



Rewarding Learning

**General Certificate of Secondary Education
2015**

Learning for Life and Work: Linear

Unit 3

[GLW31]

FRIDAY 8 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] 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:

- television
- radio
- newspapers
- magazines/flyers
- internet/website
- guest speakers visiting schools/community events
- campaigns

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- family members – parents and other family members might hold strong negative views about people who are different, e.g. race, religion, immigrants ...which a young person might start to accept as “true” or “right” and begin to develop the same prejudice
- friends/peers – might be prejudiced against certain people or groups. This could lead to a young person accepting these views in order to remain part of the group
- media – the media might present a negative image of certain groups of people which could influence a young person’s perception of them and lead to prejudice
- community – the local community might reinforce a young person’s views about people from other groups and may lead to prejudiced views about others who do not share their beliefs.

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:

- provide wheelchair access – make facilities easy for wheelchair users to access and move freely around, e.g. lifts and ramps
- provide disabled toilets/washrooms – have toilets/washrooms that are designed for wheelchair users
- Braille – have signs and books in Braille and ‘talking books’ that will help people with sight impairments
- computers with accessibility software – software to magnify text, read information on screen aloud
- technology to assist people with hearing impairments – DVDs with subtitles and hearing loop systems

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE
MARKS

Personal Development

**AVAILABLE
MARKS**

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

- Parents/family
- Friends
- Absent father
- Vouchers
- Loan
- Educational Maintenance Allowance
- Government benefits/child benefit
- Organisations/Sure Start/Women’s Aid

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- Teach the child how to share with other children through birthdays parties/playing games at home
- Teach the child how to share through family activities such as meal times, taking turns for watching television programmes etc.
- Teach manners such as please, thank you when asking or returning items borrowed
- Lead by example to show the child values such as honesty, respect, responsibility, patience, forgiveness and generosity

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:

- Keeping the child free from dangers around the home, e.g. objects locked out of the reach of children such as medicines/domestic cleaning liquid
- Locking doors to prevent a child running out into the street where cars may not see them due to their height
- Stair gates to prevent the child from falling down the stairs and injuring themselves

Or any suitable alternative

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

AO1 [4]

10

Employability

AVAILABLE
MARKS

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

- loyalty
- patience
- hardworking
- reliable
- punctual
- efficient
- enthusiastic
- commitment
- flexibility
- honesty
- responsible

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- they will be knowledgeable in all aspects of the recruitment process and therefore can advise students what employers are looking for
- they are in a position to provide students with information on who to choose as a referee in their application form so that they will stand a chance of being shortlisted
- they can advise students on the type of information to include about various jobs as they have been trained in all aspects of careers

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:

- Students will be provided with information on interview skills and techniques and this will enhance their knowledge of the interview process
- Students will be provided with the opportunity to participate in 'mock interviews' and thus may not be as nervous when they are requested to attend a real interview
- Students will be informed of dress codes for interviews and this will assist them in their preparation for interviews so that they stand a better chance of getting the job

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:

- protection – human rights safeguard people from abuse, e.g. torture, exploitation, state injustice
- equality – help to ensure people are treated equally and have access to equal opportunities
- freedom of expression – enables people to speak freely and express their cultural, national or religious identities
- freedom to participate – people can take part in community/political activities including marches/protests
- quality of life – human rights guarantee people a minimum standard of living, e.g. health care, education and welfare
- privacy – human rights guarantee peoples' privacy which mean people can go about their daily lives with minimum state interference

Or any suitable alternative

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

AO2 [4]

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

- school – young people learn about human rights in for example local and global citizenship classes
- internet research – use human rights websites to learn more about them, e.g. Northern Ireland Human Rights Commission, Amnesty International etc.
- books/magazines – young people can learn about human rights from books and magazines
- Non-Governmental Organisations (NGOs) – speak with a representative from NGOs such as Amnesty International or Children in Crossfire and learn about their work around human rights
- Media – TV, newspapers, Internet – provide information, stories about human rights

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]

AVAILABLE
MARKS

10

Personal Development

AVAILABLE
MARKS

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

- Sports clubs such as netball, football and rugby can make a young person feel good about themselves because they support other team members as part of a sporting game
- Being voted onto the student's council will give the young person a sense of responsibility knowing other class members have voted for them
- Being voted onto the student's council and having the confidence to represent others and their viewpoints
- Examination success will help to develop a young person's self esteem to further studies/career prospects

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:

- If the victim is afraid to speak to someone from school, for example, a form teacher, they could speak on their behalf to help resolve the incident
- Encourage the victim to contact/talk to an organisation such as Bully Busters, ChildLine, Beatbullying, Kidpower that can give advice and help with the bullying experience
- Encourage the victim to stick up for themselves as much as possible and don't let the bully make their life difficult/ignore/don't give them attention
- Encourage the victim to talk to their parent/parents who may challenge the parents of the bully and prevent more text bullying
- May contact the police on behalf of the victim to help deal with the problem and prevent the text bullying

Accept any valid alternative
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]

AVAILABLE
MARKS

10

Employability

AVAILABLE
MARKS

6 (a) Any **two** from the following suggested answers. Answers may include reference to any of the following:

- the entrepreneur may experience difficulty with cash-flow in the business and this could put the business at risk
- the entrepreneur may not be expert in all areas of the business and thus could end up losing all their investment
- the entrepreneur may be young and inexperienced to take on the responsibility that is required of them and therefore the business may never get off the ground
- the entrepreneur may find that setting up their new business is taking up a lot of their time and on account of this, time with his family and social occasions may be pushed into the background

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:

- to find out what sort of person the applicant is, e.g. how they dress and present themselves
- to verify the information the applicants have filled in on their application form and clarify any misunderstandings that may arise
- to provide the applicants with the opportunity to ask questions which will provide them with more information about the job
- to assess their suitability for the job applied for and then appoint them if suitable

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 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 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]

Section B

**AVAILABLE
MARKS**

10

30

Local and Global Citizenship

7 Answers may include reference to any of the following:

Positives

- human rights – the government support human rights. It works with the Northern Ireland Human Rights Commission and Equality Commission and other organisations to ensure peoples' human rights are upheld and protected.
- elections/voting – the government hold regular Assembly and Council elections. People can vote for who they want to represent them.
- accountability – the government/MLAs are accountable to the people for decisions and actions they take. They have to justify their decisions and actions.
- MLA code of conduct – when elected MLAs sign a code of conduct. This is to ensure they act and behave in a way which serves the interests of the people.
- democratic institutions – the government support democratic institutions such as the justice system.
- democratic process – government decisions are agreed through democratic process such as, debating, reaching consensus and voting.
- freedom of expression – the government support peoples' right to free speech and freedom of assembly.

Negatives

- human rights ignored – peoples' human rights can still be abused. People may still face discrimination or be exploited.
- unrepresentative government – government not viewed as representing everyone's views. Tends to represent the views of the two main political parties.
- lack of accountability – the government make decisions which affect peoples' lives but those making the decisions are often not held to account especially if they are controversial.
- code of practice and corruption – some MLAs may participate in activities which breach the code of conduct.
- democratic processes – those in power may participate in democratic processes but their decisions may not always be in the best interests of the public. MLAs and political parties have their own agendas.
- freedom of expression – although the government support freedom of expression they have to balance this with respect for others and safety. For example, they have to support peoples' right to express their cultural identity

and to participate in marches but they also have to ban or pose restrictions on marches/parades. This can be viewed by some as an infringement of their rights.

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]

AVAILABLE
MARKS

10

Personal Development

AVAILABLE
MARKS

8 Answers may include reference to any of the following:

Positives

- Famous celebrities may act as role models and to have a look/image wanted by a young person which may encourage them to diet.
- A young person may suffer from peer pressure due to their body image and want to diet to have a better body shape to fit in with the crowd/peer pressure
- The young person may have a health issue and may have been given medical advice from a GP to lose weight to avoid endangering their health
- May want to look attractive to the opposite sex and so feel that dieting may lead to a healthier look and to appeal to others
- May want to make a choice and to lead a healthier lifestyle to improve how they look and feel/fitter
- Lose weight to have more self-confidence/feel better about themselves

Negatives

- Dieting slows the metabolism (less energy and nutrients) which may make the person feel tired and unable to carry out certain tasks
- Nutritional deficits such as a lack of vitamins and calcium may lead to early osteoporosis, weakened thinning bones and fractures
- Physical effects due to lack of calories may include thinning hair, dizziness, lack of co-ordination, dehydration, high blood pressure and a loss in muscle tissue and strength
- Affect a person's emotional health (mind, intellect and mood) as the person may have less mental energy and ability to concentrate
- Regular dieting is also linked with increased rates of depression which may affect home, school/work life and lead to possible early death
- May develop an Eating Disorder which may become a fixation/obsession which may effect all aspects of a person's health
- May damage major organs such as the heart which may have a lasting impact on the individual

Candidates may refer specially to eating disorders such as bulimia, anorexia and obesity.

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]

AVAILABLE
MARKS

10

Employability

AVAILABLE
MARKS

9 Answers may include reference to any of the following:

Positives

- employees will be able to undertake a wider range of tasks and thus can help out with jobs if other employees are absent so that the business can still meet deadlines
- employees may feel more valued and therefore become more motivated in their work enabling more work to be carried out
- well trained employees will enhance the business as the employer will have the opportunity to promote internally
- better trained employees may improve the quality of their work which will ultimately lead to increased sales for the business and hence more profits
- health and safety training will mean that there is less chance of employees causing accidents in the workplace and therefore work will not fall behind

Or any suitable alternative

Negatives

- employees may need time off their work in order to participate in training and this may cause delays with deadlines
- trained employees will expect a pay-rise or promotion and this will cost the business more expense
- when employees have been trained they may seek alternative employment and this may cause the business problems as they may have to recruit new workers
- if on-the-job training takes place, workers may have to set aside their work in order to train their colleagues and this may result in jobs not being completed on time

Or any suitable alternative

Award [0] for responses not worthy of credit.

Level 1: ([1]–[4])

Answers may identify a few of the above points or 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 identify some of the points listed with a brief assessment 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: ([8]–[10])

Answers will identify most of the points listed and provide a detailed assessment 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.

AO3 [10]

Section C

Total

**AVAILABLE
MARKS**

10

20

80