

# OCR Entry Level Certificate in English R393

## Teacher Handbook

Version 1: First assessment 2017

# Contents

<b>1</b>	<b>Introduction</b>	<b>3</b>
1a.	What is the purpose of this handbook?	3
1b.	Learner profile	4
1c.	Overview of OCR Entry Level Certificate in English R393	5
<b>2</b>	<b>Curriculum Guidance</b>	<b>6</b>
2a.	Guidance on course delivery	6
2b.	Reading	7
2c.	Writing	9
2d.	Spoken language	10
<b>3</b>	<b>Internal Assessment</b>	<b>11</b>
3a.	Conducting the internal assessments	11
3b.	Interim assessment	11
3c.	Admin of internal assessments	11
3d.	Guidance on external moderation	12
<b>4</b>	<b>Motivating learners</b>	<b>13</b>
<b>5</b>	<b>Progression to GCSE (9–1) in English Language</b>	<b>14</b>
5a.	GCSE-ready checklists	14
<b>6</b>	<b>Resources and support</b>	<b>17</b>
6a.	Teaching and learning resources	17

# 1 Introduction

## 1a. What is the purpose of this handbook?

---

The purpose of this handbook is to offer additional guidance on different elements of the OCR Entry Level English R393 course.

The OCR Entry Level Certificate in English has been redesigned for first teaching from September 2016. It has been designed to fit with the GCSE (9-1) in English Language to offer a coherent package for you and your learners.

This is a stimulating and accessible specification which aims to engage learners, build their reading, writing and spoken language skills and give them the confidence to proceed to further qualifications.

It is important that this Teacher Handbook plays a secondary role to the [OCR Entry Level English R393 specification](#) itself. The specification is the document on which assessment is based; it specifies what content and skills need to be covered. The specification provides information on the following aspects of Entry Level English delivery:

- Content of the OCR Entry Level English R393 course
- Assessment requirements
- Conducting the internal assessments
- Supporting learners with the internal assessments
- Admin processes for conducting internal assessments
- Access arrangements and special consideration
- Marking criteria for the Writing and Spoken language tasks
- Moderation
- Progression pathways.

This handbook should be read in conjunction with the specification. If there is any contradiction found between the handbook and the specification, it is the specification that takes precedence.

## 1b. Learner profile

---

The OCR Entry Level English R393 specification has been written with a wide range of users in mind. It is designed to be flexible, accessible and relevant, and provides learners with recognition for their achievements. The specification enables learners to progress at their own pace. They can be entered for assessment whenever they are ready.

This qualification is suitable for the following types of learners:

- Learners who are working below a Grade 1 at GCSE level or learners who will not easily achieve a secure grade at GCSE
- Learners with special educational needs
- Learners on taster courses
- Adult returners
- Learners at non-school centres such as young offender institutions, Pupil Referral Units or hospital schools
- EAL learners who are in the early stages of learning English (the Entry Level Certificate is restricted to the first three levels of the National Curriculum).

Our Entry Level Certificate in English exists as a qualification in its own right but it can also be used to build confidence in English and be the gateway to further qualifications. It is directly linked to the GCSE (9-1) in English Language and would allow for a natural progression to a higher level of study. For further guidance on identifying whether learners are ready to progress to GCSE, see section 5 of this handbook.

## 1c. Overview of OCR Entry Level Certificate in English R393

The Entry Level English assessment is made up of five tasks: two Reading tasks, two Writing tasks and one Spoken language task. All tasks are internally assessed by the centre and externally moderated by OCR.

The two Reading tasks are taken from a bank of tasks set by OCR. The bank of tasks remains live for the lifetime of the specification and can be accessed via OCR Interchange: <https://interchange.ocr.org.uk>.

The two Writing tasks and Spoken language task are set by centres following guidance from OCR. The guidance documents can be found on the [OCR Entry Level English R393 webpage](#).

The assessment is out of 100 marks in total, with three levels of award available: Entry 1, Entry 2 and Entry 3. See section 5a of the [OCR Entry Level English R393 specification](#) for more details.

<b>Content overview</b>	<b>Assessment overview</b>	
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Understanding a non-fiction text</li> <li>Understanding a literary text</li> </ul>	<p><b>Reading</b></p> <p>2 tasks set by OCR</p> <p>20 marks per task</p> <p>35 minutes per task (suggested)</p>	<p>40% of total Entry Level Certificate</p>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Informative writing</li> <li>Imaginative writing</li> </ul>	<p><b>Writing</b></p> <p>2 tasks set by centres</p> <p>20 marks per task</p> <p>35 minutes per task for production of the final written work (suggested)</p>	<p>40% of total Entry Level Certificate</p>
<p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>Discussion or role play</li> </ul>	<p><b>Spoken language</b></p> <p>1 task set by centres</p> <p>20 marks</p> <p>10 minutes (suggested)</p>	<p>20% of total Entry Level Certificate</p>

## 2 Curriculum Guidance

### 2a. Guidance on course delivery

---

The Entry Level Certificate in English is flexible and can be used as a one year course in Year 9, Year 10 or Year 11, or for post 16 learners and adult returners. It can also be used as a two year course in Years 9 and 10 or Years 10 and 11. Learners who are targeting the lower grades at GCSE level may benefit from taking the Entry Level Certificate in English simultaneously. There is considerable freedom in how to organise the course. Reading, writing and spoken language skills can be developed discretely or holistically.

It may be useful for centres to take a thematic approach to course delivery so that content can be focussed on the interests and needs of individual learners or groups of learners. A variety of thematic tasks will provide good preparation for the two Reading tasks and they could lead to or involve both Writing tasks and Spoken language tasks. For instance:

Learners could read non-fiction texts (leaflets / information) about the importance of looking after the environment. They could look at specific issues such as recycling.

Their understanding of the text(s) could be developed by:

#### Informative writing

- A letter to the local council complaining about the inadequacy of recycling provision and suggesting improvements.

#### Spoken language

- A discussion about recycling, why it is important, what they feel about recycling provisions in their area and what could be improved.

Or

- A role-play meeting between a council official / MP and a local resident who is angry about the inadequate recycling provision in their area.

Learners could then read a literary text/narrative describing an idyllic setting.

Their understanding of the text(s) could be developed by:

#### Imaginative writing

- A creative writing piece / description entitled 'The Perfect Place'

#### Spoken language

- Group discussions of what makes a 'perfect place'.

Centres that are co-teaching the Entry Level Certificate and the GCSE may decide to use the same themes in the delivery of both specifications and differentiate tasks and activities appropriately.

## 2b. Reading

---

The Reading tasks make up 40% of the assessment. Learners complete two tasks:

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

Both Reading 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>.

There are a total of 10 tasks: 5 tasks for Understanding a non-fiction text and 5 tasks for Understanding a literary text. Centres should ensure that learners complete one of each task type for assessment purposes.

Centres may choose to use alternative tasks from the OCR bank of tasks (other than those used for assessment) as part of their course delivery or to help learners to prepare for assessment.

### Accessing the reading tasks

---

The bank of reading tasks is kept securely on the OCR Interchange service so that it is only accessible to centres.

In order to use OCR Interchange for the first time, you just need to register your centre by returning the [Interchange Service Agreement](#).

If your centre already has an Interchange user account, you will need to be assigned the 'Tutor/Teacher' Interchange role in order to access the bank of Reading tasks. Your Centre Administrator (usually your Exams Officer) can assign this for you.

If you are unsure whether your centre is registered on Interchange or you cannot locate your Centre Administrator, please email [cast@ocr.org.uk](mailto:cast@ocr.org.uk).

You can access OCR Interchange at the following address: <https://interchange.ocr.org.uk>. You will need your login ID (centre number), username and password.

Once you are logged on Interchange, move the cursor over 'Coursework and tests' on the left-hand menu and click on 'Entry Level tasks'.

## Reading preparation

---

Information on the requirements of the Reading tasks can be found in Section 2b of the [OCR Entry Level English R393 specification](#).

During the course, learners should be encouraged to 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. These could include:

### Non-fiction:

- Newspaper reports
- Magazine articles
- Travel writing
- Information and advice booklets
- Letters
- Speeches
- Adverts
- Charity appeals
- Leaflets

### Literary texts:

- Novels
- Short stories
- Descriptions
- Autobiography

Texts can be those with which learners are already familiar and those which appeal to their interests. Centres should ensure that they introduce incremental challenge during the course so that learners have the opportunity to tackle unfamiliar vocabulary and develop their reading comprehension skills.

Below is a list of texts which are suitable for study at Entry Level:

*Holes* - Louis Sachar

*Little Soldier* - Bernard Ashley

*Buddy* - Bernard Ashley

*Badger on the Barge* - Jenni Howker (particularly for lower ability)

*Stone Cold* - Robert Swindells

*War Horse* - Michael Morpurgo

*Whispers in the Graveyard* - Theresa Breslin

*The Boy in the Striped Pyjamas* - John Boyne

*Private Peaceful* - Michael Morpurgo

*Clockwork* - Philip Pulman

*Millions* - Frank Cottrell Boyce

*Bloodline* - Kevin Brooks

*The Defender* - Alan Gibbons

*Underground to Canada* - Barbara Smucker

*Mr Stink* - David Walliams

*Gangster Granny* - David Walliams

*Billionaire Boy* - David Walliams.



## 2c. Writing

---

The Writing tasks make up 40% of the assessment. Learners complete two tasks:

- Informative writing
- Imaginative writing.

Both tasks are set by centres using guidance from OCR. The guidance document for the writing tasks can be found on the [OCR Entry Level English R393 webpage](#) under the 'Assessment Materials' heading.

### Writing preparation

---

Information on the requirements of the Writing tasks can be found in Section 2b of the [OCR Entry Level English R393 specification](#).

During the course, learners should be encouraged to use the knowledge they have gained from reading different non-fiction and literary texts to support their development of informative and imaginative writing skills.

Learners should be given the opportunity to produce a variety of written pieces throughout the course. Writing tasks can be easily linked to reading and spoken language tasks. For instance, after researching and reading texts about their favourite animal, or following a discussion about whether it is right to keep animals in captivity, learners could do the following writing tasks:

#### Informative writing

- Write an opinion piece about the way humans treat animals
- Write a newspaper article about a new zoo that is opening in your area.

#### Imaginative writing

- Write a poem to describe your favourite animal
- Write a story about the relationship between a human and an animal.

In developing their writing skills, learners will need to develop the ability to produce grammatically correct sentences and to punctuate and spell accurately. OCR has produced an OCR Guide to Spelling, Punctuation and Grammar which may help to support the development of these skills. The guide can be downloaded [here](#) or by going to the OCR website and clicking on 'I want to...download skills guides'.

For both the Informative and Imaginative writing tasks, learners should try to produce continuous written responses where possible. The extent to which learners can sustain a response will vary: learners working at Level 1 are likely to write only briefly, but learners working at Level 3 should give evidence of the ability to sustain a piece of writing of reasonable length. The tasks that centres set should reflect what learners are able to do.

## 2d. Spoken language

---

The Spoken Language task makes up 20% of the assessment. Learners complete one task:

- **Either** a discussion **or** a role play.

The task is set by centres using guidance from OCR. The guidance document for the writing tasks can be found on the [OCR Entry Level English R393 webpage](#) under the 'Assessment Materials' heading.

### Spoken language preparation

---

Information on the requirements of the Spoken language task can be found in Section 2b of the [OCR Entry Level English R393 specification](#).

Learners should be given the opportunity to participate in a variety of spoken language activities throughout the course; these can include, but are not limited to, discussion and role play tasks. Spoken language tasks can be easily linked to reading and writing tasks. For instance, learners could focus on future career opportunities and the process of applying for a job. After reading an extract from a career advice booklet or following the writing of a personal statement or CV, learners could participate in the following spoken language tasks:

- Talk about your dream job
- Discuss the experience of going for a job interview
- Role play the interview for your dream job. This could be a wider group activity where several learners form a panel and ask questions, and other learners play the role of other people who want the job.

For assessment purposes, learners will participate in either a discussion or a role play task. For either task learners should try to engage with others and produce sustained spoken responses where possible. Asking open questions can help encourage learners to do this. The extent to which learners can sustain a spoken response will vary: learners working at Level 1 are likely to speak only briefly and may need prompts and encouragement, but learners working at Level 3 should give evidence of the ability to sustain a spoken response of reasonable length. The task that centres set should reflect what learners are able to do.

Centres are reminded that each learner's Spoken language assessment must be audio recorded for moderation purposes. For more details on acceptable formats for the recording of these assessments please refer to section 5d of the [OCR Entry Level English R393 specification](#).

# 3 Internal Assessment

## 3a. Conducting the internal assessments

---

The Entry Level tasks are designed to provide accessible assessment targets which can be attempted when the learner is ready. The teacher marks the tasks and can give the learner immediate feedback about their progress. All tasks should be carried out under controlled conditions.

A learner may re-sit a Reading task by doing an alternative version from the bank of OCR set tasks at any time. The same Writing and Spoken language tasks can be re-attempted at any time, if the centre feels this would benefit the learner. If a learner re-attempts an identical version of a Writing or Spoken language task, there should be at least a two week period before the second attempt is made. When a task is re-taken the better result will count towards the final grade.

The tasks may be conducted in normal lesson time, supervised by the teacher, and can be arranged at times convenient to the centre. Guidance on how to administer the Reading, Writing and Spoken language tasks

is given from Section 3 of the [OCR Entry Level English R393 specification](#) onwards.

Learners may have support from the teacher to enable them to complete the tasks independently. Teachers can offer three levels of support: Low, Medium and High. Teachers can offer different levels of support for different tasks. Guidance on these levels of support is given on Section 4c of the [OCR Entry Level English R393 specification](#).

The specification gives guidance time for each task: 35 minutes per Reading task, 35 minutes for the final write up of each Writing task and 10 minutes for the Spoken language task. Teachers may use their discretion as to the timing for each task, depending on the needs of individual learners. If learners wish to continue with a task (particularly the Writing tasks) across two or more lessons, the work must be collected in at the end of each lesson and kept securely.

## 3b. Interim assessment

---

The OCR Entry Level English R393 specification provides the opportunity for interim assessment. Teachers may decide to set interim assessments throughout the course in order to monitor and reward learner progress.

Teachers may use the Reading tasks from the OCR bank of set tasks (other than those used for final assessment) and Writing and Spoken language tasks taken from the OCR guidance documents for this purpose.

Alternatively, teachers may prefer to set their own tasks for interim assessments.

Where relevant, interim assessments can be certificated at three different levels: Bronze, Silver and Gold. See section 4 of this handbook and section 5e of the [OCR Entry Level English R393 specification](#) for more details.

Interim assessment is not a compulsory element of this specification.

## 3c. Admin of internal assessments

---

Information on how to administer the internal assessments can be found in Section 4 of the

[OCR Entry Level English R393 specification](#) onwards.

### 3d. Guidance on external moderation

---

The OCR Entry Level Certificate in English is 100% internally assessed. All learners' work is marked by the centre and then sent to OCR for moderation.

The marking criteria for the Reading tasks can be found with the individual tasks on OCR Interchange (<https://interchange.ocr.org.uk>) in the 'Entry Level tasks' section, under the 'Coursework and tests' heading on the left-hand menu.

The marking criteria for the Writing tasks can be found in Section 3f of the [OCR Entry Level English R393 specification](#).

The marking criteria for the Spoken language task can be found in Section 3f of the [OCR Entry Level English R393 specification](#).

Further guidance on the marking of the Entry Level tasks can be found in section 3f of the [OCR Entry Level English R393 specification](#).

Centres must ensure that they carry out internal standardisation with all teachers that are involved with marking the Entry Level assessments. All marking and internal standardisation must be completed in good time.

After internal standardisation, the final marks need to be submitted to OCR and the moderator. The deadline for submitting marks is 15<sup>th</sup> May on an annual basis.

Moderation cannot begin until we have received all the marks. If a learner did not produce work, the learner should be submitted as **absent**. If we do not receive your marks, we will contact you.

#### Submitting marks to the moderator

---

Marks must either be posted to the OCR moderator or uploaded to the [OCR Repository](#).

Whether you post or upload your marks will depend on the option chosen when making entries. For more details, see Section 4 of the

[OCR Entry Level English R393 specification](#) or speak to your Exams Officer.

If you are posting marks to your moderator, you will be informed of the name and address of your moderator. This information will usually go to your Exams Officer.

#### Sample request

---

Once you have submitted your marks to OCR and your moderator, you will receive a moderation sample request. This request will come via email from [no-reply@ocr.org.uk](mailto:no-reply@ocr.org.uk), and will usually come to the Exams Officer.

For each learner in the sample, the Reading tasks, Writing tasks and Spoken language recording must be submitted along with the learner coversheet.

Learners and centres must declare that the work submitted for assessment is the learner's own by completing a centre

authentication form (CCS160) for the Spoken language endorsement.

When necessary, the moderator may request a further sample of work. Centres should respond to this request with a minimum of delay.

A report on the outcome of the moderation will be sent to centres at the time results are issued.

Further information can be found on page 25 of the [OCR Entry Level English R393 specification](#) and on the [OCR website](#).

## 4 Motivating learners

This specification enables teachers to reward learner progress with interim certificates. These certificates are available in three different levels: Bronze, Silver or Gold. Teachers can download the certificates at any time via OCR Interchange: <https://interchange.ocr.org.uk>.

The issuing of interim certificates is optional and is not a requirement of the specification. The purpose of the interim certificates is to motivate learners and recognise achievement throughout the course. Interim certificates are not linked to final assessment and are not necessarily indicative of the Entry Level grade which a learner will achieve.

Centres may choose to use interim assessment as a basis for the awarding of interim certificates. As the Entry Level assessment is 100% internally assessed, learners can benefit from immediate

feedback on their performance. Learners achieving a total of 40, 60 or 80 of the available 100 points are eligible for Bronze, Silver and Gold interim certificates respectively.

A learner achieving 40 points can be awarded a Bronze Certificate and then go on to get a Silver Certificate by accumulating another 20 points to add to their 40 points, making a total of 60 points. Accumulating a further 20 points would lead to a total of 80 points and the award of a Gold Certificate.

Teachers may actively encourage learners to monitor their own progress as a fundamental part of the recognition of achievement. A learner who is aware, for example, that 55 points have already been achieved is likely to make the additional extra effort in order to obtain a Silver Certificate.

# 5 Progression to GCSE (9-1) in English Language

## 5a. GCSE-ready checklists

---

The following checklists can be used by both learners and teachers to give an indication of whether learners have the appropriate knowledge, skills and understanding to follow the GCSE (9-1) English Language course.

### GCSE Ready: Reading

Learners can:

- Read and understand a range of non-fiction and literary texts
  - Identify the purpose of different texts e.g. to persuade, advise, describe
  - Identify and understand the main themes, information and ideas in texts
  - Interpret information and ideas in texts: make inferences and show what is implied
  - Locate and use explicit information in texts (facts, opinions, ideas): refer to the detail in texts to support views
  - Summarise information: explain the main information and ideas in texts in their own words.
- 
- Begin to show an awareness of language choices: identify words and phrases and begin to comment on the effect
  - Begin to show an awareness of structure: sentence structure, paragraphs, punctuation, openings, closure, and repetition.
- 
- Identify similarities and differences in the main themes, ideas and information between two texts

- Refer to the main information and ideas in more than one text to support views.
- 

- Give a personal response to a text: express personal opinions and ideas showing an awareness of the writer's viewpoint.

### **GCSE Ready: Writing**

Learners can:

- Produce sustained pieces of informative (non-fiction) and imaginative (creative) writing
  - Use the main features of non-fiction and narrative forms appropriately
  - Organise information and ideas logically, according to the purpose of the task
  - Select language which shows awareness of the form, audience and purpose of the task.
- 

- Use the grammatical structures of Standard English
- Use full stops, capital letters, commas, question marks and speech marks accurately and consistently
- Accurately spell commonly occurring simple words, and some commonly occurring complex words.

## GCSE Ready: Spoken Language

Learners can:

- Speak audibly and comprehensibly
- Use spoken Standard English where appropriate: select language that is generally appropriate to the situation and task
- Express straightforward information, ideas and feelings
- Attempt explanations, expand on comments, use detail in descriptions
- Use appropriate body language
- Listen carefully to others
- Acknowledge that others may have different opinions which are still valid
- Respond appropriately to others.



# 6 Resources and support

## 6a. Teaching and learning resources

---

The OCR Entry Level English R393 specification and specimen assessment materials along with teaching and learning support materials can be found on the OCR website using the following link:  
<http://ocr.org.uk/qualifications/entry-level-english-r393-from-2016/>

For further information or support contact one of our Subject Specialists:

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

Customer Contact Centre: 01223 553998

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