



General Certificate of Secondary Education
2017

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

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 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:

- school/teacher
- internet/websites
- TV
- radio
- NGOs
- visiting speakers to school
- library
- books
- magazines
- posters
- leaflets
- media
- local M.P./M.L.A.
- Google
- family

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- provide financial aid – allocate foreign aid funding to tackle poverty in countries around the world
- policies/strategies – develop policies and strategies to deal with global poverty
- international cooperation – work collaboratively with other countries to tackle global poverty
- support Non-Governmental Organisations (NGOs) – provide funding and support for NGOs to tackle global poverty
- provide aid – help those in need, by providing water, food, clothing, shelter, medical provision, health care, counselling, advice, education

- encouraging fair trade
- not accepting creating jobs
- not accepting lower taxes or benefits

Or any suitable alternative

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

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

- poor health – likely to have health problems related to poor diet/nutrition and lack of access to adequate medical provision
- shelter – might have no accommodation and have to sleep on the streets. Their personal safety is at risk. They are vulnerable to disease and unprotected from the weather
- poor hygiene – limited access to clean water for washing themselves and clothes
- clothing – might have few clothes to wear. Clothing becomes worn and dirty
- abuse – suffer physical and verbal abuse. This can affect their health and mental well-being
- marginalised – can make people feel isolated, lonely and not part of society
- not enough money to send children to school
- turn to violence as a result of not having enough money
- involvement in drugs

Up to [2] marks depending on the detail of the explanation AO1 [2]

AVAILABLE
MARKS

5

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

- women/men
- ethnic minority groups (accept examples)
- gays/lesbians/transgender
- elderly
- young people
- people with disabilities (accept examples)
- religious groups (accept examples)
- black
- traveller
- new citizens

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- reduces discrimination – equality laws help to prevent people from being treated unfairly because of for example, race, colour, gender, sexual orientation, being transsexual, age, disability, being pregnant and religious beliefs
- provide protection – employers have a duty to ensure people are treated equally and not discriminated against in the work place. If people are being discriminated they can take their case to court
- promote equality – equality laws help to ensure that everyone has equal opportunities in the workplace
- promotes 'good' working relationships – encourages people to treat others fairly and with respect

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

AVAILABLE
MARKS

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

- mental health – the young person may find it difficult to cope with their emotions. They could become depressed
- behaviour – the young person’s behaviour might change. They may not want to socialise with others
- attitude – the young person’s attitude towards others might change. They could become wary or cautious of others. This could affect relationships with others and the ability to make new friends
- physical abuse – takes time for effects of physical abuse to heal. They could be left with long lasting or permanent effects of abuse
- emotionally challenging – the young person could experience a range of emotional responses which they find difficult to deal with. These might include feeling anxious, frustrated, isolated, angry, lonely, sad marginalised and excluded

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

AVAILABLE
MARKS

5

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

- Chinese
- Indian
- Pakistani
- Polish
- Lithuanian
- Croatian
- Irish Traveller
- Blacks
- Muslims
- Jews

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
- accept – intimidation, offended or not agree

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

(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
- bringing people together – [1]

Or any other suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section A

20

AVAILABLE
MARKS

Section B

Source Based

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

if candidates describe the role of the N.I. assembly instead of the M.L.A.
only [1] to be awarded

Up to [2] marks 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
- support the work of the Northern Ireland Human Rights Commission and Northern Ireland Equality Commission which work to safeguard and promote human rights
- raise awareness/educate people about human rights. Make people aware of their human rights
- ensures young people are taught about human rights in schools

- promote human rights through government policies. Ensure that government policies comply with Human Rights legislation
- ensure 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

5 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 to 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 issues/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 provide 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

AVAILABLE
MARKS

- education – people might not be interested in participating 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]

10

Total

40

AVAILABLE
MARKS