

Guidance and national standards

Edexcel Entry level Certificate in Adult Literacy
Edexcel Level 1 Certificate in Adult Literacy
Edexcel Level 2 Certificate in Adult Literacy

December 2002

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Acknowledgement

The three regulatory authorities, QCA, ACCAC and CCEA, have developed the National Standards for Adult Literacy.

Authorised by Peter Goff

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SECTION 1

Guidance

Introduction

This guidance is for all organisations wishing to offer the Edexcel adult qualifications in Literacy at Entry level, Level 1 or Level 2.

The qualifications offered are:

- Edexcel Entry Level Certificate in Adult Literacy
- Edexcel Level 1 Certificate in Adult Literacy
- Edexcel Level 2 Certificate in Adult Literacy.

The purpose of this guidance is to describe the qualifications, their organisation, structure, assessment, and certification. This Guidance offers suggestions to centres for the management of associated teaching and learning programmes.

Rationale

The three regulatory authorities, QCA, ACCAC and CCEA, working with the Basic Skills Agency, have developed the National Standards in both Adult Literacy and Adult Numeracy in response to concerns about the levels of basic skills in the UK. This concern was crystallised in the report of Sir Claus Moser's Working Group on Post-16 Basic Skills 'A Fresh Start – Improving Literacy and Numeracy'¹. The Moser report heralded the development of the Adult Literacy Core Curriculum² and the National Standards for Adult Literacy.

The Edexcel Adult Literacy assessments and qualifications are based on the National Standards which have been developed in line with the national curriculum levels and with key skills. However, the Edexcel Adult Literacy qualifications are designed to recognise that adults do not necessarily learn these skills in a particular order. Learners may wish to access a qualification in smaller units of learning, taking the relevant unit of the literacy assessment when they are ready.

These qualifications are available to learners in education, the work place, on training schemes and in everyday life. They are designed to develop the literacy skills and capabilities adults need to function at work and in society.

Aims

The Edexcel Adult Literacy qualifications have been designed to facilitate programmes that enable learners to:

- use literacy at a level to function at work, and in society in general
- enable learners to progress to the next level in small, manageable steps
- become better qualified.

¹ DfEE Publications 1999

² The Basic Skills Agency 2001

Target groups

Learners who may benefit from the Edexcel Adult Literacy qualifications include people:

- who have missed out on learning essential literacy skills in the past
- who have learning difficulties
- who are speakers of other languages
- who wish to progress through the National Qualifications Framework.

Planning for the Adult Literacy qualifications

An organisation planning to offer the Edexcel Adult Literacy qualifications needs to consider:

- the profile of the individual learner, in particular the level or sub-level of the learner at the start of any teaching programme
- the contexts within which literacy can be learnt
- the resources needed to deliver an adult literacy programme
- the structure, content and delivery needed to teach the learning outcomes
- the review procedures necessary to ensure that the programme takes account of learners' changing needs
- the assessment requirements
- the progression route most appropriate to the individual learner.

Links with key skill Communication

The National Literacy Standards have been written to reflect national curriculum levels and key skills. Consequently there is a degree of overlap. The standards for literacy at levels 1 and 2 relate most closely to part A of the key skills units of communication at levels 1 and 2.

At levels 1 and 2 learners who follow an adult literacy programme are not required to put together a portfolio of evidence as part of the assessment process. Learners are only required to pass a test.

A test and a portfolio are the assessment requirements in order to complete the key skill in Communication.

Centres need to register learners at level 1 or level 2 on *either* a key skills communication programme *or* on an adult literacy programme. See Edexcel's *Information Manual* for more details.

National Qualification Framework levels	Sub-levels	Adult Literacy	Key skills
Level 5			✓
Level 4			✓
Level 3			✓
Level 2		✓	✓
Level 1		✓	✓
Entry	Entry 3	✓	
	Entry 2	✓	
	Entry 1	✓	

Links with the National Standards for Adult Literacy

The Edexcel Adult Literacy qualifications are based on the National Standards for Adult Literacy and should be read in conjunction with those standards which are available from the regulatory authority (www.qca.org.uk). The Adult Literacy standards consist of two parts:

- the standards
- guidance and exemplars.

The Adult Literacy standards provide a detailed specification of the skills, and the capabilities that comprise the skill, together with descriptors that define the level of performance of each capability.

‘At this level, adults can:’	This descriptor details what learners can do at a level.
‘An adult will be expected to:’	This descriptor details the skills that learners must demonstrate and the evidence required for assessment. The criteria for assessment are listed and learners must satisfy each one.

The guidance and exemplars in the standards provide examples of the roles used and contexts for the skills and capabilities at the specified level. They are taken from everyday adult life, grouped under the following headings:

- citizen and community
- economic activity, including paid and unpaid work
- domestic and everyday life
- leisure
- education and training
- using ICT in social roles.

The Adult Literacy Standards are complemented by the Adult Numeracy Standards (see separate *Guidance*, available from our Publications Department).

Spiritual, moral, ethical, social, cultural and environmental issues, health and safety considerations and the European dimension

Learners who undertake programmes of study leading to the Edexcel literacy qualifications will work with a variety of real life contexts. As a result they will encounter many naturally arising moral and cultural issues, environmental and safety considerations and aspects of European developments. When considering contexts for teaching literacy teachers should consider these dimensions to broaden the curriculum. Examples include:

Spiritual issues

- reading and gathering information about a number of well-known religious festivals in a local area

Ethical issues

- gathering information from different sides of the debate on foxhunting and using this material to hold a discussion

Moral issues

- reading publicity materials for a selection of charities, identifying what each charity does, and taking part in a discussion about which one(s) the learner would choose to support and why

Social issues

- using written signs in a department store to find a selection of different items
- using brief instructions for how to get from one place to another (eg ‘turn left into the High Street, then right into Station Road, cross the footbridge’) to mark the route on a simple map
- gathering information from a selection of tourist leaflets to plan a day out

Cultural issues

- reading and gathering information about the traditions and history of different cultures

Environmental issues

- reading and gathering information about recycling and methods of saving energy, and giving a short presentation to explain how these can be done

Health and safety issues

- reading a government health and safety leaflet and listing ways in which the recommendations can be put into practice in the home or workplace

European issues

- gathering information and organising a debate based on canvassing materials for a European election.

Such examples will arise naturally as part of the learning process, given the range of backgrounds of learners of adult literacy.

Structure of the qualifications

The qualifications offered by Edexcel at Entry level and at Levels 1 and 2 are based upon the National Standards for Literacy. At all levels assessment is based on the whole of the National Standard.

Entry level

Learners must pass each of the three units to obtain the qualification at Entry level, namely:

- Speaking and listening (SL)
- Reading (R)
- Writing (W).

However, part achievement is also possible.

Levels 1 and 2

Learners taking the Adult Literacy qualifications at Level 1 and Level 2 must pass the national test at that level to obtain the appropriate qualification.

Teaching and learning

Centres should design a teaching and learning programme that requires the application of skills and knowledge in accordance with the assessment requirements of the qualification. Centres will find it useful to make reference to The Adult Literacy Core Curriculum³.

In the case of learners for whom English is not their first language, centres may wish to make reference to the ESOL Curriculum Framework.

The **learning** activities should, where possible, be relevant to the learner's domestic and everyday life, education and training, and economic activity. In some instances it may not be possible to integrate literacy development and assessment opportunities into a learner's main programme of study. In this situation it may be necessary to utilise stand-alone development and assessment activities.

The overall **assessment** strategy should focus on the application of skills, knowledge and understanding within realistic situations. In addition it is good practice that organisations assess learners' levels at the start of all adult literacy programmes. Centres are encouraged to undertake the following forms of assessment:

- initial screening of learners to determine their literacy profile
- diagnostic assessment to identify specific skills to be developed
- formative assessment to monitor progress towards the achievement of these skills, using learning plans that are regularly reviewed.

The summative assessments provide statements of learners' achievement and contribute to learners' longer term learning plans.

³ The Basic Skills Agency, 2001

Assessment and verification

The scheme of assessment at Entry level

At Entry level the Adult Literacy qualification is awarded on achievement of all three unit tests at any Entry sub-level. Units are available as follows:

Speaking and listening (SL)	Reading (R)	Writing (W)
Entry 1	Entry 1	Entry 1
Entry 2	Entry 2	Entry 2
Entry 3	Entry 3	Entry 3

Taking a unit from each column at any Entry sub-level (Entry 1, Entry 2 or Entry 3) fulfils the qualification's requirements.

For example:

The qualification the learner is awarded	What the learner has achieved
Edexcel Entry Level Certificate in Adult Literacy	Speaking and listening at Entry 3, or Entry 2, or Entry 1
	Reading at Entry 2, or Entry 3, or Entry 1
	Writing at Entry 1, or Entry 3, or Entry 2

The Certificate will be at Entry level and will list the units at the levels achieved. Certificates of unit achievement are also available.

The assessments are:

- set by Edexcel
- taken by learners under specified conditions (See *Arrangements for assessment* below)
- assessed and internally checked by the centre
- externally verified by an Edexcel Entry Verifier.

Each assessment instrument has a pass mark of 80% and is not graded. Each unit of the assessment has equal weighting. There is no time limit on the individual unit.

The assessment is designed to be taken when learners and their tutors feel confident that they have achieved the learning outcomes detailed in the Adult Literacy Standards. This might be achieved through the development of teaching and learning programmes using, for example, the Adult Literacy Core Curriculum.

Arrangements for assessment

Learners will achieve the qualification when they have successfully completed three different units of the assessment at any Entry level (Entry 1, Entry 2 or Entry 3). Certification is at Entry level. Certification of successful achievement in relation to one or two units is also possible.

Each unit assessment:

- is provided to centres upon registration
- must be reserved only for assessment purposes, and thus should be kept secure, along with the assessor's mark scheme
- should be given at a time when the learner is ready for assessment
- should be taken in an appropriate environment for a learner, especially where assessment work may include both oral and practical aspects
- must be worked on independently by the learner; the product must be the learner's own work
- has no time limit on its completion
- should be completed at one sitting
- must not be taken out of the tutor/assessor's direct supervision by a learner at any time
- must not be influenced in its outcome by support given to the learner; help given must be stated on the front of the test paper
- must be marked by the assessor according to the published mark scheme
- must be kept secure when marked and be available for verification
- should be subject to the centre's internal verification processes
- may be repeated after two weeks (14 days)
- is not limited in the number of times a learner may retake the assessment.

External verification will take place when certification is being claimed.

Entry level verification

Verification for this qualification in the first year of operation will be through four 'windows'. In order for learners to be eligible for external verification in a given window they must be registered with Edexcel. For learners on a full year programme, registration is by November, or within four weeks of the learner commencing the programme if the start-date is later than September.

For roll-on roll-off learners the latest registration date will usually be ten weeks prior to the verification window. Special arrangements for specialist centres can be considered through consultation with the Qualification Manager.

Verification dates, procedures and forms can be found in the latest version of Edexcel's *Information Manual*, available from the centre's Examinations officer.

At each window the work for EVERY learner who has achieved all that they are going to achieve MUST be submitted to the Entry Verifier. At the same time as the work is submitted to the Verifier the corresponding Student Report Forms (SRFs) should be returned to Edexcel to claim the learner's achievements. SRFs must ONLY be submitted for work that has been forwarded to the Entry Verifier.

Centres should complete the **Pass List** and the **Entry Verifier Sampling Form (EVSF)** and forward these with the learners' completed work to the Entry Verifier. Completed papers which are received by the Verifier after the close of the verification window will be certificated following the next available verification window.

Once the papers have been verified, the Entry Verifier will forward the completed forms to Edexcel. At the same time the scripts will be returned to the centre along with a copy of the verification report. If verification has been successful certificates will be issued.

It will NOT be possible to claim certification outside the verification windows.

Centre self-assessment

At the beginning of each year the centre is required to complete a self-assessment report (ALAN-CSA in the *Information Manual*). This form is sent out as part of the approval pack. This report will be based upon the following criteria:

- that the centre has a process to profile the individual learner to ensure that their level is correctly identified at the start of the programme
- that the centre has a programme with a structure and content appropriate to teaching the learning outcomes
- that the centre understands and is prepared to conform with the assessment requirements
- that the centre has the resources needed to deliver an adult literacy programme
- that the centre reviews the procedures necessary to ensure that the programme takes account of learners' changing needs
- that the centre has identified progression routes most appropriate to the individual learner.

The centre will submit a report against these criteria to the Entry Verifier along with the first batch of papers. It will not be possible to verify the first batch of scripts unless this report is submitted. The Entry Verifier will review the contents of the self-assessment and produce a report, which will be forwarded to Edexcel and to the centre along with the script verification report.

Until the verifier is satisfied that national standards have been maintained certificates cannot be issued.

Scheme of assessment at Levels 1 and 2

The Edexcel Adult Literacy qualifications are not graded. At Levels 1 and 2 there is one external assessment of the whole of the standard at that level: the national adult literacy test. Learners are reported as having passed, or not yet passed. If the learner is within 10% of achieving the pass mark, but has not yet passed, feedback to this effect is offered.

Learners wishing to achieve the corresponding key skill in communication will be required to register for the key skill, claim a proxy for the test already achieved, and produce the associated portfolio of evidence, which is based on part B of the key skill specification at that level.

The assessments at these levels consist of 40 multiple-choice items. The test is of 60 minutes' duration.

Adult Literacy progression

It is recognised that adult learners are likely to have variable levels of knowledge, skills and understanding in literacy. Commonly, learners may be able to demonstrate their abilities confidently in some aspects of literacy and are less able to do so in another; that is, they evidence a ‘spiky’ literacy skills profile at Entry level. The structure of the Edexcel Adult Literacy qualification at Entry level is designed to reflect this, and to enable learners to progress at their own pace. Therefore, although the literacy standards require learners to demonstrate increasing levels of skills, knowledge and understanding, they may not achieve associated Entry sub-levels in literacy at the same time. Ultimately a learner may achieve individual units in literacy.

The qualification at Entry level is achieved by completing successfully all three units of the assessment at any Entry sub-level. Certification is offered at Entry level. Some learners may choose to be certificated on the achievement of one or two units.

Successful completion of adult literacy at Entry level will allow the learner to progress to Level 1 and Level 2 Adult Literacy. It may also be appropriate, depending upon the associated education or training context, for the learner to progress onto a key skill programme, or to study for a GCSE, or other relevant qualification.

Beyond Levels 1 and 2 progression similarly will depend upon the associated education or training context.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English and all written and spoken work submitted for examination and verification must be produced in English.

Access and prior learning

Organisations are required to recruit with integrity and to select applicants on the basis of their ability to complete successfully their learning programme. Organisations need to consider the extent to which learners may be able to demonstrate relevant prior achievement, as this will affect the amount and type of learning support required and the skill level attempted.

Organisations are advised therefore:

- to identify individual applicants’ starting points based on their experience and aspirations, and their previous qualifications
- to provide applicants with appropriate information and advice.

It is suggested that organisations utilise diagnostic materials to identify the learner’s level of understanding at the start of a literacy programme (see table, page 4). They should also refer to the tables on ‘Progression between capabilities’ detailed in the Adult Literacy Core Curriculum⁵. Programmes should be designed without artificial barriers restricting access and progression, and these should be open to those who can achieve the required standard.

Learners are not required to be certificated in the lower levels of literacy before being entered for a higher level.

⁵ The Basic Skills Agency, 2001

Learners with particular requirements

The Joint Council for General Qualifications has agreed requirements and guidance relating to learners with special requirements at this level.

Edexcel will assess whether or not special consideration or concession can be made for learners with particular requirements. Requests should be addressed to:

Special Requirements
(Vocational Qualifications Team)
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Awarding, reporting and equivalence

The grading, awarding and certification of these specifications will comply with the requirements of Entry level and of Levels 1 and 2, which are published by the regulatory authorities.

Learning Skills for Life through learndirect

learndirect courses can help learners to prepare for the Edexcel adult literacy assessments. learndirect's adult literacy courses have built links between the national standards, the core curriculum and Edexcel's assessments at Entry and at Levels 1 and 2.

Learners can study on-line, off-line or using print and either work towards a literacy qualification or towards part achievement of a qualification.

learndirect centres offer a suite of learning tools as well as courses in literacy and ESOL. The learning tools are designed for screening, initial assessment and diagnosis and are all mapped to the core curricula. In addition to these tools there is a database that helps to locate the courses which will address the learner's learning needs as identified by the diagnostic assessments, called *Skills Checks*. Learners can gain competence at the desired level by filling in gaps in their skill profile in literacy or ESOL.

The courses are of three kinds:

- 1 Taster courses to give adults an introduction to literacy learning
- 2 Modular courses covering the whole of the curricula in literacy and ESOL
- 3 Specific shorter courses addressing elements of literacy requested by learners eg spelling, punctuation.

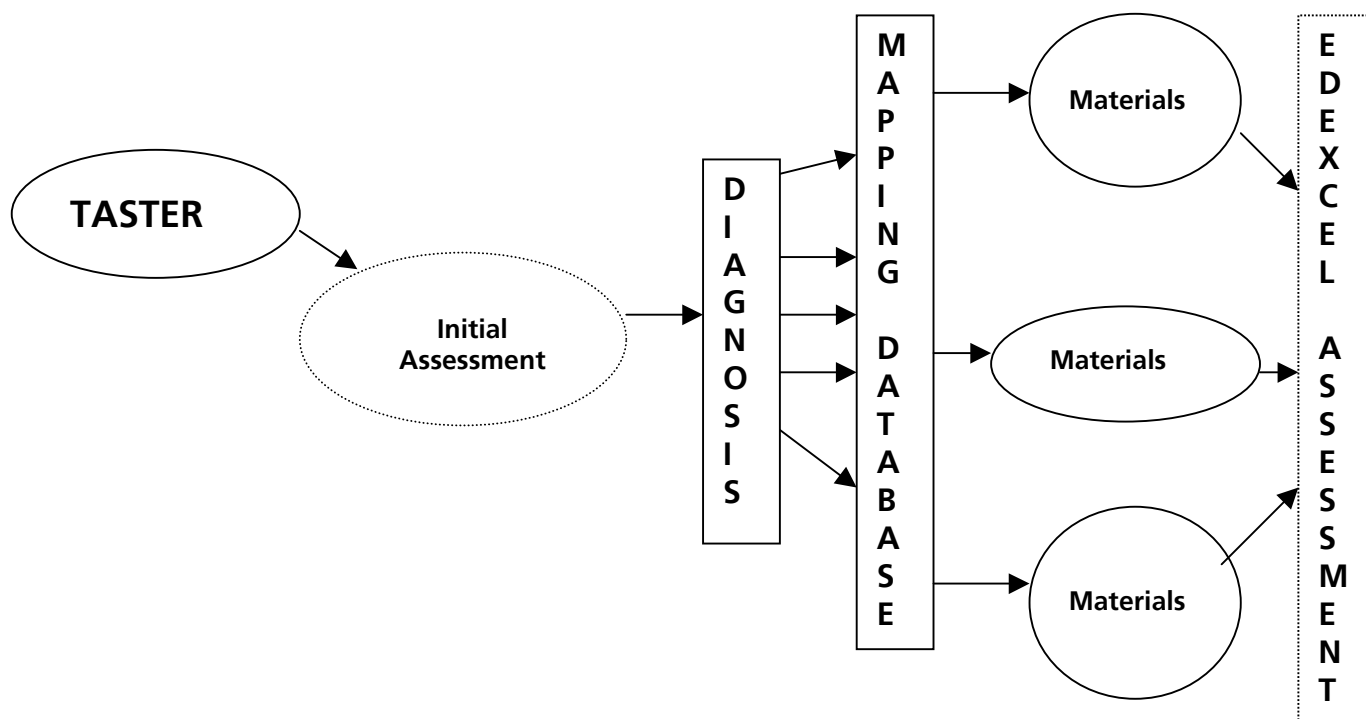
All courses have detailed tutor guides showing how the course works and giving a detailed mapping of the course against the core curricula.

learndirect also offer a 'Preparing for the Test' course which provides the learner with all the information and with the required 'test' skills to successfully take a national test in literacy, or ESOL, at levels 1 or 2.

If you wish to access information on becoming a **learndirect** centre go to www.ufi.com

If you are a **learndirect** centre you can find out more about Skills for Life assessments by logging on to Partners Portal: www.learndirect-partners.co.uk/

A notional route for learners working on Skills for Life learning with learndirect



Management of learning programmes

Programme delivery

Organisations offering the Edexcel Adult Literacy qualifications must include in their learning programme:

- clear guidance about the routes and modes of study available and how these are supported
- an action plan or individual learning plan for every learner
- a flexible approach to teaching and learning based on best practice and the needs of individual learners

Centres should refer to the Adult Literacy and ESOL Core Curricula when developing their learning programmes. Additionally learndirect's mapping provides another structured approach

- learning activities that help to achieve the aims and objectives of the programme
- an emphasis on learning activities in practical settings
- achievable goals
- regular positive feedback
- advice and feedback on learners' progress and their learning needs throughout the programme
- seamless progression to the next level.

Programme co-ordination

The ways in which learning programmes are managed and implemented are crucial in determining the effectiveness, efficiency and quality with which outcomes are achieved. Organisations should identify an appropriate delivery team, normally led by an adult literacy co-ordinator. The co-ordinator has particular responsibility for:

- the effective operation and development of the programme team
- securing resources and providing team development
- planning and implementing detailed review and evaluation procedures, which incorporate the views of all stakeholders
- providing the link between the programme team, learner and the external verifier and examiners.

The team should be responsible for:

- implementing recruitment and induction procedures as appropriate
- implementing equal access and equal opportunities policies
- effective programme design, implementation and assessment strategies
- implementing learners' support systems, including individual learning plans
- effective liaison with interest groups, for example main programme tutors and employers
- implementing quality control systems
- monitoring the operation of the programme and learners' progress
- implementing internal verification procedures
- identifying future resource and team development needs.

Administration of programmes

Centre approval

Existing Edexcel-approved centres are able to run these qualifications by completing the *Intention to Offer* form for the qualification(s) required. This form is available on the Edexcel website (www.edexcel.org.uk). Centres new to Edexcel should contact the approval team at Edexcel via e-mail: approvals@edexcel.org.uk

Registration at Entry level

Learners must register separately for the Entry level Adult Literacy using an SA1 form, which is returned to the Entries and Certification Department. At the point of registration there is no need to state the level for the various units. This will be picked up at the point when a centre completes the SRF.

It is VERY important to note that only ONE certification claim per registration for Entry level Adult Literacy can be made. Once a learner's achievement is reported on the SRF the registration will be closed. No further SRF will be issued to record further achievement by the learner. It is important to ensure that the learner has reached their full potential before the assessments are submitted to the Entry Verifier and the SRF is submitted to Edexcel.

Registration at Level 1 and Level 2

Centres are required to enter learners for Adult Literacy tests at Level 1 and Level 2 using form SA1. Please refer to the *Edexcel Information Manual* for further information.

Despatch of the Entry assessments

There will be one complete set of assessments for the Entry level qualification in Adult Literacy issued by Edexcel each year. A set of assessments consists of each unit (Speaking and Listening, Reading and Writing) at all three entry sub-levels, totalling nine assessments. The assessments for that year will be issued when the centre registers the first learners by the appropriate registration date, listed in the *Information Manual*, to be found with the centre's examinations officer. Where a centre is approved, but no learners are registered, no assessments will be issued to the centre.

Certification

The design of the assessments into separate parts at Entry level is in recognition that adults do not necessarily learn literacy skills in a particular order. Each learner may develop a varied profile of literacy skills, knowledge and understanding, developed to different sub-levels. Therefore learners may gain the Edexcel Entry level Certificate in Adult Literacy (including spoken communication) by achieving units at any entry sub-level.

At Levels 1 and 2 there is one external assessment: the National Adult Literacy test. Learners are assessed as either pass or fail.

There is no time limit on the completion of an individual qualification, up to the shelf life of the qualification.

The centre should return any certificates that require amendment to the Edexcel Entries and Certifications Centre, with a full explanation of the amendment required.

Appeals and enquiries about results

At Entry level unit assessment and verification is completed within the centre before assessments are submitted for external verification. Should a centre wish to make an appeal following the external verification they should contact the Enquiry about Results service.

At Level 1 and Level 2 there is no appeals process other than if centres wish to object to the outcomes of the processes undertaken by Edexcel and in particular those associated with the optical-marking of the tests. A clerical check of that process can be made. Centres should contact Edexcel's key skills team.

Centres wishing to enquire about the progress of certification requests should contact Edexcel's Customer Services.

Forbidden combinations

There are no prohibited combinations associated with the Edexcel adult literacy qualifications.

Support

Edexcel-related publications can be obtained from our publications department and from our website:

Edexcel Publications
Adamsway
Mansfield
Notts NG 18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
E-mail: publications@linneydirect.com

Edexcel website: www.edexcel.org.uk

Edexcel recognises the value of training to support the teaching of our specifications. There is an annual programme of training and development that takes place throughout the country. For further information about what is planned please contact the Professional Development and Training (INSET) section.

Telephone: 020 7758 5620
Fax: 020 7758 5951
E-mail: trainingenquiries@edexcel.org.uk

or consult the Professional Development and Training Guides, which are sent to all centres.

An extensive support network exists to provide guidance and training for teachers. As well as the national programme of training it includes information on the Edexcel website, support from Edexcel Regional offices and from the Edexcel Advisors attached to centres.

The Edexcel Customer Services is available on 0870 240 9800 to answer any queries that you may have about this specification and its implementation.

Useful publications

- National standards for adult literacy and numeracy (order reference QCA/00/621)
- Specimen assessment materials for Adult Literacy at entry level
- Guidance and units –Entry and Levels 1 and 2 Numeracy (publication code W012718)
- Edexcel Information Manual – sent to all centres' examination officers.

SECTION 2

National Standards for Adult Literacy

Edexcel's references to the national standards

To help centres to access the national standards and to cross-reference those standards against Edexcel's entry assessments, Edexcel has devised a unique referencing system.

National Standard Descriptor	Reference	Numbered bullet				
		Entry 1	Entry 2	Entry 3	Level 1	Level 2
Speaking and listening	SL Listen and respond	SLr E1.1 –	SLr E2.1 –	SLr E3.1 –	SLr 1.1 –	SLr 2.1 –
		SLr E1.4	SLr E2.6	SLr E3.6	SLr 1.6	SLr 2.4
	SL Speak to communicate	SLc E1.1 –	SLc E2.1 –	SLc E3.1 –	SLc 1.1 –	SLc 2.1 –
SLc E1.4		SLc E2.4	SLc E3.4	SLc 1.4	SLc 2.4	
Reading	SL Engage in discussion	SLd E1.1	SLd E2.1 –	SLd E3.1 –	SLd 1.1 –	SLd 2.1 –
			SLd E2.2	SLd E3.3	SLd 1.3	SLd 2.5
	Text	Rt E1.1 –	Rt E2.1 –	Rt E3.1 –	Rt 1.1 –	Rt 2.1 –
		Rt E1.2	Rt E2.4	Rt E3.9	Rt 1.5	Rt 2.8
	Sentence	Rs	Rs E2.1			
Writing	R Word	Rw E1.1 –	Rw E2.1 –	Rw E3.1 –	Rw 1.1	Rw 2.1 –
		Rw E1.3	Rw E2.5	Rw E3.4		Rw 2.2
	Text	Wt E1.1	Wt E2.1	Wt E3.1 –	Wt 1.1 –	Wt 2.1 –
Writing	W Sentence	Ws E1.1 –	Ws E2.1 –	Ws E3.1 –	Ws 1.1 –	Ws 2.1 –
		Ws E1.3	Ws E2.4	Ws E3.3	Ws 1.3	Ws 2.4
	Word	Ww E1.1 –	Ww E2.1 –	Ww E3.1 –	Ww 1.1 –	Ww 2.1
		Ww E1.2	Ww E2.2	Ww E3.2	Ww 1.2	

Example

Entry 3

Writing (W)

Wt (Text)

E3.1 Plan and draft writing

Reference Wt E3.1

Speaking and listening		Reading		Writing	
At this level, adults can:		At this level, adults can:		At this level, adults can:	
<p>listen and respond</p> <p>to spoken language, including simple narrative, statements, questions and single-step instructions</p> <p>speak to communicate</p> <p>basic information, feelings and opinions in familiar topics</p> <p>engage in discussion</p> <p>with another person in a familiar situation about familiar topics</p>		<p>read and understand</p> <p>short texts with repeated language patterns on familiar topics</p> <p>read and obtain information</p> <p>from common signs and symbols</p>		<p>write to communicate</p> <p>information to an intended audience</p>	
<p><i>An adult will be expected to:</i></p>		<p><i>An adult will be expected to:</i></p>		<p><i>An adult will be expected to:</i></p>	
SLr E1.1	<ul style="list-style-type: none"> listen for the gist of short explanations 	Rt E1.1	<ul style="list-style-type: none"> follow a short narrative on a familiar topic or experience 	Wt E1.1	<ul style="list-style-type: none"> use written words and phrases to record or present information
SLr E1.2	<ul style="list-style-type: none"> listen for detail using key words to extract some specific information 	Rt E1.2	<ul style="list-style-type: none"> recognise the different purpose of texts at this level 	Ws E1.1	<ul style="list-style-type: none"> construct a simple sentence
SLr E1.3	<ul style="list-style-type: none"> follow single step instructions in a familiar context, asking for instructions to be repeated if necessary 	Rw E1.1	<ul style="list-style-type: none"> possess a limited, meaningful sight vocabulary of words, signs and symbols 	Ws E1.2	<ul style="list-style-type: none"> punctuate a simple sentence with a capital letter and full stop
SLr E1.4	<ul style="list-style-type: none"> listen and respond to requests for personal information 	Rw E1.2	<ul style="list-style-type: none"> decode simple, regular words 	Ws E1.3	<ul style="list-style-type: none"> use a capital letter for personal pronoun 'I'
SLc E1.1	<ul style="list-style-type: none"> speak clearly to be heard and understood in simple exchanges 	Rw E1.3	<ul style="list-style-type: none"> recognise the letters of the alphabet in both upper and lower case 	Ww E1.1	<ul style="list-style-type: none"> spell correctly some personal key words and familiar words
SLc E1.2	<ul style="list-style-type: none"> make requests using appropriate terms 			Ww E1.2	<ul style="list-style-type: none"> write the letters of the alphabet using upper and lower case
SLc E1.3	<ul style="list-style-type: none"> ask questions to obtain specific information 				
SLc E1.4	<ul style="list-style-type: none"> make statements of fact clearly 				
SLd E1.1	<ul style="list-style-type: none"> speak and listen in simple exchanges and everyday contexts 				
<p>in simple and familiar formal exchanges connected with education, training, work and social roles</p>					<p>in documents such as forms, lists, messages, notes, records</p>

**Standards for adult literacy
(including spoken communication)**

Entry 2

Speaking and listening		Reading		Writing	
At this level, adults can:		At this level, adults can:		At this level, adults can:	
<p>listen and respond</p> <p>to spoken language, including straightforward information, short narratives, explanations and instructions</p> <p>speak to communicate</p> <p>information, feelings and opinions on familiar topics</p> <p>engage in discussion</p> <p>with one or more people in a familiar situation to establish shared understanding about familiar topics</p>		<p>read and understand</p> <p>short, straightforward texts on familiar topics</p> <p>read and obtain information</p> <p>from short documents, familiar sources and signs and symbols</p>		<p>write to communicate</p> <p>information with some awareness of the intended audience</p>	
<p>An adult will be expected to:</p>		<p>An adult will be expected to:</p>		<p>An adult will be expected to:</p>	
SLt E2.1	<ul style="list-style-type: none"> listen for and follow the gist of explanations, instructions and narratives 	Rt E2.1	<ul style="list-style-type: none"> trace and understand the main events of chronological and instructional texts 	Wt E2.1	<ul style="list-style-type: none"> use written words and phrases to record or present information
SLt E2.2	<ul style="list-style-type: none"> listen for detail in short explanations, instructions and narratives 	Rt E2.2	<ul style="list-style-type: none"> recognise the different purposes of texts at this level 	Ws E2.1	<ul style="list-style-type: none"> construct simple and compound sentences, using common conjunctions to connect two clauses, eg <i>as, and, but</i>
SLt E2.3	<ul style="list-style-type: none"> listen for and identify the main points of short, straightforward explanations or presentations 	Rt E2.3	<ul style="list-style-type: none"> identify common sources of information 	Ws E2.2	<ul style="list-style-type: none"> use adjectives
SLt E2.4	<ul style="list-style-type: none"> listen to and follow short, straightforward explanations and instructions 	Rt E2.4	<ul style="list-style-type: none"> use illustrations and captions to locate information 	Ws E2.3	<ul style="list-style-type: none"> use punctuation correctly, eg <i>capital letters, full stops and question marks</i>
SLt E2.5	<ul style="list-style-type: none"> listen to and identify simply expressed feelings and opinions 	Rs E2.1	<ul style="list-style-type: none"> read and understand linking words and adverbials in instructions and directions, eg <i>next, then, right, straight on</i> 	Ws E2.4	<ul style="list-style-type: none"> use a capital letter for proper nouns
SLc E2.1	<ul style="list-style-type: none"> speak clearly to be heard and understood in straightforward exchanges 	Rw E2.1	<ul style="list-style-type: none"> read and understand words in forms related to personal information, eg <i>first name, surname, address, postcode, age, date of birth</i> 	Ww E2.1	<ul style="list-style-type: none"> spell correctly the majority of personal details and familiar common words
SLc E2.2	<ul style="list-style-type: none"> make requests and ask questions to obtain information in everyday contexts 	Rw E2.2	<ul style="list-style-type: none"> recognise high frequency words and words with common spelling patterns 	Ww E2.2	<ul style="list-style-type: none"> produce legible text
SLt E2.6	<ul style="list-style-type: none"> respond to straightforward questions 	Rw E2.3	<ul style="list-style-type: none"> use phonic and graphic knowledge to decode words 		
SLc E2.3	<ul style="list-style-type: none"> express clearly statements of fact and short accounts and descriptions 	Rw E2.4	<ul style="list-style-type: none"> use a simplified dictionary to find the meaning of unfamiliar words 		
SLc E2.4	<ul style="list-style-type: none"> ask questions to clarify understanding 	Rw E2.5	<ul style="list-style-type: none"> use initial letters to find and sequence words in alphabetical order 		
SLd E2.1	<ul style="list-style-type: none"> follow the gist of discussions 				<p>in documents such as forms, lists, messages, notes, records, e-mails, simple narratives</p>

<p>SLd E2.2</p>	<p><i>An adult will be expected to</i></p> <ul style="list-style-type: none"> follow the main points and make appropriate contributions to the discussion <p>in straightforward familiar formal exchanges connected with education, training, work and social roles</p>	<p>in texts such as public signs and notices, lists, forms, notes, records e-mails, simple narratives, letters and diagrams</p>		
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Speaking and listening		Reading		Writing	
At this level, adults can:		At this level, adults can:		At this level, adults can:	
<p>listen and respond</p> <p>to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone</p> <p>speak to communicate</p> <p>information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone</p> <p>engage in discussion</p> <p>with one or more people in familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics</p>		<p>read and understand</p> <p>short, straightforward texts on familiar topics accurately and independently</p> <p>read and obtain information</p> <p>from everyday sources</p>		<p>write to communicate</p> <p>information and opinions with some adaptations to the intended audience</p>	
<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>	
SLIr E3.1	<ul style="list-style-type: none"> listen and follow the gist of explanations, instructions and narratives in different contexts 	Rt E3.1	<ul style="list-style-type: none"> trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph 	Wt E3.1	<ul style="list-style-type: none"> plan and draft writing
SLIr E3.2	<ul style="list-style-type: none"> listen for detail in explanations, instructions and narratives in different contexts 	Rt E3.2	<ul style="list-style-type: none"> recognise the different purposes of texts at this level 	Wt E3.2	<ul style="list-style-type: none"> organise writing in short paragraphs
SLIr E3.3	<ul style="list-style-type: none"> listen for and identify relevant information and new information from discussions, explanations and presentations 	Rt E3.3	<ul style="list-style-type: none"> recognise and understand the organisational features and typical language of instructional texts, <i>eg use of the imperatives and second person</i> 	Wt E3.3	<ul style="list-style-type: none"> sequence chronological writing
SLIr E3.4	<ul style="list-style-type: none"> use strategies to clarify and confirm understanding, <i>eg facial expressions or gestures</i> 	Rt E3.4	<ul style="list-style-type: none"> identify the main points and ideas and predict words from context 	Ws E3.1	<ul style="list-style-type: none"> write in complete sentences
SLIr E3.5	<ul style="list-style-type: none"> listen to and respond appropriately to other points of view 	Rt E3.5	<ul style="list-style-type: none"> understand and use organisational features to locate information <i>eg contents, index, menus</i> 	Ws E3.2	<ul style="list-style-type: none"> use correct basic grammar, <i>eg appropriate verb tense, subject-verb agreement</i>
SLc E3.1	<ul style="list-style-type: none"> speak clearly to be heard and understood using appropriate clarity, speed and phrasing 	Rt E3.6	<ul style="list-style-type: none"> skim read title, headings and illustrations to decide if material is of interest 	Ws E3.3	<ul style="list-style-type: none"> use punctuation correctly, <i>eg capital letters, full stops, question marks, exclamation marks</i>
SLc E3.2	<ul style="list-style-type: none"> use formal language and register when appropriate 	Rt E3.7	<ul style="list-style-type: none"> scan texts to locate information 	Ww E3.1	<ul style="list-style-type: none"> spell correctly common words and relevant key words for work and special interest
SLIr E3.6	<ul style="list-style-type: none"> respond to a range of questions about familiar topics 	Rt E3.8	<ul style="list-style-type: none"> obtain specific information through detailed reading 	Wt E3.4	<ul style="list-style-type: none"> proof-read and correct writing for grammar and spelling

SLc E3.3	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> express clearly statements of fact and give short explanations, accounts and descriptions 	Rt E3.9	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> relate an image to print and use it to obtain meaning 	Ww E3.2	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> produce legible text
SLc E3.4	<ul style="list-style-type: none"> make requests and ask questions to obtain information in familiar and unfamiliar contexts 	Rw E3.1	<ul style="list-style-type: none"> recognise and understand relevant specialist key words 		<p>in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports.</p>
SLd E3.1	<ul style="list-style-type: none"> follow and understand the main points of discussions on different topics 	Rw E3.2	<ul style="list-style-type: none"> read and understand key words and phrases commonly used on forms 		
SLd E3.2	<ul style="list-style-type: none"> make contributions to discussions that are relevant to the subject 	Rw E3.3	<ul style="list-style-type: none"> use a dictionary to find the meaning of unfamiliar words 		
SLd E3.3	<ul style="list-style-type: none"> respect the turn-taking rights of others during discussions <p>in familiar formal exchanges connected with education, training, work and social roles</p>	Rw E3.4	<ul style="list-style-type: none"> use first and second place letters to find and sequence words in alphabetical order <p>in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports</p>		

Standards for adult literacy
(including spoken communication)

Level 1

Speaking and listening		Reading		Writing	
At this level, adults can:		At this level, adults can:		At this level, adults can:	
<p>listen and respond</p> <p>to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context</p> <p>speak to communicate</p> <p>information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium</p> <p>engage in discussion</p> <p>with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</p>		<p>read and understand</p> <p>straightforward texts of varying lengths on a variety of topics accurately and independently</p> <p>read and obtain information</p> <p>from different sources</p>		<p>write to communicate</p> <p>information, ideas and opinions clearly using length, format and style appropriate to purpose and audience</p>	
<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>	
SLIr 1.1	<ul style="list-style-type: none"> listen for and identify relevant information from explanations and presentations on a range of straightforward topics 	Rt 1.1	<ul style="list-style-type: none"> trace and understand the main events of continuous descriptive, explanatory and persuasive texts 	Wt 1.1	<ul style="list-style-type: none"> plan and draft writing
SLIr 1.2	<ul style="list-style-type: none"> listen for and understand explanations, instructions and narratives on different topics in a range of contexts 	Rt 1.2	<ul style="list-style-type: none"> recognise how language and other textual features are used to achieve different purposes, <i>eg to instruct, explain, describe persuade</i> 	Wt 1.2	<ul style="list-style-type: none"> judge how much to write and level of detail to include
SLIr 1.3	<ul style="list-style-type: none"> use strategies to clarify and confirm understanding <i>eg facial expressions, body language and verbal prompts</i> 	Rt 1.3	<ul style="list-style-type: none"> identify the main points and specific detail, and infer meaning from images which is not explicit in the text 	Wt 1.3	<ul style="list-style-type: none"> present information in a logical sequence, using paragraphs where appropriate
SLIr 1.4	<ul style="list-style-type: none"> provide feedback and confirmation when listening to others 	Rt 1.4	<ul style="list-style-type: none"> use organisational and structural features to locate information, <i>eg contents, index, menus, subheadings, paragraphs</i> 	Wt 1.4	<ul style="list-style-type: none"> use language suitable for purpose and audience
SLIr 1.5	<ul style="list-style-type: none"> make contributions relevant to the situation and the subject 	Rt 1.5	<ul style="list-style-type: none"> use different reading strategies to find and obtain information 	Wt 1.5	<ul style="list-style-type: none"> use format and structure for different purposes
SLc 1.1	<ul style="list-style-type: none"> speak clearly in a way which suits the situation 	Rw 1.1	<ul style="list-style-type: none"> use reference material to find the meaning of unfamiliar words 	Ws 1.1	<ul style="list-style-type: none"> write in complete sentences

SLc 1.2	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> make requests and ask questions to obtain information in familiar and unfamiliar contexts 				<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use correct grammar <i>eg subject-verb agreement, correct use of tense</i>
SLr 1.6	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> respond to questions on a range of topics 			Ws 1.3	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> punctuate sentences correctly and use punctuation so that meaning is clear
SLc 1.3	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> express clearly statements of fact, explanations, instructions, accounts and descriptions 			Ww 1.1	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> spell correctly words used most often in work, studies and daily life
SLc 1.4	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> present information and ideas in a logical sequence and include detail and develop ideas where appropriate 			Wt 1.6	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> proof-read and revise writing for accuracy and meaning
SLd 1.1	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> follow and contribute to discussions on a range of straightforward topics 			Ww 1.2	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> produce legible text
SLd 1.2	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> respect the turn taking rights of others during discussions 				<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use appropriate phrases for interruption
SLd 1.3	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use appropriate phrases for interruption 				<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use appropriate phrases for interruption
	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> in formal exchanges connected with education, training, work and social roles 				<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> in reports, instructional, explanatory and persuasive texts
					<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Standards for adult literacy
(including spoken communication)

Level 2

Speaking and listening		Reading		Writing	
At this level, adults can:		At this level, adults can:		At this level, adults can:	
<p>listen and respond</p> <p>to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context</p> <p>speak to communicate</p> <p>straightforward and detailed information, ideas and opinions clearly, adapting each speech and content to take account of the listeners(s), medium, purpose and situation</p> <p>engage in discussion</p> <p>with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic</p>		<p>read and understand</p> <p>a range of texts of varying complexity accurately and independently</p> <p>read and obtain information</p> <p>of varying length and detail from different sources</p>		<p>write to communicate</p> <p>information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience</p>	
<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>		<i>An adult will be expected to:</i>	
SLlr 2.1	<ul style="list-style-type: none"> listen for and identify relevant information from extended explanations or presentations on a range of topics 	Rt 2.1	<ul style="list-style-type: none"> trace and understand the main events of continuous descriptive, explanatory and persuasive texts 	Wt 2.1	<ul style="list-style-type: none"> plan and draft writing
SLlr 2.2	<ul style="list-style-type: none"> listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts 	Rt 2.2	<ul style="list-style-type: none"> identify the purpose of a text and infer meaning which is not explicit 	Wt 2.2	<ul style="list-style-type: none"> judge how much to write and the level of detail to include
SLc 2.1	<ul style="list-style-type: none"> speak clearly and confidently in a way which suits the situation 	Rt 2.3	<ul style="list-style-type: none"> identify the main points and specific detail 	Wt 2.3	<ul style="list-style-type: none"> present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate
SLlr 2.3	<ul style="list-style-type: none"> respond to detailed or extended questions on a range of topics 	Rt 2.4	<ul style="list-style-type: none"> read an argument and identify the points of view 	Wt 2.4	<ul style="list-style-type: none"> use format and structure to organise writing for different purposes
SLlr 2.4	<ul style="list-style-type: none"> respond to criticism and criticise constructively 	Rt 2.5	<ul style="list-style-type: none"> read critically to evaluate information and compare sources 	Wt 2.5	<ul style="list-style-type: none"> use formal and informal language appropriate to purpose and audience
SLc 2.2	<ul style="list-style-type: none"> make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts 	Rt 2.6	<ul style="list-style-type: none"> use organisational features and systems to locate texts and information 	Wt 2.6	<ul style="list-style-type: none"> use different styles of writing for different purposes, eg <i>persuasive techniques, supporting evidence, technical vocabulary</i>
SLc 2.3	<ul style="list-style-type: none"> express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary 	Rt 2.7	<ul style="list-style-type: none"> use different reading strategies to find and obtain information eg <i>skimming, scanning, detailed reading</i> 	Ws 2.1	<ul style="list-style-type: none"> construct complex sentences

SLc 2.4	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding make relevant contributions to help move discussions forward adapt contributions to discussions to suit audience, context, purpose and situation 	Rt 2.8	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> summarise information from longer documents 	Ws 2.2	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use correct grammar, <i>eg subject-verb agreement, correct and consistent use of tense</i>
SLd 2.1	<ul style="list-style-type: none"> make relevant contributions to help move discussions forward 	Rw 2.1	<ul style="list-style-type: none"> read and understand technical vocabulary 	Ws 2.3	<ul style="list-style-type: none"> use pronouns so that their meaning is clear
SLd 2.2	<ul style="list-style-type: none"> adapt contributions to discussions to suit audience, context, purpose and situation 	Rw 2.2	<ul style="list-style-type: none"> use reference materials to find the meanings of unfamiliar words 	Ws 2.4	<ul style="list-style-type: none"> use pronouns so that their meaning is clear
SLd 2.3	<ul style="list-style-type: none"> use appropriate phrases for interruption and change of topic 			Ww 2.1	<ul style="list-style-type: none"> punctuate sentences correctly and use punctuation accurately, <i>eg commas, apostrophes, inverted commas</i> spell correctly words used most often in work, studies and daily life, including familiar technical words proof-read and revise writing for accuracy and meaning produce legible text
SLd 2.4	<ul style="list-style-type: none"> support opinions and arguments with evidence 			Wt 2.7	
SLd 2.5	<ul style="list-style-type: none"> use strategies intended to reassure, <i>eg body language and appropriate phrasology</i> 			Wt 2.8	
	<p>in a wide range of formal and social exchanges</p>				<p>in a wide range of documents</p>

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