GCSE

Rewarding Learning

CCEA GCSE Specification in

Learning for Life and Work

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: 4810

Contents

1	**Introduction**	**3**
1.1	Aims	4
1.2	Key features	4
1.3	Prior attainment	5
1.4	Classification codes and subject combinations	5
2	**Specification at a Glance**	**6**
3	**Subject Content**	**8**
3.1	Unit 1: Local and Global Citizenship	8
3.2	Unit 2: Personal Development	13
3.3	Unit 3: Employability	17
3.4	Unit 4: Investigation (Controlled Assessment Task)	21
4	**Scheme of Assessment**	**24**
4.1	Assessment opportunities	24
4.2	Assessment objectives	24
4.3	Assessment objective weightings	24
4.4	Quality of written communication	25
4.5	Reporting and grading	25
5	**Grade Descriptions**	**26**
6	**Guidance on Controlled Assessment**	**29**
6.1	Controlled assessment review	29
6.2	Skills assessed by controlled assessment	29
6.3	Level of control	29
6.4	Task setting	29
6.5	Task taking	30
6.6	Task marking	31
6.7	Internal standardisation	33
6.8	Moderation	33
6.9	Drafting/Redrafting	33
7	**Curriculum Objectives**	**34**
7.1	Cross-Curricular Skills at Key Stage 4	34
7.2	Thinking Skills and Personal Capabilities at Key Stage 4	36

8 Links and Support **38**
8.1 Support 38
8.2 Examination entries 38
8.3 Equality and inclusion 38
8.4 Contact details 39

Appendix 1 **40**
Glossary of Terms for Controlled Assessment Regulations

Appendix 2 **42**
Quality of Written Communication in the Controlled Assessment Task

Appendix 3 **43**
Assessment Criteria for Unit 4: Investigation (Controlled Assessment Task)

Subject Code 4810
QAN 603/1274/9

A CCEA Publication © 2017

This specification is available online at www.ccea.org.uk

1 Introduction

This specification sets out the content and assessment details for our GCSE course in Learning for Life and Work. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives as well as its objectives:

- to develop a young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- develop the skills required to think independently, make informed decisions and take appropriate courses of action in relation to personal, social, economic and employment issues;
- develop a deeper understanding of the impact of change on individuals, society and the economy;
- develop a deeper understanding of the connections between local, national and global issues;
- develop higher-order critical and creative thinking skills;
- develop their ability to work effectively with others;
- develop the knowledge, understanding, skills and confidence to critically challenge accepted views and assumptions;
- develop a critical and analytical approach to problem solving and decision making; and
- develop their knowledge, understanding and skills, and progress to further or higher education and employment.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- This is a unitised qualification, which means that students can take assessment units in the Summer series of the first and second years of the course.
- It is assessed through three written examination papers, each worth 20%, and one controlled assessment task worth 40%.
- The course supports teachers seeking to meet the Key Stage 4 statutory requirements for Learning for Life and Work.
- It builds on and supports progression from Key Stage 3 Learning for Life and Work.
- It allows students to develop their subject knowledge and understanding of local and global citizenship, personal development and employability.
- It also allows students to apply skills and personal capabilities to real-life contexts.
- The course encourages and promotes the following:
  - using active enquiry-based teaching and learning approaches; and
  - teaching skills alongside knowledge and understanding.
- It enables students to develop a broad understanding of a range of personal, social, economic and employment issues that are relevant to further study at GCE in, for example, Business Studies, Health and Social Care, and Economics.
- A range of support is available, including specimen assessment materials, exemplar planning frameworks and teacher guidance.

1.3 Prior attainment

This course builds on students' prior learning at Key Stage 3 in Learning for Life and Work. It is expected that students will have developed knowledge, understanding and skills and personal capabilities to meet the Key Stage 3 statutory minimum requirements for Local and Global Citizenship, Personal Development and Employability. Students do not need to have reached a particular level of attainment before beginning to study this specification.

1.4 Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 4810.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: Local and Global Citizenship	External written examination 60 marks 1 hour The written paper includes short structured questions and extended writing questions.	20%	Summer from 2018
Unit 2: Personal Development	External written examination 60 marks 1 hour The written paper includes short structured questions and extended writing questions.	20%	Summer from 2018
Unit 3: Employability	External written examination 60 marks 1 hour The written paper includes short structured questions and extended writing questions.	20%	Summer from 2018

Content	Assessment	Weightings	Availability
Unit 4: Controlled Assessment Task (Investigation)	Controlled assessment 100 marks Students complete **one** task from a choice of three. The task is an investigation on a topic in one of the following: 1. Local and Global Citizenship; 2. Personal Development; or 3. Employability. The task involves the following: • Part A: Planning; • Part B: Research; • Part C: Communicating Findings; • Part D: Self-Evaluation; and • Part E: Presentation of Task. Teachers mark the task, and we moderate the results.	40%	Summer from 2019 We will issue the title of the task by 1 September of the academic year in which the award is to be made.

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

We have divided this course into four units. This section sets out the content and elaboration for each unit. The order in which the content is presented does not suggest a teaching order.

The following assessment objectives are generic and set out the skills students develop using the content below as the context. Students should be able to:

- recall, select and communicate their knowledge and understanding of Learning for Life and Work (AO1);
- apply skills, knowledge and understanding of Learning for Life and Work (AO2); and
- investigate, analyse, discuss and evaluate information, sources and evidence, make reasoned judgements and present conclusions related to Learning for Life and Work (AO3).

3.1 Unit 1: Local and Global Citizenship

In this unit, students investigate cultural diversity and the challenges and opportunities this brings to our society. They examine the role of non-governmental organisations (NGOs) and democratic institutions, and explore how they contribute to an inclusive society.

Content	Elaboration of Content
Diversity and inclusion: challenges and opportunities	• The benefits and challenges associated with expressions of cultural identity • The influences on a young person's sense of cultural identity • The causes and consequences of prejudice and discrimination in society • The benefits and challenges of immigration for communities, society and the economy • Reasons for immigration and ways governments can support migrants

Content	Elaboration of Content
Diversity and inclusion: challenges and opportunities (cont.)	• Ways to promote inclusion in society through laws, policies, communication and education in the following: – school – community – workplace • Causes and consequences of conflict at local, national and global levels • Ways to resolve conflict between opposing groups and countries peacefully, including the role of the United Nations
Rights and responsibilities: local and global issues	• The importance of human rights, including participation rights, protection rights, and survival and development rights, in relation to: – the Universal Declaration of Human Rights (UDHR) – the United Nations Convention on the Rights of the Child (UNCRC) • The following types of human rights abuse: – child and slave labour – child soldiers – sexual exploitation • Balancing protecting the human rights of the individual with those of society
Government and civil society: social equality and human rights	• Social responsibility of the following in supporting democracy, social justice, social equality and human rights: – government, politicians, Members of the Legislative Assembly (MLAs) and public representatives – media companies – young people • Causes and consequences of social inequality and social injustice

Content	Elaboration of Content
Government and civil society: social equality and human rights (cont.)	• The role of the government in promoting social equality, social justice and human rights through the following: – legislation – policies – communication – education • The importance of Section 75 of the Northern Ireland Act 1998 in promoting equality of opportunity, promoting good relations and protecting people from discrimination • The role of the Equality Commission for Northern Ireland in promoting equality, promoting good relations and preventing discrimination • The role of the Northern Ireland Human Rights Commission in safeguarding and promoting human rights • The role of civil society, including NGOs, in promoting social equality and safeguarding human rights
Democratic institutions: promoting inclusion, justice and democracy	• The significance and the following key features of the 1998 Good Friday (Belfast) Agreement: – devolved, power-sharing government in Northern Ireland – the Northern Ireland Assembly and the Northern Ireland Executive – principle of consent – the right to hold both British and Irish citizenship – safeguards for human rights and equality – recognition of linguistic diversity and promotion of Irish and Ulster Scots

Content	Elaboration of Content
Democratic institutions: promoting inclusion, justice and democracy (cont.)	• The following structure of the Northern Ireland Assembly: – consists of elected MLAs – led by the First Minister and deputy First Minister – involves cross-community power sharing between unionists and nationalists • The following main roles of the Northern Ireland Assembly: – representing constituents – approving legislation – scrutinising the work of the Northern Ireland Executive • The following structure of the Northern Ireland Executive: – consists of government departments led by ministers appointed by political parties (students should have knowledge and understanding of the role of any four Northern Ireland government departments) • The following main roles of the Northern Ireland Executive: – agreeing on and producing a draft budget and Programme for Government – making legislation – agreeing on significant or controversial issues • The role and responsibilities of MLAs, including the Code of Conduct of the Northern Ireland Assembly • The role of the Police Ombudsman's Office in investigating complaints about the Police Service of Northern Ireland (PSNI)

Content	Elaboration of Content
Democracy and active participation	• Ways in which young people can participate in democratic processes (for example in school, the community and the wider world) and influence change for the benefit of society • Benefits of this participation for the young person and for society
The role of NGOs	• The role of NGOs in promoting social equality, social justice, human rights and democracy by working on local, national and global issues such as: – relief in natural disasters – poverty – health – welfare or social security – animal rights – the environment – war and conflict – human rights abuse – homelessness (for each of the above issues, students must give an example of one NGO that deals with the issue) • Factors that limit the impact of NGOs' work

3.2 Unit 2: Personal Development

In this unit, students analyse how diet, exercise and emotional health affect personal well-being. They also explore parenting and personal finance, and these topics equip them with life management tools.

Content	Elaboration of Content
Personal health and well-being	• Living a healthy lifestyle – the impact of diet, exercise and attitudes to health and well-being • The causes and consequences, including impact on health and well-being, of the following lifestyle choices: – drinking alcohol – smoking – using drugs (including misusing legal prescription drugs and using illegal substances) • The causes and consequences, including impact on physical and mental health, of the following lifestyle factors: – poor hygiene – stress – unequal work–life balance – income • Developing a healthy mind – dealing with the causes and consequences of anxiety, stress and depression • Supporting young people with addictions and mental health issues, and sources of support
Emotions and reactions to life experiences	• Developing a positive concept of self • Ways young people can manage emotions and reactions to life experiences • The impact of change on young people's personal development, including: – going to college or university – starting a new job – moving in with a partner or getting married – becoming unemployed • Managing change in positive ways

Content	Elaboration of Content
Relationships and sexuality	• The positive factors that contribute to healthy and respectful relationships in families, peer groups and sexual relationships • The effects of sexual orientation and gender identity on the wellbeing of a young person • The physical and emotional effects that unhealthy relationships may have on individuals • Types of support available for people in unhealthy relationships
Personal safety and well-being	• The causes and consequences of risk-taking behaviour • Assessing and managing risk in the following contexts: – antisocial behaviour – unprotected sex – deliberate self-harm – severe or excessive dieting – compulsive overeating – dangerous driving (vehicle theft or being a passenger in a stolen vehicle, or driving under the influence of alcohol or drugs) • The benefits and misuse of social media • The following forms of abuse and the ways of recognising them: – physical abuse – emotional abuse – sexual abuse – neglect – exploitation

Content	Elaboration of Content
Personal safety and well-being (cont.)	• Personal strategies and government policies to deal with the following: – Physical and emotional abuse, for example domestic and sexual violence and abuse – Neglect, for example food, clothing, shelter and supervision – Sexual exploitation, for example sexual assault, rape and prostitution – Exploitation, for example human trafficking and female genital mutilation (FGM) • Personal strategies and government policies to deal with bullying (including cyberbullying and homophobic bullying) • The physical and emotional effects of abuse on a young person's personal development, health and well-being
Responsible parenting	• The roles and responsibilities of parents, children and young people within different family structures • The social, emotional and economic impact of becoming a parent • The opportunities in and challenges of parental responsibility for carer, foster, adoptive, single, same-sex, teenage, young, older and/or step-parents • The role of parenting in a child's physical, social, emotional, intellectual and moral development

Content	Elaboration of Content
Making informed financial decisions	• Managing a budget • The consequences of poor budgeting • Making financial decisions about the following based on research, advice and the credibility of information: – online shopping – personal loans – internet banking – current accounts – savings schemes – individual savings accounts (ISAs) • Protecting against fraud and identity theft in the following contexts: – debit cards – credit cards – contactless payments – online shopping – investment scams – internet banking • Making financial decisions, and the advantages and disadvantages of consumer choices • The advantages and disadvantages of using comparison websites for car and home insurance, electricity, gas and oil • Sources of financial advice and consumer protection, including relevant consumer legislation: – Consumer Rights Act 2015 – Consumer Protection from Unfair Trading Regulations 2008 – Consumer Credit Act 2006

3.3 Unit 3: Employability

In this unit, students prepare themselves for future employment by exploring the processes and skills involved in finding a job. They analyse and evaluate the responsibilities of employers and employees, and investigate how globalisation affects employment.

Content	Elaboration of Content
The impact of globalisation on employment	• The following ways that global economic changes affect Northern Ireland: – changing employment patterns – migration – the growth and impact of new technologies – skills shortages in the workforce – emerging careers resulting from globalisation
Preparing for employment: recruitment and selection	• The skills, qualities and attitudes required for a successful career • The importance of lifelong learning in achieving your personal and professional potential • Ways employers assess candidates' suitability for a job • The following stages in preparing for an interview: – researching the job and employer – preparing responses to potential questions, including providing examples to demonstrate experience – participating in a mock interview • Self-evaluation and reflection on interview to improve future performance
Rights and responsibilities of employers and employees	• The employment contract, and terms and conditions of employment • Employer and employee responsibilities

Content	Elaboration of Content
Rights and responsibilities of employers and employees (cont.)	• The following parts of a code of conduct in the workplace: – respect for identity and diversity – responsible behaviour – dress code – social media use – mobile phone use – maintaining confidentiality • Developing positive working relationships, including maintaining respectful interactions and managing conflict, through the following: – participating in staff training – complying with equality employment legislation – complying with workplace policies – sharing good practice – promoting a positive working atmosphere • The causes and consequences of employees' work-related stress • The following ways of dealing with work-related stress: – improved planning and organisation – discussion with employer – advice from outside agencies – counselling – absence from work • The following roles of trade unions and their impact in the workplace: – protecting employees' rights – promoting positive working relationships – providing benefits to their members – promoting health, safety and well-being in the workplace • The impact on employers and employees of not meeting their responsibilities

Content	Elaboration of Content
Social responsibility of businesses	• The following ways that businesses can demonstrate social responsibility: – addressing environmental issues – supporting the local community, for example sponsoring local sports teams and projects – voucher schemes – scholarship programmes – work experience placements – encouraging the use of local products • The following benefits to businesses of being socially responsible: – increased publicity – improved sales – better community relations – attracting potential employees
Exploring self-employment	• The importance of an entrepreneur carrying out research on the following before starting up a business: – researching the need for a product or service – funding options for the business – providing the product or service – marketing and promoting the product or service – product or service placement • The advantages and disadvantages of being self-employed, for example opportunities and risks • The support provided by government and non-government agencies for new and developing businesses
Personal career management	• Career planning as a lifelong learning process involving the following: – reviewing and evaluating learning, progress and achievements – goal setting – target setting (specific, measurable, achievable, realistic and time-constrained (SMART) targets) – taking action

Content	Elaboration of Content
Personal career management (cont.)	• The personal skills, qualities and attitudes required for a chosen career • Developing decision-making strategies and the benefits of making informed career choices • External influences and their impact on young people's attitudes to education, training and employment

3.4 Unit 4: Investigation (Controlled Assessment Task)

In this unit, students carry out **one** task from a choice of three. The task gives students opportunities to develop transferable skills and personal capabilities (see Appendix 2 and Appendix 3). The task is an investigation on a topic in **one** of the following units:

- Unit 1: Local and Global Citizenship;
- Unit 2: Personal Development; or
- Unit 3: Employability.

Content of the Controlled Assessment Task

Students must complete Parts A–E.

Part of Task	Description	Skills and Capabilities
Part A: Planning 800 words	Students must: • propose research questions; • describe options for research methods; • select and justify their research approach; • produce a research plan that includes sources, actions, targets and deadlines; and • explain the knowledge, understanding and skills they aim to develop by completing the task.	Problem Solving Communication Self-Management

Part of Task	Description	Skills and Capabilities
Part B: Research 400 words	Students must: • gather, compile and comment on their evidence; • analyse the validity, reliability and accuracy of their sources and findings, including analysing for bias and/or agenda; • justify their analysis; • record and monitor their progress; and	Problem Solving Self-Management Communication
Part C: Communicating Findings 1400 words	• communicate their research findings in a **written report or digital presentation** (students **are not** assessed on giving their presentation) that includes the following four sections: – **Introduction** – providing a rationale and purpose for the research; – **Research Findings** – including their own and others' views on their key research findings, and interpreting and explaining their own findings; – **Research Evaluation** – evaluating strengths and weaknesses, and identifying areas for improvement; and – **Conclusion** – discussing their evaluation, main findings and views.	Problem Solving Self-Management Communication

Part of Task	Description	Skills and Capabilities
Part D: Self-Evaluation 400 words	Students must: • evaluate: – the knowledge, understanding and skills that they have developed; and – their performance in their research approach and in the work itself, suggesting areas for improvement;	Self-Management Communication
Part E: Presentation of Task	• present their task on single-sided A4 numbered pages in a flat A4 folder and include: – an index; – section headings; – a bibliography; and – presentation slides or notes, where appropriate; and • state word counts, where appropriate (for more details, see Section 6.5).	Self-Management

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and controlled assessment, see Section 2. There will be one examination series each year, in Summer.

This is a unitised specification; candidates must complete at least 40 percent of the overall assessment requirements at the end of the course, in the examination series in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of the two results will count towards their final GCSE grade unless a unit is required to meet the 40 percent terminal rule. If it is, the more recent mark will count (whether or not it is the better result). Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

There are three assessment objectives for this specification. Candidates must:

AO1 recall, select and communicate their knowledge and understanding of Learning for Life and Work;

AO2 apply skills, knowledge and understanding of Learning for Life and Work; and

AO3 investigate, analyse, discuss and evaluate information, sources and evidence, make reasoned judgements and present conclusions related to Learning for Life and Work.

4.3 Assessment objective weightings

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

Assessment Objective	Unit Weighting (%)				Overall Weighting (%)
	External Assessment			Controlled Assessment	
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	8.7	8.7	8.7	6.8	33
AO2	6.7	6.7	6.7	19.6	40
AO3	4.7	4.7	4.7	13.6	27
Total Weighting	20	20	20	40	100
A tolerance of +/– 3% is applicable to the weightings above.					

4.4 Quality of written communication

In GCSE Learning for Life and Work, candidates must demonstrate their quality of written communication (QWC). They need to:

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

Quality of written communication is assessed in responses to questions and tasks that require extended writing.

4.5 Reporting and grading

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

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	Candidates recall, select and communicate detailed knowledge and thorough understanding of concepts, terms and issues in local and global citizenship, personal development and employability. Candidates apply their knowledge, understanding and skills appropriately, accurately and consistently to a range of familiar and unfamiliar contexts in local and global citizenship, personal development and employability. They demonstrate the personal capability of self-management at a high level. They plan their work thoroughly and consistently record accurate, relevant information about concepts, terms, issues and actions in local and global citizenship, personal development and employability. Candidates demonstrate problem-solving skills. They identify and select relevant research issues. They consider research options. They select appropriate research methods with reasoned justification. They analyse information accurately and critically. They identify and explain patterns, key points, trends, implicit meanings and bias. They accurately and critically interpret and evaluate information and different viewpoints on a range of local and global citizenship, personal development and employability issues. They propose well developed, thoughtful, reasoned, clearly structured arguments and draw highly appropriate conclusions. Candidates demonstrate written communication skills through QWC. They use spelling, punctuation and the rules of grammar with almost complete accuracy. They use a wide range of specialist terms skilfully and with precision. They present information clearly and coherently.

Grade	Description
C	Candidates recall, select and communicate sound knowledge and understanding of concepts, terms and issues in local and global citizenship, personal development and employability. Candidates apply their knowledge, understanding and skills appropriately and accurately to familiar and unfamiliar contexts in local and global citizenship, personal development and employability. They demonstrate the personal capability of self-management. They plan their work competently and record accurate, relevant information about concepts, terms, issues and actions in local and global citizenship, personal development and employability. Candidates demonstrate problem-solving skills. They identify and select appropriate research issues. They consider research options and select appropriate research methods with some justification. They analyse information with some criticality, and identify and explain key points and bias. They interpret and evaluate, with some criticality, information and different viewpoints on a range of local and global citizenship, personal development and employability issues. They support their structured arguments with some justification and draw appropriate conclusions. Candidates demonstrate written communication skills through QWC. They use spelling, punctuation and the rules of grammar with considerable accuracy. They use a good range of specialist terms accurately.

Grade	Description
F	Candidates recall, select and communicate basic knowledge of concepts, terms and issues in local and global citizenship, personal development and employability. Candidates apply their knowledge, understanding and skills to a range of mainly familiar contexts in local and global citizenship, personal development and employability. They demonstrate the personal capability of self-management. Their work has limited planning and limited information about concepts, terms, issues and actions in local and global citizenship, personal development and employability. Candidate demonstrate problem-solving skills. They identify some research issues. Their analysis, interpretation and evaluation of information is limited. They identify some key points and comment on the credibility of sources. They consider some different viewpoints on local and global citizenship, personal development and employability issues. They offer some reasons for their views and draw limited conclusions. Candidates demonstrate written communication skills through QWC. They use spelling, punctuation and the rules of grammar with some accuracy. Their use of specialist terms is limited or inaccurate. They present information with limited clarity and coherence.

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We will set three controlled assessment tasks each year: one for Unit 1: Local and Global Citizenship, one for Unit 2: Personal Development and one for Unit 3: Employability.

We will replace our controlled assessment tasks every year to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating. Each task is only available for a single assessment opportunity. Candidates must choose **one** of the tasks.

6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- planning research;
- identifying, selecting, gathering and recording relevant information and evidence;
- analysing and evaluating evidence;
- researching and analysing issues and problems;
- making reasoned justifications and presenting conclusions;
- communicating clearly in writing; and
- reviewing and evaluating their learning.

6.3 Level of control

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

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

6.4 Task setting

The level of control for task setting is high. This means that we set the tasks.

Centres have the opportunity to contextualise the controlled assessment tasks to suit their specific circumstances. This includes the availability of and access to resources.

We will provide centres with details of controlled assessment tasks and guidance on how to complete and submit them.

6.5 Task taking

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	• Candidates should complete all work under informal supervision. • Teachers must authenticate all the work of individual candidates. • Teachers must ensure that candidates acknowledge and reference any sources that they use in their text and include a detailed bibliography. **Part A: Planning** • Candidates plan their research and produce a research plan under limited supervision. **Part B: Research** • Candidates carry out research, gather their evidence and analyse it. **Part C: Communicating Findings** • Candidates communicate their research findings in a written report or digital presentation. **Part D: Self-Evaluation** • Candidates review and evaluate the knowledge, understanding and skills that they have developed, the strengths and challenges of their approach, and areas for improvement. **Part E: Presentation of Task** • Candidates present their findings in an appropriate format.
Feedback	• Teachers must guide and supervise candidates on the following: – monitoring progress; – preventing plagiarism; and – ensuring that work is completed in accordance with this specification's requirements. • Teachers must assess work in accordance with the procedures and marking criteria. • If candidates require support and guidance, teachers must reflect this in the mark band that they select and in the marks that they award.

Areas of Control	Detail of Control
Word Limit	• The overall word limit and word limits for parts of the task are given as guidance. However, candidates are advised to adhere to these. This will help to ensure clarity and coherence in their responses. • The total word limit for the task is **3000 words**, excluding references, bibliography and appendices. • Candidates must state their word count for Parts A, B, C and D of the task, along with their overall total word count. The following guidance is provided only to help achieve the word limit. • Word limits for the task are: – Part A: Planning – **800 words**; – Part B: Research – **400 words**; – Part C: Communicating Findings – **written report or 12 slides including slide text and speaker notes** (digital presentation) – **1400 words**; and – Part D: Self-Evaluation – **400 words**.
Collaboration	• Candidates' work may be informed by working with others in Part A, but it is essential that: – candidates provide an individual response; and – the teacher can identify individual contributions.
Resources	• Candidates' access to resources is determined by those available to the centre. • Candidates must reference all online resources.

6.6 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment task using assessment criteria that we provide (see Appendix 2 and Appendix 3). They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses in each response.

When making judgements, they should follow the procedure set out below:

- make a broad judgement by identifying the mark band that best describes the candidate's achievement; and
- refine this initial judgement.

The controlled assessment task has four subtasks. Each subtask is assessed against assessment criteria set within four mark bands (see Appendix 2 and Appendix 3). These define a candidate's performance as basic, adequate, competent or highly competent.

If a teacher decides that the work best fits a specific mark band, then to refine this decision, they should consider the following:

- if the candidate has only just fulfilled the criteria, then the work is likely to be worth marks in the bottom of the mark band;
- if the candidate fulfils most of the criteria, then the work is likely to be worth marks in the middle of the mark band; and
- if the candidate fulfils the criteria completely, the work is worth marks in the top of the mark band.

Teachers must annotate the work in detail to ensure fairness for the candidate and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on a Candidate Record Sheet; and
- key pieces of evidence identified throughout the work by annotation either in the margin or in the text.

Teachers must ensure that the work they mark is the candidate's own.
For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with those of other teachers in the centre; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the total/final mark on their Candidate Record Sheet.

6.8 Moderation

Centres must submit their marks and samples to us by May in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions each year on:

- our moderation procedures;
- which samples we require; and
- the deadlines for submitting marks and samples to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

6.9 Drafting/Redrafting

Teachers must not correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the controlled assessment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

See Appendix 1 for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessments*, available at www.jcq.org.uk

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication
Students should be able to: • communicate meaning, feelings and viewpoints in a logical and coherent manner, *for example participate in group and class discussions about influences on cultural identity*; • make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example participate in a discussion, write a report and/or give a presentation about an issue they have researched as part of the controlled assessment task*; • participate in discussions, debates and interviews, *for example carry out interviews as part of their primary research and use this information in discussions about ways young people can manage change in their lives*; • interpret, analyse and present information in oral, written and ICT formats, *for example use the internet to research and analyse changing employment patterns and present their research findings*; and • explore and respond, both imaginatively and critically, to a variety of texts, *for example read a range of material on the causes of social inequality and comment critically on the texts*.

Using Mathematics
Students should be able to: • use mathematical language and notation with confidence, *for example when making informed financial decisions about a household budget*; • use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, *for example when analysing local population change and employment patterns*; • select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example when investigating career choices and salary, and payment options for a holiday*; • interpret and analyse a wide range of mathematical data, *for example when investigating items' cost, quality and price options*; • assess probability and risk in a range of simulated and real-life contexts, *for example when buying a new home and making lifestyle choices*; and • present mathematical data in a variety of formats which take account of audience and purpose, *for example use tally charts, bar graphs, pie charts and line graphs to present data on global poverty*.
Using ICT
Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example create and upload podcasts and videos of interviews conducted as part of the controlled assessment task; research information online as part of the controlled assessment task; select, assess and justify the use of sources; present research findings in a written report or digital presentation.*

7.2 Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management
Students should be able to: • plan work, *for example plan research in the controlled assessment task*; • set personal learning goals and targets to meet deadlines, *for example in the controlled assessment task, identify and set out learning targets for developing knowledge, understanding and skills*; • monitor, review and evaluate their progress and improve their learning, *for example in the controlled assessment task, monitor and review their progress against targets and, at the end of the task, evaluate their strengths and suggest areas for improvement; and* • effectively manage their time, *for example plan actions, set deadlines and, after completing an activity, reflect on what they would do differently next time to improve their time management*.
Working with Others
Students should be able to: • learn with and from others through co-operation, *for example, in the controlled assessment task, work with others, share ideas, provide constructive feedback and respond to feedback from others; participate in peer- and self-assessment activities throughout the course*; • participate in effective teams and accept responsibility for achieving collective goals, *for example support others and take responsibility for some group actions such as organising a school event for charity, parents or employers*; and • listen actively to others and influence group thinking and decision-making, taking account of others' opinions, *for example consider multiple perspectives and persuade others to agree with their position in debates about the advantages and disadvantages of young people using social media*.

Problem Solving
Students should be able to: • identify and analyse relationships and patterns, *for example identify and analyse the relationships between social inequality, education and young peoples' career opportunities*; • propose justified explanations, *for example provide justification for their research focus in the controlled assessment task*; • reason, form opinions and justify their views, *for example critically examine the role of the Northern Ireland government in creating employment opportunities for young people*; • analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example analyse different political viewpoints on a controversial issue*; • analyse and evaluate multiple perspectives, *for example examine a range of viewpoints about the positive contribution young people can make to society*; • explore unfamiliar views without prejudice, *for example research views about religion and equality*; • weigh up options and justify decisions, *for example evaluate and justify career options*; and • apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example participate in problem-solving scenarios, discuss the problems and suggest how they would deal with them*.

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8 Links and Support

8.1 Support

The following resources are available to support this specification:

- our Learning for Life and Work microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- planning frameworks;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of examination performance.

8.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

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

8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

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

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Arlene Ashfield
  (telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)

- Subject Officer: Jill Armer
  (telephone: (028) 9026 1200, extension 2426, email: jarmer@ccea.org.uk)

- Examination Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Examiner Recruitment
  (telephone: (028) 9026 1243, email: appointments@ccea.org.uk)

- Distribution
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Moderation
  (telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)

- Business Assurance (Complaints and Appeals)
  (telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks May contain one or more tasks
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision **(High level of control)**	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision **(Medium level of control)**	Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision **(Limited level of control)**	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

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

Appendix 2

Quality of Written Communication in the Controlled Assessment Task

The quality of written communication (QWC) will be assessed in parts A, B, C and D of the controlled assessment task using the criteria below.

Level 1 (Basic)
The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. The candidate makes little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may leave the intended meaning unclear.

Level 2 (Adequate)
The candidate makes a reasonable selection and some use of an appropriate form and style of writing. They organise relevant material with some clarity and coherence. They use some appropriate specialist vocabulary. They use presentation, spelling, punctuation and grammar with some accuracy to make the meaning clear.

Level 3 (Competent)
The candidate makes an appropriate selection and mostly uses an appropriate form and style of writing. They organise relevant material with clarity and coherence. They frequently use appropriate specialist vocabulary with accuracy. They use presentation, spelling, punctuation and grammar with sufficient accuracy to make the meaning clear.

Level 4 (Highly Competent)
The candidate successfully selects and uses the most appropriate form and style of writing. They organise relevant material with a high degree of clarity and coherence. They use appropriate specialist vocabulary widely and accurately. Their presentation, spelling, punctuation and grammar are of a sufficiently high standard to make the meaning clear.

Appendix 3

Assessment Criteria for Unit 4: Investigation (Controlled Assessment Task)

Part A: Planning

Planning	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
1. The candidate: • proposes research questions as a research focus; • describes options for research methods; and • justifies their research approach. AO1, AO2 and AO3	The candidate: • proposes at least one research question as a research focus; • provides a limited description of at least one research method; and • gives a basic justification of a minimum of one choice of research method. QWC: overall impression is basic.	1–2	The candidate: • proposes at least two research questions as a possible research focus; • provides an adequate description of at least two research methods; and • gives an adequate justification for their choice of at least two research methods. QWC: overall impression is adequate.	3–4	The candidate: • proposes at least three appropriate research questions as a possible research focus; • competently describes at least three appropriate research methods; and • gives a competent justification for their choice of at least three research methods. QWC: overall impression is competent.	5–6	The candidate: • proposes at least four appropriate research questions as a possible research focus; • describes in detail at least three effective research methods; and • provides an excellent justification for their choice of at least three research methods. QWC: overall impression is highly competent.	7–8

Planning	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
2. The candidate produces a research plan that includes: • sources of information; • actions; • targets; and • deadlines. AO1 and AO2	Research plan includes: • at least one source; • at least one action; • at least one target; and • at least one deadline. QWC: overall impression is basic.	1–2	Research plan includes: • one primary and one secondary source; • at least two actions; • at least two targets; and • at least two deadlines. QWC: overall impression is adequate.	3–4	Research plan includes: • at least three appropriate sources, including at least one primary and one secondary source; and • at least three appropriate organised actions, linked to realistic targets and deadlines. QWC: overall impression is competent.	5–6	Research plan includes: • at least four clearly relevant sources, including at least one primary and one secondary source; and • at least four appropriate well organised actions, clearly related to achievable targets and realistic deadlines. QWC: overall impression is highly competent.	7–8

Planning	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
3. The candidate explains the knowledge, understanding and skills they aim to develop by completing the task. AO1 and AO2	The candidate: • gives at least one element of knowledge, understanding and/or skill that they aim to develop by completing task activities. QWC: overall impression is basic.	1–2	The candidate: • adequately explains two or three elements of knowledge, understanding and skills (including at least one skill) that they aim to develop through related task activities. QWC: overall impression is adequate.	3–4	The candidate: • clearly explains at least four elements of knowledge, understanding and skills (including at least one skill) that they aim to develop and how they might develop these through appropriately related task activities. QWC: overall impression is competent.	5–6	The candidate: • in detail explains at least five elements of knowledge, understanding and skills (including at least two skills) that they aim to develop, detailing how they might develop these through relevant, specific task activities. QWC: overall impression is highly competent.	7–8
							Total marks available:	**24**
Award zero for work not worthy of credit.								

Part B: Research

Research	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
1. The candidate: • gathers, compiles and records evidence; and • records and monitors progress. AO1 and AO2	The candidate: • gathers and records evidence from at least one source; and • uses their research plan to record at least one comment about their progress. QWC: overall impression is basic.	1–2	The candidate: • gathers, compiles and records evidence from one primary and one secondary source; and • uses their research plan to record some appropriate comments about their progress. QWC: overall impression is adequate.	3–4	The candidate: • gathers, compiles and records evidence from at least three appropriate sources, including at least one primary and one secondary source; and • uses their research plan to record a range of appropriate comments about their progress, referring to their actions, targets and deadlines. QWC: overall impression is competent.	5–6	The candidate: • gathers, compiles and records evidence from at least four clearly relevant sources, including at least one primary and one secondary source; and • uses their research plan to record a range of meaningful comments about their progress, referring to specific targets, actions and deadlines. QWC: overall impression is highly competent.	7–8

Research	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
2. The candidate: • analyses the validity, reliability and accuracy of their sources and findings, including analysing for bias and agenda; and • provides reasoned justification of their analysis. AO1, AO2 and AO3	The candidate: • provides basic comments on at least one of the following terms: validity, reliability, accuracy, bias and agendas; and • provides limited justification of their analysis. QWC: overall impression is basic.	1–4	The candidate: • provides adequate analysis on at least two of the following terms: validity, reliability, accuracy, bias and agendas; and • provides some justification of their analysis. QWC: overall impression is adequate.	5–8	The candidate: • provides appropriate analysis on at least three of the following terms: validity, reliability, accuracy, bias and agendas; and • provides a reasonable justification of their analysis. QWC: overall impression is competent.	9–12	The candidate: • provides detailed and appropriate analysis on at least four of the following terms: validity, reliability, accuracy, bias and agendas; and • provides an excellent justification that clearly supports their analysis. QWC: overall impression is highly competent.	13–16
							Total marks available:	**24**
Award zero for work not worthy of credit.								

Part C: Communicating Findings

The candidate communicates their research findings in a written report or digital presentation that includes the four sections below.

Communicating Research Findings	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
1. Introduction: provides a rationale and purpose for the research.	Introduction: • contains at least one point relevant to their report or presentation; and • gives at least one reason to justify the rationale and/or purpose of their research. QWC: overall impression is basic.	1	Introduction: • summarises some key points discussed in their report or presentation; and • some justification for the rationale and purpose of their research. QWC: overall impression is adequate.	2–3	Introduction: • summarises most of the points discussed in their report or presentation; and • clearly justifies the rationale and purpose of their research. QWC: overall impression is competent.	4–5	Introduction: • summary of their report or presentation is accurate and comprehensive; and • provides a comprehensive, clear and valid justification to support the rationale and purpose of their research. QWC: overall impression is highly competent.	6

Communicating Research Findings	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
2. Research Findings: • includes their own and others' views on key research findings; and • interprets and explains their research findings.	Research Findings: • makes at least one comment about their own and/or others' views on at least one research finding; and • provides a limited interpretation and basic explanation of their findings. QWC: overall impression is basic.	1–3	Research Findings: • explains their own views and relates them to others' in relation to some research findings; and • provides some interpretation and explanation of their research findings. QWC: overall impression is adequate.	4–6	Research Findings: • compares and contrasts their own views with those of others in relation to key research findings; and • provides a reasonable interpretation and explanation of the key research findings. QWC: overall impression is competent.	7–9	Research Findings: • critically compares and contrasts different viewpoints, including their own; and • provides an insightful interpretation and clear explanation of the key research findings. QWC: overall impression is highly competent.	10–12
3. Research Evaluation: • evaluates strengths and weaknesses; and • identifies areas for improvement.	Research Evaluation: • comments on at least one strength and/or weakness of their research approach; and • identifies one area for improvement. QWC: overall impression is basic.	1	Research Evaluation: • identifies and explains some strengths and weaknesses of their research approach; and • identifies areas for improvement. QWC: overall impression is adequate.	2–3	Research Evaluation: • clearly explains a range of strengths and weaknesses of their research approach; and • identifies key areas for improvement. QWC: overall impression is competent.	4–5	Research Evaluation: • provides a critical and comprehensive evaluation of the strengths and weakness of their research approach; and • identifies and prioritises key areas for improvement. QWC: overall impression is highly competent.	6

Communicating Research Findings	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
4. Conclusion: discusses their evaluation, main findings and views. AO1, AO2 and AO3	Conclusion: • refers to their evaluation; and • comments on at least one of their findings and/or views. QWC: overall impression is basic.	1	Conclusion: • refers to their evaluation and adequately explains some limitations of their approach; and • draws on some appropriate research findings in their conclusion to justify their position. QWC: overall impression is adequate.	2–3	Conclusion: • discusses their evaluation including a competent explanation of most of the limitations of their approach; and • draws on the main research findings to support a justified conclusion. QWC: overall impression is competent.	4–5	Conclusion: • discusses their evaluation including a highly competent and comprehensive explanation of the limitations of their approach and impact on their research; • provides a highly competent interpretation of a valid range of key findings; and • draws well-reasoned, coherent, justified conclusions. QWC: overall impression is highly competent.	6
							Total marks available:	**30**
Award zero for work not worthy of credit.								

Part D: Self-Evaluation

Self-Evaluation	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
The candidate: • evaluates the knowledge, understanding and skills that they have developed; and • evaluates their performance in in their research approach and in the work itself, suggesting areas for improvement. AO1, AO2 and AO3	The candidate: • comments on at least one of the elements of learning from knowledge, understanding and/or skills that they have developed; and • comments on at least one strength and/or one weakness in relation to their approach and work, and suggests at least one area for improvement. QWC: overall impression is basic.	1–4	The candidate: • explains how successful they were in developing their knowledge, understanding and skills; and • adequately explains at least two strengths and at least two weaknesses in relation to their approach and work, and suggests at least two areas for improvement. QWC: overall impression is adequate.	5–8	The candidate: • clearly evaluates, using examples, how successful they were in developing their knowledge, understanding and skills; and • clearly evaluates at least two strengths and at least two weaknesses of their approach and work, and appropriately suggests at least two key areas for improvement. QWC: overall impression is competent.	9–12	The candidate: • evaluates thoroughly, using relevant examples, how successful they were in developing their knowledge, understanding and skills; and • evaluates thoroughly, at least three strengths and at least three weaknesses of their approach and work, and prioritises at least two relevant key areas for improvement. QWC: overall impression is highly competent.	13–16
							Total marks available:	**16**
Award zero for work not worthy of credit.								

Part E: Presentation of Task

Presentation of Task	Mark Band 1: Basic	Mark Range	Mark Band 2: Adequate	Mark Range	Mark Band 3: Competent	Mark Range	Mark Band 4: Highly Competent	Mark Range
The candidate should: • present their task on single-sided A4 numbered pages in a flat A4 folder and include: – an index; – section headings; – a bibliography; and – presentation slides or notes, where appropriate; and • state word counts, where appropriate (for more details, see Section 6.5). AO1 and AO2	The organisation of the task is basic: • pages are numbered and may include: – an index; – some section headings; – a bibliography; and/or – presentation slides or notes, where appropriate; and • word counts may be included.	1	The organisation of the task is adequate: • pages are correctly numbered and include: – an index; – some appropriate section headings; – a bibliography with some accurate references; and – presentation slides or notes, where appropriate; and • word counts are included.	2–3	The organisation of the task is competent: • pages are correctly numbered and include: – an index; – mostly appropriate section headings; – a bibliography with mostly accurate references; and – presentation slides or notes, where appropriate; and • word counts are included.	4–5	The organisation of the task is highly competent: • pages are correctly numbered and include: – an index; – appropriate section headings; – bibliography with accurate and complete references; and – presentation slides or notes, where appropriate; and • word counts are included.	6
							Total marks available:	**6**
Award zero for work not worthy of credit.								

© CCEA 2017

COUNCIL FOR THE **CURRICULUM, EXAMINATIONS** AND **ASSESSMENT**
29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
Tel: +44 (0)28 9026 1200 Fax: +44 (0)28 9026 1234
Email: info@ccea.org.uk Web: www.ccea.org.uk

Rewarding Learning