General Certificate of Secondary Education
January 2019

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

TUESDAY 29 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

Local and Global Citizenship

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

- school/teacher

- LLW classes

- TV/Radio

- internet/websites

- NGOs

- newspapers/magazines

- visiting different countries

Or any suitable alternative

(1 × [1])   AO1 [1]

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

- clean up the local area, e.g. anti-litter campaign, remove and stop graffiti. This would improve the environment, make it cleaner and a more attractive place to live.

- build a community garden – this would be a local attraction which people could visit, meet others, socialise and contribute to.

- work to help others – provide support to those in need such as the elderly or homeless. This helps to make the community a more inclusive and caring place to live.

- work with young people – provide, organise and supervise youth activities. This would give young people something to do in their free time.

- encourage community engagement – organise community events – such as festivals, parades, sports. People in the community could participate in these, meet others and build relationships.

- communicate/raise awareness – use the media and face to face meetings to make the public aware of community issues. this could lead to action to address community issues.

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:

- lobbying – meet with and try to influence policy and decision makers. Influence them to take a stand and support their cause.

- public campaign – use the mass media to get their views across and gain public support for their cause. This gains the attention of policy and decision makers and may influence them to take action.

- public protests/marches/events – mobilise public support, to highlight their position/views which may force policy/decision makers to act.

- litigation/legal – can bring a case to court to highlight an issue and test the legality of for example certain government policies.

- celebrity support – enlist the support of celebrities to highlight their cause. They are more likely to get media attention and raise public awareness.

- shock tactics – may use publicity stunts designed to gain public and government attention. This type of action is more likely to have a greater impact on influencing people's views about a cause.

Up to [2] marks depending on the detail of the explanation   AO2 [2]

5

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

- Alliance

- Conservative

- DUP

- Green Party

- UUP

- Sinn Féin

- SDLP

- People before Profit

- Workers Party

Or any suitable alternative

(1 × [1])   AO1 [1]

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

- represent views of the people – promote and act on the views of the electorate to address their concerns.

- agree on programme for government – create and implement policies and strategies to develop Northern Ireland's society and economy.

- communicate – raise awareness about the role of the Northern Ireland Assembly and its work.

- educate – improve young people's and public understanding about the role of the Northern Ireland Assembly.

- provide leadership – resolve important issues and demonstrate how Northern Ireland can move forward.

- legislation – make laws which will protect people, promote equality and diversity. Ensure Northern Ireland is a safe place in which to live and work.

- service provision – ensure high quality public services are provided such as, health care, education, housing, and transport networks to meet the needs of people living in Northern Ireland.

- human rights/equality – work to ensure that the terms of the Belfast (Good Friday) Agreement are met, for example, by promoting human rights, equality and diversity.

- develop international relations – build relations with other countries including those in the EU.

- promote community development and community relations – support local community and cross-community projects.

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:

- family/parents/friends – may be influenced by the views of family/parents and friends and vote for the same political party as them.

- represent their views – support the party that best represents views.

- culture/religion/class – support the party that is seen to be associated with their culture/religion/class.

- particular cause – the party may support a particular cause such as, the Green Party and environmental issues that the person feels strongly about.

- influenced by the media – stories/news about a political party may highlight a certain policy or position that they support.

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:

- Section 75 of the Northern Ireland Act

- The Sex Discrimination (NI) Order

- Equal Pay Act

- Fair Employment and Treatment Order

- Disability Discrimination Act

- Race Relations Order

Or any suitable alternative

$(2 \times [1])$ AO1 [2]

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

- Sexual discrimination – treating someone unfairly because of their gender or gives example.

- Age discrimination – someone being treated unfairly because of their age or gives example.

- Disability discrimination – someone being treated unfairly because they have a disability or gives an example.

- Race discrimination – someone being treated unfairly because of their skin colour or gives example.

- Religious discrimination – someone being treated unfairly because of their religious beliefs or gives example.

- Sexual orientation discrimination – someone being treated unfairly because of their sexual preference or gives example.

Or any suitable alternative

[1] mark for the correct identification
[1] mark for the accompanying explanation
$(2 \times [2])$ AO1 [4]

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

- funding – responsible for funding applications and provides finance for organisations to work on local community and cross-community projects.

- support – provides advice and guidance to local community groups, churches and organisations on developing cross-community projects and building good community relations.

- social networks – builds links with local community groups, churches and organisations to develop cross-community projects and build good community relations.

- training – provides training to organisations and local community groups on developing cross-community projects and building community relations.

- research – conducts research to provide evidence for approaches to cross-community work and building good relationships.

- communication – raises awareness about its work through media and public events, e.g. seminars, conferences and workshops.

- consultation – holds consultations with the public to obtain their views on issues such as building community relations.

- education – supports schools and young groups to develop cross-community projects to enable young people to better understand the views of others from a different community and to build community relations.

Or any other suitable alternative

[1] mark for the correct identification
[1] mark for the accompanying explanation
(2 × [2])   AO1 [4]   10

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

- part of a group – less likely to feel isolated or marginalised because they are part of a group.

- sense of community identity – they feel they have something in common with others in the community, makes them feel more secure.

- sense of belonging – they feel that they are valued as part of the community enhances their self-worth and wellbeing.

- support network – members of the community provide a support network, they 'look after' their own.

- shared activities – people can participate in community activities. This helps to build community relationships and trust between people.

- sense of social responsibility – may encourage people to demonstrate social responsibility and make a positive contribution to the community. In turn, they may gain a sense of satisfaction and pride.

- share community benefits – individuals gain social benefits from being part of a community for example, good relationships between people, other people care about them. This may make individuals feel valued.

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:

- limited funding – the NGO may not be able to do all that it would like to help homeless people because it has to work within its budget.

- limited staff/volunteers – may have a relatively small number of staff and volunteers which means it can only help a certain number of homeless people.

- lack of public support – the public may not support its work, this could reduce its fundraising revenue and the number of people volunteering. This would limit what it can do to help homeless people.

- limited communication and publicity – its budget may restrict how it publicises its work. People may not be fully aware about the work it does. This would limit public engagement and support.

- limited shelter/accommodation – regardless of the NGO's resources its impact may be limited because there is not enough social housing/ accommodation which limits the number of homeless people they can help.

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

- democratic institutions of government – the Agreement led to the establishment of the Northern Ireland Assembly and Executive. This provides a forum for reaching agreement through discussion without resorting to violence.

- government bodies – Equality Commission and Northern Ireland Human Rights Commission. These organisations ensure that people's human rights are upheld.

- north/south bodies – British Irish Council established to promote cooperation and better relations.

- dual citizenship – by recognising the right of people living in Northern Ireland to hold either or both Irish and British citizenship the agreement reduced the tension around nationality.

- promotes equality, diversity and inclusion – the agreement promotes the idea of an inclusive society in which everyone is treated equally and advocates respect for others from different backgrounds and traditions.

- justice – reform of policing and establishment of Department of Justice and the office of the Police Ombudsman aim to ensure that the justice system is fair for everyone.

- decommissioning of arms – the agreement required paramilitary groups to decommission illegally held arms. This makes it more difficult for these groups to resort to the violence of the past.

- self-determination – people of Ireland have the right to determine whether Northern Ireland remains part of Great Britain or forms part of a United Ireland. This means that people have a free choice and that this decision is less likely to be achieved through violence than consent.

Negatives

- democratic process takes time – difficulty for different parties to reach agreement on certain issues such as justice. Can take time to reach consensus before implementing parts of the Agreement. In the meantime, divisions and tension still exist in society.

- does not satisfy everyone – not everyone agrees with the Agreement and how it is being implemented. For example, some nationalists feel it has not gone far enough in providing the conditions for a United Ireland while some Loyalists feel that aspects of the Agreement undermine Northern Ireland's position as part of Great Britain.

- difficult to build trust – there is lack of trust between the main political parties and no consensus on a shared future. This lack of trust is seen at community level and leads to continued tension between Catholic and Protestant communities.

- financial restraints – limited budget to provide support at community level for cross-community contact schemes which means there are reduced

opportunities for young people to meet others from different communities. This can lead to ignorance and prejudice views about others.

- lack of public debate – the Agreement has not led to greater cross-community public debate around sensitive issues. Without the opportunity for this type of discussion people are likely to retain traditional views which can reinforce community division.

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**