

**CCEA Entry Level Certificate in English  
(March Series) 2016 - Revised**

# **Chief Examiner and Principal Moderator's Report**

english



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Certificate (ELC) in English (Revised) for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk)



## Contents

Principal Moderator's Report	3
Contact details	5



## ELC ENGLISH

### Principal Moderator's Report

Summer 2016 was the first opportunity for centres to submit candidates' portfolios for this revised specification for awarding at either individual unit or full qualification level. Only one centre chose to do this, all other centres submitting the coursework will complete over two years for the legacy specification.

There are six units available. Learners must complete all six to achieve a full qualification. However, it is not a requirement to submit all six units at the same time. Centres can submit unit assessment outcomes for any number of units each summer.

The six units are:

- Unit 1: English through the Media: Still Image
- Unit 2: English through Poetry
- Unit 3: English through Drama
- Unit 4: English through the Media: Moving Image Genres
- Unit 5: English through Prose
- Unit 6: English through Experience

The work for each unit can be undertaken in any order. It is not envisaged that centres will necessarily choose to complete the units in sequential order. Completed portfolios for a unit can be submitted each summer. So, for example, a centre may choose to submit portfolios for work completed for Units 1, 2 and 5 at the end of Year 11 and then Units 3, 4, and 6 at the end of Year 12 – or any combination. Of course, centres may wish to wait and submit all six units at the end of two years. However, the qualification has been designed to enable students to achieve recognition for completed units achieved during the course of their studies rather than simply at the end.

For each unit, the assessment criteria for Levels 1, 2 and 3 are set out in the specification and assessment can take place as and when the learner is ready. It is the responsibility of the centre to provide evidence of where/how the candidate has achieved the level being claimed.

The specification sets out a list of methods for creating evidence for the moderation process. It is not prescriptive and the moderators will accept any type of evidence which clearly demonstrates that candidates have achieved the learning outcomes. It is the teacher's responsibility to ensure that the work presented for assessment is the student's own and was completed under the teacher's direct supervision. The work should demonstrate what the individual candidate knows, understands and can do.

Learners can work in groups, but it is essential that a teacher is able to identify the contributions made by an individual student and learners should provide an individual response which will then be submitted in their individual portfolio as evidence. 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 at that particular level.

The one centre which submitted work for this specification in Summer 2016 had completed all six units. It was pleasing to see that use had been made of some of the support materials, which have been provided on the CCEA Entry Level microsite, to generate evidence of achievement. It was also good to note that the centre had been able to tailor some of the types of tasks and texts which they had used over a number of years for the legacy specification to demonstrate how the candidates had fulfilled the criteria for some of the new units. Centres should find that they will be able to continue to use some well-loved texts and tasks while utilizing the new resources provided by CCEA specifically for the Revised Specification.

It is crucial that centres are very clear in signposting to the moderator where evidence can be found. Where previously only five pieces of coursework were submitted in a folder for each student, candidates may now be submitting five or six pieces per unit. A completed portfolio may therefore contain over thirty pieces of evidence of various kinds including drawings, photographs, recordings, letters and essays. It is imperative that all evidence is clearly identified so that moderators can find it quickly and easily without having to sort through and try to identify which piece of work is addressing each criterion.

The one centre which submitted work in 2016 is to be commended for the effort and care put in to the work and the careful annotation and adherence to the criteria which was applied. It is hoped that it has been a useful exercise for the teacher and centre, as it was for the moderators and that the school will feel more confident having been through this process now.

## Contact details

The following information provides contact details for key staff members:

- Specification Support Officer: Joan Jennings  
(telephone: (028) 9026 1200, extension: 2552, email: [jjennings@ccea.org.uk](mailto:jjennings@ccea.org.uk))
- Officer with Subject Responsibility: Deborah McGuffin  
(telephone: (028) 9026 1200, extension: 2444, email: [dmcguffin@ccea.org.uk](mailto:dmcguffin@ccea.org.uk))