



Level 1/2

Specification

Certificate in Preparation for Working Life (4801)

For exams June 2014 onwards
For certification June 2014 onwards

V 1.1

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1 Introduction

1a Why choose AQA?

We are the United Kingdom's favourite exam board and more students get their academic qualifications from us than from any other board.

We understand the different requirements of each subject by working with teachers. Our Level 1/2 Certificates:

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

We provide a wide range of support services for teachers, including:

- access to subject departments
- training for teachers, including practical teaching strategies and methods that work, presented by senior examiners
- 24-hour support through our website and online with **Ask AQA**
- 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.

We are an educational charity focused on the needs of the learner. All our income is spent on improving the quality of our specifications, examinations and support services. We don't aim to profit from education, we want you to.

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 AQA Level 1/2 Certificate in Preparation for Working Life?

No specific prior learning is necessary for candidates to undertake a course of study relating to this specification. However, students are expected to have achieved an appropriate standard of English, Mathematics and ICT as measured against KS3 Programmes of Study in these subjects.

- This specification has been designed to help give candidates the skills, knowledge and understanding which prepare them for working life, now and in the future, as confident individuals and members of society.
- Students are able to gain 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.
- The specification provides progression to Level 3 courses in Employability, Enterprise and Citizenship.

1c How do I 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 students 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 online. If you are not e-AQA registered we will send copies to your exams officer. Both forms can be downloaded from our website (<http://web.aqa.org.uk/exams-office/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 and Life Skills subject team about this specification either by emailing pfwl@aqa.org.uk or by calling 01423 534225.

Teacher Support meetings

Details of the full range of current Teacher Support and Continuing Professional Development (CPD) courses are available on our web site at <http://web.aqa.org.uk/qual/cpd/index.php>

There is also a link to our fast and convenient online booking system for all of our courses at <http://coursesandevents.aqa.org.uk/training>

Latest information online

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

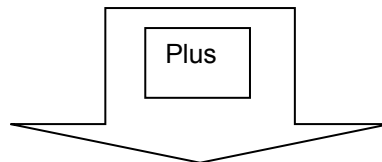
2 Specification at a Glance

The Scheme of Assessment is linear with two question papers to be taken in the same examination series as detailed below.

100% External examination

Total qualification Time 180 hours (140 hours of guided learning + 40 unsupervised hours)

Paper 1		1 hour 45 minutes
Written paper (calculator may be used)		
70% of the AQA Level 1/2 Certificate in Preparation for Working Life assessment		
Section A – multiple choice answers		10 marks
Section B – short sentence answers		20 marks
Section C – longer, structured answers		70 marks
	Total	100 marks



Paper 2		1 hour 15 minutes
Written paper (non-calculator)		
30% of the AQA Level 1/2 Certificate in Preparation for Working Life assessment		
Short and longer structured answers		50 marks

Summary of Assessment

A question paper/answer book is provided for each paper.

All questions are compulsory.

The detailed content for the specification is provided in Section 3.

3 Subject Content

This section covers the subject content of the eight compulsory sections.

- Personal awareness
- Healthy lifestyles for work-life balance
- Relationships and the differences between people
- The world of work
- Applying for jobs and courses
- Economic and financial aspects of life
- Employment opportunities
- Personal safety and safeguarding

3a Personal awareness

Knowledge and understanding of personal awareness is required. This includes physical, intellectual, emotional and social aspects.

- Physical awareness includes state of health, experience of illness and disease and factors which affect physical wellbeing (eg diet).
- 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, envy, surprise and shock. The physical effects of shock should also be known.
- Social awareness should focus on the individual's formal and informal relationships to include work, the family and friendships. Students will be expected to recognise that these aspects are interrelated and affect employability.

In addition, students should be able to explain how personal qualities, skills and achievements are needed to enter and progress in the world of work.

Students 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. Students should know the factors that affect self-concept ie age, appearance, gender, culture, education, emotional development, relationships, sexual orientation and life experiences including work. Students should be able to understand and explain how these factors impact upon self-concept.

Factors affecting personal awareness and employability

Students should have knowledge and understanding of how different influences and pressures including social factors, economic factors and environmental factors can affect personal awareness and employability.

Students should be able to explain how sources of support (eg Social Services, Citizens Advice Bureau and Job Centres) deal with these influences and pressures. A detailed knowledge of the workings of such sources of help is not required but students should understand the main aspects of their work.

Students should be able to evaluate the usefulness of a range of employability skills (eg financial literacy, enterprise, economic and business understanding). Students are expected to understand that there is a difference between concrete and transferable skills. Concrete skills are competencies which enable a person to perform a specific task in a particular context and for which the individual may have relevant work experience and qualifications. Transferable skills are competencies which enhance employability in a variety of different contexts (eg teamwork, IT skills and good time management). Students will be expected to evaluate these skills in terms of enhancing employability in different work-related contexts.

3b Healthy lifestyles for work-life balance

Students are required to have knowledge and understanding of the need for a healthy lifestyle in order to be fit for and perform well at work and to maintain a good work-life balance.

Students should understand the contribution to work performance and work-life balance of the following aspects of lifestyle.

- Diet: The contribution of a balanced diet ie one which contains appropriate amounts of carbohydrates, fats, proteins, vitamins, minerals, fibre and water and the likely effects of a diet that is unbalanced in terms of overall quantities and/or components.
- Exercise: The contribution of regular exercise and the likely effects of irregular or lack of exercise.
- Intellectual stimulation: The contribution of intellectual stimulation including work-based learning and the effects of boredom.
- Rest and sleep: The contribution of rest and sleep in sufficient quantities and the effects of too little rest and sleep.
- Recreation: The contribution of appropriate use of recreation in leisure time and the effects when recreation is lacking or inappropriate.
- Social interaction: The contribution of active social interactions and the effects caused when these are lacking.

Students will be expected to recognise that individuals may vary in their needs and responses to these aspects of lifestyle. Students should also know how these aspects of lifestyle can interrelate to affect an individual's holistic fitness. Holistic fitness is the combined physical, intellectual, emotional and social health and wellbeing of the individual. Students should be able to explain how an individual's holistic fitness affects their ability to work successfully and achieve a good work-life balance.

Knowledge and understanding of both the short - and long-term consequences when making lifestyle decisions which affect personal health and fitness for work, is also required.

Students should have knowledge and understanding of how work itself may contribute positively and/or negatively to an individual's health.

Students should know and understand the causes, symptoms and treatments for stress and depression, and how to prevent and manage these.

Risks to a healthy work-life balance

The risks of excessive alcohol consumption, tobacco use and drug abuse should be understood and explained in terms of their effect on physical, intellectual, emotional and social health and the subsequent effects on work performance and tenure.

Students should know how safe choices can be made and how assertiveness skills can be used to resist unhelpful pressure (eg being able to say no or to set boundaries politely and with confidence without being antagonistic or aggressive).

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. Students should be able to identify and describe formal relationships such as those at work, between individuals and professionals, or in certain social situations (eg community roles). Students should also be able to identify and describe informal roles involving family, friends, neighbours and other members of the community and explain the effects these relationships may have on the individuals concerned.

Students should have an awareness of the nature and importance of stable family life and the qualities of good parenting required to bring up children. The value and importance of family life as a major motivator for work should be understood.

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

Students should understand that life events affecting relationships can be expected or unexpected to include starting work (expected), redundancy (unexpected). Students 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 (eg Relate – relationship problems).

Students 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. Students should understand what is meant by prejudice, racism, bullying, stereotyping and discrimination. An understanding of 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 world of work

Job opportunities

A knowledge and understanding of the wide variety and types of work available is required. This should include:

- part-time
- fixed term contracts
- self-employment
- voluntary work.

Students are expected to understand that there is an increased availability of job opportunities abroad within the European Union, including a basic understanding of the concept of the 'free-market' within the European Union.

An understanding of the impact of rapidly developing Information Technology (IT) and other digital technology (to include Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM)) on jobs and job opportunities is required. A knowledge and understanding of the basic principles of computing, e-mail, smart phones, phone applications, blue tooth, satellite navigation systems, the Internet and social networking is required. An appreciation of how 'new' technology can result in negative and positive effects is expected (eg reducing number of employees, greater speed and efficiency, portability and reduced costs).

Students should understand:

- that the need for some jobs may fluctuate, eg seasonal jobs, depending on changes in, for example, materials, resources, automation and mechanisation, as well as changes in demand
- explanations of how and why different types of job and industry may be located in different parts of the country (eg Enterprise zones)
- the difference between job production and a production line, should be known.

Students 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
- of the difference between in-work training, including apprenticeships, and continuing education either full and/or part time including day release courses.

An understanding of unemployment and why it may occur (eg redundancy, ill-health, injury, closure of companies, lack of demand for skills), is required. Students should have an appreciation of the support systems available to those who are unemployed (eg signing-on), the concept of being available for work, Job Seekers Allowance, Job Clubs and government initiatives.

Students should have knowledge and understanding of the concept of changing skills in the workplace and the idea of Life-long Learning. Also an understanding of the real meaning of redundancy is required ie no longer a need for a particular job, rather than as being dismissed and the special payments to compensate.

Students will be required to understand the positive and negative impacts of industry on our society (eg green issues, effects of pollution and the generation of increased wealth in certain sectors).

Work structures, practices and procedures

Students should have an understanding of how business organisations are generally structured and operate, with knowledge of the role of key personnel and management levels within that structure. This should include: chief executive, managing director, company secretary, departments for production, sales, human resources, transport and finance. Knowledge and understanding of the importance of these departments and the type of skills and qualifications required to fulfil different roles within an organisation is required.

Explanations of the different mechanisms for staff development to include training, appraisal schemes, promotions, side-stepping, mentoring, shadowing and the use of incentives should be known.

Knowledge and understanding of relationships, behaviours and practices in a working environment is required. This should include the role of trade unions, contracts of

employment, job tenure, minimum wage, conditions of service and disciplinary and grievance procedures.

Students should be able to explain why work-related legislation is needed in the workplace and its impact on policies, practices and procedures, eg the Health and Safety at Work Act 1974, the Equality Act 2010 and the National Minimum Wage Act 1998. An appreciation of the rights and responsibilities of both employer and employee under this legislation is required. Students should be able to identify the 'protected characteristics' linked to the Equality Act 2010.

3e Applying for jobs and courses

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

Students will be required to know:

- where and how jobs and courses are advertised (eg newspapers, journals, Internet, job centres and word of mouth)
- the information required in an acceptable job advertisement.

Students will be able to demonstrate the skills needed to apply for jobs and courses. This will include:

- completing application forms
- writing covering letters
- creating appropriate curriculum vitae (CV)
- choosing suitable referees
- making relevant telephone calls and/or online applications.

Covering letters to have a standard letter format, include reference to the accompanying CV and be written or word processed with due regard for spelling, punctuation and grammar. CVs to include:

- personal details
- education (qualifications, with levels eg GCSE (and grades if known))
- employment history
- interests, hobbies, posts of responsibility
- referees (names, contact details, work position where applicable)

Students should know and understand the skills associated with interview techniques and be able to give reasons and justification for them. These will include:

- dress/appearance eg dress smartly
- time keeping eg arrive in plenty of time for interview
- etiquette eg shake hands, sitting when invited
- understanding the need to prepare for questions about self and job/course and how to answer these eg use of evidence, length of response
- understanding the need to ask questions, the kind of questions to ask, and when to ask them
- the use of correct technical terms/vocabulary
- presentation skills
- the importance of body language, including eye contact, concentration/attentiveness, posture
- information gathering skills associated with careers eg nature of the work, necessary qualifications, career progression

- preparation, to include the following factors and research for a specific interview:
 - 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)

3f Economic and financial aspects of life

Students will understand the way business enterprises operate through the different types of payment for work (eg wages, salaries, commission, piecework, fees, and bonus). Knowledge of the different methods of payment business enterprises utilise is required (eg cash, cheque, direct to bank/building society account).

Students will be required to understand:

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

A knowledge and appreciation of the need to develop skills associated with spending money is required. This should include:

- essential and non-essential spending
- ways of budgeting
- the use of hire purchase
- direct debit
- standing orders
- credit and debit cards
- Internet and telephone banking.

Students should be able to explain the importance of money management, including:

- earning
- spending
- saving
- various forms of borrowing.

Students should have a knowledge and appreciation of the need for financial planning for the future, particularly in terms of occupational and state pensions or equivalent provision, making investments, saving on a regular basis and different types of insurance.

How to access financial guidance on loans and investments and be a critical consumer should be known, ie how and where to get the best deals. An understanding of the financial implications of housing choices is required, ie staying at home, renting or purchasing a property using a mortgage.

Students will be expected to evaluate given scenario information on financial matters and make appropriate recommendations in terms of budgeting and planning.

Basic numerical skills will be required in this section. Students may be asked to complete straightforward calculations based on information given (eg working out net pay after deductions, calculating tax from gross pay).

Students should have an understanding of basic economics, in particular the diversity, function and contribution of business to the nation's economy.

3g Employment opportunities

Students should be able to engage with the ideas, challenges and applications of enterprising activities. These should include:

- a basic understanding of the enterprise concept ie 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 to include: leadership, imagination, planning, risk assessment, perseverance and enthusiasm.

The four stage Enterprise process should be understood ie tackling a problem or need, planning the project or activity, implementation of the plan and an evaluation of the project or activity.

- Stage 1 should include the generation of ideas through research and by the application of brainstorming and mind mapping as appropriate.
- Stage 2 should include target setting, timescales, deployment of personnel, use of resources, determination of evaluation criteria, risk/reward assessment and health and safety issues, as well as any other relevant features.
- Stage 3 should include monitoring activities and recording of barriers to progress and subsequent amendments to deliver the project or activity.
- Stage 4 should include the effectiveness of the project or activity against the planned criteria in order to meet the intended purpose, lessons learnt and skills, attitudes and qualities developed.

Ethical aspects of enterprise activities (eg fair-trade and cooperatives) should be understood.

3h Personal safety and safeguarding

Students are expected to be able to identify and explain hazards to health and wellbeing in different contexts, ie at home, on the roads and at work, 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 home and work
- the use of IT and the World Wide Web
- unsafe and unhygienic practices related to food preparation, eating and drinking.

Also in the workplace, students 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, the use of ladders and the use of energy.

Students will be expected to understand the concept of safeguarding and the need for safe working practices in terms of the general aspects of the Health and Safety at Work Act 1974 and the use of personal protective equipment. No detailed knowledge of this Act will be required. The importance of risk assessment and risk management and the safeguarding of vulnerable young people in the workplace should be

understood. Students should be able to describe basic working practices and to compare one type of business with another in terms of these practices.

Students will be expected to identify hazards and explain the risks associated with illegal and/or dangerous use of transport vehicles, pedestrian activity and/or failure to comply with road safety as detailed in the Highway Code. Students should be able to analyse data relating to accidents and unsafe practices to draw valid conclusions.

The ability to recognise, follow and explain the need for common workplace health and safety requirements is required. The skills necessary to cope with emergency situations (eg first aid procedures to include DRABC (Danger, Response, Airway, Breathing, Circulation) common resuscitation techniques, treatment of cuts, fractures, sprains and shock, should be understood. Students will be expected to have a basic knowledge of the underlying physiology relating to the cardiac, respiratory and skeletal systems, (eg arterial blood flow compared to venous flow, the passage of air through the lungs and into the blood).

4 Scheme of Assessment

4a Aims and learning outcomes

This qualification aims to give students the skills, knowledge and understanding which will prepare them for working life, helping them to gain entry into work, training and further education and develop their future careers as confident individuals who are able to contribute positively to society.

AQA Level 1/2 Certificate courses based on this specification should encourage students to:

- play an active role as future citizens and members of society (sections 3a and 3c)
- have greater awareness of lifestyle issues and how to keep themselves and others safe (sections 3b and 3h)
- demonstrate an understanding of organisation structure and the role of the employee within this structure (section 3d)
- understand a range of employment opportunities and qualifications needed for employment (sections 3d, 3e and 3g)
- be able to apply the knowledge, skills and understanding developed at school in the workplace (section 3e and 3g)
- have the knowledge and confidence to make personal economic decisions (section 3f).

4b Assessment Objectives (AOs)

The examination papers will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

The Assessment Objectives for the Level 1/2 Certificate in Preparation for Working Life require candidates to:

- AO1 demonstrate knowledge and understanding of the specified content (sections 3a – 3h)
- AO2 show a skilful application of knowledge and critical understanding of problems and issues arising from both familiar and unfamiliar situations (section 3b, 3c, 3e and 3g)
- AO3 analyse, explain and interpret different information relating to the specified content (sections 3a – 3d, 3f – 3h).

Quality of Written Communication (QWC)

In AQA Level 1/2 specifications which require students to produce written material in English, students must do the following.

- 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 appropriate to purpose and to complex subject matter.
- Organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification Quality of Written Communication will be assessed by essay style questions in the written examination papers.

Weighting of Assessment Objectives for AQA Level 1/2 Certificate in Preparation for Working Life

The table below shows the approximate weighting of each of the Assessment Objectives.

Assessment objectives	Overall weighting of AOs (%)
AO1 Knowledge and understanding	30
AO2 Application	40
AO3 Analysis, explanation and interpretation	30
Overall weighting (%)	100

4c National criteria

This specification complies with:

- the relevant sections of the General Conditions of Recognition.

4d Previous learning requirements

There are no previous learning requirements. However, students are expected to have achieved an appropriate standard of English, Mathematics and ICT as measured against KS3 Programmes of Study in these subjects.

Centres with students who need support with numeracy skills need to ensure that numerical calculations involving addition, subtraction, multiplication and division can be accomplished. A calculator may be used during the course and in examination paper 1 if required.

Any requirements set for entry to a course based on this specification are at each centre's discretion.

4e Access to assessment: diversity and inclusion

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

The qualification and subject criteria were reviewed to see whether any of the skills or knowledge needed by the subject presented a possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality.

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

5 Administration

5a Availability of examinations and certification

This specification is designed to be taken over a one or two year course of study with all assessment at the end of the course.

Examination and certification for this specification are available for the first time in June 2014 and then every June thereafter throughout the life of the specification.

5b Entries

Please check the current version of **Entry Procedures and Codes** for up-to-date entry procedures. You should use the following entry code for certification.

AQA Level 1/2 Certificate in Preparation for Working Life – (4801)

Candidates have to enter all the assessment units at the end of the course, at the same time as they enter for the subject award.

5c Private students

This specification is available to private students. Private students 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 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 students 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 student with sight problems.

Reasonable adjustments

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

Special consideration

We can give special consideration to students 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 examinations for this specification in English.

5f Qualification titles

The qualification based on this specification is:

- AQA Level 1/2 Certificate in Preparation for Working Life

5g Awarding grades and reporting results

The Level 1/2 qualification will be graded on an eight-grade scale: A*, A, B, C, D, E, F and G. Students who fail to reach the minimum standard for grade G will be recorded as 'U' (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, when we issue students' results. We will report a student's results to your centre in terms of marks and qualification results in terms of grades.

5h Re-sits

Candidates have to enter all the assessment units at the end of the course, at the same time as they enter for the subject award.

Appendices

1 Grade descriptions

The grade awarded will depend 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 aspects of personal health, wellbeing and safety, work, enterprise and the economic and financial aspects of life.

They apply relevant knowledge, understanding and skills accurately in a range of situations. They understand and use technical terminology accurately and appropriately.

They produce accurate letters of application and CVs supported by well-reasoned interview preparation notes.

They analyse and evaluate the evidence available, presenting information clearly and accurately. They make reasoned judgements and present substantiated conclusions.

- C** Candidates recall, select and communicate sound knowledge and understanding of aspects of personal health, wellbeing and safety, work, enterprise and the economic and financial aspects of life.

They apply knowledge, understanding and skills generally accurately in a range of situations. Their use of technical terminology is mostly accurate.

They produce generally accurate letters of application and CVs supported by reasoned interview preparation notes.

They review the evidence available, analysing and evaluating some information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

- F** Candidates recall, select and communicate knowledge and understanding of basic aspects of personal health, wellbeing and safety, work, enterprise and the economic and financial aspects of life.

They apply limited knowledge, understanding and skills in a range of situations. They communicate their ideas generally using everyday language with some basic technical terminology.

They produce basic letters of application and CVs supported by interview preparation notes that show some reasoning.

They review the evidence available and draw basic conclusions.

2 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: Subject 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 examination papers.

3 Overlaps with other qualifications

The subject content of the AQA Level 1/2 Certificate specification broadly includes that of the short course AQA Level 1 and Level 2 Certificate in Preparation for Working Life.

There is some overlap of content between this specification and that of AQA Level 1/2 Certificate in Enterprise and Employability and the short course AQA Level 1 and Level 2 Certificate in Enterprise and Employability.

4 Mapping of the AQA Level 1/2 Certificate in Preparation for Working Life against the Key Stage 4 Programmes of Study for Citizenship and PSHE

Programme of study	Aims and learning outcomes (see page 13)	Subject content area for Level 1/2 Certificate
Citizenship		
1.2 Rights and responsibilities	3	3d
1.3 Identities and diversity	1	3c, 3f
2.3 Taking informed and responsible action	4, 5	3e, 3g
PSHE: Economic wellbeing and financial capability		
1.1 Career	4	3d
1.2 Capability	5, 6	3f, 3g
1.3 Risk	4, 5	3g
1.4 Economic understanding	6	3f
2.1 Self-development	1	3c
2.2 Exploration	4	3d
2.3 Enterprise	4, 5	3g
2.4 Financial capability	6	3f
PSHE: Personal wellbeing		
1.1 Personal identities	1	3a
1.2 Healthy lifestyles	2	3b
1.3 Risk	2	3b, 3h
1.4 Relationships	1	3a, 3c
2.1 Critical reflection	1	3a
2.2 Decision-making and managing risk	2, 4	3b, 3g
2.3 Developing relationships and working with others	1, 4	3c, 3g