

CCEA Entry Level in Learning for Life and Work
(March Series) 2019

Principal Moderator's Report

learning
for life and work

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2019 series.

CCEA hopes that the Principal Moderator's report 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.

Contents

Principal Moderator's Report	3
Contact details	6

ENTRY LEVEL LEARNING FOR LIFE AND WORK

Principal Moderator'S Report

Overview

The compilation of evidence in the portfolios was mostly good and reflected the levels claimed for the candidates. Many centres used the Portfolio Progress Tracking Records and the notes and page numbers on them greatly assisted the moderation of the Portfolios. The use of them also helped to ensure that there were no gaps in the evidence when building portfolios.

However, for some candidates, there were gaps in the evidence for a level being claimed. This usually meant that an adjustment to the level below was made or in some cases it was not possible to award a Level. In a few cases there were levels claimed but the bulk of the evidence was at a level above the ones being claimed. It is not good practice for candidates to be awarded a level by default.

On the CCEA website there is a proforma for a witness statement which can be used at all levels to document and describe practical work observed. Witness statements could have been more widely used to provide full details of the practical activities observed. Some witness statements used merely restated the assessment criteria and said that candidates had achieved them. This was not sufficient as no descriptions of the activities that candidates engaged in were included.

Assessment Unit 1 Learning to Live Together

Overview

Candidates provided ample evidence to demonstrate that they were able to recognize ways that they could express their identity. They also provided sufficient evidence to show why it is important to treat people equally and to be able to recognize when people are treated unfairly.

Assessment Unit 2 My Rights and Being Responsible

Overview

Candidates provided ample evidence to demonstrate that they were aware of their rights and their rights to express their ideas and opinions. There was less evidence that they understood why rights were important and the understanding of their responsibility as individuals.

Assessment Unit 3 Developing my Self-Management Skills

Overview

Candidates provided ample evidence to demonstrate that they can recognise what they are good at and areas that they need to improve on. There was evidence included in the candidates' portfolios that they could recognize a target for improvement and recognise an action that could be taken to help meet the target. There was less evidence of candidates independently identifying targets and actions to achieve them.

Assessment Unit 4 Getting to Know Myself

Overview

Candidates provided ample evidence to demonstrate that they are aware of their emotions and how they are expressed. There was also sufficient evidence to show that they were aware of how their behaviour can affect the feelings of others. There was evidence that candidates could recognise situations where a young person might need help and where the help can be obtained but there was little evidence of candidates suggesting situations or sources of support.

Assessment Unit 5 Travelling in my Community

Overview

Candidates provided ample evidence to demonstrate modes of transport and pedestrian safety. In some instances of planning a journey within the community candidates used Google maps as evidence but these were for journeys out of their community. Journeys should be short trips such as a taxi to train station followed by train to a town. The candidates would be more likely to be able to independently take and cost such a journey.

Assessment Unit 6 Workplace Learning

Overview

Candidates provided ample evidence to demonstrate that they could recognize and identify career choices. Many candidates used the work log from work experience as evidence of being able to participate in work-related learning. They also were able to provide an evaluation of their experience.

Assessment Unit 7 Applying for Jobs and Courses

Overview

Candidates provided ample evidence to demonstrate that they were aware of jobs and courses in their local area and know how to apply for them. Most candidates included a completed application form. There was evidence produced that candidates could recognise skills and qualities but there were few explanations included.

Assessment Unit 8 Planning My Business

Overview

Candidates provided ample evidence to demonstrate that candidates could identify businesses and entrepreneurs. The remaining evidence was based round a group planning a mini-enterprise and mostly met the criteria at the levels claimed.

Assessment Unit 9 Making my Business Work

Overview

Candidates provided ample evidence through running a mini-enterprise to demonstrate that they could satisfy the criteria at the levels claimed. Photographic evidence was used to good effect.

Contact details

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