



Rewarding Learning

**General Certificate of Secondary Education
January 2014**

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

WEDNESDAY 8 JANUARY, 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): 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

AVAILABLE
MARKS

Local and Global Citizenship

1 (a) Any **one** from the following suggested answers

- Office of the First Minister and Deputy First Minister
- Department of Agriculture and Rural Development
- Department of Culture Art and Leisure
- Department of Education
- Department for Employment and Learning
- Department of Enterprise Trade and Investment
- Department of the Environment
- Department of Finance and Personnel
- Department of Health Social Services and Public Safety
- Department of Justice
- Department for Regional Development
- Department for Social Development

[1] awarded for a partial answer

[0] awarded if candidates confuse 2 departments

(1 × [1])

AO1 [1]

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

- raise awareness – make people aware of what the Police Ombudsman does and of the complaints procedure
- impartial complaints procedure – ensure that it has a fair and impartial process for dealing with complaints against the PSNI
- impartial investigations – investigate people’s complaints with impartiality, use research and find evidence to support findings
- make recommendations – use their findings from investigations to improve the future quality and effectiveness of policing by making recommendations to the Chief Constable and Minister for Justice

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:

- protect human rights – ensure that the Government and other bodies uphold peoples’ human rights
- litigation – the Commission has the power to conduct investigations, to assist individuals when they are bringing court proceedings and to bring court proceedings itself
- education – promoting an awareness of human rights in places like schools or the police service. The NIHRC also produce educational resources.
- reviewing human rights – the NIHRC is involved in debating and discussing the way that government and public bodies treat us to ensure that new or existing laws meet our needs and are in line with international human rights standards
- advising government – on its obligation to uphold human rights. This also involves lobbying government when changes need to be made to services.
- Bill of Rights – the NIHRC is specifically charged with drafting a Bill of Rights to supplement the European Convention on Human Rights

Or any suitable alternative

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

AO2 [2]

5

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

- The right to life
- The right not to be tortured
- The right to a fair trial
- The right to freely express views
- The right to privacy
- The right to a nationality
- The right to vote in elections

Or any suitable alternative

(1 × [1])

AO1 [1]

AVAILABLE
MARKS

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

- 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 people’s privacy which mean 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
- equality, inclusion, fairness and any reference to these

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

(c) Any **one** 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

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

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

- Save the Children
- NSPCC
- Childline
- UNICEF
- ActionAid
- Oxfam
- Amnesty International
- Barnardos
- Children in Crossfire
- Children’s Hospice
- Trocaire
- War on Want
- Children in Need
- Comic Relief

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- visit schools, give talks presentations at assemblies and lessons
- invite young people to events to show case their work
- involve young people in fundraising events
- use the media e.g. press, television and websites such as social media to promote its work

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

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

- help others – may encourage young people to actively help others in their community/society
- participation – may encourage young people to participate in community/society
- contributor to society – may develop a greater understanding of their role in society
- improved understanding of issues – may enable young people to develop a better understanding of social injustice and inequality and prompt them to take action
- increased self-awareness – better understanding of how their actions can impact both negatively and positively on others
- increased awareness of expectations – can make them more aware of state/community or other peoples' expectations that others will act in a way which will benefit society
- donating funds/goods – giving money or goods to NGOs to help others. This helps young people to think more about others in need of help

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE
MARKS

Section B

**AVAILABLE
MARKS**

Source Based

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

- Sexual discrimination –an example of someone being treated unfairly because of their gender
- Age discrimination – an example of someone being treated unfairly because of their age
- Disability discrimination – an example of someone being treated unfairly because they have a disability
- Race discrimination – an example of someone being treated unfairly because of their skin colour
- Religious discrimination – an example of someone being treated unfairly because of their religious beliefs
- Sexual orientation discrimination – an example of someone being treated unfairly because of their sexual preference

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:

- create equality laws to prevent discrimination. This helps to ensure that people are treated equally.
- safeguard and uphold human rights. This helps to protect people from discrimination and that they are treated equally.
- support the work of the Northern Ireland Equality Commission which works to prevent discrimination and promote equality
- raise awareness/educate people about equality and its importance. Make people aware of their rights and who they can contact if they feel that they are being treated unfairly.
- educate young people about equality for example, through citizenship education
- ensure that government policies meet the requirements of equality legislation
- promote 'good' community relations, diversity and inclusion. This helps to support a more inclusive and society and promotes equality.

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]-[2]) marks

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]) marks

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]) marks

Answers will identify most of the points listed in the source and provide a detailed explanation. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

10

5 Answers may include reference to any of the following:

Positives

- youth clubs can organise events to help young people get to know and make friends with people from ethnic minority groups
- schools can give young people the opportunity to mix with others from ethnic minority groups. Learning about each other may help to reduce racism.
- schools in the community can teach pupils about the causes and consequences of racism and encourage inclusion and working together
- celebrations and festivals can be organised by the local council to help raise awareness of cultural diversity within the community
- support the police to prevent racism in the community
- the media can be used to highlight the positive aspects of the community and its cultural diversity
- promote inclusion to make everyone feel they are part of the community

Negatives

- family and friends may be racist and ignore any messages about combating racism
- there may be a lack of funding from the government to organise any events to help reduce racism

- young people may ignore what they are learning in school about racism
- people with racist views may not participate in celebrations of cultural diversity
- some groups may remain unconvinced about the benefits of living in a culturally diverse community
- supporting the police may seem to be ineffective and lead to frustration

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]-[4]) marks

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]) marks

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]) marks

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

Total

40

Assessment Objectives Grid

	Q1	Q2	Q3	Q4	Q5	Total
AO1	1	5	10			16
AO2	4			10		14
AO3					10	10
Total	5	5	10	10	10	40