



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 2019

## 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 this specification for the Summer 2019 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 section on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# **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 series 2019, 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 to moderation.

Centres are reminded that this qualification does not allow mixing units between Level 1 and Level 2. A minority of units submitted are following the Level 2 specification but candidates were entered for Level 1. Please note that the content for 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. Centres are reminded to thoroughly check candidate record sheets and that 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 important that both the candidate and teacher sign and date this form.

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

It should be noted that teachers must provide referencing and annotation on candidates' work to indicate where assessment criteria has or has not been met e.g. 2.1 met.

Some centres use a scribe to record evidence. When a scribe is used a scribe cover sheet must be downloaded and completed by the teacher prior to submission of a candidate's work. Notes on the completion of the scribe cover sheet and details on the use of a scribe under Access Arrangements can be found on the JCQ website (<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>).

Centres must ensure the centre report (TAC6) for this series is distributed to teachers delivering the teaching and assessment. Centre reports provide feedback from the moderating team on each individual unit and comments must be addressed by the centre. Failure to take on board comments may result in some units of work failing to be accredited. If the recommendation is to amend criteria this must be completed before the next submission. The centre report feedback should be acted upon before any further submissions of the unit.

Internal standardisation has been evidenced by most centres and is good practice amongst teachers to ensure consistency of standards across the level.

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

The following comments have been noted regarding the units presented for moderation in this series and listed below:

## **Citizenship units**

### **Unit 1: Diversity and Social Inclusion**

At Level 1 this unit was well evidenced by the majority of centres. When choosing an organisation in Assessment Criterion 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 was generally well evidenced. Some candidates evidenced Assessment Criterion 2.1 using local clubs or societies. In this case evidence needs to be local council etc.

### **Unit 4: Equality and Social Justice**

Most centres fully met all of the requirements for this unit.

### **Unit 6: Business in the Community**

Assessment Criterion 2.2 requires at least two ways a local business contributes to the community. Only providing one way does not, therefore, meet this assessment criterion. All other assessment criteria were met by all candidates in this unit.

### **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 2.2 all candidates are required to give two ways to improve work-life balance. Also, evidence must be individualized for each candidate.

### **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. A company is not acceptable as a sector. Sectors may include, for example, technology, pharmaceutical or artificial intelligence.

### **Unit 9: Self-Development**

This unit was generally well evidenced by candidates. Assessment Criteria 1.1 and 1.2 have been sufficiently evidenced in this series.

### **Unit 10: Roles and Responsibilities of Parents**

This unit was well evidenced by all centres.

### **Unit 11: Healthy Relationships**

This unit was generally very well evidenced by the majority of centres and showed evidence of pupil engagement.

### **Unit 12: Maintaining Health and Well-Being**

Most candidates had sufficient evidence to meet the standards for this unit. A minority of candidates when evidencing Assessment Criterion 1.2 followed the Level 2 specification. As noted before assessment criteria for levels vary in each unit.

### **Unit 13: Effective Financial Management**

All candidates provided evidence to meet the requirements for this unit at Level 1.

In general, the standard of work submitted in this series was good and the moderating team noted that some centres had taken the advice given to them through centre support, agreement trials, portfolio clinics or TAC6 centre reports. Centres are to be commended on the presentation of the evidence in this moderation.

## Level 2

### General Comments

There was a high increase in entries for Level 2 units in this series and an increase in overall certificates for this qualification. The work submitted generally met the standards required for Level 2.

Teachers are to be commended for the high quality and diversity of the portfolios sent in for moderation.

Please note that the qualification does not allow mix and matching of units between Level 1 and Level 2. A minority of units submitted were following the Level 1 specification but candidates were entered for Level 2. Please note 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 from centres and candidate record sheets were provided. It is essential to check candidate numbers and to accurately record these on the candidate record sheets. It is important that both the teacher and candidate sign the sheets.

It is important that the TAC6 centre reports are forwarded to the appropriate teachers/tutors who should then read carefully the feedback, reflect and act on any recommendations. Actions required will be noted for future entries in the forthcoming series. Centres with recommendations are advised to attend an agreement trial in the autumn term and could contact CCEA for a support visit.

The work submitted was, in the main, well-structured with clear organisation and presentation. The number of centres entering for the certificate (13 units) has significantly increased in this series. Teachers are to be commended for the good quality of work evident in this moderation series.

Work submitted for moderation in the form of templates must ensure individual candidates have detailed individual responses. Teachers should note that evidence must be the candidates' own work and when using group work each candidate must evidence their own individual contribution in their own words. Some centres submitted candidates' work that contained similar or the same responses for assessment criteria within a unit or in several units. Centres must ensure each candidate's work is authenticated.

### Administration

Centres are to be commended for the administration of the qualification. The candidate record sheets provide valuable information. It must be clearly signed by both the teacher and candidate, show the centre number, candidate number and the unit code. For example, F2LA, which refers to Level 2. Please note that when teachers write 'yes' in the unit achieved column, that they are agreeing that all assessment criteria for the unit have been evidenced and meet the requirements for the unit. If there is any missing evidence within an assessment criterion, then the candidate has not met this level, as all of the assessment criteria must be present to achieve the unit. In this case, therefore, a 'no' must be displayed in this section.

A separate declaration of internal standardisation, also known as a TAC2 form, must accompany each unit sent to moderation as evidence of internal standardisation. Most centres submitted this evidence. It continues to be good practice for centres to carry out internal standardisation to uphold and set standards of work.

In the majority of centres, teacher annotation was evident and appropriate. It is essential that centres mark and annotate work. Annotation should be clear, constructive and

reference candidates' work with appropriate assessment criteria beside the evidence to which it referred e.g. '1.1 met'. In this series, a minority of centres did not mark candidates' work before submitting it for moderation. 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 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 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.

Centres are reminded when using a scribe for a candidate's work, that an accompanying document must be submitted with the portfolio and signed by the appropriate personnel. A written note from a teacher is not acceptable authentication. This can be downloaded from the JCQ website. <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>

CCEA support is available through centre visits, Education Manager guidance, Agreement Trials and Portfolio Clinics.

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

### **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 that when the criteria stipulates plural requirements e.g. advantages, more than one advantage must be given. This was not always the case.

Assessment Criterion 1.1 requires candidates to explain cultural diversity. A minority of candidates mistakenly explained cultural identity.

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.

### **Unit 2: Democracy and Democratic Participation**

In this series candidates work was of a good standard for Level 2.

In Assessment Criterion 1.1 candidates must explain democracy in detail. It is not enough to evidence democracy as just voting. Assessment Criterion 1.3 a political party is not what is meant by democratic societies. Democratic Societies include local councils, parliaments etc.

In Assessment Criterion 2.1 some candidates gave examples which are not democratic institutions e.g. the World Trade Organisation.

In 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 council, signing a petition etc.

### **Unit 3: Human Rights and Social Responsibility**

Most centres clearly met all of 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, 1.4. Assessment criterion 1.3 should provide an explanation of how instruments protect Human Rights.

#### **Unit 4: Equality and Social Justice**

The majority of 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 requires candidates to identify and describe two groups disadvantaged in society. In a minority of submissions candidates failed to identify two specific groups.

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.

#### **Unit 5: Preparation for Work**

Most samples were well organised and clearly presented.

In Assessment Criterion 1.3, candidates need to relate their own skills, qualities and achievements to three employment options. Candidates can use the job specification as a guide but explain how their own skills, qualities and achievements match the criteria required by the job description.

In Assessment Criterion 2.2, candidates must evidence four questions and detailed responses in full sentence format.

In Assessment Criterion 2.3, for Level 2, candidates must identify two suitable questions with explanations of how they relate to a chosen job.

#### **Unit 6: Business in the Community**

The majority of centres guided their candidates correctly in this unit.

In Assessment Criterion 1.1, candidates are required to explain why social responsibility is important to businesses. This requires a detailed response with full sentence structure.

Assessment Criterion 2.2 requires evidence of a local business. Please note that for the knowledge and understanding in this criteria, Public Services are not local businesses e.g. leisure centres.

#### **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. It is important that candidates are able to distinguish between health and safety rights and other rights. Other rights can include holiday pay, annual leave, maternity leave or breaks. A list of rights is not sufficient for Level 2, there must be evidence of full sentences in this criteria.

In Assessment Criteria 4.1 and 4.2, lists as evidence are not sufficient for Level 2. Candidates must describe two or more symptoms of stress and explain, in detailed sentence format, how the symptoms described in Assessment Criterion 4.1 can be reduced.

#### **Unit 8: Globalisation and the Labour Market**

The majority of centres comprehensively evidenced this unit. 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 local 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 named a local

business and a history of their business. This does not meet this criteria as specific sectors are to be identified. The Assessment Criterion 3.2 requires that candidates identify a range of new or growth sectors and not individual companies. Sectors include Tourism, Information Technology, Agri-Food, Agriculture and Artificial Intelligence, to name a few. They are to choose two sectors and explain why these sectors are growing.

### **Unit 9: Self-Development**

This unit was generally well evidenced by candidates. For Assessment Criterion 4.1, it is essential that full descriptions of both high-risk and low-risk behaviours are given. A bulleted list is not appropriate evidence for Level 2.

### **Unit 10: Roles and Responsibilities of Parents**

This unit was well evidenced by the majority of centres.

In Assessment Criterion 3.1, all candidates must ensure all four areas of impact are covered separately to the individual, the family and society. A table format was used by some centres, which 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 Criterion 3.1, candidates are required to identify and describe components of a healthy sexual relationship. A minority of candidates failed to describe components.

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. A table format used by some centres allows candidates to view the flow of this criteria.

### **Unit 12: Maintaining Health and Well-Being**

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

For Assessment Criterion 1.1, some candidates failed to assess their own personal health and simply describing the different areas of health in general. Candidates must assess their own personal health and well-being.

### **Unit 13: Effective Financial Management**

This unit was well evidenced in this series.

In Assessment Criterion 5.1, candidates must investigate and describe at least two schemes. 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 before completing candidate record sheets and submission for moderation. It is reiterated that work must be individualised for each candidate and a cohort of pupils cannot have identical responses to assessment criteria.

Centres are to be commended on the presentation of the evidence in this moderation.

## Contact details

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