



Rewarding Learning

**General Certificate of Secondary Education
2013**

Learning for Life and Work: Linear

Unit 3

[GLW31]

FRIDAY 10 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) Any **two** from the following suggested answers:

- team-work skills
- communication skills
- personal development
- building relationships
- improved self-confidence/self-esteem
- knowledge and understanding about the work of NGOs
- knowledge and understanding about the history of a NGO
- looks good on a CV
- gain experience of work

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- shelter – provide homeless people with a place to stay
- food/clothing – provide food and clothing to those in need
- resolve conflict – work with different groups in the community to support/build relations and resolve differences
- substance abuse – help people who are addicted to drugs to manage their habit and stop taking drugs

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:

- school visits - guest speakers from NGOs can talk to young people about their work and encourage young people to become involved
- media – NGOs can use the media to communicate their views to young people and encourage them to join their organisation
- public events – NGOs may have events targeted specifically for young people to encourage their support
- young people – the NGO could ask its youth members to encourage other young people to become involved. Young people are more likely to be persuaded to join by others of the same age group

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Personal Development

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

- smoking cigarettes
- taking illegal drugs
- drinking excess alcohol
- poor diet
- excess eating
- lack of eating
- lack of exercise

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- the food is served fast and you can use the drive through in many restaurants compared to the length of time it would take to cook a family meal at home
- for convenience, more people are eating pre-packaged food, fast food and soft drinks due to the 24/7 culture that many families now experience, these foods are often high in calories, fat, salt and sugar
- parents may be rushed off their feet due to the increasing demands of life so have little time to shop or cook nutritious meals so it is much easier to buy a take away or go down to the local burger or pizza restaurant
- due to value deals/offers families may feed the whole family quite reasonably in fast food restaurants compared with preparing a balanced meal, e.g. fresh vegetables, meat, etc.

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:

Accept names of diets, e.g. Atkins

- plan/start a diet that can be followed all the time, e.g. trim fat off meat, use low fat dairy products, eat less sugar, increase intake of fruit and vegetables
- a crash diet may be used to cut down the daily intake of calories and help increase fat loss
- some people may opt for invasive procedures such as having a gastric band or balloon fitted to lose weight
- may use a weight loss organisation such as Weight Watchers or Slimming World who can offer help and support for controlling calorie intake
- physical activity could be included into everyday life, e.g. walking to shop, using stairs instead of lift
- medical professionals such as GPs and dieticians can offer help and support with diet and exercise plans

[1] for each correct identification

[1] for each accompanying explanation

(2 × [2])

AO1 [4]

10

Employability

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

- Institutes of Further Education/Further Education Colleges
- Learn Direct
- Jobs and Benefits Office/Job Centres
- Careers Service NI
- Educational Guidance Service for Adults (EGSA)

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- different jobs require different aspects of a CV to be completed so it is necessary to adapt it to suit the job applied for
- an applicant may have undertaken extra courses and gained further qualifications so these will have to be added to the CV, as they could improve an applicant's chances of getting the job
- an applicant's personal circumstances may change from time to time, e.g. home address, marital status, etc so these amendments need to be updated in order to produce a correct CV

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 employee will need to know the location of the business in order to arrive on time
- the employer may ask questions related to the business so the applicant should have an understanding of the type of work involved in the business
- the employee may wish to ask questions themselves at the interview relating to the business, so it would be in their best interest to have some prior knowledge of the ethos of the company

Or any suitable alternative

[1] for each correct identification

[1] for each accompanying explanation

(2 × [2])

AO1 [4]

10

Section A

30

Section B

AVAILABLE
MARKS

Source Based

Local and Global Citizenship

4 (a) Any **two** from the following suggested answers.

Answers may include reference to and expand upon of the following:

- music – different cultures use musical instruments associated with that culture and have different traditional forms of music
- dance – through traditional forms of dance
- language – through the language of their culture
- dress – wearing traditional dress
- lifestyle – behaving in accordance with cultural traditions/lifestyle
- diet – through traditional cuisine
- religion – holding and practicing a particular religion

Or any suitable alternative

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

AO1 [4]

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

- lonely – may have difficulty making new friends and feel alone
- language – may have difficulty communicating with people if s/he does not have a good understanding and use of English language
- customs/traditions – have to learn about the different customs and traditions of local people. Takes time getting used to living in a new community and culture
- discrimination – may face prejudice/discrimination. This could make them feel vulnerable
- school/college – may have difficulty “fitting in” with others in new school or college

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 utilised in the relevant contexts 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:

- (i) A want – is a luxury that helps make our lives more enjoyable and may make our lifestyle better such as mobile phones and holidays
- (ii) A need – is essential for surviving and includes shelter, food, water and clothes. Services such as electricity, heating and medical facilities are also some examples of needs

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:

- prevents impulse buying such as clothes or other luxury items and you will know how much money remains
- ensures that money will last until the next pay day and avoid owing other people money which will help prevent stress
- ensures that money will last until pay day thereby avoiding debt and having to borrow money from friends or family
- allows the person to live within their means thereby being able to balance living costs against income
- creates money awareness with the realisation that bills such as electricity and heating must be paid to avoid any embarrassment
- provides the opportunity to save money which can be used for luxury items such as a mobile, holidays, etc
- provides the opportunity to save money in case of emergencies in the future e.g. car has broken down
- helps to show where money is being spent and budget cuts may be made if required or circumstances change, e.g. spending too much on food

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, 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 utilised in the relevant contexts 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:

- they can place emphasis on caring for the environment, e.g. re-using and recycling waste materials, etc in order to enhance their corporate image
- they need to ensure that their business maintains outstanding customer and community relations in order to attract customers
- they need to continually provide good quality products and services as well as a wide range of goods so that there is more choice for customers
- a business needs to value its employees so that they are continually motivated to produce their best
- a business must continually advertise themselves which could be quite expensive but which may prove to be beneficial in the long term
- market research must continually be carried out in order to ensure that the needs of the customer are taken into consideration
- a business may need to plough back funds into the business as a form of investment to ensure that modern technology is continually being updated
- special offers and price reduction will attract customers, so businesses must ensure that they continually encourage the public to avail of their products or services

Or any suitable alternative

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

(2 × [2])

AO2 [4]

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

- employees can update their skills which will result in them being able to undertake various different tasks and become more effective in their job
- employees may have better opportunities for promotion if they attend training programmes which could lead to better job satisfaction and an enhancement in salary
- training can motivate employees and this can help them to be more productive in the workplace and perhaps earn more money
- employees may be still be paid by their employer while attending training courses and therefore this will mean they will still be receiving an income
- training may present employees with the opportunity to seek work with another company and thus safeguard against unemployment

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 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 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 contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar. AO2 [6]

Section B

	10
Section B	30

Section C

AVAILABLE
MARKS

Local and Global Citizenship

7 Answers may include reference to any of the following:

Positives

- school policy – the school might have an inclusion policy which outlines the different ways that it promotes inclusion
- school cultural events – celebrate different cultures by having school events which acknowledge different religions, festivals, languages, diet/food, etc. This encourages all young people to feel a sense of belonging
- curriculum/lessons – pupils can learn about the social inclusion through the school curriculum and lessons, e.g. Local and Global Citizenship, RE
- positive behaviour – promote inclusion by encouraging positive behaviour towards others who are different and take a firm stand against those who act to exclude others

Negatives

- policy ignored – the policy may be ineffective in promoting inclusion if it is not implemented or if it is ignored
- school events – these may fail to include some groups of young people who may still feel excluded
- curriculum/lessons – learning about social inclusion may have little or no impact on some individuals who may continue to act in ways which exclude others
- positive behaviour – promoting inclusion through behaviour towards others and dealing with individuals/groups who act in ways to exclude others may have little or no impact especially, if this type of behaviour is reinforced by their contact with significant others outside school

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, and 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 utilised in the relevant contexts 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:

Positive

- the debit card is more convenient for shopping in towns or online because there is no need to pay cash up front
- you may know how much money is already in your bank account and therefore not as likely to get into debt
- cash back is offered by major stores when using a debit card so people can lift the exact amount of money they need
- there is no need to lift large sums of money when going shopping in case the money is lost or stolen as the debit card can be used to purchase goods or pay bills, etc
- if the card is lost or stolen security checks have been introduced by card issuers such as banks for shopping on-line which are password protected. This will prevent the money being debited from an account and gives the user a sense of security

Negative

- if the debit card is lost or stolen someone may use the card to buy goods on-line as passwords may not be asked for on some on-line sites
- doesn't have the same protection as credit cards especially if a company went bankrupt you may have difficulty getting money back compared to a credit card
- if you do not manage your bank account carefully when shopping you could end up being overdrawn and additional charges may be incurred from the bank
- if the card is lost it can be very inconvenient cancelling the card and waiting for a new replacement card and pin which may take up to seven days

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, and 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 utilised in the relevant contexts 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

- the business will be open 24 hours a day, 7 days a week, which may result in an increase in sales for the business
- an increase in the sales of a business will ultimately lead to an increase in profits for the business which will provide extra finance for the owners
- businesses may save money by trading on the Internet as they may not have to pay large overheads if they have no showrooms or premises
- businesses may become better known worldwide which could lead to an increase in productivity and sales
- some savings gained through the new technology can be used to lower prices and thus attract more customers
- less staff will be needed as the trading is now automated and this will obviously save money for the business

Negatives

- designing and updating a website may prove to be expensive as specialists may need to be employed by the business
- employees will need to be trained in ICT skills in order to use the Internet and this will be an added cost to the business
- extensive market research may need to be carried out by the business in order to assess the requirements of customers in such a wide market
- the business will have to ensure that goods are well packed for distribution and this may work out expensive for the business
- having a worldwide market will mean that the business will face a lot of competition which may affect their pricing policy
- complications may arise if problems occur with the website and the business could lose money if it is not operational

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

AO3 [10]

10

Section C

20

Total

80