GCSE
Specifications for teaching from 2009

Personal and
Social Education
(Short Course)
## Contents

### WJEC GCSE Personal and Social Education (Short Course)

**For Teaching from 2009**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Assessment</td>
<td>2</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Specification Content</td>
<td>7</td>
</tr>
<tr>
<td>Scheme of Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Awarding and Reporting</td>
<td>12</td>
</tr>
<tr>
<td>Administration of Controlled Assessment</td>
<td>13</td>
</tr>
<tr>
<td>Grade Descriptions</td>
<td>21</td>
</tr>
<tr>
<td>The Wider Curriculum</td>
<td>22</td>
</tr>
</tbody>
</table>
PERSONAL AND SOCIAL EDUCATION

SUMMARY OF ASSESSMENT

UNIT 1 WRITTEN PAPER (40%)
1 Hour 30 minutes
90 raw marks (80 UMS)

Section A
Short, structured and longer response questions on Active Citizenship. (30 marks)

Section B
Short, structured and longer response questions on Health and Emotional Well-being. (30 marks)

Section C
Short, structured and longer response questions on Sustainable Development and Global Citizenship. (30 marks)

UNIT 2 CONTROLLED ASSESSMENT (60%)
Internally Assessed
80 raw marks (120 UMS)

BOARD PRESCRIBED STUDY
One task set by the board and carried out under supervision.

AVAILABILITY OF ASSESSMENT AND CERTIFICATION

<table>
<thead>
<tr>
<th>Entry Code</th>
<th>June 2010</th>
<th>June 2011 and each year thereafter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subject</td>
<td>Option*</td>
</tr>
<tr>
<td></td>
<td>4931</td>
<td>01 or W1</td>
</tr>
<tr>
<td></td>
<td>4932</td>
<td>01 or W1</td>
</tr>
<tr>
<td></td>
<td>4939</td>
<td>SC or CB</td>
</tr>
<tr>
<td>Unit 1</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Subject Award</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

* Option Codes
English Medium 01, Welsh Medium W1 - for units
English Medium SC, Welsh Medium CB - for short course award

Qualification Accreditation Number: 500/6032/6
PERSONAL AND SOCIAL EDUCATION
(SHORT COURSE)

1 INTRODUCTION

This specification complies with the GCSE Qualification Criteria and the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland. Assessment is carried out according to the GCSE and GCE AS/A Code of Practice. Specification content is derived from the Personal and Social Education Framework for 7 to 19 year olds in Wales. The qualification may be undertaken either through the medium of English or of Welsh.

GCSE qualifications are reported on an eight-point scale from A* to G, where A* is the highest grade. Candidates who fail to reach the minimum standard for a grade to be awarded are recorded as U (unclassified) and do not receive a qualification certificate.

This is a 'Short Course' GCSE, which is expected to occupy about half the time of a 'Full' (single award) GCSE Course.

1.1 Rationale

This specification is based on the knowledge, understanding and skills defined by the Personal and Social Education Framework for 7 to 19 year-olds in Wales. It is accredited for use in Wales only. In whatever way the Framework is designed and delivered within Centres, this GCSE short course specification aims to support it in Wales by:

- offering recognition of achievement by students in this area of the curriculum through a qualification within the National Framework;
- developing and applying knowledge and understanding about becoming informed citizens through, and alongside developing thinking skills, communication, ICT and number skills;
- exploring local, national, international and global issues, problems and events of current interest;
- providing a coherent, satisfying and worthwhile course of study for candidates, whether they wish to pursue the study of PSE through a related social science subject, or as a preparation for responsible participation in the community.
The Personal and Social Education Framework for 7 to 19 year-olds in Wales encompasses a number of important themes from an individual, community and global perspective. These include:

- developing an understanding of oneself and the promotion of effective relationships with others;
- developing an understanding of society and democracy and appreciating the duties, responsibilities and rights of citizenship;
- promoting good health, including sexual health;
- promoting learning as a way of life;
- understanding development issues and the importance of education for sustainability.

Developing an understanding of these themes will equip students to be more personally and socially effective and responsible in society and prepare them for adult life. In this way positive attitudes and values can be promoted and greater participation in the community and democratic processes can be encouraged.

The course will contribute to the quality and coherence of provision nationally by providing at KS4 a Foundation/Intermediate Level qualification to complement those at Entry Level and the Intermediate/Advanced PSE component within the core of the Welsh Baccalaureate Qualification. In the context of the evolving 14-19 Learning Pathways policy in Wales it may also provide a vehicle for delivery post-16.

1.2 Aims

Following a course in GCSE Personal and Social Education should encourage students to:

- develop self-awareness, self-understanding and personal responsibility;
- participate in their communities as active citizens;
- develop a global perspective to social and moral issues.

1.3 Learning Outcomes

The specification should enable learners to:

- demonstrate a range of skills necessary to make informed decisions about personal and social issues;
- develop knowledge and understanding of key concepts related to the various aspects of personal and social development;
- improve the skills of developing thinking, developing communication, developing ICT and developing number.
1.4 Prior Learning and Progression

Useful prior learning can be provided by a study of PSE at Key Stage 3. Also, candidates will be expected to have achieved a general educational level equivalent to Level 3 of the National Curriculum.

They would find the following learning, skills and aptitudes helpful:

- basic proficiency in literacy
- basic proficiency in numeracy
- some skill in ICT
- some motivation to work independently and as part of a team

Teachers should provide appropriate and adequate guidance about the demands of the specification before candidates embark on their studies.

1.5 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification criteria and the assessment objectives developed for this subject have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. No potential barriers have been identified.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.
1.6 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4810.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.
## SECTION A  ACTIVE CITIZENSHIP

Through a range of learning experiences, candidates should develop and apply skills, explore personal attitudes and values and acquire knowledge and understanding of the following:

<table>
<thead>
<tr>
<th>Focus</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human Rights</td>
<td>The principles of the Universal Declaration of Human Rights Children's Rights under the UNCRC and the link to the Welsh Assembly 10 Entitlements.</td>
</tr>
<tr>
<td>2. Political Systems</td>
<td>How political systems work locally, nationally and internationally, to include: Local Authorities, Welsh Assembly Government, UK Government, European Union. The role of elected representatives.</td>
</tr>
<tr>
<td>3. Political Literacy</td>
<td>The main features of the major political parties in Wales: Plaid Cymru, Labour, Conservative, Liberal Democrats, the Green Party.</td>
</tr>
<tr>
<td>4. Democracy</td>
<td>The importance of participating in opportunities for young people to participate in decision making at different levels: School Council including Pupil Governor representative Local communities e.g. Youth Forum National Communities – Funky Dragon, Youth Parliaments Investigate the various methods of active participation in community issues – campaigning, lobbying, voting.</td>
</tr>
<tr>
<td>5. Accessing Information</td>
<td>The importance of accessing information, from a range of sources recognising bias and propaganda in a range of communications – internet, television, radio, newspapers, magazines, films, advertising, popular music.</td>
</tr>
<tr>
<td>8. Skills of Financial Management</td>
<td>The difference between Paid and Unpaid Work Income and Deductions – Income Tax; National Insurance Budgeting – costs of accommodation, food, transport, etc. Saving – Saving Accounts; ISAs Borrowing -Personal Loans; Overdraft; Credit; Hire Purchase Mortgages. Interest and Repayments How to access financial advice and support.</td>
</tr>
</tbody>
</table>
SECTION B  HEALTH AND EMOTIONAL WELL-BEING

Through a range of learning experiences, candidates should develop and apply skills, explore personal attitudes and values and acquire knowledge and understanding of the following:

<table>
<thead>
<tr>
<th>Focus</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Health</td>
<td>The short and long term consequences of health choices involving:-</td>
</tr>
<tr>
<td></td>
<td>Food; Exercise; Hygiene; Smoking; Alcohol; Substance misuse;</td>
</tr>
<tr>
<td></td>
<td>Dealing with Stress; Personal Safety.</td>
</tr>
<tr>
<td>2. Legal and Illegal Substances</td>
<td>The personal, social and legal consequences of using the following substances: Legal</td>
</tr>
<tr>
<td></td>
<td>Illegal – Cannabis, Ecstasy, LSD, Magic Mushrooms Amphetamine, Heroin, Cocaine, Crack, Tranquillisers, Solvents.</td>
</tr>
<tr>
<td>3. Sexual Health</td>
<td>The range of sexual attitudes, relationships and behaviours in society.</td>
</tr>
<tr>
<td></td>
<td>The risks associated with sexual activity including – Methods of contraception, Sexually Transmitted Infections, pregnancy. Sexual Exploitation – abuse, rape, prostitution and trafficking.</td>
</tr>
<tr>
<td>4. Responsible Relationship and Parenthood</td>
<td>Making and maintaining healthy relationships; Coping with Peer pressure; dealing with conflict. Consequences of loss and change in relationships including marriage, cohabitating, separation, divorce, bereavement; The features of effective parenthood</td>
</tr>
<tr>
<td>5. Mental Health</td>
<td>The factors that affect mental health, self esteem and emotional well being; How to deal with change, conflict, stress, loss, depression.</td>
</tr>
<tr>
<td>6. Support for health</td>
<td>Organisations and sources of advice and information to support health issues – e.g. GPs, GUM Clinics, Nhsdirect, Childline, Samaritans.</td>
</tr>
</tbody>
</table>
SECTION C – SUSTAINABLE DEVELOPMENT & GLOBAL CITIZENSHIP

Through a range of learning experiences, candidates should develop and apply skills, explore personal attitudes and values and acquire knowledge and understanding of the following:

<table>
<thead>
<tr>
<th>Focus</th>
<th></th>
</tr>
</thead>
</table>
| Candidates should recognise the rights of future generations to meet their basic needs and to take responsibility for changing their own lifestyle as a response to local and global issues | Global Inequality and the effect of trading practices  
The distribution of wealth – LEDCs and MEDCs  
World Trade Organisation, Free Trade, Fairtrade  
The impact of multinational companies  
Effectiveness of aid programmes  
The tensions between economic growth, sustainable development and basic human needs. |
| 1. Interdependence of Global Systems | Climate Change  
Ecosystems and biodiversity  
Deforestation  
Energy use- renewable and non-renewable sources  
Water and sanitation  
Waste Management  
Pollution  
Carbon emissions  
Transport. |
3 ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE (Short Course) in Personal and Social Education is untiered, i.e. all components/units cater for the full range of ability and allow access to grades A*-G for the subject award.

The scheme of assessment will consist of:

Unit 1

Written Paper (40%) 1 hour 30 minutes

This will consist of three sections of equal weighting:

Section A, consisting of a series of short answer questions;

Section B, consisting of a series of structured questions;

Section C, consisting of questions requiring extended writing.

Unit 2

Controlled Assessment (60%)

This will be a board prescribed study. Centres will undertake tasks from a choice of three source materials that will be issued by WJEC in the September preceding the year of the examination. The task will be carried out in class time under controlled conditions.

The work will be internally assessed and externally moderated by a WJEC moderator.

3.2 Assessment Objectives

Candidates are required to demonstrate their ability to:

AO1 Recall and apply their knowledge and understanding of the specified subject content within the three areas of: Active Citizenship, Health and Well Being and Sustainable Development and Global Citizenship.

AO2 Plan and carry out investigations and tasks developing thinking skills, developing communication, ICT and number skills.

AO3 Evaluate evidence and activities and demonstrate understanding of the contribution individuals can make in instigating change whilst recognising the views, experiences and contributions of others.
The following grid shows the weighting given to each of the assessment objectives in each assessment component:

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Theory Paper (40%)</th>
<th>Controlled Assessment (60%)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A01</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>A02</td>
<td>10</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>A03</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

### 3.3 Quality of Written Communication

Both components involve extended writing. Candidates will be assessed on the quality of their written communication within the overall assessment of each component.

Mark schemes for these components include the following specific criteria for the assessment of written communication:

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organisation of information clearly and coherently; use of specialist vocabulary where appropriate.
AWARDING, REPORTING AND RE-SITTING

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MAX.</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>80</td>
<td>72</td>
<td>64</td>
<td>56</td>
<td>48</td>
<td>40</td>
<td>32</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>120</td>
<td>108</td>
<td>96</td>
<td>84</td>
<td>72</td>
<td>60</td>
<td>48</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>QUALIFICATION</td>
<td>200</td>
<td>180</td>
<td>160</td>
<td>140</td>
<td>120</td>
<td>100</td>
<td>80</td>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>

This is a unitised specification which allows for an element of staged assessment. One of the two units may be taken as staged assessment and may be re-taken once only (with the better result counting) before aggregation for this subject award. At least one of the units must be taken at the end of the course to satisfy the requirement of at least 40% terminal assessment. Results for a unit have a shelf-life limited only by the shelf-life of the specification.
ADMISTRATION OF CONTROLLED ASSESSMENT

LEVELS OF CONTROL

The regulation of controlled assessment is specified in three stages:

- Task setting
- Task taking
- Task marking

For each stage there is a defined level of control to ensure authenticity and reliability.

1. TASK SETTING

This has a high level of control. In the September preceding each year of examination, centres will be issued with a choice of three source materials, one for Section A, B and C. Candidates will have to complete the accompanying tasks on one section only. Each task will be assessed using the assessment criteria in this specification.

2. TASK TAKING

This has a high level of control.

(i) The candidates undertake research work related to the chosen topic, such as internet research, use of ICT, book research. Students keep a record of the sources they have used. (High level of control - 6-8 hours).

(ii) Candidates prepare for a group discussion, recording their attitudes and opinions and those of others, completed in class. (High level of control - 2-3 hours).

(iii) Candidates produce a presentation - debate speech, essay, newspaper article, power point presentation, campaign, display etc., on an individual basis, during which time they have access to the notes. (High level of control - 6-8 hours).

(iv) Candidates evaluate their research, opinions and presentation on their chosen topic/issue. (High level of control - 2-3 hours).

A/ Supervision

Research for the tasks, (i) in Task Taking, will be carried out with formal supervision during class time.

Completion of the task, (ii), (iii) and (iv) in Task Taking, will be undertaken during class time under formal supervision. Candidates may bring any resources that they accessed or produced during research for the tasks. However, if the task is not completed in one session all work, including research notes and completed work must not be taken out of the classroom by the candidates. This work should be given to the teacher for safe storage before being handed out at the beginning of the next session.
B/ Feedback

Teachers can offer feedback on the preparatory work and guide and assist in the normal way. Since some candidates may require more assistance than others, the extent of the support given should be recorded by teachers and should be borne in mind when marking the work.

Teachers must not provide detailed feedback on how work may be improved to meet the assessment criteria.

During the completion of the controlled assessment teachers are allowed to clarify issues but not to offer solutions or suggestions.

C/ Time

The time taken for controlled assessment tasks should be as follows:

The research, preparation and completion of the task should take no more than 22 hours in total.

D/ Authenticity

During the preparatory phase, the work of candidates may be informed by working with others but they must ultimately produce an individual response. The teacher must be satisfied that the work is the candidate’s own.

E/ Resources

The candidates’ access to certain resources including textbooks, use of technology, visits and the presence of guest speakers may be determined by those available to the centre.

3. TASK MARKING

This has a medium level of control.

A/ Initial Marking

Teachers mark the controlled assessment tasks using the assessment criteria specified by WJEC. Annotation of the work can be written in the text or at the end of the work or a combination of both. Annotation must justify the mark awarded and should be addressed to the moderator.

B/ Internal Moderation

If work is marked by more than one teacher there should be internal moderation of the marking to ensure consistency across all groups/candidates. This must be done before a sample is chosen for external moderation. The results of any internal moderation should be clearly shown on the appropriate documentation when the sample is sent to the external moderator.
Authentication of Controlled Assessments

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work is provided. It is important to note that all candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to the WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in Instructions for Conducting Coursework/Portfolios. More detailed guidance on the prevention of plagiarism is given in Plagiarism in Examinations; Guidance for Teachers/Assessors also available on the JCQ website.

External Moderation

The external moderator will sample a selection of work based on the rank order of candidates.

WJEC's Internal Assessment Manual gives instructions about selecting and despatching samples of work to the moderator.

In addition, the following points should be considered in selecting the sample:

(i) each teaching group should be represented;

(ii) where there are several candidates on a particular mark these will count towards the total number in calculating the rank order, but normally only one candidate's work on a particular mark will be submitted;

(iii) work submitted should where possible meet the full requirements of the specification, i.e. incomplete coursework should not be included, but be replaced by that of the nearest candidate (either higher or lower) with complete coursework;

(iv) where appropriate, work in both English and Welsh should be submitted from bilingual centres.

Further samples of controlled assessment assignments may be requested if this is considered necessary. Where moderation identifies significant problems in the initial marking, all controlled assessment tasks of the centre concerned will be required for marking by the Principal moderator. In this event the Principal moderators marks will stand.
Assessment

The work is marked out of 80 and is internally assessed using the criteria on pp.17-20.

<table>
<thead>
<tr>
<th>Areas to be assessed</th>
<th>Max Marks</th>
<th>A01</th>
<th>A02</th>
<th>A03</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Interpretation and Investigation of the Issue</td>
<td>20</td>
<td>5</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>(b) Group Discussion &amp; Development of Rationale</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>(c) Planning &amp; Presentation of Candidate’s Perspective</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>(d) Evaluation and Reflection of the Process</td>
<td>20</td>
<td>0</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>15</strong></td>
<td><strong>40</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

**Note:** Controlled Assessment tasks will be reviewed every year: new tasks will attempt to reflect topical issues.
<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Assessment Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation and Investigation of the Issue</td>
<td>20 marks (AO1 = 5 AO2 = 15)</td>
<td></td>
</tr>
<tr>
<td><strong>Candidates will be expected to:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify the issue presented by asking relevant probing questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Build on existing skills, knowledge and understanding required to analyse the issue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Suggest a range of options as to where and how to find relevant information and ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consider different interpretations and distinguish between ‘facts’, beliefs and opinions, giving reasons. Identifying and assessing bias and reliability.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summarise research findings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The issue is poorly identified, little evidence of background knowledge and investigation is limited to one source. Little reference to distinguishing between fact, belief and opinion. Brief summary of research findings. Communication may be impeded by poor expression.</strong></td>
<td>0-5</td>
<td></td>
</tr>
<tr>
<td><strong>Some evidence of an attempt to interpret the issue. Evidence of partial background knowledge and the investigation is limited to 2 – 3 sources. Some reference is made to distinguishing fact, belief and opinion. An attempt is made to summarise research findings. Expression is adequate to express meaning although errors are apparent.</strong></td>
<td>6-10</td>
<td></td>
</tr>
<tr>
<td><strong>The interpretation of the issue is clearly expressed and a range of sources is used in the investigation. An application of background knowledge and understanding is used to analyse the issue. Evidence demonstrates an attempt to distinguish between fact, belief and opinion. A summary of research findings is well presented. Expression is clear and conveys meaning, with relatively few errors.</strong></td>
<td>11-15</td>
<td></td>
</tr>
<tr>
<td><strong>The interpretation of the issue is comprehensive and well expressed. The candidate has shown a good application of background knowledge and understanding and has been selective in their choice of sources for in-depth investigation. Evidence presented shows sound consideration of different interpretations and distinguishes between ‘facts’, beliefs and opinions, giving reasons. Has identified and assessed bias and reliability. A full and comprehensive summary of research findings is provided. This is presented effectively, clearly expressed and with few errors.</strong></td>
<td>16-20</td>
<td></td>
</tr>
<tr>
<td>Assessment Area</td>
<td>Assessment Criteria</td>
<td>Marks</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 20 marks (AO1 = 5 AO2 = 10 AO3 = 5) | Participating in a Group Discussion & Development of Rationale | Candidates will be expected to:  
- Participate in a discussion of the identified issue.  
- Appreciate, reflect on and critically evaluate others' points of view  
- Produce a report on the outcome of the group discussion.  
- Consider others’ views to inform own opinion and decisions.  
- Use a range of techniques for personal reflection. | |
|  | A brief summary of the main points of the discussion is provided. A brief account is provided reflecting the influence of others' views in informing own opinions and decisions. | 0-5 |
|  | A limited summary of the main points of the discussion is provided. An account is provided reflecting the influence of others' views but has little mention of how this informs own opinions and decisions. | 6-10 |
|  | Summarises the main points of the issue highlighted in the discussion. Candidates provide an account which reflects on the influence of others’ views in informing own opinions and decisions | 11-15 |
|  | A comprehensive and detailed summary of the arguments for and against the issue raised during the discussion is provided. An effective account reflecting the influence of others’ points of view in informing own opinions and decisions is provided. | 16-20 |
### Planning & Presentation of Candidate’s Perspective

**20 marks (AO1 = 5 AO2 = 10 AO3 = 5)**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Assessment Criteria</th>
<th>Marks</th>
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<tbody>
<tr>
<td></td>
<td>Candidates will be expected to:</td>
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<td></td>
<td>• Develop a clear and appropriate plan for a presentation, to present their views whilst considering that of others’ on the identified issue.</td>
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<td></td>
<td>• Present material in an appropriate way demonstrating skills of communication to clarify their thinking and developing a perspective on the identified issue.</td>
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<td></td>
<td>• Apply knowledge and understanding to the presentation of their perspective of the issue.</td>
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<td></td>
<td>• Show evidence of selecting and interpreting appropriate information</td>
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<td></td>
<td>• Regularly check and monitor progress, making ongoing revisions where necessary.</td>
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<tr>
<td></td>
<td>Little evidence of planning, reflecting limited knowledge and understanding of the requirement of the presentation.</td>
<td>0-5</td>
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<tr>
<td></td>
<td>Presentation of own perspective on the issue is brief and limited in content. Little reference to the views of others’.</td>
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</tr>
<tr>
<td></td>
<td>Communication may be impeded by poor expression</td>
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<tr>
<td></td>
<td>Evidence of basic planning, reflecting some knowledge and understanding of the requirement of the presentation. A limited reference to the views of others’.</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>Presentation of own perspective on the issue is clear but only includes basic concepts. Some reference to monitoring progress and ongoing revisions to the plan. Expression is adequate to convey meaning although errors are apparent.</td>
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<tr>
<td></td>
<td>An effective plan developed which reflects sound knowledge and understanding of the requirements of the presentation.</td>
<td>11-15</td>
</tr>
<tr>
<td></td>
<td>The presentation is competently and appropriately presented and includes reference to a range of views and opinions to inform their own perspective on the issue. The plan is monitored and ongoing revisions documented where necessary.</td>
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<td></td>
<td>The presentation is written in such a way that assists with the communication of their own perspective on the issue, with relatively few errors.</td>
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<tr>
<td></td>
<td>An effective and well-defined plan reflecting application of knowledge and understanding of the requirements of the presentation.</td>
<td>16-20</td>
</tr>
<tr>
<td></td>
<td>The presentation is comprehensive and detailed and includes a variety of views and opinions, demonstrating competence and initiative in structuring their perspective on the identified issue. Evidence of effective monitoring of the plan with ongoing revisions clearly identified and documented. The presentation is well structured, clearly expressing and communicating their own perspective on the issue, and is largely error-free.</td>
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<tr>
<td>Assessment Area</td>
<td>Assessment Criteria</td>
<td>Marks</td>
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| **Evaluation and Reflection of the Process**<br>20 marks (AO2 = 5 AO3 = 15) | Candidates will be expected to:  
- Evaluate methods used to obtain information and evidence  
- Review the process of developing a perspective on an identified issue.  
- Review the effectiveness of the plan for their presentation.  
- Evaluate the quality of the presentation of their own perspective on the identified issue  
- Evaluate own learning and thinking strategies, identifying strengths and weaknesses and suggesting other strategies that might have worked | |
| | Weak analysis, with one or two comments on methods used to obtain information and planning.  
The presentation does not reflect a perspective on the identified issue and is limited to a statement of fact.  
Limited appreciation of the strengths and weaknesses of the thinking strategies used.  
Communication is impeded by poor expression | 0-5 |
| | Limited analysis and superficial comments on methods used to obtain information and planning.  
The presentation addresses a perspective on the identified issue but is basic and is limited to one or two arguments.  
Some discussion of the strengths and weaknesses of the thinking strategies used but no suggestions for improvement.  
Expression is adequate to convey meaning, although errors are apparent. | 6-10 |
| | A comprehensive analysis with justification for the methods used to obtain information and the planning of the presentation.  
Outcome demonstrates a clear perspective of the issue and contains several well thought out and differing reasons for their conclusion/s.  
The strengths and weaknesses of the strategies used to develop thinking skills are analysed and discussed with suggestions for other strategies to be considered.  
The evaluation is clearly written in a way that assists with the communication of meaning with relatively few errors | 11-15 |
| | A thorough and comprehensive analysis with sound justification of the methods used to obtain information and the planning of the presentation.  
Outcome demonstrates application of knowledge and understanding of the identified issue and contains a wide range of well thought out and varied reasons for their final perspective. The work is of a high standard.  
The strengths and weaknesses of the strategies used to develop thinking skills are fully analysed and realistic suggestions for considering other strategies.  
The evaluation is well structured, clearly explained and largely error-free | 16-20 |
GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. 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 the examination may be balanced by better performances in others.

Grade F

Candidates recall knowledge and understanding about a limited number of personal and social education issues. They can use information from secondary sources. They collect some relevant evidence and use a largely descriptive approach leading to restricted conclusions. They take part in discussions and can express simple opinions.

Grade C

Candidates recall and apply a sound knowledge and understanding of personal and social education issues. They select appropriately and use information mainly from secondary sources. They can plan work carefully and build in some opportunities for critical evaluation. They analyse some of the evidence available, presenting information clearly and accurately, leading to appropriate conclusions and can express their own viewpoint. They demonstrate an appreciation of different viewpoints and use arguments to make reasoned judgements.

Grade A

Candidates recall and apply in-depth knowledge and understanding of personal and social education issues. They select appropriately and use information from primary and secondary sources. They plan work with a high degree of precision building in critical evaluation where appropriate. They analyse the evidence available, presenting information clearly, accurately and precisely, leading to carefully reasoned and appropriate conclusions. They discuss, interpret and evaluate a variety of different responses demonstrating an appreciation of others’ points of view. They recognise the complexity of issues studied, weigh up opinions and make judgements supported by a range of evidence and well-developed arguments. They can make a range of contributions to group decision-making and assess the effects of their participation.
THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE Personal and Social Education and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

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

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Subject', available on WJEC website.

Opportunities for use of technology

ICT opportunities exist in all units of the subject content. Examples of such opportunities are as follows:

- Internet access and information gathering: Controlled Assessment.
- Spreadsheets: Controlled Assessment.
- Word Processing: Controlled Assessment.

Spiritual, Moral, Ethical, Social and Cultural Issues

Spiritual, moral, ethical and cultural issues are at the heart of Personal and Social Education, and there will be a wide range of opportunities to develop candidates' understanding and to place this in specific context.

For example, within Active Citizenship many have the opportunity to discuss and challenge stereotypes. Also, within Sustainable Development and Global Citizenship candidates will develop an understanding of different cultures.

Citizenship

The specification offers opportunities for addressing the concept of citizenship by developing an understanding of democratic systems and of how individuals, public opinion, lobby groups, and the media can be an influence. Candidates will be able to develop greater global awareness of contemporary issues and events including human rights and sustainable development.
Environmental Issues

The 1988 Resolution and the European Community, and the 1993 Report: *Environmental Responsibility: An Agenda for Further and Higher Education*, have been taken account of when preparing this specification and associated specimen materials.

Health and Safety Consideration

Certain aspects of the specification content have direct reference to Health and Safety issues. These include:

- **Section B** Health and Emotional Well-being
- **Section C** Development and Global Citizenship

The course may involve candidates working within the community outside the school. In such circumstances all aspects of procedure need to be thoroughly checked by the teachers for health and safety issues, both for the candidate and any other people involved. Insurance arrangements need to be checked. Parents need to be informed about the activities, and have given formal permission for their young people to become involved. Candidates need to be aware of situations where there is potential for their personal safety to be endangered.

The European Dimension

The 1988 Resolution of Council of the European Community has been taken into account in preparing the specification and specimen assessment materials. European examples as well as local ones should be used wherever appropriate in the delivery of the content. Relevant European legislation is identified where applicable.

Certain aspects of the specification have a direct relevance. These include:

- **Section A** Active Citizenship
- **Section C** Sustainable Development and Global Citizenship