



**General Certificate of Secondary Education
2011**

Learning for Life and Work: Linear

Unit 3

[GLW31]

MONDAY 9 MAY, 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 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 AAVAILABLE
MARKS**Local and Global Citizenship****1 (a)** Any **two** from the following suggested answers:

- Differences in religious beliefs
- Differences in political opinions
- Difference in cultural practices
- Difference in race or ethnic backgrounds
- Racism
- Stereotyping/ignorance
- Sectarianism
- Inequality
- Differences in tradition
- Social class
- Homophobia
- Ageism

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- The warring factions can meet with an intermediary to discuss their problems in the hope of finding a solution
- A country can place economic sanctions on another country in the hope that they might change their behaviour and try to reach an agreement
- One side may refuse to purchase items a country or group of people sell to try to reach an agreement if their country/business is damaged economically
- Different bodies have the legal power to fine/sue/imprison people if they are involved in conflict which is infringing upon the rights of others
- The United Nations can help solve disputes peacefully by tackling the root causes of conflict
- Promoting inclusion to reduce tension and promote equality

- Signing peace treaties/agreements
- Segregation
- Bringing people from different communities together for special events
- Integrated schools that bring young people from different backgrounds to promote social cohesion

Or any suitable alternative

[1] for each correct identification

[1] for each accompanying explanation

(2 × [2])

AO1 [4]

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

- Schools could ensure policies are in place to promote a more inclusive environment
- Schools can make sure they take a firm stand against any behaviour which may be deemed as excluding certain pupils
- Lessons can be used to promote the idea of inclusion and human rights
- Organise events to promote inclusion and celebrate diversity of a school
- Anti-bullying policy
- Disabled access – schools have facilities to include those with disabilities
- Integrated education to promote social cohesion
- Accepting pupils of all abilities
- Taking into account young people with special educational needs
- Accepting those from different cultures
- School activities/clubs which promote inclusion for pupils who come from different backgrounds

Or any suitable alternative

[1] for each correct identification

[1] for each accompanying explanation

(2 × [2])

AO1 [4]

10

Personal Development

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

- Health visitor
- GP
- Nurse
- Pharmacist
- Physiotherapist
- Occupational therapist
- Personal trainer
- Dentist
- Dietician
- Counsellor

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- Difficulty sleeping due to remembering events from the past or recalling the actual event which may cause anxiety or agitation at night
- A person may feel depressed and may want to withdraw from social contact from friends or family
- May have mixed emotions (confused) – for example, feelings of relief that the person is out of pain and is now at peace, but at the same time, guilt at feeling relieved
- May have mood swings as the emotions arise and you start to try to deal with them. The experience can also lead to feelings of “agitation” and frustration
- Feeling of shock as the person may find it difficult to believe it has happened especially if the death of the person was sudden and unexpected

- A person may feel anger and may want to attach blame to those involved in caring for the person who died
- A person may feel anger and may aim the anger in the direction of the person who died as if in some way they are to “blame” for leaving you
- A person may feel guilt and think of things that you wish you had said to the deceased person or things you wish you had done

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:

- May meet more people at sporting activities which may increase their circle of friends and this can lead to social activities/events after sport
- Taking part in sport and exercise improves a young person’s self-esteem and self-confidence, making them feel good about themselves/fit and healthy
- Young person may learn new skills as the chosen sport may involve working as part of a team, using new equipment, etc.
- Young person enjoys exercising/playing sport which helps to relieve/escape the pressures/stresses of school and family life
- If the young person enjoys exercising and playing sport this is likely to continue into adulthood, which can help to prevent heart disease/weight problems, etc.
- Increase energy levels/able to do more
- Reduces boredom/something to look forward to

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Employability

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

- Advertisements in shop windows/local newspapers
- Employers' websites/internet
- Contacts – word of mouth, e.g. friends, parents, teachers
- Job centres

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- It would help them to become aware of which questions are difficult to answer and so they can concentrate on developing appropriate answers
- It could help them build up their confidence and therefore they may not be as nervous during the real interview
- It could provide them with an opportunity to get feedback on their overall performance and thus it will give them the chance to improve on this as much as possible
- It could provide them with relevant information on their overall appearance and also on their manner on entering the room, speaking, etc. and thus they will be more prepared for the real interview and have a better chance of getting the job

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

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

- Students can discuss their likes/dislikes and personal capabilities with their teachers and thus the teachers will be in the position to advise them on jobs/courses, etc. that would best suit their individual requirements
- Their careers teachers will be knowledgeable in all aspects of various Post-16 and Post-18 courses and therefore they will have the expertise to suggest a suitable course for them to pursue
- Their careers teachers can provide the students with impartial advice on various courses and options so that they will be able to study all the information and thus make their own decisions regarding their choice of career
- Careers teachers work with their students on career planning to help identify appropriate skills and qualities necessary for specific careers

Or any suitable alternative

[1] for each correct identification

[1] for each accompanying explanation

(2 × [2])

AO1 [4]

10

Section A

30

Section BAVAILABLE
MARKS**Source Based****Local and Global Citizenship**

- 4 (a) Any **two** from the following suggested answers. Answers may include reference to and expand upon of the following:
- Life liberty and the security of the person (Article 3). Everyone has the right to their life, not to be killed and to be kept safe
 - Interference with privacy, family, home or correspondence (Article 12) no one should have their post opened and the law should protect people from any interference
 - The right to vote (Article 21). Everyone has the right to take part in government and vote in regular and free elections
 - The right to work with equal pay for equal work (Article 23). Everyone has the right to choose their work and not face discrimination
 - Adequate health and well-being for self and family (Article 25). Everyone has the right to housing, food, medical care, clothing and necessary social services
 - Free education (Article 26). Education should be free and compulsory to elementary level

Or any suitable alternative

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

AO1 [4]

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

- Bill of Rights – the NIHRC is specifically charged with drafting a Bill of Rights to supplement the European Convention on Human Rights (which is part of the law in Northern Ireland). They have drafted this Bill by seeking the advice and consulting with all members and groups in Northern Ireland
- Litigation – the Commission has the power to conduct investigations, to assist individuals when they are bringing court proceedings, and to bring court proceedings itself
- Education – promoting an awareness of Human Rights in places like schools or the police service. Producing educational resources to be used by teachers
- Promotion – the NIHRC is involved in debating and discussing the way that government and public bodies treat us to ensure that new or existing laws meet our needs and are in line with International Human Rights standards
- Advising government – on its obligation to uphold Human Rights. This also involves lobbying government when changes need to be made to services, e.g. prisons, schools or inquiries need to be carried out

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[2])

Answers may repeat a few of the points set out in the source with limited explanation of each. 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 an appropriate explanation of each. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary, and 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 of each. 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 utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar. AO2 [6]

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Personal Development

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

- If you buy an item on instalments and can't pay the money back as they have too many outgoings. Once payment is missed the company will charge high interest rates and you end up paying a lot more for the item
- Some deals reduce your monthly payments but you have to pay a larger cash amount at the end of the payment period. Some people may forget about this payment and can't afford to pay and a high amount of interest may be charged
- Bills may be paid weekly, fortnightly, monthly and quarterly so if you don't budget your money carefully you may end up in arrears for a number of household bills, e.g. gas, oil, electric, phone, etc.
- If you do not pay your credit card bill the credit card company may charge high interest rates that may be difficult to pay back causing debt
- New-born babies cost a lot of extra money that needs to be planned for and this extra expenditure can be difficult for a family, e.g. nappies, milk, cots, etc.
- Monthly/weekly wages may be reduced after a period of time if someone is off sick/ill for a long time yet the household bills, etc. still have to be paid out of the reduced income received
- Money may be spent to keep up an addiction/habit (drugs, alcohol, spending, smoking), and because of the need for the addiction other living costs may be ignored to pay for the addiction

Or any suitable alternative

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

AO1 [4]

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

- May not be able to meet their household bills, e.g. food, rent/mortgage/electric, etc. which may cause health problems for the family during the winter months
- No money to cover unexpected expenses, e.g. car or boiler for heating system breaking down which may be a serious inconvenience

- Money may have to be borrowed from a financial institution/ family/friends, etc. which will further increase their outgoings
- May have to get a bank loan and pay interest, causing further stress and spiralling of debt
- Credit may not be readily available due to unemployment/credit history and the family may need to borrow money from loan sharks
- Family may lose their home/repossessed or declared bankrupt if mortgage payments are not keeping up-to-date. This will make it more difficult in the future for the parents to buy their own home
- Emotional and social issues – arguments, relationship difficulties/neglect/stigma/embarrassment, alcohol/drug abuse, problems with loan shark/violence
- Loss of luxuries for all members of the family

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 contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

10

Employability

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

- The law states that an employer must ensure that their employees work in a safe and healthy environment, otherwise they will have penalties imposed on them
- A safe and healthy area will mean that employees will carry out their work in a more efficient manner and thus could result in more profit for the employer
- A safe and healthy area will motivate employees and thus they will be happier in their work

Or any suitable alternative

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

AO1 [4]

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

- The employee will become more motivated and thus will achieve a high degree of satisfaction
- The employee will build up a good relationship with their employer and work harder and this may benefit the employer in the long run
- The employee will be able to meet deadlines and possibly earn a bonus or commission
- The employee may enhance their prospects of promotion as a result of their commitment and hence further their career

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[2])

Answers may repeat a few of the points set out in the source with limited explanation of each. 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 an appropriate explanation of each. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary, and 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 of each. 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 utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

Section BAVAILABLE
MARKS

10

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Section CAVAILABLE
MARKS**Local and Global Citizenship**

7 Answers may include reference to any of the following:

Positives

- Youth clubs can organise events to help young people get to know and make friends with people from another religion
- Cross community groups can meet to discuss problems that may be occurring in a community between the different religions and this could solve some of the conflict
- Celebrations and festivals can be organised by the local council to help raise awareness of different religious practices
- Report crimes to the police if sectarianism is witnessed, the PSNI should have a role in the community teaching about combating sectarianism
- The media can be used to highlight the positive aspects of a community that is not sectarian
- Schools in the community can teach pupils about the causes and consequences of sectarianism or schools of different religions could work together

Negatives

- Family and friends may be sectarian and ignore any messages about combating sectarianism
- There may be a lack of funding from the government to organise any events to help combat sectarianism
- Crimes reported may not get a prosecution and this can lead to frustration
- Continued violence between people of different religions can cause anger and mistrust especially if there is a long history of conflict

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[4])

Answers may identify a few of the above points or 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 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 utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [10]

10

Personal Development

8 Answers may include reference to any of the following strategies:

Positives

- The “buy now pay later” culture means people can use their cards to pay for goods even if they don’t have the money, e.g. television, computer but still need to pay for the goods when their monthly bill arrives
- Credit cards are more secure and safer than carrying around large amounts of cash that could be lost or stolen
- The majority of retailers accept credit cards when making purchases which is very convenient if you don’t have cash
- Accepted internationally and therefore can benefit travellers if they don’t have the money to spend while on holiday or need access to additional cash
- You are able to make purchases when you don’t have the money, e.g. Christmas time or special occasion, and pay the money off in one installment or over a period of time
- Some credit card companies offer rewards such as air miles/cash back/points to encourage people to take a credit card and use it regularly
- You are protected if you use a credit card and the company you purchased the item/holiday, etc. goes into bankruptcy
- If you use credit cards to pay for goods on eBay/internet and don’t receive the item you purchased you can claim the money back off your credit card

Negatives

- If credit cards are lost or stolen this can cause concern for the person as someone may use the card to buy goods (fraud)
- Paying for goods online by credit card and not receiving the item compared with buying with cash (fraud). This may cause hassle and stress trying to retrieve the money
- If you do not manage your money account carefully you could end up in serious debt as credit card companies may charge high interest on their credit cards

- If the card is lost it can be inconvenient cancelling the card and waiting for a new card and pin which may take up to seven days

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[4])

Answers may identify a few of the above points or 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 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 utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [10]

10

Employability

9 Answers may include reference to any of the following:

Positives

- A trade union can provide its members with information on their rights and entitlements at work
- A trade union can negotiate pay increase on behalf of its members so that they are paid in line with inflation
- A trade union can ensure that there is career progression for employees so that all workers are treated fairly
- A trade union can negotiate working conditions for members in relation to health and safety, facilities at work, etc.
- A trade union can follow up grievances and disputes for their members in instances of discrimination and unfair dismissal
- A trade union may provide some form of income for workers when they are out of work due to strike action

Negatives

- Workers may feel that the cost of membership is too high as they may never have to use their services
- A trade union may call their workers out on strike which could lead to a loss of earnings for the worker and result in a break of service
- Decisions made on behalf of the members are binding on all members whether or not they personally agree with decisions made on various issues

Or any suitable alternative

Level 1: ([1]–[4])

Answers may identify a few of the above points or 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 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 utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [10]

AVAILABLE
MARKS

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Section C**20****Total****80**