



General Certificate of Secondary Education
January 2013

Learning for Life and Work: Modular

Unit 5

Employability

[GLW61]

THURSDAY 10 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) Off-the-job

(1 × [1])

AO1 [1]

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

- it will make the employer aware how well qualified the applicant is for the job and thus may shortlist them for interview
- it will make the employer aware if the applicant needs to undergo any further training to enhance their qualifications

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:

- a change in lifestyle – personal circumstances may change and a person may wish to change to a job with part-time hours
- a person may become bored and de-motivated with their job and so decide that they may wish to do something completely different
- there may not be enough opportunities for a person to become promoted as they may feel that they are not progressing fast enough in their current job
- their job situation may have become insecure and they could be facing redundancy so they may decide to re-train for a different line of work

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) One answer – exports

(1 × [1])

AO1 [1]

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

- advances in Information Technology and wider use of computers have meant that employment patterns are now of a more technological nature
- nowadays there are more women in work and whilst some work part-time, others may job share and also work from home
- employees in traditional industries need to retrain and learn new skills as a result of job losses caused by cheaper labour, cheap imports and modern technology

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:

- the business may not have anyone fluent in the foreign language and so they may encounter problems with documentation and marketing
- the business may have to employ a linguist in order to translate for them and this would cost the business money

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:

- a bonus
- wages
- pay rise
- commission
- salaries
- a share of the profits
- promotion

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- the law states that employers must abide by all health and safety legislation, otherwise they may have penalties imposed on them
- employees need to work in an environment that is safe and secure so that their health and well-being is not adversely affected
- workers will be more motivated and enjoy better job satisfaction and so there may be less employee absenteeism
- a safe and healthy environment will mean that employees will carry out their tasks more efficiently and therefore enhance profit for the business

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:

- new businesses will open, e.g. shopping centres, which will create new job opportunities
- existing shops may be refurbished which will mean that workers will have to be employed to do this
- 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
- new restaurants, cinemas and other social facilities may be built to enhance the area which will inevitably provide more job opportunities

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section A

20

Section B

AVAILABLE
MARKS

Source Based

- 4 (a) (i) Employers would like their employees to persist with a job until it is finished even if it proves difficult.

Or any suitable alternative

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

- (ii) Employers would want their employees to be loyal to their business, believe in it and support it, if they found it to be under question.

Or any suitable alternative

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

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

- many businesses have had to shut down as it became very difficult for them to borrow money
- many employees faced redundancies as a result of businesses closing down
- house prices plummeted leaving some house owners with negative equity
- public spending was cut which resulted in less income for many families
- hotels, restaurants and social venues were losing out on revenue as people had less disposable income
- people who saved money in various financial institutions lost some or all of their savings after the collapse of many companies, e.g. Fairpak
- holiday-makers found themselves without a destination to go to after many travel companies went bankrupt

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]

10

5 Answers may include reference to any of the following:

Positives

- a self-employed person will be their own boss and so therefore they will make all their own decisions
- they will keep all the profits for themselves and therefore they will work hard in order to earn more profit
- they will have the opportunity of working hard and gaining job satisfaction by working at something which they feel passionately about
- running a successful business will boost a person's confidence and self-esteem and hence they will become more motivated
- they will have flexible working hours and therefore can take holidays to suit themselves
- some people like to try out new ideas and self-employment usually provides more scope for this

Negatives

- self-employment can involve very long working hours and so a person may find that they have very little time for their family and miss out on social occasions
- income from self-employment may be very erratic, therefore there may be times in the year when a loss can occur instead of a profit
- there may be difficulty with cash-flow in the business which could affect the owner’s personal finances
- the owner may not be an expert in all areas of the business and so they may lose the money they initially invested
- they may be too young and inexperienced to take on the responsibility of all that a business entails and thus the business may never really get off the ground

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.

AO2 [10]

10

Section B

20

Total marks:

40

Assessment Objectives Grid

	Q1	Q2	Q3	Q4	Q5
AO1	5	1	10		
AO2		4		10	
AO3					10