

New  
Specification



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General Certificate of Secondary Education  
2011

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## Learning for Life and Work (Modular)

Unit 5

Employability

[GLW61]

MONDAY 10 JANUARY, AFTERNOON

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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 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]** – 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 – Entrepreneur AO1 [1]
- (b) Any **one** from the following suggested answers:
- They will be their own boss, therefore they will make all their own decisions
  - They will keep the profits for themselves and therefore will work hard to earn more profit
  - They may have flexible working hours and therefore can take holidays to suit themselves
  - They may have great job satisfaction as they may take delight in watching their business grow
- Or any suitable alternative
- [1] for the correct identification  
[1] for the accompanying explanation  
(1 × [2]) AO1 [2]
- (c) In order to purchase items needed to run the business, e.g. premises, vehicle, equipment, fixtures and fitting, stock, etc. in order to increase the efficiency of the business
- In order to pay advertising costs so that they can promote the business
- Or any suitable alternative
- [1] for the correct identification  
[1] for the accompanying explanation  
(1 × [2]) AO1 [2]
- 2 (a) Any **one** from – The Disability Discrimination Act  
The Equality Act  
The Human Rights Act AO1 [1]
- (b) Any **one** from the following suggested answers:
- Legislation demands that employers provide their employees with information about health hazards as well as safety procedures in order that their employees are fully protected from all dangers
  - Employers must provide employees with information regarding 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 as a result of this they will produce more work and ultimately this will mean more profit for their employer
- Or any suitable alternative
- Up to [2] depending on the detail of the explanation  
(1 × [2]) AO2 [2]

5

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

- Orders will be produced on time and thus the business will benefit from meeting their production targets
- 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
- As a result of deadlines being met, the business will ultimately build up a good relationship with their customers and this could lead to more orders and hence more profit

Or any suitable alternative

Up to [2] depending on the detail of the explanation  
(1 × [2])

AO2 [2]

5

3 (a) (i) **One** answer – Imports

AO1 [1]

(ii) **One** answer – Emigration

AO1 [1]

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

- Each employee becomes practised at one particular task and thus more work can be produced
- Lengthy training is avoided and so the business can save money on training the employees
- The business can save on time as workers do not have to move from one job to another
- The goods will be cheaper to produce because they are being made in bulk
- With more work being produced in a shorter period of time it may mean more sales and hence more profit for the business
- The business will need less workers so they will be paying less wages.

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:

- When a business enters the international market, it will be faced with competition because there are so many more businesses trying to sell their products
- Increased production in order to market abroad may require extra capital investment and recruitment of additional staff – a business may not be able to cope with this

- Distribution/receipt of goods may cause problems for a business in that it may need to employ agents in the foreign country
- Local businesses may close down as a result of other businesses going global
- A business will have to familiarise itself with the various types of documentation required for trading with other countries – this may prove difficult for a business
- Language barriers are a major drawback – businesses will have to ensure that some members of staff are capable of speaking, writing and translating the language of the country in which trading is taking place
- Businesses need to be familiar with the currency of the foreign country and be able to trade their products in that currency
- Cultural differences may create problems – exporters have to be aware of the values and traditions of the country to which they are selling. It is vital that those values and traditions are respected
- Businesses may need to continually update their website and so this will be an extra expense for the business.

Or any suitable alternative

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

AO1 [4]

**AVAILABLE  
MARKS**

10

**Section A**

**20**

**Section B**  
**Source Based**

**AVAILABLE  
MARKS**

- 4 (a) (i) This involves taking employees away from their jobs to be trained. It can be done within a company or employees may be sent outside to courses run by training groups.

Or any suitable alternative

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

- (ii) An applicant chosen from a group of applicants to go for an interview. The interview panel will use a list of criteria in order to shortlist.

Or any suitable alternative

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

- (b) Answers may make reference to and expand upon the following:

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

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 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 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 a 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 contexts 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**

- Necessary to continue to develop existing skills in order to become more motivated
- Necessary to acquire new skills in order to increase knowledge of various jobs
- Need for more qualifications to meet the demands of a changing society
- More qualifications may lead to promotion and consequently a better salary
- Become more motivated and thus enjoy greater job satisfaction
- Raise self-esteem and feel greater sense of loyalty to job

**Negatives**

- Pursuing life-long learning may prove to be quite expensive for the adult as training courses cost money
- Social commitments and family life may suffer as a result of the adult acquiring further qualifications
- Acquiring further qualifications may not necessarily lead to any further career enhancement for the learner
- With the increasing demands of attending courses, the adult may become fatigued and stressed out with the increasing demands of working and studying at the same time
- The adult may suffer low esteem if they find they are unable to complete their training courses

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]

**Section B****Total****AVAILABLE  
MARKS**

10

20

40

**Assessment Objectives Grid**

	Question 1	Question 2	Question 3	Question 4	Question 5
AO1	5	1	10		
AO2		4		10	
AO3					10