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**OCR ENTRY LEVEL CERTIFICATE IN ENGLISH**

**(3911)**

**SECOND EDITION**

**Foreword to the Second Edition**

This specification has been revised to clarify requirements and to simplify the administration arrangements. There are no changes to the structure of the specification, the requirements for each component or to the marking criteria. The key changes are: clarification of Internal Standardisation procedures, see 5.1.1, p18; clarification of the levels of help allowed, see 5.1.2, pp.18-19; revised criteria for the moderation sample, see 5.1.3, p19; a revised Coursework Assessment Form, see Coursework Administration Pack, p.27.

**Key Features**

- Clear structure with coursework and non-coursework options
- Considerable flexibility in the coursework option
- All components are teacher-marked
- Co-teachability with GCSE, double entry possible

**Support and In-Service Training for Teachers**

- A full programme of In-Service Training meetings
- Coursework assessment guidance materials (available from OCR Publications, telephone: 0870 770 6622, fax: 0870 770 6621)
- A dedicated subject-specific telephone number (0300 500 1564) [english@ocr.org.uk](mailto:english@ocr.org.uk)
- A Report on the Examination, compiled by the Principal Examiners after each summer examination session
- Individual feedback to each Centre on the moderation of practical activities
- A standardisation video and teacher's booklet is also available for purchase from our Publications Department (telephone: 0870 770 6622, fax: 0870 770 6621)

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# CONTENTS

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|   |           |
|---|-----------|
| <b>SECTION A: SPECIFICATION SUMMARY</b>                   | <b>5</b>  |
| <b>SECTION B: GENERAL INFORMATION</b>                     | <b>7</b>  |
| <b>1 Introduction</b>                                     | <b>7</b>  |
| 1.1 Rationale   | 7         |
| 1.2 Certification Title                                   | 7         |
| 1.3 Level of Qualification                                | 8         |
| 1.4 Recommended Prior Learning                            | 8         |
| 1.5 Progression   | 8         |
| 1.6 Overlap With Other Qualifications                     | 8         |
| 1.7 Restrictions on Candidate Entries                     | 8         |
| 1.8 Spiritual, Moral, Ethical, Social and Cultural Issues | 9         |
| 1.9 Health, Safety and Environmental Issues               | 9         |
| 1.10 The European Dimension                               | 9         |
| 1.11 Code of Practice Arrangements                        | 9         |
| 1.12 Status in Wales and Northern Ireland                 | 10        |
| <b>2 Specification Aims</b>                               | <b>10</b> |
| <b>3 Assessment Objectives</b>                            | <b>11</b> |
| 3.1 Speaking and Listening                                | 11        |
| 3.2 Reading   | 11        |
| 3.3 Writing   | 11        |
| 3.4 Assessment Grid                                       | 12        |

|   |   |           |
|---|---|-----------|
| <b>4</b>                                      | <b>Scheme of Assessment</b>                           | <b>13</b> |
| 4.1   | Components  | 13        |
| 4.2   | Option C: Examination With Coursework                 | 14        |
| 4.3   | Option P: Examination Without Coursework              | 15        |
| 4.4   | Conduct of the Examination                            | 16        |
| 4.5   | Timing of Examination Papers                          | 17        |
| 4.6   | Awarding of Grades                                    | 17        |
| <b>SECTION C: SPECIFICATION CONTENT</b>       |   | <b>18</b> |
| <b>5</b>                                      | <b>Specification Content</b>                          | <b>18</b> |
| 5.1   | Marking and Moderation                                | 18        |
| <b>SECTION D: COURSEWORK</b>                  |   | <b>20</b> |
| <b>6</b>                                      | <b>Coursework</b>                                     | <b>20</b> |
| 6.1   | Nature and Setting of Coursework                      | 20        |
| 6.2   | Assessment of Coursework                              | 22        |
| 6.3   | Incomplete Coursework                                 | 23        |
| 6.4   | Coursework Marking Criteria                           | 23        |
| <b>SECTION E: ADMINISTRATIVE ARRANGEMENTS</b> |   | <b>25</b> |
| <b>7</b>                                      | <b>Arrangements for Candidates with Special Needs</b> | <b>25</b> |
| <b>8</b>                                      | <b>Results Enquiries and Appeals</b>                  | <b>26</b> |
| <b>9</b>                                      | <b>Further Information and Support for Teachers</b>   | <b>26</b> |
| <b>COURSEWORK ADMINISTRATION PACK</b>         |   | <b>27</b> |



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**SECTION A: SPECIFICATION SUMMARY**

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This examination has been designed to mark the achievements in Reading, Writing and Speaking and Listening of students who are following a course intended to lead to GCSE English, but who are considered unlikely to reach Grade G. It is also intended to be suitable for post-16 candidates, including adult learners, who wish to gain an initial qualification in English.

The specification is designed so that teachers do not have to decide at the beginning of the course whether students will take the Entry Level Certificate rather than GCSE. Instead, the OCR English specification can be taught alongside GCSE wherever possible, and the design allows students to progress to GCSE afterwards. First certification was in Summer 1998, when the syllabus was called 'Certificate of Achievement – Basic Literacy'.

**SCHEME OF ASSESSMENT**

Option C Examination with Coursework

or

Option P Examination without Coursework

**COMPONENTS****Option C**

| Component | Name   | Duration              | Weighting |
|-----------|--|-----------------------|-----------|
| 1         | Reading Paper  | Maximum<br>75 minutes | 40%       |
| 2         | Writing (Coursework)                                       | –                     | 40%       |
| 3         | Speaking and Listening<br>(Coursework and Task set by OCR) | –                     | 20%       |

**Option P**

| Component | Name   | Duration              | Weighting |
|-----------|--|-----------------------|-----------|
| 1         | Reading Paper                                | Maximum<br>75 minutes | 40%       |
| 4         | Writing Paper                                | Maximum<br>75 minutes | 40%       |
| 5         | Speaking and Listening<br>(Tasks set by OCR) | Maximum<br>25 minutes | 20%       |

## **SPECIFICATION CONTENT**

The specification covers the following areas:

- Reading for understanding, for information and for elementary interpretation.
- Writing for information, for expression of opinions and for entertainment.
- Speaking and Listening for a variety of purposes and audiences.

## **QUESTION PAPERS**

All candidates will take the Reading Paper which will include reading aloud from a story and answering questions about it, responding to a media text and to vocational-related material.

Candidates working at Level 1 may answer all of the Reading Paper orally.

Candidates who do not submit Writing Coursework will take the Writing Paper (Component 4). They will write for different audiences and in different genres, for example a letter or a story.

Candidates who do not submit Coursework for Speaking and Listening will be assessed on their responses to tasks set by OCR (Component 5). Section A will consist of finding out information, Section B will be a planning activity and Section C will test candidates' ability to make telephone calls. Candidates will work in pairs.

## **COURSEWORK**

Candidates who submit Writing Coursework will produce a folder of work (Component 2) which will include a personal statement, a letter, a statement of opinion and writing from personal experience or a made-up story.

For Speaking and Listening (Component 3) candidates will be assessed in two varied activities devised by the teacher. In addition candidates entered for this component will respond to a task set by OCR.

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## SECTION B: GENERAL INFORMATION

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### 1 Introduction

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#### 1.1 RATIONALE

This specification has been designed in accordance with the requirements of the National Curriculum Order for English. It has been designed to promote and recognise achievement in English and to provide a suitable basis for subsequent progression to GCSE and GNVQ accreditation. It is suitable for candidates following an examination course in mainstream classes. It should be read in conjunction with the National Curriculum Order and the corresponding Programmes of Study.

There are two options.

**Option C** comprises 50% Coursework and 50% terminal assessment.

**Option P** is 100% terminal assessment.

The examination will be administered and marked by the candidates' teachers.

The use of dictionaries is permitted.

The examination is intended for the assessment of candidates working at National Curriculum Levels 1, 2 and 3. Marking Criteria reflect the level descriptions given on pp 26-31 of the revised National Curriculum Order for English.

The final award will be on a three point scale, Entry 1, Entry 2 and Entry 3.

This specification will assess achievement at levels 1, 2 and 3 of the National Curriculum.

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses within the National Framework for Qualifications.

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as an Entry Level award as part of the National Qualifications Framework.

#### 1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR Entry Level Certificate in English.

### **1.3 LEVEL OF QUALIFICATION**

All Entry Level Certificate specifications are intended to cater for those candidates unlikely to achieve a grade, in the same subject, at GCSE. The requirements of the three Entry grades available (Entry 1, Entry 2 and Entry 3) are broadly equivalent to the requirements for National Curriculum Levels 1, 2 and 3 and are intended to recognise a level of achievement below that of a grade G at GCSE.

Entry Level Certificate specifications utilise appropriate short term goals and manageable elements and are closely related to the GCSE specifications of the same name, in order to provide a 'stepping stone' for possible progression to GCSE or its equivalent.

### **1.4 RECOMMENDED PRIOR LEARNING**

Candidates who are taking courses leading to a qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

There is, however, no prior learning required for this qualification.

### **1.5 PROGRESSION**

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses within the National Framework for Qualifications.

### **1.6 OVERLAP WITH OTHER QUALIFICATIONS**

The overall Assessment Objectives for the OCR Entry Level Certificate in English course are the same as those for the OCR GCSE English course, but assessment of the Objectives is pitched at a level appropriate to Entry Level candidates.

Reading, Writing and Speaking and Listening tasks are similar to some of those for OCR's GCSE English at Foundation Tier and OCR's Basic Skills Certificate in Literacy, but marking descriptors are appropriate to Entry Level candidates.

There is no specified reading content in this course such as is prescribed in OCR's GCSE English.

### **1.7 RESTRICTIONS ON CANDIDATE ENTRIES**

Candidates who enter for this Entry Level specification may not also enter for any other Entry Level specification with the certification title English in the same examination series.

They may however enter for any GCSE, GNVQ or NVQ.

## **1.8 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES**

The course offers opportunities for candidates to engage with a wide range of spiritual, moral, ethical, social and cultural issues, through:

- reading material (fictional, media-derived and vocationally-linked);
- writing tasks (for example, expression of opinion, writing for specific purposes and audiences);
- speaking and listening activities (for example, responding to and developing the ideas of others).

Issues may be raised:

- by the material itself (for example, a story about a difficult decision);
- by the nature of the task (for example, a Speaking and Listening task placing the candidate in an unexpected social situation);
- by the candidate in response to a task (for example, writing a letter about a holiday abroad which identifies cultural differences).

Candidates may address and respond to such issues at an appropriate level and in a variety of ways.

## **1.9 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES**

OCR has taken account of the 1988 Resolution of the Council of the European Community and the report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

## **1.10 THE EUROPEAN DIMENSION**

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and the associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

## **1.11 CODE OF PRACTICE ARRANGEMENTS**

This specification will comply in every respect with Code of Practice requirements for Entry Level qualifications.

## 1.12 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

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## 2 Specification Aims

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In **Speaking and Listening**, to assess the candidate's ability to:

- formulate and express ideas;
- listen, understand and respond appropriately to others;
- recognise the need to adapt speech to situation and audience;
- use the vocabulary and grammar of standard English.

In **Reading**, to assess the candidate's ability to:

- read accurately and fluently;
- understand and respond to texts;
- retrieve and organise information.

In **Writing**, to assess the candidate's ability to:

- organise and express ideas and information;
- recognise the main features of different forms of writing;
- spell simple words accurately;
- use basic punctuation accurately;
- write legibly, using joined handwriting.

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## **3 Assessment Objectives**

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### **3.1 SPEAKING AND LISTENING**

Candidates must show that they can understand and participate in Speaking and Listening by:

- 3.1.1 Speaking clearly and with confidence;
- 3.1.2 Structuring their talk so that it is coherent and understandable;
- 3.1.3 Choosing a vocabulary appropriate to situation, purpose and audience;
- 3.1.4 Understanding the conventions of discussion and conversation;
- 3.1.5 Listening with attention and concentration;
- 3.1.6 Responding to and developing the ideas of others;
- 3.1.7 Using and responding to standard and non-standard English as appropriate.

### **3.2 READING**

Candidates must show that they can derive meaning by:

- 3.2.1 Identifying a range of simple vocabulary;
- 3.2.2 Recognising word patterns;
- 3.2.3 Understanding the organisation and structures of standard English;
- 3.2.4 Using context to establish sense;
- 3.2.5 Retrieving and ordering information;
- 3.2.6 Responding to some of the more obvious literary devices.

### **3.3 WRITING**

Candidates must show that they can communicate meaning by:

- 3.3.1 Forming letters correctly, both lower case and capitals;
- 3.3.2 Joining letters in words;
- 3.3.3 Writing neatly and clearly;
- 3.3.4 Spelling commonly occurring simple words accurately;
- 3.3.5 Using sentence markers accurately and consistently;
- 3.3.6 Using the grammar and structures of simple standard English;
- 3.3.7 Choosing vocabulary appropriate to the task and reader;
- 3.3.8 Organising their writing according to the purpose.

### 3.4 ASSESSMENT GRID

The relationship between the assessment objectives and the Components of the examination is shown in the following table:

| Assessment Objectives | Component 1 Reading | Components 2/4 Writing | Components 3/5 Speaking and Listening |
|-----------------------|---------------------|------------------------|---------------------------------------|
| 3.1.1                 |                     |                        | ✓                                     |
| 3.1.2                 |                     |                        | ✓                                     |
| 3.1.3                 |                     |                        | ✓                                     |
| 3.1.4                 |                     |                        | ✓                                     |
| 3.1.5                 |                     |                        | ✓                                     |
| 3.1.6                 |                     |                        | ✓                                     |
| 3.1.7                 |                     |                        | ✓                                     |
| 3.2.1                 | ✓                   |                        |                                       |
| 3.2.2                 | ✓                   |                        |                                       |
| 3.2.3                 | ✓                   |                        |                                       |
| 3.2.4                 | ✓                   |                        |                                       |
| 3.2.5                 | ✓                   |                        |                                       |
| 3.2.6                 | ✓                   |                        |                                       |
| 3.3.1                 |                     | ✓                      |                                       |
| 3.3.2                 |                     | ✓                      |                                       |
| 3.3.3                 |                     | ✓                      |                                       |
| 3.3.4                 |                     | ✓                      |                                       |
| 3.3.5                 |                     | ✓                      |                                       |
| 3.3.6                 |                     | ✓                      |                                       |
| 3.3.7                 |                     | ✓                      |                                       |
| 3.3.8                 |                     | ✓                      |                                       |

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## 4 Scheme of Assessment

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### 4.1 COMPONENTS

| Component | Name   | Duration              | Weighting |
|-----------|--|-----------------------|-----------|
| 1         | Reading Paper  | Maximum<br>75 minutes | 40%       |
| 2         | Writing<br>(Coursework)                                    | –                     | 40%       |
| 3         | Speaking and Listening<br>(Coursework and Task set by OCR) | –                     | 20%       |
| 4         | Writing Paper  | Maximum<br>75 minutes | 40%       |
| 5         | Speaking and Listening<br>(Tasks set by OCR)               | Maximum<br>25 minutes | 20%       |

Candidates **must** be entered for one of the following:

**either:**

**Option C: Examination with Coursework.**

| Component | Name   | Duration              | Weighting |
|-----------|--|-----------------------|-----------|
| 1         | Reading Paper  | Maximum<br>75 minutes | 40%       |
| 2         | Writing<br>(Coursework)                                    | –                     | 40%       |
| 3         | Speaking and Listening<br>(Coursework and Task set by OCR) | –                     | 20%       |

**or:**

**Option P: Examination without Coursework.**

| Component | Name   | Duration              | Weighting |
|-----------|--|-----------------------|-----------|
| 1         | Reading Paper                                | Maximum<br>75 minutes | 40%       |
| 4         | Writing Paper                                | Maximum<br>75 minutes | 40%       |
| 5         | Speaking and Listening<br>(Tasks set by OCR) | Maximum<br>25 minutes | 20%       |

## 4.2 OPTION C: EXAMINATION WITH COURSEWORK

### Component 1: Reading Paper (Maximum time: 75 minutes) 40%

The Paper will be divided into three Sections. It will be marked by the candidates' teacher who will submit one final mark for each candidate to OCR.

#### Section A: A story.

A short passage will be set. Candidates will read the passage aloud and respond to the subject matter.

The Reading Aloud test may be administered separately from the rest of Section A and Sections B and C.

#### Section B: Media.

Candidates will be required to show understanding of and respond to a media passage such as a report of an incident from a newspaper, or an advertisement.

#### Section C: Vocationally related.

Candidates will be required to read and show understanding of a passage relevant to vocational studies, such as a health and safety notice, or information on leisure and recreation.

### Component 2: Writing (Coursework) 40%

Candidates will submit a folder of work designed to assess their ability in a range of writing styles.

The folder must comprise:

- a personal statement suitable for inclusion in a CV;
- a letter;
- a statement of opinion;
- writing from personal experience **OR** a made-up story.

### Component 3: Speaking and Listening (Coursework and task set by OCR) 20%

#### Section A: 10%

Coursework must consist of **two** different activities of which at least one must involve more than one other person.

**Section B:****10%**

A task will be set by OCR, administered and marked by the teacher who must also record samples for external moderation by OCR. (See Section 5 of the specification.)

The task will require candidates to take part in a group discussion or make a telephone call. Candidates will have the opportunity to plan the session with their teacher before the task is carried out. A choice of tasks will be provided.

The task will take approximately 5 to 10 minutes.

**4.3 OPTION P: EXAMINATION WITHOUT COURSEWORK**

Candidates will take Component 1 (Reading Paper) and also:

**Component 4: Writing Paper (Maximum time: 75 minutes) 40%**

**Two** tasks will be set, including:

- a letter giving or requesting information;
- writing from personal experience **OR** a made-up story.

**Component 5: Speaking and Listening (Tasks set by OCR) 20%**

**Maximum time: 25 minutes**

The candidates will be assessed in pairs by the teacher. Where there is an odd number of candidates, three should be assessed in the last session. Samples must be recorded by the Centre and submitted for external moderation by OCR. (See Section 5 of the specification.)

There will be three Sections:

**Section A:**

- finding out information about each other.

**Section B:**

- a planning activity.

**Section C:**

- making telephone calls.

## 4.4 CONDUCT OF THE EXAMINATION

The teacher may help candidates to understand situations and tasks but may not help them with the content of their answers.

The following descriptions indicate the degree of teacher help given to enable all candidates to complete tasks independently.

**Candidates working at Level 1:** make positive achievements in collaboration with the teacher who will expect to read with them, help them with individual words and phrases in their writing and offer guidance where it is needed.

**Candidates working at Level 2:** show progress in independent reading and writing, but the teacher will answer questions about meanings and give help with individual words. There may be insecurity about the meanings of tasks.

**Candidates working at Level 3:** the teacher may occasionally answer questions about the wordings of tasks, but candidates complete their work under normal examination conditions.

**Where help such as the choice and spelling of a word or the addition of specified punctuation has been given, the teacher must mark the script with an H.**

### Component 1: Reading Paper

The Reading Paper will be timetabled for a single day. Centres should ensure that they have sufficient staff available to complete the testing of all candidates. The Reading Aloud test in Section A may be conducted at a different time from the rest of Section A and Sections B and C.

Candidates working at Level 1 will complete the whole paper in collaboration with the teacher who will help them to understand situations and tasks. Their answers may be spoken and may be transcribed by the teacher.

Candidates working at Level 2 will read aloud with the teacher and provide written answers to the rest of the paper. They will receive some help with understanding tasks and with their writing.

Candidates working at Level 3 will read aloud with the teacher and provide written answers to the rest of the paper, only needing occasional reassurance about tasks.

## **Components 2 and 4: Writing (Coursework) and Writing Paper**

Before the examination or Coursework session, candidates may plan their writing in collaboration with each other and with the teacher who may:

- discuss topics, themes and ideas;
- consider who the writing is for and appropriate ways of organising it;
- help with planning.

In addition the teacher may remind candidates about all relevant features of their writing and offer reassurance as necessary. Work should not be corrected as candidates write. Teachers should, however, indicate on the script words with which they have given assistance.

Candidates working at Level 3 should be able to plan and write independently.

## **Papers 3 and 5: Speaking and Listening**

Teachers should ensure that candidates understand what they have to do before the beginning of a task. During the task the teacher should intervene as little as possible. The mark awarded will to some extent depend on the amount of support that is provided.

### **4.5 TIMING OF EXAMINATION PAPERS**

The Examination Papers and tasks set by OCR will be taken during the month of March within a period to be set by OCR. The Reading Paper and the Writing Paper should be completed during the days on which they are scheduled and the Speaking and Listening tasks should be conducted within the period of one week. The time likely to be necessary to complete each paper is indicated against each Component as appropriate. It should not normally be necessary to exceed this time. Teachers may use their discretion in order for candidates to complete their writing and may also arrange for candidates who finish before the maximum time allowed to leave the examination room.

### **4.6 AWARDING OF GRADES**

For candidates who enter the option including Coursework, the Reading Paper and the task set by OCR for Speaking and Listening will have a total weighting of 50% and the Coursework a total weighting of 50%. A candidate's mark for the paper taken will be combined with the Coursework marks in the appropriate weighting to give the total mark for the specification.

In the option without Coursework, a candidate's mark for each of the two papers taken will be combined with the mark for Speaking and Listening to give the total mark. The candidate's award will be determined by this total mark.

Candidates failing to achieve the minimum mark for Entry Level 1 set by the Awarding Committee will be ungraded.

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## SECTION C: SPECIFICATION CONTENT

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### 5 Specification Content

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#### 5.1 MARKING AND MODERATION

Teachers will be trained to administer and mark the examination papers and to mark all Coursework and oral tasks (including Reading Aloud in Component 1).

This teacher should attend an OCR training meeting in order to mark to the standards set by OCR for the current examination session.

One teacher from each Centre must ensure that all teachers at the Centre with responsibility for marking candidates' work mark to the same standards.

##### 5.1.1 Internal Standardisation

All teachers at the Centre who intend marking candidates' work should meet to agree standards.

At the meeting they should use:

- marked scripts used at the OCR meeting;
- their own completed coursework;
- specimens of speaking and listening exemplified on the OCR training tape;
- audio or video tapes of their own candidates' speaking and listening.

All judgements should be made in accordance with the appropriate published mark schemes.

##### 5.1.2 External Moderation

Marks are submitted to OCR by a specified date, after which postal moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard for the award of marks is the same for each Centre, and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

Samples of work submitted to the Moderator must show clearly how the marks have been awarded in relation to the marking criteria and to the mark schemes.

Teachers should also make known to the Moderator the extent and nature of all specific help given to candidates. Specific help includes the giving of words and their spellings and of punctuation marks. It also includes extensive support by classroom assistants.

Teacher should account for this by:

- (i) marking the script with H against specific words and punctuation marks;
- (ii) commenting on individual pieces of work;
- (iii) making comments in the space provided on the candidate's coursework assessment form.

### **5.1.3 The Moderation Sample**

The Centre will select six candidates for moderation. They should represent the ability range of all the candidates entered for the examination.

The following should be submitted for the moderation of each candidate:

- The Reading Paper, including Reading Aloud;
- Writing Coursework or the Writing Paper;
- An audio cassette featuring one task set by OCR for Speaking and Listening and Reading Aloud.

OCR will provide an audio cassette for the recording of Reading Aloud and Speaking and Listening.

Where six candidates or fewer are entered for the examination, the Centre will submit all the work of all the candidates.

### **5.1.4 Moderation and Re-marking**

The Moderator will be responsible for:

- Re-marking the Reading Paper and the Writing Paper (if submitted);
- Moderating the Centre's Writing Coursework and the marking of the Reading Aloud and the Speaking and Listening task set by OCR.

### **5.1.5 Adjustment of Marks**

In any component, where the Centre's marks differ from those of the Moderator by more than the allowed tolerance, an appropriate adjustment will be made.

Where the marking of the Reading Paper, the Writing Paper or the Writing Coursework is found to be inconsistent, the Moderator will ask for further samples.

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## SECTION D: COURSEWORK

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### 6 Coursework

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#### 6.1 NATURE AND SETTING OF COURSEWORK

Teachers, knowing their candidates, should set tasks which offer challenges appropriate to their ability. Appropriate tasks set for Coursework will be based on personal interests and contexts familiar to the candidate.

In particular, teachers' expectations of the extent to which candidates can sustain a response will vary. A candidate working at Level 1 will write only briefly, but if working at Level 3 should give evidence of ability to sustain Writing at reasonable length. In Speaking and Listening a candidate working at Level 1 will make basic, undeveloped contributions while a candidate working at Level 3 will attempt explanations and use detail in descriptions. OCR does not issue any additional guidance about the length of Coursework.

The requirements for Written and for Speaking and Listening Coursework are such that they can be vocationally linked and Centres are encouraged to do this if appropriate. Exemplification is included in training material for teachers.

##### 6.1.1 Pre-Moderation Monitoring of Coursework

OCR will provide exemplification to guide teachers in setting tasks. Teachers should note that OCR may request samples of the tasks planned or used by Centres at any stage during the course. Centres may seek further guidance on task setting when they need advice.

##### 6.1.2 Content of the Folder

The prescribed content of the written folder requires candidates to include informative writing, formal letters, expression of views or opinions and personal writing or stories. This range reflects the requirements of the National Curriculum.

There must be sufficient evidence of the candidate's own handwriting and spelling (with the aid of dictionaries) to make assessments as indicated in the marking criteria, Section 6.4. However, Centres are encouraged to make extensive use of IT, including the use of spellchecks and thesauruses as appropriate.

### 6.1.3 Record Keeping

If the Coursework option is chosen, internal records must be kept of candidates' achievements in Speaking and Listening. These should include:

- the date of the activity;
- brief details of what the candidate had to do;
- brief details of the quality of the candidate's performance;
- the mark awarded.

At the end of the course, Centres must record descriptions of two activities for each candidate on the Speaking and Listening Coursework Assessment Form. They must also give a summative comment that relates the candidate's overall achievement to the Marking Criteria.

The final mark will be based on the candidate's achievement as a whole and will not be the result of an arithmetical calculation.

### 6.1.4 Presentation of Coursework

The candidate's work must be placed inside the Coursework Assessment Form or in a flat A4 folder.

Each piece of written work must:

- be clearly headed with the date of writing, a title and the candidate's name;
- show evidence of being marked by the teacher.

Work must **not** be altered or copied after it has been marked.

OCR will provide a Coursework Assessment Form for each candidate. The form must be completed by the teacher and the candidate and securely attached to the work. This will then be the complete record of the Coursework submitted by the candidate and of the marks awarded by the Centre.

### 6.1.5 Authentication

Teachers must supervise the work of each candidate to ensure its originality, that the candidate has been given every encouragement to work independently, and that the candidate has not been given unfair help.

At this level **unfair help** includes the following:

- making a transcript of what the candidate says and submitting it as evidence of writing;
- making detailed corrections and written improvements and allowing the candidate to make a copy incorporating those corrections;
- dictating answers to the candidate.

**Fair help** includes:

- discussing with the candidate options for content, structure and writing appropriately for an audience;
- discussing drafts to lead the candidate to make decisions about correcting, editing and revising written work;
- suggesting words and giving spellings **provided that such help is clearly indicated on the script** (see Sections 4.4 and 5.1.2 above).

## 6.2 ASSESSMENT OF COURSEWORK

### 6.2.1 Marking of Coursework

Marking should be positive, rewarding achievement rather than penalising failure. Teachers should assess the **quality** of the work.

The award of marks must be directly related to the marking criteria set out in Section 6.4 below.

Each piece of written work must bear evidence of the teacher's marking. This evidence may consist of comments at the end or in the margin. At least some of the errors should be indicated, and comments should indicate which of the marking criteria are most evident. The candidate's overall strengths and weaknesses may be summarised on the candidate's Coursework Assessment Form.

### 6.2.2 Assessing Coursework

Teachers must give two marks for each candidate. The first mark is for the candidate's overall achievements in writing and is out of 20. The second mark is for the candidate's overall achievements in Speaking and Listening and is out of 10.

Separate criteria for Writing and for Speaking and Listening are printed in Section 6.4.

Teachers should use their professional judgement to select and apply the criteria appropriately and fairly to the work of the candidates. Each successive mark range assumes the continued demonstration of the qualities described in the lower ranges.

Candidates should be awarded the appropriate mark within any range on a 'best fit' basis. Compensation between higher achievement in one aspect of a mark band and lower achievement in another is permissible and encouraged.

In order to apply the correct weighting, the mark given for Writing should be doubled.

### 6.3 INCOMPLETE COURSEWORK

At least one Writing and one Speaking and Listening response must be submitted by the candidate. If a candidate submits no work for the Writing Coursework or fails to participate in any Speaking and Listening activity, then the candidate should be indicated as being absent from that Component on the Coursework marksheets submitted to OCR.

For **Writing Coursework** four categories of writing are required.

If these requirements are not met, the teacher must:

- mark the folder for overall quality, disregarding any requirement that is not met;
- then reduce the mark awarded by 25% for each requirement that is not met.

If a candidate completes any work at all for the Coursework Component, then the work should be assessed according to the above criteria and the marking instructions, and the appropriate mark awarded, which may be 0 (zero).

For **Speaking and Listening Coursework** two activities must be assessed and they must include one that involves more than one other person. If these requirements are not met, the teacher must follow the same procedures as those for Writing Coursework but reduce the mark awarded by 33% for each requirement that is not met.

### 6.4 COURSEWORK MARKING CRITERIA

#### MARKING CRITERIA FOR WRITING

##### **Band One**      **1-8 Marks**

Candidates' writing communicates through simple words and phrases. Writing is brief, and very simple meanings are comprehensible. There is some awareness of how full stops are used. In handwriting letters are usually clearly shaped and correctly orientated.

Factual work is usually presented as brief lists, stories as some simple, possibly random events, and statements of opinion are unelaborated.

##### **Band Two**      **9-14 Marks**

Candidates' writing communicates overall meaning in both narrative and non-narrative forms. Some attempt is made to provide a simple structure. Most of the work is expressed with some clarity, using basic vocabulary. Some sentences are joined to show connections of events and ideas, but many are simple, though accurate. Some sentences are demarcated by capital letters and full stops. In handwriting, letters are accurately formed and are consistent in size.

In factual accounts, candidates begin to present facts in a sequence helpful to the reader; stories and personal accounts have simple beginnings and endings; statements of opinion are brief, or if on a very simple issue, have a little explanation.

### **Band Three 15-20 Marks**

Candidates' writing shows signs of organisation and clarity and of application to task. The main features of chosen forms of writing are used appropriately and there is some awareness of the reader. Sentences are sometimes arranged to give a coherent sequence and their basic grammatical structure is usually correct. Monosyllabic and some common polysyllabic words are spelt correctly and candidates begin to use basic punctuation such as full stops, capital letters and question marks with some accuracy. Handwriting is legible and at least some of it is consistently joined.

Factual accounts are reasonably complete and orderly, and vocabulary, though straightforward, is correct. Stories and personal accounts are written as a series of events with a little detail and with beginnings and endings. Statements of opinion are clear and have some explanation.

## **MARKING CRITERIA FOR SPEAKING AND LISTENING**

### **Band One 1-4 Marks**

Candidates speak, usually briefly, on matters of immediate interest. They can speak audibly and give some evidence of listening to others and of making appropriate responses. They follow the main drift of at least part of a discussion and convey, in simple vocabulary, simple meanings that are relevant to the subject. They may begin to extend anecdotes by providing some detail.

### **Band Two 5-7 Marks**

Candidates speak on matters of personal interest. Although their contributions may not be consistent, they give evidence of making progress towards Band Three in their ability to listen to others and to respond with a little helpful detail; to identify some points in a discussion and to show that they have done so; to understand the function of standard English and to make careful use of a simple vocabulary.

### **Band Three 8-10 Marks**

Candidates speak and listen with regard to personal interest and familiar contexts. They speak clearly and listen to others showing some recognition of the functions of standard English. They begin to follow and to explain the main points of a discussion, make general contributions and respond to some of the points made by others. They make some use of detail and give evidence of a simple but developing vocabulary.

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## SECTION E: ADMINISTRATIVE ARRANGEMENTS

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### 7 Arrangements for Candidates with Special Needs

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Arrangements for Candidates with Special Needs for Entry Level Certificate specifications are based on the principle that the Centre is best able to assess the needs of the candidate and the appropriateness of the arrangement required. Arrangements for candidates with special needs should not advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should **not** be assumed that any arrangements made at Entry Level Certificate level will automatically be available at GCSE or GCE Level.

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them;
- instructions regarding the conduct of any In-Course tests may be simplified;
- language support staff may provide linguistic help;
- bilingual dictionaries and word lists may be used.

For information relating to permission to use the following special arrangements, please consult the Handbook for Centres. Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions which the candidate is unable to undertake;
- mechanical and technological aids may be used by candidates who generally use them in their normal work;
- communicators or signers may be used;
- readers and amanuenses may be used.

Centres must apply to OCR for the provision of modified terminal examination papers. Applications should be made on the Special Arrangements Form (JEB/SA) and be submitted by 15 January in the year of the terminal examination.

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the section on 'Special Arrangements for Entry Level Certificate' (Section 6C) in the *Handbook for Centres* or by contacting OCR.

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## 8 Results Enquiries and Appeals

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Under certain circumstances a Centre may wish to query the grade awarded to one or more candidates or to submit an appeal against the outcome of such an enquiry.

For procedures relating to enquiries on results and appeals, Centres should consult the Handbook for Centres and the document '*Enquiries about Results and Appeals – Information and Guidance for Centres*' produced by the Joint Council for General Qualifications. Further copies of the most recent edition of this paper can be obtained from OCR, or from the Joint Council for General Qualifications website: [www.jcgq.co.uk](http://www.jcgq.co.uk).

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## 9 Further Information and Support for Teachers

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In support of this specification, OCR will make the following materials and services available to teachers:

- a programme of in-service training meetings from OCR's Training and Customer Support Division (telephone 01223 552950)
- specimen papers and marking guidelines;
- coursework guidance materials;
- a dedicated subject-specific telephone number (0300 500 1564) [english@ocr.org.uk](mailto:english@ocr.org.uk) ;
- advice on coursework proposals from OCR's coursework consultants;
- past question papers and mark schemes after each examination session;
- a report on the examination after each examination session;
- individual feedback to each Centre on the moderation of coursework
- a standardisation video and teacher's booklet is also available for purchase from our Publications Department (telephone: 0870 870 6622, fax: 0870 870 6621)

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# COURSEWORK ADMINISTRATION PACK

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This Coursework Administration Pack is designed to accompany the OCR Entry Level Certificate English specification for teaching from September 2001.

The forms in this pack are for use with the following specification:

- **English (3911)**

Guidance on the assessment of coursework will be found in Section 6 of the specification.

Centres are permitted to copy materials from this booklet for their own internal use.

## **Contents:**

Compulsory Recording Materials

Coursework and Examination Assessment Form

Contents Checklist

This material will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## **Compulsory Recording Materials**

**Coursework and Examination Summary Form:** This records the marks for each of the marking criteria and total marks for each candidate entered by your Centre. When the Centre is notified of the address of the Coursework Moderator, this form should be forwarded. Centres should keep a copy of the completed form. A print-out from a suitable software package is an acceptable alternative to this form if the same information is given.

## **Internal Standardisation**

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

## **Submission of Marks**

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for dispatch of MS1 mark sheets and for submission of coursework marks is 15<sup>th</sup> May. Centres must ensure that they keep a copy of their coursework marks.

## **Moderation**

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has six or fewer candidates entered for a coursework component all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s). Where there are more than six candidates, the Centre should send all marks to the Moderator by the mark submission deadline, along with a sample of work as outlined in sub-section 5.1.1 of the specification. The rest of the work should be kept secure. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

## **General Coursework Regulations and Procedures**

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the *OCR Handbook for Centres*.

**COURSEWORK & EXAMINATION ASSESSMENT FORM**

This assessment form **must** be completed by the teacher and attached to the candidate's folder.

|  |
|--|
| Candidate's Name (in capitals) _____         |
| Centre Number _____ Candidate's Number _____ |
| Centre Name _____                            |
| Teacher's Name (in capitals) _____           |

**ASSESSMENT SUMMARY**

Please write the final marks below after internal moderation.

**3911 Option C (Examination with Coursework)**

| Component Number | Component Name                              | Mark |
|------------------|---|------|
| 1                | Reading Paper [40]                          |      |
| 2                | Writing (Coursework) [40]*                  |      |
| 3                | Speaking and Listening with Coursework [20] |      |

\* The mark given for Writing (originally out of 20) must be doubled in order to apply the correct weighting.

**3911 Option P (Examination without Coursework)**

| Component Number | Component Name                   | Mark |
|------------------|----------------------------------|------|
| 1                | Reading Paper [40]               |      |
| 4                | Writing Paper [40]*              |      |
| 5                | Speaking and Listening test [20] |      |

\* The mark given for Writing (originally out of 20) must be doubled in order to apply the correct weighting.

**ENTRY LEVEL ENGLISH (3911)****CONTENTS CHECKLIST**

Please enclose the following:

The candidate's

- 1 Reading Paper
- 2 Writing Coursework OR Writing Paper

| <b>WRITING COURSEWORK: CONTENTS</b> |       |                             |
|-------------------------------------|-------|-----------------------------|
| Item                                | Title | Included = _<br>Missing = _ |
| Personal Statement                  |       |                             |
| Letter                              |       |                             |
| Statement of opinion                |       |                             |
| Story                               |       |                             |

| <b>SPEAKING AND LISTENING COURSEWORK</b>   | <b>COMPONENT 3 ONLY</b>                |   |
|--|--|---|
| Description of activities (include whether pair, group, etc.)  |  |   |
| 1  |  |   |
| 2  |  |   |
| Summative comment on candidate's overall achievement in relation to the assessment objectives and the grade descriptions |  |   |
|  | Final Mark for Coursework<br>out of 10 | Final Mark for<br>OCR task<br>out of 10 |
|  | Band      Mark                         | Band      Mark                          |

## TEACHER COMMENTS

Teachers should give details of :

- any help given to the candidate and by whom.
- how the extent and nature of the help has been taken into account when awarding marks.
- any other information that may help the moderator to understand how the marks have been awarded.

### Reading

### Writing

### Authentication

Centres and candidates are no longer required to sign this document to authenticate coursework.

- The Centre is required to complete the Centre Authentication Form for Coursework (CCS160). One copy of this form must be completed for each unit or coursework component and signed by the appropriate people.

The completed form must accompany the coursework sample when it is sent to the moderator.

- The candidate must complete a Candidate Authentication Statement either on the Standard Candidate Authentication Form supplied by the Board or on a similar form of the Centre's devising.

In this case, the completed form should be retained securely within the Centre and should not be sent to the moderator or to OCR unless specifically requested.

## INSTRUCTIONS FOR COMPLETION

Teachers must be thoroughly familiar with the appropriate sections of the specification and with the general coursework regulations.

### A. Marking and Internal Standardisation

1. List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (Form MS1) at a later stage (i.e. in candidate number order).
2. Mark the coursework for each candidate according to the notes for guidance given in the current specification.
3. Carry out internal standardisation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
4. Complete the information at the head of the form. The teaching group/set should also be shown.
5. Enter the marks and total marks in the appropriate spaces.
7. Ensure that the addition of marks is independently checked.

### B. External Moderation

Send this form to the Moderator **with the MS1**. A print-out from a suitable software package is an acceptable alternative to this form if the same information is given.