



**CCEA GCSE Specification in  
Learning for Life and Work  
*Modular***

For first teaching from September 2009

For first assessment from Summer 2010

For first certification in Summer 2011

Subject Code: 4810

learning  
for life and work  
*modular*

## Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Learning for Life and Work: Modular for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications; and
- GCSE Controlled Assessment Generic Regulations.

The first certification for this qualification will be in Summer 2011.

**The first assessment for the following units will be available in Summer 2010:**

- Unit 1: Report 1.
- Unit 3: Local and Global Citizenship.
- Unit 4: Personal Development.
- Unit 5: Employability.

**Unit 2: Report 2 can only be taken terminally and, therefore, the first assessment of this unit will be available in Summer 2011.**

We will notify centres in writing of any major changes to this specification.

We will also publish changes on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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## 1 Introduction

This specification sets out the content and assessment details for our GCSE Learning for Life and Work: Modular course. First teaching begins from September 2009, and we will make the first award for this specification in Summer 2010 with first certification of the qualification in Summer 2011. You can view and download the latest version of this specification on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

The specification builds on the broad objectives of the Northern Ireland Curriculum and ensures that there is progression from the curriculum at Key Stage 3. It also equips students with the general knowledge and skills that will enable them to undertake further study at Level 3 of the National Qualifications Framework (NQF).

The Northern Ireland Curriculum aims ‘to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives’. Learning for Life and Work contributes directly to this by helping young people develop as individuals and as contributors to society, the economy and the environment.

While this course addresses the statutory requirements for Personal Development and Local and Global Citizenship at Key Stage 4, it does not meet the personal career planning requirement for the Employability strand. Careers guidance, work-related learning and personal career planning must be addressed separately through careers provision within the centre.

The specification provides learning opportunities to enhance students’ skills in Using Mathematics, Communication, and Using Information and Communications Technology, as well as other cross-curricular skills. It can also help students develop and generate evidence for their Progress File.

### 1.1 Aims

This specification aims to encourage students to:

- be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study;
- develop as individuals and contributors to society, the economy and the environment;
- explore the challenges and opportunities that personal, social, cultural, political and economic issues pose in contemporary society;
- develop an understanding of the variety of attitudes, needs and perspectives that exist in their own and other communities, both locally and globally; and
- develop the skills they require to think independently, make informed decisions and take appropriate courses of action in relation to personal, social, economic and employment issues.

### 1.2 Key features

The key features of the specification appear below:

- This is a modular specification. This means that:
  - Students have the opportunity to sit all units except Unit 2 in the first year of teaching.
  - Unit 1 will only be available in the Summer series for entry. The first assessment will be available in Summer 2010.

- From Summer 2010 Units 3, 4 and 5 will be available for entry.
- Units 3, 4 and 5 will be available in the January and Summer series for entry beginning January 2011.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- It provides continuity, coherence and progression from Key Stage 3 Learning for Life and Work. It also provides a worthwhile course, in terms of general education and lifelong learning, for students of various ages and from diverse backgrounds.
- The specification is an applied qualification, which is assessed by three written papers and two controlled assessment tasks.

### **1.3 Prior attainment**

Students do not need any prior attainment to follow this course.

Teachers should provide appropriate and adequate guidance about the demands of the specification before students begin their studies.

### **1.4 Classification codes and subject combinations**

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 4810.

#### **Progression to another school/college**

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

#### **Centres in England**

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

## 2 Specification at a Glance

The structure of the course is as follows:

- There is a single tier of entry.
- There are three written examinations which assess one of the three areas of study.
- There are two controlled assessment tasks.
- Unit 2 must be taken terminally.
- At least 40% of the overall assessment must be taken terminally, therefore Unit 2 and one other unit must be taken terminally.

The table below offers additional detail on this GCSE course:

Areas of Study	Assessment Units	Weighting	Availability
Three areas of study: <ul style="list-style-type: none"> <li>• Local and Global Citizenship</li> <li>• Personal Development</li> <li>• Employability</li> </ul>	Unit 1: Report 1  A <b>controlled assessment</b> task based on one of the three areas of study  Internally assessed and externally moderated	30%	Every Summer (beginning 2010)
	Unit 2: Report 2  A <b>controlled assessment</b> task based on a <b>different</b> area of study from that selected for Unit 1  Internally assessed and externally moderated	30%	Every Summer (beginning 2011) Must be taken terminally
Local and Global Citizenship	Unit 3: Local and Global Citizenship paper  <b>45 minutes</b>  A <b>written examination</b> based on the Local and Global Citizenship area of study  Externally assessed	13.3%	Summer 2010 and thereafter every January and Summer.

Areas of Study	Assessment Units	Weighting	Availability
Personal Development	Unit 4: Personal Development Paper  <b>45 minutes</b>  A <b>written examination</b> based on the Personal Development area of study  Externally assessed	13.3%	Summer 2010 and thereafter every January and Summer.
Employability	Unit 5: Employability  <b>45 minutes</b>  A <b>written examination</b> based on the Employability area of study  Externally assessed	13.3%	Summer 2010 and thereafter every January and Summer.

Each of the controlled assessment components must relate to the content of **either** Local and Global Citizenship **or** Personal Development **or** Employability.



Content	Learning Outcomes
<p><b>Rights and responsibilities regarding local, national and global issues (cont.)</b></p> <p><b>The role of society and government in safeguarding human rights</b></p> <p><b>Non-Governmental Organisations (NGOs)</b>  <i>(*we review the NGOs every three years; for an up-to-date list, see the subject microsite at <a href="http://www.ccea.org.uk">www.ccea.org.uk</a>)</i></p> <p><b>Key democratic institutions and their role in promoting inclusion, justice and democracy</b></p>	<p>Students should be able to demonstrate knowledge, understanding and, where appropriate, skills in relation to:</p> <ul style="list-style-type: none"> <li>• the following aspects of the ‘Universal Declaration of Human Rights’: <ul style="list-style-type: none"> <li>– life, liberty and the security of the person (Article 3);</li> <li>– interference with privacy, family, home or correspondence (Article 12);</li> <li>– the right to vote (proportional representation) (Article 21);</li> <li>– the right to work with equal pay for equal work (Article 23);</li> <li>– adequate health and well-being for self and family (Article 25); and</li> <li>– free education, at least in the elementary/fundamental stages (Article 26);</li> </ul> </li> <li>• laws relating to: <ul style="list-style-type: none"> <li>– equal opportunities;</li> <li>– discrimination (Section 75); and</li> <li>– responsibilities of the First and Deputy First Ministers of the Northern Ireland devolved government;</li> </ul> </li> <li>• the role and contribution of any three of the following NGOs*: <ul style="list-style-type: none"> <li>– the Northern Ireland Council for Voluntary Action (NICVA);</li> <li>– Amnesty International;</li> <li>– Friends of the Earth;</li> <li>– Oxfam;</li> <li>– Save the Children; and</li> <li>– War on Want; and</li> </ul> </li> <li>• features of the main institutions set up under the Good Friday Agreement, the Northern Ireland Assembly and the Executive Committee, for example: <ul style="list-style-type: none"> <li>– the Human Rights Commission; and</li> <li>– the Police Ombudsman’s Office.</li> </ul> </li> </ul>

## 3.2 Personal Development

This area of study gives students the opportunity to:

- develop a deeper understanding of their own personal development; and
- assess and learn how to manage the challenges that they may face throughout life.

Content	Learning Outcomes
<p><b>Maximising and sustaining health and well-being</b></p> <p><b>Concept of self</b></p> <p><b>Building and maintaining healthy relationships</b></p> <p><b>Recognising, assessing and managing risk</b></p> <p><b>Understanding the roles and responsibilities of parenting</b></p> <p><b>Developing competence as discerning consumers</b></p>	<p>Students should be able to demonstrate knowledge, understanding and, where appropriate, skills in relation to:</p> <ul style="list-style-type: none"> <li>• the contribution of diet, exercise and attitude to health and well-being;</li> <li>• the risks associated with alcohol, cigarette and substance abuse and other unhealthy lifestyle choices;</li> <li>• identifying personal strengths and weakness;</li> <li>• setting targets and working towards goals;</li> <li>• the ability to withstand external pressures that jeopardise health and well-being, future career prospects, family and other close relationships;</li> <li>• the positive factors that contribute to the development and maintenance of healthy relationships in families, amongst a peer group and in sexual relationships, for example commitment, mutual respect and willingness to accept responsibility for actions;</li> <li>• the risks and benefits for a young person with regards to: <ul style="list-style-type: none"> <li>– parents;</li> <li>– peer group;</li> <li>– school; and</li> <li>– the media;</li> </ul> </li> <li>• the challenges faced by young parents, for example: <ul style="list-style-type: none"> <li>– emotional issues;</li> <li>– financial issues; and</li> <li>– career prospects; and</li> </ul> </li> <li>• the advantages and disadvantages of consumer choices and managing a budget, for example issues of: <ul style="list-style-type: none"> <li>– quality versus price;</li> <li>– cash versus credit;</li> <li>– buy versus rent; and</li> <li>– new versus second hand.</li> </ul> </li> </ul>

### 3.3 Employability

This area of study gives students opportunities to develop the personal qualities, skills, knowledge, understanding and attitudes that will give them a strong foundation for lifelong learning and work in a rapidly changing economic environment.

Content	Learning Outcomes
<p><b>The impact of globalisation on employment</b></p> <p><b>Recruitment and selection practices for employment</b></p> <p><b>Rights and responsibilities of employers and employees</b></p>	<p>Students should be able to demonstrate knowledge, understanding and, where appropriate, skills in relation to:</p> <ul style="list-style-type: none"> <li>• the impact of global economic changes on Northern Ireland, for example:               <ul style="list-style-type: none"> <li>– changing employment patterns;</li> <li>– migration and immigration; and</li> <li>– the growth of new technologies;</li> </ul> </li> <li>• the need to pursue lifelong learning to meet changing needs;</li> <li>• the competencies and personal qualities valued by employers, for example:               <ul style="list-style-type: none"> <li>– a good standard of literacy and numeracy;</li> <li>– ICT ability;</li> <li>– commitment;</li> <li>– loyalty; and</li> <li>– flexibility;</li> </ul> </li> <li>• interview techniques, for example:               <ul style="list-style-type: none"> <li>– researching the job and the employer; and</li> <li>– an ability to draw on personal experience for evidence of suitability for the post;</li> </ul> </li> <li>• the areas in which an employer owes a duty of care to an employee, including:               <ul style="list-style-type: none"> <li>– salary;</li> <li>– health and safety;</li> <li>– career development;</li> <li>– compassionate leave; and</li> <li>– holidays; and</li> </ul> </li> <li>• the responsibilities that an employee has to an employer, for example:               <ul style="list-style-type: none"> <li>– loyalty;</li> <li>– honesty;</li> <li>– timekeeping; and</li> <li>– meeting deadlines.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Rights and responsibilities of employers and employees (cont.)</b></p> <p><b>Issues of self-employment and sources of support</b></p>	<p>Students should be able to demonstrate knowledge, understanding and, where appropriate, skills in relation to:</p> <ul style="list-style-type: none"> <li>• ways in which businesses can become more socially aware, for example by addressing issues of sustainability and climate change;</li> <li>• the advantages and disadvantages of being self-employed, for example opportunities and risks; and</li> <li>• the support provided by the following agencies:                             <ul style="list-style-type: none"> <li>– the Department of Employment and Learning (DEL);</li> <li>– the Department of Trade and Industry (DTI);</li> <li>– Invest Northern Ireland;</li> <li>– Enterprise Northern Ireland; and</li> <li>– The Prince’s Trust.</li> </ul> </li> </ul>

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

You can find information on the availability of examinations and controlled assessments in Section 2 of this specification.

Candidates can choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

### 4.2 Assessment objectives

This specification requires candidates to:

- demonstrate their knowledge and understanding of Learning for Life and Work (AO1);
- apply their knowledge and understanding of Learning for Life and Work (AO2); and
- investigate, analyse, select, present and evaluate information related to Learning for Life and Work (AO3).

### 4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification:

Assessment Objective	Component Weighting					Overall Weighting
	Unit 1: Report 1	Unit 2: Report 2	Unit 3: Local and Global Citizenship Paper	Unit 4: Personal Development Paper	Unit 5: Employability Paper	
AO1	—	—	5%	5%	5%	15%
AO2	6%	6%	5%	5%	5%	27%
AO3	24%	24%	3.33%	3.33%	3.33%	58%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>13.33%</b>	<b>13.33%</b>	<b>13.33%</b>	<b>100%</b>

### 4.4 Quality of written communication

In GCSE Learning for Life and Work, candidates must demonstrate their quality of written communication. In particular, they must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners assess the quality of candidates' written communication in their responses to questions or tasks requiring extended writing. The examiners assess quality of written communication within all assessment objectives and examination components in this specification.

## **4.5 Reporting and grading**

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks obtained on individual assessment units.

We award GCSE qualifications on an eight grade scale from A\*–G, with A\* being the highest. If candidates fail to attain a grade G or over, we report their results as unclassified (U).

We award grades that match the grade descriptions published by the regulatory authorities (see Section 5).

## 5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
<b>A</b>	<p>Candidates will recall accurate, relevant knowledge and demonstrate a thorough understanding of the specification's content. They will apply this knowledge and understanding in a precise manner using relevant subject-specific vocabulary, concepts and processes to provide accurate explanations.</p> <p>They will evaluate the significance and effects of attitudes and values in decision-making. They will select, organise, present and analyse effectively information from a variety of sources. Having evaluated the evidence available, they will make reasoned judgements and present substantial conclusions.</p>
<b>C</b>	<p>Candidates will recall relevant knowledge and demonstrate a sound understanding of most elements of the specification's content. They will apply this knowledge and understanding using relevant subject-specific vocabulary, concepts and processes to provide adequate explanations.</p> <p>They will demonstrate an understanding of the effect of attitudes and values in decision-making. They will select, organise, present and analyse information from a variety of sources. They will make reasoned judgements and present plausible conclusions, which are supported by evidence.</p>
<b>F</b>	<p>Candidates will recall some knowledge and demonstrate basic understanding of key elements of the specification's content. They will apply this knowledge and understanding using some subject-specific vocabulary, concepts and processes to provide accurate descriptions and limited explanations.</p> <p>They will select, present and analyse information from a limited range of sources. They will demonstrate some ability to make judgements, which are supported by some evidence.</p>

## 6 Guidance on Controlled Assessment

### 6.1 Controlled assessment review

We replace our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

### 6.2 Skills assessed by controlled assessment

The skills required for the tasks are those set out in assessment objectives AO2 and AO3.

### 6.3 Level of control

Rules for controlled assessment in GCSE Learning for Life and Work: Modular are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

### 6.4 Task setting

We operate a high level of control in setting the tasks by issuing three tasks in September of the first year of the course.

#### **Controlled Assessment**

Units one and two are the controlled assessment units.

Candidates must select **two controlled assessment tasks**, referred to as reports from the three that we provide. The tasks are related to the three compulsory areas of study: Citizenship, Personal Development and Employability. Each task consists of **three sub-tasks**. Candidates have the opportunity to submit the Unit 1 report at the end of their first year of study, or they may submit both reports at the end of the course.

#### **Unit 2 must be taken as terminal assessment.**

The controlled assessment tasks provide opportunities for centres to contextualise the tasks to better suit their specific circumstances. This includes the availability of and access to resources.

## 6.5 Task taking

The process of taking each task includes different levels of control. Teachers must ensure that controlled assessment tasks are completed in accordance with the following requirements.

Areas of Control	Detail of Control
<p><b>Authenticity</b></p>	<p>Candidates must carry out their introduction and planning under formal teacher supervision.</p> <p>They must carry out their research/investigation for the task under a medium level of control; the teacher is required to provide informal supervision to ensure authenticity and address issues related to the candidates' health and safety.</p> <p>Candidates may carry out their final report writing and evaluation individually and under the teacher's formal supervision.</p>
<p><b>Feedback</b></p>	<p>Teachers must guide and supervise candidates in relation to the following:</p> <ul style="list-style-type: none"> <li>• monitoring progress;</li> <li>• preventing plagiarism;</li> <li>• ensuring compliance with health and safety requirements;</li> <li>• ensuring work is completed in accordance with the specification requirements; and</li> <li>• ensuring work can be assessed in accordance with the procedures and marking criteria.</li> </ul> <p>Candidates should reach their own conclusions.</p>
<p><b>Time Limit/Word Limit</b></p>	<p>Time allocations for each stage of the tasks should be as follows:</p> <ul style="list-style-type: none"> <li>• Introduction and planning – <b>approx. 4 hours</b></li> <li>• Research/Investigation – <b>approx. 14 hours</b></li> <li>• Final report writing and evaluation – <b>approx. 5 hours</b></li> </ul> <p>Final submissions should be <b>approximately 2,000 words</b>.</p>
<p><b>Collaboration</b></p>	<p>Candidates may undertake some collaborative work during the introduction and planning stage.</p> <p>They may also collaborate during their investigative work when they gather evidence and make notes.</p>

Areas of Control	Detail of Control
<b>Resources</b>	<p>Centres should limit candidates' access to those needed for the task.</p> <p>Candidates must reference any resources that they access via the internet.</p>

## 6.6 Task marking

The level of control for task marking is medium. Teachers mark the candidates' controlled assessment tasks using the generic marking criteria which are provided within the specimen papers and mark schemes. Although we change the tasks every two years, the marking grids remain unchanged. We moderate the teachers' marking.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at [www.jcq.org.uk](http://www.jcq.org.uk)

### Use of 'best fit' approach to marking grids

Teachers should mark each part of the controlled assessment task according to the given marking criteria using a 'best fit' approach. For each of the tasks, teachers should select the descriptors provided in the marking grids that most closely describe the quality of the candidate's work.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks must be directly related to the marking criteria.

Teachers should use their professional judgement in selecting the descriptor that best describes the candidate's work. To select the most appropriate mark within this descriptor, teachers should use the following guidance:

- Where the candidate's work convincingly meets the descriptor, teachers should award the higher marks in the mark range.
- Where the candidate's work adequately meets the descriptor, teachers should award the most appropriate mark in the middle range.
- Where the candidate's work just meets the descriptor, teachers should award the lower marks in the range.

The mark for each sub-task must be recorded and totalled to provide a final mark out of 30 for the completed task.

## 6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

The centre might have to adjust the marking of individual teachers to bring their assessments into line with other teachers' assessments in the centre and the standards we

put forward at the agreement trial. If teachers change marks, they must record the total or final mark on the Candidate Record Sheet.

## **6.8 Moderation**

We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions about the detail of moderation procedures and the nature of sampling at the appropriate time.

Our moderators externally moderate the controlled assessment tasks. Working under the direction of the principal moderator, they scrutinise samples of the controlled assessment tasks drawn from each centre.

We inform teachers of the outcomes of the moderation process.

**See Appendix 1 for a glossary of terms for controlled assessment.**

## 7 Links

### 7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- schemes of work;
- centre support visits;
- support days for teachers;
- training days;
- portfolio clinics;
- agreement trials;
- student guides;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of standards.

You can find our Annual Support Programme of events and materials for GCSE Learning for Life and Work: Modular on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

### 7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland. In particular, it enables students to:

- **develop as individuals and contributors to the economy, society and environment;**

This specification has an important role to play in the intellectual, personal and social development of individuals. We are living in a rapidly changing world, and coping with the demands of society has never been more complicated. Learning for Life and Work contributes to the curriculum by giving students the knowledge, understanding and skills they need to feel valued as individuals and ready to make a positive contribution to their communities and the workplace.

- **progress from Key Stage 3 Northern Ireland Curriculum requirements;**

This specification provides a more in-depth and challenging approach to the study of Learning for Life and Work in order to deepen and widen students' learning experiences and understanding of the key themes and issues.

- **develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues;**

The specification provides many opportunities to address such issues. For example, in **Local and Global Citizenship** students have to examine the effectiveness of the Northern Ireland Executive and develop knowledge and understanding of human rights at local, national and international levels. In **Personal Development**, they must explore issues regarding building and maintaining healthy relationships. The **Employability** area of study requires students to investigate the impact of globalisation on people in Northern Ireland.

- **develop an awareness of sustainable development, health and safety considerations and European developments;**

This specification provides many opportunities to address such issues. The study of **Local and Global Citizenship** by its very nature encourages a consideration of how people interact with their environment and their social responsibilities in promoting sustainable development.

The specification can also foster an appreciation of health and safety issues and an awareness of issues of personal safety. For example, in **Employability** students have to demonstrate knowledge and understanding of employers' and employees' rights and responsibilities in the workplace.

Students can develop an awareness of European developments within this specification, for example through the **Local and Global Citizenship** area of study, they explore how citizens exercise their rights through democratic processes.

- **develop thinking skills and personal capabilities through a range of learning opportunities;**

This specification provides opportunities for students to take increasing responsibility for their own learning and to further develop their skills and capabilities. For example, the controlled assessment tasks require students to reflect and evaluate on their learning and performance, work effectively with others, and form their own views and opinions on a range of issues.

- **develop a range of skills to enhance opportunities for employability; and**

This specification provides students with a range of opportunities across the three areas of study to develop their employability potential and key transferable skills.

- **enhance their use of a range of technologies.**

This specification gives students opportunities to apply and develop their ICT capabilities. For example, the controlled assessment tasks could provide opportunities for them to use ICT and other multimedia technologies.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

### 7.3 Key Skills

This specification provides opportunities for students to develop evidence for assessing the following nationally recognised Key Skills:

- Application of Number
- Communication
- Improving Own Learning and Performance
- Information and Communication Technology
- Problem-Solving
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the QCA website at [www.qca.org.uk](http://www.qca.org.uk)

### 7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

### 7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

## 7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola McLarnon  
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- Officer with Subject Responsibility: Gillian Armer  
(telephone: (028) 9026 1200, email: [garmer@ccea.org.uk](mailto:garmer@ccea.org.uk))
- Examination Entries, Results and Certification  
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- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution (past papers and support materials)  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (appeals)  
(telephone: (028) 9026 1244, email: [appealsmanager@ccea.org.uk](mailto:appealsmanager@ccea.org.uk)).

## Appendix 1

### Glossary of Terms for Controlled Assessment Regulations

Term	Definition
<b>Component</b>	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
<b>Controlled assessment</b>	<p>A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking</p>
<b>External assessment</b>	<p>A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body</p>
<b>Formal supervision (High level of control)</b>	<p>The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.</p>
<b>Informal supervision (Medium level of control)</b>	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> <li>• ensuring that the contributions of individual candidates are recorded accurately; and</li> <li>• ensuring that plagiarism does not take place.</li> </ul> <p>The supervisor may provide limited guidance to candidates.</p>
<b>Limited supervision (Low level of control)</b>	<p>Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.</p>

Term	Definition
<b>Mark scheme</b>	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
<b>Task</b>	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
<b>Task marking</b>	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
<b>Task setting</b>	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations.</p> <p>Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
<b>Task taking</b>	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
<b>Unit</b>	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>



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