

**CCEA Entry Level in English  
(March Series) 2018**

# **Principal Moderator's Report**

english



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level 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 ENGLISH

## Principal Moderator's Report

### General

This was the second year of submissions for the Revised Specification and moderators were gratified to note that centres are gaining confidence and expertise in designing and utilizing a range of appropriate materials to enable candidates to fulfil the Learning Outcomes and demonstrate their ability to meet the Assessment Criteria. As with last year, centres are to be commended on the quality of their candidates' responses and the diligence with which teachers had undertaken the 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 the teaching and assessment of all units.

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 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 120 hours of guided learning. 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.

For each candidate, a Unit Record Sheet, signed by both the teacher and the candidate, and a Portfolio Progress Tracking Record should be included with the submission. The latter is a very important document as it clarifies for the moderator where each Assessment Criterion has been met and where the specific evidence can be found. The work submitted should have numbered pages and annotation on the body of the work should identify the Assessment Criterion being addressed. It is only necessary to submit one piece of evidence for each Assessment Criterion. A specific date should be given for when each Assessment Criterion was achieved – not just the same month and year for everything in a unit.

The Progress Tracking Record also gives the opportunity for teachers to provide additional comments and information regarding, for example, the level of support which a candidate has received. This is especially important where significant support has been given and the work seems to suggest to the moderator that a candidate has provided evidence of being able to meet a particular Assessment Criterion when, in fact, they are not able to do so without support and the teacher has assessed accordingly. Unless supporting comment is provided, the Moderator has to assess what is on the page.

### Assessment Unit 1

### English through the Media: Still Media

As with last year, some centres seemed a little uncertain of how to approach this unit. A 'Print Media Product' is more than an individual photograph and, while the use of photographs and images/illustrations will feature in any print media product, there are many other elements which must be addressed. This unit is designed to engage students with the techniques and features in still image media – in particular advertising. 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.

Many centres have gained confidence in teaching this unit and there was a range of resources produced by teachers using contemporary, real-life advertisements which clearly engaged the candidates.

The responses to Learning Outcomes 3 and 4, where candidates had to plan and produce a print media product of their own, demonstrated clearly how they were able to employ the techniques about which they had been learning. Their engagement and enjoyment were clear and the moderators enjoyed seeing the finished products.

It is anticipated that at Levels 2 and 3 the planning for Learning Outcome 3 will relate specifically to the print media product created to fulfil Learning Outcome 4 and not, as was the case in a few instances, be planning one advertisement or poster and then producing a different one as their finished product.

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

Learning Outcome 1 requires engagement with a range of poetry and evidence for this can be provided simply through a short list of poems studied. Some centres also used song lyrics and their candidates engaged well with this. To provide evidence for Learning Outcomes 1 and 2, good use was made by centres of highlighting and underlining words, phrases and features in one or more of the poems studied. At Level 1 the moderators were happy to have Witness Statement and/or photographic evidence 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 specified. This is more than a response to a comprehension question but may be a poem(s) written by the candidate or some other type of creative writing response e.g. letter to a character in the poem, for example a letter in response to Mid Term Break, story of what happened before/after events in the poem, eye witness account of what happened in the poem.

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

For some centres, with non-English specialist teachers, this can seem a more challenging unit. Throughout all the centres, however, there was clear evidence that the candidates had engaged well with the appropriate texts selected, including Romeo and Juliet, Blood Brothers and Our Day Out. All elicited good responses and showed that the candidates had enjoyed the tasks set – especially designing a costume. Appropriate use was made of media representations and teachers had put great effort into gathering material for their candidates. A range of assessment styles was employed especially photographic evidence of candidates preparing and taking part in role plays where they could explore how a character feels in a scene and demonstrate their understanding of the use of movement, gestures and facial expressions.

## Assessment Unit 4

## English through the Media: Moving Image Genres

Candidates are very familiar with the Moving Image Media in daily life and it was good to see their increasing use of some media-specific terminology. They were able to identify television and film genres with ease and provide a range of examples. Sometimes their ability to provide evidence for a higher level was only limited by the demands of the task set for them.

Learning Outcome 3 demonstrated that candidates understood and could apply what they had been learning and provided both candidates and moderators with much interest and pleasure. Candidates came up with some interesting titles and innovative ideas for new programmes.

## Assessment Unit 5

## English through Prose

All centres provided a range of suitable tasks for their candidates. Of Mice and Men was again a popular text but centres used a range of texts to suit their candidates. Evidence for Learning Outcomes 1, 2 and 3 were mostly provided through comprehension and cloze procedure tasks and this was totally appropriate and provided suitable scaffolding to assist candidates to show what they know and understand.

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 only two Learning Outcomes in this unit. Learning Outcome 1 asks candidates to communicate personal information. Most candidates provided an autobiography or piece of autobiographical writing such as an account of work experience or a personal statement.

The second Learning Outcome requires candidates to communicate information on a topic of interest to them. A key element of this is to 'gather some facts' (Level 2) or 'gather appropriate information...from at least two sources' (Level 3). This research element is an important feature and should allow candidates to follow their own interests and hobbies. It is not anticipated that candidates will again be writing about themselves but rather their topic of interest.

To fulfil the requirements for the award of 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).

The moderating team enjoyed reading the portfolios of the candidates. There is a wide range of work going on in centres and it is obvious that teachers are providing interesting and engaging learning experiences for their candidates.

The 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.

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