

New
Specification



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General Certificate of Secondary Education
2011

Learning for Life and Work (Modular)

Unit 3

Local and Global Citizenship

[GLW41]

MONDAY 9 MAY, MORNING

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 that they should apply in allocating marks to the candidates' responses.

The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

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

Candidates must:

- demonstrate their knowledge and understanding of Learning for Life and Work (AO1);
- apply their knowledge and understanding of Learning for Life and Work (AO2); and
- investigate, analyse, select, present and evaluate information related to Learning for Life and Work (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality 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 markings 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 scheme

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 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 response is limited.

Level 2: Quality of written response is appropriate.

Level 3: Quality of written response is of a high standard.

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

[0] marks – will be awarded if the response is not worthy of credit.

AO1

Level 1 (Limited): The candidate's knowledge and understanding of the content is limited. 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 intended meaning is not always clear.

Level 2 (Appropriate): The candidate's knowledge and understanding of the content is generally appropriate. 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 (High): The candidate demonstrates a high level of knowledge and understanding of the content. Relevant material is organised and presented with a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2

Level 1 (Limited): The candidate's application of knowledge and understanding of the content is limited. 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 intended meaning is not always clear.

Level 2 (Appropriate): The candidate's application of knowledge and understanding of the content is generally appropriate. 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 (High): The candidate demonstrates a high level of ability to apply knowledge and understanding of the content. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3

Level 1 (Limited): The candidate's ability to demonstrate the skills is limited. 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 intended meaning is not always clear.

Level 2 (Appropriate): The candidate's ability to demonstrate the skills is generally appropriate. 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 (High): The candidate demonstrates a high level of ability to apply the skills. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

Section A

Local and Global Citizenship

AVAILABLE
MARKS

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

- The Civic Forum
- The North–South Ministerial Council
- The British–Irish Council or Council of the Isles
- Police Ombudsman
- Equality Commission
- Northern Ireland Human Rights Commission
- Northern Ireland Assembly

(1 × [1])

AO1 [1]

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

- the Assembly is a legislative institution, therefore it is responsible for law making and passing Acts (laws)
- the Assembly debates on many issues in Stormont including, education, health and agriculture
- the Assembly is responsible for carrying out research on a wide range of issues and making change to policies
- the Assembly is responsible for managing how the annual budget is spent to ensure that public services receive adequate funding
- promote and protect human rights
- responsible for creating a democratic society

Or any suitable alternative

Up to [2] depending on the detail of explanation

AO1 [2]

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

- the Committee manages major political decisions by discussing various proposals from the Assembly
- the ministers from each department keep in contact with Assembly committees in order to make political decisions
- the Committee prioritise issues into a programme of government in order to produce an annual budget linked to policies and programmes for Assembly approval

Or any suitable alternative

Up to [2] depending on the detail of explanation

AO1 [2]

5

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

- Section 75
- Northern Ireland Act
- Equal Pay Act
- Sex Discrimination Order
- Race Relations Order
- Fair Employment and Treatment Order
- Disability Discrimination Act

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- the government of a democratic country has a justice system which is responsible for protecting the rights of individuals and groups
- the laws of a country should be constructed in a fair way to ensure that no individual or group has their human rights abused
- the government uses the media and education so that it can communicate its desire for human rights to be respected
- provide equal opportunity through the law
- promoting human rights

Or any suitable alternative

Up to [2] depending on the detail of explanation

AO2 [2]

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

- at times it has been necessary to limit some people's rights in order to protect the rights of others
- to prevent crime, for example, the use of CCTV may be used
- they lose rights because they are in prison
- they are living in a country which is not a democracy

Or any suitable alternative

Up to [2] depending on the detail of explanation

AO2 [2]

5

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

- differences in religious beliefs
- differences in political opinions
- difference in cultural practices
- difference in race or ethnic backgrounds
- racism
- stereotyping/ignorance
- sectarianism
- inequality
- differences in tradition
- social class
- homophobia
- ageism

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- the warring factions can meet with an intermediary to discuss their problems in the hope of finding a solution
- a country can place economic sanctions on another country in the hope that they might change their behaviour and try to reach an agreement
- one side may refuse to purchase items a country or group of people sell to try to reach an agreement if their country/business is being damaged economically
- different bodies have the legal power to fine/sue/imprison people if they are involved in conflict which is infringing upon the rights of others
- the United Nations can help solve disputes peacefully by tackling the root causes of conflict
- promoting inclusion to reduce tension and promote equality
- signing peace treaties/agreements
- segregation
- bringing people from different communities together for special events (cross community events and celebration)
- integrated schools that bring young people from different backgrounds to promote social cohesion

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:

- schools could ensure policies are in place to promote a more inclusive environment
- anti-bullying policy
- schools can make sure they take a firm stand against any behaviour which may be deemed as excluding certain pupils
- disabled access – schools have facilities to include those with disabilities
- lessons can be used to promote the idea of inclusion and human rights
- organise events to promote inclusion and celebrate the diversity of a school
- integrated education to promote social cohesion
- accepting pupils of all abilities
- taking into account young people with special educational needs
- accepting those from different cultures
- school activities/clubs which promote inclusion for pupils who come from different backgrounds

Or any suitable alternative

[1] for correct identification
 [1] for the accompanying explanation
 (2 × [2])

AO1 [4]

10

Section B

AVAILABLE
MARKS

Source Based

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

- life liberty and the security of the person (Article 3). Everyone has the right to their life, not to be killed and to be kept safe
- interference with privacy, family, home or correspondence (Article 12) no one should have their post opened and the law should protect people from any interference
- the right to vote (Article 21). Everyone has the right to take part in government and vote in regular and free elections
- the right to work with equal pay for equal work (Article 23). Everyone has the right to choose their work and not face discrimination
- adequate health and well being for self and family (Article 25). Everyone has the right to housing, food, medical care, clothing and necessary social services
- free education (Article 26). Education should be free and compulsory to elementary level
- candidates do not need the number of the Article

Or any suitable alternative

Up to [2] depending on the detail of the explanation
(2 × [2])

AO2 [4]

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

- Bill of Rights – the NIHRC is specifically charged with drafting a Bill of Rights to supplement the European Convention on Human Rights (which is part of the law in Northern Ireland). They have drafted this Bill by seeking the advice and consulting with all members and groups in Northern Ireland
- litigation – the Commission has the power to conduct investigations, to assist individuals when they are bringing court proceedings, and to bring court proceedings itself
- education – promoting an awareness of Human Rights in places like schools or the police service. Producing educational resources to be used by teachers
- promotion – the NIHRC is involved in debating and discussing the way that government and public bodies treat us to ensure that new or existing laws meet our needs and are in line with International Human Rights standards
- advising government – on its obligation to uphold Human Rights. This also involves lobbying government when changes need to be made to services, e.g. prisons, schools or inquiries need to be carried out

Or any suitable alternative

Award [0] for responses not worthy of credit

Candidates who give an exact quote from the source with no explanation cannot achieve higher than Level 1.

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 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 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 used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

10

5 Answers may include reference to any of the following:

Positives

- youth clubs can organise events to help young people get to know and make friends with people from another religion
- integrated schools give young people from different communities an opportunity to mix which can reduce community tension
- cross community groups can meet to discuss problems that may be occurring in a community between the different religions and this could solve some of the conflict
- celebrations and festivals can be organised by the local council to help raise awareness of different religious practices and cultural diversity
- report crimes to the police if sectarianism is witnessed, the PSNI should have a role in the community teaching about combating sectarianism
- the media can be used to highlight the positive aspects of a community that is not sectarian
- schools in the community can teach pupils about the causes and consequences of sectarianism or schools of different religions could work together
- promote inclusion to make everyone feel they are part of the community

Negatives

- family and friends may be sectarian and ignore any messages about combating sectarianism
- there may be a lack of funding from the government to organise any events to help combat sectarianism
- crimes reported may not get a prosecution and this can lead to frustration
- continued violence between people of different religions can cause anger and mistrust especially if there is a long history of conflict

- poor experience of cross community contact which can reinforce community tension
- lack of funding would make it difficult for the community to promote cross community activities

Or any suitable alternative

Award [0] for responses not worthy of credit

Candidates who do not present positive and negative factors cannot achieve higher than Level 2 regardless of the quality of the answer.

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 appropriate 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]

Total

10

40

Assessment Objectives Grid

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