



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 2017

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 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

Level 1

General Comments

For the Winter 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 no entries for either the Award (6 units) or the Certificate (13 units). Teachers are to be commended for the high quality of work produced by the majority of centres. Some of the evidence submitted exceeded requirements at Level 1.

Administration

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 candidate's work.

Internal standardisation is good practice and all centres should carry out internal standardisation in order to ascertain standards of units. Centres should complete a TAC 2 form when internal standardisation has taken place.

Annotation was evident in this series.

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 1.4 only one challenge is required for evidence. Some candidates had more than one challenge which is not required for Level 1.

Unit 2: Democracy and Democratic Participation

In this series this unit was well evidenced by most candidates. The evidence presented at moderation was in excess of the requirements for Level 1 in this unit of work. Candidates clearly understood the unit and teacher annotation was evident.

Unit 3: Human Rights and Social Responsibility

All candidates met the assessment criteria for this unit. This unit was clearly presented by the candidates and evidence matched assessment criteria.

Unit 9: Self-Development

In Assessment Criteria 4.1 and 4.2 candidate's evidence included labelled high risk and low risk behaviour and identify a way of managing both the high risk and the low risk behaviour. Teacher annotation was helpful in the marking of this unit.

Unit 11: Healthy Relationships

All candidates met the assessment criteria for this unit. Evidence presented at this moderation was of a very high standard for this unit.

In general, the standard of work submitted in this series was similar in standards to previous series and the moderating team noted that centres had followed the advice given at Agreement Trials, Portfolio Clinics or TAC 6 centre reports. Centres should be commended for the standard of work produced by the candidates. Some of the work will be used for future exemplar materials.

Level 2

General Comments

In this series most of the work submitted for moderation had appropriate evidence to meet the assessment criterion for each unit submitted at Level 2. This series had no candidates entered for a full certification or Award. There was no evidence submitted in this series for each unit presented in this qualification. Teachers are to be commended for the high quality of work, reflection on Agreement Trials, exemplar portfolios, portfolio clinics and centre reports. Centres are strongly advised to read their centre report (TAC 6) and to adhere to recommendation comments and future submission comments in order to address issues within the centre. In this series some candidates' work within a centre was very similar and centers are advised that work is to be presented from individual candidates with differentiation in content.

Administration

Units were received on time from centres and all centres had used the new candidate record sheets for each unit.

A separate declaration of Internal Standardisation (TAC 2) form must accompany each unit sent for moderation. It was noted in this moderation process that most centres did not provide evidence of internal moderation having taken place within the centre.

Teacher annotation was evident and appropriate in all centres entered for this series. It is essential that centres mark and annotate work which should be clear, constructive and reference candidates' work with appropriate assessment criterion beside the evidence to which it referred e.g 1.1 met.

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 centres should be commended on the evidence presented for moderation. Assessment criterion was met by all candidates entered for this unit. Annotation was evident in all work presented for moderation.

Unit 2: Democracy and Democratic Participation

Definitions of democracy in Assessment Criterion 1.1 varied in detail and content. It is imperative that candidates ensure that a description in detail is given. In Assessment Criterion 3.1 evidence is required for benefits of democratic processes which indicates it is more than voting and is plural in content.

Unit 3: Human Rights and Social Responsibility

In Assessment Criterion 1.3 candidates are to ensure that they fully explain how human rights instruments protect human rights. Some candidates failed to explain instruments. For future reference please ensure that instruments are fully explained.

Unit 4: Equality and Social Justice

Assessment Criterion 1.1 requires clear indications of the difference between being treated equally and being treated fairly. Candidates may give examples in their explanations of these two areas. Assessment Criterion 2.2 and 2.3 requires two issues for two contexts local and global.

Some candidates continue to only include one context for both.

Unit 5: Preparation for Work

Assessment Criterion 3.2 requires candidates to explain a particular organisation which helps self employed people. Some candidates in this series listed an organisation and copied information from a digital source instead of explaining in their own words how it helps self employed people. All other assessment criteria were clearly evidenced in this series.

Unit 6: Business in the Community

Evidence for this unit had improved from the summer series. It is important to note that Assessment Criterion 3.1 show examples of social enterprise. It would be good for candidates to recognise a variety of local social enterprises and candidates work would vary in detail and examples. 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

All candidates provided evidence which met the standards for this unit. The candidates clearly understood this unit and teacher annotation was relevant.

Unit 8: Globalisation and the Labour Market

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 evidence contained information on only one growth sector for awarding of assessment criterion two or more needs to be evidenced. It is important that candidates choose sectors and not businesses for this criterion. Sectors may include e.g. manufacturing, finance, agriculture, technology, tourism, energy etc. Evidence must also include reasons for the growth of these sectors.

Unit 9: Self-Development

Assessment Criterion 3.2 requires a specific challenging situation to be given. Some candidates can give how to cope with challenges but do not specifically note the situation. 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. It may be beneficial to candidates if they classify risks into two categories and then describe them.

In general, the standard of work submitted in this series showed some improvement on previous series. It is important for centres to read centre reports and recommendations for future submissions. Centres are to be commended on the presentation of the evidence in this series.

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: Elaine Horner
(telephone: (028) 9026 1200, extension: 2197, email: ehorner@ccea.org.uk)