

GCSE



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

Summer Series 2023



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2023 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.

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GCSE LEARNING FOR LIFE AND WORK

Chief Examiner's Report

Subject Overview

Learning for Life and Work consists of three written examinations, each worth 20% of the overall mark, and an investigation worth 40%. Each examination is marked out of a total of 60 marks encompassing six questions, with a mark range from one to ten. In 2023 Advance Information was released for the externally assessed units, Local and Global Citizenship, Personal Development and Employability. In 2023, 3638 candidates were entered for this subject and the final gradings were pleasing, being somewhat above the pre-Covid 2019 level. As noted by the senior examiner for Unit 2, in all cases the candidates should read the questions carefully and answer the question asked, paying attention to the command word given.

Assessment Unit 1 Local and Global Citizenship

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

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

Examiners commented on the appropriateness of the language in the paper and that the paper was accessible to all ability levels.

The examiners reported that the mark scheme was detailed, clear and easy to apply.

- Q1** Part (a) was successfully answered by most candidates as they provided valid reasons why someone would be prejudiced against a young person from a different culture. Parts (b) and (c) were well answered with effects on mental health identified as the most popular answer on how discrimination affects a young person. Part (d) was poorly answered by many candidates who were unclear on the meaning of social inclusion and how a workplace can promote it.
- Q2** Parts (a) and (b) were well answered by most of the candidates. The most popular answers for Part (a) included parents/family, friends, and religion. The most popular answers for Part (b) included a sense of belonging and developing their sense of self. Part (c) was misunderstood by many candidates who did not explain how expressions of cultural identity can cause challenges for society, with many focusing on the challenges for an individual. Part (d) was poorly answered by many candidates. There appeared to be some confusion between the role of the local councillor and how a local councillor can demonstrate social responsibility. For example, a councillor can demonstrate social responsibility by ensuring they make decisions in the interest of the public and being accountable for these decisions, upholding the law and not using their position for personal gain.
- Q3** Part (a) was well answered by many of the candidates. The most popular answers were families and NGOs. Part (b) was poorly answered by many candidates. There appeared to be uncertainty around how the UNCRC protects children, with many candidates confusing the UNCRC, which is a legally binding international agreement, with the role of social services. Part (c) was well answered by many candidates. Part (d) was answered well by some candidates. However, there were those who did not explain how a young person can participate in democratic processes to influence decisions, so they could not be awarded full marks.

- Q4** Part (a) was poorly answered by many of the candidates. A considerable number misread the question and provided explanations for two government departments instead of two roles of one government department. Many of those who did identify two roles of one department did not explain the roles in sufficient detail, so could not be awarded full marks. Part (b) was also poorly answered by many candidates. There appeared to be some confusion around the key features of the Good Friday Agreement, for example, Devolved Power Sharing Executive, the creation of the Northern Ireland Assembly, the Principle of Consent, the right to hold British and Irish citizenship and recognition of linguistic diversity.
- Q5 (a)** Several candidates did not demonstrate confidence when analysing information from a source. Many candidates rewrote the source with no analysis on the impact so could only be awarded Level 1 marks. Candidates who achieved Level 2 marks commented on at least two relevant points from the source and showed good knowledge and understanding of the impact. Level 3 responses showed excellent knowledge and understanding of the question and analysed their response in detail. The quality of their written communication was highly competent.
- (b)** Some candidates provided a highly competent discussion on the ways a Non-Governmental Organisation can help children living in poverty in a poor country. However, many candidates discussed how NGOs (Non-Governmental Organisations) provide support, shelter, clean water, food, clothes, schools, healthcare and did not mention other ways an NGO can help children living in poverty, for example, fundraising to raise public awareness, educating the public about global poverty, communicating their work through social media. This prevented them from achieving marks at the higher levels.
- Q6** As in previous years, many candidates failed to evaluate the question or provide a conclusion. As an evaluative approach is required in addition to a conclusion for all three mark bands, many candidates failed to access Level 2 and Level 3 marks. It was noted by examiners that conclusions provided by the candidates ranged from basic statements to a repeat of information stated in the main body of their response. There were a limited number of Level 3 responses. Those who achieved this level demonstrated excellent knowledge and understanding, drawing detailed and analytical conclusions related to the points discussed in their evaluation. The quality of written communication was highly competent.

Assessment Unit 2

Personal Development

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 that 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 Questions 5(a), 5(b) and 6. The examination was marked 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 Specimen Assessment Materials 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 were some really good answers provided for the level responses in Question 5(a) and (b). This also applies to both two-mark 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, Question 6 still leaves room for improvement. Candidates need to be thoroughly prepared for the skills required to answer this question. 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, robust conclusion based on the main body of their response. 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)** The majority of candidates performed very well in this question and achieved one mark for providing one reason why a young person may engage in risky behaviour with peer pressure being the most common answer.
 - (b)** The majority of candidates performed well in this question and achieved one mark for writing down one disadvantage of internet banking. A wide range of valid answers were accepted.
 - (c)** This question was quite well answered. However, some candidates only provided a coping strategy to deal with stress but did not explain the impact of this.
 - (d)** This question was quite well answered in general, a large number of candidates provided an appropriate response on how emotional abuse can impact on the development of a young person.
 - (e)** Some candidates achieved two marks for each part of the question by identifying responses such as teaching a child about religion by taking them to church, for example. However, for some candidates the responses were frequently not developed and only one mark was achieved for each part. Furthermore, some candidates provided similar answers for points 1 and 2 in relation to ways a parent may develop a child's morals and values.
- Q2**
- (a)** Many candidates achieved one mark for writing down one positive emotion a young person may experience when starting a new school. The most common response was excitement.
 - (b)** This question was very well answered, almost all candidates achieved one mark for providing one physical effect of an unhealthy relationship. A small number of candidates did not read the question properly and referred to emotional effects instead.
 - (c)** This question was also quite well answered, with most candidates referring to older parents as having more life experiences, being more mature and being able to accept responsibility as an answer. However, some candidates did not fully explain the opportunity for an older parent to achieve the full two marks.
 - (d)** This question was fairly well answered with some candidates providing a valid point followed by a clear explanation of one disadvantage of obtaining a personal loan. However, some candidates achieved one mark only as they did not fully explain the impact; for example, the impact of being unable to make the repayments.
 - (e)** Some candidates provided valid points and explanations of the ways getting married may impact on a person's development. However, a number of candidates referred to negative impacts on development like stress, arguments and infidelity which were not acceptable answers. There were also a number of similar points and/or explanations provided by candidates which only merited two marks overall.

- Q3**
- (a)** Most candidates achieved one mark for writing down one type of family structure. The most common responses referred to nuclear family, step-family and foster family. A wide range of valid answers were accepted.
 - (b)** This question was well answered, where the majority of candidates 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)** This question was well answered as most candidates provided an adequate response on the advantages of using a credit card to buy clothes.
 - (d)** Most candidates were able to provide an appropriate point as to how a parent could support a child's intellectual development like buying them educational toys and helping their child with homework. However, some candidates did not fully explain the impact of this on a child's intellectual development; therefore, only one mark could be awarded.
 - (e)** Most candidates performed very well in this question thus enabling many to access three and four marks for explaining two ways mutual respect can help to maintain a healthy relationship. However, some candidates provided similar explanations for the two points which resulted in them achieving three marks overall.
- Q4**
- (a)** Some candidates handled this question well and were able to adequately explain two benefits for a person saving money in an Individual Savings Account (ISA). At times, there was some overlap in the explanations of the two points which meant that the candidates were awarded three marks instead of four. However, there were a number of candidates who provided responses which were not specific to ISAs and referred only to saving money in general, thus limiting them to achieving one mark only for each part.
 - (b)** In general, candidates managed the question very well and provided two clear points followed by appropriate explanations which enabled them to merit the full four marks, although at times there was some over-lap in the explanations provided and only three marks could be awarded overall. However, a small number of candidates failed to read this question properly and referred to how a young person may avoid being anti-social as opposed to how they may avoid engaging in anti-social behaviour.

- Q5 (a)** This question was answered well by many candidates as they were able to use their own knowledge to analyse the possible consequences for a young person driving under the influence of drugs. There were some excellent Level 3 responses with at least two relevant points effectively analysed in detail (some of which clearly integrated the source) where the quality of written communication was highly competent. The most common mark band was Level 2 where candidates successfully discussed at least two relevant points with a competent analysis including a clear reference to the source. However, some candidates continued to simply quote directly from Source A but did not offer any analysis of their quotes which only enabled them to achieve marks in Level 1. Furthermore, those candidates who identified at least one relevant point from the source and provided a limited interpretation on the possible consequences for a young person driving under the influence of drugs only gained marks from Level 1.
- (b)** This question was answered well by a number of candidates as they were able to discuss how a voluntary organisation may support a person with an addiction. There were some excellent Level 3 responses where candidates showed excellent knowledge and understanding and applied their knowledge effectively to the question. They referred to at least two relevant points and provided a thorough discussion with a highly competent quality of written communication. However, some candidates who showed basic knowledge and understanding and provided limited detail only accessed marks from Level 1. The most common mark band was Level 2 where candidates achieved a range of marks between three and four by competently discussing two relevant points through showing a good knowledge and understanding of how a voluntary organisation may support a person with an addiction. In a few cases, it appeared to be a topic where some candidates had a limited understanding of how a voluntary organisation may support a person with an addiction as they discussed the benefits of rehab and professional/medical support instead.
- Q6** There were some very good answers provided by candidates, but also many candidates lost marks by failing to provide a conclusion. A conclusion is required for all three levels. Furthermore, a number of candidates misinterpreted the question entirely and referred to the benefits and drawbacks of dieting which provided little or no reference to the impact of the food we eat on health and well-being.

A number of candidates were very knowledgeable about the impact of diet on a person's health and well-being; however, some did not provide any/or an inadequate conclusion, therefore could only access Level 1 marks. Several responses pushed into Level 2 as an evaluation of at least two relevant points (referring to both the impact of a healthy/balanced diet and of an unhealthy diet/fast food on health and well-being) and a relevant conclusion was provided. Moreover, there were a few excellent Level 3 responses where a thorough evaluation of the impact of diet on a person's health and well-being 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 the benefits of a healthy/balanced diet and the drawbacks of a poor diet/fast food.

The candidate must provide a clear evaluation of the impact of diet on a person's health and well-being. The evaluation must clearly explain the impact of a healthy/balanced diet and of a poor diet/fast food followed by a coherent conclusion which alludes to their overall effectiveness.

Assessment Unit 3

Employability

Unit Overview

The GCSE Learning for Life and Work Employability module GLF31 is worth 20% of the overall mark for the entire subject. This module was completed by both Year 11 and Year 12 candidates. The examination covers a mark range from one mark to ten marks including three level response answers in Question 5(a), 5(b) and Question 6. The examination is marked out of a total of 60 marks encompassing all six questions.

Candidates need to be encouraged to read the questions very carefully and answer the question asked, with particular attention given to the command word in each of the questions. In addition, the following applies to the marking of the questions:

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

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

This year it was found that many candidates provided excellent answers for the level responses in Question 5(a) and (b). This also applied to questions which had two and four marks pertaining to them. In these instances, a number of candidates demonstrated their ability to provide a valid point followed by an appropriate explanation, to be awarded the full two marks for each response. However, as in previous years, 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 indeed 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 noted that this was certainly the case with a large number of candidates this year.

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

- Q1**
- (a)** This question was answered very successfully by a large majority of candidates as they were able to write down two external influences on a young person's attitude towards their education and training and thus were able to access the two marks. A range of valid answers were also accepted and worthy of the two marks.
 - (b)** Many candidates performed very well in answering this question as they provided an accurate explanation with clear reference to one reason why communication skills are required for a successful career and were awarded the full two marks.
 - (c)** This question was also well answered by quite a considerable number of candidates as they provided an accurate description, with clear reference to one reason, why employers use application forms to assess an applicant's suitability for a job. Two marks were thus awarded.
 - (d)** On the whole this question was fairly well answered as most candidates provided an accurate explanation with clear reference to two ways an employer can ensure an employee's skills are kept updated, and obtained the four marks. However, some other candidates did not qualify their answer with an explanation and therefore achieved only one mark for each of their points. The examiners noted that candidates who provided on-the-job training and off-the-job training, merely wrote the same explanation for both points and therefore were unable to achieve the full four marks.

- Q2**
- (a)** A large number of candidates achieved the mark for this question as their answer to describe people from Northern Ireland who go to another country to work, included emigration/emigrants/migration/migrants. It is worthy to note that there were quite a number of candidates who incorrectly answered with immigration/immigrants. A small number of candidates wrote down the words: happy-go-lucky, sensible, carefree, rich, etc!
 - (b)** Many candidates were awarded the one mark for this response as they were confident in naming one way in which a trade union can promote health and safety in the workplace. Many other valid answers were also credited, e.g., provide posters to highlight health and safety or meet with employers to discuss various issues raised by employees.
 - (c)** The examiners felt that this question could have been answered more positively by a number of candidates, describing one way in which increased publicity can benefit a socially responsible business. Many candidates only provided a basic statement without an explanation and therefore were only awarded one mark for their answer.
 - (d)** A large majority of the candidates provided an accurate explanation with clear reference to one way in which a business can be impacted as a result of skills shortages in the workforce and thus were credited with the two marks.
 - (e)** This question was one of the most well-answered on the paper. A large majority of the candidates provided valid points followed by accurate explanations on the reasons why a dress code is an important part of a code of conduct in the workplace and thus earned full marks. Some candidates were answering this question as though they were drawing experience from a part-time job which required them to wear a uniform and therefore they were able to provide accurate explanations for their two reasons.
- Q3**
- (a)** In this question, candidates were required to name one way in which a business can support its local community, and this was very well answered by the vast majority of candidates who were awarded the mark.
 - (b)** Again, in this question where candidates were required to write down one way in which a positive working atmosphere can be promoted in the workplace, it was noted that quite a large number of candidates achieved the mark for their response.
 - (c)** This question was quite well answered as most candidates provided an accurate explanation with clear reference to one reason why an entrepreneur would carry out research on funding options for their business and hence received the two marks for their response.
 - (d)** Candidates, on the whole, answered this question quite well as they explained one reason why goal setting is an important part of career planning and were able to access the full two marks for their response.
 - (e)** Some candidates found difficulty when answering this question as they failed to explain the ways in which the growth of new technologies impacted on employment in Northern Ireland. They mentioned the technologies which were introduced into the workplace over the past number of years but failed to connect their discussion to how the growth actually impacted on employment in Northern Ireland. However, many candidates provided accurate explanations with very clear reference to two ways and thus were awarded the full four marks for both explanations.

- Q4 (a)** Quite a large number of candidates did not perform very well in this question. They explained reasons why a job applicant would research a job rather than the actual employer, e.g., hours of work, travel distance to the workplace, etc. Researching the job is also on the specification but the question required the candidates to explain two reasons why a job applicant would research an employer before applying for a job. Those candidates who received full marks for this question provided valid answers from the mark scheme. Some candidates provided two basic statements about researching the employer but did not provide any explanation of the statements and therefore were awarded two marks overall.
- (b)** This question, which required candidates to explain two ways support agencies could provide new and developing businesses with assistance, was answered quite well by a large majority of the candidates. 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 of their answers. Some candidates explained the word 'advice' for both ways, but could only be awarded once for this answer.
- Q5 (a)** On the whole, this question was one of the best answered questions on the paper. Candidates were able to use their own knowledge to analyse why workers may choose to work from home. However, a very small minority of candidates provided answers from Level 1 as they were not confident in analysing information. They simply quoted directly from Source A but did not provide any analysis of their quotes and their quality of written communication was somewhat basic. Many candidates provided responses in the Level 2 band as they commented on at least two relevant points from the source showing good knowledge and understanding. Level 3 responses were provided by a large majority of candidates where they showed excellent knowledge and understanding of the question asked. They analysed their response effectively and in detail. They were confident in using their own words and their quality of written communication was highly competent.
- (b)** In this question candidates were required to discuss why lifelong learning is important in achieving personal and professional potential. A large majority of candidates achieved Level 2 marks for this question as they made reference to two relevant points and provided relevant discussion showing good knowledge and understanding. 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 why lifelong learning is important in achieving personal and professional potential. Their quality of written communication in this Level of response was highly competent.

Q6 As in previous years, many candidates failed to evaluate within their response to question 6 on the paper. They also failed to provide a conclusion. A conclusion is required for all three levels. The majority of candidates failed to access the Level 2 and 3 Mark Bands because they did not draw a conclusion or their conclusion was inadequate.

The examiners noted that conclusions provided by the candidates varied from basic statements to candidates repeating sentences from the body of their answer. Candidates should be encouraged to provide a personal viewpoint 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, this year once again, 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 employees can deal with work-related stress. They drew a detailed conclusion related to the points discussed in their evaluation and their Quality of Written Communication was highly competent.

Examiners also 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)

The majority of candidates followed the structure set out in the CCEA produced Webinar recorded in November 2022. Many Centres had taken the opportunity to have their Focused Task verified by CCEA. These two things supported candidates' opportunities to address the assessment criteria and there was an improvement in the standard of work produced.

Part A: Planning

While the majority of candidates posed questions that were related to the CCEA set task they had chosen, there were questions being asked about things which should have been taught before starting the Controlled Assessment Task (e.g. What is a budget?). It should be noted that this type of question cannot be counted towards meeting the assessment criteria.

When describing options for research and justifying them it would have benefited candidates if they had completed both at the same time (please see advice on the CCEA website Exemplification of Assessment Criteria pages 4 and 5).

When producing a research plan the template exemplified on pages 6 to 12 in the Exemplification of Assessment Criteria was the best one to use. It was not uncommon for candidates to confuse sources and methods (e.g. a questionnaire being identified as a source, when it should have been whoever completed it). An example of good practice was when candidates expressed their targets as aims to find identified information 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 knowledge sometimes lacked detail. The activities to develop skills were usually well described.

Part B: Research

The gathering, compiling, and recording of evidence was well evidenced. 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 of their sources and findings most candidates made a concerted effort to include the terms specified in the assessment criteria. So much so that they were using as many of the terms as possible in each source when they should have been spreading them across the sources, fitting them in where appropriate. The justifications of the terms sometimes exposed a lack of understanding of them. In particular 'valid' was not always used with understanding and 'accurate' was often misused about information from the World Wide Web. Definitions of the terms, in the context of Learning for Life and Work, are on page 17 in the Exemplification of Assessment Criteria.

Part C: Communicating Findings

The introduction and rationale were usually well completed.

It was pleasing to see candidates expressing their own views about the findings and mixing and matching information from different sources to make or confirm a point. This enabled them to make comparisons and to contrast findings which express different viewpoints.

The use of a table to identify strengths, weaknesses, and areas for improvement in the research approach was beneficial for the candidates who took this approach. The identification and prioritizing of key areas for improvement was not well done.

Candidates drew conclusions but many were unable to recognise their limitations in relation to the research approach adopted.

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.

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. Many candidates were not specific about the tasks which were used to develop knowledge.

When evaluating their own performance, a significant number of candidates strayed back to evaluating the research methods rather than evaluating their own input into carrying them out. Candidates identified areas for improvement but very few prioritized those in which they could improve upon.

Part E: Presentation of Task

The candidates deserved the marks awarded to them.

Contact details

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