



CCEA Entry Level Specification in English

For first teaching from September 2015
For first award in Summer 2016

Subject Code: 5010

english

Foreword

This booklet contains the specification for CCEA's Entry Level in English for first teaching from September 2015. We have designed this qualification to meet the requirements for Entry Level 1, 2 and 3.

We will make the first award at unit and at qualification level in Summer 2016.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

You will find the most up-to-date version of this specification on our website www.ccea.org.uk

QAN 601/5615/6

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Contents

1	Introduction	3
1.1	Aims	3
1.2	Key features	3
1.3	Prior learning and progression	3
1.4	Qualification Accreditation Number	3
2	Specification at a Glance	4
3	Qualification Content	5
3.1	Unit structure of the qualification	5
3.2	Unit 1: English through the Media: Still Image	6
3.3	Unit 2: English through Poetry	9
3.4	Unit 3: English through Drama	11
3.5	Unit 4: English through the Media: Moving Image Genres	14
3.6	Unit 5: English through Prose	16
3.7	Unit 6: English through Experience	19
4	Scheme of Assessment	21
4.1	Availability of assessment	21
4.2	Methods of assessment	21
4.3	Assessment guidance	22
4.4	Task marking	23
4.5	Internal standardisation	24
4.6	External moderation	24
4.7	Reporting outcomes	25
5	Links, Resources and Support	26
5.1	Support	26
5.2	Curriculum objectives	26
5.3	Skills development	26
5.4	Entries and registration	27
5.5	Equality and inclusion	27
5.6	Contact details	28
6	Summary of Changes since First Issue	29

1 Introduction

This specification sets out the content and assessment arrangements for our Entry Level English course. First teaching begins in September 2015. We will make the first award at unit and at qualification level in Summer 2016.

There are 120 guided learning hours (GLH) for this qualification. This indicates the approximate number of hours needed for teacher-directed learning time and assessment.

1.1 Aims

This specification gives learners the opportunity to:

- practise talking and listening skills in a variety of situations and for a range of purposes;
- engage with literature, non-fiction and media texts; and
- improve and practise their writing skills in a variety of forms and for a variety of purposes.

1.2 Key features

The key features of the specification appear below:

- There are six units available. Learners must complete all six to achieve a full qualification.
- Learners can gain a qualification at Entry 1, Entry 2 or Entry 3, depending on the level of the units they achieve. Refer to Section 4.7 for the combination of units required to achieve each Entry Level qualification.
- The specification provides learners with opportunities to build on knowledge, skills and capabilities developed in English at Key Stage 3.
- It develops skills that prepare learners for working and adult life.
- The specification provides a progression route to further learning.
- Teachers carry out the assessment, and we carry out external moderation.

1.3 Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications, or other related training courses.

1.4 Qualification Accreditation Number

Every qualification listed on the Register of Regulated Qualifications is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 601/5615/6.

2 Specification at a Glance

The following table summarises the structure of this qualification. Learners must complete all six units to be eligible for a qualification award. Learners can achieve Entry Level 1, 2 or 3 in each unit.

Entry 1, 2 and 3

Content	GLH	Assessment and Availability
Unit 1: English through the Media: Still Image	20	Learners must complete a portfolio of evidence.
Unit 2: English through Poetry	20	Teachers assess the work, and we carry out external moderation. Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
Unit 3: English through Drama	20	
Unit 4: English through the Media: Moving Image Genres	20	
Unit 5: English through Prose	20	
Unit 6: English through Experience	20	

3 Qualification Content

3.1 Unit structure of the qualification

To achieve a CCEA Entry Level in English at Entry 1, Entry 2 or Entry 3, learners must complete all six units in this specification.

The details that follow include:

- unit titles; and
- learning outcomes and assessment criteria for each level.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at that level within the unit.

3.2 Unit 1: English through the Media: Still Image

Unit purpose and aim: To engage with techniques and features in still image media.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Identify the key features of print media products	1.1 demonstrate an awareness of and name a key feature of a media product; 1.2 communicate to a partner what the print media product might be about; 1.3 use prior knowledge and pictures to show understanding of the print media product; 1.4 identify syllables in words of the print media and use sound–symbol correspondence;
2. Know how print media products are aimed at audiences	2.1 recognise an audience for a print media product; 2.2 choose one printed advertisement and communicate a response about it;
3. Plan print media products for audiences	3.1 demonstrate to their teacher and peers about what they want to communicate; 3.2 choose an idea from three given ideas; 3.3 use symbols, pictures, words and simple sentences to communicate the message; 3.4 use words from a word bank;
4. Produce a print media product for an audience	4.1 produce a simple print media product; and 4.2 include at least one visual or language feature.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Identify the key features of print media products	1.1 recognise at least three key features of a print media product; 1.2 express the main message of the print media product; 1.3 give an opinion about the print media product; 1.4 use a range of reading strategies to read the print media product;
2. Know how print media products are aimed at audiences	2.1 identify audiences for at least three print media products; 2.2 identify two advertising techniques in printed advertisements and give an opinion about the use of these techniques;
3. Plan print media products for audiences	3.1 develop an idea for a print media product from a list of ideas; 3.2 produce a plan using a template which includes two features of a print media product; 3.3 identify the audience;
4. Produce a print media product for an audience	4.1 demonstrate the ability to include visual and language features in the finished product; and 4.2 use at least three key visual and language features of print media products.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Identify the key features of print media products	1.1 identify at least five key features (visual and language) of a print media product and explain the purpose of two of the features; 1.2 explain the purpose of the print media product; 1.3 make simple inferences about some things not directly stated by the designer; 1.4 employ appropriate reading strategies to give meaning to words they do not recognise;
2. Know how print media products are aimed at audiences	2.1 identify audiences for at least five print media products and give at least one reason for each choice; 2.2 explain the purpose of two different printed advertisements and give an opinion on the success of each one;
3. Plan print media products for audiences	3.1 develop their own idea for a print media product; 3.2 produce a plan; 3.3 include at least three features; 3.4 identify an appropriate persuasive advertising technique (include glossary to define, for example, advertising techniques and advertising features); 3.5 explain who the advertisement is aimed at and why;
4. Produce a print media product for an audience	4.1 use at least three key visual and language features of print media products; and 4.2 demonstrate the ability to use one persuasive advertising technique in a print media product.

3.3 Unit 2: English through Poetry

Unit purpose and aim: To engage with poetry and respond creatively.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Engage with a range of poetry	1.1 give a simple personal response; 1.2 show some simple awareness of what a poem is about;
2. Identify features of a poem	2.1 show awareness of and name a key feature of a poem; and
3. Provide a creative response	3.1 respond creatively to a poem using symbols, pictures or other appropriate method.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Engage with a range of poetry	1.1 express an opinion; 1.2 show some understanding of the main points of a poem;
2. Identify features of a poem	2.1 recognise some features of poetry; 2.2 identify some descriptive words in a poem;
3. Provide a creative response	3.1 write a response in a given form; 3.2 write what they think and how they feel; 3.3 structure writing with some sense of coherence; and 3.4 spell some common and familiar words correctly.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Engage with a range of poetry	1.1 express a sustained personal opinion; 1.2 demonstrate an overall understanding of the poem, giving reasons;
2. Identify features of a poem	2.1 recognise a range of poetic features, for example rhyme, stanza or simile; 2.2 identify descriptive words in a poem;
3. Provide a creative response	3.1 write appropriately in the given form; 3.2 express thoughts, feelings or ideas, making their writing interesting for the reader; 3.3 structure their writing appropriately; 3.4 extend the use of punctuation beyond capital letters and full stops; and 3.5 spell common and familiar words correctly.

3.4 Unit 3: English through Drama

Unit purpose and aim: To engage with drama and respond creatively.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about events that occur in a play	1.1 communicate about what they have read and show understanding; 1.2 understand messages conveyed by words, phrases and simple sentences;
2. Know about characters that appear in the play	2.1 name the characters in the play; 2.2 communicate about how many characters there are in the play and be able to name two; 2.3 use visual clues and words to find out what the character is saying;
3. Know about features of a play	3.1 communicate about features of the play such as title, character, act, scene, beginning and end; 3.2 communicate about where the play takes place; 3.3 communicate about what costume a character is wearing;
4. Know what happens in events that occur in a visual representation of the script of the play	4.1 communicate about how a character moved or what gestures they used in a particular scene in a visual representation of the play; 4.2 communicate about the facial expression of the character; and 4.3 communicate about how a character felt in a visual representation of the play.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about events that occur in a play	1.1 identify the main event in a scene in a play they have read; 1.2 recount what happened in the event in sequence; 1.3 use relevant vocabulary to write about what they think about the play;
2. Know about characters that appear in the play	2.1 name and describe the main characters in the play; 2.2 ask suitable questions about a character in the play; 2.3 show their understanding by stating what they think about the character and predicting what might happen next;
3. Know about features of a play	3.1 name three features of the play such as character, act, scene, stage directions and setting; 3.2 recognise where the play is set; 3.3 understand when a scene finishes and a new one starts; 3.4 understand how costume contributes to a play;
4. Know what happens in events that occur in a visual representation of the script of the play	4.1 make a list of at least three movements and gestures a character makes in a visual representation of a scene from the play; 4.2 describe two facial expressions of a character in a scene; and 4.3 describe how a character feels in a scene.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about events that occur in a play	1.1 paraphrase with general accuracy the main events that occur in a play; 1.2 give an opinion about a character or event in the play and give reasons for their opinion; 1.3 write to inform, describe and reflect on the events of the play; 1.4 make simple inferences, picking up on some things that the playwright does not say directly;
2. Know about characters that appear in the play	2.1 show understanding of a character by taking on a role and responding appropriately; 2.2 prepare for role-play by planning what they are going to say so that it makes sense for the listener; 2.3 use body language appropriate to a character; 2.4 create a functional or transactional piece of writing, using the play as the stimulus;
3. Know about features of the play	3.1 understand at least five features of the play such as character, act, scene, stage directions and setting and explain how a play differs from other texts; 3.2 identify the setting of the play; 3.3 identify when each scene changes and whether the set changes; 3.4 design a costume for a character in the play and give reasons for their choice(s);
4. Know what happens in events that occur in a visual representation of the script of the play	4.1 identify at least five movements and gestures a character makes in a visual representation of a scene from the play; and 4.2 describe the facial expression of a character at a particular point in the visual representation and give a reason for it.

3.5 Unit 4: English through the Media: Moving Image Genres

Unit purpose and aim: To explore moving image media genres and respond creatively.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how television programmes or films are grouped in genres	1.1 communicate about television programmes or films using some appropriate vocabulary, for example reality TV, soap, science fiction; 1.2 use visual clues to identify some television programmes or films from three different genres;
2. Understand some key features of different genres	2.1 use visual clues to identify two features of a genre; 2.2 use visual clues to identify a typical character from a genre; 2.3 use visual clues to identify typical events in a genre;
3. Produce ideas for a new television programme or film from a specific genre	3.1 choose a title for a new television programme or film; and 3.2 use symbols, pictures, words, phrases or simple sentences to communicate ideas about the television programme or film.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how television programmes or films are grouped in genres	1.1 identify four television programmes or film genres by name; 1.2 identify some actual examples of television programmes or films from three different genres;
2. Understand some key features of different genres	2.1 recognise some features of at least two different genres; 2.2 identify at least two typical characters from a specified genre; and 2.3 identify some typical content from a specified genre.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Produce ideas for a new television programme or film from a specific genre	<p>3.1 identify an appropriate title for a new television programme or film from a selection and give reasons for their choice; and</p> <p>3.2 express ideas for their new television programme or film in a given format.</p>

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how television programmes or films are grouped in genres	<p>1.1 give two examples of television programmes or films from four different genres;</p> <p>1.2 identify two similarities between television programmes or films from a particular genre;</p>
2. Understand some key features of different genres	<p>2.1 suggest three typical features of a specified genre;</p> <p>2.2 describe two typical characters from three different genres;</p> <p>2.3 suggest at least three typical events for a particular genre;</p>
3. Produce ideas for a new television programme or film from a specified genre	<p>3.1 create a title for a new television programme or film from a specified genre and give reasons for their choice; and</p> <p>3.2 outline some appropriate characters, settings and content using supporting detail to make their writing more informative.</p>

3.6 Unit 5: English through Prose

Unit purpose and aim: To engage with a range of prose texts and be able to offer opinions and respond in writing to them.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Engage with prose texts using a range of reading strategies	1.1 show awareness that meaning can be taken from pictures, images and words; 1.2 use prior knowledge and pictures to make sense of a text; 1.3 use context and syntax to make predictions about words;
2. Understand and explore events and features in prose texts	2.1 communicate about texts using some simple appropriate vocabulary, for example writer or author; 2.2 follow a straightforward sequence of events;
3. Give an opinion about a narrative text	3.1 communicate with their teacher about what they have read; 3.2 express a simple personal opinion;
4. Structure a narrative	4.1 plan with their teacher about what they want to communicate; 4.2 use symbols, pictures, words, phrases and/or simple sentences to communicate their narrative; 4.3 show some sense of sequence to the narrative; and 4.4 show some awareness of sentence construction.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Engage with prose texts using a range of reading strategies	1.1 understand and sequence events from a narrative; 1.2 use a range of strategies suggested by the teacher to read with some independence;
2. Understand and explore events and features in prose texts	2.1 recognise some features of a narrative text, for example chapter, author or illustration; 2.2 show some understanding of the main events in the text; 2.3 express what they think may happen next in the text;
3. Give an opinion about a narrative text	3.1 respond in writing to the narrative text; 3.2 give a personal opinion, using evidence from the text;
4. Structure a narrative	4.1 communicate what they wish to write, and discuss writing prompts; 4.2 show a sense of structure; 4.3 sequence events; and 4.4 use capital letters and full stops in their writing.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Engage with prose texts using a range of reading strategies	1.1 recognise, understand and sequence main events of a narrative; 1.2 choose and use reading strategies independently;
2. Understand and explore events and features in prose texts	2.1 understand the main features of a narrative text; 2.2 understand events of a narrative, including some simple inferences based on what they have read; 2.3 respond in writing to a narrative text showing their understanding;
3. Give an opinion about a narrative text	3.1 express a sustained opinion in writing about what they have read and why they think as they do;
4. Structure a narrative	4.1 plan and make changes to improve their narrative; 4.2 structure writing appropriately, for example a beginning, a middle and an ending; 4.3 provide some supporting detail and use interesting vocabulary to engage the reader; and 4.4 vary the beginning of sentences and use appropriate punctuation.

3.7 Unit 6: English through Experience

Unit purpose and aim: To communicate personal information and to gather information on a topic of interest.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Communicate personal information and ideas	1.1 use symbols, pictures, words, phrases or simple sentences to communicate; 1.2 use relevant words from a word bank;
2. Communicate information on a topic of interest	2.1 use visual clues to obtain information on a topic of interest; 2.2 communicate to the teacher about information they know or have gathered about a topic of interest; and 2.3 use pictures, words, symbols or simple sentences to communicate information about a topic of interest.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Communicate personal information and ideas	1.1 plan what they wish to communicate in a given form; 1.2 show some sense of structure and organisation; 1.3 use relevant vocabulary;
2. Communicate information on a topic of interest	2.1 gather some facts to inform on a topic of interest; 2.2 write down key information; 2.3 write about a topic of interest using a given form; and 2.4 make changes to some aspects of the work as agreed with their teacher.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Communicate personal information and ideas	1.1 select a planning method and plan the writing; 1.2 structure writing in an appropriate form; 1.3 provide supporting detail using an expanding vocabulary;
2. Communicate information on a topic of interest	2.1 gather appropriate information on a topic of interest from at least two sources; 2.2 highlight key words and phrases from at least two sources; 2.3 write appropriately using language which provides further explanation and description, making writing more informative and interesting; and 2.4 redraft to improve work.

4 Scheme of Assessment

4.1 Availability of assessment

Assessment can take place as and when the learner is ready. Centres may submit assessment outcomes to us for external moderation in Summer each year, beginning in Summer 2016.

We will make the first unit and full qualification awards based on this specification in Summer 2016.

4.2 Methods of assessment

For our Entry Level in English learners must complete a portfolio of work to show how they have met the assessment criteria for each unit.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the learner has met the assessment criteria and achieved the learning outcomes. These methods may include, for example:

- photographs;
- written evidence;
- posters;
- mind maps;
- presentations;
- storyboards;
- screenshots;
- oral or written comprehension;
- review;
- writing frame;
- group/pair discussion;
- tapping out syllables;
- sounding out first letters;
- matching exercise;
- finding/selecting advertisements;
- highlighting activities;
- show and tell;
- two stars and a wish;
- range of planning frames;
- retelling the story of what happened;
- newspaper/magazine report;
- character description;
- matching the pictures to the words;
- multiple choice;
- cloze procedure with first letter given;
- writing a diary entry for a character;
- writing a letter from a character;
- matching the word to the definition;
- checking knowledge using a simple quiz;

- pointing to the title;
- identifying a suitable costume from two options;
- cutting out clothes from a magazine to represent what a character is wearing or could wear;
- modelling the movement and gestures of a character;
- creating a word bank of useful words to describe movements and gestures;
- matching a feeling to a face;
- matching the facial expression to the feeling ;
- selecting from a range of options;
- letter;
- CV;
- application form;
- information form;
- interviewing a relative or friend;
- instructions; or
- personal statement.

There may be pieces of assessment evidence in a learner’s portfolio that cover criteria for more than one unit, but teachers must assess each unit independently.

4.3 Assessment guidance

Teachers assessing the outcomes must have the appropriate skills and knowledge to assess learners’ work for a unit. They must also:

- be able to authenticate the work as the learners’ own;
- ensure that learners have met **all** the assessment criteria in order to achieve a level; and
- keep accurate records of all assessment decisions.

Learners will require different levels of guidance to complete the tasks and activities for their portfolio. The table below provides a general guide to demonstrate the amount of guidance learners might need:

Level	Guidance
Entry 1	Learners at Entry 1 are beginning to use their skills, knowledge or understanding. They may need significant guidance.
Entry 2	Learners at Entry 2 use their skills, knowledge and understanding to carry out simple, familiar tasks and activities. They may need some guidance.
Entry 3	Learners at Entry 3 use their skills, knowledge and understanding to carry out structured tasks and activities. They may need little or no guidance.

It is the teacher’s responsibility to ensure that the work presented for assessment is the learner’s own. The work should demonstrate what the individual learner knows, understands and can do.

The table below provides guidance on the different areas of control within internally assessed units.

Areas of Control	Detail of Control
Authenticity	<p>Learners should complete all of the work under the teacher’s direct supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Authentication can be for an individual piece of work, or for a learner’s contribution to a piece of work.</p> <p>For up-to-date advice on plagiarism, or any other incident where malpractice is suspected, please refer to the Joint Council for Qualifications’ document <i>Suspected Malpractice in Examinations and Assessments</i>, available at www.jcq.org.uk</p>
Feedback	<p>Unless otherwise specified, teachers can guide and support a learner to achieve the assessment criteria; however, the level of support must be reflected in the overall level achieved.</p> <p>Teachers should annotate the work, indicating the nature of guidance and support they have given.</p> <p>Teacher’s advice to the learner on how to achieve the assessment criteria should be general rather specific.</p>
Time/Word limit	There are 20 GLH for each unit.
Collaboration	<p>Learners can work in groups, but it is essential that:</p> <ul style="list-style-type: none"> • a teacher is able to identify individual contributions; and • learners provide an individual response, unless otherwise stipulated.
Resources	Learners’ access to resources is determined by those available to the centre.

4.4 Task marking

Teachers must mark the portfolios using the assessment criteria provided in each unit. To achieve a level in each unit, learners must meet all the criteria.

Teachers must annotate all evidence within the portfolio to ensure fairness to learners and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the learner’s record sheet; and
- identification of key pieces of evidence throughout the work.

4.5 Internal standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one teacher assessing the outcomes for this specification must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each teacher has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples of learners' work.

4.6 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

4.7 Reporting outcomes

The learner must meet all the assessment criteria within a unit at a specified level for us to award a unit outcome at that level. We award each unit separately and report attainment in each unit on the learner's certificate. Where a learner achieves a pass in all six units, we also report an overall level of achievement on the certificate based on the criteria explained in the table below.

Overall Level	Criteria
Entry 3	A learner must achieve a minimum of four units (80 GLHs) awarded at Entry Level 3, with the other units awarded at Entry 1 or Entry 2. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 2	Where a learner has not met the requirements for the award of an overall Entry Level 3, then they must have achieved a minimum of four units (80 GLHs) at Entry 2 (or above) with the other two units awarded at Entry 1. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 1	Where a learner has not met the requirements for the award of an overall Entry Level 2, but has achieved a level in all six units (120 GLHs), we will award an overall Entry Level 1.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk;
- a subject microsite within our website;

We intend to expand our range of support to include the following:

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials; and
- a resource list.

5.2 Curriculum objectives

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore English through a variety of approaches;
- develop personal skills in areas such as:
 - self-awareness, personal health and relationships (Personal Development);
 - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
 - work in the local and global economy, and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social and cultural issues by providing opportunities to reflect through classroom discussion;
- develop skills that will enhance employability by providing opportunities to debate topical issues; and
- make effective use of technology by providing opportunities to make presentations.

5.3 Skills development

This specification provides opportunities for learners to develop the following skills:

- application of number;
- communication;
- improving own learning and performance;
- information and communication technology;
- problem-solving; and
- working with others.

You can find details of the current standards and guidance for each of these skills on our website at www.ccea.org.uk

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

5.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification and have designed it to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk

5.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Joan Jennings
(telephone: (028) 9026 1200, extension 2552, email: jjennings@ccea.org.uk)
- Education Manager for the Qualification: Deborah McGuffin
(telephone: (028) 9026 1200, extension 2444, email: dmcguffin@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).
- Moderation and Assessment Team
(telephone: Malcolm Corney (028) 9026 1211, email: mcorney@ccea.org.uk)

6 Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	N/A
Version 2	17 May 2016	23	Amendments to text
		27	Amendments and deletions of text
		28	Amendments to text