



Rewarding Learning

**General Certificate of Secondary Education
January 2018**

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

FRIDAY 5 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): 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

AVAILABLE
MARKS

Local and Global Citizenship

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

- language
- traditional dress
- dance/music/art
- sport
- food/diet
- religion
- flags
- festivals/celebrations

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- the belief that one race is superior/inferior to another
- treating others unfairly or subjecting them to abuse because of the colour of their skin
- examples illustrating the two points above
- accept examples which explain racism

Or any suitable alternative

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

(1 × [2])

AO1 [2]

[0] marks for reference to race and incorrect type of discrimination e.g. race/gender race/religion

(c) Any **one** example of stereotyping:

- the example should clearly show a generalised view applied to a group of people, e.g. all boys are good at football; all teenagers are trouble makers

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

(1 × [2])

AO1 [2]

Marks for example only not for explanation

5

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

- graffiti
- vandalism
- litter
- drug/substance/alcohol abuse
- poverty
- homelessness
- racism
- sectarianism

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- join or support the work of a Non-Governmental Organisation that deals with global issues, e.g. poverty, famine relief, drought, natural disasters. Students will become more aware of the work of the NGO and these issues
- take an interest in school subjects such as LLW, which cover global issues. Students will develop their understanding of these issues
- watch the news and current affairs programmes which cover global issues. This will raise their awareness of what is happening around the world
- read newspapers/magazines/books which consider global issues. This will make them more aware and informed about these issues
- use the internet to research certain global issues such as poverty and human rights abuse. They can find out more about issues that they might be interested in

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:

- non-violent direct action – people actively participate in an action such as a protest, march, lobbying, or sit in. The action is intended to influence the government or other organisations to deal with the issue and bring about change leading to improvements in society
- violent direct action – people use violence such as sabotage, assault, and the destruction of property to influence the government or other organisations responsible for the issue to bring about change leading to improvements in society
- accept examples which explain direct action

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:

- telephone conversation
- letter
- email
- text
- social media
- meet with NGO representative
- school

Or any suitable alternative

(2 × [1])

AO1 [2]

[0] marks for internet

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

- unequal distribution of wealth – financial resources and assets are unevenly distributed across the population. A relatively small percentage of people have a greater proportion of wealth compared to the majority of people. People with greater wealth have access to more opportunities than those with less wealth
- unequal levels of income – a significant difference in income between people at the top and bottom levels of income advantages those on higher income and disadvantages those at the lower end of the income scale. People at the bottom end of the income scale have access to fewer opportunities than those at the top
- status/class – some people may hold privileged positions such as, hereditary titles or may have gained a position of high status in society. They can use their position to access opportunities. This advantages them compared to others not in this position
- lack of social mobility – there may be few opportunities for people in lower income/status groups to improve their position in society. This limits their opportunities/life chances
- employment/unemployment – people who are unemployed or in low paid employment have less opportunities than those in well paid jobs. Unemployed people are more likely to be living in poverty
- Govt policy – but must explain how it relates to the above points

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:

- develop skills – by working on community projects/activities young people can develop skills such as communication and working with others. They learn to work with others as part of team and to communicate their ideas
- knowledge and understanding about the work of the NGO – young people learn more about the community and community issues
- personal development – helps the young person to develop their emotional intelligence and positive attitudes and dispositions such as empathy and commitment. They learn more about themselves
- meet new friends/building relationships – by doing voluntary work the young person can meet new people and make new friends. They learn to build relationships with others
- improved self-confidence/self-esteem – young people gain confidence and satisfaction from doing something worthwhile and of value to help the community
- work experience – young people gain valuable experience of working. They can include this in their CV. They can demonstrate this experience at job interviews

Or any other suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section A

20

Section B

**AVAILABLE
MARKS**

Source Based

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

- The Sex Discrimination (NI) Order – prohibits discrimination against individuals on the grounds of their sex
- Section 75 of the Northern Ireland Act – promotes equality of opportunity. It requires public authorities to ensure that people are treated equally regardless of their religious belief, political opinion, racial group, age, marital status, disability or sexual orientation
- Race Relations Order – the order makes it illegal to discriminate on grounds of colour, race, nationality or ethnic or national origin
- Disability Discrimination Act or NI (Order) – protects the rights of disabled people. The act/order makes it illegal to discriminate against people with disabilities. The act/order also places a duty on employers to promote positive attitudes towards disabled people
- Equal Pay Act – makes it illegal for employers to discriminate between men and women in terms of their pay and conditions
- Fair Employment and Treatment NI (Order) – makes it unlawful to discriminate against someone on the grounds of religious belief or political opinion

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:

- stereotyping/discrimination – people from minority groups may be stereotyped and face discrimination. This can make people feel isolated and marginalised
- inequality of opportunity – they may not have the same opportunities as others. People in minority groups may face difficulties finding accommodation and/or employment
- education – the education provided for children and young people in minority groups may not meet their needs, e.g. language, religion, specific learning difficulties
- under represented – they may be under-represented in government. Their views may not be taken into account in decisions that affect their community. People in minority groups may not feel that they are part of the community and marginalised
- language barriers – different language makes it difficult for them to communicate
- building relationships – difficult to build relationships with others

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]

10

5 Answers may include reference to any of the following:

Positives

- promotes equality – encourages good relations and challenge discrimination through promotion, advice and enforcement
- reduces discrimination – by promoting equality, good practice and educating people about their rights, people can learn to be more understanding and respect others who are different. Therefore, they may be less likely to discriminate against others
- good relations – promotes good relations between people of different racial groups. This can help people from minority racial groups and the local community to better understand each other and reduce tension and discrimination
- research – conducts research helps to identify inequality and discrimination. The research findings inform its policy and its work
- reviews legislation – monitors and reviews legislation and public policies to ensure that they do not breach equality legislation. This helps to safeguard the rights of individuals and minority groups and prevent discrimination
- communicate – provides advice and information to employers and the public about equality and equality legislation
- investigative and enforcement powers – the NIEC can investigate complaints and ensure that employers comply with equality legislation. This helps to ensure discrimination is reduced
- education – supports schools and youth groups to learn about equality through its educational activities. This may help young people to reflect on their views and reduce prejudice and discrimination

Negatives

- limited funding – inadequate funding limits the work it can do to promote equality therefore the outcomes and success of projects will be limited
- equality ignored – people may be aware of the importance of equality but may still remain prejudiced and discriminate against certain groups in society
- non-compliance with legislation – employers may ignore equality legislation or not fully comply with legislation. People may still be discriminated against in the work place
- limited impact on promoting good relations – its work on promoting good relations between different minority groups in society may be limited to the relatively small numbers of groups it can work with
- limited impact of research – the research undertaken by the NIEC may have limited impact on policy unless politicians are willing to act on it

- government may ignore its advice - the NIECs review of legislation makes recommendations to the Northern Ireland government on improving equality legislation. The government may not accept all of the recommendations
- limited impact of investigations and enforcement powers – may not have the resources to make a significant impact on reducing discrimination because of the scale of issue
- limited impact of education – people might not be interested in learning about discrimination and equality. People’s prejudice towards others from minority groups may remain unchanged

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. Direct copying from source will only be credited with a maximum of 2 marks. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that the intended meaning is not always clear.

Level 2: ([5]–[7])

Answers may focus on some of the positive or negative factors which may be related in a relevant way. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3: ([8]–[10])

Answers will provide detailed analysis and will focus on both positive and negative factors which will be related in an accurate and relevant way. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3 [10]

10

Total

40