



Rewarding Learning

**General Certificate of Secondary Education
2016**

Learning for Life and Work: Modular

Unit 5

Employability

[GLW61]

FRIDAY 13 MAY, MORNING

**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) shortlist

(1 × [1])

AO1 [1]

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

- they will want to give a good impression as this will show that they have made the effort to appear their best at the interview
- they will want to look their best as this will help them relax so that they will feel more confident throughout the interview
- the interviewers may base their decision on appearance as well as communication so they will have a better chance of being offered the job

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:

- employees will be expected to communicate with their bosses as well as their work colleagues so it is important that they can listen and communicate as well as read and write
- customers will return to businesses where employees communicate with them with a good standard of literacy

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) Salary

(1 × [1])

AO1 [1]

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

- if an employee is honest it will mean that there is no theft of goods or money from the employer which will mean that the employer will place a lot of trust in the employee and hence give them more responsibility
- an employee can do an honest day's work for an honest day's pay which will lead to good productivity in the workplace

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:

- new jobs can be created as existing shops and businesses may be refurbished
- new businesses will open, e.g. shopping centres, cinemas etc. which will create more employment in the area
- derelict areas may be converted into parks and these new projects will require a lot of employment as well as jobs created for this facility
- local businesses may close down and so workers can lose their jobs as a result of competition from the larger businesses.

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:

- hardworking
- leadership
- reliable
- focused
- dedication
- efficient
- enthusiastic
- commitment
- flexibility
- honesty
- responsible

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- they will be in a position to offer advice and support regarding the setting up of the business
- they can provide support in the form of grants or loans to assist the entrepreneur with financial funding
- they can provide training seminars and workshops on marketing, information technology, etc. to assist with networking opportunities
- they can provide Business Clinics where entrepreneurs can discuss problems that they may encounter

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

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

- they will need to find out if there is any competition as they will need to decide how they are going to overcome this
- they will need to find out if there is a demand for their product/service as the business could turn out to be a failure
- they will have to find out what price their customers are prepared to pay for their product/service so that they will be able to charge the correct price
- they will need to find out information about starting up a business, e.g. grants available, etc.

Or any other suitable alternative

[1] for the correct identification
 [1] for the accompanying explanation
 (2 × [2])

AO1 [4]

10

AVAILABLE
MARKS

Section B

Source Based

AVAILABLE
MARKS

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

- production may be slowed down so therefore the business may be unable to meet the required deadlines and this could have an impact on clients returning to the business
- loss of profits for the business as a result of work not being completed by the skilled personnel
- updated training programmes for all staff so that workers are skilled in as many areas as possible and this could cost the business money for the training programmes

Or any other suitable alternative

Up to [2] depending on the detail of the explanation
(2 × [2])

AO2 [4]

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

- if they are working after school they may not have time to do their homework and this could have an impact on their school work
- they may be too tired to get up for school the following morning after working and so may decide to stay at home, which could mean that their absences would hinder progress at study
- they may like earning money and hence decide to give up school, therefore they will not have achieved the qualifications they were aiming for
- they may become stressed as a result of managing schoolwork and a part-time job
- a person may become depressed as they may miss out on social events and therefore lose contact with their friends

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

- it may be necessary to acquire new skills in order to increase an individual's knowledge of various jobs
- gaining further learning may assist the individual to develop their existing skills in order to become more motivated and therefore enjoy greater job satisfaction
- with further learning the individual may obtain more qualifications and thus may improve their chances of promotion and hence command a better salary
- self-esteem can be raised and thus help the individual to feel a greater sense of loyalty to their job

Or any suitable alternative

Negatives

- gaining further learning may prove to be quite expensive for the individual as training courses cost money
- qualifications gained through further learning may not necessarily lead to any further enhancement for the individual
- social commitments and family life may suffer as a result of further learning at training courses in the evenings and possibly weekends
- the individual may suffer low self-esteem if they are unable to complete a training course

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