



*Rewarding Learning*

**General Certificate of Secondary Education  
January 2016**

---

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

**Unit 5**

**Employability**

**[GLW61]**

**THURSDAY 7 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) Equality Act  
Sex Discrimination Act/Order  
Section 75  
Human Rights  
Equal Pay Act  
(Or any suitable alternative.)  
(1 × [1])

AO1 [1]

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

- if an employee performs work and meets a deadline the company can reach their set target and thus more profit
- in order to reward an employee as they may have carried out various responsibilities in the workplace

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:

- to attract more customers as they will want to be seen as environmentally friendly
- recycling could work out cheaper for the business and save them money in the long run
- it will enhance their corporate image as they will have an awareness of their carbon footprint

Or any suitable alternative

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

AO1 [2]

5

2 (a) Any **One** from – redundant  
 laid off  
 paid off  
 unemployed  
 jobless

(1 × [1]) AO1 [1]

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

- if they are motivated they will achieve job satisfaction and thus be more efficient in their work
- a motivated workforce will attract consumers and thus will enhance sales for the business
- the employees will complete tasks with dedication and enthusiasm and this will ultimately lead to more profit for 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:

- deadlines can still be met if work colleagues are absent and therefore the business does not suffer
- employees can develop new skills and therefore they can meet the needs of an ever-changing employment market

Or any suitable alternative

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

3 (a) (i) Exports  
 (1 × [1]) AO1 [1]

(ii) Teleworking/Telecommuting  
 (Or any suitable alternative.)  
 (1 × [1]) AO1 [1]

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

- limited job opportunities in the immigrant's own country so they may have a better standard of living in Northern Ireland
- higher salaries in Northern Ireland so the immigrant can send money back to their family
- to escape from persecution or civil unrest in their own country, thus affecting work opportunities for them

AVAILABLE  
 MARKS

5

- Northern Ireland employment agencies may have travelled to various countries and recruited people to work in Northern Ireland
- NHS is free in N.Ireland, thus this would mean extra money into pocket for workers and their families

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:

- language barriers – businesses may have to train staff to speak the appropriate foreign language
- employ extra workers in order to ensure that the business is fully equipped to cope with increased demands for goods
- research appropriate transporting arrangements before entering the global market
- currency exchange rate fluctuations may have an impact on the price of goods/services
- businesses will have to familiarise themselves with various types of documentations required for trading and this may prove cumbersome for businesses
- local businesses may be forced to close down as a result of other businesses going global
- Skilled employees may leave N.Ireland in order to take up employment abroad

Or any other suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

Section B

AVAILABLE  
MARKS

Source Based

- 4 (a) (i) a form that a job applicant completes with personal information when they are applying for a position within a company
- Or any suitable alternative
- Up to [2] marks depending on the detail of the explanation AO2 [2]
- (ii) training that happens when workers are taken away from their place of work to be trained, e.g. at a training agency or local college
- Or any suitable alternative
- Up to [2] marks depending on the detail of the explanation AO2 [2]
- (b) Answers may include reference to any of the following:
- businesses may 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 of a business will ultimately lead to an increase in profits for the business which will 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]

10



5 Answers may include reference to any of the following

**Positives**

- if a dispute arises, the employers only have to deal with the union representative rather than a group of employees and therefore the dispute may be settled quickly and more efficiently
- the employer can pass on information to the trade union who can then distribute it to each of their employees, thus saving time for the employer
- the trade union can provide advice to its members which is supportive of the working practices of the employer

Or any suitable alternative

**Negatives**

- industrial action from the whole staff can result in loss of profit for the employer and the business will therefore suffer
- trade unions can force employers to increase wage rates and this will mean higher salaries for employees at a greater cost to the business
- trade unions can encourage their members to go against the company wishes and this may cause friction between the employer and employee and result in the employee doing less work

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]

AVAILABLE  
MARKS

10

**Total marks:**

**40**

## Assessment Objectives Grid

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