

# WJEC Entry Level/Level 1 Foundation English

## Draft Specification

For teaching from September 2027  
First Award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [General Foundation Qualifications Approval Criteria](#) which set out requirements for any new General Foundation qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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## Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

## A strong foundation for future success

Our General Foundation Qualifications are designed to inspire and support learners, offering a two-year programme that is accessible and engaging. These qualifications help learners build confidence, develop essential knowledge, understanding and skills, and enjoy meaningful success.

A key feature of our General Foundation Qualifications is their unitised structure, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progression, reduces assessment pressure, and gives learners the opportunity to demonstrate achievement throughout the course.

The compensatory nature of our General Foundation Qualifications recognises learners' strengths across different units. Rather than requiring uniform performance in every area, this approach allows high achievement in one unit to offset lower performance in another, promoting an inclusive and supportive assessment experience.

Our General Foundation Qualifications build on the conceptual understanding learners have developed through their Curriculum for Wales learning from ages 3-14, relating to and supporting the four purposes and the principles of progression. Although very distinct from GCSEs, we have designed them to provide a broad basis for progression onto our related GCSEs by focussing on similar skills and understanding.

Whether learners continue in the subject or not, they will gain valuable knowledge, understanding and skills, and a sense of accomplishment that prepares them for life, learning, and work.

# SUMMARY OF ASSESSMENT

**Unit 1: Reading and Writing for Practical Purposes**  
 Topic tests: Duration 2 x 40 minutes (plus 10 minutes reading time)  
 30% of qualification  
 Set and marked by WJEC 60 marks

Questions requiring objective responses, short and extended answers, with some based around applied situations.

Centres can select from digital and paper format within a four-week assessment window.

**Unit 2: Reading and Writing for Real-World and Creative Contexts**  
 Written assessment: Duration 2 x 40 minutes (plus 10 minutes reading time)  
 40% of qualification  
 Marked by centre, moderated by WJEC 40 marks

The assessment will comprise two tasks. Each task has two activities (reading and writing).  
 The outline of the assessments is set by WJEC and can be tailored by the centre. Tasks marked by the centre, moderated by WJEC.

**Unit 3: Speaking and Listening for Real-World and Literary Contexts**  
 Speaking and listening assessment: Duration 6 hours 12 minutes (including planning time)  
 30% of qualification  
 Marked by centre, moderated by WJEC 40 marks

The assessment will comprise two tasks: an individual research presentation of 3–5 minutes and a discussion of a literary extract of 5–7 minutes. Both tasks have up to 3 hours planning time.  
 The outline of the assessments is set by WJEC and can be tailored by the centre. Tasks marked by the centre, moderated by WJEC.

This is a unitised qualification.

It is not tiered.

The order of units does not imply a prescribed teaching order.

Units 1 and 2 will be available from 2028, with Unit 3 available in 2029.

The first award of the qualification will be 2029.

Qualification Approval Number: [Click here to enter accreditation number.](#)

# ENTRY LEVEL/LEVEL 1 FOUNDATION ENGLISH

## 1 INTRODUCTION

### 1.1 Aims

The qualification supports learners to:

- explore a range of knowledge, skills and understanding in relation to English
- be assessed in a variety of different contexts
- use and respond to spoken, written and visual materials and texts, understanding the main points and developing the ability to infer and deduce meaning
- communicate clearly, accurately and creatively in a range of contexts and for different audiences and purposes
- develop and apply knowledge and understanding of the vocabulary, structure and use of English.

These aims are set out in Qualifications Wales' Approval Criteria.

### 1.2 Curriculum for Wales

This WJEC Entry Level/Level 1 Foundation English qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#), along with the [statements of what matters](#), and those [subject-specific skills and concepts](#) outlined in the '[Designing your Curriculum](#)' section of the Languages Area of Learning and Experience.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes, and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating learning experiences; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters by giving learners the opportunity to:
  - connect through language, by exploring texts and communication that reflect diverse experiences, cultures and contexts, helping them develop awareness of others and the world around them
  - understand the world through language, by interpreting a wide range of spoken, written and visual materials, and recognising the purpose, audience and meaning behind them
  - express themselves effectively, by speaking and writing in ways that are appropriate to context, using structure, tone and vocabulary to communicate with clarity and intent

- be inspired by literature, by engaging with simple literary and media texts that spark imagination, foster empathy and encourage creative language use.
- Supporting the principles of progression by encouraging learners to:
  - build increasing breadth and depth of knowledge and skills, moving from recognising key information to producing structured and purposeful communication
  - make connections between language and context, adapting their use of language in familiar and new settings
  - refine their communication, becoming more accurate, fluent and confident in structuring spoken and written language
  - apply understanding in new contexts, such as applying reading strategies to unfamiliar texts or writing for different audiences
  - reflect and improve, using feedback to enhance their speaking and writing.

### 1.3 Prior learning and progression

Although there is no specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16, working at entry level. It builds on the conceptual understanding learners have developed through their learning from ages 3–14.

The qualification supports learners in developing essential knowledge, skills, and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training or employment. The inclusion of a Level 1 Pass recognises higher levels of achievement and provides a clear pathway to Level 1/2 qualifications, including GCSE English Language and Literature, supporting continued progression and learner aspiration. For those who do not continue with further study in this subject, the course offers a meaningful and rewarding learning experience in its own right.

### 1.4 Guided learning hours

WJEC Entry Level/Level 1 Foundation English has been designed to be delivered within 120 guided learning hours (GLH). The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit and its weighting within the qualification provides an indication of the anticipated percentage of GLH required for each unit.

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH and additional time spent in preparation, study and some formative assessment activities. As General Foundation Qualifications are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

### 1.5 Use of language

As our understanding of diversity, equity and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used should be as specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity.

Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments, and the most up-to-date version of the specification will always be available on the website.

## 1.6 Equality and fair access

This specification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of clear and unbiased language and diverse examples. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at [www.jcq.org.uk](http://www.jcq.org.uk).

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

## 2 SUBJECT CONTENT

### How to read the amplification

The amplification provided in the right-hand column uses the stem:

- 'Learners should be able to'. This is to exemplify where learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

The use of the word 'including' indicates that the specified content must be taught and could be subject to assessment.

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and alternative examples could be chosen.

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## Unit 1

### Reading and Writing for Practical Purposes

2 x topic tests each 40 minutes (plus 10 minutes reading time)

30% of qualification in total

2 x 30 marks = 60 marks

Set by WJEC, marked by WJEC.

### Overview of unit

The purpose of this unit is to:

- develop learners' ability to read and write effectively in real-world and learning contexts, with a focus on understanding, using, and responding to straightforward written English.

This unit will focus on:

- recognising and understanding common vocabulary and simple sentence structures
- reading and comprehension of short texts relevant to daily life and work
- extracting key information and answering straightforward questions about texts
- writing short responses to demonstrate understanding (e.g. editing, ordering, proofreading)
- using reading and writing to support further learning and practical tasks.

Centres can select to administer the topic tests either in digital or paper format within a four-week assessment window.

## Areas of content

In this topic, learners will gain knowledge, understanding and skills in the following areas:

- 1.1 Reading short continuous and non-continuous texts for explicit and implicit meaning.
- 1.2 Responding to a range of reading question types.
- 1.3 Producing short and extended pieces of functional writing for a clear purpose and audience.

N.B. Continuous texts are written in connected sentences and paragraphs (e.g. articles, reports, letters). Non-continuous texts present information in formats such as tables, charts, forms, or mixed layouts (e.g. adverts, leaflets, webpages). Both types will be used in assessment.

Section	Amplification
<p>1.1</p> <p>Reading short continuous and non-continuous texts for explicit and implicit meaning</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• read and engage with a range of text types</li> <li>• interpret information presented in different formats</li> <li>• retrieve, select, and sequence relevant information</li> <li>• recognise the difference between continuous and non-continuous texts</li> <li>• identify explicit information and ideas</li> <li>• infer implicit meaning</li> <li>• compare ideas across different text formats.</li> </ul> <p>Text formats could take the form of, but are not limited to:</p> <ul style="list-style-type: none"> <li>• advertisements</li> <li>• infographics</li> <li>• instructions</li> <li>• leaflets</li> <li>• posters</li> <li>• recipes</li> <li>• short literary/non-fiction extracts.</li> </ul>
<p>1.2</p> <p>Responding to a range of reading question types</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding and skills, including: <ul style="list-style-type: none"> <li>• retrieval (e.g. find and copy, match, multiple choice)</li> <li>• sequencing</li> <li>• vocabulary in context</li> <li>• inference and deduction</li> <li>• analysis of language</li> <li>• comparison of ideas</li> </ul> </li> <li>• respond to questions using short and extended responses</li> <li>• support points with evidence drawn directly from texts.</li> </ul>
<p>1.3</p> <p>Producing short and extended pieces of functional writing for a clear purpose and audience</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• write for different practical purposes and audiences</li> <li>• demonstrate clear communication and logical organisation of ideas</li> <li>• adapt tone and register</li> <li>• apply accurate spelling, punctuation and grammar</li> <li>• use vocabulary appropriately to match audience and format</li> </ul>

	<ul style="list-style-type: none"><li>• develop confidence in both short and extended forms of functional writing.</li></ul>
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## Unit 2

### Reading and Writing for Real-World and Creative Contexts

Written assessment

2 x tasks, each one 40 minutes (plus 10 minutes reading time)

40% of qualification

2 x 20 marks = 40 marks

Centre tailored tasks, marked by centre. Moderated by WJEC.

#### Overview of unit

The purpose of this unit is to:

- develop learners' reading and writing skills to communicate effectively and creatively for a range of purposes in real-world contexts.

This unit will focus on:

- reading short functional texts and demonstrating understanding through questions requiring identification, inference and explanation of how meaning is conveyed
- producing a functional written response directly linked to the reading stimulus
- producing a short creative written response (narrative or descriptive)
- organising ideas and writing accurately, using correct spelling, punctuation, and basic grammar appropriate to level.

## Areas of content

In this topic, learners will gain knowledge, understanding and skills in the following areas:

- 2.1 Reading short functional texts relevant to the real-world, learning and work in Wales.
- 2.2 Responding to reading questions.
- 2.3 Producing a functional written response linked directly to the reading stimulus.
- 2.4 Producing a creative written response (narrative or descriptive) showing imaginative engagement, expressive language and technical accuracy.

Section	Amplification
<p>2.1 Reading short functional texts relevant to the real-world, learning and work in Wales</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• engage with functional texts commonly encountered in the real-world and workplace contexts, showing understanding of content, purpose and audience</li> <li>• recognise how layout, structure, and presentational features influence meaning</li> <li>• interpret key information and ideas from non-continuous formats</li> <li>• use this understanding to produce their own communication.</li> </ul> <p>Short functional texts about the world of work or leisure could take the form of, but are not limited to:</p> <ul style="list-style-type: none"> <li>• health and safety posters</li> <li>• information leaflets</li> <li>• job advertisements</li> <li>• leisure centre activity leaflet</li> <li>• posters for an event</li> <li>• promotional posters.</li> </ul>
<p>2.2 Responding to reading questions</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of explicit and implicit information in texts</li> <li>• explain impressions and viewpoints clearly</li> <li>• analyse how layout, organisation, and presentational choices create meaning</li> <li>• infer tone and purpose using contextual and linguistic clues</li> <li>• support ideas with appropriate textual evidence/examples.</li> </ul>
<p>2.3 Producing a functional written response linked directly to the reading stimulus</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• write in direct response to a given text or context</li> <li>• adapt tone, register and format to suit audience and purpose</li> <li>• organise information and ideas clearly and logically</li> <li>• use language features suited to purpose and audience</li> <li>• use accurate spelling, punctuation and grammar.</li> </ul> <p>Short functional texts could take the form of, but are not limited to:</p> <ul style="list-style-type: none"> <li>• articles for magazines or newsletters</li> <li>• blogs</li> </ul>

	<ul style="list-style-type: none"><li>• information leaflets</li><li>• job applications</li><li>• leisure centre activity leaflets</li><li>• posters for an event</li><li>• reviews.</li></ul>
<p><b>2.4</b> Producing a creative written response (narrative or descriptive) showing imaginative engagement, expressive language and technical accuracy</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"><li>• write descriptively using sensory detail</li><li>• write narratively about a sequence of events</li><li>• express personal ideas or experiences imaginatively</li><li>• select vocabulary to create tone and achieve a particular effect</li><li>• use accurate spelling, punctuation and grammar.</li></ul>

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## Unit 3

### Speaking and Listening for Real-World and Literary Contexts

Speaking and listening assessment

2 x tasks, a presentation 3-5 minutes and a discussion 5-7 minutes

30% of qualification

2 x 20 marks = 40 marks

WJEC set tasks: one chosen by the candidate (with support if necessary), the other chosen by centre. Both tasks marked by centre. Moderated by WJEC.

#### Overview of unit

The purpose of this unit is to:

- develop learners' speaking and listening skills to communicate confidently and effectively in real-world and literary contexts.

This unit will focus on:

- understanding and responding to everyday spoken English
- use of basic spoken English to express opinions and ideas clearly
- engaging with simple conversations and discussions
- recognising and use of appropriate non-verbal communication.

In this unit, learners develop spoken communication skills through two tasks: an Individual Researched Presentation (IRP) from a choice of set themes, and a Group Discussion based on a teacher-selected literary extract. Learners will build confidence in presenting information, expressing viewpoints, using evidence, listening actively and responding appropriately to others.

The discussion task supports reading-for-meaning through engagement with a short literary extract, enabling learners to explore ideas, themes, language choices, and their effects. Centres have free choice on the extract discussed. The extract should be age-appropriate, inclusive and reflective of the real-world, learning and work in Wales, as well as supporting creativity and personal expression in line with Curriculum for Wales What Matters statements.

## Areas of content

In this topic, learners will gain knowledge, understanding and skills in the following areas:

- 3.1 Preparing and delivering an individual research presentation.
- 3.2 Using research to support ideas and express viewpoints with clarity.
- 3.4 Explaining meaning, ideas, themes and effects in a literary text through spoken response.
- 3.5 Listening and responding in discussion.

Section	Amplification
<p><b>3.1</b> Preparing and delivering an individual research presentation</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>● research and organise information from a range of sources</li> <li>● explain issues clearly, considering both advantages and disadvantages</li> <li>● express and justify a personal viewpoint using evidence</li> <li>● develop confidence in presenting to an audience</li> <li>● adapt their language to suit audience and purpose.</li> </ul> <p>The set themes are:</p> <ul style="list-style-type: none"> <li>● Community</li> <li>● Health and wellbeing</li> <li>● Sustainability</li> <li>● Digital lives.</li> </ul>
<p><b>3.2</b> Using research to support ideas and express viewpoints with clarity</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>● use relevant evidence to support ideas</li> <li>● organise content clearly for audience understanding</li> <li>● demonstrate accuracy, clarity and coherence in presenting researched content</li> <li>● respond to a range of question types by:               <ul style="list-style-type: none"> <li>● identifying explicit and implicit meaning with accuracy.</li> </ul> </li> </ul>
<p><b>3.3</b> Explaining meaning, ideas, themes and effects in a literary text through spoken response</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>● identify explicit and implicit meaning</li> <li>● explain how language and structure create effect</li> <li>● refer to textual details to support interpretations</li> <li>● justify viewpoints with clear reasoning</li> <li>● link ideas to wider themes or contexts where appropriate.</li> </ul>
<p><b>3.4</b> Listening and responding in discussion</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>● demonstrate active listening</li> <li>● respond to others respectfully and constructively</li> <li>● support, challenge or build on others' ideas</li> <li>● ask relevant questions</li> <li>● contribute effectively as part of a group.</li> </ul>

## Opportunities for integration of learning experiences

WJEC Entry Level/Level 1 Foundation English generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- explore and respond to local, national and global contexts
- study texts to fire the imagination and inspire creativity
- consider content and materials that reflect the diversity of our society and the wider world
- use understanding of the writer's craft and genre convention to inform the construction of their own spoken and written texts
- develop creative responses in a range of written and spoken contexts
- make use of digital technology when completing the qualification
- develop cross-curricular skills and integral skills.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills, please see Appendix A.

### 3 ASSESSMENT

The Assessment Pack will include all detailed information relating to assessment.

#### 3.1 Assessment Objectives and Weightings

Below are the assessment objectives for this specification.

##### **AO1**

Understanding and response

- i. Understand and interpret a range of texts
- ii. Use and apply information from a range of texts
- iii. Respond critically to a range of texts
- iv. Interact with and respond appropriately to others.

##### **AO2**

Communication and expression

- i. Communicate clearly including an appropriate level of detail
- ii. Use and adapt register and forms as appropriate to task and purpose
- iii. Present and organise information/points of view clearly and in appropriate language
- iv. Write with general accuracy, including grammar, punctuation and spelling.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
Unit 1	15%	15%	30%
Unit 2	20%	20%	40%
Unit 3	15%	15%	30%
Overall weighting	<b>50%</b>	<b>50%</b>	<b>100%</b>

## 3.2 Assessment Overview

### Unit 1: Overview

For this assessment candidates are required to take two topic tests within the same assessment window.

The topic tests will be available for completion within a four week-long window with the first assessment in Summer 2028.

Each topic test will consist of a variety of question types, including multiple choice questions (MCQs), objective test questions (OTQs) and short and longer answer questions. The topic tests will be worth 30 marks each, totalling 60 marks.

In total, the topic tests contribute to 30% of the overall qualification grade. Each topic test takes 40 minutes (plus 10 minutes reading time) to complete. A candidate does not have to complete all tests in the same session but must complete each individual test within a session. The tests must be sat under invigilated examination conditions. This could be done in a classroom. Please see JCQ requirements: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations> for details.

The test will be set and marked by WJEC.

### Unit 2: Overview

For this written assessment learners are required to complete two tasks.

Teachers must select short functional texts that reflect the real-world, learning and work in Wales, in line with WJEC guidance on text selection. Texts must be age-appropriate, inclusive and manageable in length.

The two tasks contribute to 40% of the overall qualification grade. Each task takes 40 minutes (plus 10 minutes reading and planning time) to complete. Each task is 20 marks, totalling 40 marks. The tasks must be sat under high control conditions. Please see JCQ requirements: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations> for details.

Each task has two activities. Activity (a) is a reading response and activity (b) is a writing response.

Activity (a) assesses a candidate's ability to read, understand, and interpret short functional texts.

Activity (b) assesses either:

- a functional written response linked to the reading stimulus (Task 1b)

or

- a short creative written response (narrative or descriptive) (Task 2b).

### Unit 3: Overview

For this speaking and listening assessment candidates are required to complete two tasks. The two tasks contribute to 40% of the overall qualification grade. Each task is 20 marks, totalling 40 marks.

### Task 1 – Individual Research Presentation (IRP)

Candidates prepare and deliver a short presentation on one topic from one of the following themes.

Themes:

- Community
- Health and wellbeing
- Sustainability
- Digital lives.

One theme must be chosen by the candidate. Candidates have three hours to prepare and plan the task. Candidates are permitted to produce annotated texts and brief notes during the preparatory stages to inform their presentation. Annotations may focus on, for example, statistics, facts, examples or relevant quotations.

The presentation should last 3-5 minutes.

The presentation must:

- describe the chosen topic clearly
- explain some advantages
- explain some disadvantages
- give a view and explain why.

### Task 2 – Discussion of a literary extract

Candidates are given an extract, chosen by the teacher, from a text they have studied. Centres have a free choice in terms of texts for the task. Candidates discuss ideas and themes from the extract (drawn from fiction, poetry, drama, or narrative non-fiction such as autobiography). They must read through the extract and have three hours to plan and prepare their responses. Candidates are permitted to annotate texts and produce brief notes during the preparatory stages to inform their discussion. Annotations may focus on, for example, statistics, facts, examples or relevant quotations.

Candidates then take part in a group discussion about the extract. The discussion should last around 5-7 minutes.

The discussion must focus on:

- what is happening in the extract
- what the writer wants the reader to think or feel
- words or phrases that stand out and explain why
- linking the extract to another moment in the text
- how the ideas connect to the real-world
- listening to what others say and responding with own views.

## 3.3 Managing the assessment

All of this qualification is assessed through non-examination assessment. Non-examination assessment is structured across three key stages: task setting, task taking and task marking.

All non-examined assessment (NEA) must adhere to the instructions included in *JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications)*. Please note that the JCQ guidance for *GCE and GCSE Specifications* is **not** applicable to this qualification.

## Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

## Task Taking

The completion of non-examined assessment is guided by controls in five areas: time, resources, supervision, authentication and collaboration.

- Time: Each assessment pack specifies the total time available.
- Resources: Any specific resource requirements will be outlined in the assessment pack.
- Supervision and authentication: Learners should normally be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced.
- Collaboration: Group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner.

## Task Marking for internally assessed non-examination assessment (Unit 2 and Unit 3)

All marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (e.g. presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- both learners and teachers sign declarations confirming the authenticity of submitted work
- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

## 3.4 Resubmission of internally assessed non-examination assessments

In Units 2 and 3, where the work is assessed by the centre, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking before the final marks are submitted for moderation. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (See Section 5.4).

**Please note** – For Unit 1, which is assessed by WJEC, teachers **must not** allow a learner an additional opportunity to improve their evidence before the work is submitted to WJEC for marking. **Teachers must follow the instructions included in the assessment pack.**

## 4 MALPRACTICE

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for WJEC Entry Level/Level 1 Foundation English.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC ([malpractice@wjec.co.uk](mailto:malpractice@wjec.co.uk)). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

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## 5 TECHNICAL INFORMATION

### 5.1 Unit entries

This is a unitised qualification. Candidates are entered for each unit separately.

Assessment opportunities will be available in the summer series until the end of the life of the specification.

Unit 1 will be available in summer 2028 (and every June thereafter). Candidates will need to complete all Unit 1 topic tests within the same assessment window.

Unit 2 will be available in summer 2028 (and each year thereafter).

Unit 3 will be available in summer 2029 (and each year thereafter).

Entry for individual units must be made by submitting the relevant unit shown below.

		Entry code
Unit 1	Topic test	
Unit 2	Written Assessment	
Unit 3	Speaking and listening assessment	

### 5.2 Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

		Entry code
Cash-in code		

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

### 5.3 Grading, awarding and reporting

WJEC Entry Level/Level 1 Foundation English is reported on a 4 point scale: Entry 1 Pass, Entry 2 Pass, Entry 3 Pass and Level 1 Pass (where Level 1 Pass is the highest grade). Candidates who do not achieve the uniform marks required to achieve an Entry 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	Weighting	UMS	Level 1	Entry 3	Entry 2	Entry 1
<b>Unit 1</b>	30%	75	60	45	30	15
<b>Unit 2</b>	40%	100	80	60	40	20
<b>Unit 3</b>	30%	75	60	45	30	15

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

	Weighting	UMS	Level 1	Entry 3	Entry 2	Entry 1
<b>Subject Award</b>	100%	250	200	150	100	50

### 5.4 Resitting assessments

Candidates may resit Unit 1, the WJEC marked assessment, twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit Units 2 and 3, the centre marked assessments, once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

If a candidate has been entered for an assessment but is marked absent (a), the absence does not count as an attempt.

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

### 5.5 Retaking the qualification

If a candidate enters Unit 1, the WJEC marked assessment, for a fourth time or Units 2 or 3, the centre marked assessments, for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at Unit 1, the WJEC marked assessment, and up to two attempts at Units 2 and 3, the centre marked assessments. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

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## Appendix A: Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Local, National & International Contexts	✓	✓	✓
Sustainability	✓	✓	✓
Relationships and Sexuality Education			✓
Human Rights Education	✓	✓	✓
Careers and Work-Related Experiences	✓	✓	✓
Listening	✓	✓	✓
Reading	✓	✓	✓
Speaking	✓	✓	✓
Writing	✓	✓	✓

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Developing Mathematical Proficiency			
Understanding the number system helps us to represent and compare relationships between numbers and quantities	✓	✓	
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world			
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	✓	✓	
Citizenship	✓	✓	✓
Interacting and Collaborating	✓	✓	✓
Producing	✓	✓	✓
Data and Computational Thinking			

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Creativity and Innovation	✓	✓	✓
Critical Thinking and Problem Solving		✓	✓
Planning and Organisation	✓	✓	✓
Personal Effectiveness	✓	✓	✓

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