



General Certificate of Secondary Education
January 2019

Learning for Life and Work: Modular

Unit 5

Employability

[GLW61]

TUESDAY 29 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:

- redundant
- laid off
- paid off
- unemployed
- jobless

Or any suitable alternative

(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 put in a lot of effort for 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:

- more and more technology is being used in the workplace, so it is important that employees are aware of how to use this technology
- emails, video-conferencing, etc is an important communication tool for customers and clients, so employees need to be expert in these areas in order for customers and clients to return to the business

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:

- Race Relations Order
- Section 75/Northern Ireland Act
- Human Rights Act
- Equality Act
- Fair Employment Act

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- it is a legal document and may be relevant if the employee is unfairly dismissed
- it explains the duties of the employee and therefore they will know exactly what type of work they have to do
- it states the date the employee started work and this is important for the employee's pension, redundancy payment, etc
- it states the rate of pay being agreed by the employer and employee so therefore there should be no issues arising regarding the correct pay
- it states the length of notice to be given by the employer as well as the employee, so this would be of relevance when the employee leaves the employment for whatever reason
- it states employee break entitlements so this will help the employee to understand what they are entitled to in the event of illness, holiday, compassionate and maternity leave
- it states the responsibilities of the employer and employee in relation to health and safety rules in order to safeguard both parties

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:

- in order to reward an employee as they may have carried out various responsibilities in the workplace
- if an employee performs work and meets deadlines in order for the company to reach their target and hence make more profit

Or any suitable alternative

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

AO2 [2]

5

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

- planning
- decision making
- leadership
- hard working
- responsible
- enthusiastic
- flexibility
- focused
- efficient
- dedication
- honesty
- commitment
- reliable

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- they can make all their own decisions and therefore can work flexible hours and take holidays when they wish
- they will have the opportunity of keeping all the profits for themselves and this will encourage them to work hard in order to earn more profit
- 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 to try 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

(2 × [2])

AO1 [4]

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

- they can provide support in the form of grants or loans to assist the entrepreneur with funding
- they will be in a position to offer advice and support regarding the setting up of the business
- 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 they may encounter

Or any other suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

10

Section B

**AVAILABLE
MARKS**

Source Based

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

- they are in a position to provide students with information on who to choose as a referee in their application form so that they will stand a better chance of being shortlisted
- they will be knowledgeable in all aspects of the recruitment process and therefore they can advise students what employers are looking for
- they can advise students on the type of information to include about various jobs as they have been trained in all aspects of careers

Or any 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:

- businesses can become better known worldwide which could inevitably lead to an increase in productivity
- the business will be open 24 hours a day, 7 days a week, which may result in an increase in sales for the business
- an increase in sales for the business will lead to an increase in business profits which in turn can provide extra finance for the owners
- businesses may save money as they may not have to pay large overheads if they have no showrooms or premises

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:

AVAILABLE
MARKS

Positives

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

Or any suitable alternative

Negatives

- 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
- employees may become stressed while training and thus feel that they cannot cope with the added responsibility
- if employees are requested to undertake 'off-the-job' training, they may feel out of their depth with other personnel that they don't have anything in common with and lack motivation in the training
- employees may become frustrated and disappointed after they have finished a training course as it may not always lead to promotion

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.

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

**AVAILABLE
MARKS**

10

40