



**General Certificate of Secondary Education
2018**

Learning for Life and Work: Linear

Unit 3

[GLW31]

FRIDAY 11 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:

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

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- Executive Office – responsibilities include: delivering social change, making government work by developing the programme for government and setting the budget, promoting Northern Ireland
- Department of Agriculture – responsibilities include: Environment and Rural Affairs responsibilities include – farming, animal health and welfare, environmental protection
- Department for Communities – responsibilities include: social housing, employment services, volunteering and community development, arts, culture and sport
- Department of Education – responsibilities include: curriculum and learning, schools, infrastructure and transport, teachers and teacher professional development
- Department for the Economy – responsibilities include: developing economic policy, energy, further and higher education and tourism
- Department of Finance – responsibilities include: financial management, budgeting and property rating and valuation
- Department for Infrastructure – responsibilities include: roads, public transport and travel
- Department of Health – responsibilities include: health and social services, hospitals, doctors and nurses
- Department of Justice – responsibilities include: Justice and law, prisons, policing and community safety

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:

- Serves their interests – the government makes decisions which affect people in minority groups. People in minority groups can vote for individuals or a political party which best represents their interests
- Shapes the future – by voting people in minority groups can influence decisions which can affect their future, e.g. equality and rights
- Supports democracy – democracy depends on people's participation. It is important that a democratic society is inclusive. People in minority groups need to vote to ensure they do not become marginalised
- Social responsibility – as citizens they feel a sense of social responsibility or duty to vote. By voting they are supporting the democratic process

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:

- through the school curriculum, e.g. Home Economics, Learning for Life and Work
- visiting guest
- school rules
- school policies
- assemblies
- school/class council
- charities
- lunch time clubs
- extra-curricular activities

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- anti-social behaviour may be caused when young people drink too much alcohol, e.g. causing a disturbance/rowdiness
- unnecessary waste of police time due to call outs from the public/friends/family pressure on hospital accident and emergency services due to alcohol-related incidents/accidents
- litter from fast food outlets/carry outs are thrown away with no consideration for the local community in which they live making the area look untidy and dirty
- a young person may get into persistent trouble with the police due to anti-social behaviour and receive an ASBO/caution. There may be an increase in crime (vandalism, robbery, theft) which may affect the property prices in the area
- gangs of young people who are drunk may intimidate members of the public who feel unsafe and threatened by their behaviour, e.g. elderly, families with young children

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:

- A young person may talk to their parents before engaging in risky behaviour as they have the young person's best interests at heart
- Parents were also young once and could offer advice on how to deal with the situation to minimise the risk or concern the young person may have
- Parents may offer practical ways to avoid the situation altogether and avoid the risky behaviour and potential harm (make parents aware, curfew, intervention)
- Set sanctions/boundaries as parents understand the seriousness of a situation to enable the young person to avoid potential harm

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE
MARKS

Employability

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

- A bonus
- Wages/salary
- Commission
- A share of the profits

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- It is a legal obligation on the employer's part – the employee must ensure that they follow the regulations laid down by the employer
- In order to ensure that the employee does not injure themselves, e.g. wearing goggles will protect their eyes, ear-muffs will ensure their hearing does not become impaired, etc.
- Employees will feel safe and secure whilst wearing protective gear and thus they will be able to gain more job satisfaction

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:

- Prospective employees may be attracted to those businesses which are seen to be environmentally friendly and this may lead to a more productive workforce
- Businesses will inevitably enhance their corporate image as a result of their environmental considerations
- Businesses may attract more customers with this awareness and thus hope to make a profit
- Environmental issues such as recycling could work out cheaper for the business and ultimately save them money
- Entrepreneurs should be continually focussing on an awareness of carbon footprint

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

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:

- Protection – human rights safeguard people from abuse, e.g. torture, exploitation, state injustice
- Quality of life – human rights guarantee people a minimum standard of living, e.g. health care, education and welfare
- Privacy – human rights guarantee peoples' privacy which means people can go about their daily lives with minimum state interference
- Freedom of expression – enables people to speak freely and express their cultural, national or religious identities
- Freedom of the media – ensures the media are free to express views which may be contrary to those of the government and which they consider to be in the public interest
- Right to vote – ensures people can vote for who they want to represent them in elections which supports the democratic process
- Equality, inclusion, fairness and any reference to these

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:

- Advises government – on its statutory duty to uphold human rights and whether proposed legislation meets international human rights standards
- Reviews laws and government policy and practice – identifies areas of human rights legislation which need updated and makes recommendations to the Northern Ireland government to ensure that they meet international human rights standards
- Provides advice to the public – offers guidance to individuals, groups and employers on human rights
- Takes cases of possible human rights violations to court – assists individuals when they are bringing court proceedings, and can bring court proceedings itself
- Educating and promoting awareness of human rights – provides training programmes for government departments and agencies, community and voluntary organisations to help mainstream human rights in their work

- Collaborative working – works with other agencies on areas of mutual interest, e.g. Northern Ireland Equality Commission, Police Ombudsman’s Office
- Research and investigations – conducts research and can initiate investigations in situations where it considers human rights legislation, is undermined
- Bill of Rights – charged with drafting a Northern Ireland Bill of Rights. A draft Bill of Rights has been produced but has not been agreed by the Northern Ireland government

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:

- May lead to hangover – difficulty concentrating on schoolwork/problems with learning due to excess alcohol to memory problems due to excessive alcohol and not remembering what had happened over the weekend
- Depression – alcohol is an anxiety inducing drug which may lead to depression and this will affect their ability to cope with life's problems/ lose job/family issues
- May lead to depression and possibly suicide/self-harm if not taken in moderation
- May cause diabetes as alcohol affects the levels of sugar in the blood, especially if drinking alcohol with high levels of sugar, e.g. alcopops
- Liver problems, such as cirrhosis of the liver because the liver cannot cope with excessive amounts of alcohol
- Personal injury due to an accident that could last a lifetime caused by impaired judgement or blurred vision
- Heart problems – leading to ill-health which may prevent living a fulfilling life/death caused by drinking excessive alcohol
- Alcohol may lead to a poor diet as a result of excess alcohol may lead to obesity/weight problems
- High blood pressure – increased risk of strokes later in life due to excessive alcohol which may affect the ability to function and cause other health issues
- Encourage many young people to drink too much which may lead to loss of control which may lead to aggressive behaviour, e.g. fighting

Or any suitable alternative

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

(2 × [2])

AO2 [4]

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

- May give a feeling of courage because of the way alcohol may make a person feel which may help them become more self-confident and outgoing
- May help to break down barriers as alcohol may make the person more talkative and feel more confident to open and share thoughts and feelings
- Allows the person to escape from the problems/stresses in their lives for a short period of time, e.g. school/home, exam pressures
- People enjoy drinking alcohol and having a couple of drinks which may help the person to feel relaxed and wind down after a week working/ studying

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) Answers may include reference to any of the following:

- students will be provided with information on interview skills and techniques and this will enhance their knowledge of the interview process
- students will be provided with the opportunity to participate in 'mock interviews' and thus may not be as nervous when they are requested to attend a real interview
- students will be informed of dress codes for interviews and this will assist them in their preparation for interviews so that they stand a better chance of getting the job

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 employer will want their employees to work well with others in order to meet deadlines and thus increase profits for the business
- employees will be expected to act in the best interests of the business by showing commitment and loyalty at all times
- the employer will want to ensure that their customers and clients are dealt with in a professional manner so that they will return to the business
- employees will be expected to portray a good standard of literacy, numeracy and ICT ability in order to perform various tasks in the workplace

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

Local and Global Citizenship

AVAILABLE
MARKS

7 Answers may include reference to any of the following:

Positives

- Identify areas for improvement – identify local community issues such as, graffiti, vandalism, homelessness, drug/substance abuse, provision of facilities and prioritise and plan to deal with these
- Raise awareness – organise events/meetings/activities to make people aware of the issues and engage their support
- Work with other organisations – work with schools, local Non-Governmental Organisations, government agencies such as the Community Relations Council. By working collaboratively, they may be more effective in dealing with these issues
- Engage young people – encourage young people to become involved in work to improve the quality of life in the community. This might help them to develop a greater sense of belonging to the community and encourage them to be more socially responsible
- Recruit volunteers – the success on improving the quality of life in the community will depend on people being willing to volunteer to work on projects
- Lobby local decision makers – gain the support of local councillors and MLAs. They could influence decisions for example on funding, resources and planning
- Secure funding – gain government funding/resources for community development projects. Funding and resources are essential if the work of the community group is to have a significant impact on improving the quality of life in the area

Negatives

- Lack of experience – people in the community group may lack the experience required to plan, organise and take actions to improve the quality of life in the community
- Lack of interest/support – people may be aware of community issues but are not interested in doing anything to address them
- Working collaboratively/less control – when working with other organisations/agencies the community group will have to take into account other interests. The community group may have to make compromises about what they want to achieve
- Lack of youth engagement – it might be difficult to get young people involved in its work, they may not be interested or have other activities to spend time on
- Lack of volunteers – it might be difficult to convince people to do community volunteer work. Some people may be in employment, others may have children or dependents to care for and have no time for volunteering. If they only have a small number of volunteers the community group will have

limited impact making improvements in the community and the citizens quality of life in the area

- Limited effect of lobbying – they might not gain enough support from local decision makers for their work, it may be a low priority for them, or they might pay lip service without actions to support the community group
- Difficulty obtaining funding – inadequate funding limits the work/projects the local community group can do to improve the quality of life in the community

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 benefit may come from meeting other people who are in the same situation and derive hope from discovering that others, who once acted just like them, are no longer doing so
- To find others in a similar position may immediately lift some of the shame that may prevent recovery from the alcohol addiction
- Going to meetings fills the space and time left by the addiction, and may help people maintain their resolve as they can stay and chat after a meeting
- They may experience a sense of safety and belonging where they can have fun and feel good about themselves without their addiction and misuse of alcohol
- Many self-help organisations of all types have websites, with free information and advice to help the person make informed decisions
- The self-help group provides useful information and support for the individual in helping to break the habit of the alcohol addiction
- They are free to attend and information is confidential preventing embarrassment or anxiety about the problems to be faced
- May organise events or day trips to support the group by spending time with others who feel the same way and help to build self-confidence

Negatives

- May not be able to attend all meetings due to school or work commitments and this may result in relapsing back into misusing alcohol
- May feel the self-help groups are not relevant as the group may have older people who may not have as much in common as the young person
- May live in a rural area and have to travel longer distances to attend meetings which may cause an inconvenience, e.g. not be able to get a lift, problems with transport, etc.
- May not be able to attend all meetings due to the timing or location of the meetings therefore the person may stop attending and give up this support
- May feel the meetings are not useful for them and an alternative method of support such as counselling would be more suitable/GP
- The person may experience stress trying to face up to their problems and embarrassed by telling their story to the group on how alcohol misuse has affected them and their family
- May realise that they require more support at a higher level as the support group is not working to support their needs, e.g. counsellor

Or any suitable alternative

Award **[0]** for responses not worthy of credit

AVAILABLE
MARKS

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

Employability

AVAILABLE MARKS

9 Answers may include reference to any of the following:

Positives

- Trade unions can provide members with information on their rights and entitlements while at work
- Trade unions can negotiate increases in pay so that members are paid in line with inflation
- Trade unions can discuss major changes to the workplace such as large-scale redundancy
- Grievances and disputes in instances of discrimination and unfair dismissal can be sorted out by the trade union
- Certain consumer benefits such as discounted insurance are often provided by trade unions in order to save the employee money
- Negotiations can take place between the trade union and the employer in relation to health and safety, facilities at work, etc.
- Action can be organised for the employee to put pressure on an employer to make changes, e.g. work-to-rule, go-slow, strike, etc.

Or any suitable alternative

Negatives

- Trade unions may call their members out on strike which could lead to a loss of earnings or break in service
- The cost of membership may be rather high and the employee may feel that they may not be getting value for their money
- Decisions made on behalf of the members are binding on all members whether or not they personally agree with these decisions
- Returning to work after being out on strike may cause stress to the employee as they may have a lot of extra work to catch up on

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**