
AQA CERTIFICATE PREPARATION FOR WORKING LIFE

4801/2

Mark scheme

4801

June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Q	Accept	Marks
1	Any three from: TV/radio/job centre or agency/newspapers/journals or magazines/notice boards or billboards or posters or signs in shops/leaflets or flyers/job fair Not: just shop windows/word of mouth/just adverts on transport Max 3	3

Q	Accept	Marks
2 (a)	Able to concentrate/won't be distracted/interruption and distractions would create a bad impression AW with company/unprofessional/can be heard/avoid misunderstandings AW (1)	1

Q	Accept	Marks
2 (b)	Suggests self-confidence/good communication skills/ensures gives and receives correct information/can be heard and understood AW (1) Ignore: polite/respectful/good impression/sounds professional	1

Q	Accept	Marks
2 (c)	Suggests good preparation/organisation AW/several jobs available – which job?/they know what she is talking about and she knows what they are talking about (1) Not: research company/interview preparation/good impression/sounding professional	1

Q	Accept	Marks
3 (a)	Must be specific to online Advantage + reason (1 + 1 max 2 marks) Quicker (1) - Speeds up recruitment process AW/saves postal delivering time (1) Cuts costs/cheaper(1) - Saves postage/paper costs (1) Response is word processed or typed (1) - ease of reading (1) Reduces paperwork – environmentally correct/saves money Ignore: can't get lost/number of applicants/spellcheck	2

Q	Accept	Marks
3 (b)	<p>Advantage + reason (1 + 1 max 2 marks)</p> <p>Allows use of spell check/ease of amendment AW (1)- ensures good first impression of applicant/neatness and legibility assured (1)</p> <p>Secure copy of completed form (1) - Easy to refer to prior to interview (1)</p> <p>Not just easier or more convenient AW to submit/receive</p> <p>Not quicker/faster ; Not don't have to post/send back</p> <p>Not issues regarding "getting lost"/cost</p>	2

Q	Accept	Marks
4 (a)	<p>Respond to confirm her attendance or otherwise AW</p> <p>Not just reply</p>	1

Q	Accept	Marks
4 (b)	<p>Polite/well-mannered/good etiquette/does what employer requests/ability to follow instructions/interested/wants job</p> <p>employer knows if attending or not AW</p> <p>Not: to show she's reliable</p> <p>Ignore: Proof of receipt/good impression</p>	1

Q	Accept	Marks
5 (a)	<p>Able to ask for specific person when attending interview AW/call/address the person by name AW/Polite (1)</p> <p>Not: know who they will be speaking to</p> <p>Ignore: Professional/good impression</p>	1

Q	Accept	Marks
5 (b)	<p>Can find exact location (on Google map/SatNav/GPS app)/knows where to go/won't get lost (1)</p>	1

Q	Accept	Marks
5 (c)	<p>Allow to plan/organise transport AW/timetable journey/complete "dummy" run/can find the best way of getting there/can get there on time (1)</p> <p>Not: won't get lost; she can get there; know the way; knows how to get there</p>	1

Q	Accept	Marks
5 (d)	Can research company in more detail AW or example of what information that could provide (1) Not: get in touch with them	1

Q	Accept	Marks
6	Any two of: Point of contact (or example such as email address)(1) Role/position/job/occupation(1) Relationship to applicant(1) Max 2 Not: how many years they have known them	2

Q	Accept	Marks
7	Communicate (write/telephone/say/tell/email/comment) (1) to employer about Caroline's strengths/abilities/suitability for job/skills (1) Good qualities - things/aspects/nice/what she is like/positive points = too vague Not: back up Ignore: confirm or prove what Caroline has said or vouch for	2

Q	Accept	Marks
8	Any four from: Personal - contact details or example (eg address) NB not date of birth (1) Educational History/ Qualifications/Exams to be taken (1) Work experience/ Employment history/Part time jobs (Not just experience)(1) Interests/Hobbies (1) Achievements/Positions of responsibility (1) Not: Skills/personal profile - statement Beware of repetition such as giving 2 examples of contact details (email and telephone number) Mark first answer on each line if all 4 lines are used	4

Q	Accept	Marks
9	<p>When assessing answers it is a good idea to locate the answer in the appropriate Band and then come to a judgement regarding where to locate the answer within the Band.</p> <p>This second phase decision may be affected by the following factors:</p> <ul style="list-style-type: none"> • The presence or not of examples for all the techniques covered • The quality of written communication where this does not match the quality of the response 	
Band 0	No relevant knowledge or understanding is presented.	0
1	<p>The candidate demonstrates limited knowledge of at least 1 of the given techniques indicated by the use of simple examples; there is an absence of/very basic justification for their use.</p> <p>Spelling, punctuation, grammar and legibility are sufficiently inaccurate to affect the meaning; answer is disorganised and incoherent.</p>	1 - 5
2	<p>The candidate demonstrates a reasonable knowledge of at least 3 of the given techniques through the use of relevant examples together with a basic understanding of why these techniques are appropriate</p> <p>Spelling, punctuation, grammar and legibility are sufficiently clear to allow the reader to understand the meaning of the answer; the answer is reasonably coherent and organised in a logical manner.</p>	6 - 10
3	<p>The candidate demonstrates a thorough knowledge of all 5 of the given techniques through the use of relevant and detailed examples. The candidate also shows a good level of understanding regarding why these techniques are appropriate</p> <p>Spelling, punctuation, grammar and legibility demonstrate a good command of English and therefore ensure that the meaning of the answer is clear; the answer is organised in a logical and rational manner</p>	11 - 15
4	<p>The candidate demonstrates a thorough knowledge of all 5 of the given interview techniques providing relevant and detailed examples. The justification for the deployment of these techniques is well reasoned and explored in some depth indicating a sophisticated level of understanding.</p> <p>Spelling, punctuation, grammar and legibility are of a high standard and the meaning of the answer is clear; the answer is organised in a logical and rational manner using specialist vocabulary appropriate to the context;</p>	16 - 20

	<p>Example answers (without reference to QWC)</p> <p><u>Band 1:</u> <i>Caroline should dress smartly in dark trousers or skirt to create a good impression</i></p> <p><u>Band 2:</u> <i>Caroline should dress smartly (eg in dark trousers or skirt) and make sure her hair is tidy, tied back if necessary. This will help to create a good impression because it looks as though she has made an effort and really wants the job.</i></p> <p><u>Band 3</u> <i>Caroline should dress smartly (eg in dark trousers or skirt and a smart blouse) and make sure her hair is tidy, tied back if necessary. Make-up and jewellery should not be too noticeable. Her appearance will help to create a good impression because it looks as though she has made an effort and really wants to get the job. It may also make the employer think that she will have high standards of work as well as appearance.</i></p> <p><u>Band 4</u> <i>Caroline should dress smartly (eg in dark trousers or skirt and a smart blouse) and make sure her hair is tidy, tied back if necessary. Make-up and jewellery should not be too noticeable. Her appearance will help to create a good impression because it looks as though she has made an effort and really wants to get the job. It may also make the employer think that she will have high standards of work as well as appearance. The job Caroline has applied for will involve contact with the public and her appearance will be important. Her appearance will also create an impression of the company which needs to be positive and professional.</i></p>	
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Q	Accept	Marks
10 (a)	<p>Mentor is someone who will look after/ support/guide/advise Dwayne when he starts work (1)</p> <p>Any 2 from: Help by sorting out problems at work/answer his questions (1) suggesting sources of support (or examples such as trade union/HR department) (1) discussing-talking about (not meeting) progress (ie not appraisal) (1) helping with induction type idea (eg settling in, show round, introduce to others) AW (1)</p> <p>Not: teach AW/show how Ignore give confidence Not: “help” alone – must say how they help</p>	3

Q	Accept	Marks
10 (b)	<p>Work shadowing is watching a more experienced/more skilled employee (AW) doing the job he is to carry out (1)</p> <p>Not: copying/senior employees</p> <p>Any 2 from: Help by allowing him to learn the skills he needs or avoid mistakes or know what to do (1) gives him confidence that he can do the job (1) chance to ask questions about job (1)</p>	3

Paper total 50 marks