



**General Certificate of Secondary Education
2017**

Learning for Life and Work: Linear

Unit 3

[GLW31]

FRIDAY 12 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:

- Chinese
- Indian
- Pakistani
- Polish
- Lithuanian
- Croatian
- Irish Traveller

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- parades/marches – seen by one community as an expression of their cultural identity and by the other community as a threat
- symbols/flags/murals – can represent the cultural identity of one community but viewed as intimidating by another community
- language – the promotion and use of a national language can cause tension where there are other communities with different cultural identities who want to promote the use of their language
- music/songs – people from different cultures express their cultural identity through music and song. Playing traditional music/songs beyond their local community can lead to tension as people from another community might object
- religion – there might be groups of people with different religious beliefs. The religious beliefs of one group might conflict with those of another group causing tension

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:

- conflict prevention – use diplomatic measures to resolve issues between countries before they lead to conflict
- mediation – facilitate discussion and agreement between conflicting groups and negotiate cease fires
- peace enforcement – use of military force to intervene in conflict situations and remove threats to peace
- peace building – protect civilians and support the development of society by enabling them to build and maintain civil society and democratic institutions necessary to support peace
- support democracy – support the establishment of rule of law, free elections, political and democratic processes
- disarmament and demobilisation of those involved in conflict – decommissioning weapons and supporting reintegration of those involved in conflict into society
- boycotts and sanctions – member states of the UN can apply economic sanctions to put pressure on another country posing a threat to world peace. These include trading restrictions which can affect its economy

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:

- Could talk to parents/teacher/honest with parents
- Weigh up the advantages and disadvantages (self-evaluation)/research
- Not going out to avoid tricky situations/staying in the house
- Choose friends carefully/new friendships
- Avoid people who do not accept you or who you are try a new sport
- Take up a new hobby
- Helpline for advice
- Stay in education
- Don't do it
- Don't do anything you don't want to do

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- Loss of driving licence/inconvenience of not being able to drive for work, family or sporting reasons
- Social stigma of having a conviction for driving under the influence of drugs that is socially unacceptable
- Possible loss of employment/unable to drive a car to carry out his/her work commitments
- May find it difficult to get a job due to conviction/not being able to travel to work or carry out a job in which driving was required
- Inconvenience as the person travelling to work will have to use public transport or depend on a lift from colleagues
- Increased costs when insurance is required/increase in premiums for a drink driving conviction
- May cause conflict between family members having to drive the person around due to their driving ban
- May face a fine and may not be able to afford the fine which may cause problems at home/family
- Jail – illegal to take drugs and drive a car so may have a criminal record, this may affect future employment prospects

- Crashing a car/accident may cause death or serious injury to young person or others/reactions may be affected

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:

- The young person may want to impress other group members by taking risks which may affect their health, e.g. joy riding, taking drugs, anti-social behaviour etc./to be cool
- May be viewed as the leader of the group and feel pressure from others within the group to take part in riskier activities to maintain the 'top' role
- The young person may be the group leader and the peers within group may follow their lead to show loyalty and respect for the group leader
- Members of the group may show off in front of each other to gain status and favour within the group, e.g. joy riding, taking drugs, anti-social behaviour etc.
- To fit in and impress group members the young person may become involved in risk-taking behaviour.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

10

Employability

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

- a verbal warning
- a written warning
- demoted
- suspended
- dismissal from their job

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- to attract more customers as they will want to be seen as environmentally friendly
- recycling and reusing could work out cheaper for the business and save them money in the long run
- it will enhance their corporate image as they will have an awareness of carbon footprint

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:

- under this Order, people of all races, colours, nationalities or ethnic origin must be treated equally during the recruitment process
- this law protects the employee's rights in that it states that the employer should not treat an individual unfairly in the workplace because they are of a different race, colour, nationality or ethnic origin
- the employer may face charges in court if they allow any of their employees to discriminate against other employees because of their race, colour, nationality or ethnic origin

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:

- participate in democratic dialogue – work with other parties to make decisions about Northern Ireland’s future
- represent the electorate – listen to the electorate and make decisions and policies which will lead to improvements in the Northern Ireland economy and society
- create legislation – make laws which will protect people, promote equality and diversity and ensure that Northern Ireland is a safe place in which to live and work
- promote human rights/equality – work to ensure that the terms of the Belfast (Good Friday) Agreement are met, for example, by promoting human rights, equality and diversity
- lobbying – lobby other governments to support and invest in Northern Ireland’s economy
- promote community relations – work with local communities/community groups to improve relations
- raise awareness – raise awareness about their role and work at public meetings/events
- education – engage with young people in schools to explain their role and work

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:

- ensures laws are in place to protect human rights. For example, equality laws to ensure people are protected from discrimination and are treated equally
- supports the work of the Northern Ireland Human Rights Commission and Northern Ireland Equality Commission which work to safeguard and promote human rights
- raises awareness/educate people about human rights. Make people aware of their human rights
- ensures young people are taught about human rights in schools
- promotes human rights through government policies. Ensure that

government policies comply with Human Rights legislation

- ensures authorities/public bodies with responsibility for promoting and complying with human rights laws do so

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

Personal Development

AVAILABLE
MARKS

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

- Not enough money to pay household bills, e.g. food, rent/mortgage/ electric/essentials, etc. which may cause the family to go into debt
- May cause health problems for the family members such as young children especially during the winter months if there is no money for oil/ gas
- No money to cover unexpected expenses, e.g. car or boiler for heating system breaking down which may be a serious inconvenience/cold in the winter
- 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/luxuries

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:

- Keep to a budget and track spending so you can work out a budget to reduce your spending to try and improve your financial situation
- Take free advice from Citizens Advice which will help the person find suitable ways to reduce their debt
- Prioritise debts by paying the most important first such as the mortgage or electricity bill
- Talk to creditors to re-negotiate the terms of the loan/mortgage or credit agreement to avoid repossession of goods from home/bankruptcy
- Borrow money from friends/family as they may not charge interest to help the person through a difficult situation
- Debt consolidation where a person has a number of loans and these are merged together into one manageable payment over a longer period of time
- Citizens Advice can give information on what benefits/government support the person may receive
- Citizens Advice can give advice how to cut back on spending to help save money/earn extra money
- May need to find a second job to work extra hours to help pay off the debt faster
- Help from friends/family/loans/advice to help pay off some/all of the debt
- Loan sharks/money lenders may be used in an emergency to pay off debtors
- Credit card/balance transfers may be used to move the debt around giving the person more time to pay
- Selling personal items on Internet, etc. to help raise extra cash to pay off the debt

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.

AVAILABLE
MARKS

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

- the self-employed person will have the opportunity of keeping all the profit for themselves and this will lead them to work hard in order to earn more profit
- running a successful business will provide the self-employed person with the opportunity of trying out new ideas and thus provide them with greater job-satisfaction
- the self-employed person will be provided with the opportunity to make all their own decisions and therefore can work flexible hours and take their holidays when it suits them
- the opportunity to be one's own boss will motivate the self-employed person and this can boost their self-esteem and self-confidence

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:

- the business will open 24 hours a day, 7 days a week, which may result in an increase in sales for the business
- an increase in the sales of a business will ultimately lead to an increase in profits for the business which will provide extra finance for the owners
- businesses may save money by trading on the internet as they may not have to pay large overheads if they have no showrooms or premises
- businesses may become better known worldwide which could lead to an increase in productivity and sales
- some savings gained through the new technology can be used to lower prices and thus attract more customers
- less staff will be needed as the trading is now automated and this will obviously save money for the business

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

30

Section C

Local and Global Citizenship

AVAILABLE
MARKS

7 Answers may include reference to any of the following:

Positives

- fundraising – hold fundraising events and campaigns to raise money to support causes, e.g. homelessness, cancer, poverty and child abuse. The money raised is used by Non-Governmental Organisations (NGOs) to fund work in these areas
- lobby government – highlight social issues that need government action. Engage with government decision makers to persuade them to act to support its cause
- public awareness – make people aware of social issues and the work of NGOs through the media, fundraising events, campaigns and newsletters
- encourages empathy – encourage people to think more about others. This helps create a more caring society
- support/aid – NGOs provide aid and support to vulnerable groups in society. This includes shelter, food, water, clothing, medical/health care, education and training
- volunteering/participation – people give up time without payment to help others in society. Volunteers support vulnerable people that need help which they might not otherwise receive
- education – NGOs hold events and offer courses for people this includes visiting schools and teaching young people about the issues/causes they support
- training – provide training for people to help them become more independent or self-sufficient

Negatives

- fundraising – unable to raise enough money to support their work. There are many NGOs supporting different issues/causes they cannot rely on public funding alone to support their work
- campaign fatigue – there are so many campaigns for different issue/causes people might be disinterested in funding/supporting the work of NGOs
- limited impact of lobbying – political decision makers may not want to support or take action to deal with a particular issue/cause
- public awareness – people become desensitised to the issues/causes NGOs are promoting because they are so prevalent in the media and therefore less likely to take an interest
- support/aid – the support/aid that NGOs provides is limited by their resources and funding. Therefore NGOs might not be able to offer support/aid to meet the needs of everyone
- volunteering/participation – NGOs mainly depend on volunteers to support

their work. People might not be interested in giving up their free time to work with NGOs

- education – people might not be interested in participating in NGO events/ courses. People might not want to learn about NGO issues/causes
- training – NGOs cannot provide training to meet everyone’s needs because they have limited funding and perhaps lack experienced qualified staff

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

- Debit cards are more secure and safer than carrying around large amounts of cash that could be lost or stolen
- There is no fee for using your debit card to access bank machines or to purchase items in store
- The majority of retailers (restaurants, shops and garages) accept debit cards when making purchases which is very convenient if you don't have cash
- Able to make purchases when you don't have the money on your person, e.g. for Christmas time or a special occasion, as the money comes straight out of your account
- A person may be protected if the company you purchased the item/holiday, etc. goes into bankruptcy
- Goods may be bought using the 'contactless' debit card which aims to speed up purchases and save time queuing in shops

Negatives

- A person may waste money on impulse buying and not leave enough money in their bank account for bills or essential items
- If debit cards are lost or stolen this can cause concern for the person as someone may use the card to buy goods (fraud) especially on-line
- If you do not manage your money account carefully you could end up in serious debt as banks may charge high interest if you overspend and go into an overdraft
- 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
- Contactless cards may be open to fraud as criminals may scam a debit card to steal money
- Some banks/shops may charge a small fee for using your debit card if under a certain amount or to access your money from your bank account

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

- improved motivation of workers as most employees enjoy being part of a business that invests in modern technology and achieving success
- high levels of profit as increased production usually means increased sales and hence improved profits
- the development of new products would be easier with modern technology and thus a business would benefit from a larger range of products
- new technology may increase the administrative efficiency of a business and thus improve communication
- the internet has provided easy access for people to buy products and services online and this can save them money in the long run as it cuts out the middleman

Or any suitable alternative

Negatives

- people looking for jobs must be adaptable and willing to learn new skills so they will have to undertake training programmes which could be stressful for them
- the workforce may become less skilled as the technology does most of the work
- through time new technology may mean less workers, e.g. redundancies and this will effect employment levels in the locality
- more competition for local businesses through the use of the world wide web

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