



Entry Level
2022

Instructions to Teachers

**Submission of
Assessment Outcomes**

The instructions in this booklet relates to the following Entry Level Qualifications:

English

Geography

History

Home Economics

Learning for Life and Work

Life Skills and Extended Life Skills

Mathematics

Occupational Studies and Extended Occupational Studies

Religious Studies

Science

There are separate instruction booklets for *Art and Design* and *Physical Education*.

Table of Contents

1	Introduction	1
2	Assessing Work and Recording Levels	1
2.1	Assessing Work	1
2.2	Annotation	1
2.3	Internal Standardisation	1
2.4	Completion of eCandidate Record Sheets	2
2.5	Authentication of Candidate's Work	2
3	Selecting Samples for Moderation and Collection of Candidates' Work	2
3.1	Sampling Instructions	2
3.2	eCandidate Record Sheets	3
3.3	Recording of Assessment Outcomes	3
3.4	Collection of Samples	3
4	Moderation of Internally Assessed Work	4
4.1	Purpose of Moderation	4
4.2	Scrutiny of Samples	4
4.3	Retention of Internally Assessed Work in Centre	4
4.4	Report on Internal Assessments	4
5	Return of Internally Assessed Work to Centres	4
6	Post-Results Services	4
7	Contact Details	4

1 Introduction

The outcomes of internal assessment for Entry Level Qualifications are subject to external moderation by CCEA. Each Unit will be moderated separately.

The purpose of the moderation process is to ensure the consistency of assessment standards across centres and across years so that the levels awarded for all candidates across all units can be considered reliable, and the award of overall level outcomes as fair as possible to all candidates.

Teachers using the *eCandidate Record Sheets* (eCRS) application should refer to specific instructions on the E-Moderation and Entry level microsites.

2 Assessing Work and Recording Levels

2.1 Assessing Work

Teachers must assess their candidates' work against the assessment criteria set out in the specification making use of any additional exemplar material or guidance issued by CCEA.

When assessing work, teachers must show clearly how levels have been awarded in relation to these criteria.

In centres where there are two or more teaching groups, steps must be taken to ensure that uniform standards are applied (see section 2.3).

2.2 Annotation

Any guidance on the annotation of portfolio work given in the specification must be followed.

Annotation should be clear, unambiguous and appropriate to the nature of the work.

Annotation on a candidate's work provides a means of communication between teacher and candidate, showing where achievement has been recognised. Comments should also assist the moderator in checking the application of the marking criteria to the work.

Annotation can be used to convey positive achievement by the candidate which may not be evident to a moderator from the written product.

2.3 Internal Standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one teacher assessing the outcomes for the specification must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each teacher has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to CCEA. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation, if necessary.

The lead teacher must confirm on the eCRS application that internal standardisation has been carried out. Confirmation is also required if only one teacher has been involved in assessing work.

2.4 Completion of eCandidate Record Sheets

Evidence of achievement must be recorded on the *eCandidate Record Sheets* provided for each unit. Comments should only be included in circumstances where additional information is required to justify to the moderator the level awarded. The overall level should be entered in the appropriate box.

2.5 Authentication of Candidate's Work

Candidates must not copy published material and claim it as their own work.

Where material is used from printed books, journals or taken from the internet, candidates must provide detailed references.

Teachers must take steps to ensure the work submitted is the candidate's own work and that the candidate signs the authentication statement to confirm this.

Teachers are also required to sign the authentication statement to confirm that the work was conducted under the conditions laid down in the specification and to authenticate the candidate's work. If a teacher is unwilling to sign the authentication statement then the candidate's work cannot be accepted for moderation and a level of zero (0) must be recorded for that candidate.

Signed authentication statements by candidates and teachers **must be retained** in the centre for CCEA use and/or inspection purposes.

3 Selecting Samples for Moderation and Collection of Candidates' Work

3.1 Sampling Instructions

In March/April, centres will be responsible for selecting samples of work **for each unit** which will be submitted to CCEA for moderation.

The required sample sizes for each unit are as follows:

Number of Candidates Entered	Sample sent for Moderation
Up to 10 candidates	All candidates
11 or more candidates	10 candidates

When selecting work for the sample you should ensure that the work selected:

- Represents all the levels achieved;
- Is proportionate to the number of candidates achieving each level.

For Example;

Candidate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Level Achieved	3	3	3	3	3	2	2	2	1	1	1	1	1	1	1
Selected for Sample	✓		✓		✓	✓		✓	✓		✓	✓		✓	✓

Each piece of work for each candidate should be clearly identified with the candidate’s examination number and centre number. The work should be submitted in handwritten or printed form in a flat, securely bound A4 folder. Ring binders, because of their bulk, are not an acceptable form of binding. The *eCandidate Record Sheet* for each candidate in the sample should be attached to the portfolio.

The samples should be placed in order of merit, starting with the highest level.

3.2 *eCandidate Record Sheets*

For each unit the *eCandidate Record Sheets* for all candidates whose work has not been included in the sample for moderation must be included with the sample portfolios.

3.3 *Recording of Assessment Outcomes*

Centres submit their assessment outcomes on the eCRS application. See separate instructions on the E-Moderation microsite.

3.4 *Collection of samples*

Centres are provided with:

- an envelope for the portfolio samples for each unit;
- a yellow sack and a label.

In preparation for the collection please:

- label the portfolio envelope correctly for each unit;
- ensure that the portfolio envelope contains the required samples of work and the *eCandidate Record Sheets* for **all candidates**;
- place the portfolio envelopes for each unit in the sack provided. This should be securely tied and labelled indicating the centre number;

CCEA will arrange to have the sacks collected from centres.

4 Moderation of Internally Assessed Work

4.1 Purpose of Moderation

The purpose of moderation is to ensure that the assessments in all centres are in line with the CCEA standard.

4.2 Scrutiny of Samples

A moderator will scrutinise the sample of work submitted and will assess it against the assessment criteria contained in the specification and the standards established by the Principal Moderator. The sample is taken to be representative of the marking standard at the centre. Scrutiny of the sample will indicate if the centre assessments are acceptable.

If the levels awarded by the centre are not acceptable appropriate adjustments may be made to the assessment outcomes.

4.3 Retention of Internally Assessed Work in Centre

In accordance with the JCQ guidance available at www.jcq.org.uk, all internally assessed work whether or not it was part of the sample must be retained in the centre until all possibility of an enquiry about results has been exhausted.

4.4 Report on Internal Assessments

Centres will receive a *TAC6* report on the work they submitted and some centres may wish to seek further advice and clarification from the moderator. Initial contact must be made through the CCEA Subject Officer (see section 7).

The *Principal Moderator's Report* will be available on the CCEA website www.ccea.org.uk in the Autumn term.

5 Return of Internally Assessed Work to Centres

Internally assessed work samples will be returned to centres during the Autumn term.

6 Post-Results Services

Following the issue of results, centres who have had their internally assessed levels adjusted during the moderation process can apply for a review of moderation. Details of this service are provided in CCEA's Post-Results Services Handbook and summary document.

7 Contact Details

For up-to-date Subject Officer and Specification Support Officer contact details please visit the subject specific microsite on the [CCEA website](http://www.ccea.org.uk).

Moderation and Assessment Team - please email moderationteam@ccea.org.uk

This booklet has been drawn up to comply with the relevant regulatory requirements.

Teachers, centres and candidates should note that CCEA may, with prior permission, use extracts from examination scripts/ internal assessment material on an anonymous basis in educational presentations, materials and products.

