

GCSE LEARNING FOR LIFE AND WORK SNAPSHOT

OVERVIEW

Studying Learning for Life and Work will help students gain knowledge and understanding of personal, social, economic and employment issues; the impact of change on individuals, society and the economy; and the connections between local, national and global issues.

A qualification in Learning for Life and Work can lead to careers in banking, retail, marketing, research, human resources and small business, and to self-employment opportunities for those who are more entrepreneurial.

SPECIFICATION SUMMARY

Unit 1: Local and Global Citizenship will be assessed in an external written examination. 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, explaining how they contribute to an inclusive society.

Unit 2: Personal Development will be assessed in an external written examination. Students analyse how diet, exercise and emotional health affect personal well-being. They also explore parenting and personal finance issues.

Unit 3: Employability will be assessed in an external written examination. Students explore the processes and skills involved in finding a job. They analyse and evaluate the responsibilities of employees and employers, and investigate how globalisation impacts employment.

Unit 4 is a controlled assessment task. Students carry out **one** task from a choice of three. The task enables students to develop transferable skills and personal capabilities. The task is based on investigating a topic in **one** of the following units:

- Local and Global Citizenship;
- Personal Development; or
- Employability.

BENEFITS TO STUDENTS

Learning for Life and Work combines well with Business Studies, Economics, Mathematics, Geography and Digital Technology. Students can develop their skills in Communication, Using Mathematics and Using ICT.

It provides a number of key benefits to students, including:

- investigating cultural diversity and inclusion;
- learning the importance of human rights in society;
- living a healthy lifestyle and developing a positive concept of self;
- exploring parenting and personal finance, which equips students with life management tools;
- preparing them for future employment by exploring the processes and skills involved in finding a job; and
- investigating a topic for their controlled assessment task, which will include planning, researching, communicating findings, self-evaluation and presentation of the task.

CROSS-CURRICULAR SKILLS, THINKING SKILLS AND PERSONAL CAPABILITIES THAT WILL BE DEVELOPED

Students can develop skills, for example:

- **Communication (oral and written)** – participate in discussions, debates and interviews and use the World Wide Web to research information and analyse findings;
- **Using Mathematics** – make financial decisions, for example about a household budget, analyse and interpret data, and use tally charts, bar graphs, pie charts and line graphs;
- **Using ICT** – use technology to access, manage, select and present information, for example to create and upload podcasts and videos of interviews and create PowerPoint presentations;
- **Self-Management** – plan work, set personal goals and targets, monitor and review and evaluate progress, evaluate strengths and suggest areas for improvement, and manage time effectively;
- **Working with Others** – learn through co-operation with others and teamwork, and listen to others and influence group thinking and decision-making; and
- **Problem Solving** – identify and analyse relationships and patterns, form opinions and justify views, analyse and assess evidence, and evaluate options and justify decisions.

UNIQUE FEATURES OF THIS SPECIFICATION/ IMPROVEMENTS MADE

This specification is a unitised course. There is now only one controlled assessment task, submitted at the end of the second year of the course.

The content has been brought up to date with the inclusion of:

- **democracy and active participation** – ways in which young people can participate in democratic processes and the benefits of this participation for the young person and for society;
- **benefits and misuse of social media** – making young people consider the risks, as well as the opportunities, of using social networking online;
- **making informed financial decisions** – including protecting against fraud and identity theft, comparison websites, financial advice and consumer protection;
- **employment** – skills shortages, emerging careers resulting from globalisation, codes of conduct in the workplace, work-related stress and roles of trade unions;
- **social responsibility of businesses** – how businesses can demonstrate social responsibility and the benefits of this to their business; and
- **self-employment** – importance of an entrepreneur carrying out research before starting up a business.



CONTENT AND ASSESSMENT

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
Unit 1: Local and Global Citizenship	This unit covers: <ul style="list-style-type: none"> diversity and inclusion; rights and responsibilities; government and civil society; democratic institutions; democracy and active participation; and the role of NGOs. 	External written examination 1 hour	20%
Unit 2: Personal Development	This unit covers: <ul style="list-style-type: none"> personal health and well-being; emotions and reactions to life experiences; relationships and sexuality; personal safety and well-being; responsible parenting; and making informed financial decisions. 	External written examination 1 hour	20%
Unit 3: Employability	This unit covers: <ul style="list-style-type: none"> the impact of globalisation on employment; preparing for employment; rights and responsibilities of employers and employees; social responsibility of businesses; exploring self-employment; and personal career management. 	External written examination 1 hour	20%
Unit 4: Investigation (Controlled Assessment Task)	Students complete one task from a choice of three. The task involves the following: Planning, Research, Communicating Findings, Self-Evaluation and Presentation of Task.	Controlled assessment	40%

SUPPORTING YOU

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.

CONTACT US

If you have a query or require advice or guidance, please contact:

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SPECIFICATION SNAPSHOT



For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019

GCSE

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