



Level 1 and Level 2

Certificate in Enterprise and Employability 4805

2011

Special Features

- Offers certification of courses related to PSHE, careers education and work experience/research.
- Simple assessment patterns – a single untiered paper and coursework.

Material accompanying this Specification

- Specimen Examination Paper and Mark Scheme.

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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Background Information

1

Introduction

This specification is to be used by schools and colleges from September 2007. It can be taught as a one or two year course.

1.1 Statutory Requirements

Careers education and guidance and preparation for working life are fundamental elements of the 12–19 curriculum and to the training of post 19 students. As a result of Section 43 of the Education Act (1997), schools are required to provide programmes of careers education within years 9–11. There is also a statutory requirement for schools to ‘prepare pupils for the opportunities, responsibilities and experiences of adult life’ (Section 351, Education Act, 1996). From September 2004 there has been a statutory requirement that all young people should experience some work related learning at Key Stage 4. From September 2005 an element of Enterprise Education should be included in the work related learning experience.

Elements of enterprise and employability are also included in the QCA framework for work-related learning at Key Stage 4.

1.2 National Qualifications Framework

The Certificate in Enterprise and Employability is assessed and awarded at Level 1 and Level 2 of the National Qualification Framework. Level 1 is equivalent to GCSE grades D-G whilst a certificate at Level 2 is equivalent to GCSE grades A*-C.

To achieve a pass for this certificate at Level 1, candidates will be required to produce the quality of work expected for a Short Course GCSE grade G or higher. At Level 2, a pass is broadly equivalent to the quality of work required to be produced for a Short Course GCSE grade C or higher.

1.3 Key Skills

Specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the ‘main’ Key Skills of communication, application of number and information and communication technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the ‘wider’ Key Skills of working with others, improving own learning and performance and problem solving.

For more information please see Section 10, page 18.

1.4 Spiritual, Moral, Ethical, Social, Cultural, Environmental, Health and Safety and European Issues

This specification identifies ways in which the study of the subject can contribute to an awareness and understanding of these issues.

For more information please see Section 11, page 23.

1.5 ICT

The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In this specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject. Coursework could be word processed and Section 9.3 covers knowledge of the World Wide Web.

1.6 Other Issues


All specifications must identify ways in which the study of the subject can contribute to developing understanding of spiritual, moral, ethical, social and cultural issues, European developments, environmental issues, and health and safety. Further details for this specification are given in Sections 9 and 11.

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Specification at a Glance

Certificate in Enterprise and Employability

- A pass in the Certificate is indicated by one of two levels, Level 1 and Level 2, of which Level 2 is the higher. A pass at Level 1 is broadly equivalent to attainment of a GCSE Short Course at Foundation tier (D–G). A pass at Level 2 is broadly equivalent to attainment of a GCSE Short Course at Higher tier (A*–C).
- The Scheme of Assessment is not tiered.

Level 1 / Level 2	
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <div style="background-color: #e6e6fa; padding: 5px; text-align: center;">Level 1 / Level 2</div> <div style="padding: 5px; text-align: center;">4805</div> </div> 	<p>Written Paper (external assessment)</p> <p>1¼ hours 70% of overall assessment</p> <p>Section A – multiple choice answers</p> <p>Section B – short sentence answers</p> <p>Section C – longer, structured questions</p>
	<p>Coursework (internal assessment) 30% of overall assessment</p> <ul style="list-style-type: none"> • A personal log of actions he/she has undertaken in an enterprise project or activity • A detailed report on the enterprise project or activity

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Availability of Assessment Units and Entry Details

3.1	Availability of Assessment Units	Examinations based on this specification are available in the Summer examination series only.
3.2	Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The Subject Code for entry to the Level 1 and Level 2 Certificate is 4805.</p>
3.3	Classification Codes	<p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>Centres should be aware that candidates who enter for more than one Level 1/Level 2 Certificate qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.</p> <p>The classification code for this specification is 4805.</p>
3.4	Private Candidates	<p>The specification is available to private candidates under certain circumstances. Private candidates should write to AQA for a copy of <i>Supplementary Guidance for Private Candidates</i>.</p>
3.5	Access Arrangements and Special Consideration	<p>We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.</p> <p>We follow the guidelines in the Joint Council for Qualifications (JCQ) document: <i>Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications</i>. This is published on the JCQ website (http://www.jcq.org.uk) or you can follow the link from our website (http://www.aqa.org.uk).</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>
3.6	Language of Examinations	All components are provided in English only.

Scheme of Assessment

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Introduction

4.1 National Criteria and Guidance

This specification complies with the following:

- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria;
- the GCSE, GCE and AEA Code of Practice April 2009.

The specification maps onto the guidance given in the Secondary Curriculum Review regarding Curriculum dimensions – Enterprise and the Programme of Study PSHE Education – Economic well-being (Key Stage 4). It also addresses the seven points listed in the CBI report ‘Time well spent’ under the section headed ‘embedding employability in work experience – the attributes, skills and knowledge that constitute employability.’

4.2 Rationale

This specification has been designed to help give candidates the skills, knowledge and understanding which will prepare them for working life, now and in the future, as confident individuals and members of society.

4.3 Prior Level of Attainment and Recommended Prior Learning

No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification. However, it is recommended that candidates embarking on this course have achieved a level of literacy and numeracy skills commensurate with having followed a programme of study at Key Stage 3.

4.4 Progression

This specification provides an appropriate course of study for candidates at Key Stage 4. It provides a suitable foundation for further study in related subjects such as Citizenship, and links to areas such as Sociology and Business Studies. It also provides an opportunity for progression from AQA’s unit-based Entry Level Certificates in PSHE and Preparation for Working Life.

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Aims

A course based on this specification should encourage candidates to understand:

- a. enterprise capability;
- b. the enterprise process and how it can be applied in different contexts;
- c. the impact and possibilities of enterprise using the World Wide Web;
- d. the role of finance in business and social enterprises;
- e. their rights and responsibilities in employment and enterprise.

Candidates will therefore be better able to:

- f. develop and promote their personal employability;
- g. understand and plan their personal finances;
- h. be knowledgeable consumers of personal financial products and services;
- i. play an active role as innovative and enterprising citizens and members of society.

6

Assessment Objectives

6.1 Introduction

The Assessment Objectives for the Certificate in Enterprise and Employability require candidates to:

- AO1 demonstrate knowledge and understanding of the specified content;
- AO2 show a skilful application of their knowledge and critical understanding to problems and issues arising from both familiar and unfamiliar situations;
- AO3 analyse, explain and interpret different information relating to the specified content.

6.2 Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:

- present relevant information in a form that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Quality of written communication will be assessed in the enterprise project/activity coursework and in the written paper where extended writing is required to meet Assessment Objective AO3.

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Scheme of Assessment

7.1 Assessment Unit

The Scheme of Assessment comprises two components. Candidates must complete a single written untiered paper and produce a coursework portfolio.

Written Paper 1¼ hours

70% of overall assessment

70 marks

The paper comprises three compulsory sections. Section A and Section B require short answers, whilst Section C requires longer, structured answers.

In the more open-ended questions in Section C of the examination paper, candidates will be expected to show greater analysis, explanation and interpretation and be able to make links between different aspects of subject content. This will also provide an opportunity for candidates to practice their critical understanding of familiar and unfamiliar situations.

Coursework

30% of overall assessment

30 marks

Candidates are required to produce

- 1) a personal log of actions he/she has undertaken in an enterprise activity or project
- 2) a detailed report on the enterprise project or activity.

7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table

Assessment Objectives	Overall Weightings of AOs (%)
Knowledge and understanding (1)	30
Application (2)	40
Analysis, explanation and interpretation (3)	30
Overall Weighting of Units (%)	100

Subject Content

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Summary of Subject Content

The Subject Content is divided into seven main compulsory sections.

- What is Enterprise Capability?
- The Enterprise Process
- Enterprise and the World Wide Web
- Promoting Personal Employability
- Understanding and Planning Personal Finance
- Understanding Finance for Enterprise
- Rights, Responsibilities and Ethical Considerations of Enterprise Activities

It is anticipated that the delivery of the course will take broadly the same amount of time as a GCSE Short Course.

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Subject Content

9.1 What is enterprise capability?

- Candidates should know different definitions of enterprise capability applicable to both business and social enterprise contexts.
- Enterprise capability should be understood as the ability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life.
- Candidates should understand that enterprise capability is supported by financial capability. This is the ability to manage one's own finances and to become questioning and informed customers of financial services. Candidates should be able to make informed choices in business and social contexts to make the most of available resources.

9.2 The Enterprise Process

Candidates should be able to demonstrate their understanding of the four parts of the enterprise process:

Stage 1: Tackling a problem or need

- Candidates should be able to generate ideas on how to tackle different problems and/or meet different needs in business and social contexts.

- Candidates should understand the principles and applications of brainstorming in developing their range of ideas, and also understand that the ideas generated are the basis of developing a successful enterprise plan.
- Candidates should understand the concept of mind mapping and how it can be used to show links between ideas and how this can then be used to develop an effective enterprise plan.
- Candidates should be able to demonstrate their skills in using a variety of research methods, including the use of ICT to develop their ideas.

Candidates should understand that individuals and groups are sources of support and can be used for sounding out the diversity of opinions relevant to the ideas. This leads to a greater range and improved quality of ideas more suited for meeting the demands of the task.

Stage 2: Planning the enterprise project or activity

Candidates should:

- demonstrate how to plan effectively using financial capability and economic/business understanding
- understand how breaking down tasks into achievable goals increases the likelihood of success
- understand the need to plan for an organised and creative use of resources
- plan to deploy team members, giving responsibility for achieving specific tasks to develop individual skills and attributes and increase the chances of success
- understand that recognising strengths and weaknesses of team members and allocating them appropriate roles according to these strengths is important to success
- set appropriate timescales and milestones where appropriate
- understand the principles of and be able to set SMART targets
- understand the principles of and be able to undertake SWOT analyses
- understand how and be able to present an enterprise plan to different target audiences
- understand the need for costing a plan as part of budgeting before undertaking an enterprise activity
- be able to carry out a suitable risk/assessment before starting an enterprise activity
- be able to set appropriate achievable criteria related to the goals of the enterprise project or activity.

Stage 3: Implementation of the enterprise project or activity

Candidates should:

- understand that for enterprise activities to be successful they must be carried out efficiently, effectively, lawfully and with due regard to health and safety. They should understand however that plans rarely remain unchanged when being implemented and that during an enterprise project or activity: plans need to be monitored; deadlines need to be set and adhered to; cash flow needs to be monitored carefully and necessary action taken if required; profit and loss need to be monitored; SMART targets from the plan also need to be monitored and new ones set in the light of developments
- understand that whilst undertaking an enterprise project or activity decisions may need to be taken quickly and that a decision making system that is flexible and responsive to need is essential for success
- understand that perseverance and a ‘can do attitude’ are necessary for successfully establishing and developing enterprise projects or activities running over an extended period of time. Candidates should also understand that many personal employability attributes are needed and will be developed when driving enterprise projects or activities successfully.

Stage 4: Evaluating the enterprise project or activity

Candidates should:

- know how to evaluate the effectiveness of an enterprise project or activity by: reviewing activities undertaken; reviewing final outcomes against achievement criteria; reflecting on lessons learned; assessing skills, attitudes, qualities and understanding acquired; being able to use and develop all of the above to enhance the success of future enterprise projects or activities whilst also developing personal employability.

9.3 Enterprise and the World Wide Web

Candidates should:

- understand that the World Wide Web provides opportunities for enterprises to develop but also has inherent problems and dangers
- know that the World Wide Web is a system that allows communication between computers
- be able to register a domain name within the UK
- know what hardware is needed to access the Internet and understand the benefits and drawbacks of broadband access
- understand the functions of search engines and the limitations of their use
- know how to identify a website as being secure

- know what is meant by computer viruses and how they can effect a computer
- know what PHISHING is and how to protect themselves from ‘Trawlers’
- know how to protect a computer using anti-viral software, firewalls and anti-spy ware
- be able to identify the features needed for a successful website and be able to promote a website through a search engine
- know the main rules of using an Internet auction site such as e-Bay and know some of the possible dangers of such sites.

9.4 Promoting Personal Employability

Candidates will need:

- a knowledge and understanding of the skills and attributes that enhance personal employability. The definition of employability as ‘the possession by an individual of the qualities and competences required to meet the needs of employers and customers and thereby, help realise his or her aspirations and potential at work’ should also be known;
- an awareness of the skills and attributes required by employers. This includes both concrete and transferable skills and the difference between the two.

Concrete skills are those skills that enable a person to perform a specific task and include: the attainment of qualifications; gaining relevant work experience; learning job specific skills and competences.

Transferable skills are those skills that can be used to enhance employability in a variety of different contexts and include: teamwork and collaboration; negotiation; the ability to communicate effectively; ICT skills; the ability to work independently; time management; the ability to recognise common hazards and work safely; to work accurately; to meet deadlines; to successfully problem solve, plan and organise.

- Candidates should understand how to promote and improve personal attributes that enhance employability. These include: commitment, honesty and integrity, enthusiasm, reliability, personal presentation, common sense, positive self-esteem, a sense of humour, an ability to deal with pressure, self motivation, a balanced attitude to work/home life and a ‘can do attitude’.
- Candidates should be able to create a high quality curriculum vitae. This should include all relevant personal data.

9.5 Understanding and Planning
Personal Finance

Candidates should:

- understand a range of personal financial products and services. They should know how to manage successfully their personal finances. Candidates should demonstrate the ability to use and manipulate financial data to choose appropriate financial products and services
- be able to compare and choose between personal loans by using relevant information
- understand the basic nature and differences between common mortgage products including: fixed, discounted, tracker, capped, variable, endowment, repayment and interest only mortgages. Candidates should be able to compare different mortgages to suit different individual financial circumstances
- show an understanding of credit cards and be able to compare different credit card terms including Annual Percentage Rate (APR). APR should be known as a measurement used to compare different loans taking into account interest rate and other fees (total cost)
- show an understanding of the use of security measures incorporated into credit cards. These should include: chip and PIN, security codes and internet fraud insurance
- show an understanding of debit cards
- understand the importance of savings and have a basic knowledge of commonly used savings products. Aspects of these will include: regular and irregular deposits and associated rules for deposits/withdrawals. Tax free savings products e.g. ISAs should be known in outline only
- show an understanding of the uses and structures of a current account to include: overdrafts, bank charges, direct debits and standing orders
- understand where to find and use a variety of financial services accessing both independent and tied advice
- be aware of the nature and use of insurance products and be able to differentiate between products of similar type. Products should include house, contents, life, car, holiday, health, income protection and pet insurance
- understand the needs and principles of planning and budgeting their personal finances.

9.6 Understanding Finance for
Enterprise

Candidates should:

- understand that all business enterprises are underpinned by financial capability and business/economic understanding

- be aware of the range of financing methods available for enterprise projects and activities and be able to use data and information to be informed consumers. Financing methods for enterprises should include: self financing methods such as raising equity from property, personal loans and use of personal income; raising finance from friends and family; Venture Capital; through selling; grants and sponsorship
- also be aware of the risks and financial implications involved with financing enterprise
- be able to show financial capability and business/economic understanding when raising finances for an enterprise activity. This should include: how to produce a detailed business plan. A typical plan will contain an executive summary and enterprise description. A marketing and sales strategy utilising personnel skills, data research, scale of demand and financial projections may also be included as well as an implementation plan
- understand that a range of financial advice is available to develop an enterprise project or activity and should know that financial capability and business/economic understanding are essential when using this advice
- understand the role of independent and tied financial advisors
- understand the role of other organisations in giving advice to enterprise projects or activities. These include citizens' advice, government departments and the Prince's Trust.

9.7 Rights, Responsibilities and Ethical Considerations of Enterprise Activities

Candidates should:

- show an understanding of the main aspects including rights and responsibilities of relevant legislation. These include: Disability Act; Race Discrimination Act; Sex Discrimination Act; Health and Safety at Work Act; National Minimum Wage Act; the Employment Equality (Age) Regulation 2006; Copyright Designs and Patents Act
- understand the ethical, moral and spiritual principles of enterprise projects and activities. The concept of fair trade and the social impacts of enterprise activities should also be known.

Key Skills and Other Issues

10

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

10.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates.

Copies of the Key Skills Units may be downloaded from the QCA website (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know
- B What you must do
- C Guidance.

Candidates following a course of study based on this specification can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication*, *Information Technology*, *Improving own Learning and Performance*, *Working with Others* and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below.

10.2 Key Skills Opportunities in Enterprise and Employability

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Section B of each of the six Key Skills Units at Level 1 and Level 2, in the teaching and learning of this specification.

Communication Level 1

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
C1.1 Take part in discussions	✓	✓	✓	✓	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓	✓	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓	✓	✓	✓	✓

Application of Number Level 1

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
N1.1 Interpret information from different sources	✓	✓	✓	✓	✓	✓	✓
N1.2 Carry out and check calculations	✓	✓	✓	✓	✓	✓	✓
N1.3 Interpret results and present findings	✓	✓	✓	✓	✓	✓	✓

Information and Communication Technology Level 1

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
IT1.1 Find and select information	✓	✓	✓	✓	✓	✓	✓
IT1.2 Enter and develop information	✓	✓	✓	✓	✓	✓	✓
IT1.3 Develop presentation	✓	✓	✓	✓	✓	✓	✓

Working with Others Level 1

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓	✓	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓	✓	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓	✓	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
LP1.1 Confirm targets and plan how these will be met	✓	✓	✓	✓	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓	✓	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓	✓	✓	✓	✓

Problem Solving Level 1

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
PS1.1 Confirm understanding of given problems	✓	✓	✓	✓	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓	✓	✓	✓	✓
PS1.3 Check if problems have been solved and identify how to improve problem solving skills	✓	✓	✓	✓	✓	✓	✓

Communication Level 2

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
C2.1a Contribute to discussions	✓	✓	✓	✓	✓	✓	✓
C2.1b Give a talk	✓	✓	✓	✓	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓	✓	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓	✓	✓	✓	✓

Application of Number Level 2

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
N2.1 Interpret information from a suitable source	✓	✓	✓	✓	✓	✓	✓
N2.2 Use information to carry out calculations	✓	✓	✓	✓	✓	✓	✓
N2.3 Interpret results and present findings	✓	✓	✓	✓	✓	✓	✓

Information and Communication Technology Level 2

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
IT2.1 Search for and select information	✓	✓	✓	✓	✓	✓	✓
IT2.2 Enter and develop information and derive new information	✓	✓	✓	✓	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓	✓	✓	✓	✓

Working with Others Level 2

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
WO2.1 Plan work and confirm working arrangements	✓	✓	✓	✓	✓	✓	✓
WO2.2 Work cooperatively towards achieving identified objectives	✓	✓	✓	✓	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓	✓	✓	✓	✓

Improving Own Learning and Performance Level 2

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
LP2.1 Help set targets and plan how these will be met	✓	✓	✓	✓	✓	✓	✓
LP2.2 Use plans and support from others, to meet targets	✓	✓	✓	✓	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓	✓	✓	✓	✓

Problem Solving Level 2

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content						
Section	9.1	9.2	9.3	9.4	9.5	9.6	9.7
PS2.1 Identify a problem and come up with a way of solving it	✓	✓	✓	✓	✓	✓	✓
PS2.2 Plan and try out at least one option	✓	✓	✓	✓	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and identify how to improve problem solving skills	✓	✓	✓	✓	✓	✓	✓

11

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

11.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

Enterprise and Employability provides many opportunities to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues. The themes through which the topics within the specification are addressed include personal awareness, the work environment and lifestyle issues. These themes permeate the study.

Candidates should be studied in context when addressing all parts of the specification should be aware that the community is made up of a range of different groups from varied social, cultural and religious backgrounds. Within the community, candidates should develop their own beliefs and be aware of the beliefs of others. They should explore contemporary issues and debates including ethical and moral dimensions.

The following are some of the opportunities which exist within the specification to address a range of spiritual, moral, ethical, social and cultural issues.

9.7 Rights, Responsibilities and Ethical Considerations
Candidates should: understand the ethical, moral and spiritual principles of enterprise activities. The concept of fair trade and the social impacts of enterprise activities should also be known.

11.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. For example Section 9.4 of the subject content includes availability of employment possibilities within Europe.

11.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education* 1993 in preparing this specification and associated specimen papers.

An opportunity to address a range of environmental issues exists within a number of sections in the subject content, e.g.

environmental groups influencing social change locally in section 9.2 The Enterprise Process: Stage 1 - Tackling a problem or need: Candidates should be able to generate ideas on how to tackle needs in business and social contexts.

11.4 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

11.5 Health and Safety

Health and safety is primarily addressed through Section 9.2 Stage 3: Implementation of the enterprise project or activity and Section 9.7 of the subject content.

Centre-assessed Component

12

Guidance on Setting the Centre-assessed Component

12.1 Introduction

Guidance will be given by AQA in the following ways:

- at coursework standardisation meetings
- provision of exemplar work (when available i.e. after first series).

12.2 Nature of the Component

In carrying out an enterprise project or activity, candidates may work on their own (i.e. taking sole responsibility for the project or activity) or as a member of a group. It is anticipated that where a student is working on his/her own, the project or activity will normally be relatively simple and straightforward, while group projects or activities should normally be more complex, allowing for a range of defined roles. A group should not normally consist of more than six individuals, each of whom should have a defined role or roles e.g. financial management, marketing.

Where a candidate is working as a member of a group, he/she may only be assessed in relation to his/her individual contribution to, and perspective on, the overall project or activity (see below for details).

The evidence should be presented as:

- a personal log of actions he/she has undertaken in the enterprise project or activity
- a detailed report on the enterprise project or activity.

The candidate must be assessed in relation to the four areas listed below. The written report should be the main means of providing evidence of achievement across the four areas. The personal log is intended primarily to provide verification of the student's involvement but may also provide some supporting evidence of achievement, especially in respect of areas 1–3 below.

1. Description of the Problem or Need to be Addressed (5 marks)

The candidate should include:

- an individual description of the problem or need. This problem or need may be derived from individual reflection, group discussion and/or brainstorming
- evidence of how the problem or need was researched by the candidate including sources used
- a brief outline of the individual's ideas of how the problem or need should be tackled

- a summary of the ideas adopted with reasons given to justify these and to explain why other ideas were rejected.

2. Plan of the Project or Activity (10 marks)

Where a candidate has sole responsibility for carrying out the project or activity, the plan should address all aspects of it. Where a candidate is operating as a member of a group, the plan should relate only to his/her own role(s), which must be clearly described. The relationship between his/her own role(s) and those of others in the group must also be explained.

A detailed plan may include (as appropriate):

- a benefit/risk assessment;
- consideration of financial aspects;
- a breakdown of tasks into achievable goals;
- the appropriate use of resources;
- a deployment of team members (where appropriate) utilising individual skills and attributes;
- the setting of appropriate milestones and timescales;
- the setting of appropriate evaluation criteria;
- how own role(s) relate(s) to those of others involved in the project or activity;
- any other relevant aspect(s) specific to the chosen role or activity.

3. Implementation of the Plan (5 marks)

The candidate should describe how the above plan was implemented, either in relation to the overall project or activity (where the candidate has sole responsibility) or in relation to his/her individual role(s) within a group.

The description of how the plan was implemented should include:

- detail of activities undertaken;
- milestones reached and timescales involved;
- relevant health and safety issues;
- barriers encountered and how they were overcome.

4. Evaluation of the Project or Activity (10 marks)

The candidate's evaluation should relate to the overall project or activity and should **not** focus solely on his/her own role(s).

The evaluation should include:

- a review of final outcomes;
- lessons learned during the process and suggestions for improvement;
- an assessment of skills, attitudes, understanding and/or qualities developed by the candidate.

The quality of written communication throughout the coursework should be considered in terms of:

- spelling, punctuation and grammar;
- if handwritten, neatness, legibility, in black ink and on appropriate paper;
- if word processed, using black ink and an appropriate font (type and size).

12.3 Presentation of Work

The candidate's work should be assembled in the logical order given in this specification i.e. the description of a problem, a plan, the implementation and the evaluation. Each section should be clearly labelled.

The Candidate Record Form signed by the candidate and the teacher should be attached to the front of the portfolio.

13

Assessment Criteria

13.1 Introduction

The teacher will assess each piece of work according to the detailed assessment criteria given below. In applying these criteria, teachers should note that the same standards of assessment should apply at whatever stage of the course the work is produced.

13.2 Component Weighting

The component weighting of the coursework is as follows.

1. A description of the problem or need to be addressed to include how it was researched and a brief outline of ideas of how to tackle it (5 marks). 5%
2. A plan of the enterprise project or activity designed to meet the problem or need (10 marks). 10%
3. A description of how the plan was implemented including any barriers encountered and how they were overcome (5 marks). 5%
4. An evaluation of the project or activity against identified criteria (10 marks). 10%

13.3 Applying the Assessment Criteria

1. Description of the problem or need to be addressed

Assessors should view the log of activities personally undertaken and the candidate's individual report when applying assessment criteria.

Marks	Evidence
1-2	An outline of a problem or need rather than a description. Minimal evidence of research or sources used. An outline of ideas and how to tackle the problem or need but no justification for selection, or evidence for rejecting some ideas.
3-4	Description of a problem or need with evidence of research from more than one identified source. An outline of idea(s) considered and the selection justified with some reasoning. Some evidence of other ideas considered.
5	Description of a problem or need with detailed evidence of research from a variety of identified sources. An outline of ideas considered and the selection justified by sound reasoning. Evidence of other ideas considered and rejected through clear reasoning.

2. Plan of the project or activity

Marks	Evidence
1-2	A minimal plan covering few relevant aspects in little detail.
3-4	A more detailed plan covering some relevant aspects in little detail.
5-6	A detailed plan covering many relevant aspects in some detail.
7-8	A complete plan covering most relevant aspects in good detail.
9-10	A complete well written plan covering all relevant aspects in very good detail.

3. Implementation of the plan

Marks	Evidence
1-2	A minimal description of how the plan was implemented covering at least two of the following: milestones, timescales, health and safety issues, barriers and how they were overcome.
3-4	A generally more detailed description of how the plan was implemented covering at least three of the following: milestones, timescales, health and safety issues, barriers and how they were overcome.

5	A complete description of how the plan was implemented covering: milestones, timescales, health and safety issues, barriers and how they were overcome in clear detail.
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4. Evaluation of the project or activity

Marks	Evidence
1-2	A limited evaluation with achievement criteria not clearly identified and with very little evidence of: <ul style="list-style-type: none"> • a review of final outcomes against the criteria • lessons learned during the process and suggestions for improvement • an assessment of skills, attitudes, understanding and/or qualities developed.
3-4	A more detailed evaluation against generally clearly identified criteria limited evidence of: <ul style="list-style-type: none"> • a review of final outcomes against the criteria • lessons learned during the process and suggestions for improvement • an assessment of skills, attitudes, understanding and/or qualities developed.
5-6	A complete evaluation against clearly identified criteria written in some detail but limited in terms of depth or breadth of reasoning. Reasonable evidence of: <ul style="list-style-type: none"> • a review of final outcomes against the criteria • lessons learned during the process and suggestions for improvement • an assessment of skills, attitudes, understanding and/or qualities developed.
7-8	A complete evaluation against clearly identified achievement criteria written in good detail and being well reasoned. Substantial evidence of: <ul style="list-style-type: none"> • a review of final outcomes against the criteria • lessons learned during the process and suggestions for improvement • an assessment of skills, attitudes, understanding and/or qualities developed.
9-10	A complete evaluation against clearly identified achievement criteria written in full detail and being very well reasoned. Comprehensive evidence of: <ul style="list-style-type: none"> • a review of final outcomes against the criteria • lessons learned during the process and suggestions for improvement • an assessment of skills, attitudes, understanding and/or qualities developed.

- 13.4 Evidence to Support the Award of Marks
- When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears in Appendix B; the exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms, available on the AQA Website (www.aqa.org.uk), should always be used.

14

Supervision and Authentication

- 14.1 Supervision of Candidates' Work
- Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate all of the candidate's work with confidence.
- 14.2 Guidance by the Teacher
- The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.
- 14.3 Unfair Practice
- At the start of the course, the supervising teacher is responsible for informing candidates of the AQA *Regulations* concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA *Regulations*.
- 14.4 Authentication of Candidates' Work
- Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance (see Appendix B Candidate Record Form).

Standardisation

15.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate.

Otherwise attendance is at the discretion of centres.

Copies of the material used at the Standardising Meetings are available, free of charge, from AQA.

15.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA for use at the standardising meeting referred to in 15.1 above. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form. A specimen Centre Declaration Sheet appears in Appendix B.

16

Administrative Procedures

16.1 Recording Assessments The candidates' work must be marked according to the assessment criteria set out in Section 13.3. The marks and supporting information must be recorded on the completed Candidate Record Form for each candidate which must be attached to the work and made available to AQA on request.

16.2 Submitting Marks and Sample Work for Moderation The total coursework mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

16.3 Problems with Individual Candidates Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure to be followed is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place. This should be recorded on the individual Candidate Record Forms.

Candidates who move from one centre to another during the course may require different procedures. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

16.4 Retaining Evidence and Re-using Marks

The centre must retain the work of all candidates, with the completed Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the issue of results provided that no enquiry about result is to be made which will include re-moderation of the coursework. If an enquiry about results is to be made, the work must be retained under secure conditions until requested by AQA.

Candidates re-taking the examination may carry forward their moderated coursework marks, see Section 18.5.

17

Moderation

17.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit them, to the Moderator, on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

17.2 Post-moderation Procedures

On publication of the results, the centre is supplied with details of the final marks for the coursework.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes or for use at AQA Standardising Meetings.

Awarding and Reporting

18

Grading, Shelf-life and Re-sits

18.1	Qualification Titles	The qualifications based on this specification have the following titles: AQA Level 1 Certificate in Enterprise and Employability and AQA Level 2 Certificate in Enterprise and Employability.
18.2	Grading System	The qualification will be awarded on a pass/fail basis. Candidates who pass will receive a certificate. Candidates who fail will receive a statement of their results. Two grade boundaries will be determined in order to decide whether the candidate has achieved a pass at Level 2 or Level 1. At Level 2 the pass will recognise performance at broadly the C/D GCSE boundary level or higher. At Level 1 the pass will recognise performance at broadly the G/U GCSE boundary level or higher.
18.3	Re-sits	Candidates will be able to re-sit the examination in subsequent Summer examination series.
18.4	Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
18.5	Carrying Forward of Centre-assessed Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
18.6	Awarding and Reporting	The procedures for Awarding Grades and Reporting Results to centres comply with the GCSE, GCE and AEA Code of Practice April 2009 issued by the Regulatory Authorities.

Appendices

A

Grade Descriptions

A pass in the Certificate is indicated by one of two levels, Level 1 and Level 2, of which Level 2 is the higher.

A pass at Level 1 is broadly equivalent to attainment of a GCSE Short Course at Foundation tier. A pass at Level 2 is broadly equivalent to attainment of a GCSE Short Course at Higher tier.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (as in Section 6 of the specification) overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Level 2:

Candidates understand facts, procedures and ideas and use them to complete well-defined tasks, basing decisions and activities on well-reasoned arguments.

Candidates demonstrate in-depth knowledge and critical understanding of the full range of content in the specification. Statements made will contain reasoned argument. Decisions and actions will be justified with a clear rationale. Arguments made contain little irrelevance and have few omissions.

Candidates are able to select and organise information from a wide variety of sources. They are able to apply knowledge, understanding and research to identify and analyse issues effectively.

Candidates take responsibility for completing tasks and procedures when implementing a project or activity and are able to exercise autonomy and judgement subject to overall direction or guidance.

Candidates can evaluate actions, analyse project outcomes and draw relevant conclusions. They are able to communicate all this using reasoned and justified statements.

Level 1:

Candidates use knowledge of facts, procedures and ideas to complete well-defined routine tasks, subject to direction or guidance.

Candidates demonstrate knowledge and understanding of some of the content in the specification. Statements made may be unjustified and/or unreasoned. Work may contain comments lacking in relevance and there are often significant omissions.

Candidates show some ability to select and use relevant information, often from a limited variety of sources.

Candidates take responsibility for completing tasks and procedures when implementing a project or activity, using a limited range of relevant skills and subject to direction or guidance as needed.

Candidates can identify whether actions have been successful or not, and can make simple statements about the effectiveness of their actions.

B

Record Forms

Candidate Record Forms and Centre Declaration Sheets are available on the AQA website in the Administration area. They can be accessed via the following link

http://www.aqa.org.uk/admin/p_course.php

C

Overlaps with other Qualifications

Some overlap exists between this specification and an optional module/unit in AQA's GCSE Business Studies course.