



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 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 in Preparation for Adult Life 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

Principal Moderator's Report

Level 1

General Comments

For the Summer 2017 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. Centres are to ensure that Level 1 specification is followed when entering for Level 1 as assessment criteria can be vastly different to Level 2 in the same unit.

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.

It is important to note that candidates cannot transfer between Level 1 and Level 2 in any units. Some centres had started out using Level 2 specifications and candidates work met some of the assessment criteria but the centre then changed their entries to Level 1. Centres must follow correct specifications for entry.

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 carryout internal standardisation in order to ascertain standards of units. Internal standardisation was evident in most centres in this series.

In the majority of centres teacher annotation was evident and appropriate. It is advisable for a teacher/tutor to indicate on a portfolio where an assessment criterion has been met by referencing e.g. 1.1 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 well presented by 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 Criteria 2.3 requires candidates to evidence how democratic institutions such as NI Assembly or Local Council promote each of the three areas given inclusion, justice and democracy. Evidence must be given for all three areas.

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. The organisation identified in Assessment Criterion 3.1 must precede Assessment Criterion 3.2 that requires evidence of how an organisation works to protect human rights. A minority of candidates failed to identify an organisation working in the area of human rights.

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. There remains a lack of evidence for Assessment Criterion 1.1. Some candidates failed to list two achievements as stated in previous reports, achievements do not have to be academic achievements. Assessment Criteria 1.2 requires candidates to show how they found a range of employment options; this could be accompanied with a print out from an app or a screenshot of searching a job database. Assessment Criterion 1.3 requires a matching of their own skills, qualities and achievements to the two employment options chosen. Some of the evidence presented by candidates for this criterion failed to link all three areas of skills, qualities and achievements.

Unit 6: Business in the Community

This unit was very well evidenced by all candidates. Assessment Criterion 3.1 was well addressed by all candidates. This shows candidates understand the term 'social enterprise.'

Unit 7: Effective Work Practice

All candidates met the assessment criteria for this unit. It was good to note that candidates had a good understanding of the term 'working relationships' and how they are to be developed. It was encouraging to see evidence of work-life balance and strategies to improve work-life balance. In Assessment Criteria 3.1 and 3.2 it should be noted again that health and safety rights should be evidenced in Assessment Criteria 3.1 and other rights not including health and safety are required for evidence in Assessment Criteria 3.2.

Unit 8: Globalisation and the Labour Market

All candidates met the assessment criteria for this unit. It is important that candidates identify two new or growth sectors and do not mix these up with actual businesses as was evidenced in some candidates work. Growth sectors include IT, Technology, Tourism, Food, Energy etc. Candidates must also include evidence to back up why two of the sectors are new or growing.

Unit 9: Self-Development

Assessment Criterion 1.1 and 1.2 were addressed by all candidates. It was encouraging to note that centres had guided candidates to correctly identify internal and external factors.

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. Some candidates identified smoking and drugs as low risk. Low risk behaviours may be for example forgetting homework or being late for one class as a one off.

Unit 10: Roles and Responsibilities of Parents

All candidates presented evidence which met with the required standard for this unit. It should be noted for candidates only one type of parents is required in Assessment Criterion 2.2.

Assessment Criterion 3.1 requires all four areas to be addressed for the individual, the family and society. Some candidates failed to evidence the impact on the three separate areas of the individual, the family and society.

Unit 11: Healthy Relationships

All candidates met the assessment criteria for this unit. It should be noted that candidates were able to address Assessment Criterion 4.2 with appropriate examples of support. Also, Assessment Criteria 5.1 and 5.2 were comprehensively evidenced by candidates.

Unit 12: Maintaining Health and Well-Being

All candidates met the standard for this unit. In Assessment Criterion 1.3 candidates should evidence one consequence for each of the five areas listed. Some candidates did not evidence all five areas of health and well being i.e. social, physical, emotional, cognitive and spiritual. It is important when using a workbook method for evidence that all areas are included. Assessment Criterion 3.2 requires that candidates evidence health issues on all areas the individual, community and economy.

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 contained relevant evidence of two organisations which provide financial advice. All other assessment criterion was comprehensively evidenced by candidates.

Teachers are encouraged to layout worksheets with assessment criterion heading e.g. AC1.1 *List personal income and expenditure*. This is helpful to the teacher who can see the evidence presented, candidates who can address the criteria and for moderators to see that evidence is appropriate for the criterion. It is important that teachers mark candidates work and indicate where an assessment criteria has been met by referencing e.g. 1.1 met.

In general, the standard of work submitted in this series was better than 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 organisation of pupils work and in the main the marking and annotation of work.

Level 2

General Comments

Most portfolios were received on time from centres and candidate record sheets were provided. It is essential to check candidate record numbers and to accurately record these on the candidate record sheets.

It is advisable that all centres read TAC6 's and forward to teachers/tutors who will then reflect on any recommendations which will be noted for future entries in forthcoming series. Centres with recommendations are strongly advised to attend an agreement trial in the autumn term and to contact CCEA for a support visit.

For the summer 2017 series most of the work submitted for moderation had appropriate evidence to meet the assessment criteria for each unit in Level 2. The work in the main was well structured with clear organisation and presentation. The number of centers entering for the Certificate (13 units) has fallen from previous years. Portfolios reflected evidence of classroom teaching and learners demonstrated good knowledge and understanding of most units. Teachers are to be commended for the high quality of work which reflects on good practice given at Agreement Trials, exemplar portfolios, Portfolio Clinics and TAC6 centre reports. The evidence for this series was in line with the standards for Level 2.

It is encouraging to see templates and workbooks used in this qualification. When using templates centres and teachers are reminded that the contents within templates must be individualised for each learner. In some cases it was noted that prior learning was given by the teacher and addressed assessment criteria which in turn meant that candidates found it difficult to address criteria in an individual manner as this was addressed by the teacher. Teachers should note that evidence must be candidates' own work and when using group work each candidate must evidence their own individual contribution.

Administration

Centre administration was good and advice given at agreement trials was adhered to. Centres are reminded to check entries for appropriate levels as some centres enter candidates for both Level 1 and Level 2. Centres are reminded that portfolios are collected on a unit by unit basis. In this series some centres had presented evidence in a folder containing several units. It should be noted in the future that units should be separated unit by unit. When preparing candidates' work for moderation it is important that candidate numbers flow in the correct order as stated the on TAC1 from CCEA. If a candidate's work is missing from the sample please inform CCEA. Candidate record sheets contain valuable information. A 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 that when teachers display 'yes' in 'unit achieved' teachers 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. It is important that teachers use a checklist for all assessment criteria within a unit of work. Teachers should note when a plural is given e.g. 'ways' means that at least two ways must be described or explained.

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 carryout 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 advisable for centres to set out worksheets with the assessment criteria at the top. E.g. AC 1.1 *identify and describe two human rights*. This is advantageous to teacher, learner and moderator who can see clearly if an assessment criterion has been met.

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 with detailed descriptions and explanations. For most assessment criteria at Level 2 lists are not appropriate. Bullet points are discouraged at Level 2 as candidates are required to give detailed responses. Some candidates work was not detailed enough and will require additional information.

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. In Assessment Criterion 1.1 candidates must give a detailed explanation of cultural diversity; one simple sentence does not meet this criterion at Level 2. It has been noted by the moderation team that Assessment Criteria 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 the specification and is 'social inclusion'.

Unit 2: Democracy and Democratic Participation

This unit in the majority of portfolios was well evidenced. For 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 like paying taxes or being a member of a credit union which are not democratic processes in the community. Democratic processes can include for example, student council, signing a petition etc.

Unit 3: Human Rights and Social Responsibility

Most candidates clearly met all the assessment criteria for this unit. Most candidates were able to identify and give extended responses to include descriptions or explanations as in Assessment Criteria 1.1, 1.4. It is important for centres to check that work meets the specification as some candidates failed to identify and explain two human rights issues. It should be noted for future reference that NI Human Rights Commission and freedom to move are not human rights instruments as identified in Assessment Criteria 1.3.

Unit 4: Equality and Social Justice

Most candidates 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. A minority of candidates were unable to clearly distinguish between being treated equally and being treated fairly.

Unit 5: Preparation for Work

Centres are more aware that skills, qualities and achievements must be fully described and related to the candidate. In Assessment Criterion 1.1 some candidates did not evidence personal achievements such as music achievements, sporting achievements and community awards. Some candidates continue to present a list of words for skills, qualities and achievements. Bullet points are to be discouraged in this unit. Candidates must describe their own personal skills, qualities and achievements. As with other series a bulleted list or one word is not acceptable for Level 2 standards. Assessment Criterion 1.2 requires printed evidence to correspond to candidates' investigation. Some evidence for this criterion contained a list of jobs which is not acceptable for Level 2. There must be evidence of how an investigation has taken place, this can be with a screenshot of research or print outs of evidence.

In Assessment Criteria 2.1 some candidates presented evidence which was not relevant to Assessment Criteria 2.1 which required key information relating to an application form or an interview.

Assessment Criteria 2.2 and 2.3 require candidates to provide answers to all questions. The assessment criteria cannot be met if only two interview questions are given in Assessment Criteria 2.1.

Unit 6: Business in the Community

Almost all centers guided candidates correctly in this unit. Assessment Criteria 1.2 requires benefits and challenges to be explained evidence must be given for two benefits and two challenges as some candidate's work only contained one benefit and one challenge. Assessment Criteria 2.2 requires evidence of a local business. It should be noted that for the knowledge and understanding in this criteria a local leisure centre or hospital is not a business. Centers are encouraged to use a local business that candidates are familiar with. Global businesses are usually businesses found in other countries as well as in Northern Ireland. It is encouraging to note that most candidates sufficiently evidence Assessment Criterion 3.1 and 3.2. This is an improvement on previous years.

Unit 7: Effective Working Practice

Most candidates provided evidence which met the standards for this unit. Assessment Criterion 1.1 requires a description of at least two ways working relationships can be developed. Some

evidence only contained one way. It should be noted that for future submissions in Assessment Criteria 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.

Unit 8: Globalisation and the Labour Market

This unit was comprehensively evidenced by the majority of candidates. Assessment Criteria 3.1 requires descriptions of ways which globalization 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 Criteria 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 one business and gave a history of the business instead of relating this to an industry sector such as food and giving two explanations for its growth. It is essential that this is addressed for the next series as Assessment Criteria 3.2 must include two new or growth sectors e.g. manufacturing, finance, agriculture etc. Evidence must also include reasons for the growth of these sectors and not focus on the history of a business. The focus of this learning outcome is on sectors not individual businesses.

Unit 9: Self-Development

This unit was generally well evidenced by candidates. Assessment Criteria 1.1 requires teachers to ensure candidates are able to distinguish between internal and external factors. The evidence for this criterion was an improvement on other series. 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. Also, some candidates failed to correctly identify low risk behaviours such as neglecting to do one homework, eating a fast food meal etc.

Unit 10: Roles and Responsibilities of Parents

This unit was well evidenced by the majority of centres. 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. Some evidence failed to address all four impact areas and only focused on three. In order to meet the criteria all four must be evidenced on three sectors to include individual, family and society. Assessment Criterion 4.1 was comprehensively evidence by most candidates.

Unit 11: Healthy Relationships

This unit was generally very well evidence by the majority of candidates. Assessment criterion 3.1 has improved and evidence does identify and describe two or more components of a healthy sexual relationship. In Assessment Criteria 5.1 and 5.2 candidates must describe in detail a range of challenging relationship situations which is two or more situations and two ways of managing each challenging situation.

Unit 12: Maintaining Health and Well-Being

Most candidates had sufficient evidence to meet the standards for this unit. Assessment criterion 1.1 showed an improvement on previous series with most candidates reflecting on their own health and well being. 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 which is two or more.

Unit 13: Effective Financial Management

The evidence for this unit has improved year on year. Assessment criterion 3.1 has been clearly addressed by most candidates. 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 Criteria 5.2 it is essential to choose a financial savings scheme such as credit unions, banks etc. and based on findings in Assessment Criteria 5.1 and to give reasons for their choice. Some candidates failed to give reasons for their choice and some used money banks as evidence of a saving scheme.

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 and have sufficient detail. Also, centres are advised to check that candidates have fully met all the assessment criteria in each unit as elements of a criteria were missing from some candidates work. Centres are to be commended on the presentation of the evidence in this moderation, teaching strategies used and administration of all the units.

Contact details

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