



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 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

Preparation for Adult Life Level 1 Award and Certificate

General Comments

For the summer 2016 series the overall majority of the work submitted for moderation had appropriate evidence to meet the assessment criteria for each unit in Level 1. There were some entries for both the Award (6 units) and the Certificate (13 units). Teachers are to be commended for the high quality of work produced by the majority of centres.

Administration

Units of work were received on time and centres in the main had adhered to procedures for administration of this qualification. Teachers are reminded of administration procedures for this qualification. For each candidate in the sample a Candidate Record Sheet is required per unit. Teachers must ensure that Candidate Record Sheets contain centre number, candidate name and number, signatures of both teacher and candidate and an indication if the level has been met when the teacher has marked the candidates work. This was missing from a few centres. Tracking booklets are no longer required.

It is important to note that all assessment criteria without exception must be met by the candidate in order to achieve the unit.

All new centres can avail of CCEA support through centre visits, Agreement Trial and portfolio clinics. Centres must read TAC6 centre reports and act on recommendations for future submissions.

Internal standardisation is good practice and all centres should carry out internal standardisation in order to ascertain standards of units.

In the majority of centres teacher annotation was evident and appropriate. It is advisable for a teacher to indicate on a portfolio where an assessment criterion has been met. This helps the moderator to see clearly where a candidate has met the criteria.

The majority of centres submitted a good variety of evidence to substantiate the assessment criteria for the various units. This reflects a high level of commitment on the behalf of centres involved.

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

Unit 1: Diversity and Social Inclusion

This unit was generally well presented by most candidates at Level 1. In Assessment Criteria 1.2 and 1.3 local and global societies must be evidenced separately. It is necessary to give examples for all three contexts local, national and global. It has been noted by the moderation team that Assessment Criteria 2.1 social inclusion was well evidenced in work presented for moderation.

Unit 2: Democracy and Democratic Participation

In this series this unit was well evidenced by most candidates. Assessment Criterion 2.3 requires candidates to evidence how democratic institutions such as NI Assembly, promote each of the three areas given inclusion, justice and democracy. A minority of centres need to address this criterion for future submissions.

Unit 3: Human Rights and Social Responsibility

All candidates met the assessment criteria for this unit. This unit was well laid out with clear presentation of the assessment criteria. Assessment Criterion 3.2 must have evidence of how an organisation works to protect human rights from the organisation identified in Assessment Criterion 3.1.

Unit 4: Equality and Social Justice

All candidates met the assessment criteria for this unit. It was good to note the changes advised last year have been evidenced in the candidates' work. Centres are to be commended for the presentation of this unit.

Unit 5: Preparation for Work

This unit was generally well evidenced by candidates. In Assessment Criterion 1.1 some candidates failed to list two achievements. Achievements do not have to be academic achievements. Also skills are something you can do and qualities are something you are. Assessment Criterion 1.3 requires a matching of their own skills, qualities and achievements to the two employment options chosen. This links to Assessment Criterion 2.1 so that from the two identified in Assessment Criterion 1.3 the candidate narrows down their options to one employment option. Some candidates had all the same option for 2.1 which does not show the candidates options selected in 1.3. Candidates must have individual work for all assessment criteria.

Unit 6: Business in the Community

This unit was well evidenced by all candidates. It was good to note that social enterprise in Assessment Criterion 3.1 had been addressed and candidates understand this term. Evidence for Assessment Criterion 3.2 requires a comparison between social enterprise and a private enterprise given two ways. Centres are reminded that large firms such as Asda are not social enterprises. It may be advisable for centres to investigate social enterprises in the local area.

Unit 7: Effective Working Practice

The majority of centres met the assessment criteria for this unit. It should be noted for future a submission that Assessment Criterion 1.2 requires evidence of teamwork and not working relationships. Centres are required to read TAC6 centre report and to heed advice for future submissions.

Unit 8: Globalisation and the Labour Market

All candidates met the assessment criteria for this unit. It was good to candidates were able to identify two new or growth sectors and to give a reason for the growth of each as in Assessment Criterion 3.2. Candidates work was well presented, clearly annotated and marked by the teacher to aid moderation.

Unit 9: Self-Development

Most centres in this series had correctly guided candidates in order to achieve this unit. However, some candidates failed to correctly reference Assessment Criteria 1.1 and 1.2 which requires an internal and external factor and to state their impact by a sentence of how each factor displays and impact on self development. Assessment Criterion 2.1 requires evidence of how being aware of emotions can have a positive effect on self management. Some candidates listed emotions without emphasising how these have an impact.

In Assessment Criteria 4.1 and 4.2 candidates must label a high risk and low risk behaviour and identify a way of managing both the high risk and the low risk behaviour.

Unit 10: Roles and Responsibilities of Parents

All candidates presented evidence with met with the required standard. It was good to note the

use of tables in Assessment Criterion 3.1. Teachers are to be commended for clear presentation, annotation and marking of candidates work.

Unit 11: Healthy Relationships

All candidates met the assessment criteria for this unit. Centres should be commended for the layout of candidates work, annotation and marking.

Unit 12: Maintaining Health and Well-Being

All candidates meet the standard for this unit. In Assessment Criterion 1.3 candidates should reference one consequence for each of the five areas listed. A table would benefit candidates with this criterion. Some candidates did not evidence all five areas of health and well being i.e. social, physical, emotional, cognitive and spiritual.

Unit 13: Effective Financial Management

This unit was well laid out and the majority of candidates met the assessment criteria for this unit. Assessment Criterion 3.1 must evidence two organisations who provide financial advice some candidates chose family but a family is not an organisation. Assessment Criteria 4.1 and 4.2 require evidence of why saving is important and to identify two ways the candidate could save for the future. Some centres did not address the criteria.

It is important that teachers mark candidates work and indicate where an assessment criteria has been met. Some work was not annotated or marked by the teacher.

In general, the standard of work submitted in this series was similar to previous series and the moderating team noted that centres had followed the advice given at Agreement Trials, Portfolio Clinics or TAC6 centre reports. Centres should be commended for the presentation, marking and annotation of the work.

Preparation for Adult Life Level 2 Award and Certificate

General Comments

For the Summer 2016 series most of the work submitted for moderation had appropriate evidence to meet the assessment criteria for each unit in Level 2. The work as well structured with clear organisation and presentation. There was an increase in entries for the Certificate (13 units) in this series. Teachers are to be commended for the high quality of work, reflection on Agreement Trials, exemplar portfolios, Portfolio Clinics and TAC6 centre reports. The evidence for this series was in line with the standards for Level 2. Centres are strongly advised to read TAC6 and to undertake recommendation comments and future submission comments onboard and to address issues within the centre. It is encouraging to see templates used in this qualification. When using templates centres and teachers are reminded that the contents within templates must be individualised for each learner.

Administration

Units were received on time from centres and all centres had used the new candidate record sheets for each unit. A reminder that tracking booklets are no longer required for this qualification. It should be noted that an individual Candidate Record Sheet must be provided for each unit sent to moderation and not per candidate for several units. The Candidate Record Sheet must be signed by both the teacher and candidate, have clear centre number, candidate number and unit code. It must be noted when teachers display yes in unit achieved they are agreeing that all assessment criteria for the unit has been evidenced and meets the requirements for the unit. Missing evidence of an assessment criterion should deem that candidate has not met this level as all assessment criteria must be present to achieve the unit.

A separate declaration of Internal Standardisation (TAC2) form must accompany each unit sent for moderation. It was noted in this moderation process that most centres submitted evidence of internal standardisation. It continues to be good practice that centres carry out internal standardisation in order to ascertain standards of work.

In the majority of centres teacher annotation was evident and appropriate. It is essential that centres mark and annotate work which should be clear, constructive and reference candidates' work with appropriate assessment criteria beside the evidence to which it referred e.g 1.1 met.

It is essential to check specifications match the evidence submitted for the unit as some submissions followed Level 1 specification. Also, when submitting evidence for moderation candidates should check evidence for each individual unit as to the correct evidence for the assessment criteria. Centres are advised to provide a checklist for each unit.

The majority of centres submitted a good variety of evidence to substantiate the assessment criteria for the various units. This reflects a high level of commitment of teachers on the behalf of centres involved. Level 2 submissions require responses which are the candidates own reflection. Some centres work submitted was very similar in some units.

It must be emphasised that Level 2 evidence is different to Level 1. Level 2 requires more extended responses given descriptions or explanations and with full sentence structure. For most assessment criteria at Level 2 lists are not appropriate. Bullet points can be submitted with extended answers in structured sentences.

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

Unit 1: Diversity and Social Inclusion

This unit was generally well presented at Level 2 and schools should be commended on the evidence presented for moderation. There was an improvement on the last series in the evidence for this unit and centres are addressing issues highlighted in previous moderation series. In Assessment Criteria 1.3, 2.1 and 2.2 it is necessary to give full explanations or descriptions for all three contexts local, national and global this has been improved on previous series. Candidates must deal clearly and separately with the local, national and global contexts in order to meet the assessment criteria. It has been noted by the moderation team that Assessment Criterion 2.1 social inclusion was well evidenced in work presented for moderation, however some centres misguided candidates regarding social exclusion instead of social inclusion which has been corrected on specification and is 'social inclusion'. In Assessment Criterion 3.1 detail is required for one organisation and to present evidence of how this organisation responds to equality or diversity issues. Assessment Criteria 1.4 and 1.5 requires a broader focus than Protestant/Roman Catholic diversity this should be reflective of other cultures and link to racism, language difficulties etc.

Unit 2: Democracy and Democratic Participation

This unit in the majority of portfolios was well evidenced. Assessment Criteria 3.1 and 3.2 candidates must explain the benefits of participation as well as describe ways of taking part in a democratic process. Some candidates described community activities and not democratic processes in the community. 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 given inclusion, justice and democracy. Some centres presented information for this assessment criterion incorporating the three separate areas into one example. For future submissions it must be noted that three separate areas must be evidenced.

Unit 3: Human Rights and Social Responsibility

Most centres clearly met all the assessment criteria for this unit. Most centres were able to identify and give extended responses to include descriptions or explanations as in Assessment

Criteria 1.1, 1.3 and 1.4. In Assessment Criteria 1.1 candidates need to ensure that two human rights are clearly described e.g. right to free speech, right to education etc.

Unit 4: Equality and Social Justice

Most centres fully met all the requirements for this unit. Assessment Criteria 1.1 and 1.2 were very clear and well laid out by most candidates. Assessment Criterion 2.1 displayed clear evidence by candidates. Assessment Criteria 2.2 and 2.3 requires two issues for two contexts local and global. In Assessment Criteria 3.1 candidates must address both social inequality and social injustice.

Unit 5: Preparation for Work

This unit displayed vast improvement that in other series. Centres are aware that skills, qualities and achievements must be fully described and related to the candidate. In Assessment Criterion 1.1 evidence for moderation focused on personal achievements such as music achievements, sporting achievements and community awards. It was good to note that achievements in the main were not academic. Some candidates continue to present a list of words for skills, qualities and achievements. As with other series this is not acceptable for Level 2. Detailed descriptions are required for this assessment criterion at Level 2. Assessment Criterion 1.2 requires printed evidence to correspond to candidate's investigation – it is not enough to simply list a variety of jobs there must be evidence of how an investigation has taken place.

Assessment Criteria 1.3 and 2.1 are linked. The three options chosen in Assessment Criterion 1.3 should correspond to two options in Assessment Criteria 2.1. Some candidates presented evidence which was not relevant to Assessment Criterion 2.1 which required key information relating to an application form or an interview. Some candidates work within centres was identical in identifying options and information required. Individuality of the candidate's own choices is essential in this unit. Assessment Criteria 2.2 and 2.3 require extended responses to show candidates understanding.

Assessment Criteria 3.1 and 3.2 were clearly evidenced by most candidates.

Unit 6: Business in the Community

Almost all centers presented appropriate evidence for this unit. It was good to note the link between schools and local organisations and businesses. Some candidates were confused with the term social responsibility in Assessment Criteria 1.1 and 1.2 and evidence in some instances linked to profit but with little explanation. Teachers need to thoroughly research social responsibility and the benefits and challenges to a business when it increases its commitment to social responsibility. Assessment Criteria 2.1 and 2.2 were well evidenced. Some candidates were confused between a private enterprise and a social enterprise. Teachers need to address this and to ensure candidates can distinguish between them and show understanding of both types. Centres are reminded that local businesses such as multi nationals, sole traders, local councils and limited companies are not social enterprises. Social enterprises are usually set up in a local community.

Unit 7: Effective Working Practice

Most candidates provided evidence which met the standards for this unit. This unit had credible evidence to meet the assessment criteria. It continues to be noted for future submissions that in Assessment Criterion 3.1 Health and Safety rights are distinctly different to other rights required for evidence in Assessment Criteria 3.2. Some candidates are evidencing Health and Safety rights for both Assessment Criteria 3.1 and 3.2. Learning Outcome 4 showed the candidates understanding and knowledge of stress. In Assessment Criterion 4.1 some candidates describe stress and not the symptoms of stress.

Unit 8: Globalisation and the Labour Market

This unit comprehensively evidenced by the majority of centres. Assessment Criterion 2.1

requires an explanation of ways globalisation impacts on work practices. Some candidates provided a list or keywords on a mind map. This is not acceptable for Level 2 standard. Assessment Criterion 3.1 requires descriptions of ways which globalisation impacts on employment, evidence for this could include new career opportunities, redistribution of jobs to other countries, more world choice of careers, travel for employment and technology advancement. Some candidates gave descriptions of businesses and did not relate these to career choices or employment. In Assessment Criterion 3.2 it is necessary to identify a range of new or growth sectors and to fully explain in detail the reason for their growth. Some candidates chose businesses but this criteria is linked to sectors e.g. manufacturing, finance, agriculture etc. Evidence must also include reasons for the growth of these sectors.

Unit 9: Self-Development

This unit was generally well evidenced by candidates. Assessment Criterion 1.1 requires teachers to ensure candidates are able to distinguish between internal and external factors. Some candidates were confused with internal and external factors. Assessment Criterion 2.1 was good in most portfolios. However a few candidates prepared a list of emotions. This is not of Level 2 standard. Candidates must explain how being aware of their emotions can have a positive effect on self management. Assessment Criterion 4.1 was well evidenced by the majority of centres. Some candidates continue to list high risk and low risk behaviours and fail to describe these behaviours. Assessment Criteria 4.2 and 4.3 were comprehensively evidenced by centres.

Unit 10: Roles and Responsibilities of Parents

This unit was well evidenced by the majority of centres. Assessment Criterion 2.1 requires candidates to explain ways parenting can impact on child development. Lists are not acceptable for Level 2 and full explanations for this criterion must be given.

In Assessment Criterion 3.1, centres are to be reminded that all four impact areas are to be explained and the impacts must relate separately to the individual, the family and society. A table format used by some centres enabled the candidates to meet the evidence required.

Unit 11: Healthy Relationships

This unit was generally very well evidence by the majority of centres and showed improvement on previous series. Assessment Criterion 3.1 must identify and describe two or more components of a healthy sexual relationship. Some candidates chose to list components but did not provide detailed descriptions as required. In Assessment Criteria 5.1 and 5.2 candidates must describe in detail a range of challenging relationship situations. Some candidates provided a list of situations but failed to describe them. Assessment Criterion 5.2 was well evidenced by most candidates.

Unit 12: Maintaining Health and Well-Being

Most candidates had sufficient evidence to meet the standards for this unit. A minority of centres when evidencing Assessment Criterion 1.1 did not reflect personal to the candidates their own health and well being. In this assessment criteria candidates should ensure that they have evidenced all five areas of health and well being. In Assessment Criterion 2.2 some candidates continue to use lists or spider diagrams. A list is not acceptable at Level 2 and evidence must have sentence structure when describing challenges. Also in Assessment Criterion 2.3 candidates must explain two or more ways to address challenges identified in Assessment Criterion 2.2. In Assessment Criteria 4.1 candidates must evidence two sources of support. Some candidates only evidenced one source of support when the specification refers to plural sources of support.

Unit 13: Effective Financial Management

The evidence for this unit has improved this year. Assessment Criterion 3.1 needs to be addressed by some centres. Candidates are using the umbrella term 'debt' to describe both overspending and not repaying money owed. These terms should be dealt with separately and link these to both the individual and the family. In Assessment Criterion 4.1 it is essential that

candidates explain which financial advice is more helpful in a given situation. Candidates must name the situation and the reasons for their choice. In Assessment Criterion 5.2 it is essential to choose a financial savings scheme such as credit unions, banks etc. and based on your findings in Assessment Criterion 5.1 and to give reasons for your choice. Some candidates failed to give reasons for their choice.

In general, the standard of work submitted in this series showed improvement on previous series and the moderating team noted that most centres had followed the advice given to them through centre support, Agreement Trials, Portfolio Clinics or TAC6 centre reports. However it is still evident that some candidates work does not provide extended responses for assessment criteria requiring explanations or descriptions which should contain full sentences. Centres are advised to check that candidates have fully met all the assessment criteria in each unit. Centres are to be commended on the presentation of the evidence for this series.

Contact details

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