

CCEA Level 3 Certificate of Personal Effectiveness

November Series 2021

Principal Moderator's Report

Certificate of

personal
effectiveness

(Level 3)

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the November 2021 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.

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LEVEL 3 CERTIFICATE IN PERSONAL EFFECTIVENESS

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General Comments

Most candidates presented well organised portfolios which demonstrated achievement of the Level 3 standards. However, there are still some candidates whose Plan, Do and Review sheets lack detail and too much emphasis is placed upon supplementary evidence.

Assessment Unit 1 Introduction to Problem Solving

- The majority of candidates carried out a Challenge relating to the Career Planning Module. However it is important to remember that at Level 3 candidates are required to solve a complex problem i.e. the problem should have a number of sub-problems, with several ways of tackling it, as this allows candidates to use a variety of methods and compare possible approaches to solving the problem.
- Centres are still misinterpreting Standard PS3.1.2
“Select and use a variety of methods to come up with different ways of tackling the problem”
In their evidence candidates tend to list possible methods for solving the problem, which they replicate in PS3.1.3, rather than how they will determine these methods.
- If this unit is combined with R3 it is important that candidates not only annotate their research to indicate which information/data is relevant to the research objectives but also state how it has assisted them in solving the problem.
- When evaluating each stage of their approach to problem solving it is essential that they explain what went well and what could be improved; reasons should also be included.
- It is important in this unit that candidates clearly demonstrate the process they used to solve their problem.

Assessment Unit 2 Planning and Carrying out a Piece of Research

- Candidates provided evidence which demonstrated they had considered a wide variety of sources when researching their information. However, many candidates drew conclusions without justifying them e.g. Why are the courses and universities chosen suitable for them?

Assessment Unit 3 Planning and Giving an Oral Presentation

- Most candidates made good use of PowerPoint to meet the standards required for this unit.
- Most evidence demonstrated the use of relevant images e.g. graphs, photographs, diagrams etc; however, these must be referred to during the presentation as they should be used to illustrate points.
- A handout of the candidate's presentation does not constitute an additional method to engage the audience.

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