



Level 1/2

Specification

Certificate in Preparation for Working Life (Short Course)

For certification from June 2013

V 1.2

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Contents

	Page
1 Introduction	
1a Why choose AQA?	3
1b Why choose Preparation for Working Life (Short Course)?	3
1c How do I start using this specification?	4
1d How can I find out more?	4
2 Specification at a Glance	5
3 Subject Content	
3a Personal awareness	6
3b Healthy lifestyles for work-life balance	7
3c Relationships and the differences between people	7
3d The changing world of work	8
3e Applying for jobs and courses	8
3f Economic and financial aspects of life	9
3g Employment opportunities	9
3h Enterprise activities	10
3i Hazard identification at home, on the roads and at work	10
3j Centre-assessed component	10
3k Guidance on setting the centre-assessed component	11
3l Assessment criteria	12
4 Scheme of Assessment	15
4a Aims and learning outcomes	15
4b Assessment objectives	15
4c National criteria	16
4d Prior learning requirements	16
4e Access to assessment: diversity and inclusion	16
5 Administration	
5a Availability of assessment units and certification	17
5b Entries	17
5c Private students	17
5d Access arrangements, reasonable adjustments and special consideration	17
5e Examination language	17
5f Qualification titles	18
5g Awarding grades and reporting results	18
5h Re-sits	18
6 Internally Assessed Work Administration	
6a Authentication of candidates' work	19
6b Malpractice	19
6c Teacher standardisation	20
6d Internal standardisation of marking	20
6e Annotation of controlled-assessment work	20
6f Submitting marks and sample work for moderation	21
6g Factors affecting individual candidates	21
6h Keeping candidates' work	21

7	Moderation	
7a	Moderation procedures	22
7b	Consortium arrangements	22
7c	Procedures after moderation	22
	Appendices	
A	Grade descriptions	23
B	Spiritual, moral, ethical, social, legislative, sustainable development, economic and cultural issues and health and safety considerations	23
C	Wider Key Skills – Teaching, developing and providing opportunities for generating evidence	23

1 Introduction

1a Why choose AQA?

We are proud to be one of the United Kingdom's largest awarding bodies with 3.5 million students sitting their examinations with us in any given year.

As an independent registered educational charity, we invest all our income in the running of our examinations and in research and development to improve our qualifications and services. We focus on promoting education for the benefit of the public, drawing on years of experience of setting and marking public exams. We don't aim to profit from education, we want you to.

We are committed to delivering a straightforward and simple teaching experience, in a manageable timescale.

Why choose AQA's Level 1 and Level 2 Certificate Qualifications?

We work closely with teachers to make sure the introduction of a new qualification is straightforward providing free resources to help them get ready to teach, and ongoing support throughout the life of the qualifications. We refine and develop qualifications which

- can help students to achieve their full potential
- are relevant to today's challenges
- are manageable for schools and colleges
- are easy to understand by students of all levels of ability
- leads to accurate results, delivered on time
- are affordable and value for money.

Other benefits of choosing our qualifications include

- access to subject departments
- training for teachers, including practical teaching strategies and methods, presented by senior examiners
- 24 hour support through our website and Ask AQA – an on-line searchable bank of frequently asked questions
- past question papers and mark schemes
- a wide range of printed and electronic resources for teachers and students
- free online results analysis, with Enhanced Results Analysis

If you are already a customer we thank you for your support. If you are thinking of joining us we look forward to welcoming you.

1b Why choose Level 1 and Level 2 Certificate in Preparation for WORKING Life (Short Course)?

No prior learning is necessary for candidates to undertake a course of study relating to this specification.

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

- Students are able to gain a knowledge of finance, enterprises, working practices and how businesses are organised and run.
- The course enables students to gain employability skills, such as the ability to problem solve, to communicate effectively and to work well in a team.
- The specification provides an opportunity for progression from AQA's unit-based Entry Level Certificates in Preparation for Working Life (4900), and Personal and Social Education (5800).
- It provides a suitable foundation for further study in related subjects such as Citizenship and areas of Sociology and Business Studies.

1c How to start using this specification?

- You need to register at www.aqa.org.uk/askaqa.php to ensure that you receive regular updates and have access to mark schemes, past question papers, a whole range of teacher support materials and receive details of teacher support meetings.
- Once you have decided to enter candidates you need to tell us so we can make sure that you get all the material you need for the examinations. This is very important where examination material is sent to you before the final entry deadline. You can let us know by filling in the appropriate 'Intention to Enter' and 'Estimated Entry' forms. If your centre is registered on e-AQA you will receive an email prompting you to submit entry information on-line. If you are not e-AQA registered we will send copies to your exams officer. Both forms can be downloaded from our website (www.aqa.org.uk/admin/p_entries.php).
- If your centre has not used AQA for any examinations in the past, please contact our centre approval team at centreapproval@aqa.org.uk.

1d How can I find out more?

You can choose to find out more about this specification or the services that AQA offer in a number of ways.

Ask AQA

You have 24-hour access to useful information and answers to the most commonly asked questions at www.aqa.org.uk/askaqa.php.

If the answer to your question is not available, you can submit a query through **Ask AQA** for our team. We will respond within 2 working days.

Speak to your subject team

You can talk directly to the Work Related Learning subject team about this specification either by emailing pawl@aqa.org.uk or by calling 01423 534225

Latest information online

You can find out more including the latest news, how to register for support and downloadable resources on our website at www.aqa.org.uk

2 Specification at a Glance

2 Specification at a glance

A pass in the Certificate is indicated by one of two levels, Level 1 and Level 2, of which Level 2 is the higher. A pass at Level 1 is broadly equivalent to attainment of a GCSE Short Course at Foundation tier. A pass at Level 2 is broadly equivalent to attainment of a GCSE Short Course at Higher tier.

Total qualification Time 90 hours (70 hours of guided learning + 20 unsupervised hours)

External Examination	
1½ hours	80% of overall assessment
Section A – multiple choice answers	10 marks
Section B – short sentence answers	20 marks
Section C longer, structured answers	50 marks

Plus

Internal Assessment	
	20% of overall assessment
Candidates are required to produce:	
1 A letter of application for a job or course to accompany a Curriculum Vitae	5 marks
2 A Curriculum Vitae	5 marks
3 Notes on Interview preparation	10 marks

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

3 Subject Content

3 Subject content

The Subject Content is divided into nine main compulsory sections:

- Personal Awareness
- Healthy Lifestyles for work-life balance
- Relationships and the Differences Between People
- The Changing World of Work
- Applying for Jobs and Courses
- Economic and Financial Aspects of Life
- Employment Opportunities
- Enterprise Activities

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

3a Personal awareness

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

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

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

3b Healthy lifestyles for work-life balance

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

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

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

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

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

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

3c Relationships and the differences between people

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

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

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

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

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

3d The changing world of work

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

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

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

Candidates should be able to identify major trends in employment and relate them to their own career plans. This should include an understanding that transferable skills are needed to provide career flexibility as circumstances change over time. An understanding of the difference between in-work training and continuing education, full and/or part time including day release courses.

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

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

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

3e Applying for jobs and courses

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

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

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

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

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

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

3f Economic and financial aspects of life

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

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

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

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

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

3g Employment opportunities

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

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

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

Knowledge and understanding of the main features of legislation protecting the workforce to include Equal Opportunities, Health and Safety at Work Act 1974, the Disability Discrimination Act 1995, the Employment Equality (Age) Regulations 2006 and the National Minimum Wage Act. An appreciation of the rights and responsibilities of both employer and employee, in health and safety.

3h Enterprise activities

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

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

3i Hazard identification at home, on the roads and at work

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

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

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

3j Centre-assessed component

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

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

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

The coursework will comprise the following:

- a formal letter of application for a job or course to accompany a Curriculum Vitae.
- a Curriculum Vitae

- candidate notes on interview preparation.

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

3k Guidance on setting the centre-assessed component

Guidance will be given by AQA in the following ways:

- at coursework standardisation meetings
- by an appointed coursework adviser.

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

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

The Letter

Assessment criteria:

- Standard letter format should include appropriate addresses, date, appropriate opening and closure and a signature.
- The content of the letter should include reference to the job/course applied for and the accompanying Curriculum Vitae.
- The quality of written communication should include spelling, punctuation and grammar.
If handwritten to include neatness, legibility, blue/black ink and appropriate paper.
If word processed use black ink and appropriate font (type and size).

The Curriculum Vitae

Assessment criteria:

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

Interview preparation

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

Assessment criteria:

Candidates should have knowledge of interview technique as given below:

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

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

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

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

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

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

3I Assessment criteria

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

The component weighting of the coursework is as follows:

Letter of Application	5%
Curriculum Vitae	5%

Interview preparation:

Generic Interview technique	5%
Specific pre-interview research	5%

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

Letter

A formal letter of application to accompany a Curriculum Vitae.

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

Curriculum Vitae

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

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

Interview preparation

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

Marks	Evidence
8 – 10	The candidate expresses a wide range of knowledge and demonstrates sound understanding of appropriate technique for interview. The candidate shows evidence of substantial specific pre-interview research.
5 – 7	The candidate expresses a fair range of knowledge and demonstrates fairly sound understanding of appropriate technique for interview. The candidate shows reasonable evidence of specific pre-interview research.
2 – 4	The candidate expresses limited knowledge and demonstrates some understanding of appropriate technique for interview. The candidate shows limited evidence of specific pre-interview research.
1	The candidate demonstrates very limited knowledge and understanding of appropriate technique for interview. The candidate shows very limited evidence of specific pre-interview research.
0	No relevant knowledge or understanding is presented.

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

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. The exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms, available on the AQA Website (www.aqa.org.uk) should always be used.

4 Scheme of Assessment

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

Written Paper 1½ hours

80% of overall assessment

80 marks

The paper comprises three compulsory sections. Section A consists of multiple choice questions, Section B requires short answers, whilst Section C requires longer, structured answers.

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

Coursework

20% of overall assessment

20 marks

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

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

4a Aims and learning outcomes

A course based on this specification should encourage candidates to

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

4b Assessment objectives (AOs)

The Assessment Objectives for the Certificate in Preparation for Working Life require candidates to:

- AO1 demonstrate knowledge and understanding of the specified content;
- AO2 show a skilful application of their knowledge and critical understanding to problems and issues arising from both familiar and unfamiliar situations;

AO3 analyse, explain and interpret different information relating to the specified content.

Quality of Written Communication (QWC)

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

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

Quality of written communication will be assessed in the formal letter of application written to accompany a Curriculum Vitae.

Weighting of Assessment Objectives

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

Assessment Objective	Overall weighting of AOs (%)
AO1 Knowledge and understanding (1)	30
AO2 Application (2)	40
AO3 Analysis, explanation and interpretation (3)	30
Overall weighting of units	100

4c National criteria

This specification complies with:

- the GCSE, GCE, Principal Learning and Project Code of Practice May 2011
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

4d Prior learning requirements

There are no prior learning requirements.

However, any requirements set for entry to a course based on this specification are at your centre's discretion.

4e Access to assessment: diversity and inclusion

Level 1 and Level 2 qualifications often need to assess a wide range of competences. This is because they are general qualifications designed to prepare candidates for a wide range of occupations and further study.

Arrangements are made for candidates with special needs to help them access the assessments as long as the competences being tested are not changed. Because of this, most candidates will be able to access any part of the assessment. More details are given in Section 5d.

5 Administration

5a Availability of assessment units and certification

Examinations based on this specification are available in the Summer examination series only.

5b Entries

Please check the current version of **Entry Procedures and Codes** for up-to-date entry procedures. The **Subject Code** for entry to the Level 1 and Level 2 Certificate is 4800.

5c Private candidates

This specification is available to private candidates under certain circumstances. Private candidates should write to us for a copy of **Supplementary Guidance for Private Candidates**.

5d Access arrangements' reasonable adjustments and special consideration

We have taken note of the equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This document gives guidance to centres on how these arrangements should be administered. This is published on the JCQ website (www.jcq.org.uk) or you can follow the link from our website (www.aqa.org.uk).

Access arrangements

We can arrange for candidates with special needs to access an assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with sight problems.

Reasonable adjustments

An access arrangement which meets the needs of a particular disabled candidate would be a reasonable adjustment for that candidate. For example a Braille paper would be a reasonable adjustment for a Braille reader but not for a candidate who did not read Braille. The Disability Discrimination Act requires us to make reasonable adjustments to remove or lessen any disadvantage affecting a disabled candidate.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or serious problem such as death of a relative, at the time of the examination. We can only do this **after** the examination.

The Examinations Officer at the centre should apply online for access arrangements and special consideration by following the eAQA link from our website (www.aqa.org.uk).

5e Examination language

We will only provide component units for this specification in English.

5f Qualification titles

Qualifications based on this specification are:

- AQA Level 1 Certificate in Preparation for Working Life (Short Course), or
- AQA Level 2 Certificate in Preparation for Working Life (Short Course)

5g Awarding grades and reporting results

The qualification will be awarded on a Pass/Fail basis. Candidates who pass will receive a certificate. Candidates who fail will receive a statement of their results. Two grade boundaries will be determined in order to decide whether the candidate has achieved a pass at Level 2 or Level 1. At Level 2 the pass will recognise performance at broadly the C/D GCSE boundary level or higher. At Level 1 the pass will recognise performance at broadly the G/U GCSE boundary level or higher.

5h Re-sits

Candidates will be able to re-sit the examination in subsequent Summer examination series.

Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

6 Internally Assessed Work Administration

6a Authentication of candidates' work

To meet the requirements of Code of Practice, we need the following.

- **Candidates** must sign the Candidate Record Form to confirm that the work they have handed in is their own.
- **Teachers and assessors** must confirm on the Candidate Record Form that the work marked is only that done by that candidate and was conducted in line with the conditions in the specification document (authentication declaration).
- **Centres** must give a mark of zero if candidates cannot confirm the work handed in for assessment is their own.

You should attach the completed Candidate Record Form for each candidate to his or her work. All teachers who have marked the work of any candidate entered for each component must sign the declaration that the work is genuine.

If you have doubts about signing the authentication declaration, you should follow these guidance points.

- If you believe that a candidate had additional assistance and this is acceptable within the guidelines for the relevant specification, you should award a mark which covers only the candidate's achievement without any help. You should sign the authentication declaration and give information on the relevant form.
- If you cannot sign the authentication declaration, the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been authenticated, we will award a mark of zero.

6b Malpractice

You should let candidates know about our malpractice regulations.

Candidates must **not**:

- Submit work that is not their own.
- Lend work to other candidates.
- Give other candidates access to, or the use of, their own independently-sourced research material (this does not mean that candidates cannot lend their books to another candidate, but that candidates should be stopped from copying other candidates' research).
- Include work copied directly from books, the internet or other sources without acknowledgement of the source.
- Hand in work typed or word-processed by someone else without acknowledgement.

These actions are considered malpractice, for which a penalty (for example being disqualified from the exam) will be applied.

If malpractice is suspected, your Examinations Officer should be consulted about the procedure to be followed.

Where you suspect malpractice after the candidate has signed the declaration of authentication, your Head of Centre must submit full details of the case to us at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk>).

Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to us, but should be dealt with in accordance with your centre's internal procedures. We would expect you to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

6c Teacher standardisation

We will hold standardising meetings for teachers each year, usually in the autumn term. At these meetings we will provide support in the development of appropriate coursework tasks and assessment procedures.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by sending us an intention to enter or an estimate of entry, or by contacting the subject team, we will contact you to invite you to a meeting.

We will also contact centres in the following cases.

- If the moderation of work from the previous year has shown a serious misinterpretation of the specification requirements.
- If the nature of the coursework tasks set by a centre has been inappropriate.

In these cases, you will be expected to send a representative to one of the meetings. If your centre does not fall into one of these categories you can choose whether or not to come to a meeting. If you cannot attend and would like a copy of the written materials used at the meeting, you should contact the subject administration team at pfwl@aqa.org.uk.

6d Internal standardisation of marking

Centres must have consistent marking standards for all candidates. One person must be responsible for ensuring that work has been marked to the same standard, and they need to sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample pieces of work and identify differences in marking standards;
- discussing any differences in marking at a training meeting for all teachers involved in the assessment;
- referring to reference and archive material, such as previous work or examples from our teacher standardising meetings.

6e Annotation of the centre-assessed component

The Code of Practice states that the awarding body must make sure that teachers marking coursework clearly show how the marks have been awarded in line with the marking criteria shown in the specification. The awarding body must provide guidance on how this is to be done.

Annotation helps our moderators to see as precisely as possible where the teacher has identified that candidates have met the criteria in the specification.

Annotation could be used in either of the following ways:

- important pieces of evidence commented on in either the margin or in the text.
- comments on the work that refer to the assessment criteria.

6f Submitting marks and sample work for moderation

The total mark for each candidate must be sent to us and the moderator (on the mark forms provided, by Electronic Data Interchange (EDI) or electronically by the date given (see www.aqa.org.uk/deadlines.php). Our moderator will contact you to let you know which pieces of work must be sent to them as part of the sample (please see section 7a for more guidance on sending in samples).

6g Factors affecting individual candidates

You should be able to accept the occasional absence of candidates by making sure they have the chance to make up missed assessments.

If work is lost, you must tell us immediately the date it was lost, how it was lost, and who was responsible. Inform our Centre and Candidate Support Services using the JCQ form [Notification of Lost Coursework JCQ/LCW form 15].

Where special help which goes beyond normal learning support is given, use the Candidate Record Form to inform us so that this help can be taken into account during moderation.

Candidates who move from one centre to another during the course sometimes need additional help to meet the requirements of the specification. How this can be dealt with depends when the move takes place. If it happens early in the course the new centre should be responsible for assessment. If it happens late in the course it may be possible to arrange for the moderator to assess the work as a candidate who was 'Educated Elsewhere'. Centres should contact us as early as possible for advice about appropriate arrangements in individual cases by emailing pfwl@aqa.org.uk.

6h Keeping candidates' work

From the time the work is marked, your centre must keep the work of all candidates, with Candidate Record Forms attached, under secure conditions, to allow the work to be available during the moderation period or should there be an Enquiry about Results. You may return the work to candidates after the deadline for Enquiries about Results, or once any enquiry is resolved.

Candidates re-taking the examination may carry forward their moderated coursework marks, see section 5h.

7 Moderation

7a Moderation procedures

Coursework is moderated by inspecting a sample of candidates' work sent (by post) from the centre to a moderator appointed by us. The centre marks must be sent to us and the moderator by the deadline given (see www.aqa.org.uk/deadlines.php). Centres entering fewer candidates than the minimum sample size should send the work of all of their candidates. Centres entering larger numbers of candidates will be told which candidates' work must be sent as part of the sample sent in for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to check whether any changes are needed to bring the centre's assessments in line with our agreed standards. In some cases the moderator may need to ask for the work of other candidates in the centre. To meet this request, centres must keep the coursework and Candidate Record Forms of every candidate entered for the examination under secure conditions, and they must be prepared to send it to us or the moderator when it is requested. Any changes to marks will normally keep the centre's rank order, but where major differences are found, we reserve the right to change the rank order.

Moderation will take place in June.

7b Consortium arrangements

If you are a consortium of centres with joint teaching arrangements (where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), you must tell us by filling in the JCQ/CCA form [Application for Centre Consortium Arrangements for centre-assessed work].

You must choose a consortium co-ordinator who can speak to us on behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be sent in for each specification.

We will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for moderation.

7c Procedures after moderation

When the results are published, we will give centres details of the final marks for the coursework.

We will return candidates' work to you after the exam. You will receive a report, at the time results are issued, giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may keep some candidates' work for awarding, archive or standardising purposes and will inform you if this is the case.

Appendices

A Grade descriptions

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

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

B Spiritual, moral, ethical, social, legislative, sustainable development, economic and cultural issues, and health and safety considerations

We have taken great care to make sure that any wider issues (for example, spiritual, moral, ethical, social, legal, sustainable development, economic and cultural issues), including those relevant to the education of students at Key Stage 4, have been taken into account when preparing this specification. They will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified in Section 3: Content.

European Dimension

We have taken the 1988 Resolution of the Council of the European Community into account when preparing this specification and associated specimen units.

Environmental Education

We have taken the 1988 Resolution of the Council of the European Community and the Report 'Environmental Responsibility: An Agenda for Further and Higher Education' 1993 into account when preparing this specification and associated specimen units.

Avoiding bias

We have taken great care to avoid bias of any kind when preparing this specification and specimen units.

C Wider Key Skills – Teaching, developing and providing opportunities for generating evidence

Introduction

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

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

Copies of Key Skills Standards may be downloaded from QCA's website:
http://www.qca.org.uk/qca_6444.aspx.

The units for each key skill comprise three sections:

- What you need to know
- What you must do

■ Guidance.

Candidates following a course of study based on this specification for Preparation for Working Life can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Information and Communication Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of units, are provided in the Teachers' Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. Candidates following a course of study based on this specification for Preparation for Working Life can be offered opportunities to develop and generate evidence of attainment in aspects of the Functional and Key Skills.