



Rewarding Learning

**General Certificate of Secondary Education
January 2016**

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

THURSDAY 7 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:

- sexual discrimination
- disability discrimination
- age discrimination
- race discrimination
- religious discrimination
- sexual orientation discrimination
- examples of types of discrimination accepted

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- everyone in society has equal opportunities regardless of their culture or class
- everyone in society has equal rights and are treated fairly
- everyone in society has equal access to public services and resources for example healthcare, education, housing etc.

Or any suitable alternative

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

AO1 [2]

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

- promote diversity and inclusion. This helps to support a more inclusive society and promotes equality
- prevent discrimination by creating equality laws. This helps to ensure that people are treated equally
- ensure government policies meet the requirements of equality legislation
- raise people's awareness about equality and its importance
- educate young people about equality for example, through citizenship education
- support the work of the Northern Ireland Equality Commission. The Equality Commission works to prevent discrimination and promote equality.

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

AO1 [2]

5

AVAILABLE
MARKS

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

- Amnesty International
- Children in Crossfire
- Oxfam
- Save the Children

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- Article 3 – life liberty and the security of the person. Everyone has the right to life, not to be killed and to be kept safe
- Article 12 – interference with privacy, family, home or correspondence. The law protects people from invasion of privacy. No one should have their post opened or have their private telephone conversations listened to by others
- Article 21 – the right to vote. Everyone has the right to take part in government and vote in regular and free elections
- Article 23 – the right to work with equal pay for equal work. Everyone has the right to choose their work and not face discrimination
- Article 25 – the right to adequate health and well being. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family
- Article 26 – free education. Education should be free and compulsory to elementary level.

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:

- advising government on human rights – this includes lobbying government when changes need to be made to services, e.g. prisons, schools or when inquiries need to be carried out
- legal proceedings – the Commission can assist individuals when they are bringing court proceedings, or it can initiate court proceedings
- review legislation – monitor and review legislation and public policies to ensure that they do not breach equality legislation. This helps to safeguard the rights of individuals and minority groups and prevent discrimination
- promote human rights – the NIHRC is involved in raising public awareness of the importance of human rights
- education – educating people in public services about human rights such as, the PSNI, civil service and schools.

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:

- 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:

- vote in elections – everyone over a certain age can vote for political representatives
- multi-party system – different political parties gives people a choice when voting
- human rights – everyone has human rights that are protected by law
- basic human rights – to healthcare and education
- freedom of expression – can freely express views
- laws – protect people and everyone is treated equally and has a right to a fair trial
- government has to act within the law – people protected from injustice and oppression by the state
- participating in democracy – people are encouraged to engage in democratic processes.

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

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

- represent views of the people – promote views of the electorate
- agree on programme for government – create and implement policies and strategies to develop Northern Ireland’s society and economy
- communicate – raise awareness about the role of the Northern Ireland Assembly and its work
- educate – improve young peoples’ and public understanding about the role of the Northern Ireland Assembly
- provide leadership – resolve important issues and demonstrate how Northern Ireland can move forward
- legislation – make laws which will protect people, promote equality and diversity. Ensure Northern Ireland is a safe place in which to live and work
- service provision – ensure high quality public services are provided such as, health care, education, housing, and transport networks to meet the needs of people living in Northern Ireland
- 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 international relations – build relations with other countries including those in the EU
- promote community development and community relations – support local community and cross-community projects.

Or any other suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section A

20

AVAILABLE
MARKS

Section B

Source Based

AVAILABLE
MARKS

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

- reduces tension – by being tolerant of others who are different or of those who hold different views is likely to reduce tension between different groups. It can lead to a better understanding of others
- builds relationships – showing tolerance towards others provides a foundation for building trust and relationships
- promotes peace – being tolerant helps to encourage respect for others and mutual understanding. People are more likely to resolve issues through dialogue
- good/community relations – demonstrating tolerance towards others who are different or hold different views encourages them to do likewise. This can contribute to “good” relations between different groups.

Or any suitable alternative

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

AO2 [4]

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

- ignorance – may not know enough about the person or their religion and feel threatened
- family members – parents and other family members might hold strong negative views about people of a different religion. The young person may accept these as “true” or “right” and become prejudiced
- friends/peers – might hold negative stereotypical views about people of a different religion. The young person may accept these prejudiced views to remain part of the group
- community – the local community might reinforce a young person’s views about people with a different religion. This can lead to prejudiced views about others who do not share their beliefs
- media – the media might present a negative image of certain religions. This can influence the young person’s views about other religions
- religion – minority groups within some religions may be intolerant of other religions. This can lead young people to hold bigoted views about other religions
- experience – a young person may have a ‘bad’ experience of others who identify with a certain religion. The young person may develop negative stereotypical views about everyone of this religion and become prejudiced.

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

- cultural diversity – new citizens from different countries contribute to the cultural diversity of Northern Ireland society. This may be expressed in their language, dress, food, etc. It makes the country more multicultural
- encourages tolerance and respect – people have to learn to live together and be tolerant and respect others who may be different to those of the local population
- shared community – different groups of people living together can create a sense of community cohesion and belonging
- economic – new citizens contribute to the local economy by buying goods and services and by gaining employment
- fill employment gaps – new citizens take jobs which the local people often 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

- tension – differences between groups of new citizens and the local people may cause conflict or tension between them. This can lead to prejudice and discrimination and possible violence
- community division – local people may feel threatened by the arrival of new citizens from different countries into their communities. This might increase tension and cause divisions between the local population and new citizens
- economic – new citizens 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
- crime – it is often perceived by local people that new citizens are associated with criminal behaviour. This might increase tension between the local population and new citizens.

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

Total marks:

40

Assessment Objectives Grid

| | Q1 | Q2 | Q3 | Q4 | Q5 | Total |
|--------------|-----------|-----------|-----------|-----------|-----------|--------------|
| AO1 | 1 | 5 | 10 | | | 16 |
| AO2 | 4 | | | 10 | | 14 |
| AO3 | | | | | 10 | 10 |
| Total | 5 | 5 | 10 | 10 | 10 | 40 |