

## GUIDANCE FOR ASSESSORS AND INTERNAL VERIFIERS ON PART A QUESTIONS FOR THE WIDER KEY SKILLS

To be read in conjunction with the  
Candidate Handbook, Guidance on  
Assessment and the standards

Key Skills 2004  
Levels 1-3

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## GUIDANCE FOR ASSESSORS AND INTERNAL VERIFIERS ON PART A QUESTIONS FOR THE WIDER KEY SKILLS

	<b>PAGE</b>
<b>INTRODUCTION</b>	5
<b>IMPROVE OWN LEARNING AND PERFORMANCE LEVELS 1, 2 &amp; 3</b>	
Part A Questions Assessment Record Level 1	9
Part A Questions Assessment Record Level 2	10
Part A Questions Assessment Record Level 3	11
<b>PROBLEM SOLVING LEVELS 1, 2 &amp; 3</b>	
Part A Questions Assessment Record Level 1	12
Part A Questions Assessment Record Level 2	13
Part A Questions Assessment Record Level 3	14
<b>WORKING WITH OTHERS LEVELS 1, 2 &amp; 3</b>	
Part A Questions Assessment Record Level 1	15
Part A Questions Assessment Record Level 2	16
Part A Questions Assessment Record Level 3	17





## Introduction

From September 2004, the wider key skills will be available as pilot qualifications that will come within the National Qualifications Framework.

The wider key skills are Improve own learning and performance, Problem solving and Working with others. They are available at levels 1 to 4. The standards and guidance documentation are published by QCA. The standards are split into two sections; Part A - 'You need to know how to', and Part B - 'You must'. Candidates complete the key skill by putting together a portfolio. The portfolios must cover all of the requirements of Part B.

To gain certification, candidates registered after 1st September 2004 must also complete answers to questions about the Part A standards.

All awarding bodies will provide centres with a set of questions to use with candidates, to check their knowledge and understanding of Part A.

These questions, included in this document, should be used flexibly to enable tutors to confirm candidates' knowledge and understanding of Part A. The questions will be assessed by the tutor and externally verified/moderated by CACHE. Initial guidance on the effective use of Part A questions is included in this document.

## Delivery of the wider key skills

It is important for centres undertaking the wider key skills to appreciate that the techniques required to master these skills are not something that is inherent in all candidates. All candidates will be able to work with others, but will not necessarily recognise the skills that they have and the skills that they lack. Learning to drive and passing the driving test may work well as the basis for Improving own learning and performance at level 3. Many candidates will pass their driving test, but very few will approach it the manner that would satisfy an assessor of their competence at LP3.

Candidates need to be taught the skills and understanding that underpin the wider key skills. Once they have a basic understanding they should be encouraged to begin building their portfolio. The start of the portfolio is critical. The importance of assessor and candidate agreeing realistic objectives and targets for the portfolio tasks cannot be stressed enough. A vague target will generate a vague and unsatisfactory portfolio in even the strongest candidate.

Once the portfolio tasks have been completed it is important for the assessor and candidate to reflect on the candidates performance and for the candidate to consider what skills and understanding they have developed during the process and how they can continue to develop these attributes beyond the portfolio. When the candidate has made a clear distinction between what they did for the portfolio (the product) and how they achieved this (the process) they will be ready to complete the Part A questions.

# INTRODUCTION

The Part A questions may use the portfolio tasks as a starting point but it would be wrong of assessors and candidates to limit their reflection to these activities. The purpose of Part A questions is for the assessor to gauge the level of the candidate's skill and understanding of the key skill beyond the portfolio and in to their continued development, in the same way that the tests in ICT demonstrate the candidate's understanding of ICT for use in the future rather than just for the portfolio.

It is important for the assessor to have a clear understanding of what the candidate has achieved during their work towards the key skill. This will help determine the direction of the Part A questions and give an indication of the response required by the assessor. Part A questions must never be used to plug gaps in the portfolio, but it may be appropriate, especially at lower levels, to develop 'What if...' scenarios. For instance in Working with others everyone probably got on well with each other and the task, but what if a key team member had been taken ill?

When the assessor is confident that the candidate has reached a level of understanding of the process of the key skill, and has formed an opinion of the direction of questioning and expected level of response it is time for the candidate to answer the Part A questions. Assessors should consider the possibility of linking the answers to Part A questions to other key skills – communication and possibly ICT are the most obvious.

## The Part A Questions

The questions are designed to ensure the candidate knows how to use the knowledge and understanding listed in Part A of the standards. These questions are not designed to be part of the portfolio which is assessed against Part B.

Answers to questions must be recorded in an auditable format. Possible formats include:

- candidate writes answers, either on paper or electronically
- recorded on audio tape
- recorded on video tape
- assessor records answers given.

At level one, at least one question from each of the three component sections must be asked. Questions should be chosen that allow the candidate to demonstrate knowledge and understanding that is not explicitly shown within the portfolio they have produced. This will mean that some candidates are asked more questions than others. At levels two and three, all questions must be asked.

The answers to the questions must be an individual response by each candidate, **not** a group activity.

Candidates can be invited to expand/develop their answers with follow up prompts such as 'What if...' or 'How would you...'. Candidates should be encouraged to give examples of how **they** would apply their knowledge and understanding.

## The candidate response

At level one it is expected that the candidate's ability to respond to the Part A questions by themselves – i.e. to go away and write the answers – may be limited. It may be more appropriate for the questions to be asked and recorded by the assessor, either electronically or manually. In centres that have decided that it is most appropriate for the assessor to interview the candidate and write the candidate responses, CACHE would encourage the Internal Moderator to witness at first hand a proportion of the interviews.

It is unlikely that candidate at this level will be able to answer the questions accurately and sufficiently without some probing and prompting from the assessor. This is perfectly acceptable. However it is the responsibility of the assessor to 'sign off' on the candidate's ability, and the candidate's successful completion of the Part A questions must not be seen as a formality. It is reasonable for the assessor to ask as many supplementary or prompt questions as the candidate needs. If it becomes clear that the candidate has no idea of the knowledge and understanding that underpins the key skill, it is important that the assessor delivers more training to the candidate before the questioning process is completed.

At level two the probability is that assessors would expect written answers to the questions. At this level the questions are broader, and it may help individual candidates if the assessor gives some direction in terms of events either within the portfolio or preferably from subsequent activities upon which the candidate may usefully base their answers. At this level candidates may still need assessor prompting for their answers to gain sufficient insight into the process. This is perfectly acceptable and may well take the form of a feedback interview following the marking of written responses.

At level three it is expected, although by no means compulsory, that the candidate will have sufficient communication skills to be able to present a written response to the overview of their skill development. As at level two it is good practice for the assessor to give formal feedback to the candidate at which time it may be appropriate to ask further prompting questions of the candidate, or to get the candidate to write additionally about particular aspects of the skill at this level that the assessor feels have yet to be sufficiently explored.

# INTRODUCTION

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## Sufficiency of candidate response

It is the responsibility of the assessor along with the moderation/verification team to ensure that each candidate has responded in a way appropriate to the level at which they are being assessed. There must be no attempt to judge a candidate response on the basis of their communication skills. Whilst it is acknowledged that these are important, these are assessed elsewhere. The assessment decision must be based solely on the candidate's demonstration of their knowledge and understanding of the Part A specifications.

## Recording documentation

There will always be some physical evidence of the candidate response. This will usually be paper based, but may also be video or audio tape, or other electronic media.

In addition, it is the assessor's responsibility to ensure that the relevant Part A Questions Assessment Record has been completed and signed.

When this has been completed the assessor should complete this part of the Unit Signature Sheet for Portfolio Evidence.

The Part A Questions Assessment Record sheet, along with the candidate's response (if appropriate) can then be included in the front of the portfolio for ease of moderation.

## Verification

The verification process will be similar to that of the portfolio i.e. a sample. Sampling is recommended on a ratio of 1:10 but the actual size of the sample depends on the internal moderator's confidence that assessment practice is consistent and may be larger. Internal moderators must ensure that all assessors and in some cases all candidates are covered in the sampling frame to check that judgements are accurate and consistent. Initially it is anticipated that a higher rate of sampling will occur until all parties are satisfied that standards are being met evenly by all candidates.

## Certification

As with the other key skills, once both the portfolio and Part A questions have been successfully completed and moderated/verified the centre may apply to CACHE for candidate certification. It is not anticipated that candidates would be eligible for 'Part A only' recognition by Awarding Bodies. However this may be an area that will be considered by QCA during the pilot stage.

# Improve own learning and performance Level 1



## Part A Questions Assessment Record

Candidate Name: \_\_\_\_\_

PIN: \_\_\_\_\_

Part A – You must provide answers to at least one question from each of LP1.1, LP1.2 and LP1.3.	Portfolio Evidence Location	Assessor comments and examples
<b>LP1.1 Confirm your targets and plan how to meet these with the person setting them</b>		
1. What are targets?		
2. Why do you need action points to meet your targets?		
3. Why is it important to have deadlines?		
4. What information should you include in a learning plan?		
5. Why do you think you need to review targets?		
6. Who could help you in achieving your targets?		
7. How do you know when to ask for support?		
<b>LP1.2 Follow your plan, to help meet targets and improve your performance</b>		
8. What ways can you use to help you learn, e.g. reading, listening, doing?		
9. Why might you need to change the way that you work?		
<b>LP1.3 Review your progress and achievements in meeting targets, with an appropriate person</b>		
10. What change or changes can you make to the way that you work?		
11. What do you know about the way you learn?		
12. How do you know you if you have met your targets?		
13. What can you do if you need to continue to improve, e.g. quality of work, the way you work?		

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Moderator's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Part A Questions Assessment Record

Candidate Name: \_\_\_\_\_

PIN: \_\_\_\_\_

Part A – You must provide answers to the question from each of LP2.1, LP2.2 and LP2.3.	Portfolio Evidence Location	Assessor comments and examples
<b>LP 2.1 Help set targets with an appropriate person and plan how these will be met</b>		
1. What have you learnt about helping set targets and planning how these will be met?		
<b>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance</b>		
2. What have you learnt about taking responsibility for some decisions about your learning?		
<b>LP2.3 Review progress with an appropriate person and provide evidence of your achievements</b>		
3. What have you learnt about reviewing progress and providing evidence of your achievements?		

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Moderator's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Part A Questions Assessment Record

Candidate Name: \_\_\_\_\_

PIN: \_\_\_\_\_

Part A – You must provide answers to the question with reference to the specifications for LP3.1, LP3.2 and LP3.3.	Portfolio Evidence Location	Assessor comments and examples
<p><b>LP 3.1</b> Set targets using information from appropriate people and plan how these will be met</p>		
<p><b>LP3.2</b> Take responsibility for your learning, using your plan to help meet targets and improve your performance</p>		
<p><b>LP3.3</b> Review progress and establish evidence of your achievements</p>		
<p>With reference to planning, doing and reviewing, what have you learnt about improving your own learning and performance?</p>		

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Moderator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Problem solving Level 1



## Part A Questions Assessment Record

Candidate Name: \_\_\_\_\_

PIN: \_\_\_\_\_

Part A – You must provide answers to at least one question from each of PS1.1, PS1.2 and PS1.3.	Portfolio Evidence Location	Assessor comments and examples
<p><b>PS1.1 Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it</b></p> <p>1. How do you explain what a problem is?</p> <p>2. How can you find out more about any problem and how to solve it?</p> <p>3. How can you check that a problem has been solved?</p> <p>4. What different ways might you use to tackle a problem?</p>		
<p><b>PS1.2 Confirm with an appropriate person what you will do and follow your plan for solving the problem</b></p> <p>5. Who might help you to tackle a problem?</p> <p>6. How would you set about planning what needs to be done?</p> <p>7. What things must you consider when making a plan?</p> <p>8. How do you check you are following a plan?</p>		
<p><b>PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills</b></p> <p>9. How can you decide how well a plan has worked?</p> <p>10. Without thinking about a particular problem, how might you improve your skills in solving problems?</p>		

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Moderator's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Part A Questions Assessment Record

Candidate Name: \_\_\_\_\_

PIN: \_\_\_\_\_

Part A – You must provide answers to the question from each of PS2.1, PS2.2 and PS2.3.	Portfolio Evidence Location	Assessor comments and examples
<p><b>PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it</b></p>		
<p>1. What have you learnt about identifying a problem and identifying different ways of tackling a problem?</p>		
<p><b>PS2.2 Plan and try out at least one way of solving the problem</b></p>		
<p>2. What have you learnt about planning and trying out ways of solving problems?</p>		
<p><b>PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills</b></p>		
<p>3. What have you learnt about checking if a problem has been solved and identifying ways to improving problem solving?</p>		

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Moderator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Problem solving Level 3



## Part A Questions Assessment Record

Candidate Name: \_\_\_\_\_

PIN: \_\_\_\_\_

<b>Part A – You must provide answers to the question with reference to the specifications for PSO3.1, PS3.2 and PS3.3.</b>	<b>Portfolio Evidence Location</b>	<b>Assessor comments and examples</b>
<b>PS3.1 Explore a problem and identify different ways of tackling it</b>		
<b>PS3.2 Plan and implement at least one way of solving the problem</b>		
<b>PS3.3 Check if the problem has been solved and review your approach to problem solving</b>		
With reference to planning, doing and reviewing, what have you learnt about problem solving?		

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Moderator's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Part A Questions Assessment Record

Candidate Name: \_\_\_\_\_

PIN: \_\_\_\_\_

Part A – You must provide answers to at least one question from each of WO1.1, WO1.2 and WO1.3.	Portfolio Evidence Location	Assessor comments and examples
<b>WO1.1 Confirm you understand the given objectives, and plan for working together</b>		
1. How could you check what you have to achieve?		
2. How does working in a group/team differ from working with one other person?		
3. Explain how you can identify and carry through tasks and set deadlines when working with others?		
4. Explain how you can identify and access help, materials, equipment and tools when working with others?		
5. Explain how you can identify and carry out your individual responsibilities when working with others? e.g. tasks, health and safety, respect for others		
6. How can you check progress?		
7. Who can you ask for help?		
<b>WO1.2 Work with others towards achieving the given objectives</b>		
8. How can you support others?		
9. How can you overcome disagreements?		
<b>WO1.3 Identify ways you helped to achieve things and how to improve your work with others</b>		
10. How do you know when you are working well with other people?		
11. Why is it important to offer support to others?		
12. How would you improve your work with others?		

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Moderator's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Part A Questions Assessment Record

Candidate Name: \_\_\_\_\_

PIN: \_\_\_\_\_

Part A – You must provide answers to the question from each of WO2.1, WO2.2 and WO2.3.	Portfolio Evidence Location	Assessor comments and examples
<p><b>WO2.1 Plan work with others</b></p> <p>1. What have you learnt about planning work with others?</p>		
<p><b>WO2.2 Work co-operatively towards achieving the identified objectives</b></p> <p>2. What have you learnt about working cooperatively towards achieving objectives you have identified?</p>		
<p><b>WO2.3 Review your contributions and agree ways to improve work with others</b></p> <p>3. What have you learnt about reviewing your contributions and agreeing ways of improving your work with others?</p>		

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Moderator's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Part A Questions Assessment Record

Candidate Name: \_\_\_\_\_

PIN: \_\_\_\_\_

Part A – You must provide answers to the question with reference to the specifications for WO3.1, WO3.2 and WO3.3.	Portfolio Evidence Location	Assessor comments and examples
<b>WO3.1 Plan work with others</b>		
<b>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives</b>		
<b>WO3.3 Review work with others and agree ways of improving collaborative work in the future</b>		
With reference to planning, doing and reviewing, what have you learnt about working with others?		

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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