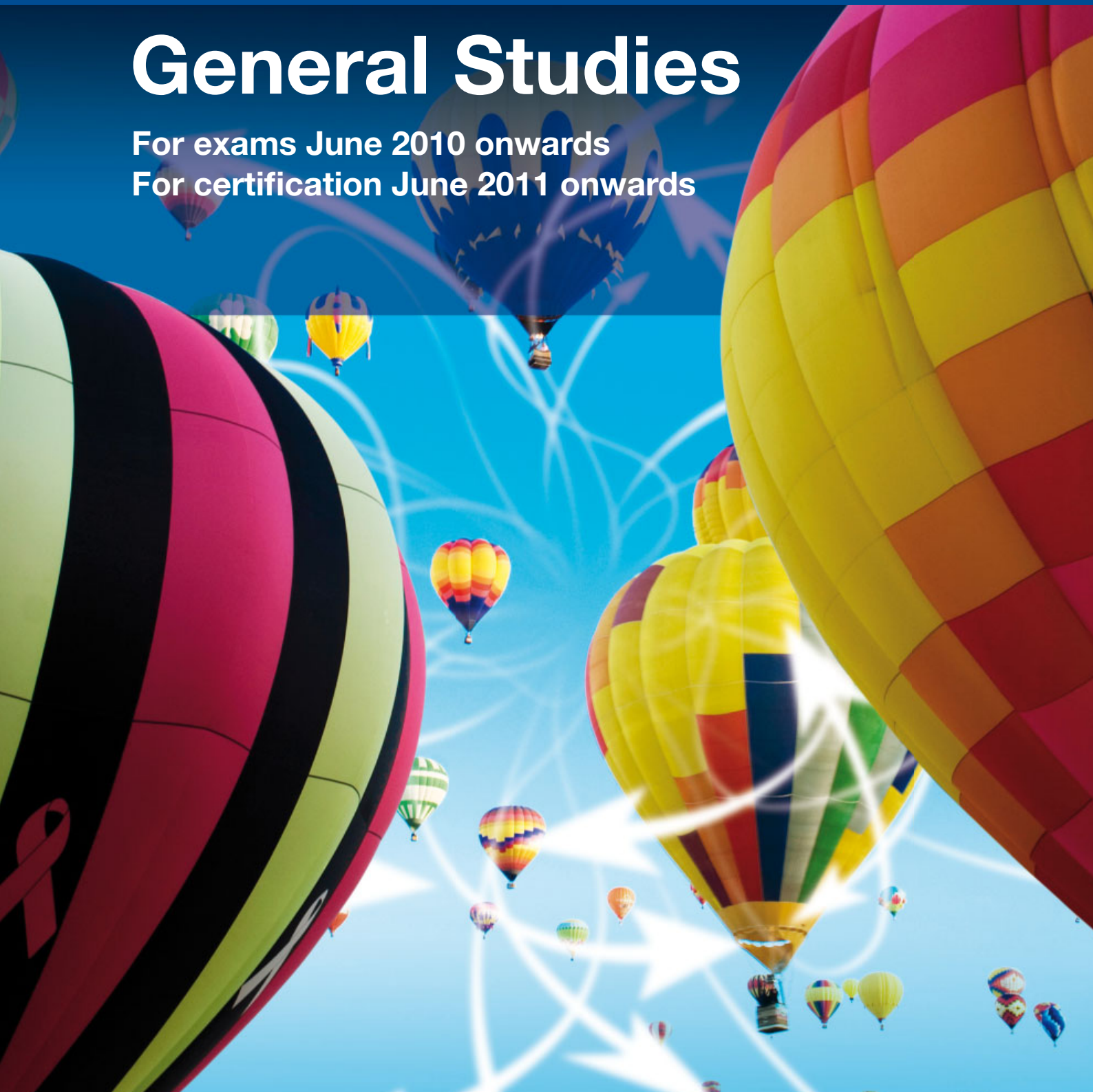


# GCSE

Specification

## General Studies

For exams June 2010 onwards  
For certification June 2011 onwards



# **GCSE**

**Specification**

# **General Studies**

## **4760**

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# 1 Introduction

1

## 1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24 hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and 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 an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose General Studies?

This full unitised GCSE qualification has been designed to

- build on the best of the former specification
- broaden student awareness
- develop thinking and functional skills
- extend curriculum and PSHE Citizenship programmes
- be appropriate for the full ability range
- increase candidates' GCSE scores
- be worthwhile and interesting for students from a variety of backgrounds and ages
- allow centres to tailor courses of study and assessments to best fit the needs of their candidates

It will

- focus on contemporary issues
- encourage thinking across specialist subjects
- use authentic and engaging colour source materials
- employ a range of techniques to assess different skills (multiple choice, short, extended and essay style questions)
- prove to be useful preparation for further education, work and life in general.

## 1.3 How do I start using this specification?

### Already using the existing AQA General Studies specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**  
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**[http://www.aqa.org.uk/admin/p\\_entries.php](http://www.aqa.org.uk/admin/p_entries.php)**).

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

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

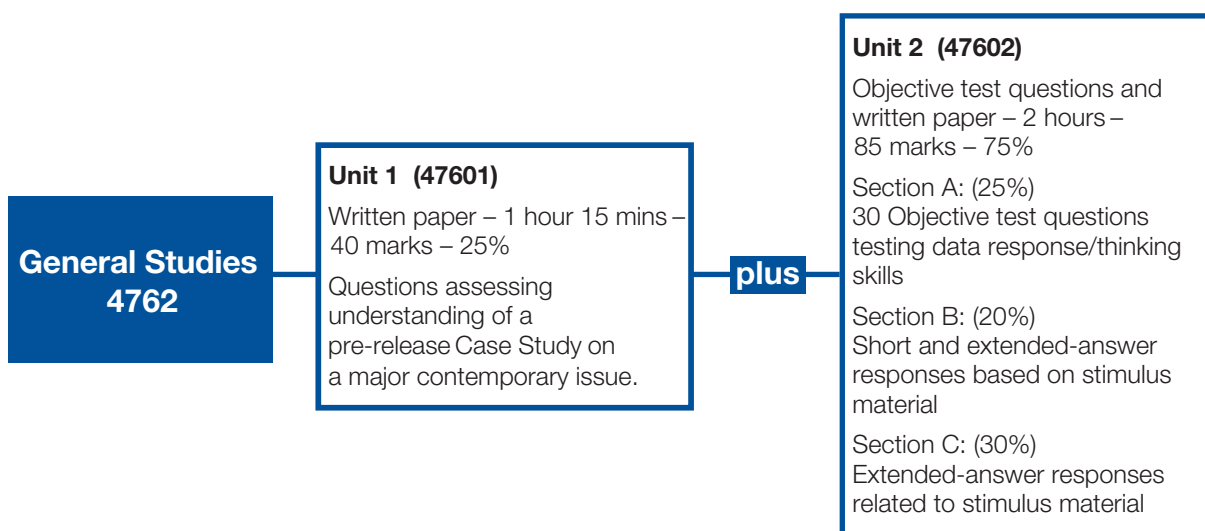
If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

### Teacher Support

Details of the full range of current Teacher Support and 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>**

## 2 Specification at a glance



For assessments and subject awards after June 2013 there is a requirement that 100% of the assessment is terminal.

## 2.1 Summary of assessment

**Unit 1 (25%)** is a written examination based on a pre-release Case Study.

Candidates will be required to answer four questions.

The questions will be based on pre-release sources related to a broad topic of contemporary concern. The pre-release material will consist of four or five sources with a combined length of approximately 2500–3000 words. The sources will be in the form of text, tables of data, statistics, images etc.

The topic area for the Case Study will be provided in the specification annually and posted on the AQA Website. This will enable teachers to prepare candidates for the pre-release material by discussing the theme of the Case Study from the start of the course.

The pre-release Case Study will be despatched to centres from 1 November and should be released to candidates from **1 March** in the year of the examination.

To ensure you receive the Case Study in advance of 1 March you will need to complete the appropriate 'Intention to Enter' and 'Estimated Entry' forms. (see Section 1.3)

Teachers will be allowed to discuss the material with candidates and should encourage students to do their own research and wider-reading around the topic and sources provided.

For candidates taking the **Unit 1** exam in **2013** the topic area will be '*The impact of medical developments on mankind.*'

Questions will require candidates to show a broad understanding of the material, recognise bias, links between arguments and identify different standpoints. They will need to demonstrate the ability to exercise judgement, provide evidence to support arguments and draw conclusions.

**Unit 2 Section A (25%)** is an objective (multiple choice) test.

Candidates will be required to answer 30 questions (15 pairs).

Each pair will be based on stimulus material: tables, maps, graphs, charts, images, cartoons, text, etc. Some questions will require interpretation of the stimulus; other questions will require greater analysis, mathematical calculations and thinking skills.

**Unit 2 Section B (20%)** is a problem-solving exercise.

Candidates will be required to answer three short-answer questions which may be divided into a number of parts and an extended writing question.

The questions will be based on a collection of varied stimulus material which will consist of a number of sources on a common topic. The material may be in the form of text, images, cartoons, diagrams, graphs etc.

Questions will require candidates to comprehend the sources, identify terms or phrases, provide explanations, extract relevant material, incorporate own knowledge and draw conclusions.

**Unit 2 Section C (30%)** is an extended writing exercise.

Candidates will be required to answer one question from a choice of two. Each question will be divided into three parts.

Each question will have its own stimulus in the form of text, images, cartoons, diagrams, graphs etc.

Questions will require candidates to make use of the stimulus material and their own knowledge to present a well-argued and exemplified discussion, reaching a reasoned conclusion.



# 3 Subject content

## 3.1 Introduction

The specification requires no stipulated prior learning or level of attainment. While there are areas of study, there is no specific content, though there is a broad assumption that candidates will have acquired a reasonable competence in written communication, numeracy and data handling.

There are potential benefits for centres who build GCSE General Studies into their curriculum. The benefits might be seen at either Key Stage 4 or at Post-16 levels.

### Key Stage 4

AQA GCSE General Studies provides a good introduction to citizenship and the broadening of the curriculum. The knowledge, understanding and skills raised in citizenship and PSHE lessons may be consolidated and rewarded with a GCSE qualification. This could increase GCSE scores and improve centre results, both A\* to G grades and A\* to C grades.

The nature of the course makes it an ideal vehicle for assessment across the whole ability range. The specification tests a wide range of skills and knowledge which are used in all walks of life, not only in further education. It concentrates on thinking skills, on trying to analyse arguments and encourage students to think clearly and deeply about important issues. While these skills are important to all students they might be of particular value to gifted and talented students and contribute to a value added curriculum.

Much of the students' curriculum focuses on subject matter in a narrow, more specialised context. This specification attempts to broaden awareness of the interrelationships of a wide range of subject areas, in particular, moral, ethical, spiritual, social, cultural and citizenship issues. It encourages interdisciplinary study, fostering debate and discussion, developing study and research skills, generating evidence for Key Skills and addressing many aspects of the PSHE and Citizenship curriculum.

### Post-16 Level

The following is a quote from the QCA document *Managing Curriculum 2000 for 16–19 students*:

*“To design programmes with a reasonable workload, teachers can.....use the range of General Studies qualifications at GCSE, AS and A level to meet the needs and capacity of different groups of students.”*

Many teachers have recognised that some Post 16 students find it difficult to cope with the demands of AS and the full A Level. In such circumstances GCSE General Studies has therefore been and remains an option.

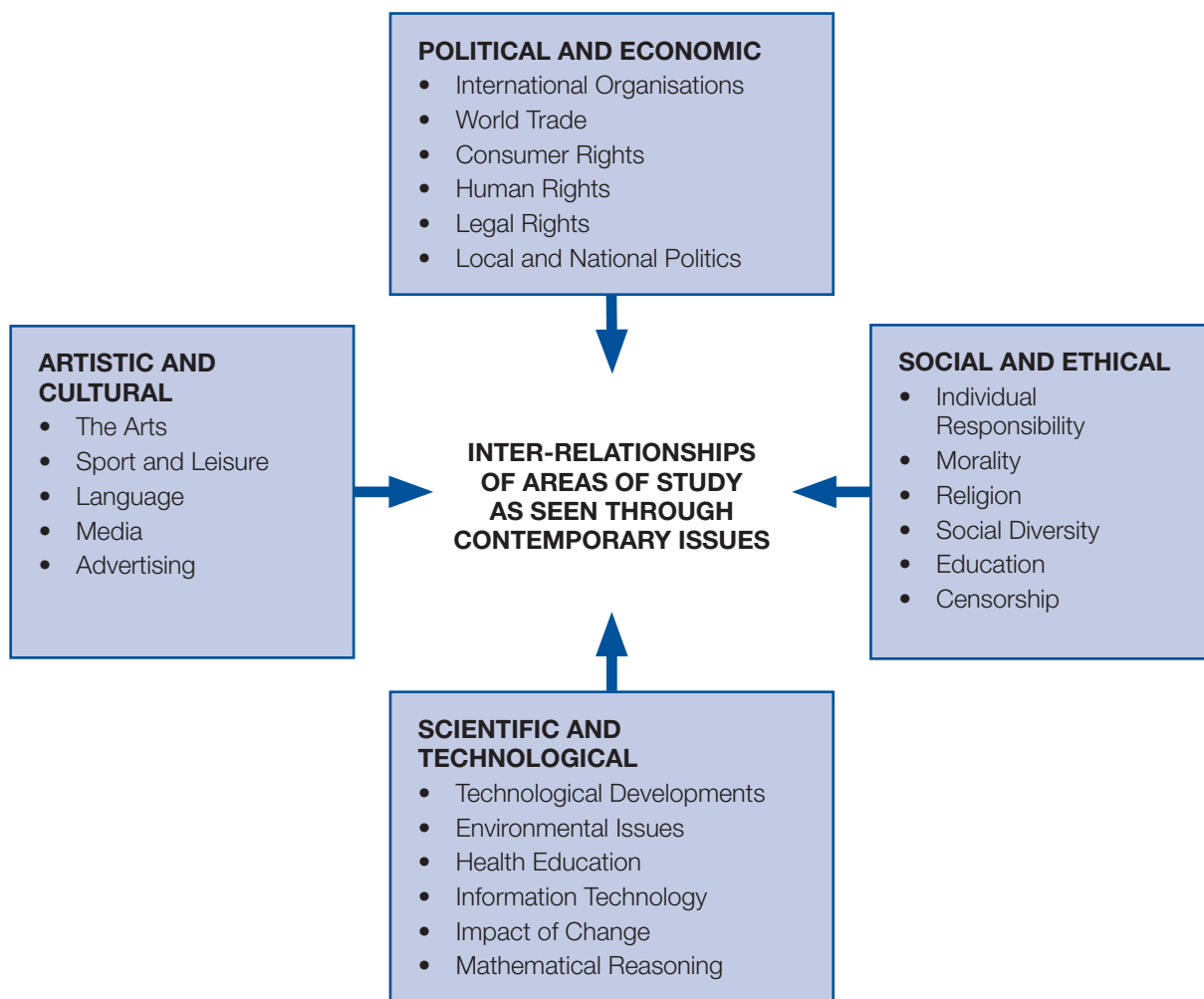
Three models are possible:

1. Year 12 course leading to AS and A2 in Year 13
2. Year 12 course leading to AS in Year 13
3. Year 12 course leading to an additional GCSE for those candidates unlikely to attain AS standard.

Many of the benefits of a General Studies course at Key Stage 4 are also applicable to a Post-16 course. In addition, the flexible nature of this course allows for more mature discussions and debate at this level and the treatment of more sensitive issues.

## 3.2 Summary of content

The following diagram summarises the subject content applicable to both Unit 1 and Unit 2.



3

## 3.3 Areas of study

The inter-relationships of the Areas of Study is a central feature of AQA GCSE General Studies. The specification requires candidates to demonstrate a breadth of knowledge and make connections between, and integrate ideas across, Areas of Study.

The examination therefore takes an inter-disciplinary approach to General Studies, calling for the exercise of thinking and analytical skills, providing opportunities for examining issues, evaluating evidence, making judgements from a broader standpoint than that of a single discipline.

Teachers, in choosing a topic which is inter-disciplinary, will draw material from a number

of different subject areas. A teaching unit, for example on the Internet, could examine a range of issues, which might include:

- the impact of the Internet on business
- how the Internet might affect the education system
- the impact of the Internet on the ownership and dissemination of knowledge
- the Internet as an aspect of increased globalisation
- issues of censorship and the Internet
- how the Internet facilitates social contact.

The examination of any of these issues could involve candidates in:

- examining material presented in a number of different forms
- assessing a range of viewpoints demonstrated in the material
- understanding the terms and concepts used in the material
- communicating the outcomes of their learning in appropriate forms
- demonstrating the ability to form reasoned responses to the issues.

Candidates would be expected to recognise the nature and scope of the Internet, and the broad details of the important issues for the world in which we live today, for example, how the Internet might affect the way in which pupils learned at school. They would not be expected to make a detailed analysis of, say, the technological or economic implications of the Internet. What is important is that candidates understand that a variety of subject areas will contribute to an understanding of, in this example, the impact of the Internet.

**It is the inter-relationship of these subjects in their chosen area of study which is important, rather than an in-depth analysis of each component topic.**

The specification recognises that candidates need to develop and maintain a broad and balanced curriculum that fosters and enhances their understanding of modern society and their Key Skills. Therefore, the specification content has been designed to facilitate the delivery of spiritual, moral, ethical, social, cultural, environmental, health and safety and citizenship issues.

### Political and Economic

Candidates should be encouraged to explore issues such as:

- the role of international organisations in the world e.g. the UN, WHO, World Bank, EU and NATO. The key issue here would be to examine global interdependence and responsibility.
- world trade, how economies function, globalisation, sustainable development. The key issue here would be to examine the divided economic world.
- consumer rights, changing relations between businesses and their customers.
- essential human rights, such as freedom of speech, freedom of movement and including the role of organisations such as Amnesty International.
- legal rights, the workings of the criminal and civil justice systems, making law, the rights and duties of the individual in a democracy.

- the system of Local, National and Devolved Governments. The key issues here would be to examine the roles played by the different Governmental bodies.

### Social and Ethical

Candidates should be encouraged to explore issues such as:

- the rights and responsibilities of the individual as a member of modern society, the abuse of such rights.
- views of morality as expressed by different groups of society, in areas such as abortion, euthanasia, and the legalisation of drugs.
- ethical issues: a consideration of issues such as the allocation of scarce resources, e.g. in medical research, or whether limits should be placed on new research, and whose responsibility this should be.
- religion: an awareness of different religious beliefs and the role of religion in society.
- social diversity: ways in which societies are organised on national, regional and local levels; structures in society such as the family; the changing nature of the family and its impact on everyday life.
- the education system: diversity in State and Private provision, the examination system and testing.
- censorship: the need for and dangers of censorship – who censors the censor?

### Scientific and Technological

Candidates should be encouraged to explore issues such as:

- technological development – awareness of key inventions in areas such as communication, production and transport.
- medical developments in the areas of disease prevention and cure, genetic engineering and increased human longevity.
- environmental issues such as effects of pollution, climate change, energy needs and the use of natural resources.
- health education: lifestyle issues such as diet, exercise and the use and misuse of drugs including alcohol and tobacco.
- information technology: the internet revolution; IT in the home and workplace; its effects on lifestyle/communication skills, and the nature of work.
- the impact of change: the key issue here would be a consideration of the benefits and dangers of an increasing reliance upon technology.
- mathematical reasoning and its application; interpreting information, carrying out calculations and interpreting results.

## Artistic and Cultural

Candidates should be encouraged to explore issues such as:

- art: the role of art in society, e.g. to reflect the society of its time, and/or to encourage innovation and new perspectives.
- film: the role of film in society, e.g. a consideration of the genre of science fiction as stimulus for discussion of scientific developments.
- design: importance of architectural and industrial design, e.g. in public buildings and spaces, or the functionality of devices in the home.
- performing arts: a consideration of issues such as the importance of the Arts to society, and the ways that these are funded.
- sport: the importance of sport in society, e.g. sport and maintaining good health, sports men and women as role models, corruption in sport, and sport's importance as a social/leisure activity.
- language; perception of the nature, style and use of language.
- literature: the role of literature in society, e.g. exploring issues of social change.
- media: the importance of the media in shaping an individual's view of the world, e.g. a comparison of different news sources, a shift of importance from verbal to visual, and from traditional to inter-active.
- advertising: ways in which advertising shapes and 'distorts' our views.

# 4 Scheme of Assessment

## 4.1 Aims and learning outcomes

This GCSE specification in General Studies should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE courses based on this specification should encourage candidates to:

- actively engage in the process of study to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop an understanding that is coherent and extends beyond the remit of any single discipline, to form a synoptic view
- explore ways in which political and economic, social and ethical, scientific and technological, artistic and cultural interact to shape the world in which we live today
- use an enquiring and critical approach to distinguish facts, opinions and bias, build arguments and make informed judgements
- apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- recognise that their interrelationship of knowledge, understanding and skills help them understand the world they live in and also provide them with a basis for their role as responsible citizens

## 4.2 Assessment Objectives (AOs)

The following assessment objectives will be assessed in the context of the content and skills set out in Section 3 (Subject Content).

- AO1** demonstrate relevant knowledge and understanding applied to a range of contemporary issues. (*Knowledge*)
- AO2** comprehend and make use of stimulus material presented in a variety of forms including text, number, statistics, diagrams and pictures. (*Comprehension*)
- AO3** marshal evidence by selecting, interpreting, and integrating information, data and concepts, and by communicating clearly in an accurate, logical and relevant way. (*Application and Communication*)
- AO4** interrelate information and ideas in a coherent and structured manner, evaluate evidence, form reasoned judgements, and recognise bias and prejudice. (*Synthesis and Evaluation*)

### Quality of Written Communication (QWC)

GCSE specifications which require candidates to produce written material in English must:

- 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 QWC will be assessed in Unit 1 and Unit 2 Sections B and C by means of Assessment Objective 3.

### Weighting of Assessment Objectives for GCSE

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

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	6.25	18.75	25
AO2	6.25	18.75	25
AO3	6.25	18.75	25
AO4	6.25	18.75	25
Overall weighting of Units (%)	25	75	100

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## 4.3 National criteria

This specification complies with the following.

- Code of practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

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## 4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

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## 4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader 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 and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

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. Further details are given in Section 5.4.

# 5 Administration

## 5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification
	Unit 1	Unit 2	GCSE award
June 2012	✓	✓	✓
Jan 2013			
June 2013	✓	✓	✓
Jan 2014			
June 2014	✓	✓	✓

Ofqual's revisions to the Code of Practice mean that from June 2014: assessments (both external assessments and moderation of controlled

assessment) will only be available once a year in June with 100% of the assessment being taken in the examination series in which the qualification is awarded.

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for this qualification.

Unit 1 – 47601

Unit 2 – 47602

GCSE certification – 4762

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.

## 5.3 Private candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

## 5.4 Access arrangements and special consideration

We have taken note of 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 (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements should be submitted to AQA by the Examinations Officer at the centre.

## 5.5 Language of examinations

We will provide assessments for this specification in English only.

## 5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE in General Studies.

## 5.7 Awarding grades and reporting results

This GCSE qualification will be graded on an eight-grade scale: A\*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

**Unit 1** (maximum uniform mark = 50)

Grade	Uniform Mark Range
A*	45–50
A	40–44
B	35–39
C	30–34
D	25–29
E	20–24
F	15–19
G	10–14
U	0–9

**Unit 2** (maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135–150
A	120–134
B	105–119
C	90–104
D	75–89
E	60–74
F	45–59
G	30–44
U	0–29



We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

**GCSE General Studies** (maximum uniform mark = 200)

Grade	Uniform Mark Range
A*	180–200
A	160–179
B	140–159
C	120–139
D	100–119
E	80–99
F	60–79
G	40–59
U	0–39

## 5.8 Examination series

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.

As a consequence of the move to linear assessment, candidates will be allowed to carry forward their

controlled assessment unit result(s) following the initial moderation and aggregation during the lifetime of the specification.

# Appendices

## A 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 should be interpreted in relation to the content outlined in 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 (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade A	Grade C	Grade F
<p>A candidate achieving this grade will have demonstrated a thorough knowledge of the specification content. Responses will indicate a depth of analysis and ability to synthesise and evaluate material and draw sound conclusions. Work will indicate a wide range of skills and processes, and be underpinned by a broad range of knowledge drawn from the specification. The work represents a high level of communication.</p>	<p>A candidate achieving this grade will have indicated a sound and reasonable knowledge of the specification content. Responses will indicate the ability to analyse and synthesise material critically, and draw some sound conclusions. Work will indicate a wide range of skills and processes appropriate to the task. The candidate should also be able to communicate effectively.</p>	<p>A candidate achieving this grade will have indicated some knowledge of the specification content. Work is mainly descriptive. Some conclusions and evaluation may be included, although they may not be linked to the body of the work, or to the question set.</p>

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## B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for Further and Higher Education” 1993 in preparing this specification and associated specimen units.

### Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

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## C Overlaps with other Qualifications

There are no explicit overlaps between General Studies and other qualifications. By its interdisciplinary nature, however, a course in General Studies will involve candidates drawing from courses such as PSHE and Citizenship, and from the content of other GCSE qualifications.

## D Wider Key Skills

### The replacement of Key Skills with Functional Skills

The Key Skills qualifications have been replaced by the **Functional Skills**. However, centres may claim proxies for Key Skills components and/or certification in the following series: January, March and June 2012. The **Administration Handbook for the Key Skills Standards 2012** has further details. All Examination Officers in centres offering AQA Key Skills and Wider Key Skills have been sent a letter outlining the details of the end dates of these subjects. Copies of the letters have also been sent to the Head of Centre and Key Skills coordinator. This is a brief outline of that information. It is correct as at August 2011 and replaces the information on the same subject found in other documents on the AQA website:

- **Key Skills Levels 1, 2 and 3 Test and Portfolio**  
The final opportunity for candidates to enter for a level 1, 2 or 3 Key Skills test or portfolio was June 2011 with the last certification in 2012.
- **Key Skills Level 4** The last series available to candidates entering for the Key Skills Level 4 test and portfolio was June 2010 with the last certification in the June series 2012.
- **Basic Skills Adult Literacy Levels 1 and 2, Adult Numeracy Levels 1 and 2** AQA Basic Skills qualifications will now be available until, at least, the June 2012 series.

### Funding

We have received the following advice on the funding of learners undertaking these qualifications:

- Currently the **Skills Funding Agency** funds Basic Skills in literacy and numeracy for adult, 19 plus, learners only. There are various support funds for learners aged 16-18 administered by the **Young People's Learning Agency (YPLA)**. These include EMA (until the end of the 2010/11 academic year), Care to Learn and discretionary learner support hardship funding for learners living away from home.
- This information is correct at the time of publication. If you would like to check the funding provision post-June 2011, please call the **Skills Funding Agency** helpdesk on 0845 377 5000.
- **Wider Key Skills** The AQA Wider Key Skills qualifications are no longer available. The last portfolio moderation took place in June 2011.

Further updates to this information will be posted on the website as it becomes available.

**[http://web.aqa.org.uk/qual/keyskills/wider\\_noticeboard.php](http://web.aqa.org.uk/qual/keyskills/wider_noticeboard.php)**



## GCSE General Studies Teaching from 2009 onwards

**Qualification Accreditation Number: 500/4390/0**

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 7810.

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.

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