

**CCEA Entry Level Certificate in English  
(March Series) 2017**

# **Principal Moderator's Report**

english



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Qualification (ELQ) in English 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).



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# ENTRY LEVEL QUALIFICATION ENGLISH

## Principal Moderator's Report

### General

In this, the first series when work for only the new specification was to be submitted, centres are to be commended on the quality of their candidates' responses and the diligence with which teachers had undertaken the significantly more demanding administrative work in collecting and collating materials. Moderators were impressed with the presentation of the portfolios and the imaginative and engaging ways that centres had approached all and especially the new aspects of the specification. One centre submitted photocopies of the candidates' work which were not always clear. The original work should be presented for moderation.

For a full award candidates must complete all six units and most centres submitted work accordingly. However, it is not necessary to wait until the end of Year 12 to submit portfolios for all six units. Centres have the option of submitting some units in Year 11 and completing the full award in Year 12.

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

Unlike the previous specification, there is no stand-alone assessment of Speaking and Listening but there are many opportunities to practise these skills throughout the 120 guided learning hours and many teachers made use of Witness Statements and photographic evidence, and, in one case, a recording, to demonstrate how their candidates had fulfilled various assessment criteria through oral work.

For each candidate, a Unit Record Sheet, signed by both teacher and candidate, and a Portfolio Progress Tracking Record should be included with the submission. The latter is important as it clarifies for the moderator where the evidence for each assessment criteria has been provided. This should be clearly identified with numbered pages within the portfolio and annotation within the work itself. It is not sufficient merely to state in the column headed 'Evidence - referenced to portfolio work submitted/task assessments' the word "enclosed". Similarly, this Progress Tracking Record gives the opportunity for teachers to provide additional comments and information regarding, for example, the level of support which candidates have received.

### Assessment Unit 1      English through the Media: Still Media

This unit introduced new aspects of English to the specification and some centres were a little uncertain of how to approach it. The purpose of this unit, as stated in the specification, is to engage students with the techniques and features in still image media. While some centres focused very closely on pictures, photographs and images, to fulfil and provide evidence for the assessment criteria, even at Level 1, it is necessary to move beyond this and look at media products. The resource materials provided on the CCEA website are useful teaching tools to begin this process but do not, of themselves, provide all the evidence required.

Many centres produced their own very clear resources using real-life examples of advertisements which candidates could annotate or complete an accompanying question sheet identifying the main messages/purposes, audiences, techniques and up to five key features (depending on the level being attained). This was all the evidence required for Learning Outcomes 1 and 2.

The responses to Learning Outcomes 3 and 4, where candidates had to plan and produce a print media product of their own, were varied and interesting and showed clear engagement on the part of the candidates and their ability to put into practice the features which they had previously identified. One candidate created a slogan for his advertisement 'Eat your way to the top' which would attract an audience to any product!

It is anticipated that at Levels 2 and 3 the planning for Learning Outcome 3 will relate to the print media product created to fulfil Learning Outcome 4.

Some candidates, with the inclusion of very little more evidence could have attained Level 2 rather than the Level 1 claimed for this unit.

## **Assessment Unit 2                      English through Poetry**

For centres who had entered candidates for the previous specification, this was perhaps more familiar ground as many centres had used poetry in response to one of the Reading Tasks and some had also used it to generate evidence for Writing.

Learning Outcome 1 requires engagement with a range of poetry and evidence for this can be provided through a short list of poems studied. The evidence for Learning Outcomes 1 and 2, even at Level 3, may all refer to one or more poems. Good use was made by centres of highlighting and underlining words, phrases and features in poems to identify examples for evidence. At Level 1 Witness Statement evidence and photographs were provided to show candidates identifying features of poetry.

Learning Outcome 3 requires candidates to provide a creative response. At Level 1 this may be in the form of a drawing or storyboard but for Levels 2 and 3 a written response is required. This may be a poem(s) written by the candidate or a creative writing response. For example, one centre having studied the poem Timothy Winters and answered comprehension type questions to demonstrate understanding and their personal opinion and to identify various features, the candidates then went on to write a diary entry as Timothy.

## **Assessment Unit 3                      English through Drama**

For many centres this was new territory and, while there was clear evidence that the candidates had engaged well with texts and enjoyed the tasks set – especially designing a costume – teachers were hesitant to award a higher level even when the evidence was there.

Centres used a range of drama texts including Romeo and Juliet and Our Day out. Good use was made of media representations and teachers had put great effort into gathering material for their candidates. Some centres produced worksheets with film stills to enable their candidates to communicate about facial expressions; others used photographic evidence of their candidates taking part in role plays where they could explore how a character feels in a scene. One centre created The Verona Daily newspaper to explore the text and demonstrate understanding.

Moderators would encourage the use of a range of strategies to elicit evidence. A list of some of the types of assessment methods which can be employed for all the units may be found on pages 21/22 of the Specification document.

## **Assessment Unit 4                      English through the Media: Moving Image Genres**

Again, moving image genres were new to the specification. Candidates are, however, very familiar with television programmes and films – sometimes even more so than their teachers - and this came across very clearly in their responses to the tasks set. While the term 'genre' might be new for candidates, they were able to identify television and film genres with ease and provide examples.

Good use was made of the CCEA Task Sheets but some centres had also developed worksheets which enabled candidates at different levels to provide evidence asking for examples for 3 (Level 2) or 4 (Level 3) programmes. This type of worksheet made it very clear for both the teacher when assessing and the moderator to identify which level had been achieved.

Learning Outcome 3 provided both candidates and moderators with much interest and pleasure. Candidates came up with some interesting titles and innovative ideas for new programmes including Buddies, Brotherly Love and The Spa Fabulous Hotel and moderators expressed a wish to have the opportunity to watch some of them.

## **Assessment Unit 5                      English through Prose**

Teachers and candidates are very familiar with the type of tasks required to provide evidence for this unit. By far the most popular text was *Of Mice and Men* and centres had augmented the CCEA resources with others of their own. Evidence for Learning Outcomes 1, 2 and 3 were mostly provided through comprehension and cloze procedure tasks. Learning Outcome 4 demands that candidates structure a narrative either with prompts (Level 2) or by themselves (Level 3). Please note that for Level 3 the requirement is 'plan and make changes to improve' so moderators were looking for a plan and either a first and second draft of the narrative or at least a second plan which the narrative then reflected. Similarly, we had anticipated more obviously narrative/story responses than some centres submitted as their final evidence.

## **Assessment Unit 6                      English through Experience**

There are two parts to this unit. Learning Outcome 1 asks the candidates to communicate personal information. Most candidates provided an autobiography or piece of autobiographical writing such as an account of work experience.

The second part requires candidates to communicate information on a topic of interest. While everyone is, of course, interested in their own life, it was anticipated that this aspect of the unit would enable the candidates to reflect their own interests and hobbies and carry out some research. We had a wide range of interests researched including Everest, various models of cars and becoming an astronaut.

At Level 3 for example, candidates are required to use two different sources and highlight important information which will be included in their final piece.

Note that to fulfil the requirements for Level 3, there must be a draft and redraft included in the portfolio (2.4) and even for a Level 2 there should be some evidence that changes have been made to the work (2.4).

This has been a learning experience for candidates, teachers and moderators. The moderating team would like to thank all the teachers for the care and effort they put in to their submissions and to congratulate the candidates for all their hard work.

## Contact details

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