

**CCEA Entry Level in English
(March Series) 2022**

Principal Moderator's Report

english

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2022 series.

CCEA hopes that the 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.

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Principal Moderator's Report

Subject Overview

Despite the difficulties schools and colleges have had to face, the moderators were pleased with the quality of work submitted for moderation this year.

Centres demonstrated their confidence in delivering the specification and there was much evidence of the development of teaching materials designed by centres and targeted to be appropriate and enabling for their specific candidates to augment those already available on the CCEA website. These resources enabled candidates to fulfil the Learning Outcomes and demonstrate clearly their ability to meet the assessment criteria. As with previous years, centres must be commended on the range of learning experiences provided. These resulted in many responses of a high quality.

Most centres were also very diligent with all aspects of the administrative work required in preparing their submissions. It is important to ensure that the E- Candidate Moderation document is always completed accurately. This avoids errors occurring during moderation, particularly where candidate numbers have been mixed up on the Candidate Record Sheets. Portfolios were well-organised providing the detail which is required for moderation. Centres continue to demonstrate creativity in both the teaching and the design of assessment activities for all six units.

The Learning Outcomes for each unit sets 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 Level 1, 2 or 3. For each candidate, a Unit Record Sheet, which should be signed by both the teacher and the candidate, and a Portfolio Progress Tracking Record should be included with the submission. The Tracking Record is a crucial document for the moderation process. It identifies for the moderator where each assessment criterion has been met and where the specific evidence for this can be found within the portfolio. It is therefore extremely helpful that the work submitted should have numbered pages to make the Tracking Record more specific, help centres ensure that the candidates have addressed all the Learning Outcomes and have provided evidence of the appropriate assessment criteria and enable moderators to find the evidence easily. 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 submitted as all the work could not have been completed on the same date. The Progress Tracking Record also provides the opportunity for teachers to submit any additional comments and information they may wish to make the moderator aware of, for example, the level of support which a candidate has received or if work was completed independently. 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 significant support and the teacher had reflected this in the level achieved and assessed the work accordingly. Unless supporting comment of this kind is provided, the moderator can only assess what is on the page in the work submitted for them to make a judgement about the level achieved.

The moderating team once again enjoyed reading the work of the candidates. There is a wide range of activities going on in centres and it is obvious that teachers are working hard

to provide interesting and engaging learning experiences for their candidates. Much of the centre-produced materials reflects an imaginative and thorough approach to ensuring that candidates can both access the learning and be enthused to respond. The moderating team would like to thank teachers for the care and effort they put into their submissions and to congratulate all the candidates for their hard work.

Assessment Unit 1 English through the Media: Still Image

There was clear evidence that all centres have now grasped the main focus of this unit and are no longer concentrating solely or mainly on photographs. The creation of a 'Print Media Product' which is the culmination of the unit when candidates put into practice what they have learned requires candidates to be aware of and to be able to use many other elements, rather than simply photographs. This is clear from the assessment objectives and Learning Outcomes.

This unit is designed to engage students with the techniques and features in still image media, not just still images. The CCEA-produced materials provide the necessary focus on advertisements but it was good to see that many centres have gained confidence in teaching this unit and now produce their own contemporary, real-life advertisement task sheets. Where this occurred, it was obvious that candidates were familiar with the products in the advertisements and were able to respond more confidently and fulfil the assessment criteria regarding audience, purpose and features easily.

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. Candidates' engagement and enjoyment were evident, and the moderators enjoyed seeing the finished products, many of which used real-life events such as posters for local or school activities but others which were more traditional advertisements for products for sale. 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. One advertisement should not be planned and then another unrelated one submitted as the final piece of evidence.

Assessment Unit 2 English through Poetry

Learning Outcome 1 requires engagement with a range of poetry. While no specific number of poems is identified, there is the expectation that the submission will include some responses to more than one poem. The simplest way to provide evidence for a range is a short list of the poems with which the candidates have engaged. It is not necessary to study all the poems in detail or to complete tasks on them all but rather what is being evidenced is that candidates have had the opportunity to see/read/hear a range of poetry and respond to some of the poems. 'Timothy Winters' and 'Mid-Term Break' once again elicited good responses with candidates being able to reflect and express appropriate feelings and ideas. Some centres also used song lyrics and this proved very popular and enabling for their candidates.

To provide evidence for Learning Outcomes 1 and 2, good use was made of tasks employing highlighting and underlining words, phrases and features in one or more of the poems studied and cutting and pasting exercises. These are straightforward and quick ways for candidates to demonstrate their understanding. At Level 1 the moderators were happy to have a witness statement from the teacher and/or photographic evidence to show candidates identifying features of poetry without requiring a written response from the candidate. Learning Outcome 3 requires candidates to provide a creative response. At

Level 1 several centres utilized drawings or storyboards as responses to fulfil this Learning Outcome and this was perfectly acceptable but for Levels 2 and 3 the specification requires a written response. This should be more than a response to a comprehension question(s). Answering questions about a poem they have read does not enable the candidates to explore their own creativity. Most centres submit a poem written by the candidates, haiku and acrostics and 'I am' poems being particularly popular, and it is obvious to the moderators that the candidates really enjoy this task. Other types of creative writing responses are equally valid e.g. letters, newspaper reports or a story of what happened before/after the events in a poem. The main feature the moderators are looking for is that the response is creative.

Assessment Unit 3 English through Drama

While some centres seemed to be less confident in delivering this unit in past series, this year there was clear evidence that centres are providing their candidates with appropriate opportunities to engage with drama texts and had developed a range of excellent resources to support them. There is much good work to enable candidates to access some challenging texts such as extracts from Shakespeare with 'Macbeth' and 'Romeo and Juliet' still proving very popular. A Front-Page News Story based on the events from 'Macbeth' proved a particularly effective task. 'Our Day Out' continues to be popular too.

Moderators noted in some instances that centres submitted work which fulfils Level 2 but, with very little further evidence, candidates could have achieved Level 3. Throughout all the centres, there was clear evidence that the candidates had engaged well with the texts selected. All chosen texts elicited good responses and showed that the candidates had enjoyed the tasks set. The designing of an appropriate costume continues to show the candidates' engagement and creativity. Appropriate use was made of media representations alongside hard copies of plays to enable candidates to demonstrate Learning Outcome 3, the features of the play.

Teachers had put great effort into gathering materials for their candidates with TV and film clips along with still images from the play being studied and proving particularly useful for the candidates to demonstrate Learning Outcome 4 about movements and facial expressions. It should be noted that candidates responding only to a film rather than a play are not being enabled to address all the aspects of how a play is staged as the demands of a film and a play on stage are very different as also is a play script different to a film screenplay even in something as basic as layout. 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. The moderators always enjoy seeing these. Witness statements were also used very effectively.

Assessment Unit 4 English through the Media: Moving Image Genres

Candidates are very familiar with the Moving Image Media in their own lives and it was good to see an increasing ability to use media-specific terminology in responses. Candidates were able to identify television and film genres and provide a range of examples of them. Sometimes their ability to provide evidence for a higher level was only limited by the demands of the task set for them. For example, Level 1 requires candidates to identify two features of a genre. Here the teacher can provide the genre and a range of features from which candidates can select appropriately. Level 2 requires candidates to recognise some features of two different genres. Again, the teacher can provide the genres and a range of features. Level 3, however, requires candidates to suggest three typical features of a

specified genre not just select from a list. Learning Outcome 3 provides the opportunity for candidates to display their knowledge and understanding and apply it to create ideas for their own TV programme or film. The moderators enjoyed the range of programmes suggested with appropriate interesting detail about characters and settings and with accompanying posters. For example ‘Stranded in the Sea’ suggested by one candidate sounded like a very interesting film and fantasy and science fiction films were much in evidence this year, no doubt reflecting current trends in the film industry.

Assessment Unit 5 English through Prose

‘Stone Cold’ and several Roald Dahl books were the most frequently studied texts in this unit. All centres provided a range of suitable tasks for their candidates. Evidence for Learning Outcomes 1, 2 and 3 was mostly provided through comprehension, sequencing exercises, mixing and matching and cloze procedure tasks and all were 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). In reading the responses the moderators were looking for a simple story – either real or imaginary. Please note that for Level 3 the requirement is ‘plan and make changes to improve’ so moderators were looking for both a plan and either a first and second draft of the narrative or at least a second plan which the narrative then reflected. This process is made easier when candidates had used word processing, which many centres chose to do.

Assessment Unit 6 English through Experience

There are only two Learning Outcomes in this unit but they should be treated as discrete tasks. Learning Outcome 1 asks candidates to communicate personal information. Most candidates provided a biography or piece of autobiographical writing such as a personal statement. One centre included responses entitled ‘What I did in Lockdown’. 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). The research element is an important feature of this Learning Outcome and should allow candidates to follow their own interests and hobbies and this was reflected in many centres. Candidates tended to respond best when allowed to choose their own topic. Moderators read with much interest information about many topics from countries–Australia, Canada and Japan–to hobbies and interests like Disco Dancing, Karate and John Deere tractors. It is not anticipated that candidates will again be writing about themselves for Learning Outcome 2 except when it is specifically focusing on a topic which they have researched but which also involves them such as a country they have visited which includes information about the country and then what they did there or their hobby or pastime with appropriate details about its development and how it is important to them. 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 Level 2 there should be some evidence that changes have been made to the work (2.4). Again, using word processing makes this quicker and easier for candidates.

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