Theme: **Cells (Biology)**	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
National Curriculum KS3 content: • cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope • the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts • the similarities and differences between plant and animal cells • the role of diffusion in the movement of materials in and between cells • the structural adaptations of some unicellular organisms • the hierarchical organisation of multicellular organisms: from cells to tissues to	**Knowledge to be assessed is set out in the specification for Entry Level Certificate – Biology Module 1.** **ELB1:** **Dead or alive (cells)** Recall the life processes: movement, respiration, sensitivity, growth, reproduction, excretion, and nutrition. Be able to name the body systems involved with these life processes: circulatory, respiratory and digestive. Be able to label the nucleus, cytoplasm and cell membrane of an animal cell. Know that the nucleus controls the cell; the membrane allows some chemicals to pass in and out, and the cytoplasm is where useful chemical reactions take place.	The teaching is aimed at GCSE Foundation Level (Grade 4/5), so as to allow students on all pathways to have access to a broader and more in-depth curriculum. **Pathway 1** students will complete: **A) A body of work that comprises worksheets and practical activities, as appropriate.** Life Processes and Body Systems: Completion of worksheets with diagrams. Labelling an animal cell: Microscopy practical; labelling and colouring in a blank diagram. Knowledge of cell organelle functions: completion of worksheets with key terms (e.g.	

organs to systems to organisms	Know that cells get substances in by diffusion, and active transport [No knowledge of the process is required]. Know that new cells are made when cells divide. Know that new body cells are needed for growth and repair. Know that cancer can be caused when cell division is out of control. Know that bigger organisms have cells that are adapted for different roles to include nerve cells/root hair cells/red blood cells. Know that stem cells are cells that can change into other cells. know that stem cells can be used in medicine to repair the body.	nucleus) and functions (e.g. controls the cell) Knowledge of cell transport: Diffusion – know that it is down a concentration gradient from high to low. Demonstration (e.g. spraying a fragranced aerosol) and practical (e.g. agar cubes) and worksheet. Active transport – know that it is against a concentration gradient and requires energy. (Although knowledge of the process is not required, it is enriching for students to have this information.) Cell division: Practical activity using plasticine to model a cell with the different organelles; worksheet to label and colour in a diagram of cells. Worksheet on normal cell division and uncontrolled cell division (cancer). Stem cells:	

		To engage in a discussion using materials with facts about stem cell research and therapy, including pros and cons. This is an ideal topic for a discussion about the social and ethical aspects of science. **B) The written test for ELB1 – this is a 15-minute test.** On Pathway 1, a student might be expected to achieve 1 out of 2 points for the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 2	Pathway 2	Pathway 2
	Same core knowledge as Pathway 1.	**A) A body of work that comprises worksheets and practical activities, as appropriate (Pathway 1)** **PLUS some challenge worksheets completed and evidence of some**	

		analysis of practical task results. **B) The written test for ELB1 – this is a 15-minute test.** On Pathway 2, a student might be expected to achieve 1.5 to 2 points in the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 3	Pathway 3	Pathway 3
	Same core knowledge as Pathway 1.	**A)** A body of work that comprises worksheets and practical activities, as appropriate PLUS some challenge worksheets completed and evidence of some analysis of practical task results (Pathway 2) **PLUS consistent completion of challenge worksheets and further independent work, such as using a textbook**	

		and/or researching a topic on their laptop; evidence of greater analysis and interpretation of practical task results. **B) The written test for ELB1 – this is a 15-minute test.** On Pathway 3, a student might be expected to achieve 2 points in the test, and be working towards Entry Level Certificate 2 to 3. Some Pathway 3 students might be working at a GCSE 1 to 2 level. If that is the case, they might benefit from being provided with selected GCSE Foundation past paper questions in the topic that follows.	

Theme: **Physical and chemical changes**	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
National Curriculum KS3 content: • the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure • changes of state in terms of the particle model. • a simple (Dalton) atomic model • differences between atoms, elements and compounds • chemical symbols and formulae for elements and compounds • conservation of mass, changes of state, and chemical reactions.	**Knowledge to be assessed is set out in the specification for Entry Level Certificate – Chemistry Module 1.** **ELC1: Physical or chemical change** Explain states of matter using the particle model. Explain changes of state using the particle model. Describe the physical states of products and reactants using state symbols: (s), (l), (g) and (aq). Plan an experiment to work out the melting point of a solid. Use data to predict states of substances under given conditions.	The teaching is aimed at GCSE Foundation Level (Grade 4/5), so as to allow students on all pathways to have access to a broader and more in-depth curriculum. **Pathway 1** students will complete: **A) A body of work that comprises worksheets and practical activities, as appropriate.** States of matter and changes of state: Construct simple diagrams to show solid, liquid and gas particles in three squares of the same size. Written description of particle behaviour. Carry out hands-on task with balls/marbles as particles.	

	Explain chemical reactions using the particle model. Use ideas about the behaviour of particles and bonds to explain what happens during changes of state. Know that during a change of state the mass of the substance remains the same. Explain using the particle model why in a non-enclosed reaction there may be loss of mass during a chemical reaction, limited to one of the products being a gas. Know that some reactions may be reversed e.g. forward reaction: a+b → c+d and backwards: c+d → a+b.	Written exercise to fill in missing state symbols. Carry out an experiment involving melting ice and boiling the water, and recording the temperatures. Particle model, bonds, conservation of mass, and reversible reactions: Written exercises using gap fills, multiple choice, and written responses. Practical with a reversible reaction. **B) The written test for ELC1 – this is a 15-minute test.** On Pathway 1, a student might be expected to achieve 1 out of 2 points for the test, and be working towards Entry Level Certificate 1 or 2.	

	Pathway 2	Pathway 2	Pathway 2
	Same core knowledge as Pathway 1.	**A) A body of work that comprises worksheets and practical activities, as appropriate (Pathway 1)** **PLUS some challenge worksheets completed and evidence of some analysis of practical task results.** **B) The written test for ELC1 – this is a 15-minute test.** On Pathway 2, a student might be expected to achieve 1.5 to 2 points in the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 3	Pathway 3	Pathway 3
	Same core knowledge as Pathway 1.	**A)** A body of work that comprises worksheets	

		and practical activities, as appropriate PLUS some challenge worksheets completed and evidence of some analysis of practical task results (Pathway 2) **PLUS consistent completion of challenge worksheets and further independent work, such as using a textbook and/or researching a topic on their laptop; evidence of greater analysis and interpretation of practical task results.** **B) The written test for ELC1 – this is a 15-minute test.** On Pathway 3, a student might be expected to achieve 2 points in the test, and be working towards Entry Level Certificate 2 to 3.	

		Some Pathway 3 students might be working at a GCSE 1 to 2 level. If that is the case, they might benefit from being provided with selected GCSE Foundation past paper questions.	

Theme: **Waves**	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
National Curriculum KS3 content: • waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition. • frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound	**Knowledge to be assessed is set out in the specification for Entry Level Certificate – Physics Module 1.** **ELP1: Getting the Message** Describe how sound waves in air are longitudinal waves. Explain how the motion of the molecules in a gas is related to its pressure e.g. shouting *versus* whispering.	The teaching is aimed at GCSE Foundation Level (Grade 4/5), so as to allow students on all pathways to have access to a broader and more in-depth curriculum. **Pathway 1** students will complete: **A) A body of work that comprises worksheets and practical activities, as appropriate.** Insert content here	

• sound needs a medium to travel, the speed of sound in air, in water, in solids • sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal • auditory range of humans and animals. • pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone. • the similarities and differences between light waves and waves in matter	Know that even when whispering voice can be overheard. Know that coding a message increases its security. Understand that light can be used for communication but requires the use of digital code (e.g. Morse code). Know that digital signals are either on (1) or off (0) Know that light travels through space at a speed of 300 000 km/s. Understand how using light allows messages to be transmitted quickly. Understand how light travels along an optical fibre from one end to the other by reflection. Know that optical fibres transmit data very quickly.	**B) The written test for ELP1 – this is a 15-minute test.** On Pathway 1, a student might be expected to achieve 1 out of 2 points for the test, and be working towards Entry Level Certificate 1 or 2.	

• light waves travelling through a vacuum; speed of light • the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface • use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye • light transferring energy from source to absorber, leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras	Know that light is not the only method of transmitting a signal digitally – there are other examples which use the electromagnetic spectrum. Know that household remote control devices use infrared radiation. Know that wireless communication devices use radio waves. Understand the advantages of wireless technology for radio, mobile telephones and laptop computers. Know that mobile phones use microwave signals. Find out how the mobile phone system works. Know that sound and images can be transmitted digitally.		

• colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.	Know that the main reason for switching to digital television and radio is the improved quality of picture and sound.		
	Pathway 2	Pathway 2	Pathway 2
	Same core knowledge as Pathway 1.	**A) A body of work that comprises worksheets and practical activities, as appropriate (Pathway 1)** **PLUS some challenge worksheets completed and evidence of some analysis of practical task results.** **B) The written test for ELP1 – this is a 15-minute test.** On Pathway 2, a student might be expected to achieve 1.5 to 2 points in the test, and be working towards Entry Level Certificate 1 or 2.	

	Pathway 3	Pathway 3	Pathway 3
	Same core knowledge as Pathway 1.	A) A body of work that comprises worksheets and practical activities, as appropriate PLUS some challenge worksheets completed and evidence of some analysis of practical task results (Pathway 2) **PLUS consistent completion of challenge worksheets and further independent work, such as using a textbook and/or researching a topic on their laptop; evidence of greater analysis and interpretation of practical task results.** **B) The written test for ELP1 – this is a 15-minute test.** On Pathway 3, a student might be expected to	

		achieve 2 points in the test, and be working towards Entry Level Certificate 2 to 3. Some Pathway 3 students might be working at a GCSE 1 to 2 level. If that is the case, they might benefit from being provided with selected GCSE Foundation past paper questions.	

Theme: Reproduction	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
National Curriculum KS3 content: • reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the	**Knowledge to be assessed is set out in the specification for Entry Level Certificate – Biology Module 2.** **ELB2: Babies (reproduction)** Recall the names of the main organs of the female reproductive system: ovary, oviduct, womb, and vagina. Recall the names of the main organs of the male reproductive system: penis, testis, sperm duct.	The teaching is aimed at GCSE Foundation Level (Grade 4/5), so as to allow students on all pathways to have access to a broader and more in-depth curriculum. **Pathway 1** students will complete: **A) A body of work that comprises worksheets and practical activities, as appropriate.** Insert content here	

foetus through the placenta • reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.	Recall the functions of testes (make sperm), ovary (make eggs). Recall that normal body cells have 46 chromosomes: females have 23 pairs (including xx); males have 22 pairs and an odd pair (xy). Know that sperm and egg cells have 23 chromosomes each. Know that fertilisation occurs by the fusion of a sperm and an egg cell, which produces a fertilised egg with 46 chromosomes. Recall that the fertilised egg develops into a foetus. Know that the placenta is the exchange surface used to transfer substances between the mother and foetus and what happens to it after child birth. Know that chemicals called hormones are involved in reproduction to include male:	**B) The written test for ELB2 – this is a 15-minute test.** On Pathway 1, a student might be expected to achieve 1 out of 2 points for the test, and be working towards Entry Level Certificate 1 or 2.	

	testosterone and female: oestrogen and progesterone. Recall some of the changes that occur in the female body after fertilisation: stopping periods and gaining weight. Know that periods start again after childbirth. Explain the use of hormones in contraception and evaluate hormonal and non-hormonal methods of contraception.		
	Pathway 2	Pathway 2	Pathway 2
	Same core knowledge as Pathway 1.	**A) A body of work that comprises worksheets and practical activities, as appropriate (Pathway 1)** **PLUS some challenge worksheets completed and evidence of some analysis of practical task results.**	

		B) The written test for ELB2 – this is a 15-minute test. On Pathway 2, a student might be expected to achieve 1.5 to 2 points in the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 3	Pathway 3	Pathway 3
	Same core knowledge as Pathway 1.	A) A body of work that comprises worksheets and practical activities, as appropriate PLUS some challenge worksheets completed and evidence of some analysis of practical task results (Pathway 2) **PLUS consistent completion of challenge worksheets and further independent work, such as using a textbook and/or researching a topic on their laptop; evidence of greater analysis and**	

		interpretation of practical task results. **B) The written test for ELB2 – this is a 15-minute test.** On Pathway 3, a student might be expected to achieve 2 points in the test, and be working towards Entry Level Certificate 2 to 3. Some Pathway 3 students might be working at a GCSE 1 to 2 level. If that is the case, they might benefit from being provided with selected GCSE Foundation past paper questions.	

Theme: Acids and Alkalis	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
National Curriculum KS3 content:	**Knowledge to be assessed is set out in the specification for Entry Level Certificate – Chemistry Module 2.**	The teaching is aimed at GCSE Foundation Level (Grade 4/5), so as to allow students on all pathways to have access to a	

• defining acids and alkalis in terms of neutralisation reactions • the pH scale for measuring acidity/alkalinity; and indicators • reactions of acids with metals to produce a salt plus hydrogen • reactions of acids with alkalis to produce a salt plus water	**ELC2: Acids and Alkalis** Be able to label simple laboratory apparatus used to obtain a dye from a plant (limited to beaker, stirring rod, heating apparatus, filter funnel, filter paper and mortar and pestle). Know that the colour of some dyes can be changed by adding acids and alkalis. Understand safety precautions when using acids or alkalis. Interpret simple information about the use of indicators to classify solutions as acid, neutral or alkali. Know how to use the pH scale. Know that pH can be measured electronically.	broader and more in-depth curriculum. **Pathway 1** students will complete: **C) A body of work that comprises worksheets and practical activities, as appropriate.** Insert content here **D) The written test for ELC2 – this is a 15-minute test.** On Pathway 1, a student might be expected to achieve 1 out of 2 points for the test, and be working towards Entry Level Certificate 1 or 2.	

	Know that neutralisation occurs when acids and alkalis are mixed. Know that acids produce protons (H+) and alkalis produce hydroxide ions (OH–). Know that when you mix acids and alkalis together the protons (H+) and hydroxide ions (OH–) form H2O this is called neutralisation (introduce the name ions to higher level learners, lower level learners may just refer to 'H' and 'OH'). Understand the uses of neutralisation, limited to curing indigestion and reducing the acidity of soils. Know that excess acid in the stomach is a cause of indigestion. Interpret simple information comparing the effectiveness of different indigestion remedies [no recall expected].		

	Pathway 2	Pathway 2	Pathway 2
	Same core knowledge as Pathway 1.	**A) A body of work that comprises worksheets and practical activities, as appropriate (Pathway 1)** **PLUS some challenge worksheets completed and evidence of some analysis of practical task results.** **B) The written test for ELC2 – this is a 15-minute test.** On Pathway 2, a student might be expected to achieve 1.5 to 2 points in the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 3	Pathway 3	Pathway 3
	Same core knowledge as Pathway 1.	A) A body of work that comprises worksheets and practical activities, as appropriate PLUS some	

		challenge worksheets completed and evidence of some analysis of practical task results (Pathway 2) **PLUS consistent completion of challenge worksheets and further independent work, such as using a textbook and/or researching a topic on their laptop; evidence of greater analysis and interpretation of practical task results.** **B) The written test for ELB2 – this is a 15-minute test.** On Pathway 3, a student might be expected to achieve 2 points in the test, and be working towards Entry Level Certificate 2 to 3.	

		Some Pathway 3 students might be working at a GCSE 1 to 2 level. If that is the case, they might benefit from being provided with selected GCSE Foundation past paper questions.	
Theme: Light & EM Spectrum	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
National Curriculum KS3 content: **See ELP1 (Getting the Message) above.**	**Knowledge to be assessed is set out in the specification for Entry Level Certificate – Physics Module 2.** **ELP2: Full Spectrum** Know that visible light is part of a group of waves called the electromagnetic spectrum. Know that all waves from the electromagnetic spectrum travel at the speed of light. Be able to list the colours of the visible spectrum in order from red to violet.	The teaching is aimed at GCSE Foundation Level (Grade 4/5), so as to allow students on all pathways to have access to a broader and more in-depth curriculum. **Pathway 1** students will complete: A) **A body of work that comprises worksheets and practical activities, as appropriate.** Insert content here	

	Know that a rainbow is a naturally occurring example of the visible spectrum. Know that a visible spectrum can be produced when white light passes through a prism. Know that a laser produces a narrow, intense beam of light. Recall uses of lasers limited to: read CDs, light shows, pointers, weapon guidance, cutting tools. Know that warm and hot objects emit infrared radiation. Know that passive infrared sensors and thermal imaging cameras work by detecting body heat. Know that infrared is useful for: remote control for TV etc.; short distance data links for computer or mobile phone; night photography; burglar alarms;	B) **The written test for ELP2 – this is a 15-minute test.** On Pathway 1, a student might be expected to achieve 1 out of 2 points for the test, and be working towards Entry Level Certificate 1 or 2.	

	heating things, e.g. electric fire, toaster, grill. Recall two examples of uses of microwave radiation from: cooking; mobile phones; radar; communication with satellites. Know that microwaves cause heating when absorbed by water or fat and this is the basis of microwave cooking. Know that radio waves produce electrical signals in metal aerials. Recall two examples of uses of radio waves: radio; wireless links for laptop computers. Understand the advantages of wireless technology for global communications.		
	Pathway 2	Pathway 2	Pathway 2
	Same core knowledge as Pathway 1.	**A) A body of work that comprises worksheets and practical activities, as appropriate (Pathway 1)**	

		PLUS some challenge worksheets completed and evidence of some analysis of practical task results. **B) The written test for ELP2 – this is a 15-minute test.** On Pathway 2, a student might be expected to achieve 1.5 to 2 points in the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 3	Pathway 3	Pathway 3
	Same core knowledge as Pathway 1.	A) A body of work that comprises worksheets and practical activities, as appropriate PLUS some challenge worksheets completed and evidence of some analysis of practical task results (Pathway 2)	

		PLUS consistent completion of challenge worksheets and further independent work, such as using a textbook and/or researching a topic on their laptop; evidence of greater analysis and interpretation of practical task results. **B) The written test for ELP2 – this is a 15-minute test.** On Pathway 3, a student might be expected to achieve 2 points in the test, and be working towards Entry Level Certificate 2 to 3. Some Pathway 3 students might be working at a GCSE 1 to 2 level. If that is the case, they might benefit from being provided with selected GCSE Foundation past paper questions.	

Theme: Homeostasis	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
National Curriculum KS4 content (ELB3	**Knowledge to be assessed is set out in the specification for Entry Level Certificate –[SUBJECT] Module X.** **ELXX: Name of module** [Content from EL spec here]	The teaching is aimed at GCSE Foundation Level (Grade 4/5), so as to allow students on all pathways to have access to a broader and more in-depth curriculum. **Pathway 1** students will complete: **A) A body of work that comprises worksheets and practical activities, as appropriate.** Insert content here **B) The written test for ELXX – this is a 15-minute test.** On Pathway 1, a student might be expected to achieve 1 out of 2 points for the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 2	Pathway 2	Pathway 2

	Same core knowledge as Pathway 1.	**A) A body of work that comprises worksheets and practical activities, as appropriate (Pathway 1)** **PLUS some challenge worksheets completed and evidence of some analysis of practical task results.** **B) The written test for ELXX – this is a 15-minute test.** On Pathway 2, a student might be expected to achieve 1.5 to 2 points in the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 3	Pathway 3	Pathway 3
	Same core knowledge as Pathway 1.	A) A body of work that comprises worksheets and practical activities, as appropriate PLUS some challenge worksheets completed and evidence of some analysis of	

		practical task results (Pathway 2) **PLUS consistent completion of challenge worksheets and further independent work, such as using a textbook and/or researching a topic on their laptop; evidence of greater analysis and interpretation of practical task results.** **B) The written test for ELXX – this is a 15-minute test.** On Pathway 3, a student might be expected to achieve 2 points in the test, and be working towards Entry Level Certificate 2 to 3. Some Pathway 3 students might be working at a GCSE 1 to 2 level. If that is the case, they might benefit from being provided with	

		selected GCSE Foundation past paper questions.	

Theme:	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
National Curriculum KS3 content:	**Knowledge to be assessed is set out in the specification for Entry Level Certificate –[SUBJECT] Module X.** **ELXX: Name of module** [Content from EL spec here]	The teaching is aimed at GCSE Foundation Level (Grade 4/5), so as to allow students on all pathways to have access to a broader and more in-depth curriculum. **Pathway 1** students will complete: **C) A body of work that comprises worksheets and practical activities, as appropriate.** Insert content here **D) The written test for ELXX – this is a 15-minute test.** On Pathway 1, a student might be expected to achieve 1 out of 2 points for the test, and be	

		working towards Entry Level Certificate 1 or 2.	
	Pathway 2	Pathway 2	Pathway 2
	Same core knowledge as Pathway 1.	**C) A body of work that comprises worksheets and practical activities, as appropriate (Pathway 1)** **PLUS some challenge worksheets completed and evidence of some analysis of practical task results.** **D) The written test for ELXX – this is a 15-minute test.** On Pathway 2, a student might be expected to achieve 1.5 to 2 points in the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 3	Pathway 3	Pathway 3
	Same core knowledge as Pathway 1.	C) A body of work that comprises worksheets and practical activities, as	

		appropriate PLUS some challenge worksheets completed and evidence of some analysis of practical task results (Pathway 2) **PLUS consistent completion of challenge worksheets and further independent work, such as using a textbook and/or researching a topic on their laptop; evidence of greater analysis and interpretation of practical task results.** **D) The written test for ELXX – this is a 15-minute test.** On Pathway 3, a student might be expected to achieve 2 points in the test, and be working towards Entry Level Certificate 2 to 3.	

		Some Pathway 3 students might be working at a GCSE 1 to 2 level. If that is the case, they might benefit from being provided with selected GCSE Foundation past paper questions.	

Theme:	Core Knowledge	Key Outcomes	Next Stage of Learning
Key Learning/Links to NC	Pathway 1	Pathway 1	Pathway 1
National Curriculum KS3 content:	**Knowledge to be assessed is set out in the specification for Entry Level Certificate –[SUBJECT] Module X.** **ELXX: Name of module** [Content from EL spec here]	The teaching is aimed at GCSE Foundation Level (Grade 4/5), so as to allow students on all pathways to have access to a broader and more in-depth curriculum. **Pathway 1** students will complete: **E) A body of work that comprises worksheets and practical activities, as appropriate.** Insert content here **F) The written test for ELXX – this is a 15-minute test.**	

		On Pathway 1, a student might be expected to achieve 1 out of 2 points for the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 2	Pathway 2	Pathway 2
	Same core knowledge as Pathway 1.	**E) A body of work that comprises worksheets and practical activities, as appropriate (Pathway 1)** **PLUS some challenge worksheets completed and evidence of some analysis of practical task results.** **F) The written test for ELXX – this is a 15-minute test.** On Pathway 2, a student might be expected to achieve 1.5 to 2 points in the test, and be working towards Entry Level Certificate 1 or 2.	
	Pathway 3	Pathway 3	Pathway 3

	Same core knowledge as Pathway 1.	E) A body of work that comprises worksheets and practical activities, as appropriate PLUS some challenge worksheets completed and evidence of some analysis of practical task results (Pathway 2) **PLUS consistent completion of challenge worksheets and further independent work, such as using a textbook and/or researching a topic on their laptop; evidence of greater analysis and interpretation of practical task results.** **F) The written test for ELXX – this is a 15-minute test.** On Pathway 3, a student might be expected to achieve 2 points in the test, and be working	

		towards Entry Level Certificate 2 to 3. Some Pathway 3 students might be working at a GCSE 1 to 2 level. If that is the case, they might benefit from being provided with selected GCSE Foundation past paper questions.	