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CURRICULUM &  
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FOR WALES



**KEY SKILLS COMMUNICATION**  
**Level 3 - Construction industry**

January 2004

**Final Mark Scheme**

**Part A - short-answer questions**

**Q1** Using documents 1 and 2, list four reasons why many young people are **not** choosing construction as a career. Consider the extent to which document 4 supports these reasons.

Coverage	Marking guide	Marks	Max Marks
3.2.1	Candidate has <b>read and selected</b> relevant information from documents 1 and 2	1 mark	<b>1 mark</b>
3.2.2	<p>Candidate has <b>listed</b> reasons, eg</p> <ul style="list-style-type: none"> <li>a) negative image that focuses on construction sites (doc 1)</li> <li>b) competition from other industries (doc 1)</li> <li>c) flexibility of other degrees leading to a variety of careers (doc 1)</li> <li>d) stereotypes from adverts &amp; TV programmes (docs 1 &amp; 2)</li> <li>e) lack of understanding/ignorance of industry (doc 2)</li> <li>f) dirty work/physically demanding (doc 2)</li> <li>g) poor pay &amp; conditions (docs 1 and 2)</li> <li>h) thought to be only for low achievers (doc 2)</li> <li>i) perception of being male dominated (doc 2)</li> </ul> <p>(do not allow 'children staying on at school' (doc 1) - this is not a reason for poor recruitment, specifically to the construction industry)</p> <p>Accept any other valid point</p>	1 mark per reason (max 4 marks)	<b>4 marks</b>
3.2.3	<p>Candidate has effectively <b>considered the extent</b> to which document 4 supports the reasons for young people not choosing the construction industry.</p> <p>eg</p> <p>Document 4 shows construction workers on a site, engaged in physically demanding and dirty work. The workers conform to the construction worker stereotype, by being men, stripped to the waist and wearing heavy tool belts, suggesting physical strength as a necessary quality for entry into the industry.</p> <p>Also accept a coherent and relevant alternative argument for document 4 presenting a positive image that does not support the reasons given in documents 1 and 2 for young people not choosing construction.</p>	Up to 4 marks	<b>4 marks</b>
Total for Question			<b>9 marks</b>

**Q2** Identify three benefits of working as a professional in the construction industry, as outlined in documents 1 and 3. To what extent does document 2 support or contradict these benefits?

Coverage	Marking guide	Marks	Max Marks
3.2.1	Candidate has <b>read and selected</b> relevant ideas from documents 1, 2 and 3.	1 mark	<b>1 mark</b>
3.2.2	<p>Candidate has <b>identified</b> three benefits of working as a professional in the construction industry from docs 1 and 3 eg</p> <p>a) the industry is booming /low unemployment (doc 1)  b) high degree of responsibility (docs 1 and 3)  c) diverse occupations within construction (docs 1 and 3)  d) many job opportunities (docs 1 and 3)  e) high level of job satisfaction (doc 1)  f) worldwide reputation of U.K. industry (doc 1)  g) well paid jobs (docs 1 and 3)  h) opportunities for females (doc 3)</p> <p>Accept any other valid point</p>	1 mark per point (max 3 marks)	<b>3 marks</b>
3.2.3	<p>Candidate has effectively <b>considered the extent</b> to which doc 2 supports or contradicts the benefits outlined in docs 1 and 3 eg</p> <p>Jade (doc 2) supports points made by Duncan (doc 1) that it is possible, while still a young employee of the construction industry, to have a high level of responsibility and engage in challenging projects which ensure job satisfaction. However the health and safety record is poor.</p>	Up to 4 marks	<b>4 marks</b>
Total for Question			<b>8 Marks</b>

**Q3** Describe three positive messages contained in document 3. How effective is document 3 in challenging the young people's perceptions of the construction industry that are described in document 2?

Coverage	Marking guide	Marks	Max Marks
3.2.1	Candidate has <b>read and selected</b> relevant ideas from documents 2 and 3	1 mark	1 mark
3.2.2	Candidate has <b>described</b> three positive messages contained in document 3, eg a) opportunities open to females b) good pay indicated by 'young business woman' image c) young woman is attractive, smart and looks intelligent d) responsibility at an early age e) control of large budgets f) construction can be fun g) availability of training schemes  Accept any other valid positive message.	1 mark per point (max 3 marks)	3 marks
3.2.3	Candidate <b>offers valid opinions on the effectiveness</b> of the document in challenging perceptions contained in document 2, based on appropriate <b>evidence and synthesis</b> of information, eg  It is effective as it offers a positive picture of Lucy as a construction industry professional, being well-dressed, clean and a high-flyer (doc 3), as opposed to perceptions of the dirty, manual work in the construction industry (doc 2). The humour of the juxtaposition of her industry budget and her shopping bags (doc 3) contributes to this positive image. However, as only 6% of the workforce is female (doc 2), this may be considered a false image and indeed substitutes one stereotype for another.	Up to 4 marks	4 marks
Total for Question			8 Marks

**Total for Part A 25**

## Part B Extended Answer Question

**Q4** The Construction Industry Training Board (CITB) is to launch a campaign aimed at increasing the number of school leavers applying for construction-related degrees. They have decided to reach school and college students through Connexions, the service that provides careers advice to young people.

You have been asked by your area CITB office to write a formal letter, on their behalf, to your local Connexions office. The purpose of the letter is to give information on the recruitment problems within the construction industry, the opportunities for professional careers open to young people and to argue against the common misconceptions young people have of the industry. Base your answer on information from the documents.

The address of the CITB office is Anvill House, Dagenham Road, Petersville, Essex, PV4 7MR.

The name and address of the person to write to at the local Connexions office is Marianne Thomas, Senior Careers Adviser, 20 Cole Road, Hurston, Essex, HS1 1LD

Coverage	Marking guide	Marks	Max Marks
3.3.1	<p>Candidate has:</p> <ul style="list-style-type: none"> <li>selected an appropriate form of formal letter for presenting the information which includes sender and recipient addresses, date, salutation and close</li> <li>used an appropriate style and structure to add clarity to the text for example the effective use of paragraphs to structure an argument</li> </ul>	<p>1 mark</p> <p>1 mark</p>	<b>3 marks</b>
3.3.2	<p>used a formal tone in writing.</p> <p>Candidate has:</p> <ul style="list-style-type: none"> <li>presented case in a clear and coherent fashion using own words</li> <li>effectively used relevant information from the documents to cover issues of recruitment, opportunities and misconceptions, eg <ul style="list-style-type: none"> <li>importance of construction to economy</li> <li>problems of recruitment, especially female</li> <li>opportunities for professional career in the industry</li> <li>advantages, pay, skills etc</li> <li>dealing with misconceptions</li> <li>lack of knowledge of the industry</li> </ul> </li> <li>demonstrated an understanding of issues and purpose of letter, eg <ul style="list-style-type: none"> <li>informing Connexions of recruitment problems etc</li> <li>encouraging them to promote the construction industry</li> <li>focusing on professional careers rather than craft technicians - addressing gender issues</li> </ul> </li> </ul> <p>Any other valid issues</p>	<p>1 mark</p> <p>Up to 3 marks</p> <p>Up to 5 marks</p> <p>Up to 3 marks</p>	
	<ul style="list-style-type: none"> <li>used specialist vocabulary accurately and appropriately (eg job titles, use of statistics, hierarchy of skills/craft technicians, graduate professionals etc)</li> </ul>	Up to 2 marks	<b>13 marks</b>

3.3.3	<p><b>Band 1</b> The candidate spells, punctuates and uses grammar with reasonable accuracy, eg</p> <ul style="list-style-type: none"> <li>the spelling of simple words is usually accurate</li> <li>full stops and capital letters are accurately used to demarcate sentences. Commas in lists are used accurately.</li> <li>there may be some grammatical errors, eg confusion of pronouns, tense and some lack of cohesion.</li> </ul>	1-3 marks	
	<p><b>Band 2</b> The candidate spells, punctuates and uses grammar with considerable accuracy, eg</p> <ul style="list-style-type: none"> <li>the spelling of words with complex regular patterns is usually accurate</li> <li>a range of punctuation including commas, apostrophes and inverted commas is used correctly including to mark sentences and clauses</li> <li>the work is mostly grammatically accurate showing that the candidate can construct complex sentences accurately, use pronouns so that their meaning is clear, makes accurate subject/verb agreement and uses tenses accurately and consistently, although there may be occasional errors of sentence separation.</li> </ul>	4-7 marks	
	<p><b>Band 3</b> The candidate spells, punctuates and uses the rules of grammar with almost faultless accuracy e.g.</p> <ul style="list-style-type: none"> <li>virtually all spelling, including that of irregular words is usually correct. Any errors stand out as untypical or 'one-off' slips</li> <li>punctuation is accurate and is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects</li> </ul> <p>grammar is accurate and gives appropriate variation in sentence structure.</p>	8-9 marks	<b>9 marks</b>
<b>Total for Question</b>			<b>25 marks</b>

**Total for Part B 25**

**TOTAL MARKS FOR TEST 50**

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