

ENTRY LEVEL CERTIFICATE  
*Specification*

# ENGLISH

R393  
For first assessment in 2017



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# 1 Why choose an OCR Entry Level Certificate in English?

## 1a. Why choose an OCR qualification?

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Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new Entry Level Certificate in English has been refreshed to fit with reformed GCSE (9–1) English qualifications to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications.

### **Our Specifications**

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications that are designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become

responsible for their own learning, confident in discussing ideas, innovative and engaged.

Our Entry Level Certificate in English is made up of 100% internally assessed tasks and tests. The flexibility allowed through this approach to assessment will allow you to take any issues into account in your planning that may affect your learners' performance.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- An extensive high quality task book
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification
- Interim awards to split the course into manageable stages and help motivate learners through earning teacher-managed awards – Section 5e.

All Entry Level Certificate qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's Entry Level Certificate in English is QN603/0096/6.

## 1b. Why choose an OCR Entry Level Certificate in English?

OCR's Entry Level Certificate in English encourages learners to read fluently and write effectively. At Entry Level, learners will develop the skills to read and understand non-fiction and literary texts. They will develop the skills to be able to demonstrate an appropriate control of Standard English and to write grammatically correct sentences.

Learners will also develop confidence in using spoken language to communicate and to effectively participate in group activities.

This specification enables learners to progress at their own pace so that they can develop their knowledge and skills and be put forward for the assessment when they are ready. It is designed to be accessible and relevant, and provides learners with recognition for their achievements.

### Aims and learning outcomes

This specification enables learners to:

- read a range of texts with some understanding
- use knowledge gained from reading to inform their own writing
- write using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire an appropriate vocabulary in reading, writing and spoken language
- understand and respond to spoken language and use spoken Standard English where appropriate.

## 1c. What are the key features of this specification?

OCR's Entry Level Certificate in English has been designed to be co-teachable with any GCSE (9–1) English Language qualification to offer a coherent package for you and your learners.

skills, and can be the gateway to further qualifications. It is directly linked to GCSE (9–1) in English Language and would allow for a natural progression to a higher level of study.

We understand that learners for this Entry Level qualification may come from a diverse range of learning environments. With this in mind, our Entry Level Certificate in English is designed to be as flexible as possible. There are three areas of assessment: Reading, Writing and Spoken language. The Reading tasks are set by OCR and the Writing and Spoken language tasks are set by centres, with detailed guidance from OCR. All three assessments are marked by teachers.

This specification will enable learners to develop:

- knowledge and understanding of engaging non-fiction and literary texts.
- informative and imaginative writing styles and the ability to produce texts for different purposes.
- confidence in using spoken language skills to communicate clearly and effectively.

Our Entry Level Certificate in English builds confidence in reading, writing and spoken language

## 1d. What is new in OCR Entry Level Certificate in English?

This section is intended for teachers using OCR's Entry Level Certificate in English.

It highlights the differences between the current Entry Level Certificate in English (R392) and the new version for first teaching from September 2016:

What stays the same?	What's changing?
<ul style="list-style-type: none"> <li>• There are still three areas of assessment: Reading, Writing and Spoken language (previously Speaking and Listening)</li> <li>• All three assessments are internally assessed and marked by centres</li> <li>• The Reading tasks are set by OCR</li> <li>• The Writing and Spoken language tasks are set by centres</li> <li>• There are two Writing tasks – one informative and one imaginative</li> <li>• The tasks are similar in style and format</li> <li>• There are five tasks in total.</li> </ul>	<ul style="list-style-type: none"> <li>• The Speaking and Listening component is now called Spoken language</li> <li>• The Reading and Writing assessments are now equally weighted (each worth 40% of the Entry Level Certificate)</li> <li>• There are two Reading tasks – understanding a non-fiction text and understanding a literary text.</li> <li>• There is one Spoken language task – either a discussion or a role play activity</li> <li>• Learners' handwriting is no longer an assessed element of the Writing component.</li> </ul>

## 1e. How do I find out more information?

If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Ask a Subject Advisor:

Customer Contact Centre: 01223 553998

Email: [english@ocr.org.uk](mailto:english@ocr.org.uk)

Twitter: [@OCR\\_English](https://twitter.com/OCR_English)

Teacher support: [www.ocr.org.uk/english](http://www.ocr.org.uk/english)

## 2 The specification overview

### 2a. OCR's Entry Level Certificate in English (R393)

Learners must complete all three parts which make up 100% of the assessment.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>Understanding a non-fiction text</li> <li>Understanding a literary text</li> <li>Informative writing</li> <li>Imaginative writing</li> <li>Discussion or role play</li> </ul>	<p>Reading (01)</p> <p>40 Marks</p> <p>2 tasks:</p> <p>20 marks per task</p> <p>35 minutes per task (suggested time)</p> <p>Set by OCR</p> <p>Internally assessed/externally moderated</p>	<p><b>40%</b> of total Entry Level Certificate</p>
	<p>Writing (02)</p> <p>40 Marks</p> <p>2 tasks:</p> <p>20 marks per task</p> <p>35 minutes per task (suggested time for production of the final written work)</p> <p>Set by centres</p> <p>Internally assessed/externally moderated</p>	
	<p>Spoken language (03)</p> <p>20 Marks</p> <p>One task</p> <p>10 minutes (suggested time)</p> <p>Set by centres</p> <p>Internally assessed/externally moderated</p>	<p><b>20%</b> of total Entry Level Certificate</p>

## 2b. Content of Reading

Learners complete two tasks:

- Understanding a **non-fiction** text
- Understanding a **literary** text.

In one task learners read and respond to a non-fiction text. In the other task learners read and respond to a literary text. The tasks are taken from the bank of OCR set tasks which remains live for the lifetime of the specification and can be accessed via OCR Interchange: <https://interchange.ocr.org.uk>.

During the course, learners should read a range of non-fiction and literary texts to develop some understanding of the information and ideas presented in different texts. These texts could be

taken from the bank of OCR set tasks (excluding those used for assessment), or could be of the centre's own choosing.

Learners will develop the ability to identify and understand explicit meanings in these texts, and to infer meanings.

They will develop the skills to summarise information in a text and begin to comment on the language that is used in a text.

The following table sets out the content of the Reading tasks. It provides details on the required knowledge, understanding and skills for each task.

Content of Reading		
Task	Content	Learners should be able to:
Understanding a non-fiction text	<p>Learners read a range of non-fiction text types, such as:</p> <ul style="list-style-type: none"> <li>• newspaper/magazine articles</li> <li>• letters</li> <li>• information/advice booklets</li> <li>• persuasive texts (e.g. advertisements, charity appeals)</li> <li>• reviews.</li> </ul> <p>Learners respond to questions on non-fiction texts and show some understanding of the information and ideas presented in them.</p>	<ul style="list-style-type: none"> <li>• identify different types of non-fiction and literary texts</li> <li>• identify the purpose of different texts</li> <li>• identify explicit information and ideas in texts</li> <li>• identify facts and opinions</li> <li>• infer meanings from texts</li> <li>• summarise information in texts</li> </ul>
Understanding a literary text	<p>Learners read a range of literary texts, such as:</p> <ul style="list-style-type: none"> <li>• short stories/narratives</li> <li>• descriptive texts</li> <li>• autobiography.</li> </ul> <p>Learners respond to questions on literary texts and show some understanding of the information and ideas presented in them.</p>	<ul style="list-style-type: none"> <li>• use context to help establish sense</li> <li>• comment on some language choices.</li> </ul>

## 2b. Content of Writing

Learners complete two writing tasks:

- **Informative** writing
- **Imaginative** writing.

In one task, learners produce a piece of informative writing such as a letter, a leaflet or an opinion piece. In the other task, they produce a piece of imaginative writing such as a narrative or a descriptive piece.

Learners should be encouraged to use the knowledge they have gained from reading different texts to inform their own writing.

Learners will develop the skills to adapt their writing according to the form, audience and purpose of the task.

Learners will develop the ability to produce grammatically correct sentences, using Standard English as appropriate, and to punctuate and spell accurately.

Learners should be encouraged to develop their handwriting skills wherever possible but this will not form part of the assessment.

The following table sets out the content of the Writing tasks. It provides details on the required knowledge, understanding and skills for each task.

Content of Writing		
Task	Content	Learners should be able to:
Informative writing	<p>Learners produce an informative piece of writing. This could take a variety of forms including:</p> <ul style="list-style-type: none"> <li>• a letter</li> <li>• an advertisement</li> <li>• a personal statement</li> <li>• a speech</li> <li>• an information leaflet</li> <li>• an article</li> <li>• an opinion piece</li> <li>• a review.</li> </ul>	<ul style="list-style-type: none"> <li>• organise information and ideas clearly and logically</li> <li>• select language appropriate for the form, audience and purpose of the task</li> <li>• write simple, grammatically correct sentences</li> <li>• use basic punctuation, including full stops, capital letters and question marks, accurately and consistently</li> <li>• spell simple words accurately.</li> </ul>
Imaginative writing	<p>Learners produce an imaginative piece of writing. This could take a variety of forms including:</p> <ul style="list-style-type: none"> <li>• a short story/narrative</li> <li>• the opening of a story</li> <li>• introducing a character</li> <li>• a descriptive piece.</li> </ul>	



## 2b. Content of Spoken language

Learners complete one task for Spoken language:

- Discussion **or** Role play

Learners will participate in either a discussion activity or a role play activity.

Learners will actively communicate with at least one other person. They develop confidence in using spoken language to communicate effectively

with others, and the skills to listen and respond to others.

Learners will develop the skills to use spoken Standard English where appropriate, according to the audience and situation.

The following table sets out the content of the Spoken language task. It provides details on the required knowledge, understanding and skills for the task.

Content of Spoken language		
Task	Content	Learners should be able to:
Discussion <b>or</b> Role play	<p>Learners participate in either a discussion or a role play activity.</p> <p>Discussions could take a variety of forms such as a planning exercise, a discussion of an issue of local or national interest or of the particular interests of a group of learners. It could derive from a text that learners have been studying.</p> <p>Role play could include a practical scenario such as a telephone conversation requesting or complaining about a service or arranging to a visit a relative, or it could be based on an imaginary scenario such as interviewing a favourite celebrity.</p>	<ul style="list-style-type: none"> <li>• speak audibly and comprehensibly</li> <li>• make an attempt to structure their talk so that it is understandable</li> <li>• select language that is appropriate for the situation and task</li> <li>• understand the conventions of discussion and conversation</li> <li>• listen carefully to others</li> <li>• understand and respond appropriately to the ideas of others</li> <li>• use spoken Standard English where appropriate.</li> </ul>

## 2c. Prior knowledge, learning and progression

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- No prior learning of the subject is required.
- Progression – this Entry Level Certificate is a general qualification designed to enable learners to progress either directly to employment or to foundation level courses. The progress of some learners during the

course might be sufficient to allow their transfer to any GCSE (9–1) English Language course.

There are a number of English qualifications at OCR. Find out more at [www.ocr.org.uk](http://www.ocr.org.uk)

# 3 Assessment of Entry Level Certificate in English

## 3a. Forms of assessment

OCR's Entry Level Certificate in English consists of three assessments that are assessed by the centre and externally-moderated by OCR.

### Reading tasks

40% of total marks  
40 marks

Learners respond to two Reading tasks, one non-fiction and one literary, taken from the bank of OCR set tasks which remains live for the lifetime of the specification and can be accessed via OCR Interchange.

There are two tasks to complete from the bank of tasks set by OCR: **Understanding a non-fiction text** and **Understanding a literary text**.

Each task consists of one text of approximately 250 words followed by a series of short answer questions. Learners give written responses to the questions in the spaces provided on the question paper. The questions test learners' understanding of the text: their ability to understand explicit meanings, to infer meanings, to summarise information and to comment on the use of language.

Teachers should introduce each text by reading out the title and the lines printed in italics. Teachers may also read out any proper names that may not readily be recognised.

Teachers should draw learners' attention to the allocation of marks for each question, and the relationship between the answer space provided and the expected length of their responses.

There are three broad levels of support which teachers can offer learners to enable them to complete the Reading tasks independently. See section 4c, 'Levels of support', for details.

Both tasks should be taken in a classroom and conducted by the learners' own teacher. The teacher may be assisted by other teachers or by classroom assistants who must follow this guidance.

Each task will normally be completed in 35 minutes, but teachers may use their discretion as to the timing, depending on the needs of individual learners.

### Writing tasks

40% of total marks  
40 marks

Learners respond to two Writing tasks, one informative and one imaginative. Both tasks are set by centres.

There are two tasks to complete: one **Informative** writing task and one **Imaginative** writing task. Both tasks are set by centres following guidance from OCR.

Teachers should set tasks which offer challenges appropriate to their learners' abilities. Appropriate tasks should be based on personal interests and contexts familiar to the learner.

The requirements for the Writing tasks are as such that the topics can be linked to vocational qualifications and centres are encouraged to do this if it is appropriate for their learners.

Teachers should ensure that the types of texts which learners produce, particularly for the informative writing task, give learners the opportunity to produce sufficiently substantial text to enable them to access the marking criteria. For example, a leaflet for an event would need to include more than headings, images, and basic time/date information. It could include a description of the event and reasons why people might want to attend etc.

Learners may be given as much research and preparation time as they need. This time will be organised by the teacher. Learners may plan their writing in collaboration with each other and with the teacher who may discuss topics, themes and ideas; consider the form, audience and purpose of the writing; suggest appropriate ways of organising learners' writing and help learners with planning their writing. In addition, the teacher may remind learners about relevant features of their writing and offer reassurance as necessary.

The two writing tasks can either be handwritten or typed. Teachers should ensure that learners using a word processor have the spelling and grammar checks disabled.

Written work (handwritten or typed) should not be corrected as learners write. Teachers should, however, indicate on the script words with which they have given assistance.

There are three broad levels of support which teachers can offer learners to enable them to complete the Writing tasks independently. It is possible for teachers to offer a different level of support for each Writing task. The level of support which a learner receives may impact on the maximum mark that can be awarded for the task. See section 4c, 'Levels of support', for details.

Both tasks should be taken in a classroom and conducted by the learners' own teacher. The teacher may be assisted by other teachers or by classroom assistants who must follow this guidance.

The production of the final written work for each task will normally be completed in 35 minutes, but teachers may use their discretion as to the timing, depending on the needs of individual learners.

### Spoken Language task

20% of total marks  
20 marks

Learners participate in one Spoken language task, either a discussion or a role play. The task is set by centres.

There is one Spoken language task: either a discussion **or** a role play. The task is set by centres following guidance from OCR.

Teachers should set tasks which offer challenges appropriate to their learners' abilities. Appropriate tasks should be based on personal interests and contexts familiar to the learner.

The requirements for the Spoken language task are as such that the topic can be linked to vocational qualifications and centres are encouraged to do this if it is appropriate for their learners.

Teachers should discuss the task options with learners. The topic (for the discussion task) or situation (for the role play task) should be decided in advance, in discussion with the learner. Teachers should ensure that the task enables learners to access the marking criteria.

Learners may be given as much research and preparation time as they need. This time will be organised by the teacher. Learners may plan their Spoken language activity in collaboration with each other and with the teacher who may discuss topics, themes and ideas for the discussion or role play.

Either task requires learners to actively communicate with at least one other person. Learners should be prepared for the task so that they are comfortable with the other participant(s) and have a clear understanding of what they are being asked to do.

During the task the teacher should intervene as little as possible.

There are three broad levels of support which teachers can offer learners to enable them to complete the Spoken language task independently. The level of support which a learner receives may impact on the maximum mark that can be awarded for the task. See section 4c, 'Levels of support', for details.

The task should be taken in a classroom and conducted by the learners' own teacher. The teacher may be assisted by other teachers or by classroom assistants who must follow this guidance.

The task will normally be completed in 10 minutes, but teachers may use their discretion as to the timing, depending on the needs of individual learners.

The Spoken language task will need to be audio recorded in \*.mp3 audio format. See section 5d for details.

### 3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR's Entry Level Certificate in English. These are detailed in the table below.

	<b>Assessment Objective</b>
<b>AO1</b>	<p>Reading</p> <p>Learners show that they can read and understand non-fiction and literary texts by:</p> <ul style="list-style-type: none"> <li>• Identifying explicit information and ideas</li> <li>• Recognising facts and opinions</li> <li>• Inferring meanings</li> <li>• Summarising information</li> <li>• Using context to establish sense</li> <li>• Commenting on some language choices.</li> </ul>
<b>AO2</b>	<p>Writing</p> <p>Learners show that they can produce informative and imaginative pieces of writing by:</p> <ul style="list-style-type: none"> <li>• Organising information and ideas according to the purpose of the task</li> <li>• Selecting language which is appropriate to the form, audience and purpose of the task</li> <li>• Using the grammatical structures of simple Standard English</li> <li>• Using basic punctuation accurately and consistently</li> <li>• Accurately spelling commonly occurring, simple words.</li> </ul>
<b>AO3</b>	<p>Spoken language</p> <p>Learners show that they can understand and participate in a spoken language activity by:</p> <ul style="list-style-type: none"> <li>• Speaking audibly and comprehensibly</li> <li>• Engaging in a discussion or conversation</li> <li>• Attempting to structure their talk so that it is understandable</li> <li>• Selecting language that is appropriate for the situation and audience</li> <li>• Listening to others with attention and concentration</li> <li>• Understanding and responding to the ideas of others</li> <li>• Using and responding to spoken Standard English where appropriate.</li> </ul>

## AO weightings for OCR Entry Level Certificate in English

The relationship between the Assessment Objectives and the assessments are shown in the following table:

Assessments	% of overall Entry Level Certificate in English (R393)			Total
	AO1	AO2	AO3	
Reading	40	0	0	40%
Writing	0	40	0	40%
Spoken language	0	0	20	20%
<b>Total</b>	40	40	20	100%

### 3c. Assessment availability

There will be one examination series available each year in May/June to **all** learners.

This specification will be certificated from the June 2017 examination series onwards.

### 3d. Retaking the qualification

Learners can retake the qualification as many times as they wish.

### 3e. Internal assessment tasks

All internal assessment tasks are set by OCR or by the centre.

Assessment	Set by Centre	Set by OCR
Reading tasks		✓
Writing tasks	✓	
Spoken language task	✓	

The bank of Reading tasks can be found on OCR Interchange: <https://interchange.ocr.org.uk>

Guidance for setting the Writing and Spoken language tasks can be found on the OCR website: [www.ocr.org.uk/english](http://www.ocr.org.uk/english)

### 3f. Non-exam assessment – marking criteria

Work submitted for the Entry Level assessments should reflect the standard expected for a learner after a full Entry Level course of study.

All assessments for OCR's Entry Level in English are internally assessed and externally moderated.

Each Reading task is worth 20 marks, giving a total of 40 marks for Reading assessment. Both Reading tasks assess AO1: Reading.

Each Writing task is worth 20 marks, giving a total of 40 marks for Writing assessment. Both Writing tasks assess AO2: Writing.

The Spoken language task is worth 20 marks, giving a total of 20 marks for Spoken language assessment. The Spoken language task assesses AO3: Spoken language

Learners' work should be marked by the centre assessor to the marking criteria in the relevant table, using a 'best-fit' approach.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The

awarding of marks must be directly related to the marking criteria.

The Reading mark schemes can be found with each individual Reading task on OCR Interchange. For the two Reading tasks teachers should only award marks according to the mark scheme for each individual task. This is to ensure that all teachers mark to the same standard. Learners are not expected to use exactly the same words as those given in the mark scheme and teachers should make judgements as to whether learners have grasped the gist of the answer sufficiently for a mark to be given.

For the two Writing tasks and the Spoken language task, teachers should use their professional judgement in selecting the level descriptor that best describes the work of the learner to place them in the appropriate level for each assessment.

To select the most appropriate mark in the level descriptor, teachers should use the following guidance:

- where the learner's work convincingly meets the statement, the highest mark should be awarded



- where the learner's work adequately meets the statement, the most appropriate mark in the middle of the range should be awarded
- where the learner's work just meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award full marks in any level for work which fully meets that descriptor.

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The level of support which a learner receives may impact on the maximum mark that can be awarded.

Teachers should refer to the guidance given in section 4c, 'Levels of support', before they begin marking the assessments.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for an assessment then the learner should be indicated as being absent from that assessment. If a learner completes any work at all for the assessment then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero. A mark of zero should be awarded where there is no response for an item or task, or no response worthy of credit.

## Marking criteria for internal assessments: Reading

The mark schemes for each of the Reading tasks can be found with the individual tasks on OCR Interchange: <https://interchange.ocr.org.uk>.

## Marking criteria for internal assessments: Writing

<b>AO2 Writing</b>	<b>Level 3: [14–20] marks</b>	<p>Learners' writing shows a clear attempt to organise information and ideas to suit the purpose of the task and the work is expressed with clarity. The main features of non-fiction and narrative forms are used appropriately and there is some awareness of the reader.</p> <p>There is clear evidence of sustained writing. Informative writing is reasonably complete and orderly, and vocabulary, though it may be straightforward, is suitable for the task. Statements of opinion are clear and have some explanation. In imaginative writing, narratives are simple with a logical series of events and with some detail.</p> <p>Sentences are usually arranged in a logical sequence and their basic grammatical structure is usually correct.</p> <p>Learners use basic punctuation, such as full stops, capital letters and question marks, accurately and generally consistently. Simple, commonly occurring, monosyllabic and polysyllabic words are spelt correctly.</p>
<b>AO2 Writing</b>	<b>Level 2: [7–13] marks</b>	<p>Learners' writing shows some attempt to organise information and ideas. Most of the work is expressed with clarity. The writing communicates overall meaning in both non-fiction and narrative forms and begins to show some awareness of the reader.</p> <p>There is some evidence of sustained writing. In informative writing, information is presented in a logical sequence. Statements of opinion are brief and give some explanation on very simple issues. In imaginative writing, narratives are simple, with some logical series of events.</p> <p>Some sentences are arranged to show connections of ideas. Sentences are generally simple with some grammatical accuracy.</p> <p>Learners' use of basic punctuation, such as full stops, capital letters and question marks, is generally accurate but may not be consistent. Simple, commonly occurring monosyllabic, and some polysyllabic, words are spelt correctly.</p>

<b>AO2</b> <b>Writing</b>	<b>Level 1:</b> <b>[1– 6] marks</b>	<p>Learners' writing shows a limited attempt to organise information and ideas. In non-fiction and narrative forms, very simple meanings are comprehensible.</p> <p>Learners' writing is brief. In informative writing, factual work is usually presented as lists and opinion pieces are unelaborated. In imaginative writing, stories and narratives are simple and may present a random series of events.</p> <p>Learners' writing communicates through simple words and phrases which may not be coherent or grammatically correct.</p> <p>Basic punctuation, such as full stops and capital letters, are sometimes used accurately. Commonly occurring monosyllabic words are generally spelt correctly.</p>
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0 marks = no response or no response worthy of credit.

### Marking criteria for internal assessments: Spoken language

<b>AO3</b> <b>Spoken language</b>	<b>Level 3:</b> <b>[14–20] marks</b>	<p>Learners make developed contributions to the discussion or role play and will attempt explanations and use detail in descriptions. They speak audibly and are comprehensible throughout. Learners listen to others and respond appropriately, with some detail. They use spoken Standard English where appropriate.</p> <p>Learners follow and begin to explain or expand on the main points in a discussion or role play. They can convey meaning using some developed vocabulary to suit the situation and audience.</p>
<b>AO3</b> <b>Spoken language</b>	<b>Level 2:</b> <b>[7–13] marks</b>	<p>Learners make some contributions to the discussion or role play and use some detail. Learners speak audibly and are comprehensible. They show an ability to listen to others and to respond appropriately, sometimes with a little detail. They begin to use spoken Standard English where appropriate.</p> <p>Learners follow the main points in a discussion or role play and show that they have done so in their responses. They convey meaning using simple vocabulary to generally suit the situation and audience.</p>
<b>AO3</b> <b>Spoken language</b>	<b>Level 1:</b> <b>[1–6] marks</b>	<p>Learners speak briefly and make basic, undeveloped contributions to the discussion or role play. They speak audibly and are mostly comprehensible. They show some evidence of listening to others and of responding appropriately.</p> <p>They follow the main drift of at least part of a discussion or role play and convey, in simple vocabulary, simple meanings that are relevant to the situation and audience.</p>

0 marks = no response or no response worthy of credit.

### 3g. Calculating qualification results

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A learner's overall qualification grade for OCR Entry Level Certificate in English will be calculated by adding together their marks from the tasks taken to give their total mark.

This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at [www.ocr.org.uk/administration](http://www.ocr.org.uk/administration).

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking this OCR Entry Level Certificate in English must be entered for R393.

Entry option		Components		
Entry code	Title	Code	Assessment type	Submission method
R393	English	01	Non-exam assessment	OCR Repository
		02	Non-exam assessment	OCR Postal Moderation

## 4b. Access arrangements and special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*. Adjustments to standard assessment arrangements are made on the basis of the individual needs of learners. It is important, therefore, that centres identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and OCR; for further information please read the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements and Reasonable Adjustments*.

There are sections providing eligibility criteria and details relating to the delivery of each access arrangement. Please pay particular attention to pages 96–97 in relation to Entry Level Certificate. Subject to any specified qualification restrictions, if a centre has approval from Access Arrangements Online for access arrangements for a GCSE or GCE learner, this approval extends to Entry Level Certificate qualifications.

The access arrangements permissible for use in the Entry Level Certificate qualifications are as follows:

### Access Arrangements for Entry Level Certificate in English

The arrangements listed on the right may be granted by the centre and do not need to be recorded. Evidence of need is not required to be held on file.

- Amplification equipment, taped questions and responses
- Bilingual dictionary
- Braille
- Braille of non-secure assessment material
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for learners who are colour blind
- Coloured overlays
- Low vision aid/magnifier
- Prompter
- Read Aloud
- Separate invigilation (within the centre)
- Supervised rest breaks
- Transcript
- Word Processor (with spell check and grammar check disabled)

Where permitted by the specification, the arrangements listed to the right may be granted by the centre without prior approval from OCR, but a Form 11 (JCQ/EL/NF) must be completed and kept on the centre's files.

Form 11 is available from [www.jcq.org.uk](http://www.jcq.org.uk).

- Computer Reader
- Extra time in timed components
- Practical Assistant
- Reader
- Scribe/Speech Recognition Technology
- Sign Language Interpreter for front page instructions only

The Form 11 (JCQ/EL/NF) must list the names and numbers of learners who were granted any of these arrangements.

The access arrangements detailed above may be appropriate for learners with disabilities, special educational needs or temporary injuries impacting on their ability to access the assessment, but this is not an exhaustive list. Reasonable adjustments which may be appropriate for learners with disabilities have not been listed; applications should be made on an individual basis to OCR. Applications received will be considered in the context of the standards which must be met in each unit and the evidence of need.

Applications should be made to the Special Requirements Team at OCR ([ocrspecialrequirementsteam@ocr.org.uk](mailto:ocrspecialrequirementsteam@ocr.org.uk)).

The JCQ document *A Guide to the Special Consideration Process* document should also be referred to regarding post-assessment special consideration in cases of temporary illness, indisposition or injury, at the time of the assessment. Entry Level Certificate applications for special consideration should be submitted using Special Consideration Online, accessed via OCR Interchange

## 4c. Admin of non-exam assessment

4

Regulations governing arrangements for internal assessments are contained in the

JCQ *Instructions for conducting non-examination assessments*.

### Levels of support

For each of the Entry Level assessments, the teacher may help learners to understand the tasks but may not help them with the content of their answers. There are three broad levels of support which teachers can offer to enable learners to complete tasks independently, from High level, substantial support, to Low level, minimal support. Teachers can offer a different level of support for different tasks. The level of support given to a learner may impact to some extent on the maximum mark which can be awarded for a task. The following descriptions indicate the degree of support that teachers can give to enable learners to complete the tasks independently.

#### Reading tasks

Teachers should introduce the text by reading out the title and the lines printed in italics. They may also read out any proper names that may not readily be recognised. Teachers may read out any question to any learner. Teachers are free to write down answers at the learner's dictation. Where a word in a learner's response is illegible, teachers should supply a readable version. If necessary, a learner may be asked to identify the word.

**High:** Learners working with high level support will complete the Reading tasks in collaboration with the teacher. The teacher will help them to understand the situation and the tasks. The teacher will expect to read the texts with the learner and to help them understand the meanings of words. The teacher may find it appropriate to get learners to read the text aloud.

**Medium:** Learners working with medium level support will show progress with independent reading and will receive occasional help with understanding the meanings of the tasks and with understanding occasional individual words and meanings in the texts. The teacher may advise learners to read the text aloud.

**Low:** Learners working with low level support will read quietly and work independently on the Reading tasks. The teacher may occasionally answer questions about the wordings of tasks.

#### Writing tasks

The teacher may remind learners about all relevant features of their writing and offer reassurance as

necessary. Work should not be corrected as learners write, but teachers should indicate on the script any words with which they have given assistance.

**High:** Learners working with high level support will make positive achievements in collaboration with the teacher. The teacher can help learners with individual words and phrases in their writing and offer guidance where it is needed. Learners working with high level support will usually find it difficult to write more than a brief response and will therefore usually be expected to be working at Level 1 standard.

**Medium:** Learners working with medium level support will show progress with independent writing but the teacher may help them with individual words in their writing. Learners working with medium level support should give some evidence of their ability to sustain writing and will usually be expected to be working at Level 2 standard.

**Low:** Learners working with low level support will complete their work under normal internal assessment conditions. Learners working with low level support should be able to plan and write independently and should give evidence of their ability to sustain writing at a reasonable length. Learners working with low level support will usually be expected to be working at Level 3 standard.

### Authentication of learner's work

Centres must declare that the work submitted for assessment is the learner's own by completing a centre authentication form (CCS160). This information must be retained at the centre and be available on request to either OCR or the JCQ centre

### Spoken language

Teachers should ensure that learners understand what they have to do before the beginning of the task. During the task the teacher should intervene as little as possible.

**High:** Learners working with high level support will make positive contributions to the activity in collaboration with the teacher. The teacher may encourage learners and prompt them to communicate information or to respond to questions. The teacher can remind learners of the situation and audience for the task. The discussion or role play will be led by the teacher. Learners working with high level support will usually be expected to be working at Level 1 standard.

**Medium:** Learners working with medium level support will show progress with independent participation in the activity. The teacher may encourage learners and prompt them to expand on comments. They can remind learners of the situation and audience for the task. Learners working with medium level support will usually be expected to be working at Level 2 standard.

**Low:** Learners working with low level support will independently participate in the activity. The teacher may occasionally encourage learners and prompt them to expand on comments. Learners working with low level support will usually be expected to be working at Level 3 standard.

inspection service. It must be kept until the deadline has passed for centres to submit an Enquiry About Results (EAR). Once this deadline has passed and centres have not requested an EAR, this evidence can be destroyed.

### Head of Centre Annual Declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.



## Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

The Entry Level Certificate in English requires learners to complete a total of five tasks: two Reading tasks, two Writing tasks and one Spoken Language task.

These tasks are an essential part of the course and will allow learners to develop skills for further study or employment as well as the confidence to communicate effectively.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>.

## Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are

accurate and consistent across all learners entered for the component from that centre.

## Moderation

The purpose of moderation is to bring the marking of internally-assessed assessments in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learner's work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are 10 learners or fewer, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work.

There are two ways to submit a sample:

**Moderation via the OCR Repository** – Where you upload electronic copies of the work included in the sample to the OCR Repository and your moderator accesses the work from there.

**Postal moderation** – Where you post the sample of work to the moderator.

The method that will be used to submit the moderation sample must be specified when

making entries. The relevant entry codes are given in Section 4a above.

All learners' work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series.

Each learner's work should have a cover sheet attached to it with a summary of the marks awarded for the Reading, Writing and Spoken language tasks. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each learner's folder. For more information on the evidence required for moderation, see section 5d Files.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

**Moderation Adjustments Report** – Listing any scaling that has been applied to internally assessed assessments.

**Moderator Report to Centres** – A brief report by the moderator on the internal assessment of learners' work.

## 4d. Results and certificates

### Grade Scale

Entry Level qualifications are graded on the scale: Entry 3, Entry 2 and Entry 1, where Entry 3 is the highest grade available. Learners who fail to reach the minimum standard of Entry 1 will be Unclassified (U).

Only subjects in which grades Entry 3, Entry 2 and Entry 1 are attained will be recorded on certificates.

### Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the total mark for the qualification.

The following supporting information will be available:

- grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Entry Level Certificate in English'.

## 4e. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.

## 4f. Malpractice

It is the responsibility of the Head of Centre to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to OCR [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

Further information is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk).

## 5 Appendices

### 5a. Awarding of grades

The grades awarded for the Entry Level Certificate in English will be at three levels: Entry 1, Entry 2 and Entry 3.

All mark schemes have been written to address the following targeted thresholds:

Specification Grade	Entry 3	Entry 2	Entry 1
Target	80%	60%	40%

### 5b. Overlap with other qualifications

There is some overlap of content with the OCR GCSE (9–1) in English Language, although the assessment requirements are different.

There is a degree of overlap between the content of this specification and those for other Entry Level Certificates in English.

### 5c. Key skills sections

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Level 1. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally

dependent on the style of teaching and learning adopted for each unit.

**The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1 for each unit.**

Unit	C 1	AoN 1	IT 1	WwO 1	IoLP 1	PS 1
R393	✓		✓	✓	✓	✓

## 5d. Files

All centres entering learners for the OCR Entry Level Certificate in English must submit a sample of learners' files as evidence for moderation. Learners' files can be submitted electronically via the OCR Repository or submitted for postal moderation. See section 4a for the relevant entry codes.

All the Entry Level English tasks are internally assessed. They are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May on an annual basis, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of learners within the centre.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request.

The sample will consist of 10 learners from across the centre's attainment range. Where 10 learners or fewer are entered for the qualification, the centre will submit files for all learners. Files submitted for moderation should be clearly labelled and include the following details:

- centre number
- centre name
- candidate number

- candidate name
- task title.

Each learner's file should include a cover sheet with details of the marks awarded for each task in accordance with the marking criteria. If the work is to be submitted electronically, this cover sheet should also be submitted electronically within each learner's file.

Each learner file should contain the following evidence and should be submitted for each learner in the sample:

- the two Reading tasks
- the two Writing tasks
- A CD or DVD containing an audio recording of the learner's Spoken language task. The centre is responsible for providing a CD or DVD for this purpose.

Compatible audio file formats for the recording of the Spoken language task are given in the table below.

### Audio or sound formats

MPEG Audio Layer 3 (*.mp3)
----------------------------

## 5e. Interim awards

The Entry Level English course will lead to final certification by OCR at Entry Level 1, 2 or 3. However, this specification also provides the opportunity for interim certification to be achieved by learners at stages during the course. These interim certificates are available at three different levels: Bronze, Silver and Gold. These certificates are awarded to learners by the centre in recognition of the progress they have made.

The centre may award interim certificates at Bronze, Silver and Gold, as described below. These interim awards provide motivation and maintain engagement by recognising learners' progress in the OCR Entry Level Certificate in English. The certificates are available to download via Interchange <https://interchange.ocr.org.uk>.

Awards are based on credit accumulation during the course. **Any** combination of marks gained from the interim assessment tasks can be used to reach the threshold total for each level of interim awards.

Teachers will need to monitor the performance of learners at frequent intervals during the course. As they approach the three key points for the interim awards of Bronze, Silver and Gold, learners should be aware of how close they are to achieving their award.

### **Bronze Award (40%): Threshold: 40 marks**

An example of a performance for Bronze award would be:

Reading (01)  
Understanding a non-fiction text – 7 marks out of 20  
Understanding a literary text – 8 marks out of 20

Writing (02)  
Informative writing – 10 marks out of 20  
Imaginative writing – 5 marks out of 20

Spoken language (03)  
Discussion or role play – 10 marks out of 20

This represents an overall achievement of 40%.

### **Silver Award (60%): Threshold: 60 marks**

An example of a performance for Silver award would be:

Reading (01)  
Understanding a non-fiction text – 12 marks out of 20  
Understanding a literary text – 13 marks out of 20

Writing (02)  
Informative writing – 13 marks out of 20  
Imaginative writing – 10 marks out of 20

Spoken language (03)  
Discussion or role play – 12 marks out of 20

This represents an overall achievement of 60%.

### **Gold Award (80%): Threshold: 80 marks**

An example of a performance for Gold award would be:

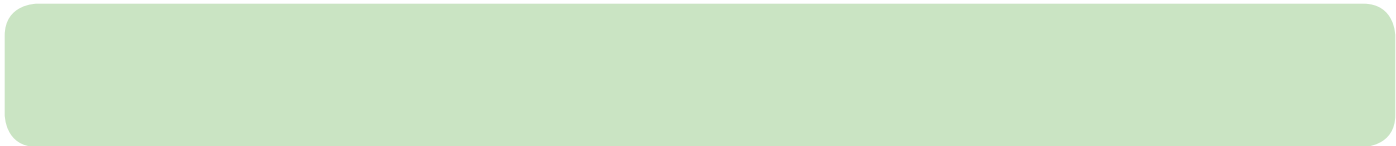
Reading (01)  
Understanding a non-fiction text – 17 marks out of 20  
Understanding a literary text – 17 marks out of 20

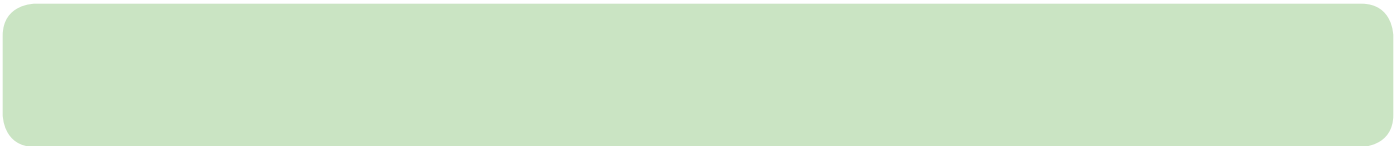
Writing (02)  
Informative writing – 14 marks out of 20  
Imaginative writing – 16 marks out of 20

Spoken language (03)  
Discussion or role play – 16 marks out of 20

This represents an overall achievement of 80%.

Interim certificates for Bronze, Silver and Gold awards can be awarded by centres at any time during the Entry Level course, but final grade certificates will only be issued by OCR when learners have completed the OCR Entry Level Certificate in English. Interim certification is a suggestion for this course of study and is not a requirement of this specification.





Meet the team at [ocr.org.uk/englishteam](http://ocr.org.uk/englishteam) and contact them at:

**01223 553998**

**[english@ocr.org.uk](mailto:english@ocr.org.uk)**

**[@OCR\\_english](https://twitter.com/OCR_english)**

To stay up to date with all the relevant news about our qualifications, register for email updates at [ocr.org.uk/updates](http://ocr.org.uk/updates)

## English Community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of English support materials. To sign up, go to [social.ocr.org.uk](http://social.ocr.org.uk)

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