



General Certificate of Secondary Education
January 2013

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

THURSDAY 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
MARKS1 (a) Any **one** from the following suggested answers:

- music
- dress
- diet/food
- language
- sport
- flags
- murals
- dance
- religion
- jewellery
- symbols

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- learn about different cultures – you meet people from different cultures and learn more about their lifestyle and culture
- make new friends – chance to meet other young people who are different
- tolerance – meeting others from different cultures can help young people to better understand each other and to be more tolerant towards those who are different
- enriched experience – people from different cultures may bring different musical styles, sport, fashion, diet/food into local society

Or any suitable alternative

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

AO2 [2]

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

- stereotyping is when someone makes a generalisation about an individual and views him/her as being part of a certain group. This leads to people thinking that everyone in that group are all the same
- Stereotyping is having a fixed idea of what in an individual is like based on an oversimplified generalised view of how people in a certain group are
- providing examples – all boys like football, all girls want to be models, etc.

Or any suitable alternative

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

AO2 [2]

5

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

- Save the Children
- Amnesty International
- Oxfam
- War on Want
- Trócaire
- Children in Crossfire
- Simon Community
- Red Cross

Or any suitable alternative

1 × [1]

AO1 [1]

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

- child labour – children exploited to work long hours in sweat shops in violation of their rights to play and to an education
- child abuse – physical, mental, sexual abuse, violation of the right security of the person
- child slavery – children have a right not to be held in slavery
- not receiving education – violation of right to free education
- not receiving health care – children have a right to good quality health care
- not able to express their views – young people have a right to freedom of expression
- not being allowed to vote (young people up to age 24)

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

1 × [2]

AO1 [2]

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

- individual protection – to protect individuals from abuse and injustice
- liberty – to ensure individuals have freedom to lead their lives free from oppression
- human dignity – to promote the idea of human dignity, individual worth and equality
- improve quality of life – to improve living standards by giving people rights to certain basic essentials such as education and health care
- improve relations and build peace between nations – common framework for building better international relations between countries

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

1 × [2]

AO1 [2]

5

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

- Department of Agriculture and Rural Development
- Department of Culture, Arts and Leisure
- Department of Education
- Department of Employment and Learning
- Department of Enterprise, Trade and Investment
- Department of the Environment
- Department of Finance and Personnel
- Department of Health, Social Services and Public Safety
- Department of Justice
- Department of Regional Development
- Department of Social Development
- Office of the First Minister and Deputy First Minister – for [1] candidates need to give the full title of Office of the First Minister and Deputy First Minister
- candidates can be awarded [1] if they name one word from the title of the department, e.g. Department of Health

2 × [1]

AO1 [2]

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

- 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
- represent electorate views – promote views of the electorate, discuss decisions and policies which will lead to improvements in the Northern Ireland economy and society
- service provision – ensure that there is high quality health care, education, housing, transport networks to meet the needs of people living in Northern Ireland, accept **two** different types of services as separate and mark worthy, e.g. health, education, roads, etc. Still needs to be explained for [2] for each
- 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 – develop strategies to encourage inward investment and assist businesses
- develop international relations – build relations with other countries including those in the EU
- communicate their policies/views
- educate/raise awareness of the role of the Northern Ireland Assembly
- showing leadership to the community
- promoting community relations

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:

- education/raise awareness – educate people/raise awareness about the importance of justice and inclusion in society
- advice/support – provide people with help and information about justice and inclusion and about how to deal with situations where they have experienced discrimination or injustice
- lobby – influence government to ensure that their policies and actions promote inclusion and fair justice for all citizens
- investigate personal cases – investigate situations where people have been discriminated against or suffered injustice and try to resolve these
- taking on cases – act on behalf of someone who has been treated unfairly or has suffered injustice. Bring the case to court
- provide funds to promote inclusion in the community
- provide disabled access
- creating a fair and equitable society
- legislate including sanctions and fines when inclusion is not promoted

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

2 × [2]

AO1 [4]

10

Section A

20

Section B**Source Based**AVAILABLE
MARKS

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

- elected government – the people vote in free and fair elections to elect a government
- equality before the law – laws and justice system applies equally and fairly to everyone
- Human Rights – everyone has Human Rights which are protected in legislation to prevent Human Rights abuse
- government power limited – the government’s power is limited by constitutional laws
- the right to vote – everyone over a certain age is eligible to vote
- freedom of expression – everyone has the right to freely express their views
- freedom of the media – the media are free to express views which may be contrary to those of the government
- volunteering, participating/community involvement or engagement

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:

- improve knowledge and understanding – can learn more about community and Citizenship issues
- develop skills – develop skills such as communication, working with others, problem solving and inter-personal skills
- independence – learn to become more independent and make decisions
- make new friends – meet other young people and build relationships
- cultural diversity – meet other young people from different cultures and learn about their cultures
- CV, application forms, improved job prospects
- building self-confidence/self-esteem
- improving the image of young people/personal reputation

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers may repeat a few points set out in the source with limited explanation. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that 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

- raise awareness – NGOs raise awareness about global poverty and related issues. This can encourage people to support their work
- fundraising – hold events and organise campaigns to raise money which can be used to fund their work in supporting those in need
- lobby government – encourage UK and local government to take action including providing financial aid to alleviate poverty and help those in need
- provide resources/aid – provide aid in terms of health education shelter/accommodation and education/training, supporting small businesses and developing food production projects
- education – provide educational programmes to enable those living in poverty to become self-sufficient by enabling them to use their own resources, e.g. food production and farming projects

Negatives

- poverty ignored – people may ignore what NGOs are informing them about global poverty and choose not to support their work
- fundraising ineffective – people may not have money to give to support the work of NGOs to reduce poverty. People may also choose to fund other types of charities
- lack of resources – NGOs have limited funding and resources and therefore will only have a limited impact on those living in poverty
- corruption – some countries may have corrupt governments or there may be corruption amongst those involved in the local distribution agencies. Resource/aid may not reach those in need
- limited impact of education – educating people to become self-sufficient will only be effective where this is accompanied by the means to become self-sufficient

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[7])

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

Level 3 ([8]–[10])

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

AO3 [10]

10

Section B**20****Total****40**AVAILABLE
MARKS

AVAILABLE
MARKS**Assessment Objectives Grid**

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