



Rewarding Learning

General Certificate of Secondary Education
January 2017

Learning for Life and Work: Modular

Unit 5

Employability

[GLW61]

FRIDAY 6 JANUARY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to the candidates' responses.

The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives (AO) for GCSE Learning for Life and Work.

Candidates must:

- demonstrate their knowledge and understanding of Learning for Life and Work (AO1);
- apply their knowledge and understanding of Learning for Life and Work (AO2); and
- investigate, analyse, select, present and evaluate information related to Learning for Life and Work (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their markings giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another.

In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is appropriate.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

[0] marks – will be awarded if the response is not worthy of credit.

AO1

Level 1 (Limited): The candidate's knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of knowledge and understanding of the content. Relevant material is organised and presented with a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2

Level 1 (Limited): The candidate's application of knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's application of knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply knowledge and understanding of the content. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3

Level 1 (Limited): The candidate's ability to demonstrate the skills is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's ability to demonstrate the skills is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply the skills. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

Section A

AVAILABLE
MARKS

1 (a) Any **one** from the following suggested answers:

- personal savings
- investors to buy shares
- sale of an asset – house, car, etc.
- overdraft
- loan
- government
- sponsorship
- Princes Trust
- Invest NI

Or any suitable alternative

(1 × [1])

AO1 [1]

(b) Any **one** from the following suggested answers:

- they will have the opportunity of keeping all the profit for themselves and this will lead them to work hard in order to earn more profit
- they can make all their own decisions and therefore can work flexible hours and take holidays when it suits
- the opportunity to own their own business will motivate them and this can boost their self-esteem and self-confidence
- owning their own business can provide them with the opportunity of trying out new ideas and thus provide them with greater job-satisfaction

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

(c) Any **one** from the following suggested answers:

- they will need to be aware of other similar products/services on the market that may affect their sales
- they will need to know how much other similar products/services are being sold for, as they will have to price accordingly

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) Any **one** from the following suggested answers:

- bonus
- commission
- a share of the profits
- wage
- salary
- on-target earnings
- promotion

Or any suitable alternative

(1 × [1])

AO1 [1]

(b) Answers may include reference to any of the following:

- the employee has to be aware of the quickest/safest way to leave the building in the case of an emergency, e.g. a fire
- the employer must ensure that nothing is allowed to obstruct the passageways leading to all emergency exits in order to ensure that all employees can exit the building as quickly as possible
- it is a legal obligation therefore, the employer must meet the statutory responsibilities

Or any suitable alternative

Up to [2] depending on the detail of the explanation

AO2 [2]

(c) Answers may include reference to any of the following:

- orders will be completed on time so therefore the business will benefit from meeting their production targets
- the business will build up a good relationship with its customers and this could lead to more orders and hence more profit
- the employee will achieve a degree of satisfaction and this will motivate them, resulting in better work being produced for the business and possibly lead to an increase in sales

Or any suitable alternative

Up to [2] depending on the detail of the explanation

AO2 [2]

AVAILABLE
MARKS

5

3 (a) Any **two** from the following suggested answers:

- Job Centres
- Jobs NI
- Media
- Employer
- Recruitment Agencies
- Invest NI
- Internet/World Wide Web
- Princes Trust

Or any suitable alternative

(2 × [1])

AO1 [2]

(b) Any **two** from the following suggested answers:

- a change in lifestyle – personal circumstances may change and an employee may wish to change to a job with part-time hours
- an employee may become bored and de-motivated with their job and so decide that they may wish to do something completely different
- there may not be enough opportunities for an employee to become promoted as they may feel that they are not progressing fast enough in their current job
- their job situation may have become insecure and they could be facing redundancy so they may decide to re-train for a different line of work

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

(c) Any **two** from the following suggested answers:

- different jobs require different aspects of a CV to be completed, so it is necessary to adapt it to suit the job applied for
- an applicant may have undertaken extra courses and gained further qualifications, so these will have to be added to their CV as they could improve an applicant's chances of getting the job
- an applicant's personal circumstances may change from time to time, e.g. home address, marital status, etc. so these amendments need to be updated

Or any other suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

10

Section B

Source Based

AVAILABLE
MARKS

- 4 (a) (i) a group of workers working together on a particular task in order to produce the best possible result
- Or any suitable alternative
- Up to [2] marks depending on the detail of the explanation AO2 [2]
- (ii) a practice interview before the real one in order to help a person understand what a real interview involves
- Or any suitable alternative
- Up to [2] marks depending on the detail of the explanation AO2 [2]
- (b) Answers may include reference to any of the following:
- employers must pay their employee a fair wage for the work they undertake and not exploit them
 - employers must ensure that the workplace is safe for the employee to work in and ensure that they provide a healthy environment
 - employers must follow all legislation pertaining to the workplace and ensure that their employee is not discriminated against
 - employers should be realistic about the employee's work-life balance and allow time off for compassionate leave and entitlement to holidays
 - opportunities should be available to the employee in order to further their career and have a chance of promotion
- Or any suitable alternative
- Award [0] for responses not worthy of credit.
- Level 1: ([1]–[2])**
Answers may repeat a few points set out in the source with limited explanation. The organisation and presentation of material may lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that the intended meaning is not always clear.
- Level 2: ([3]–[4])**
Answers may identify some of the points listed in the source and provide appropriate explanation. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.
- Level 3: ([5]–[6])**
Answers will identify most of the points listed in the source and provide detailed explanation. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.
- AO2 [6]

10

5 Answers may include reference to any of the following:

Positives

- employees can update their skills which will result in them being able to undertake various different tasks in the workplace and so become more effective in their job
- training can motivate employees and this can help them become more productive in the workplace and perhaps earn more money
- training may present employees with the opportunity to seek work with another company and thus safeguard the risk of unemployment
- employees may have better opportunities for promotion if they are trained which could lead to better job satisfaction and an enhancement in salary
- employees may still be paid by their employer while attending training courses and therefore this will mean that they will still be receiving an income

Or any suitable alternative

Negatives

- employees may become stressed while training and thus feel that they cannot cope with the added responsibility
- if employees are being trained by their line-manager and not have a good working relationship with them, it could mean that the employees may be unsuccessful with the training and thus forego any chance of promotion
- if employees are requested to undertake 'off-the-job' training, they may feel out of their depth with other personnel that they don't really have anything in common with and lack motivation in the training

Or any suitable alternative

Award **[0]** for responses not worthy of credit

Level 1: ([1]–[4])

Answers may focus only on a few of the positive or negative factors which may be related in a superficial way. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2: ([5]–[7])

Answers may focus on some of the positive or negative factors which may be related in a relevant way. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

AVAILABLE
MARKS

Level 3: ([8]–[10])

Answers will provide detailed analysis and will focus on both positive and negative factors which will be related in an accurate and relevant way. Relevant material is organised appropriately and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3 [10]

Total marks:**AVAILABLE
MARKS**

10

40

Assessment Objectives Grid

	Q1	Q2	Q3	Q4	Q5
AO1	5	1	10		
AO2		4		10	
AO3					10