



CCEA Level 1 Award in Preparation for Adult Life (QCF)
CCEA Level 2 Award in Preparation for Adult Life (QCF)
CCEA Level 1 Certificate in Preparation for Adult Life (QCF)
CCEA Level 2 Certificate in Preparation for Adult Life (QCF)

(Summer Series) 2014

Principal Moderator's Report

preparation
for adult
life

(Level 1 and Level 2 Award)
(Level 1 and Level 2 Certs)

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and 2 Awards and Level 1 and 2 Certificates in Preparation for Adult Life (QCF) 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

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LEVEL 1 AND 2 AWARDS AND LEVEL 1 AND 2 CERTIFICATES IN PREPARATION FOR ADULT LIFE (QCF)

Principal Moderator's Report

General Comments

Summer 2014 was the first award for this qualification. Teachers are to be commended for their hard work in successfully guiding the candidates through this new qualification.

Administration

The majority of centres adhered to the administrative procedures.

Centres should note that to achieve the Certificate, all 13 units must be achieved for the relevant level.

Page numbers and references match the relevant Tracking Booklet. A cover page for each portfolio unit of work should contain the candidate's number and centre number as well as unit title.

There was little evidence of internal standardisation within centres. This is good practice and ensures consistency.

Teachers are required to annotate the evidence presented. Teacher annotation must be relevant to the assessment criteria, constructive and clear.

Ring binders should not be used to submit portfolio units. Evidence should be presented in a soft backed folder, which holds the pages securely and not in Polypockets.

In some instances Level 2 evidence was submitted for a Level 1 Unit. Centres must check that the appropriate specification and Tracking Booklet is used.

Level 1

For the majority of centres, marking was in line with the agreed standard and examples used in the portfolios were well presented. Centres have applied various teaching strategies recommended in suggested evidence and this has given learners the opportunity to access the assessment criteria. Most centres submitted units which were appropriate for a learner working at Level 1.

For future submissions particular attention needs to be given to the following:

Unit 2 (Democracy and Democratic Participation) Assessment Criteria 2.1 requires learners to evidence democratic institutions in promoting **all three areas** of inclusion, justice and democracy.

In Unit 9 (Self-Development) Assessment Criteria 2.2 needs to evidence **two ways** to build **both** self-esteem and self-confidence.

In Unit 10 (Roles and Responsibilities of Parents) Assessment Criteria 3.1 needs to have all four areas evidenced and related to the core areas of individual, family and society.

Level 2

The majority of centres submitted work in line with the agreed standard for Level 2. Centres should note that at Level 2 candidates are required to write extended sentences to correspond to the assessment criteria, for example if the assessment criteria requires a description, sentences should be used with examples, not a bulleted list.

For future submissions particular attention needs to be given to the following:

In Unit 3 (Human Rights and Social Responsibility) Assessment Criteria 2.2 all three areas should be addressed i.e. local, national and global.

In Unit 4 (Equality and Social Justice) Assessment Criteria 1.2 both inequality and injustice should be evidenced in the three separate areas of individual, groups and society.

Unit 6 (Business in the Community) Assessment Criteria 2.2 requires learners to evidence a local and a global business. Some centres used one business as both local and global. Two separate businesses need to be evidenced.

Unit 9 (Self-Development) Assessment Criteria 2.2 needs to evidence to describe two ways to build both self-esteem and self-confidence.

In Unit 10 (Roles and Responsibilities of Parents) Assessment Criteria 3.1 needs to have evidence of four separate impacts of teenage pregnancy and parenthood on the three separate groupings, namely individual, family and society.

Contact details

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