



Rewarding Learning

**General Certificate of Secondary Education
January 2015**

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

WEDNESDAY 7 JANUARY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to the candidates' responses.

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

Assessment objectives

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

Candidates must:

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

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their markings giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another.

In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is appropriate.

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

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

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

AO1

Level 1 (Limited): The candidate's knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of knowledge and understanding of the content. Relevant material is organised and presented with a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2

Level 1 (Limited): The candidate's application of knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's application of knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply knowledge and understanding of the content. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3

Level 1 (Limited): The candidate's ability to demonstrate the skills is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's ability to demonstrate the skills is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply the skills. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

Section A

**AVAILABLE
MARKS**

Local and Global Citizenship

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

- human rights
- voting/free elections
- free to express views
- equality before the law
- right to participate
- accountability of government
- justice
- examples of human rights

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- peace process – more peaceful society
- established bodies – NIHRC, Police Ombudsman, Equality Commission to promote human rights, justice and equality
- devolved government – established NI Assembly, politicians make decisions about local issues
- power sharing – political parties have to share power. There needs to be cross-party support on major decisions. This avoids domination by one party
- creation of a new Police Force
- equality laws such as Section 75

Or any suitable alternative

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

AO1 [2]

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

- OFMDM – supporting ministers and institutions of government, managing a programme of government, promoting better community relations, equality, diversity, social inclusion and rights, targeting social need
- Agriculture and Rural Development – responsible for food, farming, and environmental policy, and the development of the rural sector in Northern Ireland
- Culture Arts and Leisure – supports culture, sport, museums, libraries and fisheries. Promotes creativity, innovation and cultural diversity and aims to encourage people to develop an appreciation of culture
- Department of Education – responsible for education to post-primary level and improving standards and quality of education. Promotes community relations between schools and teacher education
- Department for Employment and Learning – promotes learning and skills to prepare people for work and to support the economy
- Department of Enterprise, Trade and Investment – responsible for economic development in terms of Enterprise, Social Economy, Innovation, Energy, Telecoms, and Tourism in Northern Ireland
- Department of the Environment – promotes and protects the natural environment and responsibility for planning and development
- Department of Finance and Personnel – responsible for Northern Ireland’s budget and departments’ spending
- Department of Health, Social Services and Public Safety – responsible for managing health and social care, public health and safety. Produces policies and legislation and raises public awareness in these areas
- Department of Justice – responsible for managing PSNI and justice system
- Department of Regional Development – responsible for planning and development, transport and roads
- Department of Social Development – responsible for housing, urban regeneration and addressing social needs

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation AO1 [2]
 [1] mark awarded for candidates who describe a department but do not name the department then award [1] mark. They can also be awarded [1] mark if the candidate describes a role of the ministerial departments.
 [1] mark candidates need to say promotes equality, not just state equality.

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

- talk about their views, e.g. participate in a debate/discussion
- write a letter, poem, story, narrative...
- sign a petition
- through art forms – artistic expression
- join an N.G.O. – volunteering
- social media
- voting
- through clothes
- world wide web
- music

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- Section 75 of the Northern Ireland Act is concerned with the promotion of equality of opportunity
- Sex Discrimination (NI) Order – prohibits sex discrimination against individuals in the different areas, e.g. employment and education
- Equal Pay Act – makes it unlawful for employers to discriminate between men and women in terms of their pay and conditions
- Fair Employment and Treatment Order – makes it unlawful to discriminate against someone on the basis of religious belief or political opinion
- Disability Discrimination Act – rights for disabled people in areas of employment, access to goods, facilities, services and premises
- Race Relations Order – it is illegal to discriminate against someone on the grounds of colour, race, nationality or ethnic origin
- Data Protection Act

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

[1] mark if candidates only describe the law

(1 × [2])

AO1 [2]

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

- promote equality – encourage good relations and challenge discrimination through promotion, advice and enforcement
- reduce discrimination – by promoting equality, good practice and educating people about their rights, people can learn to be more understanding and respect others who are different. Therefore, they may be less likely to discriminate against others
- good relations – promote good relations between people of different racial groups. This can help people from minority racial groups and the local community to better understand each other and reduce tension and discrimination
- review legislation – monitor and review legislation and public policies to ensure that they do not breach equality legislation. This helps to safeguard the rights of individuals and minority groups and prevent discrimination
- equality information/communicate – provide advice and information to employers about equality legislation
- investigative and enforcement powers – the Equality Commission can investigate complaints and ensure that employers comply with equality legislation
- educate – support learning about equality

Or any suitable alternative

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

AO1 [2]

5

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

- Action Aid
- Barnardos
- Christian Aid
- Oxfam
- Trocaire
- UNICEF
- Amnesty
- Friends of the Earth
- Simon Community
- St. Vincent de Paul

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- abuse – the child might be physically, emotionally or sexually abused and decide to leave home to escape the situation
- parents separation – none of the parents want to have responsibility for the child and may lead to the young person leaving home and living on the streets
- family problems – family arguments may be difficult for the young person to deal with and may decide to run away from home
- drug/alcohol abuse – the young person or his parents could have drug related problems and this could lead to family conflict
- death of parents – no one to pay rent/mortgage, the young person may face eviction and become homeless
- war or conflict – lost their home because of conflict/war. Had to move to a safer area
- natural disasters – home destroyed because of floods/earthquakes etc. Nowhere to live
- no jobs, no money – no money/finance to pay rent/mortgage

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:

- help others – provide support and aid to others who are vulnerable
- social equality/justice – they promote social equality and social justice through the services and support they provide
- needs gap – they provide services and support to people in society whose welfare needs are not fully met by the state
- raise awareness – make people aware and promote a better understanding of issues and causes and encourage people to be more empathetic/sympathetic to others in need
- educate – educate people about causes/issues and influence them to become active citizens
- encourage active participation – they encourage people to volunteer and make a positive contribution to society
- lobby government – they can influence government to take action on certain issues/causes, e.g. human right abuse, poverty, child abuse and social inequality/injustice
- reduce conflict/promote peace – they help to resolve conflict and improve relations between opposing groups. They contribute to peace and reconciliation
- fundraising – raise money to help others

Or any other suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section A

20

Section B

Source Based

AVAILABLE
MARKS

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

- stereotyping/discrimination – people from ethnic minority groups may be stereotyped and face discrimination
- inequality of opportunity – they may not have the same opportunities as others. They may face difficulties finding accommodation and/or employment
- education – the education provided for children and young people from ethnic minority groups may not meet their needs, e.g. language, religion, specific learning difficulties
- government – they may be under-represented in government. Their views may not be taken into account in decisions that affect them
- community – they may not feel that they are part of the community and marginalised

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:

- enrich culture – contribute to cultural diversity through expressions of their culture such as, music, dance, language, traditional dress, cuisine, art
- enhance understanding – by engaging with others from ethnic minority groups people learn about different cultures
- reduce prejudice – engaging with people from different cultures helps people to develop their understanding and may reduce prejudice
- sense of community – different groups of people living together can help people to build relationships and more cohesive community
- fill employment gaps – may take jobs which the local people do not want, while others are highly skilled and qualified. This improves areas of the economy where there is a local skills shortage

2 points or more must be explained – from the list above to achieve 6 marks.
Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[2])

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

Level 2: ([3]–[4])

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

Level 3: ([5]–[6])

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

AO2 [6]

10

5 Answers may include reference to any of the following:

Positives

- write a letter – highlight an issue/cause and encourage key decision makers or government to take action to address this
- sign a petition – join others in signing a petition about an issue/cause that they feel strongly about. This highlights the level of support for their issue/cause and may influence those in power to deal with the issue/cause
- lobby government – people can lobby government to persuade them to take action to address an issue/cause
- take part in a campaign – join others in a campaign about an issue/cause. If the campaign has enough public support it might persuade the government to take action
- participate in a peaceful protest/march – individuals can show their support for an issue/cause by taking part in a peaceful demonstration. This raises public awareness of the issue/cause. The publicity may influence the government to act address the issue/cause
- support/join a political party – individuals can get involved in politics, participate in debates and help to influence party policy and their elected representatives
- volunteer – join a Non-Governmental Organisation (NGO) and support its cause. They can work for the NGO to influence changes in society

Negatives

- letter ignored – government representatives may ignore letters from individuals or groups. They may think it is not representative of a wider public view
- petitions ineffective – there may be more people who support the issue/cause that the petition is about than those who sign it. The government may think there is not enough public interest in the issue/cause and take no action
- limited impact of lobbying – political representatives may not want to support or take action to deal with a particular issue/cause because it is controversial. They may feel being seen to support this issue/cause may damage their political career
- campaign fatigue – there are so many campaigns for different issues/causes that the government could not deal with all the issues/causes raised

- participating in marches/protests – often marches/protests that are intended to be peaceful become violent. This can result in a loss of public support for the issue/cause
- joining a political party – the views of an individual or group may be in the minority and have little impact on party policy or on influencing the views of political representatives
- volunteering/Non-Governmental Organisations (NGOs) – NGOs have limited funding and therefore a limited impact on helping to address societal issues
- voter apathy – people may lack trust in politicians and do not see the point in voting
- apathy – people may not be motivated/interested to participate in activities to influence change. They may feel it is not their responsibility to take action or there is no need because others are dealing with the problem

Or any suitable alternative

Award **[0]** for responses not worthy of credit

Level 1: ([1]–[4])

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

Level 2: ([5]–[7])

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

Level 3: ([8]–[10])

Answers will provide detailed analysis and will focus on both positive and negative factors which will be related in an accurate and relevant way. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar. AO3 [10]

Total marks:

10

40

Assessment Objectives Grid

	Q1	Q2	Q3	Q4	Q5	Total
AO1	1	5	10			16
AO2	4			10		14
AO3					10	10
Total	5	5	10	10	10	40

