



Rewarding Learning

General Certificate of Secondary Education
2014

Learning for Life and Work: Modular

Unit 5

Employability

[GLW61]

FRIDAY 9 MAY, 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:

- Job Centres
- Jobs NI
- Media
- Employer
- Recruitment Agencies
- Invest NI
- Internet
- Princes Trust

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- more qualifications may lead to promotion which can lead to a better salary
- an employee may decide to change their job and therefore they may need more qualifications to do this

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(1 × [2])

AO1 [2]

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

- they need to find out what qualifications are needed in order to get into a certain course of study
- they need to find out what jobs would be available for them to apply for at the end of their study

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) One answer – town-twinning

(1 × [1])

AO1 [1]

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

- the cost of transporting the goods abroad may prove to be uneconomically viable for the business
- as well as the cost of the transport, businesses need to ensure that their goods will be transported promptly and safely
- language barrier

Or any suitable alternative

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

AO2 [2]

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

- it could have a positive effect on the local economy as it takes some people out of the job market and thus less people are unemployed
- the emigrants will not be spending money in Northern Ireland and this would have a negative impact on the local economy
- brain drain – young skilled professionals leaving a skills gap which affects NI economy

Or any suitable alternative

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

AO2 [2]

AVAILABLE
MARKS

5

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

- reducing waste
- reusing waste
- recycling waste
- proper disposal of litter
- mitigating greenhouse gas emissions

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- inform employees of health and safety procedures to make them aware of dangers in the workplace
- provide protective clothing and safety equipment so that employees can carry out their work safely
- ensure that employees have adequate heating, lighting and toilet facilities so that they feel comfortable in their work

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

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

- employers have a duty of care towards their employees to provide them with access to training to further their career
- legal obligation on employers
- employers may wish to place more responsibility on their employees so that employees will be provided with the opportunity to increase their salary
- employers need to ensure that their employees receive their holiday entitlement and compassionate leave as appropriate

Or any other suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

10

Section B

Source based

AVAILABLE
MARKS

- 4 (a) (i) Courses which are studied after completing Year 12, e.g. AS and A2s, diplomas, BTECs, NVQs, degrees, etc

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation AO2 [2]

- (ii) Attending a training course in order to learn new skills or acquire new qualifications

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:

- they may not have completed their application form to a satisfactory standard and thus may have spoiled their chances of being short listed
- their application form may have arrived after the deadline and therefore they may not be in a position to be considered for the job
- they may not have the correct qualifications as outlined in the job advertisement
- if there has been a large number of applicants, the employer may enhance the length of experience necessary
- if references are not good the employer may not think the candidate is suitable

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]

AVAILABLE
MARKS

10

5 Answers may include reference to any of the following

Positives

- trade unions can provide members with information on their rights and entitlements while at work
- trade unions can negotiate increases in pay so that members are paid in line with inflation
- trade unions can discuss major changes to the workplace such as large-scale redundancy
- grievances and disputes in instances of discrimination and unfair dismissal can be sorted out by the trade union
- certain consumer benefits such as discounted insurance are often provided by trade unions in order to save the employee money
- negotiations can take place between the trade union and the employer in relation to health and safety, facilities at work, etc
- action can be organised for the employee to put pressure on an employer to make changes, e.g. work-to-rule, go-slow, strike, etc

Or any suitable alternative

Negatives

- trade unions may call their members out on strike which could lead to a loss of earnings or break in service
- the cost of membership may be rather high and the employee may feel that they may not be getting value for their money
- decisions made on behalf of the members are binding on all members whether or not they personally agree with these decisions
- returning to work after being out on strike may cause stress to the employee as they may have a lot of extra work to catch up on

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.

AVAILABLE
MARKS

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.

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

