



Level 1/Level 2 Preparation for Working Life

4801/2

Mark scheme

4801

June 2016

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

General points

Separate marking points are indicated by (1).

A forward slash (/) separates alternatives of the same marking point.

AW indicates alternative wording of the point is acceptable.

Please read carefully where to 'ignore', i.e. read through to the next point.

'NOT' means do not award the mark

Where answers are open without numbered lines, please mark parts in the order they appear up to the mark total.

Where lines are numbered, mark the first point against each number, ignoring others. The exception is when candidates do not offer answers against each number. Apply the rule and go back to the top to use up mark/attempts as determined by the question. Do not allow more attempts than mark allocation. N.B. The number of attempts considered as answers must not exceed total marks for the question. This is the **1, 2, 3 rule**.

If answer is crossed out – please check to see if answered elsewhere. If not, mark the crossed out work as best you can.

Please look out for answers which repeat points already awarded. (This is indicated by the symbol 'R' on **OLS scripts only**).

Q	Accept	Mark
1 (a)	Equality Act (2010)/Equality. Not Equal Rights Act	1

Q	Accept	Mark
1 (b)	Any three from: Age/Disability/Gender reassignment (AW)/Marriage-Civil Partnership/Race-Ethnicity-Heritage/Religion-Belief-Faith-Culture/Sex/Sexual orientation/Pregnancy-Maternity. NB: First answer convention applies (see introduction to mark scheme) Not Illness/women/men/origin/background/....'isms/... phobias Max 3	3

Total 4 marks

Q	Accept	Mark
2	<p>Any three points from:</p> <ul style="list-style-type: none"> • It will be 'spell checked' (electronically/automatically). • It is easy to change if mistakes are made. • It will be neat/legible/looks professional. • She will have a secure copy of the completed form/cannot get lost (in post) • She can refer to completed copy if she is offered an interview. • It is quicker/easier/more convenient to return and-or receive • Cheaper than postage <p>Ignore Make a good impression Accurate Not Just "easier" or "quicker" "Get straight there" Can do from home Don't have to write unless qualified with legibility Lay out done for you</p>	3
Q	Accept	Mark
3 (a)	<ul style="list-style-type: none"> • He can complete a draft/practice/trial form (1) • Avoid mistakes on the "real" form/damage/spillage/loss (1) <p>Not Just "he has a spare" "Keeping one for his records"</p>	2

Q	Accept	Mark
3 (b)	<ul style="list-style-type: none"> • To get someone else to check if there are any mistakes or examples/neatness-legibility/check it makes sense/check the standard (1) • a 'fresh' pair of eyes sees things that Ben may not – get there opinion/suggest how to improve/ can spot omissions/does it read well (1) • so that employer doesn't get a bad impression – think that Ben is careless – not that bothered about the job – looks unprofessional (1) . <p>Accept reverse argument for final point Max 2</p>	2

Q	Accept	Mark
3 (c)	<ul style="list-style-type: none"> • If he gets an interview he can read it through before he goes (1) • he can prepare for possible questions (1) • make sure he doesn't contradict himself in the interview-can use at interview/remember what he said(1) • in case of loss or damage (1) • helps with next application-keep for reference(1) <p>Max 2</p>	2

Total 6 marks

Q	Accept	Mark
4 (a)	He should ask the referees' permission/Consider who knows him in an appropriate context (AW)	1

Q	Accept	Mark
4 (b)	<ul style="list-style-type: none"> • Their role/position/relationship to Ben eg, teacher(1) • Their contact details/accept email address/telephone number/address/place of work AW (1) <p>Not How long he has known them Just "title"</p>	2

Q	Accept	Mark
4 (c)	<ul style="list-style-type: none"> • Give/tell/inform/confirm/write/vouch for/support Ben (AW) (1) • Appropriate elaboration of what a reference contains eg he is an appropriate candidate for the job /his attendance record etc /Idea of validating information(1) <p>The word "reference" does not, on its own, attract a mark</p>	2

Total 5 marks

Q	Accept	Mark
5 (a)	Pay/earnings before stoppages/deductions/example of compulsory deductions (Income Tax or National Insurance) are taken out. Ignore – tax or insurance on their own	1

Q	Accept	Mark
5 (b)	Extra money earned based on the number of items/cars/products sold . Must include the idea of sales achieved	1

Q	Accept	Mark
5 (c)	Training-off work-attending course-attending college-training away from the workplace/off-the-job Not Just “training”	1

Total 3 marks

Q	Accept	Mark
6	Any five from: <ul style="list-style-type: none"> • Date. • Matching opening and closure/Dear Sir/Madam-Yours faithfully/Dear Mr Williams-Yours sincerely • Signature. • Print name below signature • If handwritten use unlined paper. • If handwritten use blue/black ink. • If word processed use a suitable style/size/colour of font. • State the position applied for. • State where she saw the job advertised. • Keep it neat/tidy/legible/clear layout – eg paragraph • Good spelling/punctuation/grammar • Information relating to motivation/suitability for job/why she is applying • Use formal language No credit for usual content of CV	5

Q	Accept	Mark
7	<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 stage decision may be affected by the following factors:</p> <ul style="list-style-type: none"> • The presence or otherwise of appropriate illustrative examples. • The quality of written communication where this does not match the quality of the response's content. <p>The points that we might expect to be made are as follows:</p> <ul style="list-style-type: none"> • Time keeping: <ul style="list-style-type: none"> • More than just getting to work on time/back from breaks, keeping to time for meetings/appointments. • Shows reliability/you can be trusted to do your job • Shows good organisation • Deadlines are important for getting the job done • Shows respect and concern for others (if you aren't there on time someone else may be held up) • Teamwork: <ul style="list-style-type: none"> • Teams achieve more than individuals. • Appreciate others' points of view. • More ideas are generated. • Shows you can inspire/motivate/encourage others. • Compromise can lead to quicker progress. • Good communication is essential in the workplace. • Positive working relationships. • Problem solving ability: <ul style="list-style-type: none"> • Shows creativity/imagination/enterprise. • Shows independence/self-reliance/initiative/willingness to take responsibility. • Ability to overcome obstacles and get the job done. • Ability to analyse a situation and come up with a solution. • Adaptability <ul style="list-style-type: none"> • Willingness to learn/respond to changing demands of the job. • Have a 'can-do'/positive attitude to change. • Be open-minded to new challenges. <p>The examples provided by students should explain/illustrate the specific point they are making.</p> <p>Students may also respond with answers that approach the question from the negative angle by explaining the consequences of not displaying these skills/personal attributes. Such answers should be credited.</p>	15

Band	Accept	Mark
0	No work worthy of credit	0
1	<p>The candidate demonstrates limited knowledge of at least 1 of the given skills/personal attributes 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 meaning; answer is disorganised and incoherent.</p>	1 - 4
2	<p>The candidate demonstrates a reasonable knowledge of at least 2 of the given skills/attributes through the use of relevant examples together with a basic understanding of why these skills/attributes are important.</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>	5 - 8
3	<p>The candidate demonstrates a good knowledge of at least 3 of the given skills/attributes through the use of relevant and detailed examples. The candidate also shows a good level of understanding regarding why these skills/attributes are important.</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 clear and rational manner.</p>	9 - 12
4	<p>The candidate demonstrates a good knowledge of all four of the given skills/attributes through the use of relevant and detailed examples. The justification for the importance of these skills/attributes 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>	13 - 15

Q	Accept	Mark
8	<p>Ignore reference to better chance of getting the job, unless qualified.</p> <p>Suggestion 1: Dress smartly Any three from:</p> <ul style="list-style-type: none"> • Willing to make an effort. • Genuine desire to get job/take it seriously. • High personal standards – neat-tidy-clean • Shows certain level of maturity/professionalism. • Good advert for company if in contact with customers. • Makes a good first impression (ignore other references to impression) <p>Max 3</p> <p>Suggestion 2: Show positive body language Any three from:</p> <ul style="list-style-type: none"> • Shows interest/alertness/enthusiasm/motivation • Engage with interviewer or example (eg respect) • Self-confidence. • Good self-esteem. • Good communication/interactive skills <p>Max 3</p> <p>Suggestion 3: Use appropriate vocabulary and tone of voice Any three from:</p> <ul style="list-style-type: none"> • Polite/well mannered. • Can be heard clearly/communicate effectively - formally/good selling skills/show confidence • Varied tone maintains interest. • Can show knowledge of technical terms relating to job/shows research into job has been undertaken. • Reflects intelligence <p>Ignore “professional”</p> <p>Max 3</p>	9

Paper total 50 marks