

**CCEA Entry Level in English
March Series 2024**

Principal Moderator's Report

english

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2024 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.

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ENTRY LEVEL ENGLISH

Principal Moderator's Report

Internal Assessment Overview

The moderators were pleased with the quality of work submitted for moderation in 2024. As with previous years, centres are to be commended for the range of learning experiences that are provided for their candidates. Centres demonstrated creativity in the design of assessment activities for all six units to enable candidates to display their understanding of what they had been taught. The outcome was that many responses were of a high quality.

Portfolios were well presented and evidence had been garnered from candidates and collated for the moderation process in a helpful manner.

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 Level 1, 2 or 3.

Teachers are now generally completing the Candidate Tracking Records with appropriate detail. This 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.

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 independently and the teacher reflected this in the level achieved and assessed the work accordingly. Unless a supporting comment of this kind is provided, the Moderator can only assess what is on the page in the work submitted to them.

Numbering pages to make evidence easier to find is also very helpful and most centres are now doing this.

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.

Use was made in some centres of IT in the presentation of work. Where a second draft of a piece of writing is a requirement (Unit 6), this is especially timesaving for the candidates.

Annotation in the body of the candidates' work was generally clear and helpful for the moderating process with most centres identifying the Learning Outcomes achieved. The annotation was also very encouraging and supportive for the candidates. There were only a very few centres where annotation was restricted to ticks.

Centre assessments were generally accurate and few levels were changed at post moderation.

Assessment Unit 1: English through the Media: Still Image

The candidates had been well prepared for this unit and had engaged well with its demands. Many centres had produced their own worksheets to augment those on the CCEA website. These enabled candidates to demonstrate their understanding clearly with labelling and highlighting tasks used especially effectively.

Most centres used some current advertisements. This is always motivating to candidates and they responded very well to them. Candidates displayed a clear understanding of the techniques and features used in creating advertisements and were able to use that knowledge to produce their own examples.

Assessment Unit 2: English through Poetry

This was a straightforward unit for centres to provide evidence of how their candidates had fulfilled the Assessment Criteria.

There was some reliance on CCEA website materials but this was augmented with centre-designed tasks. It was clear that candidates had had the opportunity to engage with a range of poetry and it was both appropriate and interesting to see some song lyrics being used as well as more traditional poetry.

Learning Outcome 3: Provide a creative response was generally well done with candidates producing haikus and acrostic poems of their own.

Assessment Unit 3: English through Drama

This year all centres produced appropriate and interesting work. The favourite texts of *Our Day Out* and *Romeo and Juliet* appeared once again. As in previous years, *Our Day Out* in particular elicited good responses from the candidates. While *Romeo and Juliet* is a more challenging text, candidates were able to engage with it and responded appropriately to show their understanding of the events, characters and the structure of a play.

While Learning Outcome 4 can require time and resources to be completed well, most candidates were able to respond to a visual representation although the evidence was not always as clear as the moderators might have wished.

Moderators felt more use could have been made of Witness Statement evidence at Entry Level 3 for 2.1, 2.2 and 2.3, the role play. Photographic evidence, where it was provided, to address 4.2 facial expressions, was simple, quick and very effective.

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

Candidates engaged well with this unit. Their personal knowledge and understanding of the different genres were obvious. Their ability to respond imaginatively to the Learning Objective 3 task to develop their own ideas for a TV programme or film meant the moderators had great pleasure in reading the range of ideas and titles that the candidates were able to produce.

Assessment Unit 5: English through Prose

As in previous years, *Of Mice and Men* was a favourite text for study. There were other texts used, including *The Book of Ink and Stars*, *The Lion, the Witch and the Wardrobe* and *The Boy in the Striped Pyjamas*.

At Entry Level 2 use was made of drawn responses and sequencing mix and match exercises to address Learning Objectives 1 and Learning Objective 2. This was appropriate.

The moderators enjoyed reading the candidates' own narratives.

Assessment Unit 6: English through Experience

This unit was less straightforward to moderate. Some centres continue to misinterpret the specification and conflate the demands of Learning Objective 1 and Learning Objective 2, only submitting one piece of writing to address both. The need for two separate responses was highlighted in previous Principal Moderator's reports, the webinar and in the Agreement Trial materials on the CCEA website and it was anticipated that centres should now be aware of this.

Where candidates had completed a piece of personal information and then been permitted to select their own topic for Learning Objective 2, they produced good responses. It is good practice, if feasible, to facilitate candidates selecting their own topic for research. This invariably results in a more positive outcome, with candidates clearly engaged.

However, in some portfolios there was clear overlap between the work that had been done for Learning Objective 1 and Learning Objective 2 and there was little evidence of research or the requirement to highlight key words and phrases from two sources at Entry Level 3.

As the finished piece of writing was of a very good standard, the moderators felt candidates who only had one finished piece in their portfolio should not be penalised on this occasion. The tasks they had been given did not fully address the Learning Outcomes.

The moderator would draw the attention of centres to the full requirements of this unit for future series.

Contact details

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