



General Certificate of Secondary Education  
2013

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## **Learning for Life and Work: Modular**

Unit 3

Local and Global Citizenship

**[GLW41]**

**FRIDAY 10 MAY, MORNING**

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**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:

- Alliance Party
- Democratic Unionist Party (DUP)
- Green Party
- Sinn Féin (SF)
- Social Democratic Labour Party (SDLP)
- Ulster Unionist Party (UUP)

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- vote in elections – can vote for political representatives
- human rights – everyone has Human Rights protected by law
- laws – protect people and everyone is treated equally and has a right to a fair trial
- freedom of expression – can freely express views
- government has to act within the law – people protected from injustice and oppression by the state
- basic human rights – to healthcare and education
- cultural diversity – different
- participating in democracy – volunteering

Or any suitable alternative

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

AO2 [2]

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

- serves their interests – government make decisions which affect young people. By voting they can influence these decisions
- shapes the future – by voting young people can influence decisions which can affect their future, e.g. education and jobs
- support democracy – democracy depends on people's participation and in particular young people's involvement
- young people's voice – voting gives young people a say in determining which party is elected to government and therefore in how the country is governed, gives them knowledge and a better understanding of democratic process
- active participation
- civic responsibility – they feel they should vote

Or any suitable alternative

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

AO2 [2]

5

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

- law – or an example of enforcement/sanctions
- policies
- through agencies such as the Northern Ireland Human Rights Commission and Equality Commission
- educate/raise awareness – ensure rights are not abused or taken away

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- Article 3 – right to life liberty and security of the person. Everyone has the right to be kept safe
- Article 12 – right to privacy. No one should have their post opened or private communications interfered with
- Article 21 – right to vote. Everyone had the right to participate in elections and vote for who they want to represent them in free and fair elections
- Article 23 – right to equal pay for equal work. Everyone has the right to be paid the same rate of pay for the same type of work and not be discriminated against
- Article 25 – right to adequate health and well-being for self and family. Everyone has the right to food, medical care, clothing and housing
- Article 26 – right to free education. Children have a right to free elementary education

Any other human rights accepted  
Or any suitable alternative

[1] for the correct identification  
[1] for the accompanying explanation  
(1 × [2])

AO1 [2]

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

- school/teacher – young people can learn about Human Rights in Citizenship or in other subjects
- NGOs – can learn about Human Rights from NGO websites or guest speakers who visit the school
- newspapers/magazines – these often report Human Rights stories
- TV – television programmes including the news and documentaries often cover stories about Human Rights in other countries
- Internet – NGO and other websites are often dedicated to promoting Human Rights, e.g. Amnesty International
- MLA/politicians
- Equality Commission
- NIHRC

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:

- skills of working with others
- communication skills
- personal development
- building relationships
- improved self-confidence/self-esteem
- knowledge and understanding about the work of the NGO
- knowledge and understanding about the history of the NGO
- good for CV
- wages
- experience
- educate (themselves)

Or any suitable alternative  
(2 × [1])

AO1 [2]

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

- shelter – provide homeless people with a place to stay
- food – provide food to those in need
- clothing – provide clothing to those in need
- resolve conflict – work with different groups in the community to support/build relations and resolve differences
- substance abuse – help people who are addicted to drugs to manage their habit and stop taking drugs
- short-term/long-term aid
- fund raising ([2] with an explanation)
- lobby government
- improving the local environment
- provide advice (with an explanation will gain a further mark)

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:

- school visits – guest speakers from NGOs can talk to young people about their work and encourage young people to become involved
- media – NGOs can use the media to communicate their views to young people and encourage them to join their organisation
- public events – NGOs may have events targeted specifically for young people to encourage their support
- young people – the NGO could ask its youth members to encourage other young people to become involved. Young people are more likely to be persuaded to join by others of the same age group
- tell/show them incentives, e.g. benefits, skills/CV experience
- raising awareness

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

**Section A**

AVAILABLE  
MARKS

10

**20**

**Section B****Source Based**AVAILABLE  
MARKS

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

- music – different cultures use musical instruments associated with that culture and have different traditional forms of music
- dance – different cultures have traditional forms of dance. They express their cultural identity through dance
- language – people from different cultures may have different languages. They express their culture in the way they use their language to communicate with others
- dress – people from different cultures may have a traditional dress. People can express their cultural identity by wearing their traditional costume
- diet – people from different cultures have traditional cuisine, e.g. seafood, curry, pasta, rice, etc. The type of food they eat and the way they prepare it is an expression of their cultural identity
- religion – people from different cultures may hold certain religious belief and practices which are specifically associated with their culture
- celebrations/festivals – (parades are part of celebrations)
- flags
- school
- sport

Or any suitable alternative

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

AO2 [4]

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

- lonely – may have difficulty making new friends and feel alone
- language – may have difficulty communicating with people if s/he does not have a good understanding and use of English language
- customs/traditions – have to learn about the different customs and traditions of local people. Takes time getting used to living in a new community and culture
- discrimination – may face prejudice/discrimination. This could make them feel vulnerable
- school/college – may have difficulty “fitting in” with others in new school or college

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**

- school policy – the school might have an inclusion policy which outlines the different ways that it promotes inclusion (including anti-bullying policy)
- school cultural events – celebrate different cultures by having school events which acknowledge different religions, festivals, languages, diet/food, etc. This encourages all young people to feel a sense of belonging
- curriculum/lessons – pupils can learn about the social inclusion through the school curriculum and lessons, e.g. Local and Global Citizenship, RE
- positive behaviour – promote inclusion by encouraging positive behaviour towards others who are different and take a firm stand against those who act to exclude others
- extra language classes
- SEN support
- chair lifts
- interpreter – classroom assistants
- mentoring/buddy system
- use of school council

**Negatives**

- policy ignored – the policy may be ineffective in promoting inclusion if it is not implemented or if it is ignored
- school events – these may fail to include some groups of young people who may still feel excluded
- curriculum/lessons – learning about social inclusion may have little or no impact on some individuals who may continue to act in ways which exclude others
- positive behaviour – promoting inclusion through behaviour towards others and dealing with individuals/groups who act in ways to exclude others may have little or no impact, especially if this type of behaviour is reinforced by their contact with significant others outside school
- negative influence of parents
- sectarian issues may prevent a fair system

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]

**Section B****Total**AVAILABLE  
MARKS

10

20

40

**Assessment Objectives Grid**

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>
<b>AO1</b>	1	5	10		
<b>AO2</b>	4			10	
<b>AO3</b>					10