



CCEA Level 1 Award in Preparation for Adult Life
CCEA Level 2 Award in Preparation for Adult Life
CCEA Level 1 Certificate in Preparation for Adult Life
CCEA Level 2 Certificate in Preparation for Adult Life

Summer Series 2018

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 Vocationally-Related Qualification in Preparation for Adult Life (Levels 1 and 2 Awards and Certificates) for this series.

CCEA hopes that the Principal Moderator's report will be viewed as a helpful and constructive medium to further support teachers/tutors and the learning process.

This booklet forms part of a suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

Contents

Principal Moderator's Report	3
Contact details	10

PREPARATION FOR ADULT LIFE (LEVELS 1 AND 2 AWARDS AND CERTIFICATES) Vocationally-Related Qualification (VRQ)

Principal Moderator's Report

Level 1

General Comments

For the Summer 2018 series, work submitted generally met the standards required for Level 1. There was a decrease in entries for Level 1 in this series. Most candidates were entered for the Level 1 Award comprising six units with two from each area.

Teachers are to be commended for the high quality of work sent for moderation.

Centres are reminded that this qualification does not allow for mix and matching of units between Level 1 and Level 2. Some units are submitted from the Level 2 specification and yet the candidates have been entered for Level 1. It should be noted that the content of each unit differs between Level 1 and Level 2 and therefore correlation is not possible for the majority of units.

Administration

Most centres' work was received on time and centres had adhered to procedures and guidelines. A minority of centres continue to use a tracking booklet which is no longer necessary for this qualification. Centres are reminded to thoroughly check Candidate Record Sheets and ensure candidate names are clearly recorded with an accompanying level of entry and corresponding unit code e.g. Level 1 Unit codes F1LA,F1LC etc. It is necessary that both candidate and teacher sign and date this form.

By signing this document teachers are agreeing that the unit level has either been met or not met by the candidate.

It must be noted that teachers are to provide referencing and annotation on candidates' work to indicate where an assessment criteria has or has not been met e.g. 2.1 met. In this series some centres had no referencing or annotation on their submitted work.

Some candidates will use a scribe for their work. Teachers must download and complete the appropriate document prior to submission of a candidate's work in this case. Where there is a discrepancy in handwriting, this could be treated as malpractice if the scribe documentation is not provided.

Centres must ensure that the TAC6 Centre Report for the series is distributed to all teachers involved in the qualification. The TAC6 contains written feedback from the moderation process on each individual unit and comments must be addressed by the centre. Failure to take action on feedback regarding the unit submitted for moderation could result in some units of work failing to be accredited. If, for example, the recommendation is to amend criteria, then this must be complete before the next series submission i.e. the next year even if candidates work on a two year program. The TAC6 gives relevant feedback for teachers and should be acted upon before any further submissions of the unit.

Internal standardisation has been clearly evidenced by most centres. It is good practice amongst teachers to ensure that the quality of evidence meets the required assessment criteria and standards for Level 1.

CCEA support is available through centre visits, support officer advice, Agreement Trials and Portfolio Clinics.

The following comments have been noted regarding the units listed below:

Citizenship units

Unit 1: Diversity and Social Inclusion

At Level 1 this unit was well evidenced by the majority of centres. Centres are reminded that assessment criteria 1.3, 2.2 and 2.3 are different. Some candidates evidenced the same work to meet both assessment criteria. When choosing an organisation in assessment criteria 3.1 it is vital that candidates have knowledge of this organisation and evidence must support how the organisation works in the area of equality or diversity.

Unit 2: Democracy and Democratic Participation

This unit in the majority of portfolios was well evidenced. Some candidates evidenced assessment criterion 2.1 using local clubs. In this case evidence needs to be local council etc.

Assessment criterion 3.1 was well evidenced by all candidates and shows candidates' understanding of how they can be involved in a democratic process.

Unit 3: Human Rights and Social Responsibility

Most centres clearly met all the assessment criteria for this unit. In assessment criterion 1.3 human rights instruments are not be confused with a human rights organisation.

Unit 4: Equality and Social Justice

Most centres fully met all the requirements for this unit. Assessment criterion 2.2 should address two reasons as detailed in the specification. In this series some centres only listed one reason in assessment criterion 2.2.

Employability units

Unit 5: Preparation for Work

This unit was well evidenced by the majority of candidates in this series. In assessment criterion 2.3 it is essential that the questions relate to an identified job.

Unit 6: Business in the Community

At Level 1 this unit was comprehensively evidenced by candidates. Some candidates used the same evidence for both assessment criteria 2.1 and 2.2. It would be beneficial if centres could advise candidates to state two different ways for each criteria.

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. In assessment criterion 1.2 candidates must evidence the importance of teamwork in a working environment and not merely state what is meant by teamwork.

Unit 8: Globalisation and the Labour Market

This unit was comprehensively evidenced by the majority of centres. In assessment criterion 3.2 it is necessary to identify two new or growth sectors and to give a reason for the growth of each one. In some evidence candidates had only given one reason for growth for one sector.

Personal and Social Development units

Unit 9: Self-Development

This unit was generally well evidenced by candidates. Assessment criteria 1.1 and 1.2 require internal factor to be separate from external factor.

Unit 10: Roles and Responsibilities of Parents

This unit was well evidenced by the majority of centres. Assessment criterion 2.2 requires candidates to identify a challenge and an opportunity for one type of parent. In some evidence candidates had identified a challenge but failed to identify an opportunity.

Unit 11: Healthy Relationships

This unit was generally very well evidenced by the majority of centres and showed evidence of pupil engagement which is important in society today.

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 personally on their own health and well-being. Candidates should ensure that they have evidenced all five areas of health and well-being.

Unit 13: Effective Financial Management

Most candidates provided evidence to meet the requirements for this unit at Level 1. Assessment criterion 4.2 requires two ways to save for the future. Candidates can avail of the opportunity to explore savings from financial institutions.

In general, the standard of work submitted in this series for Level 1 was satisfactory. The moderating team noted that some centres must act on the advice given to them through centre support, agreement trials, portfolio clinics or TAC6 centre reports. Centres are to be commended, however, on the presentation of evidence submitted for this moderation series.

Level 2

General Comments

For the Summer 2018 series, work submitted generally met the standards required for Level 2. There was an increase in entries for the Level 2 Certificate in this series. It is important to remind centres that they must act on feedback given in the TAC6 centre reports for future submissions.

Teachers are to be commended for the high quality of work sent in for moderation.

Please remember that this qualification does not allow for a mixture of units between Level 1 and Level 2. A few centres are submitting some units from the Level 1 specification, but are entering candidates for Level 2. It should be noted that the content of each unit differs between Level 1 and Level 2 and therefore correlation is not possible for the majority of units.

Most portfolios were received on time and the Candidate Record Sheets were included. It is essential to check candidate numbers and to accurately record these on the Candidate Record Sheets.

It is important that all teachers involved read the TAC6's and reflect on any recommendations for future entries in the next series. Centres with recommendations are strongly advised to attend an agreement trial in the Autumn Term and to contact CCEA for a support visit.

In this series, work was generally well structured with clear organisation and presentation. The number of centres entering for the Certificate level (13 units) has significantly increased in this series.

Teachers are to be commended for the good quality of work in this qualification. The evidence for this series was in line with the standards for Level 2.

Work submitted for moderation in the form of templates must clearly show an individual candidate's response. Evidence must be the candidates' own work and when using group work each candidate must evidence their own individual contribution. In this series some candidates' work within a centre contained similar or even the same responses for an assessment criterion. This must be addressed by the centre to ensure each candidate's work is authenticated.

Administration

Centres are to be commended for their administration of the qualification. Candidate record sheets contain important information. The sheet must be signed by both the teacher and candidate, have a clear centre number, candidate number and unit code e.g. F2LA refers to Level 2. It must be noted when teachers display 'yes' in the unit achieved box that teachers are agreeing that all assessment criteria for the unit have been evidenced and meet the requirements for the unit. Missing evidence of an assessment criterion would show that the candidate has not met this level. All assessment criteria must be met to achieve the unit.

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

For the majority of centres, teacher annotation was evident and appropriate. It is essential that centres mark and annotate work appropriately. It should be clear, constructive and reference candidates' work with the appropriate assessment criteria beside the evidence to which it refers e.g. 1.1 met. It is advisable for centres to set out worksheets with the assessment criteria at the top. For example, AC 1.1 identify and describe two human rights. This is advantageous to the teacher, learner and moderator who can see clearly where the assessment criteria 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. 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.

Centres are reminded when using a scribe for a candidate's work that the accompanying documentation from CCEA must be submitted with the portfolio.

CCEA support is available through centre visits, Support Officer advice, Agreement Trials and Portfolio Clinics.

The following comments have been noted regarding units in this series:

Citizenship units

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. Please note carefully when the criteria stipulates plural evidence e.g. 'advantages', that more than one advantage must be provided.

In assessment criteria 1.4 and 1.5 candidates must link the challenges chosen for 1.4 to the ways of overcoming these in 1.5. Some candidates also used examples of challenges to young people in general, not specifically in a culturally diverse society.

In assessment criteria 2.1 and 2.2 all three contexts must be fully evidenced.

Unit 2: Democracy and Democratic Participation

In this unit candidates' work was of a good standard for Level 2. In assessment criteria 2.1 some candidates gave examples which were not democratic institutions e.g. World Trade Organisation.

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, going to school, being a member of a youth club or being a member of a credit union which are not democratic processes in the community. Democratic processes can include student councils, signing a petition etc.

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 and 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. Please note that Northern Ireland Human Rights and Amnesty International are not human rights *instruments* but *organisations*, which do not meet the assessment criterion 1.3.

Unit 4: Equality and Social Justice

For assessment criteria 2.2 and 2.3, it is essential that a distinction is made between local and global context if the same example is used for both, e.g. treatment of women, LGBT rights etc.

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. A minority of candidates were unable to clearly distinguish between being treated *equally* and being treated *fairly*. This should be clear in the delivery of this unit. In assessment criteria 2.2 and 2.3 it is necessary that a distinction is made between local and global context if the same example is used for both e.g. treatment of women, LGBT rights etc.

Employability units

Unit 5: Preparation for Work

Most samples were well organised and clearly presented. In assessment criterion 1.1 some candidates are including only one example of a skill, quality and achievement. Candidates must evidence more than one of each. In assessment criterion 1.2 most candidates did not print evidence or acknowledge the source of the evidence.

Unit 6: Business in the Community

Almost all centres guided candidates correctly in this unit. Assessment criterion 2.2 requires evidence of a local business. It should be noted that for the knowledge and understanding in this criteria Public Services are not local businesses.

Unit 7: Effective Working Practice

Most candidates provided evidence which met the standards for this unit. In assessment criterion 3.1 Health and Safety rights are distinctly different to other rights required for evidence in assessment criterion 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 centres. 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 named businesses. Criteria are linked to sectors e.g. manufacturing, finance, agriculture etc. Evidence must also include reasons for the growth of these sectors.

Personal and Social Development units

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 between internal and external factors. Assessment criterion 4.1 was well evidenced by the majority of centres. Centres need to ensure evidence for this unit is the individual's own work and candidates are given the opportunity to explore their own self-development.

Unit 10: Roles and Responsibilities of Parents

This unit was well evidenced by the majority of centres.

In assessment criterion 3.1. centres are 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 evidenced by the majority of centres. 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.

Unit 12: Maintaining Health and Well-Being

Most candidates had sufficient evidence to meet the standards for this unit. 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.

Unit 13: Effective Financial Management

This unit was well evidenced in this series. 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 base evidence on your findings in assessment criterion 5.1 and to give reasons for your choice.

In general, the standard of work submitted in this series met the standard for Level 2. 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. Also, 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 in this moderation.

Contact details

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