



Rewarding Learning

**General Certificate of Secondary Education
2014**

Learning for Life and Work: Linear

Unit 3

[GLW31]

FRIDAY 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 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:

- Teacher/school
- Media – T.V., press, radio, internet
- NGO Representatives

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- poverty – some NGOs help people living in poverty at local, national and global levels. They provide aid to those who lack the basic essentials such as food, clothing, water, shelter and education.
- conflict – some NGOs help people who are living in areas where there is conflict. They provide aid/medical care, shelter, food and water. They may help to mediate between opposing groups.
- human rights – some NGOs safeguard human rights. They can help people whose human rights are being abused by providing advice, aid and lobbying governments.
- child abuse – some NGOs work to protect children from abuse and neglect by safeguarding children’s human rights and providing support/aid to those in need.
- mental health – some NGOs support people who have problems with their mental health. They offer guidance and counselling.
- elderly care provision – some NGOs help to ensure that elderly people are provided with quality health care. They also offer practical help and advice.
- environmental issues – some NGOs work to protect the environment. They organise campaigns, lobby government and make people aware about what they can do to support a sustainable future.

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

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

- lobbying – meet with government representatives and present their views about issues and persuade them to take them on board when making decisions
- petitions – organise a petition to show public support for an issue and present this to the government. This may cause the government to give greater consideration to their views before making decisions.
- peaceful demonstration/event – organise a show of public support for an issue to make the government aware of how people feel. This may cause the government to give greater consideration to their views before making decisions.
- research/reports – conduct research about an issue and present a report of the findings to the government. This could provide the government with new information to consider before making decisions.

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE
MARKS

Personal Development

AVAILABLE
MARKS

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

- damage to spine
- damage to pelvis/bones
- difficult labour
- low birth weight
- premature birth
- high blood pressure/eclampsia
- miscarriage
- morning sickness
- early death

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- the mother may miss out/not have time to go out with friends to nightclubs/cinema, etc. because she is too busy looking after the demanding needs of the baby/social health.
- the mother may find she no longer has the same things in common/hobbies/interests with friends as their lives have changed so much which may make the mother feel depressed/isolated and may affect their confidence.
- the mother may feel isolated or excluded from society as they may not be able to complete their education/training course/have employment where social relationships are formed and continue to provide opportunities to socialise with others.
- relationship problems between the mother and father may be caused if the father continues to socialise with his friends and not support the mother and babies needs.

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 birth of a baby is an exciting time and parents may thrive on the attention the newborn brings to their family and the beautiful baby presents people buy for the baby.
- parents should discuss their feelings such as frustration, stress and problems with each other and will bring them closer together.
- let each other know how you feel by sharing the positive experiences – the joy, the excitement, the sense of achievement, rather than just the negative experiences.
- the mother should encourage the father to help care for the baby and share in the changing and feeding of the baby to help relieve some of the pressure, e.g. feeding during the night so that both parents can have adequate rest.
- the father may not help care for the baby and this may put pressure on the mother in caring for the baby.
- the stress of the new baby may cause problems between the young couple due to a lack of sleep or financial problems.
- the young couple may have little time for themselves due to caring for a new baby which may cause them to drift apart.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE
MARKS

Employability

AVAILABLE
MARKS

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

- name
- address
- date of birth
- salary
- hours of work
- holiday entitlement
- health and safety regulations
- rights and responsibilities

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- health and safety – an employer is required by law to provide training for his employees regarding health and safety aspects in the workplace.
- salary – an employer must pay his employees the minimum wage that they are entitled to in relation to the hours worked.
- career development – an employer should ensure that employees are provided with the opportunity to progress in their career, e.g. in relation to promotion.
- compassionate leave – employees are entitled to time off work at various times to deal with bereavement, etc.
- holidays – an employer should ensure that all employees receive their holiday entitlement in relation to their Contract of Employment.
- legislation – ensure all working practices meet legal guidelines.

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

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

- the business may attract more customers with this awareness and thus hope to make a profit.
- prospective employees may be attracted to those businesses which are seen to be environmentally friendly and thus may have a productive workforce.
- businesses will inevitably enhance their corporate image as a result of their environmental considerations.
- environmental issues such as recycling could work out cheaper for the business and ultimately save them money.

Or any suitable alternative

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

AO1 [4]

10

Section A

30

**AVAILABLE
MARKS**

Section B

AVAILABLE
MARKS

Local and Global Citizenship

4 (a) Answers may include reference to any **two** 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. A person may be imprisoned without a fair trial, tortured or killed.
- interference with privacy, family, home or correspondence (Article 12). A person could have their privacy violated by the press or the state.
- the right to vote (Article 21). People may be denied the right to vote in undemocratic countries.
- the right to work with equal pay for equal work (Article 23). Men or women could be paid more than the other for doing the same job.
- adequate health and well-being for self and family (Article 25). The government may not provide basic health care, food and social services.
- free education (Article 26). The government may not provide a free education for all its children and young people.

Or any suitable alternative

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

AO2 [4]

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

- think about how their behaviour can affect others and the community. Behave responsibly towards others and show respect.
- encourage others to behave responsibly and show respect.
- support others who may need help. For example, they could help elderly people with chores.
- volunteer in the young club to help other young people or help with community projects.
- volunteer to work with an NGO. They could help with fundraising, organising or participating in a campaign to help people in the community/society.
- highlight local community issues and find ways to address them. For example they could find ways to improve young provision in the area.
- do not act in ways which negatively impact on the community, for example, do not become involved in criminal activity/vandalism, taking drugs and fighting.

Or any suitable alternative

Award [0] for responses not worthy of credit.

Level 1: ([1]–[2]) marks

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]) marks

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]) marks

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]

AVAILABLE
MARKS

10

Personal Development

AVAILABLE
MARKS

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

- through the school curriculum, e.g. home economics and learning for life and work teachers can help young people through lessons about the dangers of smoking cigarettes, alcohol and taking illegal drugs etc.
- visiting guest speakers can help to get the message across to young people about the risks they may face and challenge many of the ideas they may have about anti-social and sexual behaviour
- rewards (positive discipline)/sanctions

Or any suitable alternative

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

AO2 [4]

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

- when young people drink too much alcohol anti-social behaviour may be caused, e.g. causing a disturbance/rowdiness
- unnecessary waste of police time due to call outs from the public/friends/family
- pressure on hospital accident and emergency services due to alcohol related incidents/accidents
- litter from fast food outlets/carry outs are thrown away with no consideration for the local community in which they live making the area look untidy and dirty
- unwanted pregnancies as some people are likely to take risks due to alcohol lowering inhibitions
- lowering inhibitions may lead to casual sex which may result in STIs and the possibility of passing this infection onto others
- a young person may get into persistent trouble with the police due to alcohol related incidents such as aggression and receive an ASBO
- there may be an increase in crime (vandalism, robbery, theft) which may affect the property prices in the area
- gangs of young people who are drunk may intimidate members of the public who feel unsafe and threatened by their behaviour e.g. elderly

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[2]) marks

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]) marks

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]) marks

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]

AVAILABLE
MARKS

10

Employability

AVAILABLE
MARKS

6 (a) Any **two** from the following suggested answers. Answers may include reference to and expand upon the following:

- it gives the employer a chance to meet the applicant and see if they are suitable for the job, for example their conversational ability
- to test the applicant's knowledge and skills in order to ascertain if they are the right person for the job
- to verify the information that the applicants have filled in on their application form and clarify any misunderstandings that may arise
- to find out what sort of person the applicant is – if they create a good impression on how they present themselves
- it gives the applicant the opportunity to ask questions which will provide them with more information about the job

Or any suitable alternative

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

(2 × [2])

AO2 [4]

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

- orders will be produced on time and thus the business will benefit from meeting their production targets
- the employees will achieve a high degree of satisfaction and this will motivate them, resulting in better work being produced for the business and possibly lead to an increase in sales
- the business will build up a good reputation with their customers and this could lead to more orders and hence more profit

Or any suitable alternative

Award [0] for responses not worthy of credit.

Level 1: ([1]–[2]) marks

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 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]) marks

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]) marks

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]

Section B

AVAILABLE MARKS
10
30

Local and Global Citizenship

7 Answers may include reference to any of the following:

Positives

- review, create and enforce laws to protect human rights. For example, equality laws to ensure people are protected from discrimination and are treated equally.
- support the work of the Northern Ireland Human Rights Commission and Northern Ireland Equality Commission which work to safeguard and promote human rights.
- raise awareness/educate people about human rights. Make people aware of their human rights.
- ensure young people are taught about human rights in schools.
- promote human rights through government policies. Ensure that government policies comply with human rights legislation.
- ensure authorities/public bodies with responsibility for promoting and complying with human rights laws do so.
- develop a human rights bill for Northern Ireland.

Negatives

- laws may be difficult to enforce and may be broken.
- there may be limited funding to support the work of bodies such as Human Rights Commission and Northern Ireland Equality Commission. This may limit the scope of their work and their impact on safeguarding and promoting human rights.
- young people may not value the importance of some human rights and behave in ways which undermine the human rights of others.
- authorities and public bodies may have policies which include or based on promoting certain human rights but they may be ineffectively implemented in practice.
- it might be difficult for all political parties to reach agreement about a Bill of Rights for Northern Ireland.
- certain human rights such as those related to privacy and freedom may be compromised on the grounds of security.

Or any suitable alternative

Award [0] for responses not worthy of credit.

Level 1:([1]–[4]) marks

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]) marks

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]) marks

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]

AVAILABLE
MARKS

10

8 Answers may include reference to any of the following:

Positives

- taking risks is part of growing up and can be a positive experience. For example, by trying a new sport or raising money for a charity
- teaches them to question the way they behave when they know the difference between right and wrong so as to avoid risking the lives of others as well as their own
- by being part of a group this gives the young person a sense of belonging which helps to improve their self-esteem
- provides a support mechanism when a young person is having personal problems/stress as they have friends they can talk to and who may listen to their concerns which will help to lower stress levels
- may assume a role within a group which may help to improve their self-esteem and skills, i.e. leadership, planning and organisational skills
- life-long friendships may develop due to the bond created when they were young and the similar interests/hobbies they may have in common
- develop positive value systems due to the experiences shared between peers which may be long lasting
- encourages the young person to become more independent rather than depending on parents and family

Negatives

- lack of confidence/insecurity because they are unable to gain membership of a particular group unless they take an active role within the group
- the need to be part of a crowd and become pressurised into becoming involved in activities that may endanger their health and safety, e.g. smoking/ alcohol/drugs
- the person may feel bullied/isolated and may lead to suicide, the young person may lose some of their self-esteem because they are unable to make individual decisions
- peer group pressure – some young people may be likely to take risks when they are with their friends as they are encouraged to try something dangerous and are afraid to let them down
- impressing friends and wanting to be accepted so it is easier going along with the crowd so as not to be left out which may mean losing their status within a group

- loss of personal identity/adopt the group identity as they don't feel they can say no or speak up when they are in a risky situation as they may feel embarrassed if they are the only person who says "no"
- may lead to problems with family, school and law due to anti-social behaviour may become involved with, e.g. stealing cars, vandalism, drinking in the street, "yobbish behaviour" or fighting, an overdose, car accident, someone being stabbed

Or any suitable alternative

Award [0] for responses not worthy of credit.

Level 1:([1]–[4]) marks

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]) marks

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]) marks

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]

AVAILABLE
MARKS

10

Employability

AVAILABLE
MARKS

9 Answers may include reference to any of the following:

Positives

- a self-employed person will be their own boss and so therefore they will make all their own decisions
- they will keep all the profits for themselves and therefore they will work hard in order to earn more profit
- they will have the opportunity of working hard and gaining job satisfaction by working at something which they feel passionately about
- running a successful business will boost a person's confidence and self-esteem and hence they will become more motivated
- they will have flexible working hours and therefore can take holidays to suit themselves
- some people like to try out new ideas and self-employment usually provides more scope for this

Or any suitable alternative

Negatives

- self-employment can involve very long working hours and so a person may find that they have very little time for their family and miss out on social occasions
- income from self-employment may be very erratic, therefore there may be times in the year when a loss can occur instead of a profit
- there may be difficulty with cash-flow in the business which could affect the owner's personal finances
- the owner may not be an expert in all areas of the business and so they may lose the money they initially invested
- they may be too young and inexperienced to take on the responsibility of all that a business entails and thus the business may never really get off the ground

Or any suitable alternative

Award [0] for responses not worthy of credit.

Level 1:([1]–[4]) marks

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]) marks

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]) marks

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]

Section C

Total

**AVAILABLE
MARKS**

10

20

80