



Level 1 and Level 2

Preparation for Working Life 4800

2011

Special Features

- Offers certification of courses related to PSHE, careers education work 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 (<http://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 revised specification is to be used by schools and colleges from September 2006. 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.

The QCA framework for work-related learning at Key Stage 4 outlines elements of provision for all students. It is anticipated that courses of study based on this specification could certificate this provision.

1.2 National Qualifications Framework

The Certificate in Preparation for Working Life 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 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 17.

1.4	Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues	<p>This specification identifies ways in which the study of the subject can contribute to an awareness and understanding of these issues.</p> <p>For more information please see Section 11, page 22.</p>
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1.5	ICT	<p>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 each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.</p>
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1.6	Other Issues	<p>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.</p>
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Specification at a Glance

Certificate in Preparation for Working Life

- 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 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: #e0e0e0; padding: 5px; text-align: center;">Level 1 / Level 2</div> <div style="padding: 5px; text-align: center;">4800</div> </div> 	<p>Written Paper (external assessment)</p> <p>1½ hours 80% 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) 20% of overall assessment</p> <p>Candidates are required to produce:</p> <ol style="list-style-type: none"> 1. A letter of application for a job or course to accompany a Curriculum Vitae. 2. A Curriculum Vitae. 3. Notes on Interview Preparation

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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 4800.</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 4800.</p>
3.4	Private Candidates	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> ”.
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

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.

4.2 Rationale

This specification has been designed to help give candidates the skills, knowledge and understanding which 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 Certificate in PSHE.

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Aims

A course based on this specification should encourage candidates to

- a. play an active role as future citizens and members of society;
- b. have greater awareness of lifestyle issues and how to keep themselves and others safe;
- c. demonstrate an understanding of organisation structure and the role of the employee within this structure;
- d. understand a range of employment opportunities and qualifications needed for employment;
- e. be able to apply the knowledge, skills and understanding developed at school in the workplace;
- f. have the knowledge and confidence to make personal economic decisions.

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Assessment Objectives

6.1 Introduction

The Assessment Objectives for the Certificate in Preparation for Working Life 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 formal letter of application written to accompany a Curriculum Vitae.

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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 1½ hours

80% of overall assessment

80 marks

The paper comprises three compulsory sections. Section A consists of multiple choice questions, Section B requires 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

20% of overall assessment

20 marks

Candidates are required to produce written or word-processed work containing three elements:

1. A letter of application for a job or course to accompany a Curriculum Vitae.
2. A Curriculum Vitae.
3. Notes on Interview Preparation.

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 nine main compulsory sections.

- Personal Awareness
- Healthy Lifestyles for work-life balance
- Relationships and the Differences Between People
- The Changing World of Work
- Applying for Jobs and Courses
- Economic and Financial Aspects of Life
- Employment Opportunities
- Enterprise Activities
- Hazard Identification at Home, on the Roads and at Work.

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 Personal Awareness

A knowledge and understanding of personal awareness is required. This should include physical, intellectual, emotional and social aspects. Physical awareness includes state of health, experience of illness and disease and factors which affect physical well-being to include diet and warmth. Intellectual awareness includes an understanding that individuals may inherit and develop their intellect. Emotional awareness should cover the range of emotions which individuals experience to include happiness, grief and envy. Social awareness should focus on the individual's formal and informal relationships to include working and friendships. Candidates will be expected to recognise that these aspects are interrelated and affect employability. In addition candidates should be able to identify, describe and demonstrate personal qualities, skills, achievements and potential needed to enter and thrive in the working world.

Candidates will be required to understand self-concept. This is based on the beliefs that individuals have about themselves and what they believe others think of them. Candidates should know the factors that affect self-concept i.e. age, appearance, gender, culture, education, emotional development, relationships, sexual orientation and life experiences including work. The effects of these factors on self-concept should be recognised.

Candidates should have an understanding of how different influences and pressures including social factors, economic factors and environmental factors can help personal awareness and employability. Sources of help in dealing with these influences and pressures should be known e.g. Social Services. A detailed knowledge of the workings of such sources of help is not required but candidates should understand the main aspects of their work. Candidates should be able to evaluate the usefulness of a range of employability skills e.g. financial literacy, enterprise and economic and business understanding.

9.2 Healthy Lifestyles for work-life balance

Candidates are required to understand the need for a healthy lifestyle in order to pass a medical prior to commencing employment and to maintain a good work-life balance. A healthy lifestyle includes:

- Balanced diet
- Regular exercise
- Intellectual stimulation (including work based learning)
- Rest and sleep in sufficient quantities
- Recreation
- Social interaction

Candidates should understand how work may contribute positively and/or negatively to an individual's health.

A knowledge and understanding of the short and long-term consequences when making life style decisions which affect personal health and fitness for work, is also required. Candidates should know the causes, symptoms and treatments for stress and depression, and how to identify strategies for prevention and management of these.

The risks of alcohol, tobacco and other drug use should be understood in terms of their effect on physical, intellectual, emotional and social health and subsequent effect on work performance and tenure. Candidates should know how safe choices can be made and how assertiveness skills can be used to resist unhelpful pressure.

The ability to recognise and follow common workplace health and safety requirements is required. The skills necessary to cope with emergency situations e.g. basic first aid procedures to include DRABC, and resuscitation techniques should be understood. Candidates will be expected to have a basic knowledge of the underlying physiology relating to the cardiac and respiratory systems e.g. arterial blood flow compared to venous flow, the passage of air through the lungs and into the blood.

9.3 Relationships and the Differences Between People

Work in this section will tie in closely with the social aspects covered in the personal awareness section. Candidates should be able to recognise formal relationships such as those at work, between individuals and professionals, or in certain social situations e.g. community roles. Candidates should also be able to recognise informal roles involving family, friends, neighbours and other members of the community.

An awareness of the nature and importance of marriage for family life, bringing up children and the qualities of good parenting and its value to family life and as a major motivator for work should be understood.

The impact of separation, divorce and bereavement on families is expected to include their role as work de-motivators.

Candidates should understand that life events affecting relationships can be expected or unexpected to include starting work (expected), redundancy (unexpected). Candidates will be expected to know how individuals and families adapt to these changing circumstances. Sources of available help within the community should be known in terms of their primary purpose e.g. Relate – marriage problems.

Candidates are expected to understand that there is a diversity of different ethnic groups with different cultural backgrounds and beliefs. An in-depth knowledge of these groups and their culture is not required. Candidates should understand what is meant by prejudice, racism, bullying and discrimination. How to challenge such behaviour assertively and apply appropriate strategies to take the initiative in giving and receiving support is also required so that individuals can work cooperatively with a range of people from different ethnic groups and cultural backgrounds.

9.4 The Changing World of Work

A knowledge and understanding of the wide variety and types of work available e.g. part-time, fixed term contracts, self-employment. The increased availability of job opportunities abroad with the development of the European Union, including a basic understanding of the concept of the ‘free’-market within the European Union. Voluntary employment as an option.

An understanding of the impact of rapidly developing ICT and other technology (to include CAD and CAM) on jobs. Knowledge and understanding of the basic principles of computing, e-mail, fax machines, the internet, networking, etc. An appreciation of how ‘new’ technology can result in negative effects (reducing number of employees) as well as positive effects (greater speed and efficiency and reduced costs).

An understanding that the need for some jobs may fluctuate depending on changes in for example materials, resources, automation and machinery as well as changes in demand. How and why different types of job and industry may be located in different parts of the country. The difference between job production and a production line.

Candidates should be able to identify major trends in employment and relate them to their own career plans. This should include an understanding that transferable skills are needed to provide career flexibility as circumstances change over time.

An understanding of the difference between in-work training and continuing education, full and/or part time including day release courses.

An understanding of unemployment and why it may occur e.g. redundancy, ill-health, injury, closure of companies, lack of demand for skills etc. An appreciation of the support systems available to those who are unemployed e.g. signing-on, the concept of being available for work, Job Seekers Allowance, Job Clubs, current government initiatives.

The concept of changing skills in the workplace and the idea of Life-long Learning. An understanding of the real meaning of redundancy i.e. no longer a need for a particular job (not the same as being dismissed) and the special payments to compensate.

An understanding of the positive and negative impacts of industry on our society, e.g. effects of pollution, generation of increased wealth in certain sectors.

9.5 Applying for Jobs and courses

An awareness that particular skills are required for specific jobs and courses and how these can be acquired.

A knowledge of where and how jobs and courses are advertised e.g. newspapers, journals, internet, job centres, word of mouth. Information required in an acceptable job advertisement.

Appreciation of the skills associated with applying for jobs and courses, to include completing application forms, writing covering letters, choosing suitable references and making relevant telephone calls.

Skills associated with interview techniques, to include dress, preparation, presentation skills, the importance of body language.

Information-gathering skills associated with careers to include looking for suitable jobs, preparing for interviews, applying for jobs and courses.

An awareness of current qualifications on offer to include A/AS levels, GCSE, BTEC, NVQ and degrees.

9.6 Economic and Financial Aspects of Life

Understanding the way business enterprises operate through the different types of payment for work e.g. wages, salaries, commission, piecework, fees, bonus, etc. Knowledge of the different methods of payment business enterprises utilise, e.g. cash, cheque, direct to bank/building society account.

Understanding the difference between gross and net pay and the differences between voluntary and compulsory deductions, to include Income Tax, PAYE, National Insurance, Superannuation and Union subscriptions. An understanding of Tax Codes, forms P45 and P60, and what they are used for and what they show.

Knowledge and appreciation of the need to develop skills associated with spending money, i.e. essential and non-essential spending, ways of budgeting, the use of hire purchase, direct debit, credit and debit cards, internet banking etc. The importance of money management, earning, spending, saving and the various forms of borrowing. The need for financial planning for the future, particularly pensions and investments. How to access financial guidance. Understanding basic economics, in particular the diversity, function and contribution of business enterprises to the nation's economy.

Basic numerical skills will be required in this section. Candidates may be asked to complete straightforward calculations based on information given e.g. working Net Pay after deductions, calculating tax.

Understanding basic economics, in particular the diversity, function and contribution of business to the nation's economy.

9.7 Employment Opportunities

An understanding of how business organisations are generally structured and operate with the role of key personnel and management levels within that structure; to include chief executive, managing director, company secretary, departments for production, sales personnel (HR), transport and finance. An appreciation of the importance of human resources and the type of skills and qualifications required to fulfil different roles within an organisation.

Mechanisms for staff development to include training, appraisal schemes, promotions, side-stepping mentoring and shadowing.

Knowledge and understanding of relations, behaviour and practices in a working environment, to include role of trade unions, contracts of employment, job tenure, minimum wage, conditions of service and disciplinary procedures.

Knowledge and understanding of the main features of legislation protecting the workforce to include Equal Opportunities, Health and Safety at Work Act, the Disability Discrimination Act 1995, the Employment Equality (Age) Regulations 2006 and the National Minimum Wage. An appreciation of the rights and responsibilities of both employer and employee, in health and safety.

9.8 Enterprise Activities

Candidates should be able to engage with ideas, challenges and applications from the business world. These should include a basic understanding of the enterprise concept i.e. one or more activities for gain, either financial or otherwise, involving some risk on behalf of those involved. Common skills, attitudes and qualities necessary for success in enterprise activities should be known to include: leadership, imagination, planning, risk assessment, perseverance and enthusiasm.

Candidates will be expected to be able to evaluate enterprise activities in terms of meeting intended purpose, deployment of skills and evidence of appropriate attitudes and qualities.

9.9 Hazard Identification at Home, on the Roads and at Work

Candidates are expected to be able to identify and describe hazards to health and well-being in each context and suggest appropriate ways to eliminate or reduce them. These hazards may include potentially dangerous practices involving electricity, gas, fire, water and/or chemicals at work, together with unsafe and unhygienic practices related to food preparation, eating and drinking.

Also in the workplace, candidates should be able to identify hazards and describe risks relating to common working conditions and practices, as well as general dangers related to storage, falling/ladders and the use of energy. Candidates will be expected to understand the need for safe working practices in terms of the general aspects of the Health and Safety at Work Act 1974. No detailed knowledge of this Act will be required. The importance of risk assessment and risk management and the vulnerability of young people in the workplace should be understood. Candidates should be able to describe basic working practices and to compare one type of business with another in terms of these practices.

On the roads, candidates will be expected to identify hazards caused by illegal and/or dangerous use of transport vehicles, pedestrian activity and/or failure to comply with road safety as detailed in the Highway Code.

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, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA web site (<http://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 for PSHE 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 Preparation for Working Life

The matrices below sign post 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								
	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9
Section									
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								
	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9
Section									
N1.1 Interpret information from different sources	✓	✓	✓	✓	✓	✓	✓	✓	✓
N1.2 Carry out 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	9.8	9.9
IT1.1 Find, explore and develop information	✓	✓	✓	✓	✓	✓	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓	✓	✓	✓	✓	✓	✓

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	9.8	9.9
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	9.8	9.9
LP1.1 Confirm short-term 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	9.8	9.9
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 describe the results	✓	✓	✓	✓	✓	✓	✓	✓	✓

Communication Level 2

What you must do...	Signposting of Opportunities for Generating Evidence in Subject Content								
	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9
Section									
C2.1a Contribute to discussions	✓	✓	✓	✓	✓	✓	✓	✓	✓
C2.1b Give a short 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								
	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9
Section									
N2.1 Interpret information from different sources	✓	✓	✓	✓	✓	✓	✓	✓	✓
N2.2 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								
	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9
Section									
IT2.1 Search for and select information	✓	✓	✓	✓	✓	✓	✓	✓	✓
IT2.2 Explore 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								
	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9
Section									
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	✓	✓	✓	✓	✓	✓	✓	✓	✓
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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	9.8	9.9
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓	✓	✓	✓	✓	✓	✓
LP2.2 Use plan 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	9.8	9.9
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓	✓	✓	✓	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓	✓	✓	✓	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

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

Preparation for Working Life 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 and should be studied in context when addressing all parts of the specification.

Candidates 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.

- 9.1 Personal Awareness – this topic presents the opportunity to study a range of social and cultural issues, including relationships with others.
- 9.3 Relationships and the differences Between People – this topic provides many opportunities for study of social, moral, spiritual and cultural issues related to religious/civil marriage, divorce and parenthood.
- 9.4 The Changing World of Work – opportunity for study of social and ethical issues exists, e.g. the positive and negative impacts of industry.

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 9.4.

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 9.9 of the subject content.

Centre-assessed Component

12

Nature of the Centre-assessed Component

12.1 Introduction

The coursework content is seen as a necessary part of the skills required to enter the world of work, further education or training.

It is not intended that all the work should necessarily follow a common formula. Each centre may wish to tailor the coursework to its own requirements or that of individual candidates.

Consideration may be given to local job opportunities, major employees in the area, or fictitious opportunities relevant to the skills and potential of candidates.

12.2 Content

The coursework will comprise the following:

- a formal letter of application for a job or course to accompany a Curriculum Vitae.
- a Curriculum Vitae
- Candidate notes on interview preparation.

It is not a requirement of the specification that the candidates be assessed on an actual interview. However, it is acknowledged that teachers may wish to incorporate a mock interview in the teaching of the course. Individual candidate notes are required for the interview preparation.

13

Guidance on Setting the Centre-assessed Component

13.1 Introduction

Guidance will be given by AQA in the following ways:

- at coursework standardisation meetings
- a small bank of exemplar stimulus material.

13.2 Stimulus Material

A small bank of exemplar stimulus material will be made available to centres. This will be updated periodically.

This material can be used by centres as resource material or it can be used as a template to produce locally-based material suited to the needs of the students.

13.3 Component Criteria

The setting of the centre-assessed component should take into account the criteria on which assessment of each section will be marked.

The Letter

Assessment criteria:

- Standard letter format should include appropriate addresses, date, appropriate opening and closure and a signature.
- The content of the letter should include reference to the job/course applied for and the accompanying Curriculum Vitae.
- The quality of written communication should include spelling, punctuation and grammar.

If handwritten to include neatness, legibility, blue/black ink and appropriate paper.

If word processed use black ink and appropriate font (type and size).

The Curriculum Vitae

Assessment criteria:

- Completeness of content, to include:
 - a) Personal details (name, full address, telephone number, e-mail address);
 - b) Education (secondary education, qualifications and/or awards obtained and those to be taken);
 - c) Employment History (experience of work, weekends, holidays, casual work);
 - d) Interests, hobbies, positions of responsibility (within school or the community);
 - e) Referees and contact details (2 referees – these could be fictional if necessary).

Interview preparation

Interview preparation is comprised of two equally weighted parts, the generic interview technique and the specific pre-interview research for a given job advertisement or course of further education or training.

Assessment criteria:

Candidates should have knowledge of interview technique as given below:

- Appearance (dressing smartly)
- Etiquette (shake hands, sitting when invited)
- Body Language (including eye contact, no fidgeting, concentration/attentiveness, posture)

- Voice (tone and clarity)
- Understanding of the need to prepare for questions about self and job/course and how to answer these (use of evidence, length of response)
- Understanding the need to ask questions, the kind of questions to ask, and when to ask them
- Correct technical terms/vocabulary.

Candidates should identify and produce evidence of specific pre-interview research to include factors such as;

- Location (where is the company/college, maps, directions)
- Transport (how to get there)
- Time of interview and person to report to
- Questions to ask about the job or course (hours of work or study, nature of job or course, flexible working, training, scale of pay, holidays, sick pay, promotion opportunities)
- What the company does (manufacturing, processing, service industry).

13.4 Presentation of work

The candidate's work should be assembled in the order given in the specification i.e. letter of application, Curriculum Vitae and evidence of interview preparation.

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

14

Assessment Criteria

14.1 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.

14.2 Component Weighting

The component weighting of the coursework is as follows:

Letter of Application 5%

Curriculum Vitae 5%

Interview preparation:

Generic Interview technique 5%

Specific pre-interview research 5%

The focus of these activities should be either an advertised job opportunity or further educational course or training.

14.3 Applying the Assessment Criteria

Letter A formal letter of application to accompany a Curriculum Vitae.

Marks	Evidence
1	Standard Letter format
1	Relating the content of the letter to information provided in the job/course advertisement and the accompanying CV
1-3	Quality of written communication

Curriculum Vitae Production of a Curriculum Vitae giving personal details, qualifications and interests.

Marks	Evidence
1	Personal details (name, contact details, date of birth)
1	Qualifications – qualifications and awards achieved, examinations to be taken
1	Positions of responsibility, interests, hobbies
1	Work placement/experience, voluntary work
1	Referees (position, name and contact details)

Interview preparation This is comprised of two parts, the generic interview technique and the specific pre-interview research for a given job/course advertisement.

Marks	Evidence
8 – 10	The candidate expresses a wide range of knowledge and demonstrates sound understanding of appropriate technique for interview. The candidate shows evidence of substantial specific pre-interview research.
5 – 7	The candidate expresses a fair range of knowledge and demonstrates fairly sound understanding of appropriate technique for interview. The candidate shows reasonable evidence of specific pre-interview research.

2 – 4	<p>The candidate expresses limited knowledge and demonstrates some understanding of appropriate technique for interview.</p> <p>The candidate shows limited evidence of specific pre-interview research.</p>
1	<p>The candidate demonstrates very limited knowledge and understanding of appropriate technique for interview.</p> <p>The candidate shows very limited evidence of specific pre-interview research.</p>
0	<p>No relevant knowledge or understanding is presented.</p>

14.4 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

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. 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.

15

Supervision and Authentication

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- 15.1 **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.
-
- 15.2 **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.
-
- 15.3 **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*.
-
- 15.4 **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..
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16

Standardisation

16.1 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.

16.2 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 16.1 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.

17

Administrative Procedures

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- 17.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in section 14.3. 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.
-
- 17.2 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.
-
- 17.3 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.
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- 17.4 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. 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

Moderation

- 18.1 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.

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- 81.2 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

19

Grading, Shelf-Life and Re-Sits

19.1 Qualification Titles	The qualifications based on this specification have the following titles: AQA Level 1 Certificate in Preparation for Working Life and AQA Level 2 Certificate in Preparation for Working Life.
19.2 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.
19.3 Re-Sits	Candidates will be able to re-sit the examination in subsequent Summer examination series.
19.4 Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
19.5 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.
19.6 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.

B

Record Forms

Centre Declaration Sheets and Candidate Record Forms 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 overlaps exist between this specification and AQA's GCSE Short Course in Citizenship Studies. There are other minor overlaps with AQA GCSE Business Studies.