



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

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## **Learning for Life and Work: Modular**

**Unit 3**

**Local and Global Citizenship**

**[GLW41]**

**FRIDAY 8 MAY, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### **Introduction**

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

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

### **Assessment objectives**

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

Candidates must:

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

### **Quality of candidates' responses**

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

### **Flexibility in marking**

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

### **Positive marking**

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

### **Awarding zero marks**

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

### **Types of mark scheme**

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

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

### **Levels of response**

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

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

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

### **Quality of written communication**

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

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is appropriate.

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

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

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

### **AO1**

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

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

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

### **AO2**

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

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

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

### **AO3**

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

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

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

Section A

AVAILABLE  
MARKS

Local and Global Citizenship

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

- Chinese
- Polish
- Indian
- Pakistani
- Lithuanian
- Muslims
- Travellers
- Jewish
- Black

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- everyone feels a sense of belonging and that they are part of group, community or society
- everyone is treated equally and included in all aspects of society
- no one or no groups are left out or marginalised in the community or society

Or any suitable alternative

[1] mark for including as part of a social/friendship group

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

AO1 [2]

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

- a preconceived idea or view about someone before knowing what the person is like
- making a negative judgment about a person without knowing them
- holding an unfavourable or unfair view about someone without reason
- stereotyping as a form of prejudice can be accepted

Or any suitable alternative

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

AO1 [2]

5

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

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

(1 × [1])

AO1 [1]

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

- family/parents/friends – influenced by their parents/family friends and the party they traditionally support
- represent their views – support the party that best represents views
- culture/religion/class – support the party that is seen to be associated with their culture/religion/class
- particular cause – the party may support a particular cause such as, the Green Party that the person feels strongly about.
- influenced by the media

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

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

- promote equality – try to ensure that everyone has equal opportunities and no one or group is discriminated against. This helps to ensure a fairer society and reduces potential conflict.
- produce government policies – e.g. Shared Future which support diversity, inclusion and encourage people from different communities to live together peacefully
- support Community Relations – the Northern Ireland Assembly support the work of the Community Relations Council which promotes cross-community activities. These activities encourage people from different communities to build relationships. This helps to reduce potential conflict.
- education/raise awareness – about the consequences of conflict and the need for peace
- encourage shared and integrated education – this allows children and young people from different traditions and cultures to meet and build better relationships. This reduces prejudice and potential conflict.
- establish independent bodies – Police Ombudsman, the (Parades Commission promotes peace through dialogue) to review situations, events and take action to prevent conflict
- legislate – pass laws to make actions such as discrimination, racism, sectarianism which can lead to conflict illegal
- law enforcement – PSNI enforce laws when people are causing public disturbances or conflict
- through allowing choice in the political parties ([1] mark)
- protecting people’s human rights ([1] mark)
- allows peaceful protests ([1] mark)

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

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

- Northern Ireland Assembly
- P.S.N.I.
- Northern Ireland Human Rights Commission (NIHRC)
- Equality Commission
- Police Ombudsman
- Northern Ireland Commission for Children and Young People (NICCY)
- Non-Governmental Organisations (NGOs), e.g. Amnesty International, Simon Community, Children's Law Centre, NSPCC

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- inequality – minority groups may not be treated equally and do not have the same rights as the majority
- difference – the majority may isolate or exclude minority groups because they are different. Minority groups may experience prejudice and discrimination.
- treated unfairly – minority groups may not have access to the same opportunities as those in the majority
- lack of representation – minority groups may not be represented or their views may not be taken into account when decisions are made for example, by the government which affect them
- media bias – the views of minority groups may not be represented by the media or the views presented may be bias

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:

- Section 75 of the Northern Ireland Act – 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 – makes racial discrimination illegal

If candidates **describe** the law without naming it then award [1] mark

Or any other suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

**Section A**

**20**

**Section B**

**AVAILABLE  
MARKS**

**Source Based**

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

- equal rights – social equality ensures everyone has the same and equal rights and are treated fairly
- equal opportunity – everyone has the same access to the same opportunities.
- promotes inclusion – encourages everyone to feel a sense of belonging to community/society.
- reduces discrimination – human rights and equality laws make discrimination illegal. This encourages respect for diversity and living together peacefully.
- promotes a sense of wellbeing – ensures everyone has a quality of life. Social equality means everyone has access to education, health care, shelter and basic needs such as food and water.
- reduces disadvantage – social equality reduces the possibility of certain individuals/minority groups becoming disadvantaged in society.

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:

- subject to violence – family members may be injured or killed in the conflict. This has a strong and lasting negative emotional effect on those who have suffered or lost someone close.
- affects physical/mental health – conflict can affect the physical and mental health of family members. Children and young people may suffer because of their experiences of conflict.
- homelessness – families may have to leave their homes because it is not safe. They may have no place to go and become homeless.
- lack of resources – families may not be able to get basic essentials such as, food and water or access to health care. This can lead to malnutrition and untreated medical conditions.
- disruption of family life – daily routines such as children going to school, playing with friends, parents going to work and socialising are disrupted. Creates stress within the family.
- taking sides – family members may become involved in the conflict. Young people may be recruited as child soldiers and have to leave their family.

- disruption of support networks – community support networks are broken, extended family becomes displaced. Families may not have outside support and have to cope on their own in a life-threatening situation.

Or any suitable alternative

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

**Level 1: ([1]–[2]) marks**

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

**Level 2: ([3]–[4]) marks**

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]) marks**

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

AO2 [6]

10

5 Answers may include reference to any of the following:

### Positives

- raise awareness – NGOs raise awareness about human rights and human rights abuses. This can encourage people to support their work.
- fundraising – hold events and organise campaigns to raise money which can be used to fund their work on tackling human rights abuses and safeguarding human rights
- lobby government – encourage UK and local government to take action including providing financial aid to victims of human rights abuses. They can lobby government to take action against countries which abuse human rights, e.g. economic/diplomatic sanctions.
- provide resources/aid – help victims of human rights abuse, e.g. provide counselling, legal advice, support, and safe house
- education – provide educational programmes in local (NI) schools to make young people aware of the importance of safeguarding human rights. Contribute to global education about human rights.
- collaborate with other agencies – work with other NGOs and international bodies such as, United Nations to safeguard human rights. This will have a greater impact on dealing with human rights abuses.

### Negatives

- societies/countries ignore human rights – human rights continue to be abused regardless of the efforts of NGOs
- fundraising ineffective – people may not have money to give to support the work of NGOs in safeguarding human rights. People may not value the importance of their work and fund other types of NGOs.
- limited impact of lobbying government – the government may have vested interest in the countries where human rights abuses are taking place and is unwilling to intervene
- lack of resources – NGOs have limited funding and resources and the scale of the problem of human rights abuse means that NGOs will have a limited impact on safeguarding human rights and preventing human rights abuse
- limited impact of education – educating people about human rights will only be effective where this is accompanied by peoples' ability to take action against human rights abuse. Many peoples participation will be limited to donations and signing petitions.

- challenges of collaboration – there are many different groups involved in human rights work. They have different agendas and value their independence. It would be difficult to develop a coordinated strategic approach to safeguarding human rights.

Or any suitable alternative

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

**Level 1: ([1]–[4])**

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

**Level 2: ([5]–[7])**

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

**Level 3: ([8]–[10])**

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

**Total marks:**

10

**40**

**Assessment Objectives Grid**

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