



*Rewarding Learning*

**General Certificate of Secondary Education  
January 2015**

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

**Unit 5**

**Employability**

**[GLW61]**

**WEDNESDAY 7 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 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] 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

(1 × [1])

AO1 [1]

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

- in order to purchase items to run the business, e.g. premises, vehicle, equipment, fixtures and fittings, stock, etc in order to increase the efficiency of the business
- in order to pay for 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]

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

- they may prefer to get a wage or salary every week or month instead of depending on making a profit from a business
- they may not want the worry and stress of owning a business as they prefer to have a stress-free life
- they will usually have set hours to work each week and so they will have time to spend with their family and enjoy a social life

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) One answer – off-the-job training

(1 × [1])

AO1 [1]

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

- the employer may be going out of business and therefore there may be no more work for the employees
- the particular job that the employee is doing may not be required any more and the employees may not agree to be re-trained to undertake a different type of job

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:

- they may not have completed the application form to a satisfactory standard and thus may have spoiled their chances of being shortlisted
- they may not have the desired qualifications for the job and therefore will be ruled out
- the references supplied by the referees may not be satisfactory for the job applied for and therefore the applicant may be found unsuitable for the post
- the application form may have arrived after the stated deadline and therefore they may not be in the position to be considered for the job
- if there has been a large number of applicants, the employer may enhance the original criteria and therefore the applicant may be ruled out

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:

- a verbal warning
- a written warning
- dismissal from their job
- demoted
- suspended

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- this law protects the employee's rights in that it states that the employer should not treat an individual unfairly because they have a disability
- the employer may face charges in court if they do not provide them with the same opportunities as all other employees
- the employer will have to provide disabled employees with reasonable adjustments and extra support, e.g. wider doors for wheelchair access, car-parking spaces, lifts, etc in order that they are not prevented from participating in everyday work-life

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:

- employees would be expected to meet deadlines so that orders can be produced on time
- employers will not tolerate employees who are not punctual and this could therefore lead to warnings and eventual dismissal from their job
- employers value their reputation and would not be too keen on word circulating that they were ignoring poor time-keeping amongst their employees

Or any other suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

**Section B**

**AVAILABLE  
MARKS**

**Source Based**

- 4 (a) (i) a form of written communication using modern technology which can be sent rapidly and replied to instantly

Or any suitable alternative

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

- (ii) skills used in the workplace to produce goods over the past number of years without the use of modern technology

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:

- prospective employees may be attracted to those businesses which are seen to be environmentally friendly and this may lead to a more productive workforce
- businesses will inevitably enhance their corporate image as a result of their environmental considerations
- businesses may attract more customers with this awareness and thus hope to make a profit
- environmental issues such as recycling could work out cheaper for the business and ultimately save them money
- entrepreneurs should be continually focussing on an awareness of carbon footprint

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

- improved motivation of workers as most employees enjoy being part of a business that invests in modern technology and achieving success
- high levels of profit as increased production usually means increased sales and hence improved profits
- the development of new products would be easier with modern technology and thus a business would benefit from a larger range of products
- new technologies may increase the administrative efficiency of a business and thus improve communication
- the internet has provided easy access for people to buy products and services online and this can save them money in the long run as it cuts out the middleman

Or any suitable alternative

### Negatives

- people looking for jobs must be adaptable and willing to learn new skills so they will have to undertake training programmes which could be stressful for them
- the workforce may become less skilled as the technology does most of the work
- through time new technology may mean less workers, e.g. redundancies and this will effect employment levels in the locality
- more competition for local businesses through the use of the world wide web

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>