

GCSE
Entry Level
**Learning for
Life and Work**
Summer 2010

Mark Schemes

Issued: October 2010

**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2010)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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Rewarding Learning

**General Certificate of Secondary Education
2010**

Learning for Life and Work

Learning for Work

[GSW31]

FRIDAY 14 MAY, MORNING

**MARK
SCHEME**

<p>1 (a) (i) Health and safety risks (AO2)</p> <p>(ii) Any two from:</p> <ul style="list-style-type: none"> • the working environment • the nature of the job • the type of equipment being used <p>(2 × [1]) (AO1)</p> <p>(b) (i) Employee (AO1)</p> <p>(ii) Unobstructed (AO1)</p> <p>(iii) Protective (AO1)</p> <p>(iv) Emergency (AO1)</p> <p>(v) Dangers (AO1)</p> <p>(c) Any two from:</p> <ul style="list-style-type: none"> • workers may feel that the cost of membership is too high and they may not be able to afford the fees • Trades Unions may call workers out on strike which could mean that a worker could lose their earnings while the strike continues • workers would have to abide by decisions made by the Trades Union and they may not agree with these decisions <p>Or any suitable alternative</p> <p>[1] for basic response</p> <p>[2] for fully developed answer</p> <p>(2 × [2]) (AO1)</p>	<p>[1]</p> <p>[2]</p> <p>[1]</p> <p>[1]</p> <p>[1]</p> <p>[1]</p> <p>[4]</p>
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AVAILABLE
MARKS

12

- 2 (a) (i) Photo frames (AO2) [1]
- (ii) Set up a website (AO2) [1]
- (b) Any **three** from:
- it will make the business better known
 - it could increase sales of their photoframes
 - more sales will increase their profits
 - it will help cut the cost of advertising
 - it is available around the clock
- Or any suitable alternative
(3 × [1]) (AO1) [3]
- (c) Any **two** from:
- encourage retail outlets to display their photoframe so that customers can see them
 - offer them at a special rate so that customers will be tempted to buy them
 - advertise them in newspapers, magazines, etc. in order to make customers aware of the new photoframe
 - display them at shows, exhibitions, etc. to make customers aware
- Or any suitable alternative
[1] for basic response
[2] for fully developed answer
(2 × [2]) (AO1) [4]
- (d) Any **two** from:
- she can work flexible hours and so can avoid traffic jams at peak-times
 - she will not have the expense of travelling to and from work
 - she does not have to spend time commuting to and from work and so can use this time to her advantage
 - she can concentrate better as there will be less distractions at home
- Or any suitable alternative
[1] for basic response
[2] for fully developed answer
(2 × [2]) (AO1) [4]

- 3 (a) Any **two** from:
- Diane will be the first form of contact in the office and so she needs to create a good impression
 - Diane needs to be able to write legibly as well as key in information into the computer so that no mistakes are made
 - Diane needs to speak with customers over the phone or face-to-face, so therefore her oral communication skills need to be excellent as customers may cut off all contact with her employer
- Or any suitable alternative
[1] for basic response
[2] for fully developed answer
(2 × [2]) (AO1), (AO3) [4]
- (b) Any **one** from:
- her academic qualifications will let her prospective employer know how well qualified she is and therefore may ask her to attend an interview
 - her prospective employer will become aware if she needs to undergo any training to enhance her qualifications, as her qualifications may be out of date
- Or any suitable alternative
[1] for basic response
[2] for fully developed answer
(1 × [2]) (AO1) [2]
- (c) In answering this question candidates may refer to:
- a CV will give an employer a good idea on how to judge an applicant
 - it will include skills and qualities so the employer will be able to assess the applicant regarding these
 - it can be used to assess the potential of employees as a lot of information is included
 - the employer will be able to see if the applicant has any previous experience regarding the type of work he/she requires his/her employee to do
 - the presentation of the CV, regarding spelling, punctuation and grammar will give the employer an insight into the academic ability of the applicant
- Or any suitable alternative (AO1), (AO3)

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate a basic understanding of why a CV is important to many employers (AO1). The candidate may show some ability to make judgements on why a CV is important to many employers. (AO3). Quality of written communication will be poor.

Band 2 ([3]–[4])

The candidate will recall relevant knowledge and demonstrate a sound understanding of why a CV is important to many employers (AO1). The candidate will make relevant judgements and present plausible conclusions on why a CV is important to many employers (AO3). Quality of written communication will be satisfactory.

Band 3 ([5]–[6])

The candidate will recall relevant accurate knowledge and demonstrate a thorough understanding of why a CV is important to many employers (AO1). The candidate will make reasoned judgements and present substantial conclusions on why a CV is important to many employers (AO3). Quality of written communication will be good. [6]

AVAILABLE
MARKS

12

- 4 In answering this question, candidates may refer to:
- they will be their own boss, therefore they will make all their own decisions
 - they will keep the profits for themselves and therefore will work hard to earn more profit
 - they will have flexible working hours and therefore can take holidays to suit themselves
 - they will have great job satisfaction as they will take delight in watching their business grow

Or any suitable alternative

On the other hand

- they may lack experience and thus their business may never get off the ground
- they may be too young to take on the responsibility of all that a business entails and thus the business may fail in the early stages
- the initial cost of setting up in business may be high and this may involve a lot of finance which they will not be able to raise
- work may be irregular and therefore income will not be steady

Or any suitable alternative

Band 1 ([1]–[3])

The candidate will recall some knowledge and demonstrate a basic understanding of self-employment as a career option for a young adult (AO1). They may show some ability to make judgements on self-employment as a career option for a young adult (AO3). Quality of written communication will be poor.

Band 2 ([4]–[6])

The candidate will recall relevant knowledge and demonstrate a sound understanding of self-employment as a career option for a young adult (AO1). They will make relevant judgements, present plausible conclusions and may evaluate self-employment as a career option for a young adult (AO1). Quality of written communication will be satisfactory.

Band 3 ([7]–[8])

The candidate will recall accurate relevant knowledge and demonstrate a thorough understanding of self-employment as a career option for a young adult (AO1). They will make relevant judgements, present substantial conclusions and evaluate self-employment as a career option for a young adult (AO3). Quality of written communication will be good. [8]

Total

AVAILABLE MARKS
8
45



Rewarding Learning

**General Certificate of Secondary Education
2010**

Learning for Life and Work

Local and Global Citizenship

[GSW11]

THURSDAY 13 MAY, MORNING

**MARK
SCHEME**

			AVAILABLE MARKS
1	(i) Ethiopia (AO2)	[1]	7
	(ii) Food or clean water (AO2)	[1]	
	(iii) Health (AO2)	[1]	
	(iv) Children (AO2)	[1]	
	The elderly (AO2)	[1]	
	(v) Drought (AO2)	[1]	
	Rising food prices (AO2)	[1]	
2	(a) In answering the question candidates may refer to any two of the following:		
	<ul style="list-style-type: none"> • right to life (AO1) • right to express your views/religious beliefs (AO1) • right not to be tortured (AO1) • right to a fair trial (AO1) • right to education (AO1) 		
	Accept any relevant alternative (AO1) (2 × [1])	[2]	
	(b) In answering the question candidates may refer to any two of the following:		
	<ul style="list-style-type: none"> • Internet/world wide web (AO1) – Will accept two separate sources/ websites • books (AO1) • magazines (AO1) • CD Roms (AO1) • newspapers (AO1) • television (AO1) • Equality Commission • The Northern Ireland Human Rights Commission • Amnesty International • United Nations • Save the Children • Northern Ireland Commission for Children and Young people. • leaflets • posters • law firm • library • charity shops • European Union • citizenship teacher 		
	Accept any relevant alternative (AO1) (2 × [1])	[2]	

- (c) In answering the question candidates may refer any **two** of the following:
- poor diet: lack of money to buy food and maintain a proper healthy diet (AO1)
 - lack of quality clothing: the family have to make do with whatever clothing they have. Can't afford to be fashion conscious (AO1)
 - discrimination: might suffer unfair treatment or verbal abuse from others because they are seen as being poor/different (AO1)
 - debts: unable to pay domestic bills, e.g. rent, electricity, heating, etc. might borrow money and get into debt, making their situation worse (AO1)
 - children: might not have the same toys/games as other children because the family can't afford them. This might make them feel different from their friends (AO1)
 - socialising: the family and children in particular might have difficulty making friends. Others might not want to socialise with them because they are poor (AO1)
 - education: the children's education might suffer. The family might not be able to afford a computer, books, etc. that would help them with their education (AO1)

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

(2 × [2])

[4]

- (d) In answering the question candidates may refer to any **one** of the following:
- financial aid: the government can send money to help the country address the causes and outcomes of poverty (AO1)
 - UN/EU: the government can work with other organisations/countries to develop a strategy and practical ways to help these countries (AO1)
 - development: the government might work with these countries to assist them develop their economy and society (AO1)
 - education/training: the government could provide professional people, doctors, teachers nurses, etc. to help train their own people. This would help them to become more independent and perhaps enable them to solve their own problems (AO1)
 - raise awareness of poverty in other countries

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

[2]

10

- 3 (a) Match the words in the box
 Equality (AO1)
 Inclusion (AO1)
 Community (AO1)
 Cultural diversity (AO1)
 (4 × [1]) [4]

- (b) In answering the question candidates may refer to the following:
 • sex discrimination: is when an individual or a group are treated unfairly because of their gender/sex (AO1)
 • valid examples accepted (AO1)
not accepting sex discrimination in relation to homosexuality
 Accept any relevant alternative (AO1)
 A candidate showing full understanding [2]
 A candidate showing a basic understanding [1] [2]

- (c) In answering the question candidates may refer to **one** of the following:
 • social inclusion: accepting cultural differences helps build good relations (AO1)
 • mutual respect: respecting and accepting different cultures in turn helps to foster their respect for our culture (AO1)
 Accept any relevant alternative (AO1)
 A candidate showing full understanding [2]
 A candidate showing a basic understanding [1] [2]

8

- 4 (a) In answering the question candidates may refer to any **one** of the following:
 • Age Concern (AO1)
 • Help the Aged (AO1)
 Accept any relevant alternative (AO1) [1]

- (b) In answering the question candidates may refer to any **two** of the following:
 • offer to do shopping for them (AO1)
 • offer to do housework/chores (AO1)
 • keep them company (AO1)
 • accompany them on a outing (AO1)
 Accept any relevant alternative
 (2 × [1]) [2]

- (c) In answering the question candidates may refer to any **one** of the following:
- family: help their family. They might look after the children while parents are at work (AO1)
 - family/money: they might be able to help their family in times of financial difficulty by assisting them to pay bills, etc. (AO1)
 - part-time/voluntary work: they might get part-time work. This helps society because they are contributing to the economy (AO1)
 - education: they might share their memories and experiences with young people as part of a school lesson or in an informal setting (AO1)
- Accept any relevant alternative (AO1)
A candidate showing full understanding [2]
A candidate showing a basic understanding [1] [2]

- (d) In answering the question candidates may refer to any of the following:
- anti-social behaviour: the media might show young people in a negative way by focusing on some young people's anti-social behaviour, e.g. alcohol, drugs, crime, etc. This makes people think all young people are the same
 - lazy: the media might show young people as being lazy and unwilling to work
 - unintelligent: the media might concentrate on stories which portray young people as stupid, e.g. not having good skills in communication, mathematics, etc.
 - uncaring/selfish: the media can show young people as being inconsiderate, selfish and uncaring. This gives a negative impression that all young people are the same
 - good role models: the media might concentrate on positive examples of young people and their achievements, e.g. helping others, good examination results, etc.
 - independent: young people can be shown as having an initiative and independence. The media might illustrate this by examples where young people have set up their own business or achieved something by themselves

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate a basic understanding of the ways the media might stereotype young people (AO1). The candidate will show some ability to make judgements. Quality of communication will be poor (AO3).

Band 2 ([3]–[4])

The candidate will recall relevant knowledge and show a sound of the ways the media might stereotype young people (AO1). The candidate will make relevant judgements and present plausible conclusions. Quality of communication will be satisfactory (AO3).

Band 3 ([5]–[6])

The candidate will recall accurate relevant knowledge and show a thorough understanding ways the media might stereotype young people (AO1). The candidate will make reasoned judgements and present substantial conclusions. Quality of communication will be good (AO3). [6]

5 In answering the question candidates may refer to the following:

On the one hand:

- participation: gives young people the opportunity to participate in discussion and decision-making process which is an important aspect of democracy
- rules: young people establish their own democratic procedures and rules for discussion/debate, reaching decisions, etc.
- equality: school council and democratic procedures based on equality. Each young person is held as equal
- democratic values: participation promotes democratic values of equality, mutual respect, resolving differences through discussion and peaceful means, etc.
- understanding/skills: young people can learn through experience about democracy and develop the skills and understanding needed for participation in democratic practices such as elections, debates, etc. in adult life
- positive outcomes: can lead to positive outcomes for school community. Greater sense of school ethos, togetherness, etc. Pupils have a sense of ownership of some aspects of school decisions. Outcomes of decisions more likely to be achieved

On the other hand:

- participation: not all young people may want to participate in the school council therefore it is not truly representative of all young people in the school
- rules: not all those people may accept the democratic processes negotiated/ established by the school council. Could be seen as unfair
- inequality: some young people may use the democratic process to further their own agenda. This can lead to certain individuals/groups having more influence than others
- democratic values not transferred: not everyone participating might accept these values and still retain their own views which could be different from the school council
- understanding/skills not transferred: not everyone will gain an understanding of the democratic process and be able to relate beyond the school council. **not** everyone will develop the appropriate skill set for participation in democracy
- negative outcomes: some young people may see the school council as ineffective, especially if young people's views are ignored or if it only focuses on relatively minor school issues. The school council may not be taken too seriously

AVAILABLE
MARKS

Band 1 ([1]–[3])

The candidate will recall some knowledge and demonstrate a basic understanding of the role of a school council as an example of democratic practice (AO1). The candidate will show some ability to make judgements and may show some ability to evaluate. Quality of communication will be poor (AO3).

Band 2 ([4]–[6])

The candidate will recall relevant knowledge and show sound understanding of the role of a school council as an example of democratic practice (AO1). The candidate will show some ability to make judgements and may show an ability to evaluate. Quality of communication will be satisfactory (AO3).

Band 3 ([7]–[9])

The candidate will recall accurate relevant knowledge and show a thorough understanding of the role of a school council as an example of democratic practice (AO1). The Candidate will make reasoned judgements and present substantial conclusions. The candidates will show an ability to evaluate. Quality of communication will be good (AO3).

[9]

**AVAILABLE
MARKS**

9

Total

45



Rewarding Learning

**General Certificate of Secondary Education
2010**

Learning for Life and Work

Personal, Social and Health Education

[GSW21]

THURSDAY 13 MAY, AFTERNOON

**MARK
SCHEME**

- 1 (a) (i) Car loan, rent (AO2) [2]
(ii) Borrow money (AO2) [1]
- (b) Any **two** of the following:
• the bank/overdrafts/credit card
• credit union
• building society
• family
• friends
• money lender/loan shark
Accept any valid alternative (AO1) [2]
- (c) Any **one** of the following:
• awareness of spending thus preventing debt/managing their money (AO1)
• ensures that the person can pay their bills and cover the costs of food heating and electricity (AO1)
• provides opportunity to differentiate between luxuries and essentials (AO1)
• allows for forward planning enabling the person to save for holidays and special treats (AO1)
Accept any valid alternative
[2] for a full understanding
[1] for a limited understanding [2]
- (d) In answering this question candidates may refer to the following:
• interest rates will be very high/difficulty in paying back loan (AO2)
• inability to pay rent/mortgage may result in loss of family home to loan shark (AO2)
• family disagreements leading to stress/illness/family break up (AO2)
• may get into further debt by taking out another loan (AO2)
• may be forced to hand over the Social Security books/turn to crime
• there may be the threat of physical violence if payments are not made
• could lead to crime (AO2)
Accept any valid alternative [4]
[2] for a full understanding
[1] for a limited understanding
- (e) In answering this question candidates may refer to the following:
• save money on shopping and food
• reduce spending
• draw up a budget
• buy essential goods only
• seek financial advice about consolidating loans
• cut down on spending on luxury items
• take on second job
• remortgage house
• sell items/on ebay

AVAILABLE
MARKS

Band 1 ([1]–[2])

The candidate will recall some steps someone could take to reduce financial difficulty and demonstrate basic understanding of some of the ways to reduce financial difficulties (AO1) and may show some ability to make judgements on the reasons for this (AO3). The quality of written communication will be poor.

Band 2 ([3]–[4])

The candidate will recall relevant steps someone could take to reduce financial difficulty and demonstrate sound understanding of relevant ways to reduce financial difficulties (AO1) and will make relevant judgements and present plausible conclusions which reflect reasons for this (AO3). The quality of written communication will be satisfactory. [4]

**AVAILABLE
MARKS**

15

- 2 (a) (i) That you are physically and mentally well (AO2) [1]
- (ii) Regular exercise (AO2) [1]
- (b) In answering this question candidates may refer to any **three** of the following:
- improves your physical condition
 - loss of weight/prevents obesity
 - increased stamina
 - building strength/muscle tone
 - improved fitness levels
 - higher energy levels
 - prevention of illness and disease, e.g. heart disease/lowers blood pressure (sleep better)
- Accept any valid alternative (AO1) [3]
- (c) In answering this question candidates may refer to any **two** of the following:
- improve levels of self-esteem – people often exercise in groups. They form relationships, and make friends (AO1)
 - develop social skills – conforming to group expectations, e.g. rules of particular games and sports/thus developing confidence (AO1)
 - people learn to be competitive within a framework which can improve lifeskills and ability to cope with situations outside sport (AO1)
- Accept any relevant alternative
[2] for a full understanding
[1] for a limited understanding
(2 × [2]) [4]
- (d) In answering this question candidates may refer to the following:
- encourage all students to take part in PE class
 - provide alternative sports which young people may enjoy
 - encourage after school clubs which are exercised-based
 - develop awareness of the benefits of exercise
 - invite prominent sports people to visit the school and talk of the benefits of exercise for them
 - have fund raising events based on exercise
 - more suitable equipment available
 - sports days/competitions/incentives through house system
 - organised lunch activities
 - practical involvement
 - promote fun side of sport
 - design leaflets/posters promoting benefits

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate basic understanding of the ways schools can encourage students to take regular exercise (AO1) and may show some ability to make judgements on the reasons for this (AO3). The quality of written communication will be poor.

Band 2 ([3]–[4])

The candidate will recall relevant knowledge and demonstrate sound understanding of the ways schools can encourage students to take regular exercise (AO1) and will make relevant judgements and present plausible conclusions which reflect reasons for this (AO3). The quality of written communication will be satisfactory.

Band 3 ([5]–[6])

The candidate will recall accurate knowledge and demonstrate thorough understanding of the ways schools can encourage students to take regular exercise (AO1) and will make reasoned judgements and present substantial conclusions which reflect the reasons for this (AO3). The quality of written communication will be excellent. [6]

15

3 (a) Honesty/trust (AO2) [1]

(b) Any **one** of the following:

- a feeling of contentment/happiness (AO1)
- positive outlook on life (AO1)
- have realistic expectations of life
- better able to deal with problems/trust them to share (AO1)
- someone to share problems and successes with

Accept any valid alternative [1]

(c) In answering this question candidates may refer to the following:

- there may be a conflict of interest which leads to uncertainty
- they may worry that they will loose friends if they don't do as the crowd is doing
- there may be name-calling and negativity towards them
- they may be isolated and made to feel left out

Accept any valid alternative

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate basic understanding of how peer pressure can cause stress to a young person (AO1) and may show some ability to make judgements on the reasons for this (AO3). The quality of written communication will be poor.

Band 2 ([3]–[4])

The candidate will recall relevant knowledge and demonstrate sound understanding of how peer pressure can cause stress to a young person (AO1) and will make relevant judgements and present plausible conclusions which reflect reasons for this (AO3). The quality of written communication will be satisfactory. [4]

(d) In answering this question candidates may refer to the following:

On the one hand:

- the media may have a limited influence on young people who are capable of independent thinking and decision-making
- the media often portray the importance of family values. This can have a strong influence on how young people behave
- the media also often portray a sense of morality through religious programmes. This can influence young people’s attitude to sexual relationships
- role models in the media can promote healthy relationships

On the other hand:

- the media has a very powerful influence on the way people think about sexual relationships
- soap operas and reality television can portray certain standards of sexual behaviour which seem to be acceptable
- it can sometimes be difficult to separate fiction and real life
- the media can educate young people on aspects of sexual relationships by giving information and advice

Band 1 ([1]–[4])

The candidate will recall some knowledge and demonstrate basic understanding of how the media influences young people’s attitudes to sexual relationships (AO1) and may show some ability to make judgements on the reasons for this (AO3). The quality of written communication will be poor.

Band 2 ([5]–[7])

The candidate will recall relevant knowledge and demonstrate sound understanding of the reasons of how the media influences young people’s attitudes to sexual relationships (AO1) and may evaluate and will make relevant judgements and present plausible conclusions which reflect the reasons for this (AO3). The quality of written communication will be satisfactory.

Band 3 ([8]–[9])

The candidate will recall accurate knowledge and demonstrate thorough understanding of how the media influences young people’s attitudes to sexual relationships (AO1) and will evaluate and make reasoned judgements and present substantial conclusions which reflect the reasons for this (AO3). The quality of written communication will be excellent. [9]

Total

AVAILABLE MARKS	
	15
Total	45



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2010

Learning for Life and Work

Learning for Work

[ELW31]

FRIDAY 14 MAY, MORNING

**MARK
SCHEME**

1	(a) (i) Photo frames (AO2)	[1]	
	(ii) A website (AO2)	[1]	
	(iii) www.urintheframe.com (AO2)	[1]	
	(b) (i) profit (AO1)	[1]	
	(ii) exports (AO1)	[1]	
	(iii) customers (AO1)	[1]	
	(iv) groups (AO1)	[1]	
	(v) internet (AO1)	[1]	
	(vi) tax (AO1)	[1]	
	(vii) Agency (AO1)	[1]	
2	(a) (i) Health and safety risks (AO2)	[1]	
	(ii) Any one from:		
	• the type of job		
	• the type of equipment used (AO2)	[1]	
(b)	(i) B [1] AO1		
	(ii) G [1] AO1		
	(iii) G [1] AO1		
	(iv) G [1] AO1		
	(v) B [1] AO1		
	(vi) B [1] AO1		
		[6]	

AVAILABLE
MARKS

10

(c)

STAGES	LETTER
1	B
↓ 2	A
↓ 3	D
↓ 4	E
↓ 5	C

(AO1) [5]

13

- 3 (a) (ii) (AO1) [1]
- (iii) (AO1) [1]
- (iv) (AO1) [1]

- (b) **True** **False**
- (i) 3 (AO1) [1]
- (ii) 3 (AO1) [1]
- (iii) 3 (AO1) [1]
- (iv) 3 (AO1) [1]
- (v) 3 (AO1) [1]
- (vi) 3 (AO1) [1]
- (vii) 3 (AO1) [1]

10

- 4 (a) Any **two** from:
- his business may have got bigger
 - other workers may have left as a result of retirement, resignation or dismissal
 - to meet deadlines
 - to cover periods when the business is busier
- Or any suitable alternative [2]

- (b) Any **two** from:
- they can work flexible hours to suit themselves and so can avoid traffic jams going to and coming from work
 - they will not have travelling expenses and this can save them money
 - they will not waste time travelling to and from work and so they can use this time for something else
- Or any suitable alternative
 [1] for basic response
 [2] for fully developed answer
 (2 × [2]) (AO3) [4]

- 5 Any **two** advantages from:
- the trades union can negotiate rates of pay in line with inflation for Susie
 - the trades union can negotiate for good working conditions for Susie with regard to health and safety, etc.
 - the trades union can provide Susie with up-to-date information on her rights at work
 - the trades union can represent Susie in times of grievances and disputes
- Or any suitable response
 [1] for basic response
 [2] for fully developed answer
 (2 × [2]) AO3 [4]

- Any **one** disadvantage from:
- the trades union may call workers out on strike which could result in a loss of earnings for Susie
 - Susie may think that the trades union subscription is too expensive to pay
 - Susie will have to abide by decisions made by the trades union, whether she agrees with them or not
- Or any suitable alternative
 [1] for basic response
 [2] for fully developed answer
 (1 × [2]) AO3 [2]

Total

AVAILABLE
MARKS

6

6

45



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2010

Learning for Life and Work

Local and Global Citizenship

[ELW11]

THURSDAY 13 MAY, MORNING

**MARK
SCHEME**

		AVAILABLE MARKS
1	<p>(a) Fill in the blanks.</p> <ul style="list-style-type: none"> • crisis (AO2) [1] • water (AO2) [1] • health (AO2) [1] • people (AO2) [1] • young (AO2) [1] • elderly (AO2) [1] • women (AO2) [1] • drought (AO2) [1] 	
	<p>(b) In answering the question candidates may refer to any two of the following:</p> <ul style="list-style-type: none"> • provide clean water (AO1) • provide food (AO1) • provide health care (AO1) <p>Accept any relevant alternative (AO1) (1 × [2]) [2]</p>	10
2	<p>(a) In answering the question candidates may refer to any two of the following:</p> <ul style="list-style-type: none"> • right to life (AO1) • right to express your views/religious beliefs (AO1) • right not to be tortured (AO1) • right to a fair trial (AO1) • right to education (AO1) <p>Accept any relevant alternative (AO1) (2 × [1]) [2]</p>	
	<p>(b) In answering the question candidates may refer to any two of the following:</p> <ul style="list-style-type: none"> • internet/world wide web (AO1) • books (AO1) • magazines (AO1) • CD Roms (AO1) • newspapers (AO1) • television (AO1) <p>Accept any relevant alternative (AO1) (2 × [1]) [2]</p>	

- (c) In answering the question candidates may refer any **one** of the following:
- poor diet: lack of money to buy food and maintain a proper healthy diet (AO1)
 - lack of quality clothing: the family have to make do with whatever clothing they have. Can't afford to be fashion conscious (AO1)
 - discrimination: might suffer unfair treatment or verbal abuse from others because they are seen as being poor/different (AO1)
 - debts: unable to pay domestic bills, e.g. rent, electricity, heating etc... might borrow money and get into debt, making their situation worse (AO1)
 - children: might not have the same toys/games as other children because the family can't afford them. This might make them feel different from their friends (AO1)
 - socialising: the family and children in particular might have difficulty making friends. Others might not want to socialise with them because they are poor (AO1)
 - education: the children's education might suffer. The family might not be able to afford a computer, books, etc... that would help them with their education (AO1)

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1] [2]

(d) True/False

(i) True (AO1) [1]

(ii) True (AO1) [1]

(iii) False (AO1) [1]

(iv) False (AO1) [1]

(v) True (AO1) [1]

(vi) False (AO1) [1]

(vii) True (AO1) [1]

(viii) False (AO1) [1]

- 3 Heads/Tails
- (i) example [1]
- (ii) D. SDLP (AO1) [1]
- (iii) F. United Nations (AO1) [1]
- (iv) A. Community centre (AO1) [1]
- (v) C. Age discrimination (AO1) [1]
- (vi) E. Human rights (AO1) [1]
- (vii) H. Waste recycling (AO1) [1]
- (viii) G. Equality Commission (AO1) [1]
- 4 (a) In answering the question candidates may refer to **two** of the following:
- offer to do shopping for them (AO1)
 - offer to do housework/chores (AO1)
 - keep them company (AO1)
 - accompany them on a outing (AO1)
- Accept any relevant alternative
(2 × [1]) [2]
- (b) In answering the question candidates may refer to any **one** of the following:
- family: help their family. They might look after the children while parents are at work (AO1)
 - family/money: they might be able to help their family in times of financial difficulty by assisting them to pay bills, etc. (AO1)
 - part-time/voluntary work: they might get part-time work. This helps society because they are contributing to the economy (AO1)
 - education: they might share their memories and experiences with young people as part of a school lesson or in an informal setting (AO1)
- Accept any relevant alternative (AO1)
A candidate showing full understanding [2]
A candidate showing a basic understanding [1] [2]
- (c) In answering the question candidates may refer to any **two** of the following:
- anti-social behaviour: the media might show young people in a negative way by focusing on some young people's anti-social behaviour e.g. alcohol, drugs, crime, etc. This makes people think all young people are the same (AO1)
 - lazy: the media might show young people as being lazy and unwilling to work (AO1)
 - unintelligent: the media might concentrate on stories which portray young people as stupid, e.g. not having good skills in communication, mathematics, etc. (AO1)
 - uncaring/selfish: the media can show young people as being inconsiderate, selfish and uncaring. This gives a negative impression that all young people are the same (AO1)

- good role models: the media might concentrate on positive examples of young people and their achievements, e.g. helping others, good examination results, etc. (AO1).
- independent: young people can be shown as having an initiative and independence. The media might illustrate this by examples where young people have set up their own business or achieved something by themselves (AO1)

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

(2 × [2])

[4]

8

5 (a) Advantages

In answering the question candidates may refer to any **two** of the following:

- socialising: meet new friends and other young people (AO1)
- learn skills: through participation they learn how to communicate/discuss ideas, express their views, they learn to listen to the views of others, they learn how to work with others etc. (AO1)
- learn about the school council and democracy: they learn democratic processes such as voting, campaigning, debating, etc. (AO1)
- diversity and inclusion: they gain a better understanding of these ideas. The school council is inclusive and would have a range of different types of young people from various backgrounds and cultures (AO1)
- freedom of expression: opportunity to express their views and have them listened to. This can lead to action and something being done to address their concerns (AO1)
- experience: the young person gains useful experience which can help them personally develop and better prepare them for adult life (AO1)
- learning about others: participation gives them a better understanding of other people and their views (AO1)

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

(2 × [2])

[4]

Disadvantages

In answering the question candidates may refer to any **one** of the following:

- no forum to express their ideas: they might feel that the school is not interested in their ideas (AO1)
- unable to participate in a democratic process: no opportunity to develop skills and knowledge about school council and democracy
- unable to gain useful experience of democratic process: less prepared for participating in democracy in adult life (AO1)
- become less interested in school issues: the young person might think that their ideas are unimportant and take less interest in what is happening in the school (AO1)

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

[2]

Total

AVAILABLE
MARKS

6

45



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2010

Learning for Life and Work

Personal, Social and Health Education

[ELW21]

THURSDAY 13 MAY, AFTERNOON

**MARK
SCHEME**

<p>1 (a) (i) Her money (AO1)</p> <p>(ii) • the car loan (AO1) • rent (AO1)</p> <p>(iii) To pay for a holiday (AO1)</p> <p>(b) Any two of the following:</p> <ul style="list-style-type: none"> • awareness of spending (AO2) • can pay their bills (AO2) • helps people save (AO2) • helps keep track of money (AO2) <p>Accept any valid alternative (2 × [1])</p> <p>(c) Bank, loan, interest, repaid, time (AO2) (5 × [1])</p> <p>(d) In answering this candidates may refer to any two of the following:</p> <ul style="list-style-type: none"> • go to a bank/building society (AO2) • go to Citizen’s Advice Bureau (AO2) • go to Credit Union (AO2) • go to community drop in centre (AO2) • go to financial adviser (AO2) <p>(2 × [1])</p> <p>(e) In answering this candidates may refer to the following:</p> <ul style="list-style-type: none"> • interest rates will be very high/difficulty in paying back loan (AO2) • family disagreements leading to stress/illness/family break up (AO2) • may get into further debt by taking out another loan (AO2) • may be forced to hand over the Social Security books/turn to crime to make the repayments (AO2) • there may be the threat of physical violence if payments are not made (AO2) <p>Accept valid alternatives [2] for full understanding [1] for limited understanding</p>	<p>[1]</p> <p>[2]</p> <p>[1]</p> <p>[2]</p> <p>[5]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p>
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AVAILABLE
MARKS

- 2 (a) (i) A healthy life (AO1) [1]
- (ii) Physically/mentally fit (AO1) [1]
- (iii) Regular exercise (AO1) [1]
- (b) True, true, false, true, true, false (AO2)
(6 × [1]) [6]
- (c) Any **one** of the following:
- introduces you to new people who are also exercising (AO2)
 - develop friendships through belonging to a team/sports club (AO2)
 - exercise can improve self-esteem. They become more confident and better able to mix with others (AO2)
 - develop new skills which may be useful in other aspects of your life (AO2)
 - reduces stress thus helping you to be more relaxed and able to mix with others (AO2)
- Accept any valid alternative
[2] for full understanding
[1] for limited understanding [2]
- (d) In answering this question candidates may refer to the following:
- encourage all students to take part in PE class (AO2)
 - provide alternative sports which young people may enjoy (AO2)
 - encourage after school clubs which are exercised-based (AO2)
 - develop awareness of the benefits of exercise (AO2)
 - invite prominent sports people to visit the school and talk of the benefits of exercise for them (AO2)
 - have fund raising events based on exercise (AO2)
- Accept any valid alternative
[2] for full understanding
[1] for limited understanding
(2 × [2]) [4]

AVAILABLE
MARKS

15

			AVAILABLE MARKS	
3	(a) (i)	Any two of the following: <ul style="list-style-type: none"> • respect • trust • honesty (AO1) (1 × [2])	[2]	
	(ii)	Advice (AO1)	[1]	
	(b)	Any two of the following: <ul style="list-style-type: none"> • a feeling of happiness/contentment (AO2) • positive outlook on life (AO2) • someone to care for (AO2) • someone to share problems with (AO2) • have realistic expectations of life (AO2) • better able to deal with problems (AO2) • accept any valid alternative [2] for full understanding [1] for limited understanding	[2]	
	(c) (i)	About what friends think about them	[1]	
	(ii)	Smoke or drink alcohol	[1]	
	(iii)	Left out of the crowd	[1]	
	(iv)	They may be called names which may hurt their feelings	[1]	
	(d) Advantage:	Any one of the following: <ul style="list-style-type: none"> • they will understand what the person is experiencing (AO2) • there will be very little embarrassment about discussing personal issues (AO2) • they may have had the same problem and can relate to them (AO2) (1 × [2])	[2]	
	Disadvantage:	Any two of the following: <ul style="list-style-type: none"> • they lack the life experience to give sound advice (AO2) • they may not be reliable and could discuss your personal business with others (AO2) • they may mislead you and the problem could get worse (AO2) Accept any valid alternatives [2] for full understanding [1] for limited understanding (2 × [2])	[4]	15
Total				45