

**Published Mark Schemes for
GCSE Learning for life and Work
Summer 2010**

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.

CONTENTS

	Page
GCSE	
Unit 3	1
Unit 4	15
Unit 5	29
Entry Level	
Unit 3	41
Unit 4	47
Unit 5	53

New
Specification



Rewarding Learning

General Certificate of Secondary Education
2010

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

THURSDAY 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 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.

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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:

- Language
- Murals
- Sport
- Symbols
- Religion
- Food
- Dress
- Music/songs
- Traditions
- Marching
- Flags

Or any suitable alternative

AO1 [1]

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

- Age – not given promotion as a result of being too old
- Disability – not given equality of opportunity
- Ethnicity – racism in the workplace
- Religion – sectarianism in the workplace
- Gender – dependent on gender being assigned a certain role
- Sexuality – being excluded from aspects of work for this reason

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

1 × [2]

AO1 [2]

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

- Ignorance – people may feel different from someone or may feel threatened by their presence
- Individuals may feel that people with a different colour skin may damage their community
- Fear of losing jobs as a result of people from different cultures moving into an area
- Lack of education resulting in young people having a lack of tolerance for people from different cultures
- Homophobia – causing resentment without reason towards someone because of their sexual orientation
- Influence of family, friends and media causing a culture of disliking others
- People have stereotypical ideas about certain groups of people in society
- Flags **not** Religion

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

1 × [2]

AO1 [2]

5

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

- Northern Ireland Human Rights Commission (NIHRC)
- Police Service of Northern Ireland (PSNI)
- Department of Education Northern Ireland (DENI)
- Social Services
- Housing Executive
- Equality Commission
- Trade Union
- N. Ireland Government
- Accept any suitable NGO

Or any suitable alternative

1 × [1]

AO1 [1]

AVAILABLE
MARKS

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

- Raising awareness in the assembly and promoting laws/media
- Appointing a committee to investigate human rights in Northern Ireland
- Ensure authorities with responsibility for these areas are carrying out their responsibilities e.g. education and PSNI
- Develop a Human Rights bill for Northern Ireland

Or any suitable alternative

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

1 × [2]

AO2 [2]

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

- Section 75 of the Northern Ireland Act is concerned with the promotion of equality of opportunity
- The Sex Discrimination (NI) Order - prohibits sex discrimination against individuals in the different areas e.g. employment and education
- Equal Pay Act – makes it unlawful for employers to discriminate between men and women in terms of their pay and conditions
- Fair Employment and Treatment Order – makes it unlawful to discriminate against someone on the basis of religious belief or political opinion
- Disability Discrimination Act – rights for disabled people in areas of employment, access to goods, facilities services and premises
- Race Relations Order
* Do not have to state law for 2 marks

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

1 × [2]

AO2 [2]

5

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

- Employment and Learning
- Department of Justice
- Education
- Environment
- Culture, Arts and Leisure
- Finance and Personnel
- Regional Development
- Enterprise, Trade and Investment
- Trade and Investment
- Health, Social Services and Public Safety
- Agriculture and Rural Development
- Social Development
- Office of First and Deputy

Or any suitable alternative

2 × [1]

AO1 [2]

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

- Elections – a chance to voice your opinion, these must be free and regular
- Party system – there must be a selection of political parties represented
- Parliament – where politicians discuss and make laws
- Head of State – in a republic this is the president, in a kingdom the King or Queen holds the title
- Prime Minister – Usually the leader of the political party which wins the most seats in an election, he/she is the leader of parliament
- The right to criticise – you can protest and campaign, the media is free to print or publicise different viewpoints
- Constitutions – a set of rules governing the country

- Power, authority and rule of law – power is often divided between different bodies in a country
- State Human Rights

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:

- Leisure facilities – ensure services are of a high standard and maintained
- Waste collections – ensure these are regular and deal with complaints
- Financial and legal services – provide these for certain bodies
- Maintaining public areas – ensure cleanliness and removal of graffiti
- Licensing premises – inspection and ensuring of a high standard and laws upheld
- Planning permission – dealing with applications and ensuring plans are adhered to
- Public health and safety – laws pertaining to this are upheld including restaurants etc
- Registering marriages – provide certificates and provide for civil ceremonies
- Running heritage centres, organising local events and festivals – funding provided and ensure public health and safety protected
- Voice residents views to higher authority

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

2 × [2]

AO1 [4]

10

Section B
Source Based

**AVAILABLE
MARKS**

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

- Everyone has the right to work with equal pay for equal work
- Everyone has the right to a standard of living adequate for the health and well-being of him/herself and family
- Everyone has the right to free education, at least at elementary/fundamental stage
- Everyone should be free from slavery – workers in the factories are being used as slaves for profit
- Everyone has the right not to be hurt or tortured – managers are abusing workers
- Everyone has the right to work and join a trade union – the workers rights are not protected by a trade union
- Everyone has the right to rest and leisure – workers are working exceptionally long hours
- Everyone has the right to an adequate standard of living – as a result of the low paid wage workers often live in shanty towns and have a very poor standard of living

Or any suitable alternative.

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

AO2 [4]

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

- Fight for change in factories and sweatshops in developing countries. Shops are forcing producers to lower prices and this is affecting the workers in those factories
- As part of this campaign NGOs will work in conjunction with grassroots organisations in those affected countries
- Work with grass roots organisations including trade unions and social movements, who are best placed to empower communities living in poverty
- Work to promote a culture of respecting human rights
- Campaign against inequality in the workplace and in society in general

- Campaign against injustice by highlighting through the media organisations which abuse human rights
- Fundraising so the work of the NGOs can continue, including sending volunteers overseas

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 the 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 utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

10

Positives

- Raising awareness. NGOs raise awareness about issues including human rights abuses
- Education and training to help people become more independent and develop new skills
- Lobbying government to highlight social issues and human rights abuses
- Talk to factory owners to inform them about their responsibilities as employers
- Send out aid workers to offer advice, assistance and support to those in need
- Encourage young people to participate in demonstrations to highlight social issues and human rights abuses
- Medical supplies to help those most in need of health care
- Fundraising and collections to help organise campaigning against human rights abuse or to tackle other social problems

Negatives

- Fundraising difficulties – may face problems due to financial circumstances. Difficult to raise funding in today's economic climate
- Resources stretched – NGO stretched in terms of supplies and workers
- Lobbying – Government may have different priorities than those of an NGO
- Education and training – there may not be employment available even if they are trained
- Demonstrations may become violent – may lead to greater civil unrest

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 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 appropriately 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.

A03 [10]

Total marks:**AVAILABLE
MARKS**

10

40**Assessment Objectives Grid**

	Q1	Q2	Q3	Q4	Q5
A01	5	1	10		
A02		4		10	
A03					10

New
Specification



Rewarding Learning

General Certificate of Secondary Education
2010

Learning for Life and Work: Modular

Unit 4

Personal Development

[GLW51]

THURSDAY 13 MAY, AFTERNOON

**MARK
SCHEME**

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AO3

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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.

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Section A

AVAILABLE
MARKS

Personal Development

- 1 (a) **One** from someone to talk to, something to share with, help in times of trouble, listen to you, do things together, go places.

Or any suitable alternative

1 × [1]

AO1 [1]

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

- Peer pressure/peer conflict – as everyone else is saying they are having sexual relationships and the young person does not want to feel left out/fit in
- Alcohol/drugs – barriers tend to come down with alcohol and may feel less embarrassment or fear
- Impact of television programmes – they see young people having sex and think this is normal behaviour
- Curiosity/experiment – as they want to find out and experience for themselves/risk taking
- Demands of boyfriend/girlfriend – may feel pressurised if their partner threatens/arguments to finish the relationship
- Influence of magazines - often encourage young people to experiment and engage in sexual activity
- Pop stars/film stars/role models – have lifestyles which seem to suggest that sexual relations are part of a successful life
- Rebelling against parents

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

1 × [2]

AO1 [2]

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

- It is the only sure way of preventing pregnancy and the responsibilities and problems this may bring for a young person
- It is an option for those who do not want to have sex because emotionally they don't feel ready
- This could be for religious reasons, because they do not want to use other forms of contraception

- It's is the only way to prevent sexually transmitted infections fertility as they may be passed on from your partner who has slept with other people
- Abstinence may encourage people to build relationships in other ways and not just through sex
- It may be the course of action which feels right for the person and makes them feel good about themselves
- Not breaking law/allegations

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

1 × [2]

AO1 [2]

5

- 2 (a) **One** from taking up a hobby, playing for a school team, playing for a local team, getting a part time job, making new friends, playing a musical instrument, learning a language, improving your ICT skills, voluntary work, passing an exam, passing your driving test, buying new clothes, new hairstyle. Make up/clothes/image/communication/self awareness.

Or any suitable alternative

1 × [1]

AO1 [1]

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

- May have a clear sense of who they are, which will give them more confidence about their sexuality and to do what they want to do
- A sense of relief knowing they have told people which will help them be less confused about their feelings and emotions
- May feel confused about telling people about their sexuality which may cause them stress and anxiety
- May be discriminated against because of their sexuality which will make they feel vulnerable and isolated
- May lead to low self esteem and lack of confidence because of the fear of not being accepted by friends or family
- May be fearful of being attacked/called names by others who do not accept them for who they are

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

1 × [2]

AO2 [2]

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

- Encourages the young person to become more independent by thinking for themselves rather than following the crowd just to fit in
- Teaches them to question the way they behave and to help develop positive value systems that will help them in later life
- Being part of a peer group gives the young person a sense of belonging which helps improve their self-esteem/praise/compliment
- Peers offer a support mechanism if young people are concerned or worried about something which helps lower levels of stress
- Good friendships developed at a young age may continue as the young person becomes older, which may turn into life-long friendships
- Depending on the activities their friends are involved with they may become more active in the church, fundraising for good causes

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

1 × [2]

AO2 [2]

5

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

- nappies
- car seat
- pram
- blankets
- steriliser
- bottles
- clothes
- cot

Or any suitable alternative

2 × [1]

AO1 [2]

AVAILABLE
MARKS

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

- Taking the child to a local park/playing in the neighbourhood – to play and interact with other children of a similar age by copying other children, running, jumping and climbing
- Invite other children into your home – encourages the child to share their toys and communicate when playing with the other children
- Attending a nursery school/primary school – encourages friendships and communication skills in a structured setting through playtime, reading, active learning strategies in the classroom/church
- Being looked after by other family members – to help children become more independent by communicating with others and not becoming solely dependent on the mother/father
- Taking the child out to restaurants/shops – showing the child how to behave (not touching items, sitting on a chair, not shouting out), and interacting with staff when ordering a meal or drinks
- Extra curricular activities/joining clubs – can build a child's self esteem and improve their skills as they are doing something they enjoy and will make friends who have something in common
- Eating meals together – this quality time is where a child could be asked questions about their day away from other distractions such as television
- Paying for items in a shop – encourages responsibility and independence in the child by interacting with other people
- Read to the child – this helps develop language skills which will build confidence and help them to communicate with others
- Talk/communicate to your child
- Role model – following parents example
- Answering telephone

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:

- Childcare – may have difficulty getting someone to look after the child if they are in employment
- Time consuming – waiting in medical centres/hospitals/doctor surgeries to see doctors to receive treatment/diagnosis/prescriptions
- May be expensive making regular visits to the doctor/hospital as there may be only one wage coming into the house and using public transport regularly may be costly
- Stress – parent may become very tired or stressed due to the lack of sleep they may have if the child is often sick during the night for a period of time
- Passing illness onto others – brothers and sisters which may increase the prolonged absence from work for the parent
- Parent becoming ill – difficulties of how to cope with a sick child/children as well as the way you feel yourself
- Heating the house – an ill child/children may require the home to be warm and this may cause concern for the parent due to the price of oil/gas/electric
- Extra housework – due to the bedding and clothing being soiled due to the sickness of the child/children
- Treatment may be expensive
- Holidays – constant care
- Problems with partner – time consuming/conflict bringing up child
- Stress – child not wanting to go/injections
- Missing out a social life/parents find it hard to occupy child
- Anxiety of parent
- Difficult for parent to access buildings with child

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

2 × [2]

AO1 [4]

10

AVAILABLE
MARKS

4 (a) Answers may make reference to any of the following:

- The government was concerned about the 'obesity epidemic' amongst children and wanted to be seen to be doing something about it so they banned advertising of junk food during children's programmes etc
- Advertising of sweets, sugary cereals with toys, fast food and unhealthy, sugary drinks to children would encourage them to pester their parents after seeing adverts on TV
- Children are over eating products such as sweets, treats and fast food meals so that they can collect the latest cartoon or film toy that was being marketed at them
- Targeting of children by advertisers was causing problems for parents at the supermarket checkout because children threw tantrums when parents refused to give in to demands for sweets and other junk food
- From source – live shorter lives/buy junk food
- Don't see advert/less influence/less likely to want to do it

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:

- Health problems may affect attendance at school or work which may affect their prospects. If they stay at home they may become bored and would be more likely to eat the wrong kind of foods making the problem worse
- Poor attendance at school/work due to health related illnesses/bullying may hinder the young person's progress which may prevent them from achieving their potential and lowering their self esteem
- Many overweight children may have overweight parents so the young person and their family may be verbally abused by other people in the local community
- Young people may be laughed at or called names at school/work because they are overweight; this is likely to be a constant problem which will affect their self-esteem and could lead to depression
- Obesity can affect a person's attitude towards health and lifestyle due to the way they feel. The young person may find it difficult to take part in group/team/sporting activities because of their self image, feeling of embarrassment and low self-esteem
- Young people may find it difficult to make friends and become isolated as other young people may not want to be their friends incase they are also bullied or called names

Or any suitable alternative.

Award [0] for responses not worthy of credit.

AVAILABLE
MARKS

Level 1 ([1]-[2])

Answers may repeat a few of the 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 an 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 appropriately 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]

10

5 Answers may include reference to any of the following:

Positives

- Attractiveness of premises which are bright, clean and offer facilities for children to play, draw and colour while enjoying the eating experience
- Fast food restaurants may encourage parents to hold birthday parties due to the attractiveness of their premises and the offer of toys/film characters when buying meals
- The food is served fast as you can use the drive through in many restaurants compared to the length of time it would take to cook a family meal
- Available in more varieties where young people have a choice of what type of fast food they may want and don't become bored of eating the same thing due to the choice available
- For convenience, more people are eating pre-packaged food, fast food and soft drinks, which are often high in calories, fat, salt and sugar due to the 24/7 culture that many families now experience
- Children may think the food tastes better compared to more nutritious meals made by their parents as many may not enjoy vegetables, potatoes etc
- Kids are also used to the extra large portions served in fast food restaurants and so have become accustomed to eating much more than they need and for only a small amount of extra money

- Parents are rushed off their feet due to the increasing demands of life in the 21st century and so have little time to shop or cook nutritious meals so it is much easier to buy a take away or head down to the local burger or pizza restaurant
- Children may want food that is convenient and easy to eat as they spend more time in front of the computer or playing video games, rather than riding bikes, skating or other outdoor activities which were important pastimes for kids of previous generations
- There are more and more healthy options available on fast food menus for health conscious consumers to choose from

Negatives

- Lack of nutritious food may lead to obesity which will increase the risk of several health problems like high blood pressure, insulin resistance, diabetes, heart diseases, stroke, gallstones, colon cancer and non-alcoholic fatty liver disease which may continue to cause problems in adulthood and may eventually lead to an early death
- Addiction to fast food may lead to obesity which will increase the risk of type 2 diabetes which is normally a disease seen in later life in adults. Children in their teens are presenting type (2) diabetes as a consequence of being obese
- Many soft drinks (including fizzy and sweetened soft drinks) contain a lot of sugar. These drinks are said to have lots of 'empty calories', they can contribute to weight gain but don't have much nutritional value
- Family meal deals can be a problem, as you usually end up with more food than you need and there's always someone there happy to finish it off e.g. extra large pizzas. Give things such as chicken buckets a miss and only order what you really need
- If you have a family existing on fast food it could prove to be a disadvantage, as it would be rather more expensive to feed a whole family
- Pollution/litter in an area
- Job creation

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 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 appropriately 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.

A03 [10]

Total marks:

**AVAILABLE
MARKS**

10

40

Assessment Objectives Grid

	Q1	Q2	Q3	Q4	Q5
AO1	5	1	10		
AO2		4		10	
AO3					10

New
Specification



Rewarding Learning

General Certificate of Secondary Education
2010

Learning for Life and Work: Modular

Unit 5

Employability

[GLW61]

FRIDAY 14 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 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

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

- Make employees aware of safety procedures
- Provide employees with various types of information to make them aware of dangers
- Provide protective clothing and safety equipment for employees
- Ensure that employees have adequate heating, lighting and toilet facilities

Or any suitable alternative

1 × [1]

AO1 [1]

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

- It states the employees starting dates – this will be important for an employee's pension, etc
- It states the rate of pay and method of payment agreed between employer and employee – this will ensure that the employee receives the correct pay
- It states the length of period of notice to be given by either employer or employee – this will be important if the employee wishes to leave their job or if their employer makes them redundant or sacks them
- It is a legal document and this may be relevant to the employer/employee if the employee is unfairly dismissed as it can be used at an Industrial Tribunal

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

1 × [2]

AO1 [2]

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

- Trade Unions will negotiate increases in pay and improvements in working conditions for members – this may lead to better job satisfaction
- Trade Unions will fight on behalf of members – in cases of discrimination and unfair dismissal – this will benefit the member
- Trade Unions may provide some income for workers when they are on strike – this will enable the member to receive a percentage of their pay

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

1 × [2]

AO1 [2]

5

2 (a) One answer – On-the-job training

1 × [1]

AO1 [1]

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

- To ensure that most recent achievements and experiences are included in order to improve chances of getting the job
- Different jobs require different aspects of a CV to be completed so it is necessary to amend it in accordance with the job applied for

Or any suitable alternative

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

AO2 [2]

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

- Employees will gain up-to-date information which will enable them to carry out their job more efficiently
- Employees will be able to gain different skills – which will result in them being able to undertake various different tasks and become more effective in their job
- Training of employees may lead to motivation – they will thus become more efficient in their work
- Training may lead to furthering their promotional aspects within the business thus making the employee more valued in the work place
- Cost and time for training is free to the employee

Or any suitable alternative

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

AO2 [2]

5

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

- Invite shareholders to buy shares
- Retained profits can be utilised
- Borrow money from outside financial institutions
- Sale of fixed assets
- Sale of stocks
- Sponsorship
- Debt collection
- Government grants
- Factoring
- Leasing assets
- Owners own capital

Or any suitable alternative

2 × [1]

AO1 [2]

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

- It will provide them with advice, support and guidance so that they will be informed of all help available
- It can assist them with raising capital in order to help them finance their business
- It can provide them with specialist advice on the necessary skills needed to set up a business so that they can sort out any problems which they may encounter
- It may run award schemes that provide promotional opportunities for entrepreneurs as well as worthwhile prizes
- It can provide low cost loans e.g. Princes Trust
- It can provide grants to assist with funding

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:

- Work may be irregular and therefore income will not be steady
- The initial cost of setting up in business may be high and this may involve a considerable amount of outlay in the initial stages
- There will be no-one to share decision-making with so therefore correct decisions may not always be made
- The business may be difficult to establish and therefore there may be no income for a considerable time in the beginning
- Difficulties may arise if the owner has to take time off due to sickness or holidays

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

2 × [2]

AO1 [4]

10

AVAILABLE
MARKS

Section B
Source Based

**AVAILABLE
MARKS**

4 (a) (i) Attend a training course in order to learn new skills

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation AO2 [2]

(ii) Having access to a world wide market in order to buy and sell goods and services all over the world

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation AO2 [2]

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

- Advances in technology over the past number of years has meant that employment patterns are now focused around computerisation
- Nowadays skills taught to students in school are of a technological nature at the expense of traditional skills
- Employees working in traditional industries are now forced to re-train and learn new skills as a result of job losses caused by cheaper labour, cheap imports and modern technology

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 the 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 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 utilised in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

**AVAILABLE
MARKS**

10

5 Answers may include reference to any of the following:

Positives

- The business will be open 24 hours a day, 7 days a week so this may result in an increase in the sales for the business
- An increase in sales may ultimately lead to an increase in profits
- As a result of trading on the Internet, businesses could save money as they may not have to pay out as much on showrooms and premises
- Selling abroad across the global market should make the business better known across the world
- Advertising costs could be kept to a minimum

Negatives

- Having a world wide market will mean that the business will face a lot of competition
- Designing and updating a website may be expensive as specialists may need to be employed by the business
- Market research may need to be carried out by the business in a comprehensive manner in order to assess the requirements of customers in such a wide market
- The business will have to be careful as regards packing products for distribution and this may work out to be expensive
- Businesses will need to train employees in the use of ICT

Or any suitable alternative

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

**AVAILABLE
MARKS**

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 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 appropriately 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]

10

Total marks:

40

Assessment Objectives Grid

	Q1	Q2	Q3	Q4	Q5
AO1	5	1	10		
AO2		4		10	
AO3					10

New
Specification



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2010

Learning for Life and Work: Modular

Local and Global Citizenship

Unit 3

[ELL31]

THURSDAY 13 MAY, MORNING

**MARK
SCHEME**

			AVAILABLE MARKS
1	Any three from:		
	<ul style="list-style-type: none"> • Language • Music • Food • Dress • Religion 		
	(3 × [1])	(AO2) [3]	3
2	(a) Any two from:		
	<ul style="list-style-type: none"> • Age • Gender • Disability 		
	(2 × [1])	(AO2) [2]	2
	(b) Any three from the following suggested answers:		
	<ul style="list-style-type: none"> • Report any incidents to the police • Report any incidents to their boss/manager • Seek advice from an external agency, e.g. Citizens' Advice/NGO • Make a complaint 		
	Or any suitable alternative		
	(3 × [1])	(AO1) [3]	3

3

True **False**

- | | | |
|---|-------------------------------------|-------------------------------------|
| (i) The PSNI must protect our human rights. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (ii) Schools can do nothing to protect our human rights. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| (iii) The Equal Pay Act means that children and adults must receive the same pay. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| (iv) The Office of the First and Deputy First Minister can help promote and protect human rights in Northern Ireland. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (v) Northern Ireland does not have a Human Rights Bill. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (vi) Disability Discrimination Act is about protecting the rights of disabled people. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(AO1) [6]

**AVAILABLE
MARKS**

6

4 (a)

HEADS	
(i)	The Minister for Regional Development deals with <u>the countryside</u>
(ii)	The Minister for Education deals with <u>schools</u>
(ii)	The Minister for Agriculture deals with <u>farming</u>
(iii)	The Minister for Health deals with <u>hospitals</u>
(iv)	The Minister for Culture, Arts and Leisure deals with <u>festivals</u>
(v)	The NI Assembly meets at <u>Stormont</u>
(vi)	A member of the NI Assembly is called a <u>MLA</u>

AVAILABLE
MARKS

(AO1) [6]

6

			AVAILABLE MARKS
(b)	(i) Local Councils are paid for		
	through charity	<input type="checkbox"/>	
	through fundraising	<input type="checkbox"/>	
	through taxes	<input checked="" type="checkbox"/>	
	(ii) To become a local councillor you must be		
	under 16	<input type="checkbox"/>	
	over 21	<input checked="" type="checkbox"/>	
	over 65	<input type="checkbox"/>	
	(iii) Your local councillor		
	will be interested in politics	<input checked="" type="checkbox"/>	
will not be interested in politics	<input type="checkbox"/>		
will not try to help anyone	<input type="checkbox"/>		
(iv) Your Local Council deals with issues such as			
war	<input type="checkbox"/>		
nuclear weapons	<input type="checkbox"/>		
local parks and leisure centres	<input checked="" type="checkbox"/>	(AO1) [4]	4
5	(i) Laws		(AO1) [2]
	(ii) War		(AO1) [2]
	(iii) 1948		(AO1) [2]
6	Any two from the following suggested answers:		
	• Write to their MP/MLA		
	• Creating publicity – write to a newspaper to highlight the plight of the children in India, create posters		
	• Political party – ask local MLA to support a campaign about the children in India		
	• Fundraising – raise money for charity		
	• Volunteer – to help an NGO		
	Or any suitable alternative		
	(2 × [2])		(AO1) [4]
			4

7 Good Points

Any **two** from the following suggested answers:

- Students have a chance to have their voices/opinions heard
- They are democratic
- Students can help make changes and influence decisions through the student council
- Students have an opportunity to show their leadership qualities
- Student councils can help develop pupils' team working skills
- Students can make more friends through the student council
- Schools can gain good publicity through their student councils

Or any suitable alternative

(2 × [2])

(AO3) [4]

Bad Point

Any **one** from the following suggested answers:

- The student council might be ignored by the management of a school
- Other students may not take the student council seriously
- The student council may not be given enough time to meet
- Arguments/disagreements between students/school management may occur
- Student representatives may be biased toward their own viewpoint
- Valid issues may not be suggested by the students
- Change may be slow in occurring

Or any suitable alternative

(1 × [2])

(AO3) [2]

AVAILABLE
MARKS

6

Total

40

New
Specification



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2010

Learning for Life and Work: Modular

Unit 4

Personal Development

[ELL41]

THURSDAY 13 MAY, AFTERNOON

**MARK
SCHEME**

1 (a) Any **three** of the following:

- Patches
- chewing gum
- inhalers
- sprays
- lozenges

(3 × [1])

(AO2) [3]

(b) (i) Young people ignore government health warnings on

cigarette packets

fresh fruit

crisp packets

(ii) The serious diseases caused by smoking include many

types of exercises

different types of cancers, e.g. lung cancer

types of friendships

(iii) Young people may not care about the consequences of smoking and this attitude is called

it will happen to me

I'm very special

it won't happen to me

(iv) Young people may be influenced by

family members who smoke

the pet dog

ebay

(AO1) [4]

7

2 (a) (i) sexual relationships (AO2) [1]

(ii) Any **two** of the following:

- Television
- Magazines
- Internet

(2 × [1])

(AO2) [2]

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

- Curious/experiment
- Pressure from partner
- Friends are doing it
- Think they are in love
- May lose their partner
- Escape problems

Or any suitable alternative
(2 × [1])

(AO1) [2]

AVAILABLE
MARKS

5

True

False

3 (i) A young person can seek financial advice from a bank.

(ii) You can save money in a bank.

(iii) No interest is charged on a mortgage when buying a house.

(iv) A deposit is sometimes required when renting a house.

(v) If you rent a house and the heating breaks down the owner should repair it.

(vi) It is cheaper to borrow money from a loan shark than a bank.

(AO1) [6]

6

4

HEADS	
(i)	It is important for a young person to set <u>targets to achieve goals</u>
(ii)	To achieve the best grades at school a young person should attend <u>school everyday</u>
(iii)	If a young person does not understand in class <u>they should ask the teacher more questions</u>
(iv)	Homework is given to <u>help students learn</u>
(v)	Making a revision plan will help you <u>prepare for your exams</u>
(vi)	Too much schoolwork may cause <u>stress</u>

(AO1) [6]

6

5 (i) ill

(AO1) [2]

(ii) part-time

(AO1) [2]

(iii) bills

(AO1) [2]

[6]

6

AVAILABLE MARKS

6 Any **two** from the following suggested answers:

- A young person may give out too much personal information to someone they don't know – this could put them in danger as you cannot see who they are talking to and what they are like as a person
- Isolation from friends and family – it could discourage a young person from going out and socialising with friends who are close by as they prefer to talk to other people in chat rooms
- Used by paedophiles/criminals – there is no guarantee that the person they are talking to is giving genuine facts about themselves and this could be used to entice young people to meet someone who may cause them harm

Or any suitable alternative

(2 × [2])

(AO1) [4]

4

7 Good Points

Any **two** from the following suggested answers:

- The birth of a baby is an exciting time and parents thrive on the attention the newborn brings to their family and the beautiful baby presents people buy for the baby
- Providing basic needs for the baby to prosper and survive including nutritious food, warmth, shelter, clothing that is appropriate for the weather conditions, medicine/medical care when ill
(Accept each point if accompanied with an explanation)
- Providing love by cuddling, playing and communicating with the baby through the senses by which they learn, e.g. touch, smell, taste, sight and hearing

Or any suitable alternative

(2 × [2])

(AO3) [4]

Bad Points

Any **one** from the following suggested answers:

- Parents may feel they have a loss of freedom having the responsibility of looking after the child day and night and not having time for themselves or their friends
- Pressure on parents to meet the financial responsibility of having a baby. Difficulties of balancing the budget to meet the needs of the child, e.g. Nappies, clothes, food, heating etc.
- The mother may suffer from postnatal depression (baby blues) which will affect how she feels about herself, her self-confidence, self-esteem and her relationship with both the baby and the father

- Lack of sleep/crying baby/illness can cause stress for the parents that can build up into arguments or disagreements
- Mother may have feelings she is unappreciated or even scared which may cause arguments or disagreements between the parents as they cope with the demands of a new arrival
- The father may feel jealous or left out as the mother cares for the demands of the baby and he does not feel he is playing his part as the father
- If both parents work they may have difficulty balancing their work/home life/child care arrangements especially if the child is not sleeping over a period of time causing stress and tiredness
- Parents may find it difficult to have sex while the focus is on the baby. One or both partners feeling so tired so that they have little interest in sex

Or any suitable alternative

(1 × [2])

(AO3) [2]

Total

**AVAILABLE
MARKS**

6

40

New
Specification



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2010

Learning for Life and Work: Modular

Unit 5

Employability

[ELL51]

FRIDAY 14 MAY, MORNING

**MARK
SCHEME**

1	(a) (i) in an office	(AO2) [1]	AVAILABLE MARKS
	(ii) 1. Wet floor	(AO2) [1]	
	2. Filing cabinet drawer open	(AO2) [1]	
(b) (i)	Emergency exits in a building should be		
	used to get out of a building quickly	<input checked="" type="checkbox"/>	
	used to stop a person from getting out of a building	<input type="checkbox"/>	
	kept locked at all times	<input type="checkbox"/>	
(ii)	The lowest amount that an employer should lawfully pay an employee is called		
	the maximum wage	<input type="checkbox"/>	
	the minimum wage	<input checked="" type="checkbox"/>	
	the weekly salary	<input type="checkbox"/>	
(iii)	A Trade Union is an organisation which		
	represents the interests of workers	<input checked="" type="checkbox"/>	
	treats workers badly	<input type="checkbox"/>	
	ensures employees do not get treated fairly	<input type="checkbox"/>	
(iv)	An employer could make a workplace healthy and safe for her employees by		
	refusing to provide protective clothing	<input type="checkbox"/>	
	refusing to provide heating and lighting	<input type="checkbox"/>	
	providing her employees with health and safety information	<input checked="" type="checkbox"/>	
		AO1 [4]	

7

- 2 (i) 16 (AO2) [1]
- (ii) Work part-time (AO2) [1]
- (iii) Any **three** from the following suggested answers:
- Advertisements in shop windows/local newspapers
 - Through work experience which he may have carried out in school
 - Employers websites/Internet
 - Contacts – word of mouth, e.g. friends, parents, teachers
 - Job centres
- Or any suitable alternative
(3 × [1]) (AO1) [3]

AVAILABLE
MARKS

5

3	Good Point	Bad Point	
(i) She can work quite fast on the computer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
(ii) She can save all her work in the evening	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
(iii) The computer may break down and she may lose all her work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
(iv) She may have to be trained to use the computer and this could be stressful for her	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
(v) She can achieve great job satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
(vi) She may get more work done and earn a bonus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
		(AO1) [6]	6

4

Heads	
(i) www. stands for	<u>world wide web</u>
(ii) People leaving to live in other countries is called	<u>emigration</u>
(iii) Pollution is an example of an	<u>environmental issue</u>
(iv) The main aim of a business is to make a	<u>profit</u>
(v) The global market refers to trading around the	<u>world</u>
(vi) Redundancy is when an employee loses their	<u>job</u>

AVAILABLE MARKS
6
6

5 (i) Employment

(AO1) [2]

(ii) teamwork

(AO1) [2]

(iii) exporting

(AO1) [2]

6

6 Any **two** from the following suggested answers:

- In order to gain up-to-date knowledge
- The employee may become more motivated
- The employee can gain different skills
- The employee can improve their chances of promotion
- If the training involves health and safety, it can lessen the chances of accidents happening in the workplace

Or any suitable alternative
(2 × [2])

(AO1) [4]

4

7 Good Points

Any **two** from the following suggested answers:

- You are your own boss
- You can make all your own decisions
- You can determine your own hours/places of work, etc.
- Your efforts are rewarded by profit
- The harder you work the more you earn
- You can employ other workers to help you

Or any suitable alternative
(2 × [2])

(AO3) [4]

Bad Point

Any **one** from the following suggested answers:

- You may have to work long hours
- You could make a loss
- You will have no-one to share decisions with
- You will not have a steady pay-packet at the end of the week
- It may be stressful

Or any suitable alternative
(1 × [2])

(AO3) [2]

6

Total

40

AVAILABLE
MARKS

