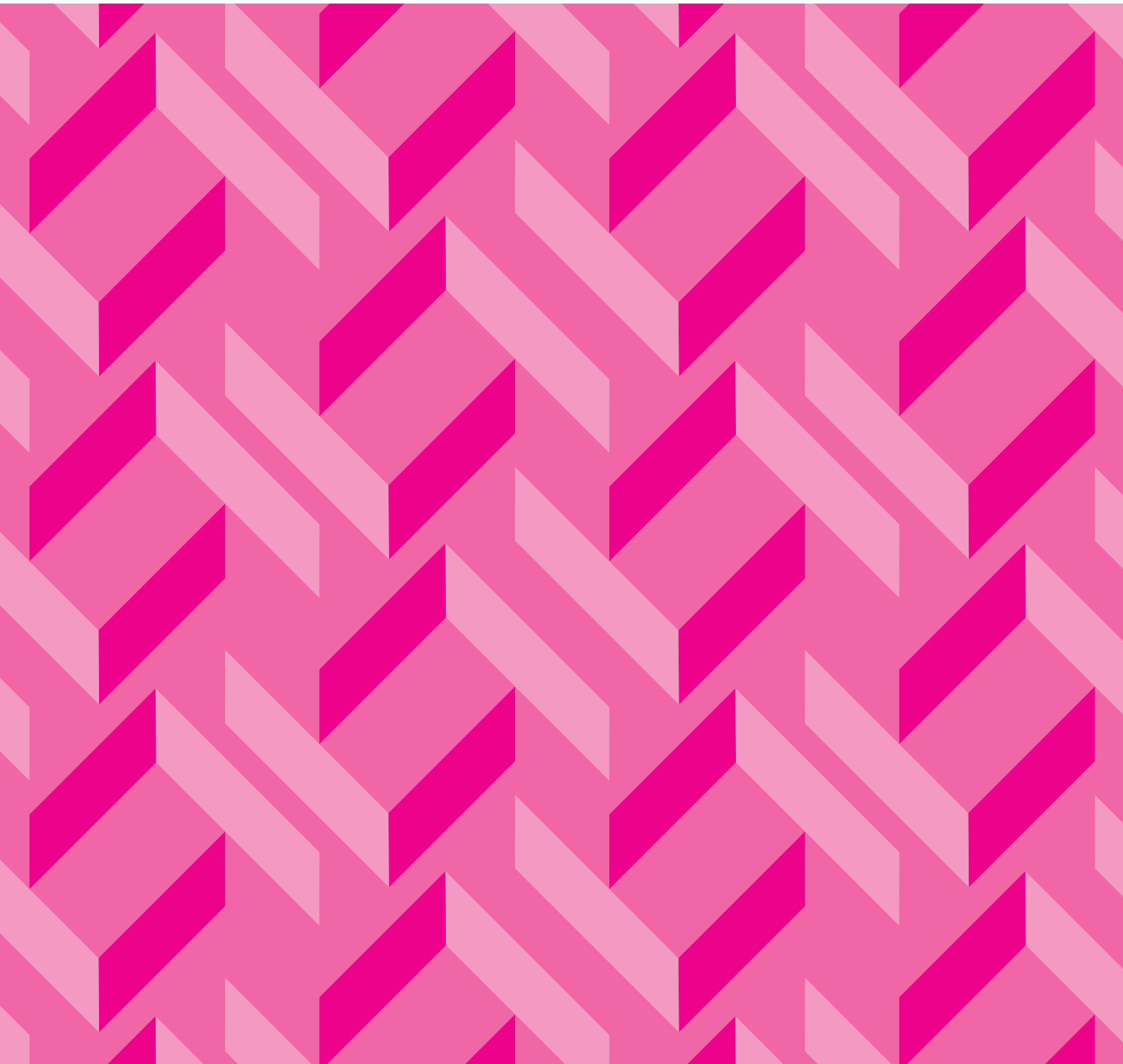




Entry Level Examinations from 2009

English



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ENTRY LEVEL CERTIFICATE ENGLISH

For Examination from 2009

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NATIONAL AWARDS RECOGNISING ACHIEVEMENT TOWARDS GCSE AND GNVQ

This qualification has been approved following consideration by Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru/Qualifications, Curriculum and Assessment Authority for Wales (ACCAC). The specification meets criteria as approved by Ministers as a National Entry Level award. The award is broadly aligned to Level 3 (or the equivalent) and below in the National Curriculum, but is designed to be appropriate to students at age 16 and beyond. The award is intended to encourage progression to higher level qualifications.

SUMMARY OF ASSESSMENT

N.B. For all subjects Entry Level will operate a system of three grades in 2004. Throughout this document they are referred to as Entry 1, Entry 2 and Entry 3, with Entry 3 being the highest.

These correspond to achievements broadly comparable with levels 1, 2 and 3 of the National Curriculum.

Grade descriptors are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The Entry awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcoming in some aspects may be balanced by better performances in others.

| | Overall Weighting | Internally Set/Marked Coursework | Externally Controlled Assessment |
|----------------------------|--------------------------|---|---|
| EN1 Speaking and Listening | 30% | 20% | 10% |
| EN2 Reading | 30% | 20% | 10% |
| EN3 Writing | 40% | 10% | 30% |

ENGLISH

1 INTRODUCTION

This specification provides a framework for courses which will meet the needs of students whose abilities at the start of Key Stage 4 appear to be below the standards required to gain a GCSE in English. At the same time it will provide for those students the potential of progressing to GCSE and equivalent qualifications: the specification has been created to be consistent with the broad demands of the criteria for GCSE English and with those for GNVQ key skills in Communication. It is therefore designed for lower attaining pupils, i.e. broadly speaking, those who typically have not reached Level 3 of the National Curriculum at the end of KS3 and additionally, those for whom GCSE and equivalent vocational qualifications are not deemed appropriate.

It has been informed by the National Curriculum Order for English and meets the requirements of the Programmes of Study relating to Levels 1 - 3. To encourage possible progression into GCSE (or double entering of candidates for Entry Level, GCSE and equivalent vocational qualification), some elements of the National Curriculum Programmes of Study for Key Stages 3 and 4 have been incorporated.

As with all Entry Level courses, candidates' achievement is acknowledged through a system of three grades: Entry 1, Entry 2 and Entry 3. These grades are broadly equivalent to Levels 1, 2 and 3 of the National Curriculum. Centres may award completion certificates, available from the WJEC, for the successful completion of individual units.

Internal and external assessment and awarding will be conducted according to the Entry Level Code of Practice. Grade boundaries will be identified by aggregating the scores from each element of the course.

2

AIMS

A course based on this specification will develop students' abilities to communicate effectively in speech and writing, and to listen with understanding. It should also enable them to develop enthusiasm, understanding and knowledge in their reading.

Within an integrated programme of speaking and listening, reading and writing, students should be given the following opportunities in:

Speaking and Listening

**To talk and listen in a variety of situations and for a range of purposes.*

Reading

**To encounter a wide range of literature, non-fiction and media texts.*

Writing

**To improve and consolidate their skills in writing and to develop a range of writing styles.*

The spiritual, moral, ethical, social and cultural dimension

English is a subject that requires candidates to consider the point of view of others, in both written and spoken forms. This specification supports this through its assessment requirements. Candidates will have opportunities to discuss their reading, their own wider experience, and the experience of others, in both written and oral form. They will also have opportunities to reflect on a range of spiritual, moral, ethical, social, and cultural issues in classroom discussion.

Awareness of environmental issues, health and safety considerations, and European developments

Candidates will have opportunities to explore environmental issues, health and safety, and European developments in classroom discussion as appropriate.

3

SUMMARY OF COURSEWORK REQUIREMENTS

| | Weighting | Work Required | |
|-------------------------------|------------------|-----------------------------------|----------------|
| Speaking & Listening (EN1) | 30% | 1. Individual: Myself | see pp. 6 & 7 |
| | | 2. Paired | see p. 6 |
| | | 3. Small group | see p. 6 |
| Reading (EN2) | 20% | 1. Media text/Poetry/Prose/Drama* | see pp. 9 & 10 |
| | | 2. Media text/Poetry/Prose/Drama* | see pp. 9 & 10 |
| Writing (EN3) | 30% | 1. Imaginative - from list | see p. 11 |
| | | 2. Transactional - from list | see p. 12 |
| | | 3. Imaginative or transactional | see p. 12 |

* Entry 1: Oral response only required;

Entry 2/3: Written responses required

Different genres must be represented (e.g. if one piece is on poetry, the second piece must be on prose, drama or a media text).

4

SPEAKING AND LISTENING (EN1)

ASSESSMENT OBJECTIVES

Students will be required to demonstrate their ability to:

- * Communicate with increasing independence and clarity.
- * Listen and develop understanding through talk.
- * Participate in group activities.

CONTENT

The content of the course must be sufficiently varied to elicit the skills listed above as assessment objectives for Speaking and Listening.

The range of **Speaking and Listening** must include talk to:

- explain, describe, narrate;
- explore, discuss, persuade.

Students should be given opportunities to talk in a range of contexts, including those that are more formal. They should be encouraged to adapt their presentation to different audiences.

COURSEWORK

It is expected that the scope offered by coursework will be used to develop activities and tasks that integrate Speaking and Listening, Reading and Writing and to provide outcomes that will enable best work to be selected for final assessment.

Speaking and Listening (30%)

Assessment will be based upon best achievement in a range of situations, with a range of audiences and activities, during the course as a whole.

Much of this evidence will come from work also involving reading and/or writing, and in which assessment of oral skills is not the primary objective. However, the evidence on which final assessment is based must include **three** assignments specifically designed to elicit oral skills:

- **one** individual set assignment entitled "Myself" (to be recorded for moderation purposes) (10%)*;
- **one** assignment in a paired situation (10%);
- **one** assignment in a small group situation (10%).

There is no requirement for assessment to be made at specified points in the course. However, the importance of establishing a fair basis of evidence for the assessment of each student is emphasised.

In view of the ephemeral nature of most oral work, it will be essential for teachers to keep written records:

- (i) as a check that each candidate has been provided with opportunities to show what they can achieve in a variety of oral situations;
- (ii) as the basis for assessing work during the course for the two centre-based assignments.

The form provided on p.19 is a *suggested* method of recording: **centres may use this form, adapt it, or use their own method of keeping written records of oral work.**

N.B. For the assignment "Myself", the WJEC will require audio-taped evidence from 6 candidates for moderation purposes. This task could take the form of an interview or a presentation and could be on the topic used as one of the externally set written assignments. The candidate may talk on one of a wide range of topics, e.g. hobbies, part-time work, friends, personal experiences, pets etc. *This is the only task which needs to be recorded on audio tape.

ASSESSMENT CRITERIA FOR SPEAKING AND LISTENING

The assessment objectives listed will provide the basis for assessment criteria in all elements of examination. These can be amplified as follows:

Students will be required to demonstrate their ability to:

(a) *Communicate with increasing independence and clarity.*

This will involve:

- *An increasing command of an appropriate vocabulary.
- *Giving an account of an event, a personal experience or a process.
- *Expressing a point of view with increasing coherence and confidence.
- *Conveying information, using, where possible, visual and other aids to clarify the listener's understanding.
- *Starting to use an appropriate tone and intonation.

(b) *Develop understanding through talk.*

This will involve:

- *Using talk to consider, speculate and hypothesise.
- *Asking and answering questions with increasing relevance and appropriateness.
- *Exploring the meaning of literary, non-fiction and media texts.

(c) ***Participate in group activities.***

This will involve:

- *Working co-operatively with others in a shared task or assignment.
- *Assuming various roles within groups.
- *Planning a course of action, solving problems, exploring a range of issues.

GRADE DESCRIPTIONS FOR SPEAKING AND LISTENING

Entry 1

Candidates talk about matters of immediate interest. They show awareness of the needs of the listener, extending their ideas or accounts by providing relevant detail. They listen to what others have to say, respond appropriately and contribute to shared tasks.

Entry 2

Candidates show some confidence in talking and listening about familiar topics, choosing an appropriate vocabulary to express their ideas. They ask and answer questions of relevance and appropriateness on occasion. They work co-operatively in a variety of group tasks, helping to take discussion forward.

Entry 3

They express a point of view frequently with confidence and coherence and respond to the views of others. Their talk is beginning to be adapted to different purposes and to the needs of different listeners. They assume different roles in group activities, taking some responsibility for (e.g.) planning a course of action.

5

READING (EN2)

ASSESSMENT OBJECTIVES

Students will be required to demonstrate their ability to:

- * Locate and reorganise facts, ideas and opinions.
- * Understand and express an opinion about their reading.

CONTENT

The content of the course must be sufficiently varied to elicit the skills listed above as Assessment Objectives for Reading.

The range of **Reading** must include:

- literary material; prose, poetry and drama;
- non-fiction (e.g. letters, forms) and media texts (e.g. magazines, newspapers, leaflets, brochures).

Students' reading should be developed through the use of progressively more challenging and demanding texts. Although some texts must be studied in detail, the emphasis should be on the development of independent reading and the encouragement of wider reading. Access to significant authors and works from the heritage of writing in English should be offered by means appropriate to students' age and maturity.

COURSEWORK

It is expected that the scope offered by coursework will be used to develop activities and tasks that integrate Speaking and Listening; Reading and Writing and to provide outcomes that will enable best work to be selected for final assessment.

Reading (20%)

Much evidence of Reading will be provided through oral work, and centres are urged to integrate this with work to develop Speaking and Listening skills. Records of oral activities providing evidence of Reading skills must be kept for reference (together with written work where appropriate) when summative assessments are made.

Students assessed as being at Entry 1 and below need produce no written response to be used in assessment of their reading. However, this does not mean that opportunities to provide written responses to their reading should not be provided for students working at this level. Indeed, where centres are uncertain of students' abilities, or where students are assessed as being close to the Entry 2 boundary, it would be advisable to include some evidence of written response to reading in the student's folder.

For candidates assessed as achieving Entry 2 or Entry 3 **for Reading, two** pieces of written work showing reading skills **must** be included in the folders. Each piece should be based on a different text, and different genres (i.e. poetry, prose, drama, media texts) should be represented. When assessing written work for Reading, the candidate's oral contributions, if any, should be taken into consideration.

Work may not be double entered for Reading and Writing.

ASSESSMENT CRITERIA FOR READING

The assessment objectives listed will provide the basis for assessment criteria in all elements of the examination. These can be amplified as follows:

Students will be required to demonstrate their ability to:

(a) *Locate and reorganise facts, ideas and opinions.*

This will involve:

- *Finding information in a text.
- *Selecting material relevant to a given task.
- *Following the main points in a text.
- *Collating material from different sources.

(b) *Understand and express an opinion about their reading.*

This will involve:

- *Expressing preferences in their reading of a range of texts.
- *Responding to themes, situations and characters in literary texts.
- *Responding to ideas and opinions in non-fiction and media texts.
- *Beginning to use inference and deduction.

GRADE DESCRIPTIONS FOR READING

Entry 1

They find simple information in texts and follow a straightforward sequence of points or events. In oral responses they express opinions about the content of literary, non-fiction and media texts they have read.

Entry 2

They read a range of texts, understanding the main points. Their expression of opinions and preferences about their reading is conveyed in written as well as oral work, and supported by some reference to the text. They select material relevant to given tasks.

Entry 3

They read and respond to a range of texts through oral and written work. They are beginning to re-organise material for given tasks and to use inference and deduction. They offer some sustained expression of opinions and preferences about their reading.

6

WRITING (EN3)

ASSESSMENT OBJECTIVES

Students will be required to demonstrate their ability to:

- * Write in a variety of forms.
- * Communicate clearly.
- * Show control of presentation and spelling.

CONTENT

The content of the course must be sufficiently varied to elicit the skills listed above as Assessment Objectives for Writing.

The range of **Writing** must include, in a variety of forms and genres, writing to:

- describe, narrate, imagine
- inform, instruct, explain

Students should be encouraged to write in response to a wide range of stimuli including literary, non-fiction and media texts, and to use their own interests and experiences.

COURSEWORK

It is expected that the scope offered by coursework will be used to develop activities and tasks that integrate Speaking and Listening, Reading and Writing and to provide outcomes that will enable best work to be selected for final assessment.

Writing (30%)

For all students, assessment of Writing will be based on **three** pieces of work. Of these two, (a) and (b) are externally set (i.e. chosen from the lists below) and must be completed under teacher supervision.

- (a) **One** piece of imaginative writing. (For example, a short story, a playscript, poetry, personal, reflective or descriptive writing.)

The options are:

- (i) A Self Portrait (in words);
- (ii) A pair/extended poem(s) on 'Self Reflection'/'Family'/'Moods';
- (iii) Autobiographical account (an event from the past);
- (iv) My Proudest/Saddest Moment;
- (v) Any task which would involve a clear description of the student;
- (vi) The Future For Me: Past/Present/Future;
- (vii) A short story with the student as the main character.

- (b) **One** piece of transactional writing. (For example, a leaflet, a pair of letters, a report on work experience, an advertisement, a piece expressing opinions on a topic.)

The options are:

- (i) A Work Experience Diary;
 - (ii) Letters of application;
 - (iii) For or against speech/letter/project/report on a topic of interest in your centre;
 - (iv) A mini-project to introduce a personal topic of interest to beginners;
 - (v) National Record of Achievement personal statement.
- (c) **One** piece of either type. This may be chosen from the options listed above. However, the topic may also be chosen by the centre.

ASSESSMENT CRITERIA FOR WRITING

The assessment objectives listed will provide the basis for assessment criteria in all elements of examination. These can be amplified as follows:

Students will be required to demonstrate their ability to:

- (a) ***Write in a variety of forms.***

This will involve:

- *Writing for different purposes.
- *Writing for different audiences.
- *Writing in different formats.

- (b) ***Communicate clearly.***

This will involve:

- *Organising ideas into sentences and paragraphs.
- *Developing control of grammatical structures.
- *Using punctuation devices.
- *Using a widening vocabulary.
- *Using drafting and editing devices to improve the final product.

- (c) ***Show control of presentation and spelling.***

This will involve:

- *Developing clear and easily read handwriting.
- *Spelling correctly an increasing range of words appropriate to their needs.
- *Presenting work neatly and clearly.

GRADE DESCRIPTIONS FOR WRITING

Entry 1

In writing they use mainly simple words and phrases. Some awareness of sentence construction is shown, though not sustained. There is an attempt to make handwriting legible and to spell correctly simple monosyllabic words.

Entry 2

They can sustain writing in some variety of tasks. Ideas are developed in sequences of sentences and they show awareness of the reader in the organisation of their writing and in their choice of vocabulary. Handwriting is legible and spelling of most commonly used words is correct.

Entry 3

They produce a range of writing which shows some thought about purpose, format and audience. There is some variety in sentence structure and vocabulary. Handwriting is legible and spelling generally correct.

7

MARKING

Initially all work will be assessed 'in progress'. It may be that centres will wish to emphasise the diagnostic function of marking at this stage, rather than making a summative assessment geared closely to end-of-course standards.

Marking should reward achievement: it should be positive, supportive, encouraging students to consolidate and build on their existing language skills.

At the end of the course each of the assignments in all components will be marked out of 20 using the grade descriptions issued by the WJEC, and according to the following scale:

| | |
|----------------|---------|
| Uncertificated | 1 - 4 |
| Entry 1 | 5 - 9 |
| Entry 2 | 10 - 14 |
| Entry 3 | 15 - 20 |

Drafting and Editing

Evidence of students' abilities to draft and edit their writing should also be submitted. This will normally relate to one of the three Writing pieces submitted.

Word-Processing

Both pieces of Reading work and up to **two** Writing pieces may be word-processed. Normally **one** Writing piece must be in the student's own handwriting, though this requirement may be waived in special circumstances.

Supervised work

At least **two** pieces of Writing must be completed under teacher supervision and be certified as such by the centre.

Incomplete folders

Folders which do not contain the required number of pieces may be submitted, but must be given a proportionately reduced mark.

8

MODERATION

In order that assessments may be standardised fairly, whether as part of internal or external moderation, it is essential that the moderator is aware of the aims of assignments, the processes that have led up to finished products and the way that criteria have been employed to make a final assessment. The E2 cover sheet on page 21 of the specification is of vital importance in providing a clear summary of this information. The work itself should show the usual evidence of the marking process at the time the work was submitted, in the form of ticks, underlinings etc. and, most helpfully for both pupil and moderator, comments related to the criteria.

Moderation will take place at two levels:

- (i) Where more than one teaching group is involved, within the centre, to ensure that a uniform standard has been applied. In this case there must be opportunities for teachers to exchange work and discuss criteria during the course: significant differences in the application of criteria and hence in rank-ordering will be difficult to resolve at the final assessment stage.
- (ii) Through the inspection of a sample of work by the Board's moderators between March and May. **The sample will be chosen by the centre, will cover the range of marks awarded by the centre, and will be selected to cover the marking of all teachers involved.** According to the size of entry, the sample will be as follows:
 - For entries of up to 5 candidates, centres will send all folders to the moderators.
 - For entries of 6 or more, a sample will be chosen by the centre according to the following formula:

| | |
|--------------------|---------------|
| Entries of 6-15 | Five folders |
| Entries of 16-30 | Eight folders |
| Entries of over 30 | Ten folders |

NB: The sample must contain a representative range of marks (out of the total of 160) including the top and bottom marks.

Each sample must be accompanied by the form E1 (p20) which gives the details for **all** candidates entered. Each folder must be accompanied by form E2 (see pp 21-23) giving details of the background to written assignments, the witness statement regarding the compulsory element in Speaking and Listening, and supporting comment for assessment of each element.

Centres will also be expected to submit a tape of the externally set Speaking and Listening element "Myself". This tape should include examples of two candidates at the lower, two at the middle and two at the upper end of the ability range (six in total). These need not necessarily be the same candidates whose work is included in the written coursework sample.

9

SCHEMES OF ASSESSMENT

Two schemes of assessment are offered. Coursework elements are common to both schemes but whereas in Option 01 a conventional written paper is provided in March, in Option 02 this is replaced by a unit of study to be undertaken during the Spring Term, leading to a "Controlled Task" taken in conditions specified by WJEC.

Option 01 will offer the full range of Entry 1, 2 and 3 Option 02 will **normally** offer Entry 1 and 2 only.

The relationship of assessment objectives (grouped under attainment targets) to examination components is as follows:

| | Overall Weighting | Internally Set/Marked Coursework | Externally Controlled Assessment | |
|----------------------------|-------------------|----------------------------------|----------------------------------|------------------------------|
| | | | Coursework | Controlled Task/ Examination |
| EN1 Speaking and Listening | 30% | 20% | 10% | - |
| EN2 Reading | 30% | 20% | - | 10% |
| EN3 Writing | 40% | 10% | 20% | 10% |

WRITTEN PAPER (Option 01) (20%)

A written paper of 1½ hours' duration will be timetabled in **March** (in the final year of the course). Students will be advised to spend up to 10 minutes on reading the paper and preparing to answer the questions.

The paper will contain a variety of non-fiction and media material and will be organised on a thematic basis. Equal weight will be given to tasks testing Reading and Writing, which will each be allocated 40 marks, although the paper may not be divided into sections for each aspect.

The written paper will be externally assessed. Dictionaries may be used.

CONTROLLED TASK (Option 02) (20%)

A unit of study based on non-fiction and media materials will be provided by WJEC, to be used during the Spring Term. Centres will be free to timetable preparatory work as they wish during this period. The task itself must be completed in a specified time under supervised conditions by the date set for the written paper.

It is envisaged that the theme for the unit of study will remain the same for a number of years. Additional activities will, however, be provided annually, directly related to the content of the Controlled Task for that year.

The Controlled Task will be marked by the examination centre. More explicit guidance will be provided in the Teacher's Handbook which accompanies the Task.

As in the written paper, the task will give equal weighting to Reading and Writing skills. For students judged to be at Entry 1 and below, Reading may be assessed entirely through oral responses. In this case details of the achievement shown will be recorded and included with the Writing task.

The task will be assessed by teachers according to WJEC guidelines and will be externally moderated. **All** marked tasks should be sent to the examiner not later than the date of the written examination.

10 **CANDIDATES WITH PARTICULAR REQUIREMENTS**

Details of the access arrangements and special consideration for candidates with particular requirements are contained in the JCQ (Joint Council for Qualifications) document *Access Arrangements and Special Consideration*. Copies of this document are available from the WJEC.

11 **ENQUIRIES AND APPEALS**

If a centre has a concern about a candidate's result, the Head of the centre should contact the Board stating the nature of the concern. All enquiries should be submitted within 14 working days of the publication of results.

**Entry Level ENGLISH
SPEAKING AND LISTENING**

Student Name: _____

Teaching Group: _____

Centre Number: _____

Centre Name: _____

| | | | |
|------------------|---|------------------|-----------------------|
| Date: | | | |
| Activity: | Externally set individual assignment "MYSELF" | Paired situation | Small group situation |
| 1. Communication | | | |
| 2. Understanding | | | |
| 3. Participation | | | |
| Mark | | | |

ENTRY LEVEL CERTIFICATE

ENGLISH

| |
|-----------|
| E1 |
|-----------|

ENTER THE MARKS OF ALL YOUR CANDIDATES. A SEPARATE SHEET IS REQUIRED FOR EACH TEACHING GROUP.

Name of Centre _____ Centre Number _____

| Candidate Number | Candidate's Full Name BLOCK CAPITALS <i>Please list candidates in rank order</i> | Tick if candidate is included on the Oral sample tape | Tick if candidate included in written coursework sample | Speaking and Listening 20 x 3 (60) | Reading 20 x 2 (40) | Writing 20 x 3 (60) | Total Coursework Mark (160) | | For Office Use Only |
|------------------|---|---|---|---------------------------------------|------------------------|------------------------|-----------------------------|-----------|---------------------|
| | | | | Centre | Centre | Centre | Centre | Moderator | |
| | | | | | | | | | |
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| | | | | | | | | | |

| | |
|-----------------|-----------|
| Subject Teacher | Moderator |
|-----------------|-----------|



WELSH JOINT EDUCATION COMMITTEE

CYD-BWYLLGOR ADDYSG CYMRU

ENTRY LEVEL CERTIFICATE: ENGLISH

CANDIDATE COVER SHEET

This cover sheet should be completed for each candidate's coursework

Centre Name Centre No.

Candidate Name Candidate No.

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help other than that which my teacher has explained is acceptable within the specification.

Candidate's signature: **Date:**

Declaration by teacher

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's signature: **Date:**

Please indicate which option the candidate is following:

Controlled Task

Written Examination

EN1: SPEAKING and LISTENING

Mark awarded:

| |
|----|
| |
| 60 |

| <i>Supporting Comments (Outline achievement shown)</i> | Mark Awarded |
|--|---------------------|
| 1. Set assignment: "Myself" | 20 |
| 2. Paired situation:- | 20 |
| 3. Small group situation:- | 20 |
| TOTAL | |

Supporting Comments Required for ALL grades

| |
|--|
| |
|--|

EN2: READING

Mark awarded:

| |
|----|
| |
| 40 |

Assessment at Entry 2 and Entry 3 must be supported by two pieces of writing showing evidence of Reading. One piece may be based on a media text. If two literary Reading pieces are submitted, different genres must be represented.

Assessments at Entry 1 may be based entirely on oral evidence.

| | Mark Awarded |
|----------------------------|---------------------|
| 1. Title:- Text(s): | 20 |
| 2. Title:- Text(s): | 20 |
| TOTAL | |

Supporting Comments Required for ALL grades

PLEASE TURN OVER

EN3: WRITING

Mark awarded:

| |
|----|
| |
| 60 |

For the 2 externally set pieces, please indicate which option has been chosen. Please see the specification for a list of titles.

| | Option - please tick | Mark Awarded |
|---|---------------------------------|-------------------------|
| 1. Externally set Imaginative Writing Title: | (i) | 20 |
| | (ii) | |
| | (iii) | |
| | (iv) | |
| | (v) | |
| | (vi) | |
| | (vii) | |
| 2. Externally Set Transactional Writing Title: | (i) | 20 |
| | (ii) | |
| | (iii) | |
| | (iv) | |
| | (v) | |
| 3. Either Imaginative or Transactional Writing Title: | | 20 |
| TOTAL | | |

Supporting Comments