

GCSE



Chief Examiner's Report Learning for Life and Work

Summer Series 2018



Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Secondary Education (GCSE) in Learning for Life and Work for this series.

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

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

Contents

Assessment Unit 1	Local and Global Citizenship	3
Assessment Unit 2	Personal Development	6
Assessment Unit 3	Employability	9
Contact details		12

GCSE Learning for Life and Work

Chief Examiner's Report

Assessment Unit 1 Local and Global Citizenship

General

To support the teaching of the new LLW specification and Local and Global Citizenship CCEA provided a sample examination paper and mark scheme. Further CCEA guidance was also issued as a Circular S/IF/62/17 to Heads of LLW. However, in general, candidates' responses suggested they lacked preparation for the LGC examination and in particular questions related to new areas of specification content and the analysis and evaluation Questions 5 and 6.

Overall, candidates found the paper challenging. However, the paper allowed pupils to respond positively and access marks in all examination questions. Candidates tended to perform better in the short 1 and 2 mark questions. Candidates tended to perform better in questions where the new specification and legacy specification content was similar e.g. Question 1(b) community/inclusion, Question 1(c) prejudice, Question 1(d) discrimination, Question 1(e) immigration and Question 3(e) local poverty. On the other hand, many candidates found questions related to new specification content more challenging e.g. Question 2(d), participation rights, Question 3(c) civil society, Question 3(d) social injustice and Question 4(a) media companies/social responsibility. As with previous legacy examination papers candidates often failed to explain their answers in 2 mark questions.

Generally, candidates performed well in the new discuss type Question 5(b). However, candidates found the new type of analysis and evaluation questions challenging, respectively Question 5(a) and 6. Candidates responses showed little evidence of their ability to analyse information. In Question 6, while the majority of candidates demonstrated knowledge and understanding and some ability to evaluate the role of NGO's in supporting animal rights their conclusions tended to be missing or inadequate. Level 2 and Level 3 responses also tended to be weak.

- Q1**
- (a)** Majority of candidates were able to, name one NGO which supported the welfare of Children.
 - (b)** Many candidates wrote down one way a local community could promote inclusion for 1 mark. To gain 1 mark for this question candidates were expected to make a short statement/sentence e.g. hold events or celebrations to bring from different groups together. Responses such as, hold events or celebrations without reference to how they promoted inclusion failed to gain a mark.
 - (c)** The majority of candidates scored 1 or 2 marks for the question, explain one cause of prejudice. Candidates who scored 1 mark failed to explain their answer e.g. because of their family's views. Mark worthy responses included, religious beliefs, ignorance, lack of understanding about others, threatened by others who are different, views of friends, family and think it is acceptable.
 - (d)** The question, 'explain one consequence of discrimination in society', was well answered by majority of candidates. Mark worthy responses included, leads to conflict, violence, people being disadvantaged, affects health and wellbeing of those being discriminated, the person discriminating against others may face criminal charges.

- (e) The question, 'explain two reasons for immigration', was well answered by the majority of candidates. Mark worthy responses included, better employment opportunities, better lifestyle, health care, housing, education, support, welfare benefits, because of conflict or natural disasters in their own country. Candidates who only achieved 1 or mark for each part of the question failed to explain their answers.
- Q2**
- (a) Few candidates were able to accurately write down what the letter UNCRC stood for.
- (b) The majority of candidates were able to name one human right. Mark worthy responses included, right to life, right to free education, right healthcare, right to express their views, the right to work and right to a nationality.
- (c) Most candidates were able to describe one children's right that was abused when a child was forced to become a child soldier. Candidates who scored 2 marks accurately described a human right and how this was abused, for example, the right not to have an education. In this case the child would not be able to go to school because they would have to fight in the army. Other responses included, the right to play, the right not to be tortured, the right not be taken from their parents and the right to healthcare.
- (d) The question, 'explain one reason why human participation rights are important in a democracy', was poorly answered by the majority of candidates. Responses suggested that candidates were unsure about what participation rights were. Candidates who scored 2 marks typically referred to citizens having rights to participate in society for example, voting, marching, protesting. These were important because they enabled citizens to share their views, elect representatives and influence government decisions. By participating citizens can help change society for the better.
- Q3**
- (a) There was a mixed response to the question, 'write down one role of the United Nations'. Many candidates mainly referred to maintaining international peace, protecting human rights and providing humanitarian aid for 1 mark.
- (b) The majority of candidates were able to correctly name one group of people protected by Section 75 of the Northern Ireland Act. Zero marks were awarded for stating immigrants.
- (c) The question, 'explain one role of civil society in promoting social equality', was poorly answered by the majority of candidates. The responses suggested that candidates had little understanding of the concept of civil society or its role. However, some candidates did score 1 or 2 marks for the question. Responses included, promotes inclusion, diversity and equality, tackles social inequalities discrimination, ensures people are treated fairly and represents the interests of different groups in society.
- (d) The majority of candidates found the question, 'explain one cause of social injustice in societies around the world', challenging. Few candidates scored 2 marks. The responses suggested that most candidates lacked understanding about social injustice and its causes. Mark worthy responses included, uneven distribution of wealth, resources and opportunities, resulting in some groups benefiting more than others. Some groups do not have the same access as others to good education, health care, employment. Government or Government policies and actions lead to social injustice, some citizens favoured more than others or some citizens disadvantaged more than others e.g. those on lower income, benefits or lower social status. Discrimination and prejudice can lead to some groups being treated unfairly and being disadvantaged.

- (e) The question, ‘explain two problems a family living in poverty in Northern Ireland may face’, was answered well by the majority of candidates. Many candidates scored 3 or 4 marks for this question. Mark worthy responses included, not enough money to pay bills leading to increasing debts, can’t pay rent/mortgage they may lose their homes, the family may not have enough money to afford food or a healthy diet, may suffer health problems from poor diet, Parents may be on low income or benefits and cannot afford to pay for school uniforms, school trips and school equipment or to go on holidays. May be discriminated against because of their situation and suffer physical and mental abuse from others.
- Q4 (a)** The question, ‘explain two ways media companies can demonstrate social responsibility’ was poorly answered by many candidates. Mark worthy responses included, media companies can provide, accurate, unbiased information to the public, do not present false, misleading information, use appropriate content and language, cover social issues of public interest, make the public aware of social issues and provide broad, inclusive coverage of a range of social issues to meet a diverse audience, support, raise awareness of work of NGO’s, hold fundraising events, support the local community and environmental issues. Candidates who scored 1 mark for each part of the question failed to explain their answers. Typically, these candidates wrote a few words or short sentence for example, do not tell lies, do not use bad language, and fundraising for charities.
- (b)** There was a mixed response to the question, ‘explain two roles of one Northern Ireland government department’. While many candidates accurately explained their answers to both parts of the question, giving the specific role of one department in each part. Others lost marks by giving two Northern Ireland departments and then failing to explain their answers. Mark worthy responses mainly referred to, the roles of the Department of Education – providing funding, schooling, transport, resources, Department of Health – providing healthcare, doctors, nurses ... promoting health care and prevention, Department of Finance – setting Northern Ireland budget for government departments, providing finance to Northern Ireland government departments and Department of Justice – justice service, courts and sentencing, policing, law enforcement and the prison service, the Department of Agriculture, Environment and Rural affairs – protecting the environment, wildlife protection, and supporting agriculture/ farming.
- Q5 (a)** The question, ‘analyse the impact of young people’s participation in democracy to influence change in Northern Ireland’, was poorly answered by the majority of candidates. The responses suggested that candidates did not know how to analyse information. Many candidates gave Level 1 responses. They typically copied points from the source without analysis and QWC was basic. Some candidates gave Level 2 responses. They referred to at least two points from the source. Candidates used some of their own words and specialist vocabulary. They wrote with some clarity and detail and interpreted how their points might influence change in Northern Ireland. Few candidates gave Level 3 responses. Those that did, analysed the information in detail. They used their own words and selected appropriate specialist vocabulary and clearly identified and commented on at least two points from the source and their impact on influencing change in Northern Ireland.

Examples of mark worthy responses included, results from 2011 surveys indicated young people were not interested in politics, they may not be interested in participating in democracy e.g. volunteering or voting, therefore

they will have limited impact on influencing changes in Northern Ireland society. The 2011 survey showed that young men had more interest and knowledge in politics than young women. Therefore, young men may be more likely to become involved in politics than young women. Young women's views may be underrepresented and are less likely to have the same impact on influencing change in Northern Ireland society.

Q5 (b) Many candidates gave Level 2 or 3 responses to the question, 'discuss the benefits to a young person of volunteering in the community'. They referred to two or more points and discussed in adequate detail the benefits of a young person volunteering in the community. Mark worthy responses included, develop skills, learn more about the community, local issues, social issues and the work of NGOs, help their personal development, make friends, learn about others, gain satisfaction, improves confidence, gain useful experience for work and experience can be used for CV. Some candidates lost marks for discussing the benefits to the community, rather than to a young person. Others failed to provide adequate detail, typical of Level 1 responses.

Q6 Question 6, 'evaluate the role of NGO's in supporting animal rights' was poorly answered by the majority of candidates. To access Level 1 and Level 2 marks candidates were required to draw a conclusion as part of the evaluation. This requirement was stated in the Heads of LLW Circular S/IF/62/17. The majority of candidates failed to access Levels 2 and 3 marks because they did not draw a conclusion or their conclusion was inadequate. Some candidates gave a Level 2 response, very few candidates met the mark scheme criteria for a Level 3 response. Most candidates were able to provide comments on one or more relevant points about the role of the NGO's in supporting animal rights mark worthy responses included, NGO's provide shelter/homes for unwanted and abused animals, raise awareness, hold fundraising events for animal welfare/rights issues, protest/marches against animal cruelty, cruel practices, blood sports, animal conservation, protect wild animals and habitats, lobby government on animal welfare/rights issues, limited funding, volunteers, limited impact because some people not interested and not a government priority.

Level 2 responses demonstrated good knowledge and understanding about the role of NGO's in supporting animal rights. Candidates' responses were organised/structured and clearly explained. Candidates' conclusions were adequate, but short, commonly a summary of a sentence or two.

Level 3 responses demonstrated excellent knowledge and understanding about the role of NGO's in supporting animal rights. Typically, they covered three or more points in detail. Candidates' conclusions tended to go beyond summarising points to interpreting impact.

Assessment Unit 2 Personal Development

The new revised GCSE Learning for Life and Work Personal Development strand is now worth 20% of the overall mark for the subject. The first year of the new examination was completed by Year 11 candidates. The examination covered all strands of the Personal Development course with a mark range from 1 mark to 10 marks including three level responses in Question 5(a), 5(b) and Question 6. The examination was marked out of a total of 60 marks covering six questions. The areas examined included personal health and well-being, relationships and sexuality, parenting, personal safety and personal finance.

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

- Unless a one-word answer is specifically requested in the question, candidates must qualify their answers. Full marks will only be awarded for a complete response. E.g. if the question is 'Write down' one source of support for a person with an addiction' this clearly requires a one-word answer, i.e. friends, family.
If the question is 'Write down one advantage of using cash to buy goods', the candidate should state for example 'less likely to overspend using cash.'
- 'Evaluation' questions will require a conclusion; and the conclusion must be at the end of the candidate's response, and must be linked to the points made previously in the candidate's response.
- The mark schemes in the SAMs are useful guidance for the teacher as to what the examiner will be specifically looking for.
- Question 5(a) requires the candidate to use the source to support their response, and not simply restate the information in the source.
- In the extended response Questions 5(a), (b), and 6, the level banding is also very specific on the response required to achieve each level.

- Q1**
- (a)** Performed well naming one piece of legislation which helps consumer rights. Candidates did not have to give the year of the legalisation.
 - (b)** Performed very well as candidates were able to write down one source of support. The most popular answers were friends and family.
 - (c)** Candidates frequently explained what a balanced diet was rather than explaining the benefit.
 - (d)** Performed well with 'eating disorders' the most common answer for describing one effect of excessive dieting for a young person. However, candidates often didn't explain accurately to achieve the second mark.
 - (e)** Performed well with the most common positive emotions included a sense of achievement and improved self-esteem. Some candidates did not answer the question and included emotions that were negative. On other occasions, two emotions were stated and not developed for the second mark or the explanation was often similar or the same for both emotions.
- Q2**
- (a)** 'Quick' and 'easy' were the most common answers for one advantage of using cash to buy goods. Some candidates referred to alternate methods of buying goods such as credit cards rather than cash.
 - (b)** Performed very well for 1 mark writing down one consequence a young person with poor hygiene. The most popular answers were no friends, bullying and low self-esteem.
 - (c)** Candidates did not always answer the question set with many candidates focussing on trust/respect and didn't grasp the meaning of word commitment or the way it may help to maintain a healthy relationship.
 - (d)** Performed very well on one social benefit of following an exercise programme. Some candidates used the same identification twice or gave the correct identification without developing the response for one mark.

- (e) Was well answered by candidates regarding physical effects of abuse with the most popular answer referring to injuries cuts, bruises etc. Some candidates did not comment on physical effects and responded about emotional health. Overall this new question performed well.
- Q3**
- (a) Performed very well for one mark in writing down one benefit of going to college. The most popular answers were more qualifications, to get a job and learning new skills. A wide range of valid answers were accepted.
- (b) Performed very well for one mark in writing down one benefit of using social media. A wide range of valid answers were accepted.
- (c) Performed well but some candidates focussed on the reason why there was sadness rather than the strategy to cope with sadness.
- (d) Some candidates were confused over the meaning of a personal loan and referred to when a friend/relative lends you money and not the bank. Candidates described what a personal loan was without explaining the benefit.
- (e) Performed very well on two physical consequences of a young person smoking cigarettes. Some candidates explained a physical consequence for 2 marks and explained an emotional or social response which did not answer the question.
- Q4**
- (a) Was well answered by candidates. However, some candidates wrote about parents sending students to school. Some candidates explained about supporting a child's development in general rather than specifically about their intellectual development in particular. Therefore, no marks could be awarded.
- (b) Sexual orientation was commonly mistaken by some candidates for sexual assault, sexual abuse or underage sex. There were also some excellent answers to this question with candidates achieving four marks. Some candidates used the same identification twice or gave the correct identification without developing the response for one mark.
- Q5** (a) & (b) Comparison websites was a new issue for the personal finance strand and was not well answered. Candidates frequently just copied the source information.

In Questions 5(a) and 5(b) copying out the source to support their response, will only achieve Level 1. Teachers should be encouraged to follow the band descriptors for each level. In Question 5(b) candidates were not always clear on the disadvantages of comparison websites and achieved Level 1. Candidates who copy from the source are not answering the question and cannot achieve high level marks in Question 5(a) or (b).

- Q6** Answered reasonably well but candidates did not always include a conclusion which is required for all three level responses. Candidates who included conclusions tended to achieve Level 2 marks. Conclusions varied from short statements to candidates repeating comments from their evaluation and should be encouraged to include a new idea or personal viewpoint to support the development of a detailed conclusion.

A significant amount of candidates described the role of parents rather than focusing on the role of older parents. Also a lot of candidates made quite a lot of general statements about parents.

Examiners commented on the mark scheme which was well written, clear and unambiguous with a wide range of suitable alternatives included from the standardisation meeting. Examiners commented on the excellent and thorough range of answers provided in the mark scheme.

The paper was well structured and broken up with relevant sub headings making it easy to students to understand and follow.

There was adequate space for answers and marks were adequately portioned with many candidates using additional booklets particular for Question 5.

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

Assessment Unit 3 Employability

A large majority of candidates attempted all questions on the GLF31 paper and the paper allowed candidates to respond in a positive manner.

Unless a one-word answer is specifically requested in the question, candidates must qualify their answers. Full marks will only be awarded for a complete response.

‘Evaluation’ questions will require a conclusion; and the conclusion must be at the end of the candidate’s response, and must be linked to the points made previously in the candidate’s response.

The mark schemes in the SAMs are useful guidance for the teacher as to what the examiner will be specifically looking for.

Question 5(a) requires the candidate to use the source to support their response, and not simply restate the information in the source.

In the extended response Questions 5(a), (b), and 6, the level banding is also very specific on the response required to achieve each level.

- Q1**
- (a)** This question was for the most part answered correctly in that candidates were able to name one source of finance available to an entrepreneur and thus were able to access the mark. Many candidates answered with the term ‘bank’ without actually naming the source, e.g. bank loan and thus did not achieve the one mark.
 - (b)** A large majority of candidates were awarded the full two marks for this question as they were able to write down one way an employer can comply with equality employment legislation.
 - (c)** Many candidates answered this question very well and were awarded the full two marks as they were able to explain one reason why a job applicant would participate in a mock interview.
 - (d)** On the whole this question was poorly answered as many candidates were unable to describe one reason why terms and conditions of employment are important in an employment contract.
 - (e)** Quite a number of candidates answered this question incorrectly as they were unable to explain ways an employee could breach the workplace code of conduct. Many candidates provided answers with full explanations relating to inappropriate dress code/sharing confidential information/demonstrating irresponsible behaviour in their attitude towards other employees and thus were awarded full marks for this question.
- Q2**
- (a)** A large majority of the candidates were able to write down what the “S” stands for in SMART targets, ie. Specific, and therefore achieved the 1 mark. Quite a large number of incorrect answers were also provided and thus gained no marks for this question.

- (b)** This question was very well answered by many of the candidates as they were able to write down one health and safety measure an employee would expect in the workplace and therefore were credited with the mark. All valid answers were credited.
- (c)** Many candidates were not awarded any marks for this answer as they did not read the question properly. They provided an answer which related to the employee not meeting their responsibilities in the workplace instead of the employer. Those candidates who did provide an accurate description with clear reference to one consequence of an employer not meeting their responsibilities in the workplace were awarded the full two marks.
- (d)** Many candidates provided an accurate description of one way an employee can show that they are honest in the workplace and thus achieved the two marks. The most popular explanations related to employees not engaging in stealing goods from their employer/arriving punctual to work.
- (e)** On the whole, this question was well answered in that candidates were able to explain two benefits of being socially responsible. Very many candidates however provided similar explanations for different benefits that they mentioned and thus were unable to access full marks.
- Q3 (a)** A large majority of candidates were confident in writing down one example of a changing employment pattern and thus gained the one mark. The most popular answers included more women in work/growth in service industries, e.g. IT/decline in manufacturing industries.
- (b)** Examiners noted that candidates answered this question quite well, in that they were able to write down one way in which a business can support its local community. The most popular answer was sponsoring local teams. Most candidates therefore were awarded the one mark for this answer.
- (c)** This question was one of the less well answered questions on the paper. Some candidates were unable to explain why communication skills are important for a successful career and thus were unable to gain any marks for this part of the question. Candidates who were awarded one mark for their answer simply provided a basic statement that information could be wrongly interpreted if communication is not clear but failed to provide an accurate explanation of their answer in order to qualify for the full 2 marks.
- (d)** On the whole this question was not answered very well. Too many candidates simply provided a basic statement relating to a person gaining job satisfaction but did not provide an accurate explanation with clear reference to this benefit and thus could not access the full 2 marks for this question.
- (e)** This question was one of the best answered questions on the paper. A vast majority of the candidates were confident in fully explaining two risks involved in self-employment and therefore gained the 4 marks for this part of the question.
- Q4 (a)** Whilst many candidates were able to explain two positive ways immigration can impact on the Northern Ireland economy and gain the full 4 marks for this question, a number of other candidates provided similar explanations for the two ways that they mentioned and thus were unable to access full marks.
- (b)** Many candidates achieved top Level 3 marks as they provided a detailed explanation of the ways the growth of new technologies has affected jobs in Northern Ireland. However there were quite a number of candidates who presented limited explanation in answering this question and therefore were not credited with full marks.

- Q5 (a)** This question was not answered very well by quite a large number of candidates as they were unable to use their own knowledge to analyse the impact of staff training. Too many candidates simply quoted exactly from Source A but did not offer any analysis of their quotes. Those candidates who identified at least one relevant point from the source and provided a limited interpretation on the impact of staff training only gained marks from Level 1. Quite a number of candidates did not actually use the information provided in Source A and thus did not gain any marks.
- (b)** This question was answered quite well by some of the candidates as they were able to discuss why an entrepreneur should carry out research before starting up a business. They showed excellent knowledge and understanding and applied their knowledge effectively to the question. They made reference to at least two relevant points and provided thorough discussion with highly competent quality of written communication. These candidates were awarded marks from Level 3 band. However very many candidates showed basic knowledge and understanding about why an entrepreneur should carry out research before starting up a business and provided limited detail with basic written communication and therefore only gained marks from Level 1.
- Q6** It was interesting to note that a vast majority of the candidates did not provide a conclusion at the end of their response. Whilst some of them showed excellent knowledge and understanding about ways employees can deal with work related stress and applied this effectively in response to the question, they were unable to gain any marks outside of Level 1 as the conclusion was missing. Examiners noted that those candidates who did provide a conclusion, actually provided an inadequate one and therefore could only gain marks from Level 1.

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

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

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