



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)

January Series 2016

Principal Moderator's Report

preparation
for adult
life

(Level 1 and 2 Awards)
(Level 1 and 2 Certificates)

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and 2 Awards 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

Candidate Record Sheet

In General

Portfolios were submitted on time and all centres had used the new candidate record sheets for each unit. There was a small entry for this series.

All centres included an individual Candidate Record Sheet required for each unit of candidate's work submitted for moderation and all were signed by both the candidate and teacher/tutor. The Candidate Record Sheet is available on the Preparation for Adult Life microsite.

Internal Standardisation

A separate declaration of internal standardisation (TAC 2) form must accompany each unit sent for moderation. It was noted in this moderation process that the majority of centres submitted evidence of internal standardisation.

Annotation

All of the centres moderated in this series submitted work with teacher annotation. It should be noted that annotation should be evident in all units of work. It is essential that centres mark and annotate work which should be clear, referenced and constructive. Annotation should refer to the relevant Assessment Criteria being met and the evidence to match this Assessment Criteria. When annotating work teachers are indicating that they agree that the standard or assessment criteria has been met. Some centres continue to identify criteria as being met and there is no evidence for the criteria.

Evidence

It should be noted when submitting evidence involving a witness statement or photographic material there should be a full explanation as to how the evidence meets the Assessment Criteria including the candidate's own contribution. Photographs must be clear and show the work of the individual candidate and how this meets the Assessment Criteria claimed.

Units should be submitted in clear plastic folders.

Level 1

For the Winter 2016 series the majority of the work submitted for moderation had appropriate evidence to meet the Assessment Criteria for each unit at Level 1. There were a few entries for the Certificate (13 units).

Unit 1: Diversity and Social Inclusion

This unit was well presented at Level 1 and all candidates met the Assessment Criteria for this unit. In Assessment Criteria 1.2 and 2.2 it is necessary to give examples for all three contexts: local, national and global.

Unit 2: Democracy and Democratic Participation

This unit was evidenced in detail and showed candidates' understanding and knowledge of the key democratic institutions. Assessment Criteria 2.3 requires candidates to evidence how democratic institutions promote each of the three areas given inclusion, justice and democracy. This needs to be clearly evidenced in portfolios.

Unit 3: Human Rights and Social Responsibility

All learning outcomes 1 and 2 were met by all candidates and very well laid out. Assessment Criteria 3.1 is linked to Assessment Criteria 3.2 and work submitted should reflect this.

Unit 4: Equality and Social Justice

Assessment Criteria 1.1 and 1.2 were very clear and well laid out by most candidates. Assessment Criteria 1.3 included both inequality and injustice and this was evidenced through individuals, groups and society.

Unit 5: Preparation for Work

This unit was well evidenced by candidates. In Assessment Criteria 1.1 candidates are required to list two achievements these do not have to be academic achievements; personal achievements are acceptable. It was good to see evidence of this in the units submitted.

Unit 6: Business in the Community

This unit was well evidenced by all candidates. There was a variety of evidence for this unit including local community involvement. Evidence for Assessment Criteria 3.2 requires a comparison between social enterprise and a private enterprise given two ways in which they differ. Learners could benefit from visiting a local social enterprise and a local business to enable them to carry out comparisons.

Unit 7: Effective Working Practice

The majority of candidates provided evidence which met the standards for this unit. It should be noted for future submissions that in Assessment Criteria 4.1 requires evidence of symptoms of stress. Some candidates gave consequences of stress.

Unit 8: Globalisation and the Labour Market

This unit was well evidenced in unit submissions. When identifying new or growth sectors as in Assessment Criteria 3.2 information could be gleaned from labour market statistics.

Unit 9: Self-Development

Candidates need to be aware of internal and external factors. It was evident that some candidates did not have a clear understanding of internal and external factors in Assessment Criteria 1.1 and 1.2. In Assessment Criteria 2.1 a few candidates focused on the negative impact of emotions on self-management. There needs to be emphasis on the positive effect on self management. Assessment Criteria 4.1 requires candidates to identify low and high risk behaviour which requires a label or indication of which one belongs to each heading.

Unit 10: Roles and Responsibilities of Parents

The evidence within some units of work did not meet the required standard. Assessment Criteria 3.1 should address both teenage pregnancy and parenthood on the individual, family and society. This requires that evidence for both is linked to the separate three areas of individual, family and society.

Unit 11: Healthy Relationships

This unit was very well evidenced. All assessment criteria was met by all candidates.

Unit 12: Maintaining Health and Well-Being

All candidates had a variety of evidence to meet the standards for this unit. In Assessment Criteria 1.1 candidates should ensure that they reference all five areas of health and wellbeing. Candidates assessed their own personal health with a personal reflection. In Assessment Criteria 4.1 sources of support must be named and if appropriate a specific web address can be used.

Unit 13: Effective Financial Management

The majority of candidates met the Assessment Criteria for this unit. Assessment Criteria 2.1 must address both areas of overspending and not repaying money owed which are two distinctly different consequences. When using pictures the candidates own contribution must be addressed and there must be clear indicators as to which area of overspending or not repaying money owed are addressed.

Level 2

For the Winter series 2016 the majority of the work submitted for moderation had appropriate evidence to meet the Assessment Criteria for each unit in Level 2. There were few entries for either the Award (6 units) or the Certificate (13 units).

Level 2 requires more extended responses giving descriptions or explanations. Explanations/descriptions must be in sentences and provide sufficient detail so that the Assessment Criteria can be evidenced. For most Assessment Criteria lists are not appropriate for this level. Bullet points can be submitted with extended answers. In addition Level 2 submissions require responses that are the candidates own reflection.

Unit 1: Diversity and Social Inclusion

This unit was well presented at Level 2 and all candidates in this series met the Assessment Criteria for this unit. Again, please note Assessment Criteria 1.3, 2.1 and 2.2 it is necessary to give full explanations for all three contexts local, national and global. Candidates must deal clearly and separately with the local, national and global contexts in order to meet the criteria where this is not the case the Learning Outcome cannot be awarded.

Unit 2: Democracy and Democratic Participation

This unit was evidenced by all submissions. Assessment Criteria 1.3, and 2.1 must explain three contexts: local national and global. Assessment Criteria 2.3 and 2.4 requires candidates to explain how democratic institutions promotes and benefits each of the three areas: inclusion, justice and democracy. For future submissions it must be noted that three separate areas must be evidenced. In this series this was clearly addressed.

Unit 3: Human Rights and Social Responsibility

The evidence for this unit met the critical Assessment Criteria 1.4 refers to Northern Ireland some candidates addressed this criteria using human rights in other parts of the world.

Unit 4: Equality and Social Justice

The majority of candidates met the requirements for this unit. There is still ambiguity around assessment criteria 1.1. Being treated fairly is not the same as being treated equally and there needs to be clear distinctions between them both. In Assessment Criteria 2.3 some candidates failed to describe two equality issues in both a local and global context. This criteria means there should be at least two issues for local and at least two issues for global contexts. Assessment Criteria 3.1 was addressed well by all candidates.

Unit 5: Preparation for Work

The evidence for this unit had vastly improved, reflecting on skills, qualities and achievements which were related to the candidate. Evidence for this unit must have sentence structure, it is not enough to cover descriptions with a bulleted list. Assessment criteria 2.1 requires key information necessary for either an application form or interview this does not include what to wear etc. Learning Outcome 2 encompasses all three Assessment Criteria and so there should be a continuum e.g. Assessment criteria 2.1 select two employment options should be narrowed down and focused on one in Assessment Criteria 2.2 and Assessment criteria 2.3 should be linked to 2.2. Learning Outcome 3 was very well evidenced in all candidates work.

Unit 6: Business in the Community

Most candidates provided evidence which met the Assessment Criteria for this unit. There was evidence of many local social enterprises known to the candidates. Evidence provided by the candidates addressed social enterprises and comparisons were made to private enterprise as required in Assessment Criteria 3.2.

Unit 7: Effective Working Practice

Some candidates provided evidence which met the standards for this unit. Assessment criteria 3.1 and 3.2 are distinctly different. Assessment criteria 3.1 refers to health and safety rights whilst 3.2 refers to other rights other than health and safety.

Unit 8: Globalisation and the Labour Market

This unit was well evidenced by the majority of candidates. For this unit it was good to notice links schools/organisations have with local businesses such as visits to premises and visitors to school. Assessment criteria 2.2 should address both more than one challenge and opportunity of globalisation on the local business organisations. There was evidence of candidates showing understanding of new and growth sectors in Assessment Criteria 3.2 and fully explaining the reasons for their growth. It should be noted that there should be more than one reason for their growth.

Unit 9: Self-Development

Most candidates presented evidence that met the criteria for this unit. Assessment Criteria 1.1 requires distinction between internal and external factors and explanations of the impact on self development. Some candidates failed to describe behaviours required in Assessment criteria 4.1. Assessment Criteria 4.1 must always have descriptions of each type of behaviour. E.g., what is the behaviour? A list is not sufficient evidence for Level 2. In Assessment Criteria 4.2 problems are the consequences of the risks.

Unit 10: Roles and Responsibilities of Parents

Most candidates met the required standard for this unit. Assessment Criteria 3.1 continues to require that all four impact areas for both teenage pregnancy and parenthood on the individual, family and society. This requires evidence for all four impacts linked to the separate three areas of individual, family and society with full explanations. Assessment Criteria 4.1 was well evidenced by all candidates.

Unit 11: Healthy Relationships

This unit was generally very well evidenced by the majority of centres. In Assessment Criteria 3.1 candidates must evidence both identification and a description of components. Descriptions should be in sentence format. Assessment criteria 3.2 addresses short and long term consequences of unhealthy sexual relationships. In some instances this was addressed as unhealthy relationships not unhealthy sexual relationships. In Assessment criteria 5.1 situations can be titled but still a full sentenced description of the situation which flows to 5.2 requiring full explanations of ways situations can be managed.

Unit 12: Maintaining Health and Well-Being

Most candidates met the standards required for this unit. In Assessment Criteria 2.2 both opportunities and challenges must be described. Some work submitted only addressed challenges. When submitting evidence for this Assessment Criteria the work must clearly indicate which responses fit under each heading.

Unit 13: Effective Financial Management

This unit was not well evidenced by some candidates. Assessment Criteria 3.1 requires explanations of overspending and not repaying money that is owed. These are two separate issues and should be addressed separately. Lists or diagrams with minimal information are not acceptable for this Assessment Criteria. Assessment Criteria 4.1 requires a comparison of financial advice linked to a specific situation. In some candidates' work a specific situation was not identified therefore criteria was not met for this unit.

Contact details

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