

GCSE

Entry Level

**Learning for
Life and Work**

Summer 2009

Mark Schemes

Issued: October 2009

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

MARK SCHEMES (2009)

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	
Learning for Work	1
Local and Global Citizenship	7
Personal, Social and Health Education	13
Entry Level	
Learning for Work	21
Local and Global Citizenship	27
Personal, Social and Health Education	33



Rewarding Learning

General Certificate of Secondary Education

2009

Learning for Life and Work

Learning for Work

[GSW31]

WEDNESDAY 6 MAY, MORNING

**MARK
SCHEME**

- 1 (a) (i) 16 years old (AO2) [1]
- (ii) Any **two** from:
 going to the Job Centre
 Job advertisements in newspapers/shop windows
 browsing firms' websites
 (2 × [1]) (AO2) [2]
- (b) Any **two** from:
 A personal computer
 Public Library
 School
 Internet Cafe
 Training and Employment Agency
 Job Centre
 or any suitable alternative
 (2 × [1]) (AO1) [2]
- (c) Any **two** from:
- Information is up-to-date and therefore will be much more accurate than information printed in magazines, books, etc.
 - There will be a much wider choice as information can be obtained from various sources across the world
 - Using the Internet is very convenient and thus saves a lot of time rather than searching through magazines, pamphlets, etc.
 - Can apply online for a job – save time on filling in forms
- or any suitable alternative
 [1] for basic response, [2] for fully developed answer
 (2 × [2]) (AO1) [4]
- (d) Any **two** from:
- Jane will need to be able to work with other employees in order to ensure that deadlines are met
 - It will be important for Jane to accept and recognise the various points of view that other employees may have
 - Jane needs to be able to fit in with her work colleagues in order to ensure harmony in the workplace
- or any suitable alternative
 [1] for basic response [2] for fully developed answer
 (2 × [2]) (AO1) [4]

- 2 (a) 1. information (AO1)
 2. money (AO1)
 3. strategy (AO1)
 4. mistakes (AO1) [4]
- (b) In order to purchase items needed to run the business, e.g. premises, equipment, vehicle, fixtures and fittings, stock of raw materials etc/to increase the efficiency of the business
 or full explanation of what finance is needed for
 [1] for basic response, [2] for fully developed answer
 (1 × [2]) (AO1) [2]
- (c) Any **one** from:
 • The initial cost of setting up a new business may be very high and the entrepreneur may find it difficult to raise the finance
 • If the business does not turn out to be a success it may create many problems for the entrepreneur
 • It may be very difficult to establish the business and the entrepreneur may not make any profit for a considerable amount of time
 or any suitable alternative
 [1] for basic response, [2] for fully developed answer
 (1 × [2]) [2]
- (d) Any **two** from:
 • Jack can keep up-to-date with changing technology and thus feel more confident at this work
 • He can become better qualified and hence make it easier to change his job if he so wishes
 • Gaining further qualifications at evening classes could result in promotion in his job and ultimately a better salary
 or any suitable alternative
 [1] for basic response, [2] for fully developed answer
 (2 × [2]) [4]
- (e) In answering this question candidates may refer to:
 • An improvement in the quality of the finished product as the possibility of human error is minimised
 • An increase in the business's production level as machines can work around the clock and this would help to increase the level of output
 • Improved motivation of workers as most workers enjoy being part of a business that invests in modern technology and achieving success
 • High levels of profit as increased production usually means increased sales and hence improved profits
 • the development of new products would be made easier with modern technology and thus the business would benefit from a larger range of products
 • technology may increase the administrative efficiency of a business
 • may require less workers which would cut costs (make business more competitive)
 or any suitable alternative

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate a basic knowledge of how a business would benefit by using modern technology (AO1). They may show some ability to make judgements on how a business would benefit by using modern technology (AO3). Quality of written communication will be poor.

Band 2 ([3]–[4])

The candidate will recall relevant knowledge and demonstrate a sound understanding of how a business would benefit by using modern technology (AO1). They will make relevant judgements, present plausible conclusions and may evaluate how a business would benefit using modern technology (AO3). Quality of written communication will be satisfactory.

Band 3 ([5]–[6])

The candidate will recall accurate relevant knowledge and demonstrate a thorough understanding of how a business would benefit by using modern technology (AO1). They will make relevant judgements, present substantial conclusions and evaluate how a business would benefit using modern technology (AO3). Quality of written communication will be good. [6]

AVAILABLE
MARKS

18

- 3 (a) (i) Year 12 (AO2) [1]
- (ii) one week (AO2) [1]
- (b) Any **two** from:
- Sean will have the opportunity to experience a particular type of work – this will enable him to see whether or not he would like to do this job in the future
 - It will provide Sean with the opportunity to discuss with someone in the job what skills, qualifications, training etc are necessary for the job – this may help him choose a relevant Post 16 or Post 18 course
 - It will give Sean a chance to find out about opportunities for promotion in a particular line of work – this will give him an idea of whether or not it would be worthwhile seeking a career in this line of work
 - find out about world of work
- or any suitable alternative
 [1] for basic response, [2] for fully developed answer
 (2 × [2]) [4]

AVAILABLE
MARKS

6

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

On the other hand:

- Having a worldwide market will mean that the business will face a lot of competition
- Designing and updating a website is quite expensive as specialists may need to be employed
- The business will have to be careful as regards packing products for distribution and this can work out expensive
- Market research will have to be carried out by the business in a comprehensive manner in order to assess the requirements of customers in such a wide market
- International dimension of global market

or any suitable alternative

Band 1 ([1]–[3])

The candidate will recall some knowledge and demonstrate basic knowledge of the impact on businesses of targeting the global market to sell their products. (AO1). They may show some ability to make judgements on the impact on businesses of targeting the global market to sell their products (AO3). Quality of written communication will be poor.

Band 2 ([4]–[6])

The candidate will recall relevant knowledge and demonstrate a sound understanding of the impact on businesses of targeting the global market to sell their products (AO1). They will make relevant judgements, present plausible conclusions and may evaluate the impact on businesses of targeting the global market to sell their products (AO3). Quality of written communication will be satisfactory.

Band 3 ([7]–[8])

The candidate will recall accurate relevant knowledge and demonstrate a thorough understanding of the impact on businesses of targeting the global market to sell their products (AO1). They will make relevant judgements, present substantial conclusions and evaluate the impact on businesses of targeting the global market to sell their products (AO3). Quality of written communication will be good. [8]

Total

AVAILABLE
MARKS

8

45



Rewarding Learning

**General Certificate of Secondary Education
2009**

Learning for Life and Work

Local and Global Citizenship

[GSW11]

TUESDAY 5 MAY, MORNING

**MARK
SCHEME**

- 1 (i) 1945 (AO2) [1]
- (ii) 192 (AO2) [1]
- (iii) In answering the question candidates may refer to any **two** of the following:
- Peace, economic and/or social development and human rights (AO2)
(2 × [1]) [2]
- (iv) In answering the question candidates may refer to any **three** of the following:
- Poverty, poor education and natural resources (AO2)
(3 × [1]) [3]
- 2 (a) In answering the question candidates may refer to any **two** of the following:
- Dislike others from different backgrounds (AO1)
 - Dislike others from different religious beliefs (AO1)
 - Dislike others from different language/culture (AO1)
 - Dislike others from different social class (AO1)
 - Dislike others who wear different cloths, e.g. football shirts (AO1)
 - Drink/Drugs can cause young people to become violent/aggressive (AO1)
 - Gang mentality: one group dislikes/hates the other (AO1)
 - Historical reasons (AO1)
- Accept any relevant alternative (AO1)
(2 × [1]) [2]
- (b) In answering the question candidates may refer to any **one** of the following:
- Violence (AO1)
 - Injury/death (AO1)
 - Fighting/rioting (AO1)
 - May lead to criminal behaviour (AO1)
 - Creates division in the community (AO1)
 - Can affect others living in the community, feel intimidated, afraid (AO1)
 - Makes young people feel threatened (AO1)
 - Young people might join a group so that they are seen as part of the crowd (AO1)
 - Can lead to deprivation in the community (AO1)
 - Mental health problems (AO1)
 - Can lead to discrimination (AO1)
- Accept any valid alternative (AO1)
(2 × [1]) [2]
- (c) In answering the question candidates may refer to any **two** of the following:
- Work together: form a community support group to deal with local issues. This might create a sense of belonging and allow people to share their concerns (AO1)
 - Active involvement: raise local issues and actively seek to solve them by taking action, e.g. neighbourhood watch, people work together to watch out for criminal activity or unusual/suspicious behaviour in the area (AO1)

AVAILABLE
MARKS

7

- Events/activities: arrange activities or events for the local community. People can join in and get to know other people. This might strengthen community identity and lead to people being more supportive of one another (AO1)
- Support network: get support and work with local councillors/PSNI in dealing with issues/concerns (AO1)
- Campaign: start or take part in a campaign about a local issue/concern. This will raise awareness of the problem and might encourage others to join (AO1)
- Antisocial behaviour: discourage antisocial behaviour such as drinking in public, joy riding, drug trafficking, etc. by reporting it to the police (AO1)
- Parents take greater control over their children's activities/behaviour (AO1)
- Inform police so that they can take action (AO1)
- Segregate communities to prevent violence/conflict (AO1)

Accept any valid 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:

- Personal Safety: people's personal safety is protected by the law. Anyone found breaking the law will be sentenced. This can act as a deterrent to others (AO1)
- Human Rights: the law protects people's human rights for example the right to a fair trial and legal representation means that the state can not imprison people for no reason (AO1)
- Human Rights: if someone violates or abuses a person's human rights they can be taken to court. This leads to most people acting in a responsible way and not endangering the lives of others (AO1)
- Chaos: without laws people could do whatever they wanted with impunity. This could lead to a violent and dangerous society (AO1)
- Well-being of society: laws ensure the well-being of society and people. By having laws people have to behave in certain ways. This protects individuals from the irresponsible actions of others (AO1)

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

(1 × [2])

[2]

10

3 (a) Match the words in the box

- Democracy (AO1)
- Disability discrimination (AO1)
- Councillor (AO1)
- Justice system (AO1)

(4 × [1])

[4]

- (b) In answering the question candidates may refer to any **two** of the following:
- Better understanding of other cultures by mixing with people from different cultural backgrounds (AO1).
 - New skills: may learn/develop new skills, e.g. working with others, communication, team work (AO1)
 - Meet new friends: opportunities to meet other young people (AO1)
 - Promotes tolerance: through working with young people from different backgrounds they may learn to accept and tolerate differences (AO1)
 - Reduce prejudices: may learn that any previous prejudices are unfounded because they have more in common with one another (AO1)
 - Help to reduce conflict and promote better relations (AO1)

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

(2 × [2])

[4]

8

- 4 (a) In answering the question candidates may refer to any **one** of the following:

- Simon Community (AO1)

- Shelter (AO1)

Accept any relevant alternative (AO1)

(1 × [1])

[1]

- (b) In answering the question candidates may refer to any **one** of the following:

- Accommodation: find young people a place to live (AO1)

- Counselling: help young people by offering them guidance/advice with personal problems (AO1)

- Rights: inform young people about their rights/law/benefits and housing (AO1)

- Campaigning: make other people aware of the problem of young people and homelessness. This could lead to the Government/others taking action to reduce the problem (AO1)

- Outreach work: provide tea/soup and a point of contact for homeless young people (AO1)

- Independent living: giving them support that they need to be able to live on their own, e.g. financial management (AO1)

Accept any relevant alternative (AO1)

(1 × [2])

[2]

- (c) In answering the question candidates may refer to any **one** of the following:

- Parents separation: none of the parents want to have responsibility for the child, this might lead to the child feeling unwanted/uncared for at home (AO1)

- Family problems: constant family arguments might be difficult for the young person to deal with. He/she might think that it would be better to live somewhere else away from the arguing (AO1)

- Abuse: the child might be physically, emotionally or sexually abused and decide to leave home to escape the situation (AO1)

- Drug/alcohol abuse: the young person or his parents could have drug related problems, which the family can't cope with by themselves. If it is the young person with the drug/alcohol problem he/she might be forced to leave home by the parents, if his/her behaviour is too difficult to manage. If it is one or both of the parents with the drug/alcohol

problem it might be too difficult for the young person to cope with and he/she may leave home to avoid the situation (AO1)

- Pregnancy: it might be difficult for parents if their daughter becomes pregnant. The solution for the parents might be to ask her to leave the home (AO1)
- Death of parents: no one to pay rent/mortgage (AO1)

Accept any relevant alternative

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

(1 × [2])

[2]

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

- Shelter: it is difficult for the young person to find a place to live in. They might end up sleeping rough. This makes them more vulnerable to health problems, e.g. pneumonia
- Diet/nutrition: it would be difficult to have a healthy diet and the daily nutritional requirements to stay healthy if he/she has little or no money
- Personal safety: his/her personal safety is comprised. They are more at risk of attack/abuse when they are living in the streets. He/she could be mugged/beaten up or sexually abused
- Victimized: they might be discriminated against or victimised by others who do not understand their situation and do not want them living in their area
- Crime: more susceptible to participate in criminal activities to obtain money to survive. This could lead to them getting a criminal record or being injured as a result of their activities
- Lonely/low self-esteem/ feelings of worthlessness: the young person might not feel valued by anyone and think that no one cares about them. This could lead to mental health problems or even suicide
- Substance abuse: they might end up turning to drugs/alcohol to help them cope with their situation. This leads to health problems

Accept any relevant alternative

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate a basic understanding of the problems that a homeless young person might face (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 sound understanding of the problems that a homeless young person might face (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 of the problems that a homeless young person might face (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

- Cultural diversity: opportunity to learn about people from different cultures
- Personal development: opportunity to learn more about ourselves and how we think and treat others through interaction
- Enhances indigenous culture: adds another dimension to our society by bringing in new ideas, lifestyles etc. Disability Accept
- Encourage tolerance: living side by side with people from different cultures provides an opportunity for people to learn/develop more tolerant views about others
- Improves economy: people from different countries may offer new skills which could contribute to our economy
- Global links: people from different countries/cultures usually have links with their country of origin. This could contribute to our society becoming more globally connected

On the other hand

- Tension: may lead to conflict/tension between individuals/groups because of cultural differences, e.g. language, laws, dress etc.
- Community resources limited: cultural diversity is associated with immigration. Increased population means that community resources are stretched, e.g. housing, health care etc.
- Polarisation: different groups within the community may split and align themselves with their own group leading to minority/majority community groups
- Minority groups targeted: may lead to intimidation/discrimination of minority groups because of race, sexual orientation, religion etc

Band 1 ([1]–[3])

The candidate will recall some knowledge and demonstrate a basic understanding of the effects of diversity upon the community. The candidate will show some ability to make judgements and to evaluate (AO1). Quality of communication will be poor (AO3).

Band 2 ([4]–[6])

The candidate will recall relevant knowledge and show sound understanding of the effects of diversity upon the community (AO1). The candidate will make relevant judgements and present plausible conclusions. The candidate 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 effects of diversity upon the community (AO1). The candidate will make reasoned judgements and present substantial conclusions. The candidate will show an ability to evaluate. Quality of communication will be good (AO3).

[9]

Total

AVAILABLE
MARKS

9

45



Rewarding Learning

General Certificate of Secondary Education

2009

Learning for Life and Work

Personal, Social and Health Education

[GSW21]

TUESDAY 5 MAY, AFTERNOON

**MARK
SCHEME**

- 1 (a) (i) budgeting (AO2) [1]
- (ii) a little planning (AO2) [1]
- (iii) not to overspend/live within your means (AO2) [1]
- (b) In answering the question candidates may refer to any two of the following:
- Recycling
 - Shop around/sales
 - Buy essentials
 - Stop smoking
 - Cheaper items
 - Draw up a budget/plan
 - Reduce spending on entertainment
 - Buy fewer clothes
 - Walk to school/work rather than using public transport
 - Bring a packed lunch to school/work
 - Share CDs/DVDs
- Accept any valid alternative (AO1) [2]
- (c) In answering the question candidates may refer to any of the following:
- Save for the future, e.g. car, holiday, university
 - Emergencies to fall back on
 - Money is safe in case it is lost/stolen
 - Accrue interest on the original sum thus making more money
 - Less likely to impulse spend since the money is not available
 - Encourages positive attitudes to money thus reducing the opportunity of getting into debt/good credit history (AO1)
- Accept any valid alternative
[1] for a basic response, [2] for a developed answer [2]
- (d) In answering the question candidates may refer to any two of the following:
- Advertising, positive aspects, feel good factors of certain products, better self image
 - Influences spending, e.g. recession/house prices
 - Advertising encourages young people to buy goods by suggesting that they will improve their lives/self esteem
 - Many sports/pop stars are used to promote products and this may influence young people to buy them/role models
 - The media directly targets children/young people to buy certain products/games, etc.
 - Role models may be seen wearing/using certain products which influences young people to buy them (AO1)
- Accept any valid alternative
[1] for a basic response, [2] for a developed answer
(2 × [2]) [4]

AVAILABLE
MARKS

(e) In answering the question candidates may refer to any two of the following:

- Avoid owing other people money
- Prevent impulse buying/debt
- Learn good business skills
- Ensures that money will last until the next pay day
- Will be able to balance living costs against income
- Be fully aware of the bills which must be paid
- Possibility of saving
- Ensures that money will last until pay day thereby avoiding debt
- Allows the person to live within their means thereby being able to balance living costs against income
- Creates money awareness with the realisation that the bills must be paid/embarrassment
- Provides the opportunity to save money which can be used for luxury items such as holidays, a new car, computers.

Accept any valid alternative

[1] for a basic response, [2] for a developed answer

(2 × [2])

[4]

AVAILABLE
MARKS

15

2 (a) (i) confidential advice/support (AO2) [1]

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

- Relationships
- Family
- Home
- Health and wellbeing
- Finances (AO2)

(2 × [1]) [2]

(b) In answering the question candidates may refer to any two of the following:

- Alteen
- Childline
- Contact Youth
- N.S.P.C.C.

Accept

- | | |
|----------------------|---------------------------|
| – Scouts/BB/GB | – BREAKTHRU |
| – FASA | – YOUTH CLUBS |
| – PIPS | – SUICIDE AWARENESS |
| – GO KIDS | – PEER GROUP |
| – GUM CLINIC | – LOVE FOR LIFE |
| – CHURCH/FAITH BASED | – SOCIAL WORKERS/SERVICES |
| – PSNI | – NIAMH LOUISE FOUNDATION |

(2 × [1]) [2]

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

- Young people may have self loathing which may manifest itself in self-harming
- Young people may feel unable to cope and become depressed and withdrawn/suicidal
- May cause physical sickness/panic attacks/eating habits/acne/headaches
- Many young people may not have effective coping strategies and may abuse alcohol/drugs
- They may engage in inappropriate behaviour to draw attention to their difficulties

Accept any valid alternative

[1] for a basic response, [2] for a developed answer

(2 × [2]) [4]

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

- They prefer the anonymity of a support group
- They may feel that they will be listened to in a non-judgemental manner
- They may be too embarrassed to discuss the issue with parents or friends
- They realise that they will be given the correct advice from qualified people

AVAILABLE
MARKS

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate basic understanding of the reasons why young people may seek advice from health support agencies rather than family and friends (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 reasons why young people may seek advice from health support agencies rather than family and friends (AO1) 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 ([5]–[6])

The candidate will recall accurate knowledge and demonstrate thorough understanding of the reasons why young people may seek advice from health support agencies rather than family and friends (AO1) and will make reasoned judgements and present substantial conclusions which reflect the reasons for this. Any will evaluate (AO3). The quality of written communication will be excellent.

[6]

15

AVAILABLE
MARKS

3 (a) (i) cheap/easy/great way to stay in touch (AO2) [1]

(ii) harassment, bullying or frightening (AO2) [1]

(b) In answering the question candidates may refer to any of the following:

- Seek advice from someone who has experienced a similar problem
- Support the victim in confronting the bully to avoid a violent reaction
- Listen to them and support them
- Encourage them to report the problem to relevant others/teachers/parents/contacting
- Put them in contact with a support agency
- Mediate with the text bully/confront
- Give advice about practical matters such as changing the mobile no.
- They may fear a violent reaction from the sender/senders

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate basic understanding of the ways a friend can help a victim of text bullying (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 a friend can help a victim of text bullying (AO1) and will make relevant judgements and present plausible conclusions which reflect the reasons for this (AO3). The quality of written communication will be satisfactory.

[4]

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

On the one hand

- Helps develop friendships/new friends/old friends
- Makes communication between people easier/easy access/quick/facebook/anomy/cheap
- Facilitates people joining interest groups/finding out information/local groups
- Helps people keep in touch over long distances/webcams/cheap/quick etc.
- Provides support through Chatrooms/Forums/advice and information
- Allows socially insecure people develop relationships with others

On the other hand

- Provides opportunities to bully and harass leading to low self esteem
- People can form inappropriate relationships with others
- People can knowingly form relationships which may be inappropriate or dangerous
- Young people can give away too much information about themselves
- Personal information can be accessed by others and used against them/illegal

AVAILABLE
MARKS

Band 1 ([1]–[3])

The candidate will recall some knowledge and demonstrate basic understanding of the use of the Internet in young people’s 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 ([4]–[6])

The candidate will recall relevant knowledge and demonstrate sound understanding of the use of the Internet in young people’s relationships (AO1) and will make relevant judgements and present plausible conclusions which reflect the reasons for this. May evaluate (AO3). The quality of written communication will be satisfactory.

Band 3 ([7]–[9])

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

Total

**AVAILABLE
MARKS**

15

45



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2009

Learning for Life and Work

Learning for Work

[ELW31]

WEDNESDAY 6 MAY, MORNING

MARK SCHEME

			AVAILABLE MARKS	
1	(a)	(i) his own business (AO2)	[1]	
		(ii) Any four from: hairdresser window cleaner car salesperson chef gardener (AO2)	[4]	
	(b)	(i) A chef cooks meals (AO1)		
		(ii) A mechanic fixes cars (AO1)		
		(iii) A bus driver drives buses (AO1)		
		(iv) A refuse collector collects refuse (AO1)		
		(v) A cabinet maker makes furniture (AO1)		
		(vi) A postperson delivers letters (AO1)	[6]	11

2

- (i) (AO1)
- (ii) (AO1)
- (iii) (AO1)
- (iv) (AO1)
- (v) (AO1)
- (vi) (AO1)

Good Point

Bad Point

[6]

AVAILABLE
MARKS

6

- 3 (a) (i) the 4 Ps of marketing (AO1) [1]
- (ii) desk research (AO1) [1]
- (iii) competitors (AO1) [1]
- (iv) retailing (AO1) [1]

(b)

HEADS
www. stands for world wide web.
The global market refers to trading around the globe.
Buying and selling on the Internet is known as e-commerce.
Nowadays businesses try to use recycled materials.
Invest N I gives businesses grants.
Goods which our country sells abroad are called exports.

[6]

**AVAILABLE
MARKS**

10

4 (a)	Questions Katie should ask	Questions Katie should not ask
(i)	<input checked="" type="checkbox"/> (AO1)	<input type="checkbox"/> (AO1)
(ii)	<input checked="" type="checkbox"/> (AO1)	<input type="checkbox"/> (AO1)
(iii)	<input type="checkbox"/> (AO1)	<input checked="" type="checkbox"/> (AO1)
(iv)	<input type="checkbox"/> (AO1)	<input checked="" type="checkbox"/> (AO1)
(v)	<input checked="" type="checkbox"/> (AO1)	<input type="checkbox"/> (AO1)
(vi)	<input checked="" type="checkbox"/> (AO1)	<input type="checkbox"/> (AO1)
(vii)	<input type="checkbox"/> (AO1)	<input checked="" type="checkbox"/> (AO1)
(viii)	<input type="checkbox"/> (AO1)	<input checked="" type="checkbox"/> (AO1)

[8]

(b) Any **two** from:

- provide good heating, lighting and toilet facilities – so that employees will be comfortable and happy in their work
- provide Katie with health and safety information – so that they will know about all the health and safety measures
- provide protective clothing and safety equipment – so that Katie will be protected from danger
- tell Katie about safety procedures – so that Katie will know what to do if there is an accident or emergency

or any suitable alternative

[1] for basic response

[2] for fully developed answer

(2 × [2]) (AO3)

[4]

12

AVAILABLE
MARKS

5 Any **two** advantages from:

- it will provide him with money and so he will have extra money to spend
- he will be able to include it in application forms and in his CV and this may help him to get a job later on
- it will provide him with a social life and thus he can make more friends
- it will help him develop skills such as decision-making and being responsible and this will help him become more mature

or any suitable alternative

[1] for basic response

[2] for fully developed answer

(2 × [2]) (AO3)

[4]

Any **one** disadvantage from:

- his part-time job may interfere with his studies and he may fall behind in his coursework, etc.
- he may be too tired to concentrate during the day in school and so his results may be poor
- he may be tempted to take time off school to do extra shifts and so his attendance at school will be poor
- he may find that he likes the money he is earning and may be tempted to give up school in favour of the work

or any suitable alternative

[1] for basic response

[2] for fully developed answer

(1 × [2]) (AO3)

[2]

6

Total

45

AVAILABLE
MARKS



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2009

Learning for Life and Work

Local and Global Citizenship

[ELW11]

TUESDAY 5 MAY, MORNING

**MARK
SCHEME**

- 1 (a) (i) Fill in the blanks.
- Nations (AO2) [1]
 - 1945 (AO2) [1]
 - peace (AO2) [1]
 - justice (AO2) [1]
 - equality (AO2) [1]
 - rights (AO2) [1]
 - countries (AO2) [1]
 - world (AO2) [1]
- (b) In answering the question candidates may refer to any **two** of the following:
- encourage/facilitate discussion between the leaders of countries (AO1)
 - encourage governments to support human rights (AO1)
 - encourage countries to work together to help one another (AO1)
 - encourage countries to educate their people about different cultures (AO1)
 - provide financial support to alleviate the causes of conflict such as poverty (AO1).
- Accept any relevant alternative (AO1).
(2 × [1]) [2]
- 2 (a) In answering the question candidates may refer to any **two** of the following:
- voluntary work (AO1)
 - help others (AO1)
 - don't litter/graffiti (AO1)
 - help clean the area (AO1)
 - encourage other young people to get involved in helping the community (AO1).
- Accept any relevant alternative (AO1).
(2 × [1]) [2]
- (b) In answering the question candidates may refer to any **two** of the following:
- parks (AO1)
 - leisure centres (AO1)
 - community centres/youth clubs (AO1)
 - sports pitches (AO1)
 - skate board parks (AO1).
- Accept any relevant alternative (AO1).
(2 × [1]) [2]

AVAILABLE
MARKS

10

- (c) In answering the question candidates may refer to any **two** of the following:
- It's the young people's community: they have to live in the area so it would benefit them to take care of it (AO1).
 - It might be the area where they decide to live in the future: they might have a family (AO1).
 - It would benefit them to ensure that the community is a safe environment for their children (AO1).
 - Creates a community bond/sense of civic pride: they may gain a sense of satisfaction or belonging because they have a common interest in promoting a safe and caring community (AO1).
 - Prevent deprivation: if they take an interest in the area in which they live it is less likely to become a ghetto (AO1).

Accept any relevant alternative (AO1).

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

(d) True/False

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

14

3 Heads/Tails

- (i) example
- (ii) A. television (AO1) [1]
- (iii) E. European Union (AO1) [1]
- (iv) H. court (AO1) [1]
- (v) C. race discrimination (AO1) [1]
- (vi) G. vote (AO1) [1]
- (vii) D. Alliance (AO1) [1]
- (viii) Friends of the Earth (AO1) [1]

7

- 4 (a) In answering the question candidates may refer to any **two** of the following:
- provide a place to stay (AO1)
 - advice/guidance/counselling (AO1)
 - someone to talk to (AO1)
 - provide food/clothing (AO1).
- Accept any relevant alternative (AO1).
(2 × [1]) [2]
- (b) In answering the question candidates may refer to any **one** of the following:
- Parents' separation: none of the parents wants to have responsibility for the child this might lead to the child feeling unwanted/uncared for leave home (AO1).
 - Family problems: constant family arguments might be difficult for the young person to deal with. He/she might think that it would be better to live somewhere else away from the arguing (AO1).
 - Abuse: the child might be physically, emotionally or sexually abused and decide to leave home to escape the situation (AO1).
 - Drug/alcohol abuse: the young person or his parents could have drug related problems, which the family can't cope with by themselves. If it is the young person with the drug/alcohol problem he/she might be forced to leave home by his/her parents (AO1).
 - Pregnancy: it might be difficult for parents if their daughter becomes pregnant. The solution for the parents might be to ask her to leave the home (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:
- Shelter: it is difficult for the young person to find a place to live in. They might end up sleeping rough. This makes them more vulnerable to health problems, e.g. pneumonia (AO1).
 - Diet/nutrition: it would be difficult to have a healthy diet and the daily nutritional requirements to stay healthy if he/she has little or no money (AO1).
 - Personal safety: his/her personal safety is comprised. They are more at risk of attack/abuse when they are living in the streets. He/she could be mugged/beaten up or sexually abused (AO1).
 - Victimised: they might be discriminated against or victimised by others who do not understand their situation and do not want them living in their area (AO1).
 - Crime: more susceptible to participate in criminal activities to obtain money to survive. This could lead to them getting a criminal record or being injured as a result of their activities (AO1).
 - Lonely/low self-esteem/feelings of worthlessness: the young person might not feel valued by anyone and think that no one cares about them. This could lead to mental health problems or even suicide (AO1).
 - Substance abuse: they might end up turning to drugs/alcohol to help them cope with their situation. This leads to health problems (AO1).
- Accept any relevant alternative (AO1).
A candidate showing full understanding [2]. A candidate showing a basic understanding [1].
(2 × [2]) [4]

- 5 (a) In answering the question candidates may refer to any **two** of the following:
Advantages
- Law: everyone has the same human rights. These are protected by law. If an individual's rights are being abused they can take their case to court, to ensure their rights are upheld (AO1).
 - Improved quality of life: by ensuring people have access to a free education, healthcare, social services (AO1).
 - Equality: equality of opportunities. No one should be discriminated against because of age, race, gender, sexuality, religion etc... (AO1).
 - Diversity and inclusion: human rights promote tolerance and respect for the views of others. This helps to create a more peaceful society where people from different cultures can live together (AO1).
 - Freedom of expression: people can freely say what they think without reprisals. Individuals can challenge the government if they do not agree with them they can speak out (AO1).
 - Fair trial: everyone has certain legal rights, e.g. trial by jury, innocent until proven guilty. No-one can be imprisoned without just cause (AO1).
 - Participation: everyone may participate in the democratic process e.g. vote in elections, march, demonstrate... (AO1).
- Accept any relevant alternative (AO1).
A candidate showing full understanding [2]. A candidate showing a basic understanding [1].
(2 × [2]) [4]

- (b) In answering the question candidates may refer to any **one** of the following:
Disadvantages
- Abuse of power: the regime in countries which do not support human rights commonly abuse power of authority, e.g. illegal imprisonment, torture, child labour etc... (AO1).
 - Quality of life: the standard of living is lower because the regimes in these countries usually ignore people's human rights, e.g. the right to education, health care (AO1).
 - Equality: people are not treated equally or given equality of opportunity. Those who control the country usually exploit the situation to their advantage, while the needs of majority of people are neglected (AO1).
 - Participation: people who disagree with those in power cannot speak out against them. They cannot participate in demonstrations/marches in case they are imprisoned or injured/killed (AO1).
 - Voting: in many countries which do not support human rights there are no elections. People cannot challenge those in power or vote for someone to represent their views (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 – 2009

Learning for Life and Work

Personal, Social and Health Education

[ELW21]

TUESDAY 5 MAY, AFTERNOON

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) (i) clothes and going out (AO2) (2 × [1])	[2]	15
	(ii) the bills (AO2)	[1]	
	(iii) the budget (AO2)	[1]	
	(iv) debt (AO2)	[1]	
	(b) In answering the question candidates may refer to the following: <ul style="list-style-type: none"> • transport costs i.e. bus/train fare • petrol, contribute to costs if getting a lift (AO1) Accept any valid alternative Accept bus/car	[1]	
	(c) (i) wage		
	(ii) budget		
	(iii) loan		
	[1] for each correct answer (AO1) (3 × [1])	[3]	
	(d) (i) TRUE		
	(ii) TRUE		
	(iii) FALSE		
	(iv) TRUE		
	(v) FALSE		
	(vi) TRUE		
	[1] for each correct answer (AO1) (6 × [1])	[6]	

- 2 (a) Any **three** of the following:
- relationships
 - family life
 - school
 - money
 - health
- [1] for each correct answer (AO1)
(3 × [1]) [3]
- (b) (i) health
- (ii) bullying
- (iii) drugs and alcohol
- (iv) smoking
- [1] for each correct answer (AO1)
(4 × [1]) [4]
- (c) (i) physically sick
- (ii) depression
- (iii) self harm
- (iv) lack of sleep
- [1] for each correct answer (AO1)
(4 × [1]) [4]
- (d) In answering the question candidates may refer to any two of the following:
- may be afraid to talk to friends or family in case information is passed on to others
 - may be frightened to talk to friends in case friends bully/laugh at/tease
 - may be embarrassed by the nature of the problem
 - may feel friends would not listen because concerned with own problems
 - may feel family would not take problem seriously seeing it as “growing up” issue
 - may be frightened to talk to family in case they get into trouble
- Accept any valid alternative
[1] for basic response, [2] for developed answer
(2 × [2]) [4]

AVAILABLE
MARKS

15

3 (a) it is cheap/easy (AO2) [1]

- (b) In answering the question candidates may refer to one of the following:
- Tell someone he can trust such as a teacher/youth worker/parent/carer to obtain advice/get something done
 - Tell the parents of the bully so they can deal with the bully
 - He could arrange to have his number changed so that the bully can't reach him
 - He must make sure that he only gives his number to people whom he trusts
 - Report the text bullying to the PSNI as it is against the law and PSNI may take action
 - He could switch his phone off so that the calls can't get through
 - Only answer calls and texts from numbers he recognises (AO1/AO3)

Accept any valid alternative

[1] for basic response, [2] for developed answer [2]

- (c) In answering the question candidates may refer to any two of the following:

- seek advice from someone who has experienced a similar problem
- support the victim in confronting the offender to avoid a violent reaction
- Listen to them and support them
- Encourage them to report the problem to relevant others, e.g. teacher/PSNI
- Put them in contact with a support agency who will give advice
- Mediate with the text bully to help stop the problem
- Give advice about practical matters such as changing the mobile number
- They may fear a violent reaction from the sender/senders

Accept any valid alternative

[1] for basic response, [2] for developed answer
(2 × [2]) [4]

AVAILABLE
MARKS

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

Advantages

- Helps develop friendships because it makes contact so easy/instant/inexpensive
- Makes communication between people easier because very convenient/inexpensive/anonymous
- Use internet to quickly seek information about joining local interest groups
- Ease of use helps people in touch over long distances
- Can use chat rooms to easily talk to friends in times of need
- Less costly way to communicate than by telephone
- Quicker way to communicate than by mail
- Can use moderated chatrooms where identity of participants is known

Accept any valid alternative

[1] for basic response, [2] for developed answer

(2 × [2])

[4]

Disadvantages

- May give others access to personal information that can be used for illegal purposes
- Provides opportunities to bully and harass leading to low self esteem
- People can form inappropriate relationships with others
- People can knowingly form relationships which may be inappropriate or dangerous
- Young people can give away too much information about themselves that may place them in danger
- Personal information can be accessed by others

[1] for basic response, [2] for developed answer

(2 × [2])

[4]

Total

AVAILABLE
MARKS

15

45

