



**General Certificate of Secondary Education  
2018**

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**Learning for Life and Work: Modular**

**Unit 3**

**Local and Global Citizenship**

**[GLW41]**

**FRIDAY 11 MAY, MORNING**

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**MARK  
SCHEME**

## General Marking Instructions

### Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to the candidates' responses.

The mark schemes should be read in conjunction with these general marking instructions.

### Assessment objectives

Below are the assessment objectives (AO) for GCSE Learning for Life and Work.

Candidates must:

- demonstrate their knowledge and understanding of Learning for Life and Work (AO1);
- apply their knowledge and understanding of Learning for Life and Work (AO2); and
- investigate, analyse, select, present and evaluate information related to Learning for Life and Work (AO3).

### Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of 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:

- Muslims
- Chinese
- Croatian
- Indian
- Jewish
- Lithuanian
- Pakistani
- Polish
- Romanian
- Irish Travellers and Travellers

Or any suitable alternative

Do not award marks for black, coloured or immigrants  
(1 × [1])

AO1 [1]

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

- learn about different cultures – you meet people from different backgrounds and learn more about their lifestyle and culture
- make new friends – chance to meet other young people who are different
- tolerance – meeting others from different cultures can help young people to better understand each other and to be more tolerant towards those who are different
- enriched experience – people from different cultures may bring different musical styles, sport, fashion, diet/food into local society

Or any suitable alternative

Up to 2 marks depending on the detail of the explanation  
(1 × [2])

AO1 [2]

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

- prejudice or discrimination against people with a different religion
- bigoted intolerance towards another religious group
- showing strong commitment to a particular religion and rejecting others who do not share your belief

Accept examples which explain sectarianism

Accept threats or attacks because of their religion as 1 mark.

Accept conflict between two religious groups as 1 mark.

Up to 2 marks depending on the detail of the explanation.

(1 × [2])

AO1 [2]

AVAILABLE  
MARKS

5

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

- finance/money/donations
- staff/volunteers/people
- facilities/building/office
- equipment/computers/telephones
- transport
- aid/supplies/resources for those in need

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- local/global poverty – helps people who have little or no money, food, clothes and other resources by providing them with some of these resources
- homelessness – helps people who have nowhere to live and may be living on the streets by providing them with shelter, food and clothes
- human rights abuse – helps people whose human rights are being abused, e.g. child soldiers, sexual abuse/exploitation and slavery by providing them with a safe place to stay and raising the issue with government
- natural disasters – helps people in regions where there are natural disasters such as flooding, earthquakes, famine and drought by providing appropriate aid/resources
- conflict – supports people in conflict zones by providing food and medical aid
- child abuse – supports children and young people who have been neglected and/or physically or sexually abused by providing a point of contact, counselling and ensuring their safety
- mental health – helps people who have mental health issues such as depression by providing a point of contact, counselling services and advice
- elderly care provision – some NGOs help to ensure that elderly people are provided with quality health care. They also offer practical help and advice
- environmental issues – some NGOs work to protect the environment. They organise campaigns, lobby government and make people aware about what they can do to support a sustainable future

Or any suitable alternative

Accept other issues which NGOs face such as funding, volunteers etc.

(2 marks with full explanation)

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

AVAILABLE  
MARKS

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

- lobbying – meet with government representatives and present their views about issues and persuade them to take them on board when making policy decisions
- petitions – organise a petition to show public support for an issue and present this to the government. This may cause the government to give greater consideration to their views before making or implementing policy decisions
- peaceful demonstration/events – organise a show of public support for an issue to make the government aware of how people feel. This may cause the government to give greater consideration to their views before making or implementing decisions
- research/reports – conduct research about an issue and present a report of its findings to the government. This could provide the new information for the government to consider before making or implementing policy
- use the media/social media – raise public awareness and gain support for their cause/issue. This will make the government aware of public opinion and may make it consider their views before making or implementing policy

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

AVAILABLE  
MARKS

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

- media
- protests/demonstrations
- newspapers
- radio
- TV
- social media
- flyers/posters/leaflets/advertising
- website/internet
- face to face calling door to door
- fundraising
- petitions
- talks in schools/community

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- life, liberty and the security of the person (Article 3). Everyone has the right to their life, not to be killed and to be kept safe
- interference with privacy, family, home or correspondence (Article 12). No one should have their post opened and the law should protect people from any interference
- the right to vote (Article 21). Everyone has the right to take part in government and vote in regular and free elections
- the right to work with equal pay for equal work (Article 23). Everyone has the right to choose their work and not face discrimination
- adequate health and well being for self and family (Article 25). Everyone has the right to housing, food, medical care, clothing and necessary social services
- free education (Article 26). Education should be free and compulsory to elementary level

Candidates do not need to give the number of the human rights' article.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE  
MARKS

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

- to protect the rights of others – people have the right to freely express their views but it is against the law to express views which could incite racism, sectarianism or hatred
- surveillance – the use of CCTV cameras in public places limits people’s right to privacy
- limited freedom – people in prison do not have the right to freedom to participate in wider society
- discrimination – people’s human rights can be limited if government policies/actions discriminate against them
- in a dictatorship – rights are limited (provides a full explanation – 2 marks)
- reference to limits on privacy can include different examples. Each example is worth up to 2 marks, e.g. CCTV cameras, prisoners, etc.

Or any other suitable alternative

[1] for the correct identification

[1] 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:

- principle of consent – recognises the legitimacy of whatever choice is freely exercised by a majority of the people of Northern Ireland with regard to whether they prefer to continue to remain part of the Union with Great Britain or a sovereign united Ireland
- dual nationality – recognises the right of people born in Northern Ireland to identify themselves as Irish or British or both
- devolved power sharing – agreement on the establishment of local government and power sharing between the main political parties in a Northern Ireland Assembly and Executive
- ministerial code of conduct – agreement on Members of the Legislative Assembly agreeing to abide by a code of conduct.
- north/south bodies – agreement on establishing north/south ministerial council and British Irish Council to work corroboratively on issues
- democratic institutions – agreement on establishing independent bodies such as the Northern Ireland Human Rights Commission, Equality Commission and Police Ombudsman to safeguard equality and human rights
- Victims Commission – recognises the need to support victims
- decommissioning of weapons – agreement to decommission paramilitary arms
- early release of prisoners – agreement for accelerated release of prisoners convicted of offenses related to the conflict

Or any suitable alternative

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:

- elected government – the people vote in free and fair elections to elect a government
- equality before the law – laws and justice system applies equally and fairly to everyone
- equality – the right to be treated equally
- human rights – everyone has Human Rights which are protected in legislation to prevent Human Rights abuse
- government power limited – the government’s power is limited by constitutional laws
- the right to vote – everyone over a certain age is eligible to vote, you have a chance to voice your opinion in free and regular local and national elections
- freedom of expression – everyone has the right to freely express their views
- freedom of the media – 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
- fair trial – everyone is entitled to a fair and public hearing by a competent, independent and impartial judge/jury established by law

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

- establish a community group to promote inclusion – encourage representatives from different groups in the community to join. Plan and implement activities to make the community more inclusive
- organise community activities/events – celebrate cultural diversity and inclusion by having activities/events that represent all the different groups living in the local community
- provide education on inclusion – run classes, hold seminars, have guest speakers so that people can learn more about inclusion
- use the media – communicate and raise awareness of the importance of inclusion in the local community
- ensure local facilities are suitable for everyone – provide facilities which everyone in the community can access including people with disabilities
- provide support for people who may feel marginalised or vulnerable – offer advice and help to people who feel marginalised in the community
- create a sense of belonging – encourage everyone in the community to feel that they are part of it
- provide child care for single parents/carers – this can be offered to enable them to attend community events/training/education
- offer English language classes – language may be a barrier for some groups of people. Learning the language will help them to communicate with others and will make it easier for them to integrate in the local community
- integrated education – integrated schools in the community include pupils from all backgrounds

### Negatives

- limited funding – inadequate funding limits the work the local community can do to promote inclusion, therefore the outcomes and success of projects will be limited
- lack of support – people may not want to become more involved in local community and may not be concerned about inclusion
- intolerance/prejudice – some people in the local community may be intolerant/prejudiced against others who are different from them and will ignore them or intimidate them
- limited impact of education – people may learn more about inclusion but may still not engage with other groups in the community who are different from them
- limited impact of communicating about inclusion – people may pay little attention to what they read in newspapers or hear on the news and will have a limited effect in changing attitudes towards others
- facilities – it may cost money to ensure local facilities can be accessed by everyone. For example, local businesses may not have the financial resources to do this

AVAILABLE  
MARKS

- support/advice – while this may be available people from minority groups may not want to use this service
- marginalisation – regardless of how well the community promote inclusion it is likely that some groups will still feel marginalised
- lack of funding/staff to provide child care – this service may be limited to small numbers of parents and children therefore limiting the numbers of parents who might engage in education or community events
- limited funding money for English language classes – money may not be available to offer English language classes. Language may remain a barrier for some groups which prevent them becoming more involved 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]

10

**Section B**

**20**

**Total**

**40**

**AVAILABLE  
MARKS**