



Rewarding Learning

**General Certificate of Secondary Education
2016**

Learning for Life and Work: Linear

Unit 3

[GLW31]

FRIDAY 13 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] 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 **two** from the following suggested answers:

- money
- people/volunteers
- supplies/resources – depending on NGO work could include medical, clothing, food, water etc.
- facilities – building/office space
- desks/computers etc.
- transport
- communication work

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- develop skills – young people can develop skills such as communication and working with others. They learn to work with others as part of a team and to communicate their ideas
- knowledge and understanding about the work of the NGO – young people learn about the work of the NGO and the issues/causes it supports
- personal development – helps the young person to develop their emotional intelligence and positive attitudes and dispositions such as empathy and commitment. They learn more about themselves
- meet new friends/building relationships – the young person can meet new people and make new friends. They learn to build relationships with others
- improved self-confidence/self-esteem – young people gain confidence and satisfaction from doing something worthwhile and of value
- work experience – young people gain valuable experience of working. They can include this in their CV. They can demonstrate this experience at job interviews

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

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

- aid – provide food, water, shelter, healthcare to people who might not have access to these goods and services because of the effects of the natural disaster
- counselling – provide support and offer counselling to people who have suffered. For example, people might need help with coming to terms with losing a loved one or with losing their home and possessions
- fund raising – raise funds which are necessary to provide goods and services such as food, water and health care
- publicity/raise awareness – make governments and the public more aware of the effects of the natural disaster. The publicity could lead to the government and public providing greater support
- lobby government – meet with government decision makers. Influence the government to take action to provide aid to those in need

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE
MARKS

Personal Development

AVAILABLE MARKS

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

- Cheap to buy
- Part of the culture/bars/restaurants
- People enjoy the effects
- Socialising (friends/family)
- Industry employs many people/jobs
- Government gets money from VAT/tax

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- Fresh challenge as you would have the opportunity to start in a new job which you have always wanted and you feel excited by the challenge ahead
- May have mixed feelings leaving the old job due to problems you may have had, e.g. stresses/ease or less pressure/worry
- Improved self-esteem/confidence as you have the opportunity to further develop your skills/enjoy the work/feel better about the work/meaningful work
- Feeling of accomplishment as the organisation has seen the value of your skills and abilities and you are playing your role in its success
- Excited about the new challenges ahead and the opportunity to possibly earn more money to further improve your lifestyle

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:

- Parents may not have the skills to prepare and cook nutritious meals and will only use convenient or fast food meals which are often high in calories, fat, salt and sugar
- Parents may not cook healthy meals as children/young people may not eat or enjoy meals which include vegetables, potatoes etc. which costs and wastes money
- Parents are rushed off their feet due to the increasing demands of life and family schedules so have little time to shop and buy healthy ingredients
- Children may want only convenience food to eat as they spend more time in front of the computer or playing video games, rather than riding bikes, skating or other outdoor activities
- Family may prefer to use fast food outlets as the food is served quickly (drive through) in many fast food restaurants compared to the length of time it would take to cook a fresh family meal from scratch

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE
MARKS

Employability

AVAILABLE MARKS

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

- loyalty
- patience
- hardworking
- reliable
- punctual
- efficient
- enthusiastic
- commitment
- flexibility
- honesty
- responsible

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- they will be in a position to offer advice and support regarding the setting up of the business
- they can provide support in the form of grants or loans to assist the entrepreneur with financial funding
- they can provide training seminars and workshops on marketing, information technology, etc. to assist with network opportunities
- they can provide Business Clinics where entrepreneurs can discuss problems that they may encounter

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:

- They will need to find out if there is any competition as they will need to decide how they are going to overcome this
- They will need to find out if there is a demand for their product/service as the business could turn out to be a failure
- They will have to find out what price their customers are prepared to pay for their product/service so that they will be able to charge the correct price
- They will need to find out information about starting up a business, e.g. grants available, etc.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

10

Section A

30

Section B

Source Based

Local and Global Citizenship

AVAILABLE
MARKS

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

- equal opportunities – equality laws help to ensure that everyone is treated equally and have equal opportunities. They help to create a fairer society
- reduces discrimination – equality laws help to reduce discrimination in society. If someone discriminates against another person they could be taken to court. This can be a deterrent
- promotes inclusion – encourages people to respect others who are different and can create a fairer and more inclusive society
- changes culture – equality laws encourage changes in culture and attitudes towards people from minority groups. Equality laws highlight the importance that government and society place on equality. This can encourage others to reflect on their attitude and behaviour.

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:

- dance – different cultures have traditional dance forms. They can demonstrate this at celebrations
- music – different cultures use musical instruments associated with that culture and have different traditional types of music which they can share at local events/festivals
- 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 beliefs and practices which are specifically associated with their culture
- celebrations/festivals – (parades are part of celebrations) people often express their cultural identity through celebrations such as the Chinese New Year. The celebrations usually include people wearing traditional dress, playing traditional music and traditional dance

- symbols/flags/murals – people can express their cultural identity by displaying symbols or wearing symbols as badges, by flying flags or by painting murals on walls
- sport – people may have traditional sports which are associated with their culture. People can celebrate their culture through sporting events

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. 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. 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. 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

AVAILABLE
MARKS

Personal Development

AVAILABLE MARKS

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

- Some young people want an image that helps them fit in with the crowd as they don't want to be seen as different to avoid being bullied or being called names
- May reflect an aspect of their personality/belonging to a particular group identity by the clothes they may wear
- Young people don't like to be different from their peers so will follow the latest trends to fit in
- May feel pressurised by their peers to dress in a similar way to avoid bullying/name calling
- Make them feel happy/popular as they are viewed as being trendy, well dressed and good looking
- May be judged by their peers by the clothes/brands they wear due to the marketing strategies aimed at young people/celebrities

Or any suitable alternative

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

(2 × [2])

AO2 [4]

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

- May have a clear sense of who they are, which will give them more confidence about their sexuality and to do what they want to do
- A sense of relief knowing they have told people which will help them be less confused about their feelings and emotions
- May feel confused about telling people about their sexuality which may cause them stress and anxiety
- May be discriminated against because of their sexuality which will make them feel vulnerable and isolated
- May lead to low self-esteem and lack of confidence because of the fear of not being accepted by friends or family
- May be fearful of being attacked/called names by others who do not accept them for who they are

Accept any valid alternative

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

Employability

AVAILABLE MARKS

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

- Production may be slowed down so therefore the business may be unable to meet the required deadlines and this could have an impact on clients returning to the business
- Loss of profits for the business as a result of work not being completed by the skilled personnel
- Updated training programmes for all staff so that workers are skilled in as many areas as possible and this could cost the business money for the training programmes

Or any suitable alternative

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

AO2 [4]

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

- If they are working after school they may not have time to do their homework and this could have an impact on their school work
- They may be too tired to get up for school the following morning after working and so may decide to stay at home, which could mean that their absences would hinder progress at study
- They may like earning money and hence decide to give up school, therefore they will not have achieved the qualifications they were aiming for
- they may become stressed as a result of managing schoolwork and a part-time job
- a person may become depressed as they may miss out on social events and therefore lose contact with their friends

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 B**AVAILABLE
MARKS**

10

30

Section C

AVAILABLE
MARKS

Local and Global Citizenship

7 Answers may include reference to any of the following:

Positives

- programme for Government – develop and implement policies/strategies to build an inclusive and more cohesive and peaceful society
- building ‘good’ relations – *Together Building a United Community* strategy developing and implementing strategies which develop local communities and cross-community collaboration. This helps to break down barriers between people from different communities, improves relationships and reduces, conflict
- fund community projects – ensure funding is available to support community development and cross-community projects. This helps to improve communities and builds relationships between people from different communities and cultures and can reduce tension
- young people – create opportunities for young people to make a positive contribution to the community and to meet others from different communities and cultures. This helps young people to learn about each other and build relationships
- develop integrated social housing – encourage Catholics and Protestants to live together by providing integrated housing. People can learn to live together as part of the same community. This can reduce conflict between different groups
- develop integrated and shared education – provide opportunities for young people from different communities to be educated together. Young people learn about each other. This helps build relationships
- educate/raise awareness – about diversity, inclusion, sectarianism and racism. Encourage people to respect others who are different. This encourages people to think about how they should treat others
- promote racial equality – create and implement policy/strategies to promote racial equality and which tackle racism and hate crime. People become more aware of racial equality and may support anti-racist initiatives
- laws and law enforcement – review and create and enforce laws to deal with sectarianism and racism and other forms of discrimination which can lead to conflict

Negatives

- lack of funding – there may be a lack of funding to fully implement policies and strategies which aim to reduce conflict. The causes of conflict may not be adequately addressed
- inequality – there may not be enough money available to finance all community/cross-community projects. Some projects/areas may receive funding others may not. This can lead to inequalities within areas. The causes of conflict still exist in some areas
- ‘good’ relations initiatives not supported – not everyone may be willing to

mix with others from different communities or from ethnic minority groups. In some areas this can remain an issue

- youth engagement – some young people may not be interested in their local community or cross-community work. They may remain disengaged and possibly retain sectarian views
- integrated housing – this may only work for a minority of people from Catholic and Protestant communities. There is not enough integrated social housing to people on offer of a large scale. The idea may only appeal to a minority of people
- integrated/shared education – not all parents may be willing to send their children to an integrated school, to a shared campus or to have their children learn in shared classrooms. Young people may not want to participate in these initiatives
- educate/raise awareness – about diversity, inclusion, sectarianism and racism. This may not be effective in changing people's attitudes and behaviour
- laws/law enforcement ineffective – there is already legislation in place to address discrimination and hate crime. This does not prevent conflict
- crime – it is often perceived by local people that new citizens (immigrants) are associated with criminal behaviour. This might increase tension between the local population and immigrants

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]

AVAILABLE
MARKS

10

Personal Development

AVAILABLE MARKS

8 Answers may include reference to any of the following:

Positives

- The media may have a limited influence on young people who are capable of independent thinking and decision-making
- The media often portray the importance of family values (respect, tolerance) which may have a strong influence on how young people behave, e.g. family shows
- The media often portray a sense of morality through religious programmes which can influence young people's attitude to relationships
- Role models in the media can promote how young people should behave and therefore promote and encourage healthy relationships, e.g. respect for one another, communication
- The media can educate young people on aspects of sexual relationships by giving information and advice

Negatives

- The media has a very powerful influence on the way people think and behave about relationships through popular TV programmes such as soaps etc. when domestic violence or aggression are shown
- Soap operas and reality television can portray certain standards of sexual behaviour which seem to be the norm and acceptable within society
- It can sometimes be difficult to separate fiction and real life due to the increase of reality television and what is seen as acceptable behaviour, e.g. young people having sexual relationships
- Reality television shows that young people can become famous very quickly making it difficult for personal relationships to survive and for family circumstances/difficulties to be exposed
- Articles in teenage magazines may discuss sex and relationships which may put negative pressure on teenagers to have a relationship which they are not ready for/give confidence/build self-esteem

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]

AVAILABLE
MARKS

10

Employability

AVAILABLE MARKS

9 Answers may include reference to any of the following:

Positives

- It may be necessary to acquire new skills in order to increase an individual's knowledge of various jobs
- Gaining further learning may assist the individual to develop their existing skills in order to become more motivated and therefore enjoy greater job satisfaction
- With further learning the individual may obtain more qualifications and thus may improve their chances of promotion and hence command a better salary
- Self-esteem can be raised and thus help the individual to feel a greater sense of loyalty to their job

Or any suitable alternative

Negatives

- Gaining further learning may prove to be quite expensive for the individual as training courses cost money
- Qualifications gained through further learning may not necessarily lead to any further enhancement for the individual
- Social commitments and family life may suffer as a result of further learning at training courses in the evenings and possibly weekends
- The individual may suffer low self-esteem if they are unable to complete a training course

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 identify some of the points listed with a brief assessment 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: ([8]–[10])

Answers will identify most of the points listed and provide a detailed assessment 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.

AO3 [10]

Section C**Total****AVAILABLE
MARKS**

10

20**80**