



Rewarding Learning

**General Certificate of Secondary Education
2022**

Learning for Life and Work

Unit 3

Employability

[GLF31]

WEDNESDAY 25 MAY, 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 which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Learning for Life and Work.

Candidates must:

- AO1** recall, select and communicate their knowledge and understanding of Learning for Life and Work;
- AO2** apply skills, knowledge and understanding of Learning for Life and Work; and
- AO3** analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions related to Learning for Life and Work.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of 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 marking, 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 schemes

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 in the level 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 communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Competent): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Highly Competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

1 (a) Write down **two** environmental issues in the workplace. (AO1)

Answers may include **two** of the following:

- reducing waste
- reusing
- recycling
- reducing greenhouse gas emissions
- pollution
- noise from machines
- litter
- waste of resources - electric/water, etc

All other valid answers will be credited

(2 × [1])

[2]

(b) Explain **one** reason why an entrepreneur may not use a bank loan as a funding option for their business. (AO1, AO2)

Answers may include **one** of the following options:

- an entrepreneur may find it difficult to pay back monthly repayments so therefore they may encounter cashflow problems.
- an entrepreneur may find that their assets can be taken from them as collateral at a later date if they fail to make repayments.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** reason why an entrepreneur may not use a bank loan as a funding option for their business

(1 × [2])

[2]

(c) Describe **one** reason why employers are responsible for their employees wearing protective gear in the workplace. (AO1, AO2)

Answers may include **one** of the following points:

- in order to ensure that the employee does not injure themselves so that they don't have to take time off work with an injury.
- it is a legal obligation on the employer's part to ensure that their employees are safe at all times in the workplace as they could be at risk of a court case.
- the employee will feel safe wearing protective gear so therefore they will gain more job satisfaction, resulting in more profit for the entrepreneur.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** reason why employers are responsible for their employees wearing protective gear in the workplace.

(1 × [2])

[2]

(d) Explain **two** reasons why a job applicant would participate in a mock interview. (AO1, AO2)

Answers may include **two** of the following points:

- a mock interview may build confidence for the job applicant so that they will feel more at ease and less nervous during the real interview.
- the applicant will get specific feedback from the mock interview which will provide them with knowledge on how to improve their performance during the real interview.
- it will help the applicant prepare for unforeseen questions which may be asked during the real interview and thus they may impress their potential employer with their practiced answers.
- it will enable the applicant to think about their dress code so that they can experiment with various attire and dress appropriately for the real interview.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** reason why a job applicant would participate in a mock interview.

(2 x [2])

[4]

10

2 (a) Name **two** examples of changing employment patterns. (AO1)

Answers may include **two** of the following:

- more women working
- equal pay
- gig economy
- increase in STEM jobs
- working from home
- flexible hours
- part-time work
- short-term contracts/zero-hours contracts
- job sharing
- growth in service industries, e.g. IT
- growth in the number of workers employed in the public sector

All other valid answers will be credited

(2 × [1])

[2]

(b) Describe **one** reason why social media use is an important part of the code of conduct in the workplace. (AO1, AO2)

Answers may include **one** of the following points:

- social media use in the workplace is viewed as a personal activity and therefore the employee will be neglecting their work if they are on social media and this may have an impact on production.
- it is unprofessional for an employee to post or share negative opinions/ images about their workplace on social media so therefore this may lead to confrontation between the employer and employee.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** reason why social media use is an important part of the code of conduct in the workplace.

(1 × [2])

[2]

(c) Explain **one** reason why it is important for a young person to set targets when planning a career. (AO1, AO2)

Answers may include **one** of the following points:

- setting targets will provide a young person with a long-term vision and short-term motivation so that they can organise their time and resources to make the most of their personal career management.
- setting targets will help a young person to become focused in order to give them a clear path to follow which can assist them to become successfully employed.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit [1] basic statement

[2] accurate description with clear reference to **one** reason why it is important for a young person to set targets when planning a career.

(1 × [2])

[2]

(d) Explain **two** disadvantages of being self-employed. (AO1, AO2)

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Answers may include **two** of the following points:

- working long hours in order to meet the demands of the job may lead to stress and anxiety and therefore they may lose motivation after a while.
- there is usually no guarantee of a weekly or monthly salary, therefore the self-employed person may not have a steady income in order to pay their overheads and expenses.
- the working day and environment may invade their home life and thus they may miss out on social occasions with their families.
- they will have to set up a private pension scheme, otherwise they may have no guaranteed pension at retirement.
- if they do not have anyone else working with them in the business they may find it very difficult to operate the business if they become ill or wish to go on holidays.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit [1] basic statement

[2] accurate explanation with clear reference to **one** disadvantage of being self-employed.

(2 × [2])

[4]

10

- 3 (a) Name **two** sources that could help a young person develop their decision-making strategies for their career. (AO1)

Answers may include **two** of the following:

- media reports/advertisements
- careers advisors
- teachers
- family members
- friends
- government agencies
- part-time job
- work experience

(2 × [1])

[2]

- (b) Explain **one** way offering a scholarship programme demonstrates a business's social responsibility. (AO1)

Answers may include **one** of the following:

- businesses can provide finance to students so that they can be provided with assistance to help them out with their education.
- customers will support businesses that provide money to university undergraduates and graduates in order for them to ease the burden with university fees/rent, etc.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit [1] basic statement

[2] accurate description with clear reference to **one** way offering a scholarship programme demonstrates a business's social responsibility.

(1 × [2])

[2]

- (c) Explain **one** reason an employment contract is important in the workplace. (AO1, AO2)

Answers may include **one** of the following points:

- it provides the employee with information on their rights and responsibilities in the workplace so therefore they will feel a sense of security in their job.
- it can provide a good working relationship between the employer and employee as terms and conditions have been agreed by both parties.

All other valid answers will be credited.

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** reason an employment contract is important in the workplace.

(1 × [2])

[2]

(d) Explain **two** reasons why team-work skills are important for a successful career. (AO1, AO2)

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Answers may include **two** of the following points:

- a person will need to know how to work well with their colleagues so that they can meet deadlines which could possibly lead to promotion in their career.
- team-work can involve sharing and discussing ideas which can play a substantial role in deepening a person's understanding of a particular subject area and thus open up more doors for them in their career.
- a person can feel a great sense of achievement and thus provide an incentive for a person to perform at higher levels leading to increased motivation.
- team-work provides great learning opportunities so that a person can gain insight from differing perspectives and learn new concepts from more experienced colleagues.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** reason why team-work skills are important for a successful career.

(2 × [2])

[4]

10

- 4 (a) Explain **two** ways an employer can manage conflict in the workplace. (AO1, AO2)

Answers may include **two** of the following points:

- have team bonding days so that employees can build up friendships
- have clearly defined job descriptions, so that employees know exactly what is expected of them and their colleagues.
- listen to both sides when there is conflict or disagreement, and get both sides to commit and take ownership for the agreed solution.
- make participants aware of consequences if they do not keep their part of the agreed solution.
- record and review the situation at a future date in order to check if the issue remains resolved.
- suspension from the workplace without pay.
- make sure that any discussions revolve around the issues and not the individuals involved as the problem can be solved easier if everyone shoulders the blame, rather than just the individual.
- have a code of conduct so employees are aware of consequences.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit [1] basic statement

[2] accurate explanation with clear reference to **one** way an employer can manage conflict in the workplace.

(2 × [2])

[4]

- (b) Explain **two** consequences to employees of not meeting their responsibilities in the workplace. (AO1, AO2)

Answers may include **two** of the following points:

- a verbal warning may be given to the employee by the employer to warn them that their conduct at work or their work rate needs to be improved.
- a written warning is given after a verbal warning and is an official notice given to the employee by the employer to inform them that they have breached company policy and enables the employee to improve themselves.
- dismissal is the most serious consequence given by the employer after verbal and written warnings have been given and this means that the employee is requested to leave their place of work.
- health and safety issues could arise causing employers to reprimand employees.
- reduction in pay if deadlines are not met by employees.
- suspension for a period of time without pay.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit [1] basic statement

[2] accurate explanation with clear reference to **one** consequence to employees of not meeting their responsibilities in the workplace.

(2 × [2])

[4]

8

Source A: Stress in the Workplace

Work is the most common cause of stress for UK adults, with 59% experiencing it.

One in five (21%) UK workers experience moderate to high levels of work-related stress several times per week.

Long working hours (21%) are the most common cause of work-related stress, followed by concerns about work performance – both workers' own performance (13%) and that of others, such as junior members of staff (14%) and customer or client satisfaction levels (11%).

72% of higher earners (i.e. those earning more than £40,000) are the most likely to experience work-related stress.

More than one in ten say that stress causes them to take sick days from work.

Almost half (45%) of UK workers say their place of work does not have anything in place to help reduce employees' stress levels and improve their mental wellbeing.

Adapted from "The 2020 UK workplace stress survey" © Perkbox

5 Read the information carefully in Source A to answer part (a) of the question below.

- (a) Using the information in the source and your own knowledge, analyse the causes of employees experiencing work-related stress. (AO1, AO2, AO3)

Answers may include **any** of the following points:

- 21% of UK respondent adults experience stress through long working hours. Employees are expected to take work home with them in the evenings as well as being available to read and reply to emails at any time of the night. This can affect a person's relationship with their partner and family and therefore can lead to serious consequences.
- 13% of UK adults become stressed over their own work performance as well as 14% of them experiencing stress over junior members of staff. Excessively high workloads, with unrealistic deadlines can make people feel rushed and under pressure. They may feel that they are unable to cope with heavy demands being placed on them. Targets may have to be met and employees may feel that they are not getting support from their colleagues in order to meet their targets.
- 11% of UK adults experience stress over customer or client satisfaction levels. Businesses need to ensure that their customers and clients are always satisfied with the service that they receive so therefore employees are continually striving to maintain a certain level of customer satisfaction. Some customers and clients can be awkward to deal with and therefore can put employees under serious stress which can negatively impact on the employees. Management expect employees to keep the customers happy so that they will continue to do business with them.

- Just under three-quarters (72%) of respondents earning more than £40 000 per annum, experience work-related stress. These employees are obviously entrusted with areas of responsibility and therefore this can lead to stressful situations. They may be in managerial positions or in high-level professional jobs which require a lot of specialist skills. They will be expected to perform the duties of their position to the best of their ability while adhering to company policies and protocols. Their responsibilities can place heavy demands on them and after a while they may feel unable to cope.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic analysis

- Shows basic knowledge and understanding of the causes of employees experiencing work-related stress
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation on the causes of employees experiencing work-related stress.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent analysis

- Shows good knowledge and understanding of the causes of employees experiencing work-related stress.
- Analysis: identifies and comments on at least two relevant points from the source and analyses the causes of employees experiencing work-related stress.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent analysis

- Shows excellent knowledge and understanding of the causes of employees experiencing work-related stress and applies this effectively in response to the question.
- Analysis: identifies and comments on at least two relevant points from the source and analyses the causes of employees experiencing work-related stress.
- Quality of written communication is highly competent. [6]

Work-related stress is common amongst many employees.

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(b) Discuss the consequences of employees' work-related stress. (AO1, AO2, AO3)

Answers may include **any** of the following points:

- an employee may feel generally unhappy or distressed whilst carrying out their work which leads them to become disinterested in their day-to-day daily tasks.
- difficulty in concentrating on what is expected of an employee as a result of stress can lead to making mistakes on their part which in turn could affect their safety and the safety of their colleagues in the workplace and possibly cost them their job.
- lack of sleep or poor sleeping patterns as a result of work-related stress can have a serious effect on employees in that they may have a lack of energy and experience serious fatigue resulting in poor time-keeping at work with the possibility of warnings from their employer.
- employees may experience constant headaches which may lead to migraines resulting in employees having to take time off work, thus disrupting deadlines that have to be met in the workplace.
- a loss of appetite resulting in the employee losing weight and becoming frail owing to the fact that they continually experience upset stomachs and a feeling of nausea.
- employees may develop low immunity causing them to catch colds and infections which can lead them to becoming moody and irritable with their work colleagues.
- chest pains and rapid heartbeat can be a serious consequence of work-related stress which may hinder the employee's ability to carry out tasks which they normally would have no problem coping with.
- employees may find that they are no longer capable of participating in leisure pursuits, e.g. walking, swimming, sports activities, etc and so this may lead to the employee experiencing a sense of loneliness and isolation.
- effect on the business which may result in less output/less profit for the business.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic discussion

- Shows basic knowledge and understanding about the consequences of employees' work-related stress.
- Discussion: makes reference to at least one relevant point and may provide limited detail about the consequences of employees' work-related stress.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent discussion

- Shows good knowledge and understanding about the consequences of employees' work-related stress and applies this to the question.
- Discussion: makes reference to two relevant points and provides adequate discussion about the consequences of employees' work-related stress.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent discussion

- Shows excellent knowledge and understanding about the consequences of employees' work-related stress and applies this effectively to the question.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the consequences of employees' work-related stress.
- Quality of written communication is highly competent. [6]

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12

Businesses use staff-training to develop positive working relationships.

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6 Evaluate ways in which participating in ‘on the job’ staff training can develop positive working relationships.

Answers may include **any** of the following points:

- employees can learn from specialists in their own workplace who can train them in the day-to-day requirements of the job.
- workers can still be productive in their own place of work with hands on training and therefore this can provide them with greater job satisfaction. This leads them to being further dynamic and proficient.
- the trainer directs the employees on how to perform the task appropriately and gives immediate feedback by pointing out any errors. This allows a new trainee to be incorporated simply and quickly into the company which helps them gain confidence in their work.
- skills are learned where they will actually be applied, with tools that will actually be used. Often, on-the-job training uses real-time experiences combined with microlearning support to help employees manage their job more effectively.
- familiarity with the workplace may mean that employees do not concentrate on the specific task they are being trained to do and therefore they may feel that they are not benefitting from the training which can lead to de-motivation.
- an employee may pick up on bad habits from their trainer and this may lead to them not being trained properly for the task in hand.
- an employee may find that they are not being given proper time to practice what they have been taught in the training session and this can lead to a lack of job satisfaction.
- employees being trained are directly involved in the production process and if they do not have adequate knowledge and skill of working with the given equipment and materials it can lead to the possibility of accidents in the workplace.
- if an employee does not have a good relationship with their trainer it can lead to a dispute between the two employees and this can affect the overall efficiency of the training for the employee.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic evaluation

- Shows basic knowledge and understanding about ways in which participating in ‘on the job’ staff training can develop positive working relationships.
- Evaluation: identifies and comments on at least one relevant point on ways in which participating in ‘on the job’ staff training can develop positive working relationships.
- Conclusion: may be missing or inadequate about ways in which participating in ‘on the job’ staff training can develop positive working relationships.
- Quality of written communication is basic.

Level 2 ([5]–[7])

Overall impression: competent evaluation

- Shows good knowledge and understanding about ways in which participating in ‘on the job’ staff training can develop positive working relationships and applies this to the question.
- Evaluation: identifies and comments on at least two relevant points on ways in which participating in ‘on the job’ staff training can develop positive working relationships.
- Conclusion: draws a relevant conclusion related to their evaluation on ways in which participating in ‘on the job’ staff training can develop positive working relationships.
- Quality of written communication is competent.

Level 3 ([8]–[10])

Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding about ways in which participating in ‘on the job’ staff training can develop positive working relationships and applies this effectively in response to the question.
- Evaluation: identifies and comments in detail on at least two relevant points on ways in which participating in ‘on the job’ staff training can develop positive working relationships.
- Conclusion: draws a detailed conclusion related to their evaluation on ways in which participating in ‘on the job’ staff training can develop positive working relationships.
- Quality of written communication is highly competent. [10]

Total

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MARKS**

10

60