



Rewarding Learning

**General Certificate of Secondary Education
2016**

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

FRIDAY 13 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 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:

- school/teacher
- family member
- PSNI
- MLA
- Lawyer
- Equality Commission
- library/books
- internet/websites
- media
- non-governmental organisations
- Northern Ireland Human Rights Commission

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- a declaration/list of 30 human rights articles. All people are entitled to these human rights
- a document which sets out common human rights standards which are universally protected.

Or any suitable alternative

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

AO2 [2]

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

- protection – people need human rights because they safeguard people from abuse, e.g. torture, exploitation, state injustice
- equality – human rights help to ensure that people are treated equally in society
- 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. The state cannot interfere with people's privacy without just cause
- freedom of expression – allows people to speak freely and express their cultural, national, political or religious views. They can speak out against government.

Or any suitable alternative

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

AO1 [2]

**AVAILABLE
MARKS**

5

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

- letter
- telephone call
- e-mail
- social networks, e.g. Facebook
- visit an MLA or go to their office to speak to them
- lobbying
- petition
- through a local councillor

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- manage/administrate education – fund and work with Education and Library Boards to provide central services such as transport and school meals
- set and allocate budgets – fund educational services and schools to enable them to provide quality education
- curriculum and assessment – develop the curriculum/subjects or what is taught in schools
- educational provision – ensure all pupils have equal access to quality education in schools
- promote human rights and equality – ensure educational policies promote human rights and equality and that they meet the requirements of human rights and equality legislation.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

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

- the Executive Committee reviews and agrees major political decisions from the Assembly
- prioritises executive and legislative proposals
- ministers from government departments have to inform Assembly committees in order to make political decisions
- the Executive Committee prioritise issues for the Programme for Government. It produces an annual budget for achieving its targets for Assembly approval
- review controversial issues which have been passed on by the First and Deputy First Minister's office.
- pass laws
- accountability

Or any suitable alternative

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

AO1 [2]

5

AVAILABLE
MARKS

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

- money
- people/volunteers
- supplies/resources – depending on NGO work could include medical, clothing, food, water etc
- facilities – building/office space
- desks/computers etc.
- transport
- communication network
- marketing/advertising
- carry out research

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- develop skills – young people can develop skills such as communication and working with others. They learn to work with others as part of team and to communicate their ideas
- knowledge and understanding about the work of the NGO – young people learn about the work of the NGO and the issues/causes it supports
- personal development – helps the young person to develop their emotional intelligence and positive attitudes and dispositions such as empathy and commitment. They learn more about themselves
- meet new friends/building relationships – the young person can meet new people and make new friends. They learn to build relationships with others
- improved self-confidence/self-esteem – young people gain confidence and satisfaction from doing something worthwhile and of value
- work experience – young people gain valuable experience of working. They can include this in their CV. They can demonstrate this experience at job interviews.

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:

- aid – provide food, water, shelter, healthcare to people who might not have access to these goods and services because of the effects of the natural disaster
- counselling – provide support and offer counselling to people who have suffered. For example, people might need help with coming to terms with losing a loved one or with losing their home and possessions
- fund raising – raise funds which are necessary to provide goods and services such as food, water and health care
- publicity/raise awareness – make governments and the public more aware of the effects of the natural disaster. The publicity could lead to the government and public providing greater support
- lobby government – meet with government decision makers. Influence the government to take action to provide aid to those in need.

Or any other suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

**AVAILABLE
MARKS**

10

Section A

20

Section B

**AVAILABLE
MARKS**

Source Based

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

- equal opportunities – equality laws help to ensure that everyone is treated equally and have equal opportunities. They help to create a fairer society
- reduces discrimination – equality laws help to reduce discrimination in society. If someone discriminates against another person they could be taken to court. This can be a deterrent
- promotes inclusion – encourages people to respect others who are different and can create a fairer and more inclusive society
- changes culture – equality laws encourage changes in culture and attitudes towards people from minority groups. Equality laws highlight the importance that government and society place on equality. This can encourage others to reflect on their attitude and behaviour.

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:

- dance – different cultures have traditional dance forms. They can demonstrate this at celebrations
- music – different cultures use musical instruments associated with that culture and have different traditional types of music which they can share at local events/festivals
- language – people from different cultures may have different languages. They express their culture in the way they use their language to communicate with others
- dress – people from different cultures may have a traditional dress. People can express their cultural identity by wearing their traditional costume
- diet – people from different cultures have traditional cuisine, e.g. seafood, curry, pasta, rice, etc. The type of food they eat and the way they prepare it is an expression of their cultural identity
- religion – people from different cultures may hold certain religious belief and practices which are specifically associated with their culture

- celebrations/festivals – (parades are part of celebrations) people often express their cultural identity through celebrations such as the Chinese New Year. The celebrations usually include people wearing traditional dress, playing traditional music and traditional dance
- symbols/flags/murals – people can express their cultural identity by displaying symbols or wearing symbols as badges, by flying flags or by painting murals on walls
- sport – people may have traditional sports which are associated with their culture. People can celebrate their culture through sporting events.

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:

AVAILABLE
MARKS

Positives

- Programme for Government – develop and implement policies/strategies to build an inclusive and more cohesive and peaceful society
- building ‘good’ relations’ – *Together Building a United Community* strategy developing and implementing strategies which develop local communities and cross-community collaboration. This helps to break down barriers between people from different communities, improves relationships and reduces conflict
- fund community projects – ensure funding is available to support community development and cross-community projects. This helps to improve communities and builds relationships between people from different communities and cultures and can reduce tension
- young people – create opportunities for young people to make a positive contribution to the community and to meet others from different communities and cultures. This helps young people to learn about each other and build relationships
- develop integrated social housing – encourage Catholics and Protestants to live together by providing integrated housing. People can learn to live together as part of the same community. This can reduce conflict between different groups
- develop integrated and shared education – provide opportunities for young people from different communities to be educated together. Young people learn about each other. This helps build relationships
- educate/raise awareness – about diversity, inclusion, sectarianism and racism. Encourage people to respect others who are different. This encourages people to think about how they should treat others
- promote racial equality – create and implement policy/strategies to promote racial equality and which tackle racism and hate crime. People become more aware of racial equality and may support anti-racist initiatives
- laws and law enforcement – review and create and enforce laws to deal with sectarianism and racism and other forms of discrimination which can lead to conflict.
- peace walls
- use of mediation

Negatives

- lack of funding – there may be a lack of funding to fully implement policies and strategies which aim to reduce conflict. The causes of conflict may not be adequately addressed
- inequality – there may not be enough money available to finance all community/cross-community projects. Some projects/areas may receive funding others may not. This can lead to inequalities within areas. The causes of conflict still exist in some areas
- ‘good’ relations initiatives not supported – not everyone may be willing to mix with others from different communities or from ethnic minority groups. In some areas this can remain an issue
- youth engagement – some young people may not be interested in their local community or cross-community work. They may remain disengaged and possibly retain sectarian views
- integrated housing – this may only work for a minority of people from Catholic and Protestant communities. There is not enough integrated social housing on offer to people on a large scale. The idea may only appeal to a minority of people
- integrated/shared education – not all parents may be willing to send their children to an integrated school, to a shared campus or to have their children learn in shared classrooms. Young people may not want to participate in these initiatives
- educate/raise awareness – about diversity, inclusion, sectarianism and racism. This may not be effective in changing people’s attitudes and behaviour
- laws/law enforcement ineffective – there is already legislation in place to address discrimination and hate crime. This does not prevent conflict
- crime – it is often perceived by local people that new citizens (immigrants) are associated with criminal behaviour. This might increase tension between the local population and immigrants.

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.

AVAILABLE
MARKS

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:**AVAILABLE
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