This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners’ meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.
These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**
Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**
Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**
Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**
Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.
<table>
<thead>
<tr>
<th>GENERIC MARKING PRINCIPLE 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERIC MARKING PRINCIPLE 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.</td>
</tr>
</tbody>
</table>
Get Ahead With An Apprenticeship

Produced by: Candidate name

An apprenticeship is a real job with training which allows the apprentice to earn a salary while they learn, and gain a nationally recognised qualification. They are offered in over 1,500 job roles in a wide range of industries. Apprentices are employed throughout their training and the costs are shared between the government and the employer. As employees they are issued with a contract of employment and are entitled to the same benefits and conditions as other workers. They must be paid at least the national minimum apprenticeship wage and work for at least 30 hours per week. They are entitled to receive 20 days paid holiday per year plus bank holidays. An apprenticeship takes between one and five years to complete, depending upon the sector. The training is specifically tailored to the skills and knowledge required to be a success in that industry. This gives apprentices a real advantage as not only do they have better long term salary prospects, but they also have excellent progression opportunities, whether looking to study further or climb the career ladder within the workplace.

Structure

Most apprenticeships are made up of three elements. Competency covers the work-based skills, technical knowledge addresses the underpinning theory which is usually delivered and tested at a college, and functional skills which are general numeracy, literacy, IT and employability skills. There are different levels of apprenticeship that can be undertaken, depending on existing skills and qualifications:

- Intermediate apprenticeship (level 2)
- Advanced apprenticeship (levels 3)
- Higher apprenticeship (levels 4-7)
- Degree apprenticeship (levels 6-7)

All apprenticeships start at a Level 2, or Intermediate Apprenticeship. Once this is achieved the learner is able to progress onto Advanced Apprenticeships (Level 3) and in some cases onto a Higher Apprenticeship (Level 4) after that.

Employability Skills

A skills gap threatens the sustainability of businesses around the world. Those leaving the education system often lack the workplace skills that employers want, such as problem solving, team working and communication. Employers across all industries are looking for more than just academic qualifications. An offer of employment will often depend on the additional skills offered to complement any qualifications. Employability skills are becoming increasingly important to employers who look for a wide range of skills, attributes and knowledge. Apprentices start to develop these skills from the moment their apprenticeship begins and this puts them a step ahead in a highly competitive job market.

Engineering Apprenticeships

There is a massive shortage of engineering skills in this country and in order to meet demand there is a need to attract a greater talent pool...
into engineering over the next five to ten years. There has been particularly strong growth in the take up of engineering apprenticeships in recent years and this is seen as the way forward.

The engineering sector currently employs 5.4 million people across 542,440 engineering companies. It is predicted that by 2020 engineering companies will have 1.86 million job openings which will require engineering skills. Current intermediate level apprenticeship vacancies available are:

<table>
<thead>
<tr>
<th>Vacancy_ID</th>
<th>Vacancy</th>
<th>Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT488098</td>
<td>Apprentice Field Service Engineer</td>
<td>£150.00</td>
</tr>
<tr>
<td>TT418265</td>
<td>Control System Engineering Apprentice</td>
<td>£150.00</td>
</tr>
<tr>
<td>TT490111</td>
<td>Apprentice CAD Engineer</td>
<td>£153.80</td>
</tr>
<tr>
<td>TT418025</td>
<td>Apprentice Software Engineer</td>
<td>£160.60</td>
</tr>
<tr>
<td>TT418058</td>
<td>Apprentice IT Support Engineer</td>
<td>£175.50</td>
</tr>
<tr>
<td>TT539159</td>
<td>Apprentice Maintenance Engineer</td>
<td>£180.00</td>
</tr>
<tr>
<td>TT436069</td>
<td>Apprentice Fork Lift Truck Engineer</td>
<td>£203.00</td>
</tr>
<tr>
<td>TT418057</td>
<td>Apprentice Microsoft Software Engineer</td>
<td>£225.00</td>
</tr>
<tr>
<td>TT539384</td>
<td>Mechanical Design Engineering Apprentice</td>
<td>£230.00</td>
</tr>
<tr>
<td>TT418060</td>
<td>Apprentice IT Engineer</td>
<td>£260.50</td>
</tr>
</tbody>
</table>

These positions offer good benefits in terms of pay, time spent training, level of skill imparted, and the prestige and future career opportunities. Additional funding from the government will result in 20,000 higher apprenticeship places in professional careers such as engineering over the next three years. This will offer solid progression routes for those starting an apprenticeship now.

**Traineeships**

Traineeships are designed for unemployed young people aged 16 to 24 who want to get an apprenticeship or job but lack the skills and experience that employers are looking for. Many employers offer both traineeships and apprenticeships so it may be possible to progress to an apprenticeship with the same employer.

Traineeships are unpaid and last from six weeks to six months. A high quality work placement is central to the training programme which aims to develop workplace skills. It also covers work preparation skills such as CV writing, interview preparation, job search skills, self-discipline and inter-personal skills. English and maths are included along with industry specific content and vocational qualifications.

**Higher Apprenticeships**

Higher apprenticeships offer an alternative to traditional university study, with the opportunity to gain professional skills, status and accreditation, all while in a job and earning a salary. This is a new route into a professional career which was once only available to graduates. Research has found that top apprentices have higher earning capacity during their lifetime than many university graduates.

Traditional study at university involves a minimum of 3 years with a lot of classroom study and lecture attendance and very little hands-on work in industry. Those starting a university course now are predicted to graduate with at least £60,000 of debt due to the rising cost of tuition fees and living expenses. Understandably many students do not want to start their working careers with these crippling debts. Higher apprenticeships offer a great alternative to a traditional full-time university degree. Learners split their time between college or university and the workplace. They can earn as much as £300 to £500 a week, receive on and off the job industry training, gain degree level qualifications and have many progression opportunities available to them. All without paying hefty tuition fees or running up student debts.
In the past apprenticeships were seen as the only option for those not achieving the grades to progress to university. This is no longer the case. There are some very challenging apprenticeship schemes available, with tough application processes and fierce competition for places.

Higher Level apprenticeship numbers are rising steadily. There were 19,800 Higher Level apprenticeship starts in 2014 which is up 2% on the previous year. The growth in the number of higher apprenticeships advertised over recent years can be seen in the following graph:

The UK government is committed to expanding the number, range and quality of apprenticeships that offer training to degree level. The Apprenticeship Levy was introduced in April 2017 which requires all organisations to either take on apprentices or pay a percentage fee of their wage bill which will go towards funding apprenticeships. The levy aims to fund three million apprenticeships in the UK by 2020. Higher apprenticeships are widening access to professional careers and building the high level technical skills needed for the jobs of the future.
<table>
<thead>
<tr>
<th>Vacancy</th>
<th>Level</th>
<th>Closing_Date</th>
<th>Employer_Name</th>
<th>Day_Release</th>
<th>Wage</th>
<th>Bonus_Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprentice Backend Developer</td>
<td>Advanced</td>
<td>20-Aug-18</td>
<td>Digital Advanced Services</td>
<td>Yes</td>
<td>£274.75</td>
<td>£285.74</td>
</tr>
<tr>
<td>Business Administration Apprentice</td>
<td>Advanced</td>
<td>07-Aug-18</td>
<td>Holder Law Specialists</td>
<td>No</td>
<td>£247.90</td>
<td>£257.82</td>
</tr>
<tr>
<td>Apprentice Mobile Developer</td>
<td>Advanced</td>
<td>28-Aug-18</td>
<td>Digital Solutions Ltd</td>
<td>Yes</td>
<td>£235.75</td>
<td>£245.18</td>
</tr>
<tr>
<td>IT Networking Apprentice</td>
<td>Advanced</td>
<td>29-Aug-18</td>
<td>Dreamscape Web Services</td>
<td>Yes</td>
<td>£230.62</td>
<td>£239.84</td>
</tr>
<tr>
<td>Mechanical Design and Technical</td>
<td>Advanced</td>
<td>10-Aug-18</td>
<td>AMEC Nnc Ltd</td>
<td>Yes</td>
<td>£230.00</td>
<td>£239.20</td>
</tr>
<tr>
<td>Engineering Apprentice</td>
<td>Advanced</td>
<td>29-Aug-18</td>
<td>Flash Mountain Media Enterprise</td>
<td>Yes</td>
<td>£230.00</td>
<td>£239.20</td>
</tr>
<tr>
<td>Social Media Apprentice</td>
<td>Advanced</td>
<td>31-Aug-18</td>
<td>Rossi Sparks Electrics</td>
<td>Yes</td>
<td>£230.00</td>
<td>£239.20</td>
</tr>
<tr>
<td>Electrical Design Engineering</td>
<td>Advanced</td>
<td>07-Aug-18</td>
<td>Rossi Sparks Electrics</td>
<td>Yes</td>
<td>£230.00</td>
<td>£239.20</td>
</tr>
<tr>
<td>Apprentice Mechanical Engineer</td>
<td>Advanced</td>
<td>25-Aug-18</td>
<td>MGC Engineering Company</td>
<td>No</td>
<td>£180.50</td>
<td>£187.72</td>
</tr>
<tr>
<td>Business Administration Apprentice</td>
<td>Advanced</td>
<td>13-Aug-18</td>
<td>Kernow Medical Services</td>
<td>Yes</td>
<td>£168.75</td>
<td>£175.50</td>
</tr>
<tr>
<td>IT Test Engineer Apprentice</td>
<td>Advanced</td>
<td>20-Aug-18</td>
<td>Technicil System Projects Ltd</td>
<td>Yes</td>
<td>£225.00</td>
<td>£234.00</td>
</tr>
<tr>
<td>Change and Transformation Apprentice</td>
<td>Advanced</td>
<td>24-Aug-18</td>
<td>Ombudsman Services Energy</td>
<td>Yes</td>
<td>£221.15</td>
<td>£230.00</td>
</tr>
<tr>
<td>Apprentice Mechanical Engineer</td>
<td>Advanced</td>
<td>25-Aug-18</td>
<td>AMEC Nnc Ltd</td>
<td>Yes</td>
<td>£230.00</td>
<td>£239.20</td>
</tr>
<tr>
<td>Business Administration Apprentice</td>
<td>Advanced</td>
<td>13-Aug-18</td>
<td>Kernow Medical Services</td>
<td>Yes</td>
<td>£168.75</td>
<td>£175.50</td>
</tr>
<tr>
<td>IT Test Engineer Apprentice</td>
<td>Advanced</td>
<td>20-Aug-18</td>
<td>Technicil System Projects Ltd</td>
<td>Yes</td>
<td>£225.00</td>
<td>£234.00</td>
</tr>
<tr>
<td>Electrical Apprentice</td>
<td>Advanced</td>
<td>03-Aug-18</td>
<td>Tatum Electrical</td>
<td>Yes</td>
<td>£150.00</td>
<td>£156.00</td>
</tr>
<tr>
<td>Digital Marketing/SEO Apprentice</td>
<td>Advanced</td>
<td>21-Aug-18</td>
<td>Techno Group Limited</td>
<td>Yes</td>
<td>£150.00</td>
<td>£156.00</td>
</tr>
<tr>
<td>Marketing Assistant Apprentice</td>
<td>Advanced</td>
<td>24-Aug-18</td>
<td>Sonus Marketing</td>
<td>Yes</td>
<td>£150.00</td>
<td>£156.00</td>
</tr>
<tr>
<td>Digital Marketing Apprentice</td>
<td>Advanced</td>
<td>31-Aug-18</td>
<td>Dreamscape Web Services</td>
<td>Yes</td>
<td>£145.50</td>
<td>£151.32</td>
</tr>
<tr>
<td>Apprentice Asset Engineer</td>
<td>Advanced</td>
<td>29-Aug-18</td>
<td>United Energy CARE</td>
<td>Yes</td>
<td>£145.00</td>
<td>£150.80</td>
</tr>
<tr>
<td>Digital Content Apprentice</td>
<td>Advanced</td>
<td>15-Aug-18</td>
<td>Progressive Futures</td>
<td>Yes</td>
<td>£133.00</td>
<td>£138.32</td>
</tr>
<tr>
<td>Apprentice Graphic Designer</td>
<td>Advanced</td>
<td>03-Aug-18</td>
<td>Crealy Farm Shop</td>
<td>Yes</td>
<td>£132.00</td>
<td>£137.28</td>
</tr>
<tr>
<td>Apprentice Butcher</td>
<td>Advanced</td>
<td>14-Aug-18</td>
<td>Flash Mountain Media Enterprise</td>
<td>No</td>
<td>£132.00</td>
<td>£137.28</td>
</tr>
<tr>
<td>Apprentice Butcher</td>
<td>Advanced</td>
<td>29-Aug-18</td>
<td>Oakes Nuttall Professional</td>
<td>Yes</td>
<td>£123.75</td>
<td>£128.70</td>
</tr>
</tbody>
</table>

Both records Digital Content Apprentice/ Apprentice Butcher present 1 mark

Sort ascending on Level, then descending on Wage, no grouping 1 mark
Specified field headings and data, correct order 1 mark
Landscape, one page wide, all base fields present, fully visible 1 mark
Closing_Date displays dd-MMM-yy, Day_Release as Yes/No, Wage currency 2dp 1 mark

Select records (40): Level is Advanced or Higher 1 mark
Closing_Date is <= 31-Aug-18, Subject_Name <> Accounting 1 mark
<table>
<thead>
<tr>
<th>Vacancy</th>
<th>Level</th>
<th>Closing Date</th>
<th>Employer_Name</th>
<th>Day_Release</th>
<th>Wage</th>
<th>Bonus_Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Analyst Apprentice</td>
<td>Advanced</td>
<td>10-Aug-18</td>
<td>Reeves Insurance Services</td>
<td>Yes</td>
<td>£123.00</td>
<td>£127.92</td>
</tr>
<tr>
<td>Social Media Apprentice</td>
<td>Advanced</td>
<td>13-Aug-18</td>
<td>Yellow Spider Media Limited</td>
<td>No</td>
<td>£115.50</td>
<td>£120.12</td>
</tr>
<tr>
<td>Apprentice Technician - Heavy Vehicle</td>
<td>Advanced</td>
<td>15-Aug-18</td>
<td>Tawara Motors Ltd</td>
<td>Yes</td>
<td>£109.20</td>
<td>£113.57</td>
</tr>
<tr>
<td>Apprentice Mechanic</td>
<td>Advanced</td>
<td>23-Aug-18</td>
<td>Sherman Motors of Excellence</td>
<td>Yes</td>
<td>£109.20</td>
<td>£113.57</td>
</tr>
<tr>
<td>Apprentice Software Developer</td>
<td>Advanced</td>
<td>20-Aug-18</td>
<td>Digital Solutions Ltd</td>
<td>No</td>
<td>£103.00</td>
<td>£107.12</td>
</tr>
<tr>
<td>Apprentice Administrator</td>
<td>Advanced</td>
<td>16-Aug-18</td>
<td>Positive Recruitment Solutions</td>
<td>No</td>
<td>£102.40</td>
<td>£106.50</td>
</tr>
<tr>
<td>Apprentice Web Designer</td>
<td>Advanced</td>
<td>17-Aug-18</td>
<td>Online Digital Services</td>
<td>Yes</td>
<td>£102.38</td>
<td>£106.48</td>
</tr>
<tr>
<td>Microsoft IT Technical Support Apprentice</td>
<td>Advanced</td>
<td>13-Aug-18</td>
<td>IT Service Solutions</td>
<td>Yes</td>
<td>£101.01</td>
<td>£105.05</td>
</tr>
<tr>
<td>Apprentice Dental Nurse</td>
<td>Advanced</td>
<td>23-Aug-18</td>
<td>The Smile Clinic</td>
<td>Yes</td>
<td>£81.90</td>
<td>£85.18</td>
</tr>
<tr>
<td>Apprentice Engineer</td>
<td>Higher</td>
<td>17-Aug-18</td>
<td>Tiger Tank Cars</td>
<td>Yes</td>
<td>£330.00</td>
<td>£343.20</td>
</tr>
<tr>
<td>Apprentice Software Engineer</td>
<td>Higher</td>
<td>29-Aug-18</td>
<td>Willow Project Services</td>
<td>Yes</td>
<td>£298.07</td>
<td>£309.99</td>
</tr>
<tr>
<td>Apprentice Production Engineer</td>
<td>Higher</td>
<td>13-Aug-18</td>
<td>Prospect Engineering</td>
<td>No</td>
<td>£280.08</td>
<td>£291.28</td>
</tr>
<tr>
<td>Project Management Apprentice</td>
<td>Higher</td>
<td>16-Aug-18</td>
<td>Carter Engineering</td>
<td>Yes</td>
<td>£250.00</td>
<td>£260.00</td>
</tr>
<tr>
<td>Apprentice Quantity Surveyor</td>
<td>Higher</td>
<td>05-Aug-18</td>
<td>Progress Solution Services</td>
<td>Yes</td>
<td>£250.00</td>
<td>£260.00</td>
</tr>
<tr>
<td>Cyber Security Apprentice</td>
<td>Higher</td>
<td>31-Aug-18</td>
<td>Digital Solutions Ltd</td>
<td>Yes</td>
<td>£230.62</td>
<td>£239.84</td>
</tr>
<tr>
<td>Apprentice Business Intelligence Developer</td>
<td>Higher</td>
<td>22-Aug-18</td>
<td>Harper Associates</td>
<td>No</td>
<td>£200.00</td>
<td>£208.00</td>
</tr>
<tr>
<td>Software Support and Database Analyst</td>
<td>Higher</td>
<td>15-Aug-18</td>
<td>Digital Solutions Ltd</td>
<td>Yes</td>
<td>£160.00</td>
<td>£166.40</td>
</tr>
</tbody>
</table>

Number of jobs: 40

Calculates correct number of vacancies, positioned under Level field 1 mark
Label Number of jobs to left of value, 100% accurate 1 mark
Task 5 – Mail merge

Dear «First_Name»

Further to your recent interview, I am delighted to offer you the position of «Vacancy» with «Employer». This is a full-time position for a fixed term of two years with an initial probationary period of one month. The weekly wage is «Wage», and the normal working hours are from 8.30 am to 5.00 pm each weekday. You will be entitled to 4 weeks annual leave plus bank holidays.

As part of your apprenticeship a Training Plan will be agreed with you. You will receive supervised on-the-job training and will be released to attend college for one day per week.

I hope that your this position pleased you enough to return a copy to me.

Yours sincerely

A Candidate
Training Manager

APPRENTICESHIP AGREEMENT

Apprentice name: «First_Name» | «Family_Name»
Employer: «Employer»
Occupation for which you are being trained: «Vacancy»
Apprenticeship level and framework: «Level», «Framework»
Start date: «Start_Date»
Estimated completion of learning date: «End_Date»

Signatories:
Apprentice: Date:
Employer: Date:

Master document printed, Name replaces Candidate Name, Name, Centre number and candidate number in the header 1 mark

Merge Fields inserted – placeholders and <> correctly replaced, punctuation and spacing maintained
«First_Name» | «Vacancy» | «Employer» | «Wage» 1 mark
«First_Name» | «Family_Name» | «Employer» | «Vacancy» 1 mark
«Level», «Framework» | «Start_Date» | «End_Date» 1 mark
Result of merge - 3 letters printed
i.e. Zenib Bibi, Muhammed Khan, Alex Munro only 1 mark
Task 6 – Presentation

Slides imported as title with bulleted list, no blank slides, no text changed, no overlap, master slide used to display name, Centre and candidate numbers, slide numbers
Slide 1 – Title slide, title and subtitle centred, name inserted 1 mark

EARN WHILE YOU LEARN!
A guide to apprenticeships by: Candidate Name

Key Benefits
• earn a salary (average wage £170 per week)
• get paid holidays
• get paid for attending college
• receive training and gain qualifications
• learn job-specific skills
• can progress to degree level
Who is Eligible?

- anyone above 16 years old
- lives in England
- eligible to work in England
- employed in a relevant job for at least 30 hours a week
- not in full time education
- does not already hold a Degree

Progression Routes

<table>
<thead>
<tr>
<th>Levels of Apprenticeship</th>
<th>Name</th>
<th>Level</th>
<th>Length</th>
<th>Equivalent educational level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>Level 2</td>
<td>12 - 18 months</td>
<td>GCSE passes at grade A* to C</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Level 3</td>
<td>18 - 48 months</td>
<td>A-level passes</td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td>Level 4</td>
<td>36 months +</td>
<td>Higher National Diploma (HND)</td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>Level 5</td>
<td>36 months +</td>
<td>Diploma of Higher Education (DipHE)</td>
<td></td>
</tr>
</tbody>
</table>

- Higher National Diploma (HND)
- Diploma of Higher Education (DipHE)
- Foundation Degree
- Bachelor's Degree with honours (e.g., BSc, BA, BEd, BEng)
- Graduate Degree/Diploma
- Master's Degree
- Postgraduate Certificate/Diploma
- Master's Degrees (e.g., MA, MSc, MEd, MBA, LLM)
- Integrated Master's Degree (e.g., MEng, MPhys, MChem)
### Progression Routes

<table>
<thead>
<tr>
<th>Name</th>
<th>Level</th>
<th>Length</th>
<th>Equivalent educational level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>3</td>
<td>13 - 18 months</td>
<td>GCSE at grades A* - C (High/A)</td>
</tr>
<tr>
<td>Advanced</td>
<td>4</td>
<td>20 - 40 months</td>
<td>A Level pass with National Certificate/Diploma</td>
</tr>
<tr>
<td>Higher</td>
<td>5</td>
<td>36 months</td>
<td>Higher National Certificate/Diploma</td>
</tr>
<tr>
<td>Degree</td>
<td>6</td>
<td></td>
<td>Bachelor's Degree with honours (e.g. BSc Hons, BA Hons)</td>
</tr>
</tbody>
</table>

Always get advice on the best qualification to suit you and your future plans.

---

Print Progression Routes slide with notes –
Text inserted as presenter notes for correct slide, single slide printed as notes 1 mark
Presenter notes text entered with 100% accuracy 1 mark
EVIDENCE DOCUMENT

Step 1 – EVIDENCE 1 – File saved as FACTSHEET and evidence of file type

File saved as FACTSHEET correct file type 1 mark

Step 3 – EVIDENCE 2 – TA-Subhead style definition screen shot:

TA-Subhead
TA-Subhead style created, named correctly 1 mark
Sans-serif, 18pt, bold, italic 1 mark
Centre aligned, 9pt space after (no other spacing set) 1 mark

Step 4 – EVIDENCE 3 – Style list – styles correctly created, named and saved

Style list
At least 1 TA style listed 1 mark

Step 18 – EVIDENCE 4 – Database field structure screen shot:

DB Structure – APPRENTICES table
All field names as given with correct data types, Vacancy_ID as primary key 1 mark
Step 19 – **EVIDENCE 5** – Relationship between the two tables screen shot here:

1-to-Many relationship between *Subject_ID* and *Subject_Ref*  
1 mark

Step 20 – **EVIDENCE 6** – Data Entry form design

Columnar form, all fields (10) from Apprentices table, fully visible  
1 mark
Radio buttons used for *Day_Release* (Yes/No displayed/visible)  
1 mark

Step 21 – **EVIDENCE 7** – Data Entry form completed

Appropriate form heading inserted, large, bold  
1 mark
Form used to add new record – 100% accurate  
1 mark

Step 22 – **EVIDENCE 8** – Formula evidence:

Formula to calculate number of vacancies  
1 mark

Step 24 – **EVIDENCE 9**

Extract export and saved as RTF file  
1 mark
Step 25 – EVIDENCE 10 – AO1

(a) Describe what is meant by data verification:

Reducing/preventing errors when data is copied from one medium to another/checking accuracy of data entered exactly matches original source [1 mark]

(b) Name two methods of data verification and for one of these methods explain how it could be used with this database

Double (data) entry [1 mark]

Visual (verification/check) [1 mark]

One from:

Double (data) entry – data entered twice (using two people) and the computer compares the two entries

Visual (verification/check) – comparing data on screen with the original source [1 mark]

Step 28 – EVIDENCE 11 – AO3

Many jobs are now being replaced by IT systems.

• Evaluate in your own words the effects of IT on potential employment for these apprentices.

Fewer jobs available as taken over by robots/computer controlled warehouses/labour intensive work

Reduction in manual workers

Creation of new ICT jobs

Increase in jobs in writing software/programs

Increase in jobs relating to maintenance of robots and IT equipment

Increase in jobs relating to web designers/advertising

Increase in computer engineers/project managers/systems analysts

People need to be trained in new technology

Tend to work in a cleaner/safer working environment

People may not have full time/permanent jobs (part time jobs/compressed hours/job sharing)

Working from home/remote/workers do not need to be in a fixed location/near factory

1 mark per statement [4 marks]

Step 29 – EVIDENCE 12 – date field screen shot:

Evidence of date field for today’s date with correct format dd MMMM yyyy 1 mark

{ DATE \@ "dd MMMM yyyy" \* MERGEFORMAT }

Step 32 – EVIDENCE 13 – Mail merge selection:

Mail Merge selection

Evidence of automated filter select Level is Intermediate 1 mark

Evidence of automated filter to select Start_Date is 17/09/2018 1 mark