



General Certificate of Secondary Education
2012

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

FRIDAY 11 MAY, AFTERNOON

**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:

- War on Want/War-Want
- Trócaire
- Action Aid
- Christian Aid
- Oxfam
- UNICEF
- St Vincent de Paul
- Save the Children
- Children in Need
- Sport relief/Comic relief

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- aid – provide food, water, healthcare to people who might not have access to these goods and services because of the conflict
- support/counselling – provide support and offer counselling to people who have been affected by conflict. These can help them to overcome traumatic experiences
- fund raising – raise funds in order to provide goods and services such as food, water and health care
- raise awareness – make governments and the public more aware of the situation. This could lead to greater support for their cause which might influence other countries to put pressure on those who are responsible for the conflict to reach a settlement
- lobby government – promote support for their cause within government which might influence action at a national/global level to put pressure on those responsible for the conflict to reach agreement

- Mediation ([2] with an explanation)
- Peacekeepers ([2] if they give an explanation)

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:

- school visit – an NGO can visit the school and give a talk/presentation about its work and how it benefits others. They can encourage young people to become actively involved in its work
- media – an NGO can use the media to target its message at young people. For example, it could have a website with a section dedicated to young people that presents information about its work (include advertising)
- volunteering – provide opportunities for young people to participate as a volunteer in activities. This experience would give young people an insight into its work and perhaps encourage them to become more involved (include fundraising with this one)
- events – hold an event for young people which would enable them to learn more about NGO work. They might find this interesting and want to become more involved in NGO activities
- competitions – hold a competition for young people based around the work of the NGO. This provides an opportunity for young people to find out more about its work and could motivate them to get actively involved
- looks good on a C.V. – if the N.G.O. tells young people to volunteer for this reason

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

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

- any ethnic minority group
- women/men
- disabled people
- gay/lesbian
- transgendered people
- elderly people
- people with different religious or political views
- homeless
- gypsies
- vulnerable groups
- different racial groups
- newcomers
- young people
- travellers

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- The Sex Discrimination (NI) Order – prohibits discrimination against individuals on the grounds of their sex
- Section 75 of the Northern Ireland Act – concerned with promoting equality of opportunity. It requires public authorities to ensure that people are treated equally regardless of their religious belief, political opinion, racial group, age, marital status, disability or sexual orientation
- Race Relations Order – outlaws discrimination on grounds of colour, race, nationality or ethnic or national origin and based on promoting equality

- Disability Discrimination Act or NI (Order) – protects the rights of disabled people and outlaws discrimination against people with disabilities. The Order also places a duty on employers to promote positive attitudes towards disabled people
- Equal Pay Act – makes it illegal for employers to discriminate between men and women in terms of their pay and conditions
- Fair Employment and Treatment NI (Order) – makes it unlawful to discriminate against someone on the grounds of religious belief or political opinion

Or any suitable alternative

Up to [2] depending on the detail of the explanation AO2 [2]

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

- advance equality – promote equality of opportunity, encourage good relations and challenge discrimination through promotion, advice and enforcement
- reduce discrimination – by promoting equality, good practice and educating people about their rights, people can learn to be more understanding and respect others who are different. Therefore, they may be less likely to discriminate against others
- good relations – promote good relations between people of different racial groups. This can help people from minority racial groups and the local community to better understand each other and reduce tension and discrimination
- 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
- equality information – provide advice and information to employers about equality legislation
- investigative and enforcement powers – the Equality Commission can investigate complaints and ensure that employers comply with equality legislation

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:

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

Not accepting passport

Or any suitable alternative
(2 × [1])

AO1 [2]

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

- family members – parents and other family members might hold strong negative views about people of different identities which a young person might start to accept as “true” or “right” and begin to develop the same type of bias attitudes
- friends/peers – might hold negative stereotypical views about other identities which could lead to a young person accepting these views in order to remain part of the group
- media – the media might present a negative image of people with different identities which could influence a young person’s perception of them
- community – the local community might reinforce a young person’s views about others who hold different identities and may lead to prejudiced views about others who do not share their beliefs
- churches/religion

- schools
- past experiences

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:

- human decency – if a young person expects to be treated with respect he/she should also treat others with respect. This leads to a better understanding between different groups and to mutual respect
- reduces tension – treating each other with respect can reduce tensions between different groups and can lead to a more peaceful society
- good/community relations – showing respect for others who are different encourages them to do likewise. This can contribute to “good” relations between different groups and supports cultural diversity
- community spirit – in a community where people show respect for each others’ differences there is likely to be a greater sense of togetherness and community spirit
- law – school rules

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section BAVAILABLE
MARKS**Source Based**

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

- OFMDM – supporting ministers and institutions of government, managing a programme of government, promoting better community relations, equality, diversity, social inclusion and rights, targeting social need
- Agriculture and Rural Development – responsible for food, farming, and environmental policy, and the development of the rural sector in Northern Ireland
- Culture Arts and Leisure – supports culture, sport, museums, libraries and fisheries. Promotes creativity, innovation and cultural diversity and aims to encourage people to develop an appreciation of culture
- Department of Education – responsible for education to post-primary level and improving standards and quality of education. Promotes community relations between schools and teacher education
- Department for Employment and Learning – promotes learning and skills to prepare people for work and to support the economy
- Department of Enterprise, Trade and Investment – responsible for economic development in terms of Enterprise, Social Economy, Innovation, Energy, Telecoms, and Tourism in Northern Ireland
- Department of the Environment – promotes and protects the natural environment and responsibility for planning and development
- Department of Finance and Personnel – responsible for Northern Ireland's budget and departments' spending
- Department of Health, Social Services and Public Safety – responsible for managing health and social care, public health and safety. Produces policies and legislation and raises public awareness in these areas
- Department of Regional Development – responsible for planning and development, transport and roads
- Department of Social Development – responsible for housing, urban regeneration and addressing social needs

- Department of Justice – responsible for safety of people, and for providing a fair justice system. It has five agencies – prison service, courts and tribunals service, compensation agency, forensic science agency and youth justice agency
- Promote or support [1]

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:

- young people's future – young people have a vested interest to ensure that they live in a stable and safe society with a sound economy. By voting for the political party/people who best represent their views they can help to shape the type of society in which they live
- obligation/duty – young people are expected to vote in order to maintain a healthy democracy. They might vote out of a sense of duty
- interest in politics – young people might take an interest in politics and vote to express their political views and to have them represented
- self-interest – there are specific issues which can affect young people, for example, university fees, employment, leisure facilities, education and might want to vote on the basis of these issues
- care about society – young people could feel that politics is important and want to influence how society is governed for the common good

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 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 appropriate explanation of each. 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 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 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

- democratic institutions of government – the Agreement led to the establishment of the Northern Ireland Assembly and Executive. This provides a forum for reaching agreement through discussion without resorting to violence
- government bodies – Equality Commission and Northern Ireland Human Rights Commission. These organisations ensure that people's human rights are upheld
- north/south bodies – British Irish Council established to promote cooperation and better relations
- dual citizenship – by recognising the right of people living in Northern Ireland to hold either or both Irish and British citizenship the agreement reduced the tension around nationality
- promotes equality, diversity and inclusion – the agreement promotes the idea of an inclusive society in which everyone is treated equally and advocates respect for others from different backgrounds and traditions
- justice – reform of policing and establishment of Department of Justice and the office of the Police Ombudsman aim to ensure that the justice system is fair for everyone
- decommissioning of arms – the agreement required paramilitary groups to decommission illegally held arms. This makes it more difficult for these groups to resort to the violence of the past

- self-determination – people of Ireland have the right to determine whether Northern Ireland remains part of Great Britain or forms part of a United Ireland. This means that people have a free choice and that this decision is less likely to be achieved through violence than consent

Negatives

- democratic process takes time – difficulty for different parties to reach agreement on certain issues such as justice. Can take time to reach consensus before implementing parts of the Agreement. In the meantime divisions and tension still exist in society
- does not satisfy everyone – not everyone agrees with the Agreement and how it is being implemented. For example, some nationalists feel it has not gone far enough in providing the conditions for a United Ireland while some Loyalists feel that aspects of the Agreement undermine Northern Ireland's position as part of Great Britain
- difficult to build trust – there is lack of trust between the main political parties and no consensus on a shared future. This lack of trust is seen at community level and leads to continued tension between the two main Catholic and Protestant communities
- financial restraints – limited budget to provide support at community level for cross-community contact schemes which means there are reduced opportunities for young people to meet others from different communities. This can lead to ignorance and prejudice views about others
- lack of public debate – the Agreement has not lead to greater cross-community public debate around sensitive issues. Without the opportunity for this type of discussion people are likely to retain traditional views which can reinforce community division
- accept the release of prisoners as negative or positive

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.

AVAILABLE
MARKS**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****Assessment Objectives Grid**

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