



**General Certificate of Secondary Education
January 2012**

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

TUESDAY 10 JANUARY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Local and Global Citizenship

AVAILABLE
MARKS

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

- Internet/website
- newspapers
- TV/radio
- NGOs
- books/magazines
- teachers/school
- N. I. H. R. C.
- P. S. N. I.
- church
- social workers

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- protection – human rights safeguard people from abuse, e.g. torture, exploitation, state injustice
- quality of life – human rights guarantee people a minimum standard of living, e.g. health care, education and welfare
- privacy – human rights guarantee peoples' privacy which mean people can go about their daily lives with minimum state interference
- freedom of expression – enables people to speak freely and express their cultural, national or religious identities
- equality, inclusion, fairness and any reference to these

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:

- obligation/duty – a feeling of obligation to contribute to society (also including voting)
- understanding – a recognition that a person is a member of society and a willingness to help others in need
- rights/responsibilities – people have rights and associated responsibilities to contribute to the well-being of society
- expectation – state/community or other peoples' expectations that others will act in a way which will benefit society
- voting – contributing to how society is governed
- government has a social responsibility to its citizens to ensure safety and welfare

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

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

- Save the Children
- NSPCC
- Childline
- UNICEF
- ActionAid
- Oxfam
- Amnesty International
- Barnardos
- Children in “crossfire”
- Children’s Hospice
- Trocaire
- War on Want
- Children in Need
- Comic Relief

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- gain experience – learn skills and knowledge which could prove useful for CV and when applying for jobs or courses
- interest – they may be interested in the work of the NGO and keen to learn more about what is involved in this type of work
- commitment – believe in the cause that the NGO promotes and want to support this
- social contribution – may feel that they want to make a positive contribution to community/society. This is a way of helping others
- make friends – meet other people and make new friends
- to make them feel good about themselves – giving a sense of achievement and improving self-esteem

Or any suitable alternative

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

AO2 [2]

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

- charity/aid – provide practical support to those individuals and groups of people who are disadvantaged. For example, an NGO might provide food, clothing, shelter, healthcare support, counselling and advice to disadvantaged groups in society
- raise public awareness – raise the profile of the problems/issues that those who are disadvantaged face because of social inequality, e.g. homelessness, poverty, healthcare provision, etc.
- lobbying – act as a voice for disadvantaged groups in society and draw attention to the problems/issues they face to the decision makers
- fundraising – collect money for different causes which result from social inequality and use this money to finance projects to address issues such as homelessness, poverty, healthcare, etc.

Or any suitable alternative

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

AO2 [2]

5

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

- Alliance Party
- Conservative Party
- Democratic Unionist Party (DUP)
- Green Party
- Sinn Fein (SF)
- Social Democratic Labour Party (SDLP)
- Ulster Unionist Party (UUP)

Or any suitable alternative
(2 × [1])

AO1 [2]

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

- democratic dialogue – working with other parties to make decisions about Northern Ireland’s future
- represent the electorate – listen to the electorate and make decisions and policies which will lead to improvements in the Northern Ireland economy and society
- legislation – make laws which will protect people, promote equality and diversity and ensure that Northern Ireland is a safe place in which to live and work
- human rights/equality – work to ensure that the terms of the Belfast (Good Friday) Agreement are met, for example, by promoting human rights, equality and diversity
- develop the economy – work with others to develop strategies to encourage inward investment and assist businesses
- ministerial responsibility – take responsibility for leading and managing a government department such as Health or Education and work to improve the quality of services
- lobbying – lobby other governments to support and invest in Northern Ireland’s economy
- to promote community relations through working with local communities/community groups
- improve public services, e.g. transport, education
- work with other parties
- support education in schools and colleges – ensuring L.L.W. is delivered
- communicate changes to the law and the work of the N.I. Assembly
- raise awareness of the potential of N.I. in terms of tourism, e.g. advertise and promote N.I.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

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

- raise awareness – make people aware of what the Police Ombudsman does and of the complaints procedure
- impartial complaints procedure – ensure that it has a fair and impartial process for dealing with complaints against the PSNI
- impartial investigations – investigate peoples’ complaints with impartiality, use research and find evidence to support findings (including historical cases)
- make recommendations – use their findings from investigations to improve the future quality and effectiveness of policing by making recommendations to the Chief Constable and/or Minister for Justice
- communicate with the public
- ensure the police are doing their job properly

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section B**Source Based**AVAILABLE
MARKS

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

- music – playing traditional music/using traditional instruments
- dance – practicing traditional dance
- dress – wearing traditional dress/clothes
- language
- food – preparing/cooking/eating traditional national dishes
- festivals/holidays – holding celebrations/festivals to illustrate aspects of their culture (including community events)
- religion
- sport

Or any suitable alternative

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

AO2 [4]

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

- persecution – may suffer persecution/discrimination from other groups because of their religion, culture or nationality which is different from the majority group
- war/conflict – may be forced to flee their homeland because of fear of attack and for personal safety
- natural disasters/famine/flood/earthquakes, etc. – cause chaos in their homeland and disrupt water, food and energy supplies, destruction of homes and infrastructure. Refugees may have no homes, shelter, food, water and healthcare and leave their homeland to try and improve their quality of life
- inequality – economic/social inequalities might exist, where one group is more powerful than other minority groups and this leads to the minority group being disadvantaged. They have fewer opportunities in education and employment and may have limited access to resources such as health care

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[2])

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

Level 2: ([3]–[4])

Answers may identify some of the points listed in the source and provide appropriate explanation. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3: ([5]–[6])

Answers will identify most of the points listed in the source and provide a detailed explanation. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is 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

- cultural diversity – immigrants contribute to the cultural diversity of Northern Ireland. This may be expressed in their language, dress, food, etc. It makes the country more multicultural
- tolerance – people have to learn to live together and be tolerant of the views of others which may be different to those of the local population
- sense of community – different groups of people living together can create a sense of community cohesion and belonging
- economic – immigrants contribute to the local economy by buying goods and services and by gaining employment
- fill employment gaps – immigrants take jobs which the local people do not want, while others are highly skilled and qualified, for example, nurses and doctors. This improves areas of the economy where there is a local skills shortage

Negatives

- conflict/tension – the difference between immigrant groups and the local people may cause conflict or tension between them. This can lead to racist attacks and discrimination and possible violence
- economic – the immigrants may be unemployed and claiming state benefits, healthcare and housing. This is a drain on local resources which means that the needs of local people may be ignored
- community division – local people may feel threatened by the arrival of groups of immigrants into their communities. This might increase tension and cause divisions between the local population and the immigrants
- crime – it is often perceived by local people that immigrants are associated with criminal behaviour. This might increase tension between the local population and immigrants

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 appropriately 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]

10

Total

40

AVAILABLE
MARKS**Assessment Objectives Grid**

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