

GCSE
Entry Level

**Learning for Life
and Work**

January 2010

Mark Schemes

Issued: April 2010

NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE) AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)

MARK SCHEMES (2010)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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Rewarding Learning

**General Certificate of Secondary Education
January 2010**

Learning for Life and Work

Local and Global Citizenship

[GSW11]

THURSDAY 7 JANUARY, MORNING

**MARK
SCHEME**

1	(i) 1998 (AO2)	[1]
	(ii) To advance equality (AO2)	[1]
	(iii) Reduce discrimination (AO2)	[1]
	Promoting equality of opportunity (AO2)	[1]
	Promoting good relations (AO2)	[1]
	(iv) Public (AO2)	[1]
	Employers (AO2)	[1]
	Accept any relevant alternative	
2	(a) In answering the question candidates may refer to any two of the following:	
	• sexual (gender) stereotyping (AO1)	
	• racial stereotyping (AO1)	
	• sectarian (religious) stereotyping (AO1)	
	• ageist stereotyping (AO1)	
	Any appropriate example (AO1)	
	Accept any relevant alternative (AO1)	
	(1 × [2])	[2]
	(b) In answering the question candidates may refer to any two of the following:	
	• ignorance about others who are different (AO1)	
	• dislike of others who are different (AO1)	
	• language	
	• threatened by them (AO1)	
	• fear/anxiety about others who are different (AO1)	
	• lack of understanding of others differences (AO1)	
	• think they may cause trouble (AO1)	
	Accept any relevant alternative (AO1)	
	A candidate showing full understanding [2]	
	A candidate showing a basic understanding [1]	
	Accept any alternatives such as nationality, sex, religion	
	(1 × [2])	[2]
	(c) In answering the question candidates may refer the following:	
	• making everyone feel part of the same community/group (AO1)	
	• allowing people from different backgrounds/cultures, etc. to be feel and be part of a wider community/group (AO1)	
	• include all groups and individuals in society regardless of differences in culture, religion, disability, etc. (AO1)	
	Accept any relevant alternative (AO1)	
	A candidate showing full understanding [2]	
	A candidate showing a basic understanding [1]	
	(1 × [2])	[2]

AVAILABLE
MARKS

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- (d)** In answering the question candidates may refer to any **two** of the following:
- build/install ramps at entrances/doorways to make his access easier (AO1)
 - widen entrances/doorways to make access easier (AO1)
 - make more space in the classroom so that he can move more freely (AO1)
 - install automatic doors which can be opened easily by Thomas (AO1)
 - ensure he has a desk and (chair) that is at the right height for him to work at (AO1)
 - ensure he has enough working space around his desk that also allows him room to move freely (AO1)
 - possibly install a lift to make movement between different school floors easier (AO1)

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

Accept answers which include arranging all his classes on the ground floor

(2 × [2]) [4]

AVAILABLE
MARKS

10

- 3 (a)** Match the words in the box

Dictator (AO1)

First Minister (AO1)

Greenpeace (AO1)

Tax (AO1)

(4 × [1]) [4]

- (b)** In answering the question candidates may refer to any **two** of the following:

- start a petition: get people to sign a petition to show they all agree with the idea of having more facilities for young people (AO1)
- write a letter: explain the reason why young people need better facilities. For example, they have no where to meet during the day or in the evenings (AO1)
- meet with local council officers/councillors: arrange and meet with these people. Explain their requests (AO1)
- arrange an event: invite local councillors/council officers to an event organised by young people to show them how young people can use their time constructively. Explain that they need better facilities to help them achieve this (AO1)
- write to their local news paper/TV: let the media know what they are requesting and get their support for a campaign (AO1)

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

Accept examples which include protesting and civil disobedience

(2 × [2]) [4]

8

- 4 (a) In answering the question candidates may refer to any **one** of the following:
- Indian (AO1)
 - Pakistani (AO1)
 - Chinese (AO1)
 - Polish (AO1)
 - African (AO1)
 - Italian (AO1)
 - Asian
 - Blacks
 - Travellers
 - Muslims
 - Jewish
- Accept any relevant alternative (AO1) [1]
- (b) In answering the question candidates may refer to any **two** of the following:
- traditional clothes/dress (AO1)
 - traditional jewellery/make-up (AO1)
 - language (AO1)
 - food (AO1)
 - religion (AO1)
- Accept any relevant alternative (AO1) [2]
- (c) In answering the question candidates may refer to the following:
- equality: ethnic minority groups have the same human rights as the majority group in society. They are protected in the same ways (AO1)
 - discrimination: they are legally protected from discrimination. They can not/should not be treated differently from the majority group (AO1)
 - freedom of expression: they are free to express their thoughts and ideas, culture and religion. This protects their cultural identity (AO1)
- Accept any relevant alternative (AO1)
 A candidate showing full understanding [2]
 A candidate showing a basic understanding [1]
 (2 × [1]) [2]
- (d) In answering the question candidates may refer to any of the following:
- language: may have difficulty understanding the language. This will make it difficult for them in everyday life
 - diet/Food: unable to obtain foods of their usual diet. They may eat different food in their own country and prepare them differently
 - culture: have to get used to different customs/traditions, e.g. dress, language, religion and way of life
 - different climate: may have to adjust to colder/wetter weather
 - lonely/isolated: may have no friends or family here. Difficulty adjusting to being alone
 - discrimination/stereotyping: can be stereotyped or discriminated against for being different. May be difficult to make new friends/socialise
 - work: might have difficulty getting a job because of language barriers
 - living accommodation: may experience difficulties getting a place to live
- Accept any relevant alternative

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate a basic understanding of the problems a refugee in Northern Ireland may face (AO1). The candidate will show some ability to make judgements. Quality of communication will be poor (AO3).

Band 2 ([3]–[4])

The candidate will recall relevant knowledge and show sound understanding the problems that a refugee in Northern Ireland may face (AO1). The candidate will make relevant judgements and present plausible conclusions and may evaluate. Quality of communication will be satisfactory (AO3).

Band 3 ([5]–[6])

The candidate will recall accurate relevant knowledge and show a thorough understanding of the problems a refugee in Northern Ireland may face (AO1). The candidate will make reasoned judgements and present substantial conclusions and will evaluate. Quality of communication will be good (AO3).

Bullet points which are not explained cannot achieve higher than “Band 2”

[6]

AVAILABLE
MARKS

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5 In answering the question candidates may refer to the following:

On the one hand:

- raising awareness: NGOs raise awareness about poverty and its affect on people. This may prompt others to become involved
- fundraising/charity events: NGOs organise events to collect money to combat poverty
- medical supplies: people in poverty often suffer from medical conditions, e.g. diseases, malnutrition and require aid. NGOs provide this assistance
- food/water aid: people in poverty often have little or no food. NGOs can provide food and water to help people survive and stay alive
- education/training: NGOs provide education and training. For example, they teach basic skills such as reading and writing and help them to learn job skills. This means that people become more dependent and can fend for themselves
- lobbying: NGOs can lobby governments. This may influence them to do something to alleviate poverty

On the other hand

- NGOs raising awareness about the benefits of their work in reducing poverty may not work. Not everyone is interested
- fundraising/difficulties: NGOs may face difficulties raising money, due to people’s financial circumstances, they may not have the money to give. This may cause NGO to cut funding on reducing poverty
- price of food: price of food may be increased. Less food for same amount of money. Therefore less to go round
- resources stretched: increasing number of countries requiring aid to combat poverty – NGOs resources are stretched to meet growing needs
- education/training: there may not be local employment available, even if people became educated and trained
- lobbying: Government may have different priorities than those of NGOs and their poverty agenda

Band 1 ([1]–[3])

The candidate will recall some knowledge and demonstrate a basic understanding of the role of NGOs in reducing poverty (AO1). The candidate will show some ability to make judgements and may show some ability to evaluate. Quality of communication will be poor (AO3).

Band 2 ([4]–[6])

The candidate will recall relevant knowledge and show sound understanding of the role of NGOs in reducing poverty (AO1). The candidate will show some ability to make judgements and may show an ability to evaluate. Quality of communication will be satisfactory (AO3).

Band 3 ([7]–[9])

The candidate will recall accurate relevant knowledge and show a thorough understanding of the role of NGOs in reducing poverty (AO1). The Candidate will make reasoned judgements and present substantial conclusions. The candidates will show an ability to evaluate. Quality of communication will be good (AO3).

[9]

Total

N.B. If candidates do not include an evaluation in their response they cannot achieve higher than “Band 2”

AVAILABLE
MARKS

9

45



Rewarding Learning

General Certificate of Secondary Education

January 2010

Learning for Life and Work

Personal, Social and Health Education

[GSW21]

THURSDAY 7 JANUARY, AFTERNOON

**MARK
SCHEME**

- 1 (a) (i)** Any **one** of the following:
- wines
 - beers
 - spirits (AO2)
- [1]
- (ii)** 18 (AO2) [1]
- (iii)** Through television commercials (AO2) [1]
- (b)** Any **two** of the following:
- curiosity
 - influence of family members
 - to escape reality/problems
 - fun/excitement
 - feel more grown up
 - to take risks
 - peer pressure (AO1)
 - acting cool
 - media pressure
 - relieves stress
- Accept any valid alternative
(2 × [1]) [2]
- (c)** In answering the question candidates may refer to the following:
A young person under 18 is not allowed to buy alcohol from a supermarket and must provide identification before purchasing alcohol
Accept any valid alternative
[1] for basic response
[2] for developed response (AO1) [2]
- (d)** In answering the question candidates may refer to any **two** of the following:
- 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
 - unwanted pregnancies as some people are likely to take risks due to alcohol lowering inhibitions
 - lowering inhibitions may lead to casual sex which may result in STIs and the possibility of passing this infection onto others
 - a young person may get into persistent trouble with the police due to anti-social behaviour and receive an ASBO
 - 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
- Accept any valid alternative
[1] for basic response
[2] for developed response (AO1)
(2 × [2]) [4]

- (e) In answering the question candidates may refer to any of the following:
- loss of driving licence may cause an inconvenience to John as he will not be able to drive
 - social stigma of having a conviction and drink driving offences are regarded as being socially unacceptable
 - possible loss of employment if John is required to drive for a living that would cause possible financial difficulties
 - may find it difficult to get other employment due to a conviction for drink driving as John will not be able to travel to work or carry out a job in which driving is needed
 - increased difficulties in travelling to and from work as he may have to depend on public transport
 - may have to sell his car and there is no need in keeping a vehicle that cannot be used
 - increased costs when he attempts to insure his car as insurance companies increase the premiums for those with a drink driving conviction
 - John may not be able to take the family shopping/children to school if he is the only person in at home who can drive the car
 - may be jailed as it is illegal to drink and drive and will have a criminal record which may effect his employment when released
 - a fine may cause John some financial difficulties
- Accept any valid alternative

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate a basic understanding of the consequences for John of being convicted of drink driving (AO1). The candidate may show some ability to make judgements (AO3). The quality of written communication will be poor.

Band 2 ([3]–[4])

The candidate will recall relevant information and demonstrate a sound understanding of the consequences for John of being convicted of drink driving (AO1) and will make relevant judgements and plausible conclusions. The quality of written communication will be satisfactory (AO3). [4]

15

2 (a) (i) Having a good opinion about yourself (AO2) [1]

(ii) Any **two** of the following:

- skills
- talents
- qualities (AO2)

(2 × [1]) [2]

(b) In answering the question candidates may refer to **one** of the following.

- make them feel more valued by spending time with them and doing things together
- encourage them to be more independent and do things for themselves as this will help them in the future
- give praise when they have achieved or done something well, e.g. household chores/schoolwork
- celebrate successes and special occasions such as birthdays, passing driving test, winning a medal, picked for sports team, etc.
- take the time to listen to the young person and what they have to say so they feel their opinion is valued
- offer advice on issues that concern the young person rather than dictate solutions
- encourage the young person to try new activities or hobbies to gain confidence in improving skills/friendships

Accept any valid alternative

[1] for basic response

[2] for developed response (AO1) [2]

(c) In answering the question candidates may refer to any **two** of the following:

- a young person may experience a lack of confidence if they are constantly called names by others and may not want to attend school/clubs/community
- becoming afraid to express their opinion for fear of being ridiculed and embarrassed
- feeling undervalued and not as important as others in their peer group
- lowering expectations of themselves and may not achieve their full potential, e.g. school, sport, future career
- may have long-term effects on a young person's personality as they may become introverted and prefer to spend time alone rather than with friends/depression
- feel angry may lead to violence against others
- low self-esteem – feeling suicidal/self harm

Accept any valid alternative

[1] for basic response

[2] for developed response (AO1)

(2 × [2]) [4]

AVAILABLE
MARKS

- (d) In answering the question candidates may refer to any of the following:
- disagreements with parents about how much homework/coursework the young person needs to complete before they can socialise with friends
 - parents may be worried that the young person is not spending enough time on school/homework and may not do well in exams
 - brothers/sisters may have achieved at school and the young person feels pressure to achieve similar grades which may lead to isolation/depression
 - parents may have unrealistic expectations of the young person perhaps because older siblings have achieved and may be disappointed in how the young person is performing in school which may led them to give up
 - parents may be disappointed on the young person's chosen career path that does not meet what they had expected for the young person
 - forced to cheat on exams/coursework

Accept any valid alternative

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate a basic understanding of why parent's expectations of school work may cause stress (AO1). The candidate may show some ability to make judgements (AO3). The quality of written communication will be poor.

Band 2 ([3]–[4])

The candidate will recall relevant information and demonstrate a sound understanding of why parent's expectations of school work may cause stress (AO3) and will make relevant judgements and plausible conclusions. The quality of written communication will be satisfactory (AO3).

Band 3 ([5]–[6])

The candidate will recall accurate relevant knowledge and a thorough understanding of why parent's expectations of school work may cause stress (AO1) and will make reasoned judgements and present plausible conclusions. The quality of written communication will be good (AO3). [6]

15

- 3 (a) Any **one** of the following:
- feeding her children
 - heating her home
 - keeping her job
 - the cost of running a car (AO2)
- [1]
- (b) Any **one** of the following:
- cut down on luxuries
 - essential items
 - turn off unused lights
 - get a meter installed for electricity
 - buy cheaper brands
 - use the car less to save money on petrol
 - bring in a lodger to help pay mortgage
 - bring in a lodger to help pay bills
 - buy in bulk when food items are on offer
 - use vouchers/coupons
- Accept any valid alternative (AO2)
- [1]
- (c) In answering the question candidates may refer to any **two** of the following:
- can give information on what benefits/government support Kirsty may receive
 - give advice how to cut back on spending to help save money/earn
 - help to draw up a budget plan for Kirsty to pay debts back
 - help you to contact financial organisations to make arrangements for repaying debt at a lower rate
 - help cope with the pressure of debt/help not to panic
- Accept any valid alternative
- [1] for basic response
- [2] for developed response (AO1)
- (2 × [2])
- [4]
- (d) In answering the question candidates may refer to any of the following:
- On the one hand:**
- the card is replacing traditional bank notes and coins as this is more convenient because there is no need to pay cash up front
 - you may know how much money is already in your bank account and not as likely to get into debt
 - bills such as electricity and telephone can be paid over the phone using a debit card once the bill arrives
 - cash back is offered by major stores when using a debit card so people can lift exactly the amount of money they need
 - there is no need to lift large sums of money in case the money gets lost or stolen as the debit card can be used to purchase goods or pay bills, etc.
 - to help manage your money debit cards have a maximum limit that can be withdrawn from a cash machine each day
 - extra protection of chip and pin against fraud
- On the other hand:**
- if cards are lost or stolen and someone uses the card to buy goods (fraud)
 - paying goods by debit card and not receiving the item compared with buying with cash (fraud)
 - if you do not manage your money carefully you could end up being overdrawn and charged by the bank/or in debt

- if the card is lost it can be inconvenient cancelling card and waiting for a new card and pin

Accept any valid alternative

Band 1 ([1]–[4])

The candidate will recall some knowledge and demonstrate a basic understanding of the use of debit cards (AO1). The candidate may show some ability to make judgements (AO1). The quality of written communication will be poor.

Band 2 ([5]–[7])

The candidate will recall relevant information and demonstrate a sound understanding of the use of debit cards (AO1) and will make relevant judgements and plausible conclusions. The candidate may evaluate. The quality of written communication will be satisfactory (AO3).

Band 3 ([8]–[9])

The candidate will recall accurate relevant knowledge and a thorough understanding of the use of debit cards (AO1) and will make reasoned judgements and present plausible conclusions. The candidate will evaluate. The quality of written communication will be good (AO3).

[9]

15

Total

45

AVAILABLE
MARKS



Rewarding Learning

**General Certificate of Secondary Education
January 2010**

Learning for Life and Work

Learning for Work

[GSW31]

FRIDAY 8 JANUARY, MORNING

**MARK
SCHEME**

- 1 (a) 1. In his nearest Job Centre (AO2) [1]
 2. In his local supermarket (AO2) [1]
 3. In the local newspapers (AO2) [1]
- (b) Any **three** from:
 • location of the job
 • qualifications/skills required for the job
 • pay
 • experience needed
 • reputation of the firm
 • promotion prospects within the firm
 • working conditions/hours of work
 • work/duties involved
 or any suitable alternative
 (3 × [1]) (AO1) [3]
- (c) Any **one** from:
 • more flexible
 • may be easier to recruit workers
 • can recruit workers on a needs basis
 • may benefit from having experienced workers who cannot work full-time for various reasons
 or any suitable alternative
 [1] for basic response
 [2] for fully developed answer [2]
 (1 × [2]) (AO1)
- (d) Any **two** from:
 • the training is specific to the actual job and so is beneficial to the employee in that their own machinery and equipment is used
 • his workers don't have to take time off work and so their work continues to be done
 • it can work out as a cheaper form of training as it is carried out by other workers in the firm
 or any suitable alternative
 [1] for basic response
 [2] for fully developed answer
 (2 × [2]) (AO1) [4]

AVAILABLE
MARKS

12

- 2 (a) Any **two** from:
- can I use my mobile now?
 - would you like some chewing gum?
 - do you mind if I smoke?
- (2 × [1]) (AO2) [2]
- (b) Any **one** from:
- it will refresh her memory as to what she has written and so be able to speak about this with more confidence
 - the questions asked by the interviewers may have been drafted from the application form and so her answers may be more specific and of a higher standard
- or any suitable alternative
[1] for basic response
[2] for fully developed answer
(1 × [2]) (AO1) [2]
- (c) Any **one** from:
- she will want to give a good impression as this will show that she made an effort to appear her best at the interview
 - looking her best will help her to relax so she will feel more confident throughout the interview
 - the interviewers may base their decision on appearance as well as communication and so she will stand a better chance of being offered the job
- or any suitable alternative
[1] for basic response
[2] for fully developed answer
(1 × [2]) (AO1) [2]
- (d) Any **two** from:
- multi-skilled employees are flexible and so can undertake different jobs in the business
 - multi-skilled employees may have better opportunities for promotion in the business and so they can apply for various posts in the firm
 - multi-skilled employees can be more motivated as their work may not leave them bored
 - being multi-skilled can improve chances of getting a job because they can undertake a wider range of tasks
- or any suitable alternative
[1] for basic response
[2] for fully developed answer
(2 × [2]) (AO1) [4]

(e) Any **two** from:

- a safe and healthy area will mean that employees will carry out their work in a more efficient manner and therefore result in more profit for the employer
- a safe and healthy area will motivate employees and thus they will be happier in their work
- the law states that an employees workplace should have a safe and healthy area, otherwise will have penalties imposed on them
- to prevent injuries to help to avoid costs of insurance claims or any suitable alternative

[1] for basic response

[2] for fully developed answer

(2 × [2]) (AO1)

[4]

AVAILABLE
MARKS

14

- 3 (a) (i) business (AO1) [1]
- (ii) Fixed (AO1) [1]
- (iii) minimum (AO1) [1]
- (b) Two people undertaking to do the one job and sharing the duties and responsibilities between them
or any suitable alternative
[1] for basic response
[2] for fully developed answers
(1 × [2]) (AO3) [2]
- (c) In answering this question, candidates may refer to the following:
- each employee becomes practised at one particular task and thus can work faster
 - lengthy training is avoided so this can save money for employer
 - time is saved as workers do not have to move from one job to another
 - more sales and hence more profits for the business
 - tools and machinery are used economically as each employee only requires the tools needed to carry out one particular task
- or any suitable alternative

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate a basic understanding of the benefits to a business of using mass production techniques in the workplace (AO1). They may show some ability to make judgements on the benefits to a business of using mass production in the workplace (AO3). Quality of written communication will be poor.

Band 2 ([3]–[4])

The candidate will recall relevant knowledge and show a sound understanding of the benefits to a business of using mass production techniques in the workplace (AO1). They will make relevant judgements on the benefits to a business of using mass production in the workplace (AO3). Quality of written communication will be satisfactory.

Band 3 ([5]–[6])

The candidate will recall accurate relevant knowledge and demonstrate a thorough understanding of the benefits to a business of using mass production techniques in the workplace (AO1). They will make reasoned judgements on the benefits to a business of using mass production in the workplace (AO3). Quality of written communication will be good. [6]

4 In answering the question candidates may refer to:

On the one hand:

- gaining further qualifications or skills could mean promotion within their current job and thus a better salary
- being better qualified/trained may make it easier to get another job so it can be a safeguard against unemployment
- the employee can keep up to date with changes in the workplace
- the employee may not wish to stay in the one job for a long period of time so further qualifications could possibly increase their options

On the other hand:

- the employee’s social life may become affected
- the employee may be too stressed or too tired when they attend the evening class and so it may be a waste of time
- if the employee has to work late at night it may prevent attendance at the evening class
- attending evening classes could prove to be very expensive or any suitable alternative

Band 1 ([1]–[3])

The candidate will recall some knowledge and demonstrate a basic understanding of the effects evening classes can have on an employee’s life (AO1). They may show some ability to make judgements on the effects evening classes can have on an employee’s life (AO3). Quality of written communication will be poor.

Band 2 ([4]–[6])

The candidate will recall relevant knowledge and demonstrate a sound understanding of the effects evening classes can have on an employee’s life (AO1). They will make relevant judgements, present plausible conclusions and may evaluate the effects evening classes can have on an employee’s life (AO3). Quality of written communication will be satisfactory.

Band 3 ([7]–[8])

The candidate will recall accurate relevant knowledge and demonstrate a thorough understanding of the effects evening classes can have on an employee’s life (AO1). They will make relevant judgements, present substantial conclusions and evaluate the effects evening classes can have on an employee’s life (AO3). Quality of written communication will be good.

[8]

Total

AVAILABLE MARKS	
	8
Total	45



ENTRY LEVEL CERTIFICATE – 2010

Learning for Life and Work

Local and Global Citizenship

[ELW11]

THURSDAY 7 JANUARY, MORNING

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) (i)	Fill in the blanks.	
		• Comission (AO2)	[1]
		• 1998 (AO2)	[1]
		• misson (AO2)	[1]
		• equality (AO2)	[1]
		• discrimination (AO2)	[1]
		• good (AO2)	[1]
		• relations (AO2)	[1]
		• advice (AO2)	[1]
	(b)	In answering the question candidates may refer to any two of the following:	
		• Internet (AO1)	
		• call in (AO1)	
		• phone (AO1)	
		• talk to someone in their office (AO1)	
		Accept any relevant alternative (AO1)	
		(1 × [2])	[2]
2	(a)	In answering the question candidates may refer to any two of the following:	
		• stereotyping: all young people are “bad” (AO1)	
		• young people may be seen as causing trouble (AO1)	
		• media represents them negatively (AO1)	
		• some adults may not like/understand young people (AO1)	
		• treated unfairly by other young people because they are not the same as them (AO1)	
		Accept any relevant alternative (AO1)	
		(1 × [2])	[2]
	(b)	In answering the question candidates may refer to any two of the following:	
		• lonely (AO1)	
		• anxious/worried (AO1)	
		• afraid (AO1)	
		• sad/depressed (AO1)	
		• annoyed/frustrated (AO1)	
		Accept any relevant alternative (AO1)	
		(1 × [2])	[2]
			10

			AVAILABLE MARKS
<p>(c) In answering the question candidates may refer to the following:</p> <ul style="list-style-type: none"> • racial discrimination: someone treated unfairly because of race (AO1) • religious discrimination: someone treated unfairly because of religion (AO1) • disability discrimination: someone treated unfairly because of disability (AO1) • sexual discrimination: someone treated unfairly because of sexual orientation (AO1) • gender discrimination: someone treated unfairly because of gender, e.g. male; female (AO1) <p>Accept any relevant alternative (AO1) (1 × [2])</p>	[2]		
<p>(d) True/False</p> <p>(i) True (AO1)</p> <p>(ii) False (AO1)</p> <p>(iii) True (AO1)</p> <p>(iv) False (AO1)</p> <p>(v) True (AO1)</p> <p>(vi) True (AO1)</p> <p>(vii) False (AO1)</p> <p>(viii) False (AO1)</p>	[1] [1] [1] [1] [1] [1] [1] [1]		14
<p>3 Heads/Tails</p> <p>(i) example</p> <p>(ii) C. UDHR (AO1)</p> <p>(iii) A. Youth Club (AO1)</p> <p>(iv) B. PSNI (AO1)</p> <p>(v) H. Unpaid work (AO1)</p> <p>(vi) D. School Council (AO1)</p> <p>(vii) E. Worldwide (AO1)</p> <p>(viii) G. Newspaper (AO1)</p>	[1] [1] [1] [1] [1] [1] [1]		7

- 4 (a) In answering the question candidates may refer to any **two** of the following:
- Indian (AO1)
 - Pakistani (AO1)
 - Polish (AO1)
 - Lithuanian (AO1)
 - Italian (AO1)
- Accept any relevant alternative (AO1)
(1 × [2]) [2]
- (b) In answering the question candidates may refer to **one** of the following:
- traditional dress: young people can express their cultural identity by the clothes they wear. This identifies them with their country/culture (AO1)
 - food/diet: the food young people eat and the way they may prepare it is an expression of their cultural background (AO1)
 - language: the way young people speak their language is part of their culture (AO1)
 - religion: young people’s religious beliefs and how they express them is part of their culture (AO1)
- Accept any relevant alternative (AO1) [2]
A candidate showing full understanding [2]
A candidate showing a basic understanding [1]
- (c) In answering the question candidates may refer to any **two** of the following:
- build/install ramps at entrances/doorways to make his access easier (AO1)
 - widen entrances/doorways to make access easier (AO1)
 - make more space in the classroom so that he can move more freely (AO1)
 - install automatic doors which can be opened easily by Thomas (AO1)
 - ensure he has enough working space around his desk that also allows him room to move freely (AO1)
 - possibly install a lift to make movement between different school floors easier (AO1)
- Accept any relevant alternative (AO1)
A candidate showing full understanding [2]
A candidate showing a basic understanding [1]
(2 × [2]) [4]

5 (a) In answering the question candidates may refer to any **two** of the following:

Advantages

- raise awareness: NGOs raise awareness of the difficulties people living in poverty face. This may encourage others to help
- fundraising: NGOs raise funds to support their work. This can help to buy essentials that people need, like food, water, medical supplies
- lobbying: NGOs can lobby Government for support. This may influence Government to help their cause
- health: people in poverty are often sick and depend on NGOs for medical supplies to improve their health
- food: NGOs provide people in poverty with food. Without this food people may die

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

(2 × [2])

[4]

(b) In answering the question candidates may refer to any **one** of the following:

Disadvantages

- raise awareness: people may not be interested in other people living in poverty
- fundraising difficulties: difficulties raising money due to people's financial circumstances
- price of food: increased price of food may mean less food to go around
- resources stretched: increasing number of countries require aid to reduce poverty

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

[2]

6

Total

45

AVAILABLE
MARKS



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2010

Learning for Life and Work

Personal, Social and Health Education

[ELW21]

THURSDAY 7 JANUARY, AFTERNOON

**MARK
SCHEME**

- 1 (a) (i)** Any **two** of the following:
- wines
 - beers
 - spirits (AO2)
- (2 × [1]) [2]
- (ii)** 18 (AO2) [1]
- (iii)** Through television adverts (AO2) [1]
- (b)** Require identification (driving licence, passport)
Accept any valid alternative (AO1) [1]
- (c)** Any **two** of the following:
- liver problems
 - heart disease/attack
 - high blood pressure
 - depression
 - brain damage
 - alcohol poisoning
- Accept any valid alternative (AO1)
(2 × [1]) [2]
- (d)** Any **three** of the following:
- curiosity
 - to escape reality/problems
 - fun/excitement
 - feel more grown up
 - to take risks
 - peer pressure
- Accept any valid alternative (AO1)
(3 × [1]) [3]
- (e)** Any **three** of the following:
- lose driving licence
 - receive a fine/points on his licence
 - will not be able to drive to work
 - depend on public transport
 - may not be able to take his family shopping/children to school
 - lose his job
 - may need to sell his car as vehicle cannot be used
 - have a criminal conviction
 - find it difficult to get another job if sacked
 - jailed
- Accept any valid alternative (AO1)
(3 × [1]) [3]

AVAILABLE
MARKS

- (f) In answering the question candidates may refer to any of the following:
- may become more aggressive which may cause a disturbance in the street and the police may be called (AO1)
 - may receive an ASBO from the police/courts if in trouble all the time which may cause problems at home (AO1)
 - may fight with friends due to being drunk which may leave them isolated as no one wants them to be part of the crowd (AO1)
 - unwanted pregnancies as some people are likely to take risks due to alcohol lowering inhibitions
 - the young person may fall, trip, etc. requiring medical attention
 - alcohol poisoning requiring hospitalisation
 - they may become involved in crime – vandalism, robbery, theft

Accept any valid alternative

[1] for basic response

[2] for developed response (AO1)

[2]

AVAILABLE
MARKS

15

<p>2 (a) (i) Having a good opinion about yourself (AO2)</p> <p>(ii) Any two of the following:</p> <ul style="list-style-type: none"> • your skills • your talents • your qualities • your achievements • how others see you (AO2) <p>(2 × [1])</p> <p>(b) Any one of the following:</p> <ul style="list-style-type: none"> • make better students • feel healthier • stronger friendships • not as easily depressed • fewer worries • better relationships <p>Accept any valid alternative (AO1)</p> <p>(c) Any two of the following:</p> <ul style="list-style-type: none"> • make them feel valued by spending time with them • doing things together • encouraging them to try new things • give praise • celebrate successes • celebrate special occasions such as birthdays • take the time to listen • offer advice <p>Accept any valid alternative (AO2)</p> <p>(2 × [1])</p> <p>(d) (i) Worry</p> <p>(ii) Respect</p> <p>(iii) Lowered (AO1)</p> <p>(e) Any two of the following:</p> <ul style="list-style-type: none"> • embarrassment • lonely • depressed • isolated • lack of confidence • fear of going out/school/clubs • may not achieve their full potential, e.g. school, sport, future career • prefer to spend time alone rather than with friends. <p>Accept any valid alternative (AO1)</p> <p>(2 × [1])</p>	<p>[1]</p> <p>[2]</p> <p>[1]</p> <p>[2]</p> <p>[1]</p> <p>[1]</p> <p>[1]</p> <p>[2]</p>
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AVAILABLE MARKS

- (f) In answering the question candidates may refer to any **two** of the following:
- disagreements with parents about how much homework/coursework should be completed leaving less time to socialise with friends
 - parents may be worried that the young person is not spending enough time on work and may not do well in exams
 - brothers/sisters may have achieved at school and the young person feels pressure to achieve similar grades
 - parents may have unrealistic expectations and may be disappointed in how the young person is performing in school which may lead them to give up
 - may expect their children to study when they would rather be socialising leading to rows
 - children may not believe they are capable of achieving and become emotional
 - parent may have expectations of child that child cannot meet causing emotion
 - child may not believe success at school is worthwhile causing arguments, etc.

Accept any valid alternative

[1] for basic response

[2] for developed response (AO1)

(2 × [2])

[4]

AVAILABLE
MARKS

15

- 3 (a) Any **two** of the following:
- keeping her job
 - the cost of running her car
 - saving for a family holiday
- (2 × [1]) [2]
- (b) Any **one** of the following:
- turn off unused lights
 - get a meter installed for electricity
 - buy cheaper brands
 - use the car less to save money on petrol
 - bring in a lodger to help pay mortgage
 - bring in a lodger to help pay bills
 - buy in bulk when food items are on offer
 - use vouchers/coupons
- Accept any valid alternative (AO2) [1]
- (c) **Tails**
- the Citizens' Advice Bureau
 - budget plan
 - on her spending to save money
 - card company about her debt
- (1 × [4]) [4]
- (d) In answering the question candidates may refer to any of the following:
- Advantages:**
- the card is more convenient because there is no need to pay cash up front
 - you may know how much money is already in your bank account and not as likely to get into debt
 - cash back is offered by major stores when using a debit card so people can lift exactly the amount of money they need
 - there is no need to lift large sums of money in case the money gets lost or stolen as the debit card can be used to purchase goods or pay bills, etc.
- Disadvantages:**
- if card is lost or stolen and someone uses the card to buy goods (fraud)
 - paying goods by debit card and not receiving the item compared with buying with cash (fraud)
 - if you do not manage your money account carefully you could end up being overdrawn and charged by the bank/or in debt
 - if the card is lost it can be inconvenient cancelling card and waiting for a new card and pin
- Accept any valid alternative
 [1] for basic response
 [2] for developed response (AO1)
 (2 × [4]) [8]

Total

AVAILABLE
MARKS

15

45



Rewarding Learning

ENTRY LEVEL CERTIFICATE – 2010

Learning for Life and Work

Learning for Work

[ELW31]

FRIDAY 8 JANUARY, MORNING

**MARK
SCHEME**

			AVAILABLE MARKS
1	(a) (i) His own business (AO2)	[1]	
	(ii) Workers (AO2)	[1]	
	(iii) Local shop window (AO2)	[1]	
	Local newspapers (AO2)	[1]	
	Nearest Job Centre (AO2)	[1]	
	(b) (i) healthy (AO1)	[1]	
	(ii) multi-skilled (AO1)	[1]	
	(iii) unemployed (AO1)	[1]	
	(iv) teamwork (AO1)	[1]	
	(v) wage (AO1)	[1]	10
2	(i) TRUE		
	(ii) TRUE		
	(iii) TRUE		
	(iv) FALSE		
	(v) FALSE		
	(vi) TRUE		
	(vii) TRUE (AO1)	[7]	7

- 3 (ii) (c)
 (iii) (h)
 (iv) (a)
 (v) (d)
 (vi) (b)
 (vii) (i)
 (viii) (f)
 (ix) (e)
 (x) (g) (AO1)

[9]

AVAILABLE
MARKS

9

Good Point Bad Point

- 4 (i) (AO1)
 (ii) (AO1)
 (iii) (AO1)
 (iv) (AO1)
 (v) (AO1)
 (vi) (AO1)
 (vii) (AO1)

[7]

7

- 5 (a) Any **two** from:
- it will remind her what she has written down
 - it may help her answer the questions better
 - it will help her become focussed
- or any suitable alternative
(2 × [1]) (AO1) [2]
- (b) Any **one** from:
- if she arrives late it will create a bad impression as her interviewers might think she will not arrive on time if they give her the job
 - if she arrives late she may not be interviewed at all, so therefore she will definitely not get the job
 - if she is interviewed after arriving late she may be very nervous and spoil her chances of getting the job
- or any suitable alternative
[1] for basic response
[2] for fully developed answer
(1 × [2]) (AO3) [2]
- (c) Any **one** from:
- looking her best will help to relax her so she will feel more confident
 - she will want to give a very good impression of how she looks so that her interviewers will see she has made a good effort
 - the interviewers may base their decision on appearance as well as communication so she will stand a better chance of getting the job
- or any suitable alternative
[1] for basic response
[2] for fully developed answer
(1 × [2]) (AO3) [2]

6

6 Any **two** advantages from:

- she is her own boss so she can make decisions without consulting others
- she can employ workers to help her, so she will have more time to herself
- she is in total control, therefore she can determine her own hours of work etc.
- her efforts are rewarded by profit so the harder she works the more profit she should make

or any suitable alternative

[1] for basic response

[2] for fully developed answer

(2 × [2]) (AO3)

[4]

Any **one** disadvantage from:

- she has to earn her own money as there is no wage packet given to her at the end of the week
- she may have to work long hours in order to succeed
- if she makes a loss, she suffers it on her own
- she has no one to share her decisions with, so it may be stressful for her

or any suitable alternative

[1] for basic response

[2] for fully developed answer

(1 × [2]) (AO3)

[2]

Total

AVAILABLE
MARKS

6

45

