



Rewarding Learning

**General Certificate of Secondary Education
2012**

Learning for Life and Work: Linear

Unit 3

[GLW31]

FRIDAY 11 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 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

AVAILABLE
MARKS

Local and Global Citizenship

1 (a) **Two** from:

- voting
- lobbying MPs
- organising a petition
- marching
- volunteering
- use of celebrities
- propaganda
- publicity stunts
- fundraising
- writing a letter
- peaceful protest
- campaigning

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- property destruction and therefore the group/individual is demonstrating their disapproval or opposition to an organisation/company
- non violent direct action can include workplace occupations or sit ins and this is where workers refuse to participate in their every day tasks in a bid to highlight their views
- violent direct action can include assault (physically harming a person) and in doing this a person/group is criminally attempting to change things
- obstructing another political organisation and therefore preventing them performing a practice to which the activist object

- civil disobedience including protests/strikes and this is used to seek change often by a large group of people

Or any suitable alternative
[1] for each correct identification
[1] for each accompanying explanation

(2 × [2]) AO1 [4]

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

- use the justice system and therefore this means that the government can be responsible in protecting the rights of its citizens
- to pass and strengthen laws regarding inequality and therefore no group can experience discrimination or inequality without recourse
- increase funding to NGOs, particularly those working to combat inequality and therefore this would strengthen the work of the NGO
- use the media and therefore the government can raise awareness of and communicate its desire for equality
- through education, schools and community groups can be used and therefore citizens will be more aware of inequalities and how to combat them
- using human rights instruments and therefore ensuring that human rights are backed up by the full force of the law
- funding of police services and initiatives

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

AO1 [4] 10

Personal Development

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

Pocket money, wages, gifts from family members, part-time job, sale of goods through eBay, EMA, claims, interest on savings, welfare benefits, student loan, parents

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- paying by cash you will receive a receipt and avoids the possibility of fraud/identity fraud/stealing pin
- cash is handed over at the point of sale so there are no forms to complete as when buying by credit/convenient/faster
- you may get a discount and pay less because you are paying in cash
- you will pay less because there will be no interest charges/high interest
- there are no hidden charges such as set-up fees or interest rates
- you will own the goods outright rather than having to make payments over a number of months/years
- you will not have to worry about budgeting in order to make repayments/bills/debt
- know what you are paying for
- no bills at the end of the month

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

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

- keep to a budget, this will involve keeping track of everything you spend so you can try and work out a budget to reduce your spending to try and improve your financial situation
- take free advice from Citizens Advice Bureau which will help the person find suitable ways to reduce their debt.
- prioritise debts by paying the most important first such as the mortgage or electricity bill
- talk to creditors to renegotiate the terms of the loan/mortgage or credit agreement to avoid repossession of goods/home, etc.
- borrow money from friends/family as they may not charge interest to help the person through a difficult situation
- debt consolidation where a person has a number of loans and these are merged together into one manageable payment over a longer period of time
- citizens advice can give information on what benefits/government support the person may receive
- citizens advice can give advice how to cut back on spending to help save money/earn extra money
- second job/extra hours to help pay off debt faster
- help from friends/family/loans/advice
- loan sharks/money lenders/lower interest rates
- credit card/balance transfer
- selling personal items on Internet, etc.
- declare yourself bankrupt

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Employability

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

- profit
- a sense of satisfaction
- being your own boss
- turning a business idea into a successful business
- employing people
- being in control
- getting good feedback from customers

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- they will need to find out if there is a demand for their product/service as the business could turn out to be a failure
- they will need to find out if they have any competition as they will need to decide how they are going to overcome this
- they will have to find out what price their customers are prepared to pay for their product/service so that they will be able to charge the correct price
- they will need to find out information about starting up a business, e.g. grants available, etc.
- they will need to research location in order to find out the best possible place for their business
- they will need to research different methods of production/ provision of services in order to ensure that their business runs in the most successful way

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

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

- the initial cost of setting up the business may be high and this may involve a lot of outlay in the initial stages
- the business may be difficult to get off the ground due to poor economic climate and this could result in no income for a period of time
- difficulties may arise if the owner has to take time off due to sickness or go on holiday
- there may be no-one to share decision-making with and so the correct decision may not always be made
- there may be too much competition and this could result in the business losing out on sales

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section A

30

Section B

AVAILABLE
MARKS

Source Based

Local and Global Citizenship

4 (a) (i) Conflict

Answers may include reference to any of the following:

- this is when communities may clash as a result of sectarian or religious reasons and this can result in violence
- this is when people in society may argue or discriminate as a result of a difference in political opinion
- conflict can result if a group think they are better and antagonise another group in society. This can cause exclusion
- countries can become involved in conflict and this can be as a result of economic or religious reasons. Death and injury can be a serious consequence

Or any suitable alternative

AO2 [2]

Up to [2] depending on the detail of the explanation

(ii) Racism

Answers may include reference to any of the following:

- racism is believing or acting as though an individual or group is superior or inferior on the grounds of racial or ethnic origins, usually skin colour
- racism can be seen as discrimination in the workplace as a result of someone's nationality, language or skin colour
- racism is disadvantaging someone because of their racial or ethnic background and can be done using actions or behaviour

Or any suitable alternative

AO2 [2]

Up to [2] depending on the detail of the explanation

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

- the way a person speaks and the language they use are an expression of where someone is from and who they are
- flags demonstrate loyalty and support to a particular country or group. Flying flags is a way someone might illustrate their pride
- marching is a way of celebrating and remembering, it gives some people a sense of pride and belonging
- through music people can celebrate and remember their culture, it gives a group of people a shared feeling of expression
- through the types of foods certain groups of people eat they can celebrate their history and culture, often foods hold a significance for a certain country or area
- through cultural dress groups can identify and share their solidarity and feeling of togetherness

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[2])

Answers may repeat a few of the points set out in the source with limited explanation of each. 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 intended meaning is not always clear.

Level 2: ([3]–[4])

Answers may identify some of the points listed in the source and provide an appropriate explanation of each. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary, and 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 of each. 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

Personal Development**Source Based**

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

- use family meal times to talk and listen to each other about the events of the day rather than eating dinner and watching TV
- write notes to each other, like a message board to keep each family member up-to-date about forthcoming events/trips, etc.
- always ask if you want to borrow to avoid arguments about who used what item, etc.
- work out a timetable to take turns using the computer or TV so everyone will have a fair share of watching their TV programs/using computer
- make a rule that if one person is talking, the others are listening so everyone has the opportunity to speak their mind and listen to other members concerns

Or any suitable alternative

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

AO2 [4]

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

- they may not want their parents to know they are sexually active because they may not agree and this may cause conflict at home
- they are at a stage in their development where they are embarrassed to talk about sexual matters to their parents
- they may want their independence and not want their parents to interfere in their relationship and their lives
- the young person may fear they will get punished by their parents if they do not find their behaviour acceptable
- there may be a large generation gap and the young person may think their parents do not understand their issues
- the parents may be religious/moral beliefs and the young person may feel they can't confide in their parents for fear of what they may think about them/lack respect of their views and beliefs
- may feel that parents will be let down by the young person's behaviour and cannot be trusted

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 of each. 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 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 of each. 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 of each. 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

Section B

AVAILABLE
MARKS

Employability

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

- there may be better job opportunities abroad and so people may decide they would like a career change
- better career opportunities as a result of people working for multi-nationals
- people may decide to study in another country as it may offer various courses that are not offered in Northern Ireland so that they may enhance their career prospects
- a business may relocate in another country so therefore people may have to move to keep their job

Or any suitable alternative

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

AO2 [4]

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

- employers will have a wider choice of applicants for jobs as migrant workers may have skills that local people do not have
- migrant workers can fill job vacancies that local people do not want so therefore businesses will be able to continue with production
- migrant workers can teach local people new ways or approaches to completing tasks or solving problems and as a result local people may learn new skills in the workplace
- migrant workers can bring cultural diversity to Northern Ireland in the form of language, food, music, etc. in order to enhance their corporate image and appeal to a broader base of customers

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 of each. 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 of each. 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 detailed explanation of each. 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.

AO2 [6]

10

Section B

30

Section C

AVAILABLE
MARKS

Local and Global Citizenship

7 Answers may include reference to any of the following:

Positives

- buddy system may be used and this means that pupils can make friends and have support network
- the school may have an Inclusion Policy and therefore all staff will know what action to take if they suspect a pupil feels excluded
- anti-bullying campaign may be used and this should raise awareness of the consequences of making a pupil feel excluded
- cultural celebrations and this could be an opportunity for everyone to be involved in learning about a different culture

Negatives

- the pupil may have poor use of the English language and this barrier could prevent the pupil from being fully included
- pupil may have poor social skills or not want to participate and this can lead them to continue to feel isolated or excluded
- the influence of family or friends and this might encourage negative behaviour towards certain groups of pupils
- the school may not enforce their anti-bullying or inclusion policy and the policies will be ineffective
- initiatives may not be able to run as a result of a lack of funding
- all students may not support the inclusion strategy/policy

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 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]

10

Personal Development

8 Answers may include reference to any of the following:

Candidates may refer to different family types used in the source

Positive

- you may live closely with family members such as brothers/sisters and do lots of things together, e.g. cinema, playing sport, playing games
- you can relax and be yourself when you are with your family as you don't need to impress others, etc. such as friends
- family members will always support you whatever happens even when you have done something wrong/got into trouble
- they tolerant behaviour such as bad moods when others would not
- members of the family may share the same likes and dislikes, e.g. food, TV, hobbies/interests
- good communication between teenagers and parents can lead to fewer problems as issues are discussed openly and maturely
- brother and/or sisters can have a very positive relationship where they can be the best of friends and have a special bond which can last a lifetime
- teach children – morals/values/skills

Negative

- arguments can be difficult to deal with as everyone in the family can be affected by them, e.g. what time to come home
- if young person is having problems with a family member they cannot walk away as they live in the same house as that person
- families know each other really well and know how to upset, annoy and tease each other, e.g. brothers and sisters
- sometimes family members (parents) can embarrass a young person in front of their friends, e.g. personal matters/relationships
- sometimes family members do not get on well and do not care for each other which can cause a complete breakdown in the family relationships/abuse
- sibling rivalry when brothers and sisters compete for the parents attention can led to arguments/fights in the house

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 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]

10

Employability

9 Answers may include reference to any of the following:

Positives

- improved motivation of workers as most employees enjoy being part of a business that invests in modern technology and achieving success
- high levels of profit as increased production usually means increased sales and hence improved profits
- the development of new products would be easier with modern technology and thus a business would benefit from a larger range of products
- new technologies may increase the administrative efficiency of a business and thus improve communication
- the Internet has provided easy access for people to buy products and services online and this can save them money in the long run as it cuts out the middleman
- the use of a very wide range of products/services are available and easily accessible so this has changed people's lifestyle in a variety of ways

Negatives

- people looking for jobs must be adaptable and willing to learn new skills so they will have to undertake training programmes which could be stressful for them
- the workforce may become less skilled as the technology does most of the work
- through time new technology may mean less workers, e.g. redundancies and this will effect employment levels in the locality
- more competition for local businesses through the use of the world wide web
- the use of the Internet has lessened the amount of physical exercise and social interaction of many people

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 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]

10

Section C

20

Total

80