



*Rewarding Learning*

**General Certificate of Secondary Education  
2019**

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# **Learning for Life and Work**

Unit 1

Local and Global Citizenship

**[GLF11]**

**THURSDAY 9 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 which they should apply in allocating marks to candidates' responses.

### **Assessment objectives**

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

Candidates must:

- AO1** recall, select and communicate their knowledge and understanding of Learning for Life and Work;
- AO2** apply skills, knowledge and understanding of Learning for Life and Work; and
- AO3** analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions related to Learning for Life and Work.

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

In marking the examination papers, examiners should be looking for a quality of 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 marking, 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 schemes**

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 in the level 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 communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

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

**Level 1 (Basic):** The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Competent):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (Highly Competent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

- 1 (a) Name **one** Non-Governmental Organisation (NGO) that deals with environmental issues. (AO1)

Answers may include **one** of the following:

- Earth Justice
- Earth Right
- Fair Trade
- Green Peace
- Rain Forest Alliance
- World Wildlife Fund for Nature
- Friends of the Earth
- Trocaire
- National Trust
- Save the Sea
- PETA
- Oxfam

All other valid answers will be credited

(1 × [1])

[1]

- (b) Write down **one** factor that limits the impact of the work of a Non-Governmental Organisation (NGO). (AO1)

Answers may include **one** of the following points:

- **lack** of volunteers
- **lack** of staff
- funding/money/finance
- limited public support
- lack of facilities
- poor communication
- limited resources to provide aid
- no support from government/no money from government
- charity fatigue/competition from other charities
- not enough support

All other valid answers will be credited

(1 × [1])

[1]

- (c) Explain **one** reason why the work of Non-Governmental Organisations (NGOs) is important to society. (AO1, AO2)

Answers may include **one** of the following points:

- NGOs provide help, support and resources for vulnerable people in need. Without the work of NGOs people may not get the help they need.
- NGOs work to address social equality and other issues. Their work helps to address gaps in state provision which is inadequate in certain areas.
- NGOs make people aware and promote a better understanding of issues and causes and encourage people to be more empathetic/sympathetic to others in need. They promote a more caring society.
- NGOs' work includes educating people about a range of issues/causes that affect people locally, nationally and globally. This might influence people to take action to effect change in society.

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- NGOs work to reduce conflict and promote peace. By adapting a neutral position in conflicts they can act as mediators between opposing groups and help to resolve the cause of conflict in societies.
- NGOs can gain public support for a cause/issue and lobby government to take action on certain issues/causes, e.g. human rights abuse, poverty, child abuse and social inequality/injustice.
- NGOs encourage people to volunteer and actively participate in and make a positive contribution to society. This helps to promote a sense of belonging and a more cohesive society.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** reason why the work of Non-Governmental Organisations (NGOs) is important to society

(1 × [2])

[2]

**(d)** Describe **one** social inequality issue. (AO1, AO2)

Answers may include **one** of the following points:

- discrimination – people treated unfairly and do not have the same opportunities as others
- poverty – is a social inequality issue locally, nationally and globally. Poverty is when people do not have sufficient essential resources – money, food, clothing and shelter to meet people’s basic needs to maintain basic living standards.
- homelessness – is a social inequality issue in many countries throughout the world. People who are homeless have no permanent shelter or accommodation that is adequate, safe and secure.
- poor health – people living in poverty on low income or benefits are more likely to suffer poor health and have lower life expectancy than the average. They are more likely to suffer from physical and mental health conditions.
- educational disadvantage – young people in lower socio-economic groups who may be living in deprived areas are likely to have lower levels of educational attainment than average.
- marginalisation – social inequality can lead to discrimination and social exclusion of certain minority groups in society, e.g. ethnic minority groups, migrants, people in lower socio-economic groups. People from these groups may not have access to the same life opportunities as those in the majority of the population.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** social inequality issue

(1 × [2])

[2]

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- (e) Explain **two** ways a Non-Governmental Organisation can gain support for its cause. (AO1, AO2)

Answers may include **two** of the following points:

- publish and distribute promotional material to the public, for example leaflets, booklets and flyers with information about its cause and its work to support this. This would make the public more aware of its cause and may gain their support.
- use the internet and for example create a website which provides information about its cause and work and ask for public support – e.g. money donations, clothing and volunteers. This raises public awareness and may encourage people to support its work.
- use social media sites, e.g. Facebook, Twitter, to inform the public about its cause and work and to encourage the public to participate online by sharing their views. Using social media can reach a wide public audience and may increase support for its work.
- use of celebrity.
- use television and newspapers to promote its cause and work. The NGOs could have promotional items which show for example children in poverty, people with no water or food, or animal cruelty. This may influence and persuade the public to support its cause/work.
- organise and hold fundraising events. NGO representatives can talk to people face to face about its cause and work. This gives people a chance to ask questions and may encourage greater support for its work.
- organise and run a campaign over a period of time. This can include using a range of methods to communicate with the public about its cause and work.
- organise a petition to influence change in government policy on a certain issue, e.g. welfare reform. The level of public support the NGO gains for their cause is measured by the number of people who sign the petition.
- lobby government and decision makers to gain their support and to take action to address an issue/cause.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way a Non-Governmental Organisation can gain support for its cause

(2 x [2])

[4]

10

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2 (a) Write down what it means to be prejudiced. (AO1)

Answers may include **one** of the following points:

- judge people unfairly without knowing them
- making judgements about people (pre-judging) based on stereotypes
- a pre-conceived opinion about someone or something that is not based on reason or experience
- provides an appropriate example

All other valid answers will be credited

(1 × [1])

[1]

(b) Name **one** Northern Ireland Government Department. (AO1)

Answers may include any **one** of the following points:

- Executive Office
- Department of Agriculture, Environment and Rural Affairs (DAERA)
- Department of Communities
- Department of Education
- Department of the Economy
- Department of Finance
- Department of Infrastructure
- Department of Health
- Department of Justice

Don't need to write the word Department before the Department they are describing

(1 × [1])

[1]

(c) Describe the structure of the Northern Ireland Assembly. (AO1, AO2)

Answers may include the following:

- consists of elected Members of the Legislative Assembly. It is led by the First Minister and Deputy First Minister who are elected with cross party support.
- consists of MLAs and government departments

**All other valid answers will be credited**

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to the structure of the Northern Ireland Assembly

(1 × [2])

[2]

(d) Explain **one** type of discrimination. (AO1, AO2)

Answers may include **one** of the following points:

- Sexual discrimination – someone being treated unfairly because of their gender
- Age discrimination – someone being treated unfairly because of their age
- Disability discrimination – someone being treated unfairly because they have a disability

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- Race discrimination – someone being treated unfairly because of their skin colour
- Religious discrimination – someone being treated unfairly because of their religious beliefs
- Sexual orientation discrimination – someone being treated unfairly because of their sexual preference

Accept **one** clearly explained example of any of the above types of discrimination.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** type of discrimination.

(1 × [2])

[2]

- (e) Explain **two** ways the Northern Ireland Human Rights Commission (NIHRC) safeguards and promotes human rights. (AO1, AO2)

Answers may include **two** of the following points:

- ensures that policy and practice of the Government, government departments, public bodies are up to date and comply with human rights legislation.
- advising the British government, the Northern Ireland Executive and Assembly and other bodies on legislation related to human rights and ensuring that laws comply with human rights.
- promoting an awareness of human rights through education and training in places like schools or the police service. The NIHRC also produce educational resources.
- the NIHRC has the power to conduct investigations, to assist individuals when they are bringing court proceedings and to bring court proceedings itself.
- the NIHRC participates in debate and discussions on the ways government and public bodies implement human rights legislation to ensure that new or existing laws meet our needs and are in line with international human rights standards.
- monitoring/reviewing international treaties to ensure they promote and protect human rights.
- the NIHRC conducts research and produces reports on human rights and related issues. The research evidence helps policy makers to make more informed decisions around human rights implementation and practice.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to one way the Northern Ireland Human Rights Commission (NIHRC) safeguards and promotes human rights

(2 × [2])

[4]

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10

## 3 (a) Write down the meaning of cultural diversity. (AO1)

Answers may include **one** of the following points:

- a range of different cultural groups in society
- a variety of cultures in society
- people from different countries
- multiple cultures
- many cultures being shared

All other valid answers will be credited

(1 × [1])

[1]

(b) Name **one** service the government can provide to help immigrants. (AO1)

Answers may include **one** of the following points:

- shelter/accommodation
- language translation
- education/schooling
- medical/healthcare
- benefits
- advice/guidance

All other valid answers will be credited

(1 × [1])

[1]

(c) Explain **one** benefit of immigration to **society**. (AO1, AO2)

Answers may include **one** of the following points:

- immigration can increase the range of people from different countries/ cultures living in a society and makes society more culturally diverse. Cultural diversity exposes people to new ideas, different cultural expressions, different languages and experiences.
- people from different backgrounds and cultures have to learn to live together peacefully. Immigration can encourage tolerance, respect and mutual understanding between people from different groups.
- immigration brings people with new ideas, different viewpoints, experiences and languages. These can influence changes in society for the benefit of everyone.
- benefit to **society** only

All other valid answers will be credited.

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** benefit of immigration to society

(1 × [2])

[2]

(d) Explain **one** challenge of immigration to society. (AO1, AO2)

Answers may include **one** of the following points:

- immigration can lead to tension and conflict between immigrants and the local community within society. This may because of cultural differences and people's perceptions. The challenge is to maintain a

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- cohesive, peaceful and stable society.
- increased numbers of immigrants may increase demand for social housing. One of the challenges is to ensure there is adequate social accommodation to meet the needs of everyone in society.
- immigration can lead to increased segregation in some areas of society. Immigrants might live together in a particular area segregated from the local community. The challenge is to encourage immigrants and the local population to live in an integrated community.
- immigration can lead to increased demand for public services such as health care, schooling and welfare. The challenge is to meet everyone's needs in these areas in order to ensure social equality.

Accept language barrier

All other valid answers will be credited.

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** challenge of immigration to society

(1 × [2])

[2]

(e) Explain **two** ways a workplace can promote inclusion. (AO1, AO2)

Answers may include **one** of the following points:

- ensure that workplace policies and practice comply with equality legislation. This will help to ensure that everyone is treated fairly and that no one is discriminated against.
- actively promote inclusion by having an inclusion policy and workplace values. Communicate and share these with employees to help create an inclusive workplace.
- educate and train staff about inclusion, workplace values and expected behaviours and how to challenge behaviours such as remaining silent in the face of prejudice.
- encourage staff to share their views about inclusion in surveys, and workshops. Be prepared to address issues. This will help to show that inclusion is valued and taken seriously.
- encourage people to consider and challenge their views of other people and stereotypes by conducting workshops that address diversity and inclusion.
- provide facilities to include staff for example with disabilities with disabled access and work stations. This will help to ensure that the workplace caters for the needs of all staff.

Accept culture days/cultural celebration/includes **everyone/all**

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way a workplace can promote inclusion.

(2 × [2])

[4]

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- 4 (a) Explain **two** ways the Code of Conduct helps to ensure that MLAs act responsibly. (AO1, AO2)

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Answers may include **two** of the following points:

- the Code of Conduct is a set of ethical standards (rules) based on principles. It outlines how MLAs are expected to conduct themselves in a way which encourages public trust and confidence. MLAs are expected to adhere to the Code of Conduct.
- MLAs should never undertake any action which would bring the Assembly into disrepute. The Code of Conduct is a set of ethical standards which MLAs are expected to adhere to.
- the Code of Conduct provides a set of rules which place a responsibility/duty on MLAs to always act in the interest of the public rather than personal interests and to resolve any conflict between the two, at once, in favour of the public interest.
- the Code of Conduct places a duty on MLAs to uphold the criminal law and equality law. This places a responsibility on MLAs to act within the law.
- the Code of Conduct helps to ensure MLAs act responsibly by requiring them to declare any financial interests. This encourages MLAs to act in the public interests.
- the Code of Conduct requires MLAs to act responsibly by declaring other employment and earnings.
- MLAs in breach of the Code of Conduct may be investigated (by the Northern Ireland Assembly Commissioner for Standards). If the MLA is found to be in breach of the Code of Conduct they face sanctions. This helps to ensure MLAs act responsibly.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way the Code of Conduct for Members of the Legislative Assembly (MLAs) in Northern Ireland helps to ensure that MLAs act responsibly.

(2 × [2])

[4]

- (b) Explain **two** ways the Good Friday (Belfast) Agreement contributed to creating a more peaceful society.

Answers may include **two** of the following points:

- the Agreement led to the establishment of the Northern Ireland Assembly and Executive. This provides a forum for reaching agreement through discussion without resorting to violence.
- the Agreement led to the creation of the Equality Commission and Northern Ireland Human Rights Commission and the Police Ombudsman Office. These bodies were set up to tackle some of the issues associated with the conflict such as equality and civil liberties. They promote equality and ensure that people's human rights are upheld.
- the Agreement recognised the right of dual citizenship. By recognising the right of people living in Northern Ireland to hold either or both Irish

and British citizenship the Agreement reduced the tension around nationality.

- the Agreement promotes the idea of an inclusive society in which everyone is treated equally and advocates respect for others from different backgrounds and traditions. This helps to promote a better understanding between people from different cultures and helps to reduce division.
- reform of policing and establishment of Department of Justice and the office of the Police Ombudsman aim to ensure that the justice system is fair for everyone.
- the Agreement required paramilitary groups to decommission illegally held arms. This makes it more difficult for these groups to resort to the violence of the past.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way the Good Friday (Belfast) Agreement contributed to creating a more peaceful society.

(2 × [2])

[4]

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### Source A: The Impact of Conflict on Syrian Society

The conflict began in Syria in 2011 and escalated into a civil war between those who support President Assad's government and pro-democracy supporters who oppose it. A report by the World Bank Group (2017) highlights the impact of the conflict on Syrian society.

- in 2010 the population of Syria was around 20.7 million, by November 2016 it was 18.8 million
- the estimated number of deaths was around 400 000
- there was around 5.0 million Syrian refugees
- over half the population were forced to leave their homes
- about one third of Syria's housing and half of its medical and education facilities have been destroyed
- there is a shortage of teachers, doctors and nurses
- youth unemployment was 78%
- it was estimated that about 6 in 10 Syrians are living in poverty

© Adapted from, "The Toll of War: The Economic and Social Consequences of the Conflict in Syria", 2017, World Bank Group. Licensed under Creative Commons License (CC BY 3.0 IGO): <https://creativecommons.org/licenses/by/3.0/igo/>

### 5 Read the information carefully in Source A to answer part (a) of the question below.

- (a) Using the information in the Source and your own knowledge analyse the impact of conflict on Syrian society. (AO1, AO2, AO3)

Answers may include **any** of the following points:

- the decrease in the population by almost 2 million from 2010 to 2016 was mainly the result of refugees leaving the country and deaths due to the conflict. While the conflict continues the population will continue to decrease. There will be fewer people with the expertise and skills necessary to maintain a functioning society and to rebuild it after the conflict.
- the report states that over half the population had to leave their homes. This displacement and the large numbers of refugees leaving the country will lead to a fragmentation of local communities. Those remaining in the communities may feel more vulnerable and insecure and lead to further tension in society.
- when people are displaced or become refugees they may have to act quickly. This may mean leaving family members behind, leading to a break-up of families. The family structure within society will be weakened.
- the estimated number of deaths as a result of the conflict was around 400 000. This figure does not include the casualties, people injured. The continued conflict will result in further deaths and injuries and likely to reinforce divisions within society between the two opposing groups. This will make post-conflict reconciliation in society more difficult.
- the report indicated that about one-third of housing was destroyed. This means people will have lost their homes and those who have been displaced may have no home to return to. There will be an increase in the number of homeless people in Syrian society. The continued conflict makes it unlikely that they will receive any state support.

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- people will have limited access to quality health care as half of its medical facilities were destroyed. Casualties of the conflict and others who require medical attention are unlikely to get the treatment they need. This can lead to increased mortality rates.
- the report stated half of the education facilities were destroyed. This is likely to include schools and universities which means many young people will not be able to go to school or university. There is likely to be a lack of the professional and skilled people required to make society function and to help rebuild society when the conflict ends.
- the shortage of teachers, doctors and nurses in addition to the lack of medical and educational facilities means that Syrian society is unable to sustain health care and educational provision to meet the needs of its people. This will result in untreated medical problems, increased mortality rates and lower levels of education.
- the report highlighted youth unemployment at nearly 80%. If the majority of young people are unemployed they may feel society has nothing to offer them. They become disengaged and marginalised from society or become actively involved in the conflict.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

### Level 1 ([1]–[2])

#### Overall impression: basic analysis

- Shows basic knowledge and understanding on the impact of conflict on Syrian society.
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation on the impact of conflict on Syrian society.
- Quality of written communication is basic.

### Level 2 ([3]–[4])

#### Overall impression: competent analysis

- Shows good knowledge and understanding about the impact of conflict on Syrian society.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail on the impact of conflict on Syrian society.
- Quality of written communication is competent.

### Level 3 ([5]–[6])

#### Overall impression: highly competent analysis

- Shows excellent knowledge and understanding about the impact of conflict on Syrian society.
- Analysis: identifies and comments on at least two relevant points from the source and analyses effectively in detail on the impact of conflict on Syrian society.
- Quality of written communication is highly competent. [6]

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A young person's cultural identity often contributes to their sense of belonging to a particular community and is influenced by a range of factors.

**(b)** Discuss the influences on a young person's cultural identity. (AO1, AO2, AO3)

Answers may include **any** of the following points:

- parents and family – a young person's cultural identity will be influenced by their parents and family. They learn language, beliefs, values, attitudes, behaviour, traditions, family history and ways of life growing up as part of a family. They will be exposed to different events and celebrations that are part of their parents/family culture. This helps the young person to develop their sense of cultural identity and sense of belonging within the family and the wider community.
- school – when children attend school their sense of cultural identity will be influenced by the school's culture/ethos and values, the people they meet and their experiences. They learn about cultural diversity. They may meet others from different cultures and participate in cultural celebrations.
- peer group – as children grow up their peer group becomes an important influence on their cultural identity. As part of a peer group their individual cultural identity will be influenced by the group's cultural identity, such as its views, values, norms, dress, the music listened to and language used. The young person's cultural identity may change and in some cases, start to become different than that of their parents and family.
- religion – this can have strong influence on their cultural identity. They are likely to follow the same religion as their parents and family. They may attend a faith school based on that religion. Their way of life and views may be shaped by their religious beliefs.
- non-religion – parents and families who are agnostic, atheist or have humanist world views will also influence their child's cultural identity. In this case religion is unlikely to play a part of their cultural identity. The young person may have humanist values and place greater importance on science rather than religion.
- media – most children are exposed to the media from a young age. The media and its portrayal of different cultures is likely to influence their sense of cultural identity by promoting the importance of cultural diversity by highlighting different cultures. It could also be biased towards certain cultures in the way it presents them.
- nationality – the young person will usually have the same nationality as their parents and family. Nationality may have a strong influence on their cultural identity. Nationality reinforces their sense of belonging to a country, its history and traditions.
- heritage – a young person's cultural identity will be influenced by heritage, history and cultural traditions which are passed on over generations. This may include art, language, music, dance.
- candidates who **list** influences with **no** discussion can only be awarded [2]

All other valid answers will be credited

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[0] is awarded for a response not worthy of credit

**Level 1 ([1]–[2])**

**Overall impression: basic discussion**

- Shows basic knowledge and understanding about the influences on a young person’s cultural identity.
- Discussion: makes reference to at least one relevant point and may provide limited detail about the influences on a young person’s cultural identity.
- Quality of written communication basic.

**Level 2 ([3]–[4])**

**Overall impression: competent discussion**

- Shows good knowledge and understanding about the influences on a young person’s cultural identity and applies this to the question.
- Discussion: makes reference to two relevant points and provides adequate discussion about the influences on a young person’s cultural identity.
- Quality of written communication is competent.

**Level 3 ([5]–[6])**

**Overall impression: highly competent discussion**

- Shows excellent knowledge and understanding about the influences on a young person’s cultural identity and applies this effectively to the question.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the influences on a young person’s cultural identity.
- Quality of written communication is highly competent. [6]

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Human Rights are an important feature of all democratic societies.

**6** Evaluate the role of human rights in supporting democracy.

Answers may include **any** of the following points:

- human rights are a key feature of all democracies. They ensure people have a right to participate in political and civic life and democratic processes. This helps to ensure that people have a say in how their country is governed.
- human rights help to ensure that everyone is treated equally with dignity. This helps to ensure an inclusive democratic society and helps to prevent individuals and groups being marginalised.
- human rights ensure that everyone has a right to vote in free and fair elections for who they want to govern the country. The government is elected by the people.
- human rights help to support democracy by ensuring that the state and government bodies are accountable for their actions. This helps to prevent the misuse of state power against individuals and groups.
- human rights safeguard people from abuse, e.g. torture, exploitation, state injustice. The right not to be tortured or subjected to cruel, inhuman or degrading treatment or punishment are fundamental to democracy.
- everyone has the right to freely express their views including the press. This helps to ensure that people can exchange ideas and make informed decisions, helps to deter corruption and allows human rights violations to be exposed without fear of government sanctions.
- freedom of thought, conscience, religion, or belief are guaranteed by human rights. Upholding these human rights is important for ensuring a democratic society which respects diversity.
- although people can vote in elections their choices may be limited and political parties when in government may not uphold their manifesto pledges.
- citizens have political and civic participation rights but their views may not be taken into account or acted upon by their elected representatives or government.
- although citizens have certain protection rights the state may still abuse/violate these rights, which undermines democracy.
- certain individuals and groups may not have the same rights as others in society. This may be the case for some minority groups. This can lead to individuals and groups being or feeling marginalized within society.
- the government and public bodies may have policies which promote human rights. However, these may not translate into practice and citizens' rights may be abused.
- the government may limit human rights which is usually justified on the grounds of national security. This can be viewed as an abuse of human rights. Greater state control weakens the concept of democracy and personal freedoms.

All other valid answers will be credited

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[0] is awarded for a response not worthy of credit

### Level 1 ([1]–[4])

#### Overall impression: basic evaluation

- Shows basic knowledge and understanding about the role of human rights in supporting democracy.
- Evaluation: identifies and comments on at least one relevant point on the role of human rights in supporting democracy.
- Conclusion: may be missing or inadequate about the role of human rights in supporting democracy.
- Quality of written communication is basic.

### Level 2 ([5]–[7])

#### Overall impression: competent evaluation

- Shows good knowledge and understanding about the role of human rights in supporting democracy and applies this to the question.
- Evaluation: identifies and comments on at least two relevant points about the role of human rights in supporting democracy.
- Conclusion: draws a relevant conclusion related to their evaluation about the role of human rights in supporting democracy.
- Quality of written communication is competent.

### Level 3 ([8]–[10])

#### Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding about the role of human rights in supporting democracy and applies this effectively in response to the question.
- Evaluation: identifies and comments in detail on at least two relevant points.
- Conclusion: draws a detailed conclusion related to their evaluation about the role of human rights in supporting democracy.
- Quality of written communication is highly competent. [10]

**Total**

AVAILABLE  
MARKS

10

**60**