

CCEA Entry Level in Life Skills and Extended Life Skills
March Series 2018

Principal Moderator's Report

life skills
and extended
life skills

Foreword

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

Contents

Assessment Unit 1	Home Management	3
Assessment Unit 2	Using Shopping Facilities	4
Assessment Unit 6	Representing Myself	4
Assessment Unit 9	Relationships and Sexuality	4
Assessment Unit 10	Looking After My Mental Health	4
Assessment Unit 11	Personal Safety	4
Assessment Unit 12	Participating in a Community Project	5
Assessment Unit 13	Developing Communication Skills	5
Assessment Unit 15	Digital Skills for Everyday Life	5
Assessment Unit 16	Using Social Media Safely	5
Assessment Unit 21	Appropriate Behaviour and Practices At Work	5
Assessment Unit 23	Working on a Creative Group Project	6
Contact details		7

ELQ LIFE SKILLS AND EXTENDED LIFE SKILLS

Principal Moderator's Report

General

Overall, there is a very good understanding and application of the process among centres. The level awarded was in line with the assessment criteria in the majority of cases. There were adjustments to some centre's marks. In those centres where marking was lenient, candidates were awarded a level without sufficient evidence. Overall most portfolios matched the level pupils were entered for by their school.

The following points for future moderation were noted by the moderation team:

- It is important that teachers refer to the assessment criteria being awarded throughout the piece of work.
- Centres should be aware that every candidate must submit acceptable evidence for every assessment criteria within a unit.
- Candidates' work should be submitted in the order of the assessment criteria detailed in the specification.
- Each unit should be submitted separately in a secure folder.
- Given the nature of the specification, the level awarded should reflect the level of support provided.
- Teacher annotation is essential to indicate how a teacher has arrived at the level awarded. For example, 1.1 if Assessment Criteria 1.1. has been achieved. It is also useful to include a unit summary sheet and identify whether or not assessment criteria has been achieved.
- If a candidate is unable to write it is acceptable for teachers to scribe for them or provide photographic evidence of candidate contribution to group work. Although a witness statement is acceptable, supporting evidence aids the moderation process.
- Teacher comments should relate clearly to how the evidence meets the specific criteria.
- Candidate record sheets should be filled out accurately with clear positive comments.

The moderation team would like to acknowledge the following points:

Assessment Unit 1: Home Management

Mostly photographic evidence was used throughout this unit with a few supporting statements from teachers. While most photographic evidence was clear and well annotated it is essential that teacher's statements demonstrate clearly how the photograph meets the specific criteria. When the criteria states: to demonstrate how to ... it is vital that teachers clarify how the pupil meets this specific criteria as photograph evidence is not always clear or detailed.

Assessment Unit 2: Using Shopping Facilities

This was a very popular unit and evidence provided was mostly photographic. More specific feedback included:

- Criteria 1:1/1:2 –EL1; in some cases pupils provided a picture of a shopping mall as opposed to three different shops and as a result didn't then list an example of what three shops sell
- Criteria 2.4/2.5 in EL2 and 3; teacher's comments need to be more specific as to how exactly the pupil met the criteria
- Criteria 2.3; here is a need to check the criteria in the booklet against the criteria in the specification as the two are not the same – the item that they ask for help to find is supposed to be one from criteria 2.3.

Assessment Unit 6: Representing Myself

Some good portfolios were submitted by centres and included clear evidence however in some cases, evidence wasn't filed sequentially. There is a need to ensure evidence is provided for all parts of criteria e.g. where three examples are asked for in some cases only two were provided (EL3 1.4) In some cases, screenshots provided as evidence were unclear and it was difficult to see what they demonstrated. Screenshots used should be labelled clearly and accompanied with a teacher comment where necessary.

Assessment Unit 9: Relationships and Sexuality

There was lots of evidence of well-planned teaching and learning presented in this unit however in some portfolios evidence was incomplete or missing. Evidence as to how pupils met the criteria in which pupils identified/outlined/participated/demonstrated may need to be clarified as evidence provided across centres was inconsistent. Evidence for this unit requires teacher annotation or witness statements to ensure that criteria is met effectively. It would also be useful for moderators to be aware of the particular group activity that pupils engaged in to meet assessment criteria 3.2 in Entry Level 2 and Entry Level 3.

Assessment Unit 10: Looking After My Mental Health

Some excellent teaching and learning was evident in the portfolios submitted and included clear evidence which matched the criteria and was annotated effectively. Teacher comments provided were positive and informative. Visually attractive posters were used to help pupils manage worrying situations by relating emotions to colours. Several centres provided portfolios for submission which were of a very high standard. Some criteria e.g. 1.4 Entry Level 3 define associated action, were interpreted inconsistently across a number of centres.

Assessment Unit 11: Personal Safety

Some portfolios demonstrating excellent learning and teaching opportunities were submitted ensuring that skills developed were embedded and consolidated. More specific feedback included:

- Criteria 1.2 in EL2 and EL3; ensure the correct number of examples are given
- Criteria 1.4 in EL3; ensure evidence meets the criteria as a few examples were unclear.

Assessment Unit 12: Participating in a Community Project

The quality of evidence for this centre varied across centres. Some centres provided excellent samples of evidence to support criteria in which individual pupil contribution was detailed however some evidence submitted consisted of group photos and it was difficult to ascertain the level of pupil involvement. Community projects varied across centres and some centres used the opportunity to showcase and celebrate their work online or through local media.

Assessment Unit 13: Developing Communication Skills

This was a popular unit. Evidence booklets submitted included good use of witness statements to support the assessment criteria. Evidence was also adapted to include the use of visual prompt for some learners. It is important that all assessment criteria is met, particularly in 2.3 i.e. giving two basic answers in a real life context.

There was excellent teacher annotation submitted by a number of centres and included detailed teacher comments which matched the criteria specifically. On some occasions no evidence was provided for 2.2 across all Entry Levels.

Assessment Unit 15: Digital Skills for Everyday Life

This was a very popular unit submitted by a number of centres. Mostly photographic evidence was provided and there were some excellent examples however, in some cases photos were too small and illegible. Photographic evidence/screenshots need to be large enough to demonstrate clearly how they meet the criteria. They should also be clearly labelled and annotated as to how they meet the specific criteria. Other points noted included:

- Criteria 1.3 in Entry Level 3; asks that you identify three features of a digital device and demonstrate their use however in many cases three features of one device were presented as evidence.
- In some cases within Entry Level 3, evidence was missing completely.

Assessment Unit 16: Using Social Media Safely

This unit was popular with a number of centres submitting portfolios for moderation. Some portfolios were of a very high standard. It is important to ensure that evidence is provided for all parts of criteria e.g. where three examples are asked for in some cases only two were provided. Some very honest answers were given about online bullying and lots of excellent examples provided of how to stay safe online. In some cases, evidence was missing and not filed sequentially.

Assessment Unit 21: Appropriate Behaviour and Practices at Work

This unit was very relevant to Post 16 provision across all centres in helping to prepare learners for work experience opportunities both within centres and in the community. Evidence booklets were well presented with good use of photographic evidence throughout.

Assessment Unit 23: Working on a Creative Group Project

Lots of very creative ideas were provided throughout this unit. There was good use of outside agencies used to support learning e.g. local colleges/support groups/art tutors. One centre provided an exceptionally high standard of evidence with work clearly annotated and detailed teacher comments included. There was lots of photographic evidence of finished projects provided which were innovative and creative.

General Points to Note

Candidates' work should be submitted in the order of the assessment criteria detailed in the specification. Each unit should be submitted separately in a secure folder.

Teacher annotation is essential to indicate how a teacher has arrived at the level awarded. Photographic evidence will also aid moderation but may require additional information in the form of a witness statement to detail the learner's contribution.

Ensure that evidence booklets used are the same level as the award being achieved e.g. use a Level 1 evidence booklet to submit a unit for Level 1.

Screenshots used as evidence should be a sufficient size so that text and images are legible.

Evidence should be submitted to CCEA by the agreed deadline.

Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Nola Fitzsimons**
(telephone: (028) 9026 1200, extension: 2235, email: nfitzsimons@ccea.org.uk)
- **Officer with Subject Responsibility: Christine Moorhead**
(telephone: (028) 9026 1200, extension: 2345, email: cmoorhead@ccea.org.uk)