

New
Specification



Rewarding Learning

StudentBounty.com

General Certificate of Secondary Education
2011

Learning for Life and Work (Modular)

Unit 3

Local and Global Citizenship

[GLW41]

FRIDAY 7 JANUARY, MORNING

MARK SCHEME

Section A

AVAILABLE
MARKS

1 (a) Any **one** from the following suggested answers:

- Oxfam
- United Nations
- Save the Children
- War on Want
- Accept government organisation
- Trocaire
- St Vincent de Paul

Or any suitable alternative

AO1 [1]

(b) Any **one** from the following suggested answers:

- Social responsibility – having a feeling of obligation to help others
- Enhance career options – this is something which can be included in a CV
- Community awareness – wanting to help their local area
- Friendship – working with others in an organisation
- Interest – having a personal interest in a particular issue/organisation
- Experience – want to accept/gain experience of work

Or any suitable alternative

[1] for correct identification

[1] for the accompanying explanation.

(1 × [2])

AO1 [2]

(c) Any **one** from the following suggested answers:

- Lobbying MPs – meeting or contacting politicians to express options and try to persuade them to consider a cause
- Fundraising – raising money to allow research or an organisation to function
- Media Publicity – groups may use the media to boost campaigns and attract maximum attention
- Voting – taking part in the democratic process to change government
- Writing to local councillors and/or press – to raise awareness of a particular issue
- Organising a petition – getting a large number of people to show support for a certain issue
- Joining an NGO/pressure group – to become part of a larger group campaigning for change

- Volunteering – giving up free time to help make a change in society

Or any suitable alternative
 [1] for correct identification
 [1] for the accompanying explanation.
 (1 × [2])

AO1 [2]

AVAILABLE
MARKS

5

2 (a) Any **one** from the following suggested answers:

- Lack of education
- Ignorance
- Intolerance
- Fear
- Skin colour
- Discrimination/stereotyping/prejudice
- Social conditioning/family influence/peer influence

Or any suitable alternative

AO1 [1]

(b) Any **one** from the following suggested answers:

- Lonely – if they are excluded from a friendship group
- Physical injury
- Sad – at not being accepted by a certain group/person
- Angry – at being excluded from elements of society
- Depressed – if they have been the victim of racist attack
- Fear – of being attacked
- Isolated – feeling marginalised by a community

Or any other suitable alternative
 [1] for correct identification
 [1] for the accompanying explanation.
 (1 × [2])

AO2 [2]

(c) Any **one** from the following suggested answers:

- Prejudice or discrimination against people with a different religious or cultural background
- Bigoted intolerance towards other religious group
- Showing strong commitment to a particular religion and rejecting others who do not share your belief

Or any suitable alternative
 Up to [2] depending on the detail of the explanation
 (1 × [2])

AO2 [2]

5

3 (a) Any **two** from the following suggested answers:

- Family conflict
- Abuse of substances
- Mental or physical illness, e.g. depression
- Financial problems – debt
- Eviction/thrown out
- Addiction – gambling
- Addiction – alcohol
- War
- Natural disasters

Or any suitable alternative
(2 × [1])

AO1 [2]

(b) Any **two** from the following suggested answers:

- Hunger, lack of food (diet)
- Application forms – have no address to write down, e.g. employment application/benefits application
- Basic hygiene/health
- Drug abuse – often homeless people are more vulnerable and more likely to become alcohol or drug dependent
- Victimisation/intimidation
- No home – to use as a base to wash and store clothes which may lead to an appearance which an employer may not look favourably upon
- Violence – homeless people are more vulnerable and more likely to be the victim of physical abuse
- Loneliness/depression – homeless people will have very low times and may suffer as a result of this
- Discrimination/stereotyping – leading to poor treatment of a person

Or any suitable alternative
[1] for correct identification
[1] for the accompanying explanation
(2 × [2])

AO1 [4]

(c) Any **two** from the following suggested answers:

- Ramp up to the school – if a person is in a wheelchair they will be able to gain easy access
- Wide door frames – to allow easy access for a wheelchair
- Provision of lifts so that the person can gain access to all floors in a building

- Accessible toilet facilities – therefore a person with a disability does not have to go upstairs every time
- Plug sockets moved up the wall – a person with a disability does not have to bend down low to use a plug socket
- Lower wash hand basins – to allow the person with a disability to access water easily
- Automatic opening doors – so the person with a disability can gain easy access to the building

Or any suitable alternative
 [1] for correct identification
 [1] for the accompanying explanation
 (2 × [2])

AO1 [4]

Section A

**AVAILABLE
MARKS**

10

20

Section B

AVAILABLE
MARKS

Source Based

4 (a) Answers may include reference to any **two** of the following:

- Different religious beliefs – can cause intolerance and provoke sectarianism which has been the cause of many wars around the world
- Political opinions – can be linked to religious belief, differences in opinion about how a country should be governed
- Cultural practices – lack of understanding and ignorance about a cultural practice can lead to conflict
- Race – intolerance and fear from ignorance can cause conflict
- Ethnic background – ignorance and intolerance of another person often based on stereotypical ideas and prejudices
- Inequality – unfair treatment such as sexism/gender inequalities

Or any suitable alternative

Up to [2] depending on the detail of explanation

(2 × [2])

AO2 [4]

(b) Answers may make reference to and expand upon the following:

- Peace – to help solve disputes and by sending security forces to help in conflict areas
- Rights – creating human rights documents. Ensuring human rights are implemented through monitoring countries and helping them to improve
- International Law – helps to write the drafts for better international laws, e.g. on trade and terrorism
- Development – improving development through economic, social and environmental progress
- Emergency assistance – provides assistance after natural or man made disasters

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers may repeat a few points set out in the source with limited explanation. The organisation and presentation of material may lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that the intended meaning is not always clear.

Level 2 ([3]–[4])

Answers may identify some of the points listed in the source and provide appropriate explanation. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 ([5]–[6])

Answers will identify most of the points listed in the source and provide a detailed explanation. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3 [6]

10

5 Answers may include reference to any of the following:

Mediation

Positives

- People involved can attempt to sit down and work through issues together
- Helps victims to talk through issues
- Not expensive

Negatives

- There may be a breakdown in communication
- Agreements made during mediation are ignored afterward
- Not enshrined in law
- No consequences for not agreeing to mediation or agreements made as part of the process

Sanctions/boycotts

Positives

- Provokes a reaction and may end the conflict
- May make one side reconsider their actions

Negatives

- May provoke an angry reprisal
- May be ignored
- Not harsh enough
- May damage innocent civilians if it is an economic sanction or boycott

Judicial System

Positives

- May prevent reoccurrence
- Can carry a harsh penalty
- Raise awareness
- Publicity

Negatives

- Expensive
- Time consuming
- No guarantee of solution

International Human Rights Instruments

Positives

- Enshrined in law
- Victim can seek compensation
- Raises awareness
- Publicity

Negatives

- Expensive
- Time consuming
- Countries may be inaccessible
- Countries may ignore human rights laws

The United Nations

Positives

- Can implement real change immediately
- Focuses on long term issues such as disarmament

Negatives

- Peace keeping force may be unwanted by civilians and lack of support
- Expensive
- Can mean lost lives of innocent civilians and soldiers

- Countries may be inaccessible
- Government may not want emergency assistance and not allow help through

Or any suitable alternative

Award [0] for responses not worthy of credit.

Level 1 ([1]–[4])

Answers may focus only on a few of the positive or negative factors which may be related in a superficial way. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that the intended meaning is not always clear.

Level 2 ([5]–[7])

Answers may focus on some of the positive or negative factors which may be related in a relevant way. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 ([8]–[10])

Answers will provide detailed analysis and will focus on both positive and negative factors which will be related in an accurate and relevant way. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3 [10]

10

Section B

20

Total

40

AVAILABLE MARKS

Assessment Objective Grid

	Q1	Q2	Q3	Q4	Q5
AO1	5	1	10		
AO2		4		10	
AO3					10