



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

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## **Learning for Life and Work: Modular**

**Unit 5**

**Employability**

**[GLW61]**

**FRIDAY 8 MAY, MORNING**

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**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) One answer – imports

(1 × [1])

AO1 [1]

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

- employees within the business may have been promoted, resigned or retired and thus a vacancy may arise for a position
- to cover periods when the business may be required to increase production, e.g. seasonal times – Christmas, Easter
- in order to meet deadlines if an order is required within a short timescale
- the business may have expanded and therefore more employees will be required to cope with the extra workload
- the business may need to employ workers who have specific skills which the business needs and hasn't already got
- to cover periods of staff illness

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:

- the exchange rate may fluctuate from day to day and thus the business may experience problems with documentation from the close of business on one day to the start of the next day's trading
- the business may lose profit as a result of trading in foreign currencies as they may not receive the correct amount of money for their goods/ services

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:

- The Race Relations Order
- The Equality Act
- The Human Rights Act
- The Northern Ireland Act

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- employers are bound by legislation to update their employees on health and safety issues in order to ensure that their employees are fully protected from dangers
- it is essential for all employees to be informed of health and safety regulations in order that they will know what to do if there is a fire in the workplace or if an accident occurs
- employees will feel safe and secure in a healthy and safe environment and thus will produce more work which will result in more profit for the owner of the business

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:

- 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 the work they have to carry out
- it states the date the employee started work and this is important for the employee's pension, redundancy, etc
- it states the rate of pay being agreed by the employer and employee and thus there will be no issues regarding the correct pay
- it states the length of notice to be given by the employer and employee and therefore this is relevant when the employee is leaving that employment for whatever reason

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:

- loyalty
- patience
- hardworking
- reliable
- punctual
- 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 knowledgeable in all aspects of the recruitment process and therefore can advise students what employers are looking for
- 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 chance of being shortlisted
- 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

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

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

- students will be provided with information on interview skills and techniques and this will enhance their knowledge of the interview process
- students will be provided with the opportunity to participate in 'mock interviews' and thus may not be as nervous when they are requested to attend a real interview
- students will be informed of dress codes for interviews and this will assist them in their preparation for interviews so that they stand a better chance of getting the job

Or any other suitable alternative

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

AO1 [4]

10

AVAILABLE  
MARKS



**Section B**

**AVAILABLE  
MARKS**

**Source Based**

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

- the entrepreneur may experience difficulty with cash-flow in the business and this could put the business at risk
- the entrepreneur may not be expert in all areas of the business and thus could end up losing all their investment
- the entrepreneur may be young and inexperienced to take on the responsibility that is required of them and therefore the business may never get off the ground
- the entrepreneur may find that setting up their new business is taking up a lot of their time and on account of this, time with his family and social occasions may be pushed into the background

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:

- to find out what sort of person the applicant is, e.g. how they dress and present themselves
- to verify the information the applicants have filled in on their application form and clarify any misunderstandings that may arise
- to provide the applicants with the opportunity to ask questions which will provide them with more information about the job
- to assess their suitability for the job applied for and then appoint them if 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

AVAILABLE  
MARKS

**Positives**

- employees will be able to undertake a wider range of tasks and thus can help out with jobs if other employees are absent so that the business can still meet deadlines
- employees may feel more valued and therefore become more motivated in their work enabling more work to be carried out
- well trained employees will enhance the business as the employer will have the opportunity to promote internally
- better trained employees may improve the quality of their work which will ultimately lead to increased sales for the business and hence more profits
- health and safety training will mean that there is less chance of employees causing accidents in the workplace and therefore work will not fall behind

Or any suitable alternative

**Negatives**

- employees may need time off their work in order to participate in training and this may cause delays with deadlines
- trained employees will expect a pay-rise or promotion and this will cost the business more expense
- when employees have been trained they may seek alternative employment and this may cause the business problems as they may have to recruit new workers
- if on-the-job training takes place, workers may have to set aside their work in order to train their colleagues and this may result in jobs not being completed on time

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 marks:****AVAILABLE  
MARKS**

10

**40****Assessment Objectives Grid**

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>
<b>AO1</b>	<b>5</b>	<b>1</b>	<b>10</b>		
<b>AO2</b>		<b>4</b>		<b>10</b>	
<b>AO3</b>					<b>10</b>