



Rewarding Learning

General Certificate of Secondary Education
January 2017

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

FRIDAY 6 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:

- Amnesty International
- Action Aid
- Barnardos
- Christian Aid
- Oxfam
- Trocaire
- UNICEF
- Friends of the Earth
- Simon Community
- St. Vincent de Paul

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- fundraising – hold events/campaigns to raise funds for its cause
- provide aid – help those in need, by providing water, food, clothing, shelter, medical provision, health care, counselling, advice and education
- lobby government – influence decision makers in government to support its cause and to provide financial and other forms of aid
- petitions – set up a petition to raise awareness about its cause and to gain public support to influence the government to take action on issues
- communicate/raise awareness – use the media and face to face meetings to make the public aware of issues and NGO work
- educate – work with schools to educate young people about issues and the NGO role
- recruit/train volunteers – encourage others to get involved and train voluntary workers to help with its work
- help people in need

Or any suitable alternative

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

AO2 [2]

(c) Any one from the following suggested answers:

- interest – the young person might have an interest in the issue/cause that the NGO is supporting and want to take action to help
- family members/friends – the young person might be influenced to support the work of the NGO because people close to them are involved with the NGO
- raised awareness – the young person might be made aware of the NGO in school or through its fundraising, advertising or campaigns. This might influence the young person to become involved in its work.
- experience – the young person might want to gain experience of voluntary work, to develop skills and understanding about the work of the NGO which is useful for their CV
- make a difference – the young person might want to help other people and feel that they can make a difference
- because they want to be socially responsible

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

AO1 [2]

AVAILABLE
MARKS

5

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

- head of state
- voting/elections
- choice of political party to vote for
- rule of law
- human rights
- freedom of expression

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- campaign – hold local and national events to highlight what they ‘stand’ for. Persuade the electorate that it’s in their best interests to vote for them
- canvassing – meet with the electorate to persuade people about why they should vote for them
- public debate – hold public debates and invite people to discuss their views. Persuade people that if elected they will deal with people’s concerns/issues
- media forums – use TV, radio phone-ins and social media to engage with the public. Make people aware of their party policies and their views and why people should vote for them
- action – highlight actions which they have taken or will take if elected to that will benefit the public and society/economy
- posters – [1] mark, unless it is accompanied with a good explanation

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

AVAILABLE
MARKS

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

- raise awareness – make people aware of what the Police Ombudsman does and of its complaints procedure
- impartial complaints procedure – ensure that it has a fair and impartial process for dealing with complaints against the PSNI
- impartial investigations – investigate people’s complaints with impartiality, use research and find evidence to support its findings
- investigates the use of firearms – investigates all discharges of police firearms (including Taser)
- investigates traffic collisions – all fatal road traffic collisions involving police officers
- investigates death – any death which may have occurred as a result of the actions of a police officer
- make recommendations – uses findings from its investigations to improve the effectiveness of policing by making recommendations to the Chief Constable and/or Minister for Justice

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

AVAILABLE
MARKS

5

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

- school/teacher
- internet/websites
- TV
- Radio
- Non-Governmental Organisations (NGOs)
- visiting speakers to school
- library
- books
- magazines
- posters
- leaflets

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- Accept – general explanation or examples
- (Article 3) life liberty and the security of the person – protects people by ensuring everyone has the right to their life, not to be killed and to be kept safe
- (Article 4) no one should be held in slavery – protects people from being exploited
- (Article 5) no one should be subjected to torture or inhumane treatment – protects people from torture
- (Article 10) right to a fair trial – protects people from being treated unjustly by the law
- (Article 12) interference with privacy, family, home or correspondence – protects people from invasion of their privacy for example, by the state or media
- (Article 19) the right to freely express their views – protects people's right to express their views
- (Article 23) the right to work with equal pay for equal work – protects people from discrimination in the workplace
- (Article 25) the right to adequate health and well-being for self and family – protects people's health and well-being

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

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

1. voluntary work – help others and their community for example by helping the elderly, working with other young people and working on environmental projects
2. Non-Governmental Organisation (NGO) – join an NGO and support its work
3. voting – young people could vote in elections and contribute to how society is governed
4. encourage active participation – could encourage others to volunteer and make a positive contribution to society
5. behave responsibly – understand how their behaviour can affect others and the community. Show and treat others with respect.
6. do not behave in ways which have a negative impact on the community – for example, taking drugs, drinking in public, vandalism and criminal activity

Do not give marks to 5 and 6 if they use the same examples

Or any other suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

10

Section A

20

Section B

Source Based

AVAILABLE
MARKS

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

- stereotyping/discrimination – might be stereotyped, face discrimination, be treated unfairly
- bullying – might be intimidated and bullied by others because they are viewed as being different
- feel lonely/isolated – might find it difficult to make friends and feel marginalised and isolated
- difficulty adjusting to school environment – might find ‘settling in’ and getting used to the school routine challenging
- language barriers – might have difficulty communicating with others and learning because English is not their first language

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:

- school culture/ethos – create a school environment which promotes inclusion by making all pupils feel a sense of belonging
- schools policies – ensure that policies are in place to promote an inclusive educational experience for the pupil
- anti-bullying policy – ensure they take a firm stand against any behaviour which may exclude certain pupils
- citizenship – pupils can learn about diversity and inclusion through the curriculum for example, in citizenship classes
- disabled access – school facilitates should meet the needs of all pupils including those with disabilities
- promote inclusion and diversity – organise school events to celebrate diversity and promote inclusion
- buddy system – pair ‘new comer’ pupils with another pupil to help them adjust to the school environment and routines
- address language barriers – provide support for pupils who have difficulty with English. This could include having additional classes and putting up signs in different languages on familiar objects
- SEN provision – ensure the needs of pupils with special educational needs are met

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]

AVAILABLE
MARKS

10

5 Answers may include reference to any of the following:

Positives

- policy development – develops, reviews and implements the CRC policies which include building ‘good’ relations between Catholic and Protestant communities
- funding – responsible for funding applications and provides finance for organisations to work on local community and cross-community projects. These include mediation, interface development work and conflict resolution
- support – provides advice and guidance to local community groups, churches and organisations on developing cross-community projects and building ‘good’ community relations
- social networks – builds links with local community groups, churches and organisations on developing cross-community projects and building ‘good’ community relations
- training – provides training to organisations and local community groups on developing cross-community projects and building ‘good’ community relations
- research – conducts research to provide evidence for approaches to cross-community work and building ‘good’ relationships
- communication – raises awareness about its work through media and public events, e.g. seminars, conferences and workshops
- consultation – holds consultations with the public to obtain their views on issues such as building ‘good’ community relations
- education – supports schools and young groups to develop cross-community projects to enable young people to better understand the views of others from a different community and to build ‘good’ community relations

Negatives

- policies ineffective – policies on developing ‘good’ relations between Catholic and Protestant might not address the real issues in local communities or may not be effectively translated in to practice
- limited funding – unable to adequately fund all cross-community projects therefore the outcomes and success of projects will be limited
- limited support – low staff numbers means that CRC may not have the capacity to provide the level of support community groups, churches and organisations need to develop their work on building ‘good’ relations
- social networks ineffective – links developed with community groups, churches and organisations might not adequately be developed or sustainable. The benefits of using networks to build ‘good’ community relations might be limited
- training – limited by funding and staff capacity. CRC might be unable to provide training to meet the needs of all the community groups, churches and organisations involved in building ‘good’ community relations. This could limit their effectiveness to deliver services/projects

AVAILABLE
MARKS

- research – scope of the research might be limited or of little value unless it is used to inform policy and practice on building ‘good’ community relations
- communication – the CRC might be ineffective in communicating to the public about its role and work. Many people may be unaware of what the CRC does to build ‘good’ community relations
- lack of public interest/engagement – some people may not be interested or want to be involved in CRC consultations/events
- limited impact of education – people might not be interested in learning about or working with others from a different community. People’s attitudes and bigotry towards the other community might remain unchanged
- sectarianism still an issue – tension and conflict between Catholics and Protestants is still a problem in Northern Ireland. This suggests that CRC policy and actions to build ‘good’ community relations is ineffective

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

40

AVAILABLE
MARKS