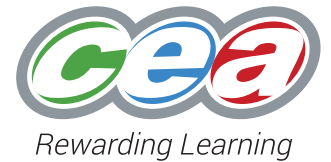


CCEA Level 1 Award in Preparation for Adult Life
CCEA Level 2 Award in Preparation for Adult Life
CCEA Level 1 Certificate in Preparation for Adult Life
CCEA Level 2 Certificate in Preparation for Adult Life



Summer Series 2023

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 2023 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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Preparation for Adult Life (Levels 1 and 2 Awards and Certificates)

Principal Moderator's Report

Level 1

Introduction

The purpose of moderation is to ensure that centres are adhering to the standards of the qualification. Through the moderation process centres should have an accurate understanding of the assessment criteria for individual units and the overall qualification either at Award or Certificate in Preparation for Adult Life at Level 1. As this was the first full moderation since 2019 it was positive to note that the majority of portfolios had a high standard of work at this level.

It was encouraging to note in some units in particular, that candidates had demonstrated a personal interest in their own learning. The skills addressed in these units will be useful to them in their future lifelong learning.

A full specification of thirteen units was moderated in this series. The purpose of this report is intended to offer constructive feedback and encouragement to centres in order to help them in planning and delivering the course again for the 2023/24 series and to ensure standards are in line with the assessment criteria given in the specification.

Administration

In the main the centres entered for this level are to be commended for their administration of this series.

When submitting portfolios for moderation centres are reminded that candidates' work must be in candidate number order as given by CCEA. Any portfolio must have the candidate's name clearly displayed on the candidate record sheet.

Annotation was thorough in some portfolios and contained a lot of detail. There was evidence of internal standardisation which was helpful. Generally, all referencing was clear but in a minority of centres assessment criteria was incorrectly referenced. In this situation the centre is awarding evidence which is either missing or incorrect and therefore the standard of the unit has not been met. Centres must note that when a candidate's work has been referenced as having met criteria and the evidence is missing or does not meet criteria then the candidate should address this issue before the portfolios are sent for moderation. Centres should address this for future submissions as this is confusing and could lead to candidates not being awarded the unit as all assessment criteria for the unit have not been met.

Please note that all scribe forms must be signed by the centre before the portfolio is submitted for moderation.

It is advisable for centres to check that all candidates in the sample have signed E-candidate record sheets, all work has been referenced and marked, internal standardisation has taken place and portfolios are presented in a folder or securely fastened with staples or treasury tags. Please do not use poly pockets to present portfolio work.

It is a centre's responsibility to ensure all candidates' handwriting is legible and can be easily read by others.

Unit 1: Diversity and Social Inclusion

In this unit moderators commented on how the majority of candidates met all assessment criteria in this unit and that the standard of evidence met the requirements of this specification.

Assessment Criteria 1.1, 1.2, 1.3 and 1.4 were well evidenced by candidates. Assessment Criteria 1.4 allowed candidates to outline at least one challenge and this was evidenced by all candidates.

Assessment Criteria 2.1, 2.2 and 2.3 require that candidates' evidence must not be too similar. Centres are reminded that individual responses are required by all candidates.

In Assessment Criteria 3.1 identify one organisation in the community that works in the area of equality/diversity. Again, this was well evidenced in this series.

Unit 2: Democracy and Democratic Participation

Assessment Criteria 1.1 and 1.2 showed candidates' understanding of democracy. Candidates are reminded to outline two characteristics of a democratic society.

Assessment Criteria 2.1, 2.2 and 2.3 caused difficulty for some centres. Please ensure candidates address all three areas of Assessment Criteria 2.1 e.g. local context Fermanagh & Omagh District Council, National context NI Assembly and Global context European Union. For Assessment Criteria 2.2 roles can be varied. It is suggested that candidates research this on a Google search of the institutions. Assessment Criteria 2.2 and 2.3 require individual responses to be given which need to be evidenced. (Democracy, justice and inclusion). Assessment Criteria 2.4 requires candidates to explain how society benefits from democracy, inclusion and justice. Candidates can include bullet points.

Assessment Criteria 3.1 requires candidates to outline one way in which a young person can take an active part in democratic processes in their local community. A minority of evidence did not give an acceptable example of taking part in a democratic process. Appropriate examples may include taking part in voting for a committee member, participating in a Youth Council, protests, petitions etc.

Unit 3: Human Rights and Social Responsibility

In Assessment Criteria 1.1 some portfolios did not list two human rights. For future submissions please ensure that all candidates list two specific human rights for Assessment Criteria 1.1 e.g. the right to freedom from slavery, the right to an education, the right to be treated fairly and equally etc.

Assessment Criteria 1.2, 1.3 and 1.4 were well evidenced by the majority of candidates.

Assessment Criteria 2.1 was well evidenced by most candidates. A minority of evidence in Assessment Criteria 2.2 did not state one way in which social responsibility impacts on society. Centres are advised that all assessment criteria must be fully met by all candidates entered for each unit. Assessment Criteria 2.3 was well evidenced and examples of community involvement were good to note.

Assessment Criteria 3.1 and 3.2 was well evidenced and candidates were able to identify an organisation and its impact on human rights.

Unit 4: Equality and Social Justice

Moderation of this unit identified a few minor issues to be addressed by a minority of centres.

Assessment Criteria 1.1, 1.2 and 1.3 was understood and evidenced correctly by the majority of candidates.

For Assessment Criteria 2.1 and 2.2 candidates were able to identify two disadvantaged groups and give two reasons why people were excluded from society on the basis of poverty. In Assessment Criteria 2.3 candidates are asked to give an example of an equality issue in both: a) a local context and b) a global context. A few candidates identified affected groups but failed to evidence examples of equality issues in both local and global contexts.

In Assessment Criteria 3.1 candidates are asked to choose one non-governmental organisation and state one way in which it tries to address social inequality and social justice. A minority of candidates did not address this criteria.

Unit 5: Preparation for Work

In Assessment Criteria 1.1 it was noted that most candidates were able to list their skills, qualities and achievements. Some candidates listed skills as jobs which is incorrect. Skills relate to I can do e.g. I can count money; I can work in a team. Assessment Criteria 1.2 and 1.3 were well evidenced.

Assessment Criteria 2.1, 2.2 and 2.3 were well evidenced and candidates were able to use interview questions which may be used in a real interview.

In Assessment Criteria 3.1 candidates evidenced a disadvantage and an advantage of self-employment. In Assessment Criteria 3.2 centres must ensure that when candidates identify one organisation that they also state one way the organisation helps self-employed people.

Unit 6: Business in the Community.

In Assessment Criteria 1.1 and 1.2 candidates were able to understand social responsibility. The work of the candidates meeting Assessment Criteria 2.1 and 2.2 used local businesses which is to be encouraged.

In Assessment Criteria 3.1 candidates showed evidence of understanding the meaning of a social enterprise. A social enterprise is set up for and in the local community and its profits are invested into the enterprise. Examples of local social enterprises are Bolster Community, MADLUG, Big Issue etc. Assessment Criteria 3.2 asks for two ways a social enterprise differs from a private enterprise. Examples may include social enterprises that invest all their profits into the enterprise, unlike private businesses which take profit for themselves.

Unit 7: Effective Work Practice

Assessment Criteria 1.1 and 1.2 were well evidenced by candidates and they had a good understanding of team work and working relationships.

Assessment Criteria 2.1 and 2.2 evidenced work-life balance and its importance in today's work culture.

In Assessment Criteria 3.1 candidates were able to identify two health and safety rights in the workplace but a minority of candidates also listed other health and safety rights for Assessment Criteria 3.2. Appropriate responses for Assessment Criteria 3.2 may include right to a wage, right to holidays, right to maternity leave/adoption leave/paternity leave etc.

Assessment Criteria 4.1 and 4.2 were well evidenced. However, centres are reminded that the work must be the candidates' own individual work and responses must not be very similar to other candidates.

Unit 8: Globalisation and the Labour Market

Assessment Criteria 1.1 and 1.2 were sufficiently evidenced by all candidates.

In Assessment Criteria 2.1 and 2.2 candidates must evidence two ways and also one advantage and one disadvantage of globalisation in a local business.

Assessment Criteria 3.1 was well evidenced by candidates in this series. Please note in Assessment Criteria 3.2 identify two new or growth sector that evidence given is related to actual sectors e.g. IT, manufacturing, hospitality, tourism, Technology, Healthcare etc. In the past it has been noted that some candidates identified growing businesses and not general sectors or related to sectors e.g. restaurants are under hospitality sector. In Assessment Criteria 3.2, some evidence related to growth sectors which are government areas i.e. Education and Health. In future, if using these as examples of growth sectors there needs to be clear understanding of areas of growth in these areas which relate to businesses and not government departments.

Unit 9: Self Development

It was good to note that candidates were able to distinguish between an internal and an external factor and how it impacts their own self development as in Assessment Criteria 1.1 and 1.2.

Assessment Criteria 2.1 and 2.2 were well evidenced and candidates related this to their own emotional intelligence.

In Assessment Criteria 3.1 and 3.2 one challenge and strategies for dealing with the challenge were evident.

For Assessment Criteria 4.1 and 4.2 candidates were able to identify one high risk and one low risk behaviour and how they would manage each risk.

Unit 10: Roles and Responsibilities of Parents

In Assessment Criteria 1.1 all evidence was applicable. In Assessment Criteria 1.2 it was good to note all candidates identified two challenges parents face today. For level one bullet points and lists are acceptable and two ways could include less money, drugs, childcare problems etc.

Assessment Criteria 2.1 and 2.2 were well evidenced by candidates.

In Assessment Criteria 3.1 candidates showed understanding of the areas affected by teenage pregnancy and parenthood.

In Assessment Criteria 4.1 candidates did identify two sources of support for young parents.

Unit 11: Healthy Relationships

Assessment Criteria 1.1 and 1.2 were well evidenced by the candidates in this unit.

In Assessment Criteria 2.1 candidates had a good understanding of the Assessment Criteria.

Assessment Criteria 3.1 and 3.2 were well evidenced by all candidates.

In Assessment Criteria 4.1 and 4.2 work was moderated which was impactful and insightful in meeting this criteria.

Assessment Criteria 5.1 and 5.2 were well evidenced and candidates were able to identify challenging situations and a way to manage such a situation.

Unit 12: Maintaining Personal Health and Well Being

Assessment Criteria 1.1 was very personal and allowed candidates the opportunity to explore their own health and well being. In most of the portfolios Assessment Criteria 1.2 had evidenced an area of improvement in their own personal health and well-being.

In Assessment Criteria 2.1 and 2.2 candidates referred to a different opportunity and a different challenge and provided ways to overcome the challenge.

In Assessment Criteria 3.1 and 3.2 candidates evidenced relevant health issues and consequences if not addressed.

In Assessment Criteria 4.1 candidates were able to identify different sources of support.

Unit 13: Effective Financial Management

In Assessment Criteria 1.1 and 1.2 candidates could distinguish between income and expenditure and plan accordingly.

Assessment Criteria 2.1 and 2.2 were well evidenced by all candidates.

In Assessment Criteria 3.1 it was good to note candidates were able to identify two organisations they can go to for financial help and advice.

In Assessment Criteria 4.1 and 4.2 candidates were able to identify two ways to save for the future. These included bank accounts, investing in shares, piggy banks, ISA's etc.

Level 2

Introduction

The purpose of moderation is to ensure that centres are adhering to the standards of the qualification and candidates can achieve their required qualification. The moderation process allows CCEA to assess accurate understanding of the Assessment Criteria for individual units and the overall qualification performance either at Award or Certificate in Preparation for Adult Life at Level 2. As the qualification has had exponential growth this year and as more new centres have come on board for this series, the purpose of moderation becomes increasingly important as it is a means of ensuring that the CCEA standard is being applied consistently and fairly across all centres.

As this was the first full moderation since 2019 it was pleasing to see the increase in number of candidates entering this qualification. In the majority of portfolios the high standard of evidence presented in the units is commendable to all candidates and centres. Moderators particularly noted active learning strategies used throughout the units which included posters, collages, mind maps and case studies. It was encouraging to note in some of the units that candidates had taken a personal interest in their own learning and the skills addressed in these units will be useful to them in the future.

Whilst some centres use printed material as evidence others continue to use handwriting evidence for this qualification. If candidates are handwriting, please ensure that writing is legible so that moderators can clearly read the content of portfolios. If a candidate is unable to write clearly then it is recommended that a word processing package is used. If centres present material in booklet form they are to ensure there is enough space for candidates to record written evidence.

This was the first year since 2019 that CCEA ran with the full thirteen units to be moderated. The purpose of this report is intended to offer constructive feedback and encouragement to centres in order to help them in planning and delivering the course again for the 2023/2024 series and in line with the assessment criteria given in the specification.

Administration

Administration was generally good in this series.

A minority of centres continue to use a tracking booklet for this qualification. A tracking book has been removed and is no longer necessary for this qualification.

Centres must ensure that candidate numbers are recorded clearly and legibly on each cover sheet. When submitting portfolios for moderation centres are reminded that candidate work must be in candidate number order as given by CCEA. All portfolios must have the candidate record sheets attached. These can be found on the Preparation for Adult Life Microsite: <https://ccea.org.uk/key-stage-4/vocational/subjects/level-2-preparation-adult-life-2013/support>

Centres are reminded that where entries are greater than ten candidates, they must provide ten samples of work.

When marking portfolios it is the teacher's responsibility to ensure that effective marking is evident in each unit of work. For the purpose of appropriate annotation, teachers should indicate with a tick and note the assessment criteria reference of the specific assessment criteria that has been met. E.g. ✓AC 1.1 met. In this series it was noted several portfolios had no evidence of marking or annotation. This puts added pressure on the moderation team. Portfolios which are not marked or annotated, will be returned to centres.

Annotation was effective and detailed in most centres and there was evidence of internal standardisation which is important and helpful.

Centres must note that when a candidate's work has been referenced as having met criteria and the evidence is missing or does not meet criteria then the candidate should address this issue before portfolios are sent to moderation. Centres are reminded that all Assessment Criteria for each unit must be correctly evidenced. If a candidate fails to evidence an Assessment Criteria the centre cannot mark the work as having met the criteria. Centres should ensure that all Assessment Criteria for each unit are met and that all parts are present in the evidence presented.

Scribe forms were used by some candidates in this series. When a scribe form is used it must be signed by the centre before a portfolio is submitted for moderation.

It is advisable for centres to check that all candidates in the sample have E-candidate record sheets, all work has been referenced and marked, internal standardisation has taken place and portfolios are presented in a clear folder, stapled or treasury tagged (not Poly pockets).

If the centre chooses to evidence Assessment Criteria with a group activity, then it is essential that the contribution of individual candidates is identified. This ensures that the moderator can clearly identify the candidates' own work and how this meets the Assessment Criteria.

A minority of centres and candidates within the centres evidenced work which was similar to other candidates from the same centres. All evidence must be the candidates' own work and in their own words which avoids similarities. Teachers delivering this qualification should ensure when marking evidence that the work is the candidates' own individual response to each Assessment Criteria.

Some portfolios may be used as exemplar material in Agreement Trials. However, in this series some candidates had not signed or gained parental signature to enable CCEA to use work for exemplar material.

Unit 1: Diversity and Social Inclusion

In this series the moderators found that generally centres are completing this unit well.

Most centres are now explaining cultural diversity accurately in Assessment Criteria 1.1. Candidates are mentioning ethnic diversity and diversity such as LGBTQ+ community within NI rather than just concentrating on the Catholic/Protestant diversity as some centres have done in the past. In Assessment Criteria 1.2 candidates are reminded to describe features of a culturally diverse society - bullet points and single word responses are not acceptable. In Assessment Criteria 1.3 most centres were able to evidence three contexts of the benefit of cultural diversity in a local, national and global context. A minority of candidates did not link the challenges in Assessment Criteria 1.4 with the ways of overcoming challenges in Assessment Criteria 1.5.

Centres are again reminded in Assessment Criteria 2.1 this relates to social inclusion, not social exclusion. In quite a few centres for Assessment Criteria 2.1 the descriptions of how society is inclusive in a global context was not satisfactory. Centres are reminded that for this Assessment Criteria there is a requirement for full sentences to explain each context. In Assessment Criteria 2.2 and 2.3 most candidates evidenced ways of making society inclusive and also giving examples of how young people can make their own community more inclusive.

Assessment Criteria 3.1 has been very well evidenced by the majority of centres. A few candidates wrote the initials rather than the full name of the organisation. For the purposes of moderation, please include the full name of organisations.

Unit 2: Democracy and Democratic Participation

Generally this unit was well evidenced by the majority of candidates.

In Assessment Criteria 1.1 most candidates are now giving acceptable definitions of democracy in their own words. A small minority still provide dictionary definition, not own words. Assessment Criteria 1.2 and 1.3 were very well evidenced.

However for Assessment Criteria 2.1 a minority of candidates are still giving incorrect examples of a democratic institution e.g. NI Human Rights Commission, the judiciary, the PSNI and the Police Ombudsman. Assessment Criteria 2.2, 2.3 and 2.4 were very well evidenced in this series.

Assessment Criteria 3.1 was well evidenced in this series and most candidates explained at least two benefits of participating in democratic processes. In Assessment Criteria 3.2 a minority of candidates are still incorrectly giving volunteering, running a youth club and giving to charity as examples of young people taking an active part in the democratic process. These examples do not meet the Assessment Criteria 3.2.

Unit 3: Human Rights and Social Responsibility

The majority of centres submitting work for Unit 3 were in line with the agreed standard for Level 2.

For Assessment Criteria 1.1 most centres are now correctly identifying and describing two Human Rights instruments as required by the specification. In Assessment Criteria 1.2 a minority of candidates gave detail on two human rights rather than explaining why human rights were important. In Assessment Criteria 1.3, a small number of candidates had given incorrect responses for Human Rights Instruments, using examples such as The Equality Act or organisations like Amnesty International. Assessment Criteria 1.4 was generally well evidenced and candidates had identified a range of Human Rights issues in Northern Ireland including homelessness, sectarianism, abortion and poverty.

Generally Assessment Criteria 2.1, 2.2 and 2.3 were done well but a few candidates concentrated solely on the social responsibility of businesses rather than society in general.

There was a good range of different organisations chosen to exemplify Assessment Criteria 3.1 and 3.2 including Human Rights Watch, NIHRC and Amnesty International.

Unit 4: Equality and Social Justice

In general, this unit was well evidenced by the majority of centres in this moderation series.

In Assessment Criteria 1.1 a minority of candidates are still failing to correctly describe being treated fairly or being treated equally. Explanations of being treated fairly and equally need to have two points and full sentences.

Assessment Criteria 1.2 had a minority of candidates identifying ways in which individuals are impacted by inequality but are not providing any description as required by the specification.

In Assessment Criteria 2.1 a minority of candidates identified but did not describe two groups. Level 2 requires the standard of full sentences as evidence, bullet points and short statements are not acceptable for this qualification.

Centres are reminded that each Assessment Criteria is stand alone and both must be evidenced e.g. Assessment Criteria 2.1 into Assessment Criteria 2.2. Each assessment criteria has different competences and evidence which needs to be moderated to show that the candidate understands the criteria. Assessment Criteria 2.2 and 2.3 are distinct and different and so both should be evidenced separately.

Assessment Criteria 3.1 was generally well evidenced with a variety of NGOs described including Gingerbread, War on Want and the Equality Trust.

Unit 5: Preparation for Work

The majority of centres submitted work for Unit 5, with most being in line with the agreed standard for Level 2. Centres should make them themselves fully aware of Level 2 Assessment Criteria and note that candidates are expected to write up evidence using extended sentences and well-developed points, rather than a bulleted list or just statements, which is more in line with Level 1 criteria.

Assessment Criteria 1.1 needs to be developed using descriptions – it is not acceptable to provide statements or words relating to skills, qualities and achievements. Many centres continue to use a tabular format for recording evidence in this criteria. It is commendable to use this but there must be sufficient space for candidates to handwrite their descriptions of two skills, two qualities and two achievements. Centres are reminded in Assessment Criteria 1.3 their own skills qualities and achievements must be applied to the jobs chosen and evidence must be recorded using full sentence structure.

In Assessment Criteria 2.1, candidates provided evidence but it was unclear which parts they considered to be 'Key Information' as per the specification. Assessment Criteria 2.2 was well evidenced and questions and responses were appropriate for an interview. Assessment Criteria 2.3 refers to questions a potential employee would ask an employer and explain why they would use this question. Assessment Criteria 2.3 needs to be an explanation of why it is important to ask these questions – it should be noted these are questions that would be asked to the interviewing panel, not further questions asked by them, so should not be addressed in such a way.

Assessment Criteria 3.1 should not be a bulleted list – extended sentences are required to show candidates' understanding. Assessment Criteria 3.2 contained appropriate organisations, although some centres when scaffolding work should allow candidates to widen choices of organisations helping self-employed people.

Unit 6: Business in the Community

This unit was dealt with very well by the majority of centres. It was good to encounter such a variety of teaching and learning strategies, enabling candidates to access the assessment criteria.

Assessment Criteria 1.1 and 1.2 was well evidenced and candidates had a good understanding of social responsibility in a business.

Assessment Criteria 2.1 evidence should have detailed explanations to show understanding, not a bulleted list or mind map without further explanation. Similarly, it is not to be incorporated into Assessment Criteria 2.2. Each Assessment Criteria addresses a separate competency. In Assessment Criteria 2.2 selecting one local and one global business and evidencing two ways they contribute to the community was not addressed by a minority of candidates.

Assessment Criteria 3.1 evidence has been good this year and candidates displayed a good understanding of this criteria. In Assessment Criteria 3.2 a minority of candidates provided bullet point responses or statements. This does not correspond with the specification which requires candidates to explain the difference between private and social enterprises.

Unit 7: Effective Work Practice

In general this unit was very well evidenced by the majority of candidates in this series.

Assessment Criteria 1.1 was well evidenced and candidates showed their understanding of developing working relationships in employment. In Assessment Criteria 1.2 a description requires candidates to write in full sentence structure and should not be a bulleted list. Extended sentences are required to show candidates' understanding of why teamwork is important in the workplace.

Assessment Criteria 2.1 should be detailed explanations, not a bulleted list. Explanations should clearly demonstrate an understanding of why work-life balance is important. Evidence which does not meet criteria include: a retired person or a school pupil. The context of 'work life balance' in this qualification refers to employability and those in employment or in jobs. Assessment Criteria 2.2 allowed for candidates to evidence ways to improve work life balance. This was well evidenced by the majority of candidates.

Assessment Criteria 3.1 and 3.2 were sometimes confused – clear distinction between rights is required. Some centres in Assessment Criteria 3.2 put further health and safety rights, where other employee rights would have been more appropriate. Assessment Criteria 3.1 health and safety rights include protection clothing, rest breaks, ventilation, toilet breaks etc. Assessment Criteria 3.2 evidence may include right to holidays, right to maternity leave or right to request flexible working.

In Assessment Criteria 4.1 centres are reminded that symptoms of stress must be described. Some candidates produced a poster or leaflet which just stated symptoms and methods to overcome, where detailed, developed points were needed to ensure Assessment Criteria 4.2 was met. Assessment Criteria 4.2 was not evidenced by a minority of candidates.

Unit 8: Globalisation and the Labour Market

The majority of candidates entered for this unit were able to achieve this unit at level 2. It was encouraging to note the use of scaffolding in various Assessment Criteria within this unit. Centres gave students e.g. new sectors and candidates responses were individualised.

In Assessment Criteria 1.1 most candidates explained in their own words what is meant by globalisation. In Assessment Criteria 1.2 most candidates were able to identify two factors and explained how they have contributed to globalisation.

In Assessment Criteria 2.1 candidates' were able to explain at least two ways in which globalisation had impacted on work practices. Assessment Criteria 2.2 should explain benefits and challenges for local businesses. Some candidates explained benefits of globalisation in the wrong context, i.e. that of the consumer.

Assessment Criteria 3.1 was well evidenced as most were able to describe at least two ways globalisation has impacted on employment and career choices. Assessment Criteria 3.2 continues to be a challenge for some centres. Growth sectors are linked to business sectors e.g. hospitality, tourism, renewable energy, IT etc. A restaurant is not a sector but hospitality is the sector in which you find a restaurant. A minority of candidates failed to identify relevant sectors and some evidence included the internet or working from home which are not examples of business sectors. Invest NI offers a wealth of information on fastest growing sectors in NI, which is updated regularly. <https://www.investni.com/international-business/our-sectors>

Unit 9: Self Development

In this unit candidates provided an excellent range of evidence. There was clear understanding of the Assessment Criteria which was outlined by clear and consistent teacher referencing and annotation.

Assessment Criteria 1.1 was well evidenced in this series. Candidates have followed all previous advice regarding internal and external factors.

Assessment Criteria 2.1 was evidenced in various formats including problem page style responses; scenarios; questions and answers and responses to magazine or newspaper articles. These approaches encouraged candidates to provide individual and person responses which is to be commended.

Assessment Criteria 2.2 continues to consistently be well evidenced across all centres. Centres are reminded that the specification asks for 'ways' which refers to two. There is no credit for providing more than two responses.

Assessment Criteria 3.1 was well evidenced but centres are reminded that Assessment Criteria 3.2 must be related to Assessment Criteria 3.1; some centres provided challenges which had not been addressed in Assessment Criteria 3.1. Assessment Criteria 3.2 was mostly well evidenced, however, candidates are reminded that they must name a specific challenging situation.

A minority of centres continue to list the high and low risk behaviours instead of describing them in Assessment Criteria 4.1. In addition to this, approximately 10% of centres did not distinguish whether the risk they were referring to was specifically high or low risk. Candidates were describing behaviours but not identifying them as high or low risk in Assessment Criteria 4.1. In Assessment Criteria 4.2 and 4.3 problems and strategies for managing risk should be two strategies per high risk and two strategies per low risk.

Unit 10: Roles and Responsibilities of Parents

In this unit centres are reminded that at Level 2 bullet-pointed responses are not acceptable when candidates are required to 'Explain' or 'Describe'.

In Assessment Criteria 1.1 and 1.2, the majority of candidates have provided more than two challenges for both families and parents. The majority of evidence for this Assessment Criteria has been presented in tabular form. Challenges included finances and meeting children's educational needs.

In Assessment Criteria 2.1, many candidates have described the impact of parenting by referring to parenting styles such as Authoritative or Passive; this is acceptable. Some candidates have evidenced this Assessment Criteria by addressing typical parent/child scenarios and indicating the most effective way to address these challenges. In Assessment Criteria 2.2 candidates will only be rewarded for providing evidence of challenges and opportunities for step, single and older parents. Any other alternatives are not acceptable. Centres are also reminded that candidates must provide at least two challenges and opportunities.

Assessment Criteria 3.1 was well evidenced and candidates were able to distinguish between the impact on individuals, family and society in relation to teenage pregnancy and parenthood. In all portfolios sampled this series Assessment Criteria 3.2 has been well evidenced with candidates using a tabular form.

Support in Assessment Criteria 4.1 has included family, friends, government benefits and a range of local groups and charities. Centres are reminded that sources should not be too similar; for example Government benefits and Housing Executive accommodation would both be provided by government.

Some interesting methods of gathering evidence included interviews with a young parent and an older parent.

Unit 11: Healthy Relationships

Issues from previous series have generally been addressed in this unit during this series. Many centres had provided useful templates to help candidates understand complex assessment criteria; this was very helpful.

Assessment Criteria 1.1 and 1.2 were well evidenced and the majority of candidates described at least three characteristics of healthy and unhealthy relationships. Healthy characteristics included love, mutual understanding, mutual respect and empathy. Unhealthy characteristics included controlling behaviour, abuse and a lack of trust. Evidence was presented in various forms including tabular form and storyboards.

Assessment Criteria 2.1 included answers such as LGBTQ bullying, struggling for acceptance from family and feeling unhappy. Responses were detailed and it was clear that candidates had explored the issue of sexuality fully. It was nice to see that for Assessment Criteria 2.1 and 4.1 some centres used diagrams which was different. The use of templates provided by the teacher is very beneficial as this clearly shows Assessment Criteria.

A range of responses was given for Assessment Criteria 3.1. In Assessment Criteria 3.2 at least two responses for both short and long-term consequence were fully explained. Responses for short term included the loss of friends, bullying or feelings of embarrassment. Long term consequences included low self-esteem, reluctance to engage in future relationships and sexual illnesses.

Responses for Assessment Criteria 4.1 were varied for both healthy and unhealthy relationships. The majority of candidates provided more than two impacts. There were still centres who did not include specific evidence for Assessment Criteria 4.2 but those who did described sources such as NSPCC Learning, Childline and Childnet. Some candidates used personal sources such as their mother or auntie; it is pleasing that candidates are aware that they have support in a variety of contexts.

Assessment Criteria 5.1 and 5.2 responses were generally well evidenced with challenges including infidelity, psychological issues and addiction.

In some centres, candidates have explained strategies to manage only one challenging situation where at least two are required.

Unit 12: Maintaining Personal Health and Well Being

Candidates have provided extensive responses in most cases and these have been personal and reflective.

In Assessment Criteria 1.1 and 1.2, candidates have carefully considered their own health and have made a range of intended improvements including some common targets and some not so common; for example, 'I want to minimise the level of self-guilt I feel.' An effective approach to examining areas of health has been carried out in one centre where, as well as reflecting on their own health, the candidate has researched celebrities who struggle with particular areas of health and has identified strategies which could aid their development. Assessment Criteria 1.3 was well evidenced by most candidates.

Centres must be reminded that bullet points are not acceptable for Assessment Criteria 2.1.

Assessment Criteria 2.2 presented a range of challenges to health including school pressure, family problems and mental health. Opportunities included part time job, education and horse riding.

Strategies to manage challenges in Assessment Criteria 2.3 are extensive and positive with clear understanding from candidates that all challenges can be effectively managed.

Health issues in Assessment Criteria 3.1 included stroke, vaping, heart problems, Covid 19 pandemic, body dysmorphia and it was evident that candidates have researched these issues extensively.

Assessment Criteria 3.2 provided evidence of the three areas identified individual, community and economy.

It is noted that in Assessment Criteria 4.1, many candidates have identified and explained more than two sources of support. Alternatively, some centres have described only one source which fails to meet the Assessment Criteria.

Unit 13: Effective Financial Management

Assessment Criteria 1.1 has been evidenced in various formats including lists, tabular form and images. Assessment Criteria 1.2 showed candidates were able to identify and describe at least two changing circumstances which have an affect on budgeting.

When describing the problems of a restricted budget in Assessment Criteria 2.1, some candidates have provided a detailed shopping list where they have made significant savings as would be the case with a restricted budget. In other centres, candidates have described only one problem and one strategy to manage it. This is not acceptable as the specification requires 'problems' be explained. In Assessment Criteria 2.1 the centre is encouraged to scaffold more choices to give learners variety in addressing this criteria. For Assessment Criteria 2.2 the strategies suggested by a minority of candidates did not match the problems given in Assessment Criteria 2.1 as required by the specification.

Some candidates have unfortunately not met Assessment Criteria 3.1 or 3.2 due to not completing all elements of the Assessment Criteria. For example, evidence is provided for the impact to the individual but not the family.

Assessment Criteria 4.1 has been well evidenced and centres have selected a variety of specific situations including buying a car, going on a family holiday or investing money. Candidates are reminded in Assessment Criteria 4.1 that they must explain which source they would use in the specific situation they have chosen.

For Assessment Criteria 5.1 and 5.2 most chose a suitable savings scheme. Centres are reminded that Citizens Advice Bureau and Money Advice Service do not offer saving schemes. Neither of these organisations provide direct savings plans for the public. A range of saving schemes have been described in Assessment Criteria 5.1 including the Credit Union, Post Office Instant Saver and Ulster Bank Adapt. Some candidates have presented their evidence in the form of a PowerPoint whilst others have paraphrased information taken from their research.

Contact details

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