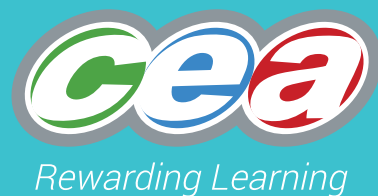


GCSE



Chief Examiner's and  
Principal Moderator's Report  
Learning for Life  
and Work

Summer Series 2022



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# GCSE LEARNING FOR LIFE AND WORK

## Chief Examiner's Report

### Assessment Unit 1      Local and Global Citizenship

#### Overview

The GCSE Learning for Life and Work Local and Global Citizenship module is worth 20% of the overall mark for the subject. This module was completed by both Year 11 and Year 12 candidates. The examination covered a mark range from one to ten and included three level responses in Question 5(a), 5(b) and Question 6. The examination was out of a total of 60 marks covering six questions.

It is important that in all cases the candidates should read the questions carefully and answer the question asked, paying attention to the command word given. In addition, unless a one-word answer is specifically requested in the question, candidates must qualify their responses.

Overall, the examiners noted that the question paper allowed pupils to respond positively and access marks across all examination questions.

Some candidates provided excellent answers for the level responses in Question 5(a) and 5(b). This also applied to both 2 and 4 mark questions, where several candidates were successful in demonstrating their ability to provide a valid point followed by an appropriate explanation, to be awarded the full two marks for each response. However, many candidates had difficulty with Questions 1(d), 4(a) and 4(b).

With regards to Question 6, candidates need to be thoroughly prepared for the skills required to answer this question. Candidates need to use an evaluative approach, which requires them to discuss both the positives and negatives of a topic. To be awarded Level 3 marks, a detailed, coherent conclusion should be drawn, based on the evaluation made in the main body of their response. This question requires a critique of points made throughout the answer. The absence of a conclusion or an inadequate conclusion, regardless of the quality of the evaluation in their response, only enables the candidate to be awarded marks within Level 1.

Examiners reported that the paper was fair and most candidates answered as expected.

Examiners also commented on the appropriateness of the level of language used in the examination paper. They noted that the mark scheme was clear and coherent. Some suitable alternatives were added to the mark scheme after being discussed at the Pre-Standardising meeting, which provided additional clarification. Other valid alternatives provided by candidates for each of the questions were also credited.

There was no evidence that candidates had insufficient time to complete the examination paper.

- Q1 (a)** This question was answered correctly by most candidates, as they were able to write down two groups of people Section 75 of the NI Act (1998) protects from discrimination. A minority of candidates duplicated answers, for example, Catholics and Protestants (people with different religious beliefs) so could only be awarded 1 mark.
- (b)** Most candidates achieved the full 2 marks for this question. A range of valid answers were credited, with many candidates identifying parents and family as the main influences.

- (c) This question was quite well answered by most candidates. However, a minority of candidates mentioned education without an explanation as to how living in poverty could affect this, for example, they may have other worries associated with living in poverty, which may distract from schoolwork.
- (d) This question was poorly answered by most candidates. Many candidates were not aware of how the NI Government can promote social equality, for example, through communication, legislation, education and policy.
- Q2** (a) On the whole candidates performed well with their response to this question, as many achieved 2 marks for writing down two ways you could learn more about global citizenship issues. Many valid alternatives were credited.
- (b) This question was poorly answered. Many candidates were not aware of the role of the United Nations, which includes conflict prevention and mediation, peace keeping, peacemaking, peace building and peace enforcement.
- (c) Many candidates answered this question confidently. Land disputes was the most popular answer, with many candidates referring to the war between Ukraine and Russia.
- (d) This question was well answered by some candidates. However, many candidates failed to elaborate on how conflict in a country can affect families who live there. For example, families may have to leave their homes as it isn't safe, this means that they could become homeless.
- Q3** (a) The majority of candidates were able to write down at least one way a school could promote inclusion.
- (b) Many candidates achieved full marks for their response to this question and they appeared to have a good understanding of the benefits of living in a culturally diverse society. Most popular answers included learning from others, understanding differences, reducing prejudice and developing tolerance.
- (c) This question was poorly answered by many candidates, as they explained the challenges for the immigrant rather than the challenges to communities.
- (d) This question was well answered by most candidates, the most popular answers being: better employment opportunities, better education and better health care.
- Q4** (a) This question was poorly answered by most candidates. Many confused the role of the Executive with that of the Assembly. Very few candidates achieved 4 marks in this question.
- (b) This question was poorly answered as many candidates talked about the role of the PSNI rather than the Ombudsman. A minority of candidates achieved 4 marks in this question.
- Q5** (a) Level 1 answers tended to rewrite the source with limited interpretations. Level 2 responses provided more detail on the human rights that had been abused and Level 3 responses explained how the human rights abuse impacted on the victim, demonstrating excellent knowledge and understanding.
- (b) A large number of candidates achieved Level 2 or Level 3 marks for this question, as they responded with good knowledge and understanding when discussing the ways a young person can show they are socially responsible. Some candidates gave several answers from the same point in the mark scheme, for example, doing voluntary work, working with an NGO (Non-governmental organisations), working with community groups or helping the elderly and could therefore only be credited once.



**Q6** This question was poorly answered by most candidates. Many wrote about the role of NGOs in general and did not specify NGOs whose purpose it is to protect the environment. In addition, many candidates lost marks by failing to provide a conclusion. A conclusion is required for all three levels. Most candidates failed to access marks from Levels 2 and 3 mark bands because they did not draw a conclusion, or their conclusion was inadequate.

Conclusions varied from short statements to candidates repeating comments from their evaluation. Candidates should be encouraged to include a personal viewpoint to support the development of a detailed conclusion. Some candidates gave a Level 2 response where it was clear that they had drawn a relevant conclusion related to their evaluation. Very few candidates were able to provide a Level 3 response. Those candidates who did, provided organised and structured responses, demonstrating excellent knowledge and understanding. A detailed conclusion related to the points discussed in their evaluation was provided and their quality of written communication was highly competent.

## Assessment Unit 2

## Personal Development

### Overview

The new revised GCSE Learning for Life and Work Personal Development strand is now worth 20% of the overall mark for the subject. This was only the third year of the new examination was completed by both Year 11 and Year 12 candidates due to COVID regulations. The examination covered all strands of the Personal Development course with a mark range from 1 mark to 10 marks including three level responses in Question 5(a), 5(b) and Question 6. The examination was out of a total of 60 marks covering six questions. The areas examined included a range of questions from all of the six main topics: Personal Health and Well-Being, Emotions and Reactions, Relationships and sexuality, Personal Safety and Well-Being, Responsible Parenting and Making Informed Financial Decisions.

As per the circular issued to centres in December 2017. In all cases, the candidates should read the questions carefully and answer the question asked, paying attention to the command word given. In addition, the following will apply to the marking of the questions:

- Unless a one-word answer is specifically requested in the question, candidates must qualify their answers. Full marks will only be awarded for a complete response. e.g. if the question is 'Write down' one physical consequence of stress, this clearly requires a one-word answer, i.e. headaches, fatigue. If the question is 'Write down one consequence of a low income family', the candidate should state for example 'may lead to stress/depression, buying cheaper goods.'
- Evaluation questions will require a conclusion; and the conclusion must be at the end of the candidate's response and must be linked to the points made previously in the candidate's response.
- The mark schemes in the SAMs are useful guidance for the teacher as to what the examiner will be specifically looking for. As this is the third series, teachers now have access to all previous examinations and mark schemes.

During this series there have been some really good answers provided for the level responses in Question 5(a) and 5(b). This also applies to both two and four mark questions, where a number of candidates were very successful in demonstrating their ability to provide a valid point followed by an appropriate explanation. Thus were awarded the full 2 marks for each response. However, Question 6 still leaves room for improvement. Candidates need to be thoroughly prepared for the skills required to answer this question. Candidates need to use an evaluative approach which requires them to discuss both the positives and negatives of a topic and draw a detailed, robust conclusion based on the main body of their response in order to be awarded Level 3 marks. The absence of a conclusion or an inadequate conclusion, regardless of the quality of the main response, only enables marks to be awarded within Level 1. Examiners reported that the paper was fair and related to a good cross section of the curriculum and most candidates answered as expected. Some examiners reported that candidates did not always attempt the question set and therefore lost marks. A small number of candidates only answered one or two questions and left the remainder of the paper unanswered.

- Q1**
- (a)** Candidates performed very well, where the majority achieved 1 mark for naming one disadvantage of social media. A wide range of valid answers were accepted.
  - (b)** Candidates performed very well, where the majority achieved 1 mark for writing down one way a young person may deal with anxiety in school. A wide range of valid answers were accepted.
  - (c)** Was quite well answered as a whole, but some candidates referred to how counselling can support a person in general and did not make it specific to an unhealthy relationship.
  - (d)** Many candidates achieved one mark rather than 2 marks as they identified how a young person can deal with loneliness, without fully explaining the role of self-reflection in this.
  - (e)** Many candidates achieved 2 marks for each part of the question by identifying responses such as, their ability to offer advice on a range of options for a mortgage which could lead a person to getting the best deal available. However, for some candidates the responses were frequently not developed and only one mark was achieved. Furthermore, some candidates provided similar answers for points 1 and 2, especially in relation to advice on budgeting.
- Q2**
- (a)** Candidates performed well as many achieved 1 mark for writing down one disadvantage of using a credit card. The common responses included overspending, leading to debt and high interest charges.
  - (b)** This was very well answered, almost all candidates achieved one mark for naming one strategy to deal with cyberbullying.
  - (c)** This was also quite well answered, with most candidates referring to receiving higher qualifications/degrees as an answer and achieved 1 mark. However, a number of candidates did not fully explain the benefits of this in order to achieve the full 2 marks.
  - (d)** This was very well answered with many candidates providing valid points followed by clear explanations on the benefits of dieting. Some candidates achieved 1 mark only as they did not fully explain the benefit.

- (e)** Many candidates provided valid points and explanations of the physical consequences of taking prescription drugs. However, a number of candidates referred to the social/emotional consequences as opposed to physical consequences only. There were also a number of similar points and/or explanations provided by candidates which only merited 2 marks overall.
- Q3 (a)** Candidates performed very well, the majority achieved one mark for writing down one physical consequence of stress. The most common responses focused on tiredness, weight loss/gain and headaches. A wide range of valid answers were accepted.
- (b)** Candidates performed well, where the majority achieved one mark for writing down one emotion a person may feel when starting a new job. The most common responses were anxiety, excitement and stress. A wide range of valid answers were accepted.
- (c)** Was quite well answered as most candidates provided an adequate response on the disadvantages of using a comparison website for home insurance.
- (d)** Most candidates were able to provide an appropriate point on how a parent could support a child's social development, like taking them to the park or inviting other children to their home. However, some candidates did not fully explain the impact of this on a child's social development; therefore, only one mark could be awarded.
- (e)** Candidates performed very well and quite a number accessed three and four marks for explaining the consequences for a person deliberately self-harming. However, some candidates provided similar explanations for the two points which resulted in them losing 1 mark, in particular when explaining the physical impact of self-harm. Furthermore, a small number of candidates misinterpreted the question and alluded to the reasons why a person may self-harm.
- Q4 (a)** Candidates handled this question very well in general and were able to adequately provide and explain two clear benefits of exercising for a young person. Once again there was some overlap in the explanations of the 2 points which meant that the candidates were awarded 3 marks instead of 4. Furthermore, some of the answers provided were very similar, yet acceptable, to the positive effects of dieting.
- (b)** Some candidates failed to read this question properly and referred to the general effects of neglect instead of focusing on the emotional impact only. Although some candidates struggled to identify two points for this response, a number of candidates handled the question very well and provided two clear points followed by appropriate explanations which enabled them to merit the full four marks.

- Q5 (a)** Was answered well by many candidates as they were able to use their own knowledge to analyse the importance of the many challenges faced by a single parent family. There were some excellent Level 3 responses with at least three relevant points effectively analysed in detail (some of which clearly integrated the source). The most common mark band was Level 2, where candidates successfully discussed at least two relevant points with effective analysis including a clear reference to the source. Some candidates continued to simply quote directly from Source A, but did not offer any analysis of their quotes. Those candidates who identified at least one relevant point from the source and provided a limited interpretation on the importance of a challenge faced by a single parent family only gained marks from Level 1.
- (b)** This question was answered very well by a number of candidates as they were able to discuss the opportunities for a couple wanting to adopt a child. There were some excellent Level 3 responses in which candidates showed excellent knowledge and understanding, and applied their knowledge effectively to the question. They referred to at least three relevant points and provided thorough discussion with highly competent quality of written communication. However, some candidates only showed basic knowledge and understanding. They provided limited detail and only accessed marks from Level 1. The most common mark band was Level 2 in which candidates achieved a range of marks between three and four by discussing two relevant points and showing good knowledge and understanding. In some cases, it appeared to be a topic where the candidates had a limited understanding. Furthermore, some candidates misinterpreted the question and discussed the drawbacks for a couple wanting to adopt, thus failing to be awarded any marks.
- Q6** Some very good answers by candidates, but many lost marks by failing to provide a conclusion. A conclusion is required for all three levels. Most candidates were very knowledgeable about the strategies available to deal with cyberbullying. However, some were unable to evaluate the strategies appropriately and many more did not provide any/or an inadequate conclusion, therefore only accessing Level 1 marks. A number of responses did push into Level 2, as an evaluation of at least two relevant points (referring to both the benefits and drawbacks of the strategies) and a relevant conclusion was provided. There were some excellent Level 3 responses where a thorough evaluation of the strategies took place and a detailed, summative conclusion clearly relating to the points made in the answer was provided. It is important when preparing candidates for this question that the evaluation is more than simply listing positive and negative strategies. The candidate must provide a clear evaluation of the effectiveness of these strategies in combating cyberbullying. The evaluation must clearly explain the benefits and limitations of these strategies followed by a coherent conclusion which alludes to their overall effectiveness.

## Assessment Unit 3

## Employability

### Overview

The GCSE Learning for Life and Work Employability module is worth 20% of the overall mark for the subject. This module was completed by both Year 11 and Year 12 candidates due to COVID regulations. The examination covered a mark range from one mark to ten marks including three level responses in Question 5(a), 5(b) and Question 6. The examination was out of a total of 60 marks, covering six questions.

It is important that in all cases, the candidates should read the questions carefully and answer the question asked, paying attention to the command word given. In addition, the following will apply to the marking of the questions:

Unless a one-word answer is specifically requested in the question, candidates must qualify their responses.

Overall, the examiners noted that the question paper allowed pupils to respond positively and access marks across all examination questions.

The examiners noted that some candidates provided excellent answers for the level responses in Question 5(a) and 5(b). This also applied to both two and four mark questions where a number of candidates were very successful in demonstrating their ability to provide a valid point followed by an appropriate explanation to be awarded the full two marks for each response. However, with regards to Question 6, candidates need to be thoroughly prepared for the skills required to answer this question. In order to be awarded Level 3 marks, candidates need to use an evaluative approach which requires them to discuss both the positives and negatives of a topic and draw a detailed, coherent conclusion based on the evaluation made in the main body of their response. This question requires a critique of points made throughout the answer. The absence of a conclusion or an inadequate conclusion, regardless of the quality of the evaluation in their response, only enables the candidate to be awarded marks within Level 1. Examiners reported that the paper was fair and most candidates answered as expected.

- Q1**
- (a)** This question was answered correctly by a majority of candidates, as they were able to write down two environmental issues in the workplace and thus were able to access the two marks. A wide range of valid answers were accepted.
  - (b)** Many candidates performed very well as they explained a reason why an entrepreneur may not use a bank loan as a funding option for their business. A range of valid answers were credited.
  - (c)** This question was quite well answered by a majority of candidates as they provided excellent responses to describe one reason why employers are responsible for their employees wearing protective gear in the workplace.
  - (d)** Whilst many candidates achieved the full four marks for this question by explaining two reasons why a job applicant would participate in a mock interview, some other candidates did not qualify their answer with an explanation and therefore achieved only one mark for each of their reasons.
- Q2**
- (a)** On the whole candidates performed very well with their response to this question as many candidates achieved two marks for naming two examples of changing employment patterns. The most popular response given was 'working from home' as this would have been the practice for many families during the pandemic. Many other valid alternatives were credited.

- (b)** A majority of candidates were awarded two marks for this response as they accurately described one reason why social media use is an important part of the code of conduct in the workplace. Some candidates stated the reason but did not elaborate and therefore were only able to achieve one mark.
- (c)** Many candidates answered this question confidently, explaining why it is important for a young person to set targets when planning a career and were awarded the two marks. Those candidates who provided a basic statement without an explanation were awarded one mark.
- (d)** This question was one of the most well answered on the paper. A large majority of the candidates provided valid points followed by clear explanations on the disadvantages of being self-employed and thus earned full marks.
- Q3 (a)** Two marks were awarded to almost all of the candidates for their response to this question. They were confident in providing two sources that can help a young person develop their decision-making strategies for their career.
- (b)** Quite a few candidates achieved full marks for their response to this question. Some candidates found it difficult to explain ways that offering a scholarship programme demonstrates a business's social responsibility. They mentioned how businesses provided finance to students but were unable to link their answer to how this extra financial support demonstrated a business's social responsibility.
- (c)** This question was quite well answered, as most candidates provided an adequate explanation relating to the reasons an employment contract is important in the workplace.
- (d)** A large number of candidates found difficulty answering this question. These candidates provided an answer relating to the importance of team-work skills in relation to productivity in the workplace, but did not explain why these skills were important for a successful career.
- Q4 (a)** Candidates performed very well when answering this question, thus quite a number were able to access three and four marks for explaining ways an employer can manage conflict in order to promote a positive working atmosphere. However, some candidates provided similar explanations for the two ways which resulted in them losing one mark. Some candidates provided two basic statements without any explanation of the statements and therefore were awarded two marks overall.
- (b)** Overall the question, 'explain two consequences to employees of not meeting their responsibilities in the workplace' was answered very confidently by a large majority of the candidates. The most popular responses included: verbal warning, written warning and dismissal. Those candidates who provided accurate explanations with clear reference to two of the above points were awarded full marks. Candidates who only achieved one mark for each consequence had limited or no explanation within their answers.

- Q5 (a)** This question was answered quite well by many candidates as they were able to use their own knowledge to analyse the causes of employees experiencing work-related stress. However, the answers provided by some candidates suggested that they were not confident in analysing information. These candidates gave Level 1 responses. They simply quoted directly from Source A, but did not offer any analysis of their quotes, and their quality of written communication was basic. Some candidates provided responses in Level 2 as they commented on at least two relevant points from the source showing good knowledge and understanding. Level 3 responses were provided by many other candidates. They effectively analysed the information in detail. They used their own words and their quality of written communication was highly competent.
- (b)** A large majority of candidates achieved Level 2 marks for this question as they responded with good knowledge and understanding when discussing the consequences of employees' work-related stress. Their quality of written communication being competent. Those who achieved Level 3 showed excellent knowledge and understanding as well as making reference to at least two or more relevant points and provided a thorough discussion about the consequences of employees' work-related stress. Their quality of written communication in this level was highly competent.

- Q6** Many candidates misinterpreted this question and simply provided answers on the value of staff-training. Some actually explained the advantages and disadvantages of off-the-job staff-training, which was not required. It was important that the candidates evaluated the ways in which participating in on-the-job staff training actually developed positive working relationships. As well as this, many candidates lost marks by failing to provide a conclusion. A conclusion is required for all three levels. The majority of candidates failed to access marks from Levels 2 and 3 because they did not draw a conclusion, or their conclusion was inadequate.

Conclusions varied from short statements to candidates repeating comments from their evaluation. Candidates should be encouraged to include a personal viewpoint in order to support the development of a detailed conclusion. Some candidates gave a Level 2 response where it was clear that they drew a relevant conclusion related to their evaluation. Very few candidates were able to provide a Level 3 response. Of those candidates who did, their responses were organised and structured and demonstrated excellent knowledge and understanding about ways in which participating in on-the-job staff training can develop positive working relationships. They drew a detailed conclusion related to the points discussed in their evaluation and their quality of written communication was highly competent.

Examiners commented on the appropriateness of the level of language used in the examination paper. They noted that the mark scheme was very clear and coherent as well as the fact that there was no difficulty in applying it to any of the questions. Some suitable alternatives were added to the mark scheme after being discussed at the Pre-Standardising meeting, which provided even more clarification. Other valid alternatives provided by candidates for each of the questions were also credited.

There was no evidence that candidates had insufficient time to complete the examination paper.

# Principal Moderator's Report

## Assessment Unit 4 Investigation (Controlled Assessment Task)

### Overview

Only 5 centres submitted work to be moderated. Despite the small number of centres there were CATs from Personal Development, Employability and Local and Global Citizenship. Nearly all centres followed the structure in the CCEA Teacher Guide. It was possible to verify the bands and marks claimed by three of these centres. Candidates in one of the remaining centres appeared not to have had sufficient teacher guidance, whilst candidates in the other centre appeared to have been given too much teacher guidance.

### Part A: Planning

Most candidates posed questions that were related to the CCEA set task they had chosen. There was some confusion between sources and methods (e.g., a textbook being identified as a method instead of a source, when reading the textbook should have been identified as the method). There were examples of good practice with some candidates combining their descriptions of methods with their justifications. Another example of good practice was, in the research plan, when candidates expressed their targets as aims to find information identified from the matching sources. Some candidates could have spaced out their actions to better align them with their deadlines. The number of elements of knowledge, understanding and skills normally matched the Mark Band being claimed, but the descriptions of activities which candidates might use to develop these sometimes lacked the detail which would link these activities to the task.

### Part B: Planning

The gathering, compiling, and recording of evidence was done well and accurately marked.

However, when recording and monitoring progress using the research plan, many candidates did not match their comments with the actions and made little reference to both deadlines and targets.

In their analysis, most candidates made a concerted effort to include the terms specified in the assessment criteria.

### Part C: Communicating Findings

One centre used a PowerPoint presentation to communicate the findings, but the candidates found it difficult to address all the assessment criteria using this method. The written report proved to be a better approach.

The introduction and rationale were usually well completed. It was pleasing to see candidates expressing their views about the findings presented and making comparisons with the views of others. The use of a table to identify strengths, weaknesses and areas for improvement was beneficial for the candidates who took this approach. Candidates drew conclusions, but many were unable to express the limitations of them in relation to the evaluation of their approach.



### **Part D: Self-Evaluation**

The evaluation of the knowledge, understanding and skills developed was best done when candidates restated those they aimed to develop from Part A. The Mark Band awarded for this section was usually accurate.

Some candidates did not evaluate their own performance.

### **Part E: Presentation of Task**

The candidates deserved the marks awarded to them.

## Contact details

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