

GCSE



**Chief Examiner's and  
Principal Moderator's Report**  
**Learning for Life  
and Work**

Summer Series 2019





## 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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# GCSE LEARNING FOR LIFE AND WORK

## Chief Examiner's Report

### Assessment Unit 1      Local and Global Citizenship

#### General

Overall, the paper allowed pupils to respond positively and access marks in most of the examination questions. The majority of candidates attempted all questions. Many candidates failed to fully explain or describe answers in the 2 mark questions and consequently lost marks. Many candidates found Questions 1(d), 2(c), 4(a) and 5(a) and 6 challenging.

- Q1**
- (a)** Most candidates were able to name one NGO which dealt with environmental issues for 1 mark.
  - (b)** Many candidates provided one reason why the work of an NGO may be limited. In this question one-word answers were insufficient to gain 1 mark. Candidates were expected to write a few words or short statement qualifying their answer e.g. lack of funding, lack of volunteers. Lack of resources, limited public support for 1 mark.
  - (c)** The majority of candidates gained marks for the question, explain one reason why the work of Non-Governmental Organisation (NGO's) are important to society? Candidates who scored 1 mark gave basic, often vague and general statements which failed to explain their answer e.g. they help people in need, they, raise awareness of poverty.
  - (d)** The question, describe one social inequality issue was poorly answered by most candidates. Candidates scored 1 mark for a basic statement about social inequality related to poverty, homelessness, educational disadvantage, and poor health. A few candidates accurately described or gave examples of social inequality as an uneven distribution of resources or differential access to resources and were awarded 2 marks.
  - (e)** The question, explain two ways a Non-Governmental Organisation can gain support for its cause was well answered by the majority of candidates. Candidates who scored 2 marks for each part of the question gave two accurate explanations. Responses referred to, publishing and communicating information about their work, distributing promotional materials to the public, using social media, television, organising campaigns, petitions and lobbying government. These were ways of raising public awareness and encouraging people to volunteer and support their cause.
- Q2**
- (a)** Most candidates gained 1 mark for writing down a meaning for being prejudiced. Candidates commonly stated, making judgments about someone or group of people or pre-judging them without knowing them; or making judgments based on stereotypes. Valid examples were accepted. Some candidates were unclear about the difference between prejudice and discrimination.
  - (b)** The majority of candidates were able to name one Northern Ireland Government department for 1 mark.
  - (c)** The question, describe the structure of the Northern Ireland Assembly was poorly answered by the majority of candidates. Many incorrectly referred to the role of the NI Assembly.

- (d) Most candidates were able to explain one type of discrimination, e.g. sexual, age, disability, race, religious, sexual orientation. Valid examples were accepted. Candidates who scored 1 out of 2 marks gave basic statements and failed to explain their answers.
- (e) Explain two ways the Northern Ireland Human Rights Commission safeguards and promotes human rights was answered well by most candidates. Common responses included, ensuring government and public sector bodies human rights legislation was up to date, advising the British and Northern Ireland Government on human rights legislation, promoting awareness and educating young people about human rights in schools. Candidates who scored 1 out of 2 marks gave basic statements and failed to explain their answers.
- Q3**
- (a) The majority of candidates gained 1 mark for writing down a meaning for cultural diversity. Generally, responses referred to a range or variety of different groups of people with different cultures living in society or a country.
- (b) The majority of candidates were able to name one service the government could provide to help immigrants for 1 mark. Responses included, shelter/ housing accommodation, language translation/interpreters, welfare benefits, healthcare and education/schools.
- (c) Most candidates gained marks for explaining one benefit of immigration to society. Some candidates misunderstood the question and focused on the benefits to immigrants. Mark worthy responses included, cultural diversity improves people's tolerance and understating of others, people learn to live together, more peaceful society, enriches our culture – new ideas, foods, sports etc. Candidates who scored 1 out of 2 marks gave basic statements and failed to explain their answers.
- (d) The majority of candidates were able to explain one challenge of immigration to society. Some candidates misunderstood the question and focused on the challenges to immigrants. Common responses included, immigration can lead to tension, conflict, discrimination, a rise in hate crimes in society, Increased demand on public services, social housing and healthcare education, can also lead to segregation in local communities and marginalisation of minority groups. Candidates who scored 1 out of 2 marks gave basic statements and failed to explain their answers.
- (e) There was a mixed response to the question, explain two ways a work place can promote inclusion. Some candidates scored 2 marks for each part of the question by giving accurate explanations which included ensuring work place polices comply with equality legislation and enforced, staff training on inclusion, providing facilities to meet needs of all staff. e.g. disability access.
- Candidates who scored 1 out of 2 marks for each part of the question gave basic statements and failed to explain their answers.
- Q4**
- (a) The question, explain two ways the Code of Conduct helps to ensure MLA's act responsibly was poorly answered by the majority of candidates. Mark worthy responses referred to a set of rules/principles/standards that MLA's are expected to follow to ensure they act in public interest, putting public interest before private, declaring financial/conflict of interests and upholding and acting with the law. Candidates who scored 1 out of 2 marks for each part of the question gave basic statements and failed to explain their answers.



- (b)** There was a mixed response to the question, explain two ways the Good Friday (Belfast Agreement) contributed to a more peaceful society. Candidates who gained 2 marks for each part of the question provided accurate explanations commonly referring to, the establishment of devolved government in Northern Ireland, power sharing in government, dual citizenship, creation of Equality Commission, Human Rights Commission, formation of PSNI and Police Ombudsman and decommissioning of paramilitary weapons. Candidates who scored 1 out of 2 marks for each part of the question gave basic statements and failed to explain their answers.
- Q5 (a)** The question, analyse the impact of conflict on Syrian Society. While many candidates' responses were copied straight from the source with no or little analysis (Level 1, 1-2 marks) others showed some understanding of the impact of conflict on Syrian society and were able to analyse one or two points from the source. Candidates wrote with some clarity and used some of their own words and specialist vocabulary. Some candidates gave Level 3 responses. They used their own words and selected appropriate specialist vocabulary and clearly analysed at least two points from the source. Common responses included, conflict destroyed homes and led to increased homelessness, the conflict destroyed hospitals and schools. The conflict created a shortage of doctors and nurses, leading to poor medical care, more diseases, and deaths. The shortage of teachers meant young people did not receive a good standard of education. The conflict damaged the economy, businesses were destroyed, there were fewer jobs and high youth unemployment which led to increased levels of poverty, poor quality of life, health and wellbeing.
- (b)** Many candidates gave Level 2 or 3 responses to the question, discuss the influences on a young person's cultural identity. Candidates referred to two or more points and discussed in adequate detail the influences on a young person's cultural identity. Candidates referred to examples of influences e.g. family, parents, friends, school, religion and media and discussed how they influenced cultural identity e.g. influenced by attitudes, values, beliefs, tradition, language, heritage, music, drama and art. Level 1 responses had limited detail in answers. Some candidates identified some influences on cultural identity but did not discuss how they influenced a young person's cultural identity or showed little or no understanding of the meaning of cultural identity.
- Q6** Question 6, evaluate the role of Human Rights in supporting democracy was poorly answered by the majority of candidates. To access Level 1 and Level 2 marks candidates were required to draw a conclusion as part of the evaluation. Many candidates failed to access Levels 2 and 3 marks because they did not draw a conclusion or the conclusion was inadequate. Some candidates gave a Level 2 response. Very few candidates met the mark scheme criteria for a Level 3 response.
- Level 2 responses demonstrated good knowledge and understanding about the role of human rights supporting democracy Candidates' responses were organised/structured and clearly explained. Candidates' conclusions were adequate, but short, commonly a summary of a sentence or two. Level 3 responses demonstrated excellent knowledge and understanding about the role of human rights supporting democracy. Typically, they covered three or more points in detail. Candidates' conclusions tended to go beyond summarising points to interpretation.
- While most candidates provided comments on one or two points about human rights, often they did not relate these to supporting democracy. Mark worthy responses referred to, human rights ensure people can participate in civil and political life, participation is important feature of democracy. Voting in elections, choice may

be limited, political parties may not represent everyone's views, government may ignore manifesto pledges when in power. Citizens and press can freely express their views, this makes the government aware of public opinion and can influence decision making. The government may not listen or act on public views. The government may limit human rights, this can weaken democracy. Human rights safeguard and protect citizens from government abuses of power, the government can be held to account.

## Assessment Unit 2      Personal Development

The new revised GCSE Learning for Life and Work Personal Development strand is now worth 20% of the overall mark for the subject. This was the second year of the new examination completed by both Year 11 and Year 12 candidates. The examination covered all strands of the Personal Development course with a mark range from 1 mark to 10 marks including three level responses in Question 5(a), 5(b) and Question 6. The examination was marked out of a total of 60 marks covering six questions. The areas examined included personal health and well-being, relationships and sexuality, parenting, personal safety and personal finance.

As per the circular issued to centres in December 2017. In all cases, the candidates should read the questions carefully and answer the question asked, paying attention to the command word given. In addition, the following will apply to the marking of the questions:

- Unless a one-word answer is specifically requested in the question, candidates must qualify their answers. Full marks will only be awarded for a complete response. e.g. if the question is 'Write down' one source of support for a person with an addiction' this clearly requires a one-word answer, i.e. friends, family. If the question is 'Write down one advantage of using cash to buy goods', the candidate should state for example 'less likely to overspend using cash.'
- 'Evaluation' questions will require a conclusion; and the conclusion must be at the end of the candidate's response and must be linked to the points made previously in the candidate's response.
- The mark schemes in the SAMs papers are useful guidance for the teacher as to what the examiner will be specifically looking for. As this is the second series teachers now have access to previous examinations and mark schemes.

During this series there has been an improvement in examination technique and better answered questions for the level responses in Question 5(a), (b) and Question 6. Examiners reported that the paper was fair and related to a good cross section of the curriculum and most candidates answered as expected. Some examiners reported that candidates did always attempt the question set and therefore lost marks. A small number of candidates only answered one or two questions and left the remainder of the paper unanswered.

- Q1**
- (a)** Performed very well were the majority candidates achieved one mark for naming one consequence of risk-taking behaviour. A wide range of valid answers were accepted.
  - (b)** Performed very well were the majority of candidates achieved one mark for writing down one reason why young people take illegal drugs. A wide range of valid answers were accepted.
  - (c)** Was quite well answered in general but some candidates referred to environmental impact rather than the economic impact.
  - (d)** Many candidates achieved one mark rather than two marks as they failed to develop the answer on one-way communication and how it can help maintain a healthy relationship.

- (e) Many candidates achieved two marks by identifying responses such as looking out for unknown e-mails which are badly spelt and with poor grammar and the idea of phishing and generating scam emails. However, for some candidates the responses were frequently not developed and only one mark was achieved. Some candidates misunderstood the question and focused responses on identity theft and stealing money.
- Q2**
- (a) Performed well and many candidates achieved one mark for writing down one disadvantage of renting a house. The common responses included wasting money and that you cannot do what you like to the property.
- (b) Was very well answered, almost all candidates achieved one mark for naming one strategy to deal with cyberbullying.
- (c) Was also well answered, with most candidates writing pregnancy or STIs as an answer and achieved one mark. Candidates were able to develop the effect and explain for two marks.
- (d) Was quite well answered with many expressing ideas of exercise, stress balls and talking to people as strategies to deal with frustration. Some candidates achieved one mark, perhaps mentioning a method, but failing to mention how it would help deal with frustration.
- (e) Many candidates failed to read the question and their responses were referring to opportunities for children as opposed to the opportunities for foster parents. There were some excellent responses which focused on self-satisfaction and may not be able to have children of their own. A number of candidates successfully developed one opportunity and struggled to find a second opportunity to access all four marks.
- Q3**
- (a) Performed very well were the majority candidates achieved one mark for writing down one consequence of poor budgeting. The most common responses focused on debt, eviction and unpaid bills. A wide range of valid answers were accepted.
- (b) Performed well were the majority candidates achieved one mark for writing down one way a parent may develop a child's morals and values. The most common responses focused on discipline and going to church. A wide range of valid answers were accepted.
- (c) Was quite well answered and candidates focused on the physical effect of an unhealthy relationship. Some candidates misinterpreted the question and focused on the emotional effect rather than physical. The most common responses focused on bruises, lack of sleep and substance abuse. If the candidate stated, the physical effect only one mark was achieved.
- (d) Many candidates achieved one mark by talking about a positive mindset to manage positive change, but there were candidates who developed responses and were able to achieve two marks. The most common responses focused on seeking professional help, talking to friends and family and a wide range of practical ways. Many candidates simply repeated the question, about thinking/trying to be positive which was not mark worthy.
- (e) Performed very well and allowed quite a number of candidates to access three and four marks for explaining two benefits moving in with a partner and living together. Candidates who stated the benefit such as a sense of trust or can have shared interests achieved one mark.

- Q4 (a)** Candidates did not always achieve full marks as they failed to explain the influence of the media, and rather talked about the idea of peer pressure, unrelated to the media. Many candidates were able to explain one way such as linking role models to social media but did not always accurately explain a second way the media may influence risk taking behaviour.
- (b)** Some excellent candidate responses with three and four marks being achieved, with the most common responses referring to refund policies and the right to return items unfit for purpose. Quite a number of candidates stated the way legislation may protect consumers when buying goods and achieved two marks.
- Q5 (a)** Was answered well by many candidates as they were able to use their own knowledge to analyse the importance of a work life balance. There were some excellent Level 3 responses with at least three relevant points effectively analysed in detail. The most common mark band was Level 2, and candidates successfully detailed at least two relevant points with effective analysis. Some candidates continue to simply quote directly from Source A but did not offer any analysis of their quotes. Those candidates who identified at least one relevant point from the source and provided a limited interpretation on the importance of a work life balance only gained marks from Level 1. Several candidates did not actually use the information provided in Source A and thus did not gain any marks.
- (b)** This question was answered very well by candidates as they were able to discuss the consequences of low income on a person's health. Some excellent Level 3 responses were candidates showed excellent knowledge and understanding and applied their knowledge effectively to the question. They referred to at least three relevant points and provided thorough discussion with highly competent quality of written communication. However, candidates who showed basic knowledge and understanding and provided limited detail only accessed marks from Level 1. The most common mark band was Level 2 were candidates achieved a range of marks between three and four by discussing two relevant points by showing a good knowledge and understanding.
- Q6** Some very good answers by candidates, but so many candidates lost marks by failing to provide a conclusion. A conclusion is required for all three levels.

Quite a number of candidates misinterpreted the question and referred to sexual orientation, gender issues or why exploitation occurs in society. Some candidates often seemed confused about sexual exploitation and sexual preference or the idea of 'coming out' rather than evaluating the personal strategies available to vulnerable young people in dealing with sexual exploitation.

Many candidates who knew the basic strategies were unable to evaluate and many did not provide a conclusion, therefore only accessing Level 1 marks. The majority of responses pushed into Level 2 evaluating at least two relevant points with a relevant conclusion. There were some excellent Level 3 responses where the conclusions were detailed and related to the points made in the answer.

Some examiners were surprised at how many candidates did not mention the illegality of exploitation and included important strategies such as telling parents and getting counselling above all else. It is important when preparing candidates for this question that the evaluation is more than simply giving positives and negatives in their final answers. Some candidates were trying to draw a positive from sexual exploitation rather than taking the view of the success of possible strategies used to address the issue.

## Assessment Unit 3      Employability

Overall, the paper allowed pupils to respond positively and access marks in all examination questions. Candidates tended to perform better in the short 1 and 2 mark questions. In many instances, candidates often failed to explain their answers in the 2 mark questions. It must be noted however, that many candidates still found the analysis and evaluation questions challenging as in Question 5(a) and 6. In Question 6, while the majority of candidates demonstrated knowledge and understanding and some ability to evaluate the importance of lifelong learning in achieving personal and professional potential, their conclusions tended to be missing or inadequate and therefore they were unable to access marks from Level 2 and Level 3.

- Q1**
- (a)** This question was answered correctly by a large majority of candidates as they confidently named one example of a workplace policy and thus were able to access the mark.
  - (b)** Most candidates were awarded the mark for this question as they were able to write down one technological item used in the workplace. The most common answer was computer.
  - (c)** The answer provided by many candidates did not address the area of the specification under 'Social responsibility of a business' where work experience placements was listed as one of the ways that businesses can demonstrate social responsibility. Many candidates were unable to access the full two marks for this question as they were unable to provide an accurate explanation with clear reference to one way in which work experience placements can demonstrate social responsibility in a business.
  - (d)** On the whole this question was very well answered as many candidates provided a full description of one reason why new and developing businesses would seek assistance from a support agency. The most common answers were 'providing support in the form of grants or loans to assist the business with financial funding' and also 'offering advice and support regarding the initial setting up of the business'. Some candidates did not qualify their answer and therefore were only awarded 1 mark.
  - (e)** Quite a large number of candidates confidently explained two drawbacks to an employee of being a member of a trade union and therefore achieved the 4 marks for this question. Many worthy responses included the full explanation of answers regarding the cost of membership being rather high, trade unions calling their members out on strike and the stress involved with catching up on work after returning to work from strike action. Those candidates who provided a basic statement for their answer were only awarded 1 mark for each of the drawbacks.
- Q2**
- (a)** A large majority of the candidates were able to write down one part of a contract of employment and therefore achieved the 1 mark. Some incorrect answers were also provided.
  - (b)** This question was well answered by many of the candidates who were able to explain one type of discrimination which may occur in the workplace. The most common answers included gender and religion.
  - (c)** A large majority of the candidates answered this question confidently and were able to accurately describe one reason why a business would place importance on recycling waste when addressing environmental issues and thus were awarded the 2 marks. Those candidates who provided a basic statement without explanation of the statement were awarded 1 mark.



- (d) The majority of candidates performed very well in answering this question in that they fully explained one reason why employers use application forms to assess candidates' suitability for a job and therefore they accessed the 2 marks for this question. Most candidates' answers included 'the employers are able to judge the applicant by the information they provide and thus it makes it easier for the employer to compare applicants'. Other valid accurate explanations were provided by many candidates, earning them the 2 marks.
- (e) Many candidates provided accurate explanations with clear reference to two ways skills shortages in the workplace can impact on businesses and therefore achieved the full 4 marks for this question. The most common answer provided was that 'businesses may lose trade and therefore their sales would suffer resulting in less profits as their employees may be unable to carry out certain skilled work required in the business'. Some candidates however provided similar explanations for the two ways that they identified and thus were unable to access full marks, e.g their first point included the explanation "losing out on sales and hence reducing their profits" and their 2nd point mentioned that "they will have to compete with other businesses" but their explanation was the same as their 1st point in that they wrote down 'which means less sales'.
- Q3** (a) On the whole, this question was answered very well, in that the majority of candidates provided one of the two correct answers – emigration/migration - to describe people from Northern Ireland who go to another country to work and thus merited the 1 mark.
- (b) Most candidates performed well in their response to this question in that they were able to write down one external influence on a young person's attitude towards their education. Most popular answers included 'parents, peers, teachers and media'.
- (c) They were able to explain one reason why sharing good practice is important for developing positive relationships and thus achieved the 2 marks. Those candidates who provided a basic statement without any explanation of the statement were awarded 1 mark.
- (d) The majority of candidates provided an accurate explanation with clear reference to one disadvantage to an entrepreneur of using questionnaires when researching the need for a product. The most common answer provided was that 'the area where the entrepreneur was carrying out the questionnaire may not have been an accurate cross-section of the target market and thus the entrepreneur may not have gained the results that they expected'. Those candidates who provided a basic statement but did not provide an explanation of their point only achieved 1 mark.
- (e) The question, 'explain two reasons why a young person would research a job before applying' was answered well by the majority of candidates. Many candidates achieved 3 or 4 marks for this question. Mark worthy responses included: the applicant will need to know where the job is located, the applicant will research the amount of money they will earn from the job, they will be interested to find out if there are any perks with the job and what holidays they will be entitled to. The candidates who were awarded full marks for this question provided accurate explanations to two of the above responses.
- Q4** (a) Overall the question, 'explain two responsibilities an employer has to their employees' was answered very confidently by a large majority of the candidates. Mark worthy responses included: employers must protect their employees from discrimination, employers must ensure that the workplace is safe for employees

to work in, employees must provide their employees with a contract of employment, and employers must ensure that they provide their employees with opportunities to further their careers. Those candidates who provided accurate explanations with clear reference to two of the above points were awarded full marks. Candidates who only achieved 1 mark for each part of the question had limited or no explanation of their answers.

- (b)** Whilst many candidates achieved full marks for this question in that they provided a detailed explanation of two factors an entrepreneur may research when deciding the price of a product, other candidates presented limited explanation in answering the question and thus were only awarded 1 mark. Some candidates provided the same explanation for both points and therefore were only credited once for the explanation.

**Q5 (a)** The question, ‘analyse why job applicants may not be placed on a shortlist to attend an interview’ was not very well answered by many candidates. The answers provided by the candidates suggested that they were not confident in analysing information. Many candidates gave Level 1 responses. They merely copied the information from Source A without providing an analysis and their quality of written communication was basic. Some candidates provided responses in Level 2 band as they commented on at least two points from the source. Very few candidates provided Level 3 responses. Those who did, effectively analysed the information in detail. They used their own words and their quality of written communication was highly competent.

- (b)** Many candidates achieved Level 2 marks for this question as they responded with good knowledge and understanding about why employers place importance on skills, qualities and attitudes in the recruitment and selection process.

Those who achieved Level 3 showed excellent knowledge and understanding as well as making reference to at least two or more relevant points and provided discussion about why employers place importance on skills, qualities and attitudes in the recruitment and selection process.

**Q6** ‘Evaluate the importance of lifelong learning in achieving personal and professional potential was not very well answered by the majority of candidates. To access Level 1 and Level 2 marks candidates were required to draw a conclusion as part of the evaluation. The majority of candidates failed to access marks from Levels 2 and 3 mark bands because they did not draw a conclusion or their conclusion was inadequate.

Conclusions varied from short statements to candidates repeating comments from their evaluation and should be encouraged to include a personal viewpoint to support the development of a detailed conclusion.

Some candidates gave a Level 2 response where it was clear that they drew a relevant conclusion related to their evaluation. Very few candidates met the mark scheme criteria for a Level 3 response. Of those candidates who did, their responses were organised and structured and demonstrated excellent knowledge and understanding about the importance of lifelong learning. They drew a detailed conclusion related to their evaluation and their quality of written communication was highly competent.

Examiners commented on the appropriateness of the level of language used in the examination paper. They noted that the mark scheme was very clear and coherent as well

as the fact that there was no difficulty in applying it to any of the questions. Some suitable alternatives were added to the marks scheme after being discussed at the Standardising meeting, which provided even more clarification.

There was no evidence that candidates had insufficient time to complete the examination paper.

## Principal Moderator's Report

### Assessment Unit 4 Investigation (Controlled Assessment Task)

#### Selecting and Focusing the Task

The Personal Development task, Investigate the causes and consequences of risk taking behaviour, was by far the most popular choice of task with many centres focusing on Alcohol Abuse. Some centres included advice about seeking support but did not link this with consequences leading to the need for support.

The Local and Global Citizenship task, Investigate the role of the Police Ombudsman's Office in investigating complaints about the Police Service of Northern Ireland, often focused on the background to the setting up of the Police Ombudsman's Office when the focus should have been about investigating complaints about the Police Service of Northern Ireland. There were also investigations which were well focused such as the comparison of two legacy cases.

The Employability task, Investigate employer and employee responsibilities, was usually well focused with candidates investigating areas such as Stress or Health and Safety in the workplace.

#### Following the Task Structure

Nearly all centres followed the structure in the CCEA Teacher Guide and many used the student booklet for their candidates to complete the task. There were some centres that added additional guidance but did not adequately reflect this by awarding lower marks. There were a few other tweaks to the student booklet such as putting in lines to write on and boxes to write in. Sometimes this provided too much space but a more serious issue was when it restricted candidates in expressing themselves fully.

There was a mix of hand written work and word processed work. The only observed advantage with the word processed work was that it made word counts easy to generate.

#### Marking the Task

With a tolerance of just 5 marks out of 100 it was not unexpected that 37 centres were adjusted out of 94 centres entered. Some had positive adjustments, some had both positive and negative adjustments, some were adjusted to moderator marks and the biggest proportion had negative adjustments made. Many of the centres that sent work to the Portfolio Clinics benefited from the feedback. Those who were able to send complete work benefited most.



## **Part A: Planning**

Often candidates posed questions that were restatements of the CCEA set task such as 'What are the causes of risk taking behaviour?' Also there were questions that did not focus on the task such as 'What type of risks are there?' When the focus should have been on either causes or consequences such as 'What causes a young driver to take risks by driving too fast?' Questions that restate the task or do not address the focus cannot be counted when deciding the Mark Band to be awarded.

Centres that used the exemplification of the assessment criteria, provided by CCEA, when awarding marks for selecting research methods and justifying their choice awarded mark bands accurately. Although the CCEA exemplification separates the selection of research methods from their justification it is acceptable to combine them. Some centres did this to good effect.

The Research Plan was mostly accurately marked except where centres confused targets with actions.

The number of elements of knowledge, understanding and skills normally matched the Mark Band being claimed but the descriptions of activities which candidates might develop these often lacked the detail which would link these activities to the task.

## **Part B: Planning**

The gathering, compiling and recording of evidence was well done and accurately marked. However, when recording and monitoring progress using the research plan many candidates did not match their comments with the actions and made little reference to deadlines and targets. This was not always reflected in the marks awarded.

In their analysis most candidates made a concerted effort to include the terms specified in the assessment criteria. However, they were not always used with understanding and the Mark Band awarded was sometimes too high. The justification of their analysis often further exposed the lack of understanding of the terms used and sometimes failed to link the evidence to the task. The mark bands awarded were mostly accurate but the marks awarded were often higher than deserved.

## **Part C: Communicating Findings**

A few centres used a PowerPoint presentation to communicate their findings but the candidates found it difficult to address all the assessment criteria using this method. The written report proved to be a better approach.

The introduction and rationale was usually accurately marked.

Many candidates failed to express their views about the findings presented and only a few of those who did made comparisons with the views of others. The interpretation of the findings was better done but overall this section was mostly over marked.

Most centres used a table to identify strengths, weaknesses and areas for improvement and the marking was mostly accurate.

Candidates drew conclusions but many were unable to express the limitations of them in relation to the evaluation of their approach. Frequently the marks awarded did not reflect this.

### **Part D: Self-Evaluation**

The evaluation of the knowledge, understanding and skills developed was best done when candidates restated those they aimed to develop from Part A. The mark band awarded for this section was usually accurate.

Many candidates did not evaluate their own performance but this was not reflected in the marks awarded with often a significant over mark.

### **Part E: Presentation of Task**

Only a very few centres failed to present the candidates' work in flat A4 folders. The remaining centres deserved the marks awarded to their candidates.

It should be noted that the tasks now change on an annual basis and the 2020 tasks are on the CCEA website.

## Contact details

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INVESTORS  
IN PEOPLE

