

GCSE



CCEA GCSE Specimen
Assessment Materials for
**Learning for
Life and Work**

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: 4810



Foreword

CCEA has developed new specifications which comply with criteria for GCSE qualifications. The specimen assessment materials accompanying new specifications are provided to give centres guidance on the structure and character of the planned assessments in advance of the first assessment. It is intended that the specimen assessment materials contained in this booklet will help teachers and students to understand, as fully as possible, the markers' expectations of candidates' responses to the types of tasks and questions set at GCSE level. These specimen assessment materials should be used in conjunction with CCEA's GCSE Learning for Life and Work Specification.

GCSE Learning for Life and Work

Specimen Assessment Materials

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Subject Code	4810
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SPECIMEN PAPERS

SPECIMEN PAPERS



Rewarding Learning

General Certificate of Secondary Education
2018

Centre Number

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Candidate Number

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Learning for Life and Work

Unit 1

Local and Global Citizenship

[CODE]

SPECIMEN PAPER

TIME

1 hour

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

Answer **all** questions in this paper

INFORMATION FOR CANDIDATES

The total mark for this paper is 60.

Quality of written communication will be assessed in questions **5(a)**, **5(b)** and **6**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
6	
Total Marks	

(e) Explain **two** ways the Northern Ireland Equality Commission promotes equality.

1 _____

2 _____

_____ [4]

Examiner Only	
Marks	Re-mark

THIS IS THE END OF THE QUESTION PAPER



Rewarding Learning

General Certificate of Secondary Education
2018

Centre Number

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Candidate Number

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Learning for Life and Work

Unit 2

Personal Development

[CODE]

SPECIMEN PAPER

TIME

1 hour

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

Answer **all** questions in this paper.

INFORMATION FOR CANDIDATES

The total mark for this paper is 60.

Quality of written communication will be assessed in questions **5(a)**, **5(b)** and **6**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
6	
Total Marks	

3 (a) Write down **one** reason a family may get into debt.

_____ [1]

(b) Write down **one** physical consequence of drinking excess alcohol.

_____ [1]

(c) Describe **one** way mutual respect can help to maintain a healthy relationship.

_____ [2]

(d) Explain **one** advantage of having a current bank account.

_____ [2]

(e) Explain **two** physical effects of taking an illegal drug.

1 _____

2 _____

_____ [4]

Examiner Only	
Marks	Re-mark

THIS IS THE END OF THE QUESTION PAPER

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Rewarding Learning

General Certificate of Secondary Education
2018

Centre Number

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Candidate Number

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Learning for Life and Work

Unit 3

Employability

[CODE]

SPECIMEN PAPER

TIME

1 hour

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

Answer **all** questions in this paper.

INFORMATION FOR CANDIDATES

The total mark for this paper is 60.

Quality of written communication will be assessed in questions **5(a)**, **5(b)** and **6**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
6	
Total Marks	

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MARK SCHEMES



General Certificate of Secondary Education

Learning for Life and Work

GENERAL MARKING INSTRUCTIONS

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 which they should apply in allocating marks to candidates' responses.

Assessment objectives

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

Candidates must:

- AO1** recall, select and communicate their knowledge and understanding of Learning for Life and Work;
- AO2** apply skills, knowledge and understanding of Learning for Life and Work; and
- AO3** analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions related to Learning for Life and Work.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, 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 schemes

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 in the level 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 communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Competent): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Highly Competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.



Rewarding Learning

**General Certificate of Secondary Education
2018**

Learning for Life and Work

Unit 1

Local and Global Citizenship

**[CODE]
SPECIMEN**

**MARK
SCHEME**

1 (a) Name **one** human right. (AO1)

Answers may include one of the following human rights:

- the right to life
- right to a nationality
- the right not to be tortured
- the right to privacy
- the right to marry
- the right to vote
- the right to freely express your views

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down **one** way the government can promote human rights.
(AO1)

Answers may include **one** of the following points:

- policy
- legislation
- communication
- education

All other valid answers will be credited

(1 × [1])

[1]

(c) Explain **one** reason why human rights are important in society.
(AO1, AO2)

Answers may include **one** of the following points:

- human rights ensure everyone has the right to participate in society; everyone has the opportunity to engage in democratic processes.
- they keep people safe from harm and abuse by the government, public bodies and other groups; they help to protect people.
- they protect people from discrimination by the government, public bodies and employers; they help to ensure everyone has the same equality of opportunity.
- they protect the most vulnerable groups of people in society such as children and the elderly; they help to ensure that their voices are heard and their needs are met.
- all laws passed by the government have to meet international human rights agreements and standards; they help to ensure everyone is treated fairly in law.
- human rights safeguard the survival of individuals; everyone has the right to life.
- they ensure the well-being of individuals; everyone has the right to affordable housing, health care and education.

All other valid answers will be credited

- [0] is awarded for a response not worthy of credit
[1] basic statement
[2] accurate explanation with clear reference to the importance of human rights in society

(1 × [2]) [2]

- (d) Describe **one** way the rights of a child who is forced into slavery may be abused. (AO1, AO2)

Answers may include **one** of the following points:

- (UNCRC) Article 10 – the right to live with their parents: this right may be denied if they are forced into child labour and removed from their family.
- (UNCRC) Article 11 – the right to be protected from kidnapping: this right may be abused when children are forcibly removed from their parents to be exploited by other parties.
- (UNCRC) Article 12 – the right to freedom of expression: they may be denied the opportunity to express their views in matters which concern their welfare.
- (UNCRC) Article 28 – right to free quality education: instead of going to school may be forced to work as slave labour.
- (UNCRC) Article 31 – right to play and rest: children forced in to slavery are denied time to play with other children and to rest.

The above examples are from the UNCRC. Candidates are not required to cite the human rights articles, e.g. Article 12. This is for the examiner's reference. Marks will be awarded for any other valid examples taken from the UNCRC.

All other valid answers will be credited

- [0] is awarded for a response not worthy of credit
[1] basic statement
[2] accurate description with clear reference to **one** way the rights of a child may be abused

(1 × [2]) [2]

(e) Explain **two** reasons why Section 75 of the Northern Ireland Act (1998) is important. (AO1, AO2)

Answers may include **two** of the following points:

- Section 75 requires public authorities to promote equality of opportunity for everyone. It ensures that individuals in its nine equality categories, which include age, race, gender and sexual orientation, have equality of opportunity.
- it requires public authorities to promote good relations between persons of different religious belief, political opinion and racial group. This helps to reduce tension between different groups in the workplace and society.
- Section 75 places a duty on public authorities to produce an equality scheme which outlines how they propose to meet their duties under Section 75. It encourages public authorities to actively promote equality.
- individual rights are safeguarded by law this helps to promote equality and to ensure people within the equality categories are not discriminated against.
- Section 75 helps to address social inequalities between different groups in society. This helps to reduce the impact of social inequalities on people's lives and makes a fairer society.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** reason why Section 75 of the Northern Ireland Act is important

(2 × [2])

[4]

10

2 (a) Write down the number of government departments in the Northern Ireland Executive. (AO1)

Answers should state:

- 9 (nine)

(1 × [1])

[1]

(b) Name **one** Government Department within the Northern Ireland Assembly. (AO1)

Answers may include **one** of the following Northern Ireland government departments:

- Executive Office
- Agriculture, Environment & Rural Affairs
- Communities
- Economy
- Education
- Finance
- Health

- Infrastructure
- Justice

(1 × [1])

[1]

- (c) Describe **one** way Non-Governmental Organisations (NGOs) can promote social equality in Northern Ireland. (AO1, AO2)

Answers may include **one** of the following points:

- NGOs can campaign to raise awareness about social equality issues such as poverty, homelessness, health care provision and education. This will highlight issues which need to be addressed in society.
- they can hold peaceful protests/demonstrations/marches to highlight areas of social inequality in Northern Ireland society. This may encourage the government to deal with these issues and promote social equality.
- they can lobby politicians and government to gain their support and influence them to take action to promote social equality
- NGOs can support people in local communities to deal with issues such as poverty, homelessness and health care. They can provide advice, training, facilities and resources.
- they can work with schools and community groups to educate people about the importance of social equality in society.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** way an NGO promotes social equality in Northern Ireland

(1 × [2])

[2]

- (d) Describe **one** way that discrimination can affect a young person from an ethnic minority group. (AO1, AO2)

Answers may include **one** of the following points:

- the young person may feel others dislike them or are against them. This can make them feel excluded, isolated and lonely.
- the young person may find it difficult to make friends. Other young people may try to exclude them from friendship groups.
- the young person may find it more difficult to gain employment than someone from the majority culture in society. It will be difficult for them to support themselves financially.
- the young person may find it difficult to get accommodation. They may not be able to live in accommodation or in an area of their choice.

All other valid answers will be credited

- [0] is awarded for a response not worthy of credit
- [1] basic statement
- [2] accurate description with clear reference to **one** effect of discrimination on a young person

(1 × [2])

[2]

- (e) Explain **two** ways the Northern Ireland Equality Commission promotes equality. (AO1, AO2)

Answers may include **two** of the following points:

- promote equality of opportunity, encourage good relations and challenge discrimination through promotion, advice and enforcement.
- reduce 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.
- promote 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.
- monitor and review 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.
- provide advice, information and training for employers about equality legislation. The NIEC supports them to develop equality policy and practice to comply with legislation.
- ensures equality law is upheld by investigating complaints and undertake investigations of possible breaches of equality law and takes cases to court.

All other valid answers will be credited

- [0] is awarded for a response not worthy of credit
- [1] basic statement
- [2] accurate explanation with clear reference to **one** way that the Northern Ireland Equality Commission promotes equality.

(2 × [2])

[4]

10

- 3 (a) Write down the title given to someone who is an elected representative in the Northern Ireland Assembly. (AO1)

Answers should state:

- Member of the Legislative Assembly or MLA

(1 × [1])

[1]

- (b) Name **one** influence on a person's cultural identity. (AO1)

Answers may include **one** of the following influences:

- parents
- friends
- family
- media
- celebrities
- school/teachers
- clubs
- religion/church

All other valid answers will be credited

(1 × [1])

[1]

- (c) Explain **one** key feature of the Belfast/Good Friday Agreement. (AO1, AO2)

Answers may include **one** of the following key features:

- Principle of consent. People in Northern Ireland and Republic of Ireland can decide in a referendum whether to remain part of the UK or for a united Ireland.
- proposed a devolved Northern Ireland government which would have legislative powers to make decision on local issues.
- proposed the creation of the Northern Ireland Assembly and the Northern Ireland Executive which is the Northern Ireland Government.
- proposed new institutions to protect people's human rights and promote equality. These include the Equality Commission, the Northern Ireland Human Rights Commission (NIHRC), and the Office of the Police Ombudsman.
- the right of people in Northern Ireland to hold dual citizenship. People in Northern Ireland can hold Irish or British citizenship or both.
- recognition of linguistic diversity. The Agreement recognises and promotes Irish, Ulster Scots and ethnic minority languages.

All other valid answers will be credited

- [0] is awarded for a response not worthy of credit
[1] basic statement
[2] accurate explanation with clear reference to **one** key feature of the Belfast/Good Friday Agreement

(1 × [2]) [2]

(d) Explain **one** role of the Northern Ireland Executive. (AO1, AO2)

Answers may include **one** of the following roles:

- agree on a draft Programme for Government for Northern Ireland. This sets out government priorities and commitments to improve the Northern Ireland economy and society.
- agree on the draft budget for Northern Ireland and how finances are allocated and spent by different government departments.
- create and approve legislation to be passed before the Northern Ireland Assembly.
- members of the Executive have to reach consensus on how to resolve significant or controversial issues which will have an impact on Northern Ireland's society and economy.

All other valid answers will be credited

- [0] is awarded for a response not worthy of credit
[1] basic statement
[2] accurate explanation with clear reference to **one** role of the Northern Ireland Executive

(1 × [2]) [2]

(e) Explain **two** ways a school can promote inclusion. (AO1, AO2).

Answers may include **two** of the following points:

- the school can have an Inclusion Policy. This states the actions it will take to promote inclusion. This will inform whole school practice and can be shared with pupils, teachers and parents.
- celebrate different cultures by having school events which acknowledge different religions, festivals, languages, diet/food, etc. This encourages all young people to feel a sense of belonging and that everyone is included.
- educate pupils about the importance of inclusion and how they can make others feel that they are all part of the school community. Pupils can learn about inclusion in Local and Global Citizenship, RE and other subjects and in school assemblies.
- promote inclusion by encouraging positive behaviour towards others and take a firm stand against those who act to exclude others. This will demonstrate that the school takes inclusion seriously.

- ensure all pupils have equality of opportunity. Ensure the learning needs of all pupils are met including those with Special Educational Needs. This helps to ensure that all individuals and their education is valued.
- ensure the school complies with equality law and that school facilities are adapted to meet the needs of all pupils including those with disabilities. This promotes inclusion by ensuring all pupils have equal access to school facilities.
- provide a diverse range of food in the canteen to ensure the school meets the dietary requirements of pupils including those from different cultural and religious backgrounds. This promotes inclusion by ensuring the dietary requirements of all pupils are met.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way schools can promote inclusion

(2 × [2])

[4]

10

- 4 (a) Explain **two** reasons why conflict can arise between different groups of people in society. (AO1/AO2)

Answers may include **two** of the following points:

- people from different cultures or religions may view others as different. They may have little understanding about people from other cultures. This can lead to discrimination, bigotry and conflict between these different groups.
- people from ethnic minority groups may feel marginalised and may not integrate into wider society. People from different traditions or religions may live in separate groups or communities. This can lead to people in minority groups and others in wider society feeling threatened by the presence of the others, which may cause conflict in society.
- groups of people with different cultural identities may hold strong opposing political or religious views about people from other groups. One cultural group may feel that their views are justified and be intolerant of the others from different cultures because they assume they hold opposing views. This creates division in society and can cause conflict.
- certain groups of people in society may be disadvantaged. They may be affected by social and economic inequalities. This creates division between them and others in society. This can lead to social unrest and possible conflict within the state.

All other valid answers will be credited

- [0] is awarded for a response not worthy of credit
[1] basic statement
[2] accurate explanation with clear reference to **one** way conflict can arise between different groups in society

(2 × [2]) [4]

- (b) Explain **two** ways conflict between different groups in society can be resolved. (AO1, AO2)

Answers may include **two** of the following points:

- provide a neutral environment to hold discussions about the issues that cause conflict. In a neutral environment opposing groups are less likely to feel disadvantaged. It provides an opportunity for them to better understand each others' position. They may be more likely to reach a compromise solution to resolve the conflict.
- a neutral mediator could play a role in facilitating discussion around the issues that are creating the conflict. They can set an agenda and deadlines agreed by both groups. They can identify areas for potential agreement and point out the benefits to both groups of resolving the conflict.
- the government can provide opportunities for people from opposing groups to engage in shared activities. This will help people to learn more about people from the other group. This will help build trust and good relationships and possibly reduce the potential for further conflict.

All other valid answers will be credited

- [0] is awarded for a response not worthy of credit
[1] basic statement
[2] accurate explanation with clear reference to **one** way conflict can be resolved in society

(2 × [2]) [4]

8

Source A: The Impact of Immigration on Northern Ireland

In 2011 the estimated number of migrants living in Northern Ireland was 80 000. This represents 4.3% of the total population. Most migrants are from European Union (EU) countries. However, it is predicted that migration will decrease over the next 25 years.

Migrant workers make up around 4% of the Northern Ireland workforce. Less than 5% of EU migrants claim job seekers allowance. From 2004 to 2008 migrant workers contributed about £1.2bn to the economy.

In a 2010 survey 70% of people felt that migrants put a strain on public services. Almost half thought that migrants take jobs from local people. Between 2013 and 2014 there was a 43% increase in racially-motivated attacks.

However, 69% of people said that migrants had enriched the cultural diversity of Northern Ireland.

Source: Adapted from 'Challenging Racism: Ending Hate' © 2016 Unite Against Hate

5 Read the information carefully in Source A to answer part (a) of the question below.

- (a)** Using the information in the source and your own knowledge analyse the impact of immigration in Northern Ireland.
(AO1, AO2, AO3)

Answers may include **any** of the following points:

- in 2011 the number of migrants living in Northern Ireland was around 85 000. While this may seem a large number of migrants they represent a small percentage of the population (4.3%).
- a survey showed that many people (nearly 50%) thought that migrants take jobs from local people. They may think this because they are unsure of the facts and tend to be prejudiced. The figures show that migrants make up a relatively small 4% of the workforce.
- many people also think that migrants come to Northern Ireland to claim benefits but the figures show that only 5% of EU migrants claim benefits. Although, this does not show the percentage of non-EU migrants who claim benefits.
- a survey indicated that many people (70% of those surveyed) thought that migrants have caused an increased demand for public services. These include healthcare, education and social housing. Local people may feel that migrants should not be entitled to these services.
- it is likely that some people's attitudes to migrants may lead to racist attacks. In 2014 there was a 43% increase in racially motivated attacks. However, the figure does not indicate the number of attacks.

- the figures indicate that migrants make a significant contribution to the Northern Ireland economy. For example, they fill skills gaps, pay taxes and spend their earnings in Northern Ireland.
- the survey suggests that many people think migrants have contributed to the cultural diversity of Northern Ireland. This suggests that those surveyed positively view the contribution migrants make to Northern Ireland society.
- if migration decreases in future years as predicted there may be less pressure on public services but there may also be skills shortages and lost tax revenue.
- if fewer people come to Northern Ireland from other countries society may also become less culturally diverse.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression - basic analysis

- Shows basic knowledge and understanding of the impact of immigration in Northern Ireland
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation on how immigration impacts on Northern Ireland
- Quality of written communication is basic

Level 2 ([3]–[4])

Overall impression – competent analysis

- Shows good knowledge and understanding of the impact of immigration in Northern Ireland and applies this to the question
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail how immigration impacts on Northern Ireland
- Quality of written communication is competent

Level 3 ([5]–[6])

Overall impression – highly competent analysis

- Shows excellent knowledge and understanding of the impact of immigration on Northern Ireland and applies this effectively in response to the question
- Analysis: identifies and comments on at least two relevant points from the source and analyses effectively in detail how immigration impacts on Northern Ireland
- Quality of written communication is highly competent

[6]

It is important that migrants in Northern Ireland feel that they are part of the community.

AVAILABLE
MARKS

(b) Discuss the ways the Northern Ireland government can support migrants. (AO1, AO2, AO3)

Answers may include **any** of the following points:

- the government can establish policies and strategies to support migrants. It must ensure that it meets the legislative requirements and supports migrants' human rights.
- migrants who have recently arrived in Northern Ireland are likely to be unfamiliar with the healthcare, education and social housing systems and may require advice to access these services. The Northern Ireland government and its departments provide advice and support to migrants to help them access these services.
- people moving to Northern Ireland from another country may need the support of a range of services, for example they may need to find accommodation or require healthcare provision. The Northern Ireland government can ensure that it meets the needs of migrants by working with other organisations to provide access to these services.
- migrant families with children want to ensure their children receive an education. The Northern Ireland government provide school places.
- newcomer children may require support to adjust to their new school environment. In some cases, this may include help with learning English. The Northern Ireland government provides a support service for these children and their families to help them integrate within the school community (Inclusion and Diversity Service).

Level 1 ([1]–[2])

Overall impression- basic discussion

- Shows basic knowledge and understanding about the ways the Northern Ireland government can support migrants
- Discussion: makes reference to at least one relevant point and may provide limited detail about the ways that the Northern Ireland government can support immigrants
- Quality of written communication basic

Level 2 ([3]– [4])

Overall impression-competent discussion

- Shows good knowledge and understanding about the ways the Northern Ireland government can support migrants and applies this to the question
- Discussion: makes reference to two relevant points and provides adequate discussion about the ways that the Northern Ireland government can support immigrants
- Quality of written communication is competent

Level 3 ([5]–[6])

Overall impression – highly competent discussion

- Shows excellent knowledge and understanding about the ways the Northern Ireland government can support migrants and applies this effectively to the question
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the ways that the Northern Ireland government can support immigrants
- Quality of written communication is highly competent

[0] is awarded for a response not worthy of credit

[6]

12

AVAILABLE
MARKS

Non-Governmental Organisations (NGOs) deal with a range of social justice issues.

6 Evaluate the role of NGOs in tackling homelessness in Northern Ireland.

Answers may include any of the following points:

- NGOs provide long and short-term aid to those who are experiencing housing problems. They provide shelter and temporary accommodation for homeless people. This helps to alleviate the problem of homelessness.
- The large scale of homelessness in the UK means that NGOs by themselves will never be able to meet the needs of everyone who is homeless. Their impact is limited.
- NGOs may find it difficult to find suitable accommodation for people who are homeless. There is currently a shortage of housing in Northern Ireland and long waiting lists for social housing. This limits what they can do to tackle homelessness.
- NGOs campaign and lobby government to influence ministers and policy makers to deal with homelessness. This can be an effective way of gaining support at a high level and lead to positive changes to address homelessness.
- NGOs have had a limited impact on changing government policy. Homelessness remains a major issue in Northern Ireland.
- NGOs hold fundraising events/activities. This can be an effective way to fund the resources and accommodation required to support homeless people.
- People may not want to contribute money to help the homeless. They may not value the importance of the work of the NGOs or think that their donations will not go to the people who need it the most. This is a difficult challenge to overcome.
- NGOs raise public awareness through their media and social networking campaigning about the issues facing the homeless. This may influence public support for dealing with homelessness.
- Some people may think that homeless people do not deserve help and will not be interested in supporting NGOs to tackle homelessness. If NGOs had greater public support they could possibly do more to tackle homelessness.

- NGOs educate young people about homelessness. This gives young people a better understanding of the problems homeless people face and may influence them to support them to tackle homelessness.
- NGOs' educational programmes may have a limited impact on gaining young people's support to tackle homelessness. Young people may be not be interested in this issue.

Level 1 ([1]–[4])

Overall impression: basic evaluation

- Shows basic knowledge and understanding about the role of Non-Governmental Organisations (NGOs) in tackling homelessness in Northern Ireland
- Evaluation: identifies and comments on at least one relevant point on the role of the NGOs in tackling homelessness in Northern Ireland
- Conclusion: may be missing or inadequate about the role of Non-Governmental Organisations (NGOs) in tackling homelessness in Northern Ireland
- Quality of written communication is basic

Level 2 ([5]–[7])

Overall impression: competent evaluation

- Shows good knowledge and understanding about the role of Non-Governmental Organisations (NGOs) in tackling homelessness in Northern Ireland and applies this to the question
- Evaluation: identifies and comments on at least two relevant points on the role of NGOs in tackling homelessness in Northern Ireland
- Conclusion: draws a relevant conclusion related to their evaluation on the role of NGOs in tackling homelessness in Northern Ireland
- Quality of written communication is competent

Level 3 ([8]–[10])

Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding about the actions of Non-Governmental Organisations (NGOs) in tackling homelessness in Northern Ireland and applies this effectively in response to the question
- Evaluation: identifies and comments in detail on at least two relevant points on the role of NGOs in tackling homelessness in Northern Ireland
- Conclusion: draws a detailed conclusion related to their evaluation on the role of NGOs in tackling homelessness in Northern Ireland
- Quality of written communication is highly competent

[10]

10

Total

60

**AVAILABLE
MARKS**

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Rewarding Learning

**General Certificate of Secondary Education
2018**

Learning for Life and Work

Unit 2

Personal Development

[CODE]

SPECIMEN

**MARK
SCHEME**

- 1 (a) Write down **one** way a young person may deal with depression. (AO1)

Answers may include **one** of the following points:

- medical, e.g. anti-depressants
- complementary – massage, yoga, relaxation classes
- lifestyle – new start such as moving home, change employment, new interests and hobbies, exercise

All other valid answers will be credited

(1 × [1])

[1]

- (b) Name **one** form of abuse. (AO1)

Answers may include **one** of the following points:

- physical
- emotional
- sexual
- neglect

All other valid answers will be credited

(1 × [1])

[1]

- (c) Describe **one** challenge faced by a step parent bringing up a family. (AO1, AO2)

Answers may include **one** of the following points:

- the step parent may find it difficult to build bonds and develop relationships with the step children. They may have to deal with the children's reactions to their parent re-marrying.
- the step parent may find it challenging dealing with children's unacceptable behaviour. Children may object to taking direction from someone other than their parent/s.
- the step parent may not receive adequate support from their partner when dealing with difficult issues around parenting. This makes it more difficult for the step parent to gain the respect of the children.
- the step parent may have to gain the trust of their partner in relation to the children. This may make the step parent feel that they are not trusted and could create tension.
- the step parent's presence creates a change in the dynamics of the family relationships. They may find it challenging establishing their role within the family.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to one challenge faced by a step parent bringing up a family

(1 × [2])

[2]

- (d) Explain **one** risk of driving a vehicle while under the influence of alcohol. (AO1, AO2)

Answers may include **one** of the following points:

- a person's senses are impaired and their reaction times are slower increasing the risk of an accident. They may be slow to react to an unexpected change in driving conditions. This could result in a collision with another vehicle.
- a person who has consumed alcohol and drives puts their personal safety and life at risk. The driver's reaction times, ability to make judgements and decisions are impaired. There is a greater risk of being involved in an accident which could result in life threatening or changing injuries or even death.
- a person driving under the influence of alcohol may make poor judgements about changing driving conditions. There is a risk of 'hitting' or 'knocking down' a pedestrian or cyclist causing injury or fatality.
- a person driving under the influence of alcohol takes the risk of being stopped by the police and if convicted of drink driving losing their driving license.
- a person who drives a vehicle takes the risk of being ridiculed/ criticised by families and other people in the community. It is generally viewed as unacceptable and dangerous behaviour which has potential to impact negatively on others' lives.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** risk to person driving a car under the influence of alcohol

(1 × [2])

[2]

- (e) Explain **two** ways a person may protect their personal finances from fraud. (AO1, AO2)

Answers may include **two** of the following points:

- a person can guard against fraud when working online by protecting their personal finance information. They should regularly change their login details and passwords, monitor their accounts, and be careful who they provide this information to.

- a person should be careful when using public computers to process personal financial information. They should take precautions against fraud by ensuring they have cleared their online history and check that they have cleared all logins and passwords before someone else uses the computer.
- a person should be alert for phishing. This is used by fraudsters to generate spam or pop-ups which mimic legitimate banks or businesses to obtain personal information which they use to access people's accounts. A person should always verify the website with security controls before entering personal financial data to avoid data being captured and used fraudulently.
- regularly monitor bank and credit card statements to check they are an accurate record of the person's transactions. The person can then quickly respond and alert the bank or credit card company when something may not appear to be correct.
- a person should regularly shred outdated bank statements, credit card applications, bills, and anything with personal information before throwing it into the recycling bin. This reduces the chances of fraud.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way a person may protect their personal finances from fraud

(2 × [2])

[4]

10

- 2 (a) Write down **one** example of support for a person in an unhealthy relationship. (AO1)

Answers may include **one** of the following points:

- talk to their friends
- talk to their family
- join a self-help group
- seek professional support, e.g. NHS, counsellor
- seek support from a voluntary organisation
- develop coping strategies

All other valid answers will be credited

(1 × [1])

[1]

- (b) Write down **one** source of financial information. (AO1)

Answers may include **one** of the following points:

- a credible organisation
- financial literature – post, street bank, internet, comparison websites

- financial advisor
- media adverts – television, online
- radio or TV programme – money saving expert
- personal knowledge and understanding
- friends
- family

All other valid answers will be credited

(1 × [1])

[1]

- (c) Explain **one** way a parent may support a child to develop social skills.
(AO1, AO2)

Answers may include **one** of the following points:

- a parent can provide opportunities for their child to play with other children. The child can develop their social skills by learning to interact and respond to other children.
- provide opportunities for children to play games and share toys with other children. Children learn to take turns in a game to share their toys without getting upset, and to communicate when playing with the other children.
- send their child to nursery school/primary school. The child will develop their social skills in a structured setting through playtime, reading, other learning activities and group work in the classroom.
- take their child to a restaurant for a meal or shopping. The child can learn how to interact with adults, and how to be mannerly and polite.
- encourage their child to participate in extracurricular activities/ clubs. This will help them to socialise with others and to develop the social skills required to build and maintain friendships.
- through their behaviour and attitude parents can provide a good model of behaviour, manners and how to respectfully communicate with others. This will help the child to learn what is acceptable behaviour and develop positive attitudes.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way a parent may support a child's social skills

(1 × [2])

[2]

- (d) Explain **one** way a young person may deal with homophobic bullying. (AO1, AO2)

Answers may include **one** of the following points:

- tell someone, for example a form teacher, a friend, a Principal, pastoral care coordinator or someone else who can help resolve the incidents.
- talk or contact an organisation such as Bully Busters, ChildLine, Beatbullying or Kidpower that can give advice and help with their experience/internet/online.
- encourage them to stand up for themselves as much as possible and don't let the bully make their lives difficult/ignore/do not give the bully any attention.
- encourage them to talk to a parent who may challenge the parents of the bully to make the bullying stop.
- encourage them to contact the police to help deal with the problem and stop the bullying taking place as this may be a criminal offence.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way a person may deal with homophobic bullying

(1 × [2])

[2]

- (e) Explain **two** ways parents can help children to avoid risk taking behaviour. (AO1, AO2)

Answers may include **two** of the following points:

- the young person may talk to their parents before engaging in risky behaviour as they trust them knowing that they have the young person's best interests at heart, and they may offer good advice.
- parents were young once so may use their experiences of being young to offer advice and support on how to deal with a risky situation to help minimise the risk to the young person.
- parents may be able to encourage them to participate in different activities, as an alternative to participating in risk taking behaviours. For example, they could get them to join a club or sports team or do activities together.
- parents may offer practical ways to avoid the risky situation altogether to help avoid potential harm to the young person such as making parents aware of where they are going and who they are with.
- parents may set sanctions or boundaries such as a curfew at the weekends because parents understand the seriousness of risky behaviour and want to keep the young person safe from harm.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to one way parents can help children to avoid risk taking behaviour

(2 × [2])

[4]

10

3 (a) Write down **one** reason a family may get into debt. (AO1)

Answers may include **one** of the following points:

- poor budgeting
- unexpected spending
- increase in size of family
- loss of job/unemployment
- poor health
- gambling addiction
- drug addiction
- divorce

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down **one** physical consequence of drinking excess alcohol. (AO1)

Answers may include **one** of the following points:

- liver problems such as cirrhosis of the liver
- personal injury due to an accident
- impaired judgement or blurred vision
- heart problems
- obesity/weight problems
- high blood pressure
- increased risk of strokes
- diabetes

All other valid answers will be credited

(1 × [1])

[1]

(c) Describe **one** way mutual respect can help to maintain a healthy relationship. (AO1, AO2)

Answers may include **one** of the following points:

- if people respect each other and the wishes and feelings of their partners they are more likely to show support and care for each other.

AVAILABLE
MARKS

- if people respect each other and they disagree they are likely to compromise and agree on a solution that suits both.
- if they respect each other they may be supportive and offer reassurance and encouragement to each other as healthy relationships are about building up each other up, not putting each other down.
- if they have mutual respect they will respect each other's privacy as not everything needs to be shared. They should allow each other to have space in their relationship.
- mutual respect allows the relationship to grow and develop by showing that each partner cares about the other person.

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** way mutual respect can help maintain a healthy relationship

(1 × [2])

[2]

(d) Explain **one** advantage of having a current bank account. (AO1, AO2)

Answers may include **one** of the following points:

- with a current account people receive a statement every month showing their account balance. This makes it easier for people to manage the money in their current account and to budget.
- a current account can enable people to use mobile banking and apps on a smartphone which makes it easier for them to make transactions from their account.
- having a current bank account enables people to shop online using the internet. This can save people time and money compared to shopping on the high street.
- one of the services provided with a current account is a debit card. Using this instead of carrying cash makes it safer when shopping. There is no risk of losing cash or having it stolen.
- having a current account means a person's monthly bills can be paid automatically on a fixed date. This means they do not have to worry about remembering to make these payments.
- money in a current account bank account is insured and safe whereas, money kept at home it is not protected from things like a fire, flood or theft.

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** advantage of having a current bank account

(1 × [2])

[2]

(e) Explain **two** physical effects of taking an illegal drug. (AO1, AO2)

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MARKS

Answers may include **two** of the following points:

- people who use illegal drugs usually experience a range of physical effects. They may experience difficulties with their coordination, slurred speech, disorientation, liver and kidney damage, respiratory problems, irregular heart rhythm and heart attacks.
- different drugs have different physical effects on individuals. These include craving sugar and junk food, experiencing sleep disturbances, dramatic weight loss and a range of illnesses suffered more regularly than by non-drug users. All of these can have an adverse effect on long-term physical health.
- the physical effects of drug addiction mean that drug users may become very ill during withdrawal, suffering from sickness, muscle pain, lack of energy and uncontrollable shaking.
- the physical effects of illegal drug use can also affect the person's appearance. Many drug users have a lack of concern about appearance and grooming, so look physically unattractive to friends, family, colleagues and partners.
- people who use illegal drugs are also more susceptible to HIV and hepatitis through unsafe practices such as sharing needles. These can have serious long term impact on the person's physical health.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** physical effect of taking an illegal drug

(2 × [2])

[4]

10

- 4 (a) Explain **two** ways getting married can impact on a person's development. (AO1, AO2)

Answers may include **two** of the following points:

- when two people get married they often develop shared interests. They learn to do things together and be with one another. This can help each person to develop emotionally.
- getting married involves two people developing a sense of trust and long-term commitment to each other in relationship. They are both building a future together which may include having children. This can help the person develop their sense of responsibility and to develop as a person.
- getting married can increase a person's sense of security and self-confidence as they realise their partner cares and loves them for who they are.
- marriage is often seen as a special type of partnership in which both people care for and support each other. This is especially important when one person is facing difficult circumstances such as, illness, bereavement, unemployment etc. being able to share their problems by talking to someone who will listen can help them overcome their worries/stress and develop resilience.
- it is likely there will be times during a marriage when partners disagree or argue. They will have to find ways to deal with this, talk their problems through, reconcile their differences and learn to compromise.
- relationships in a marriage can change. Sometimes a person may find themselves in a difficult or abusive relationship. One partner may mentally or physically abuse the other. This can seriously affect the health and wellbeing of the partner being abused resulting in low confidence, self-esteem and mental health issues.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way getting married can impact on a person's development.

(2 × [2])

[4]

(b) Describe **two** ways a young person may manage loneliness. (AO1, AO2)

AVAILABLE
MARKS

Answers may include **two** of the following points:

- a young person could try to meet and talk to new people in school or the workplace and make an effort to join in activities at break or lunchtime. Getting to know people better may lead to developing friendships.
- create opportunities to develop a social life outside school or work. Take up a new hobby/sport/join a club outside school/work. Being with a group of people might make them think about others rather than focussing on being alone. This might help to reduce their feelings of loneliness.
- a young person could self-reflect and try to understand why they are feeling lonely. This will help them discover the reasons why they feel lonely. They can then take action to improve the situation.
- a young person might try to change their outlook on life. They could consider how others might see them, the positive points about themselves and learn to become more confident and comfortable with themselves. This may make their feelings of loneliness less important.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** way a young person may manage loneliness

(2 × [2])

[4]

8

Source A: Young people and the use of social networking

Many young people now regularly use social media such as Twitter, Instagram and Facebook to communicate with their friends and family. According to the NSPCC seven in ten 10 to 15 year olds have a social media profile.

For many young people their experience of using social media is positive. However, according to the NSPCC:

- one in four children have experienced something upsetting on a social networking site; and
- there were over 11,000 counselling sessions with young people who talked to Childline about online issues (2015).

Young people may also spend too much time on social media. Some of the risks of using social media include: communicating with people you do not know, mental health issues, identify theft and cyberbullying.

Source: NSPCC

Read the information carefully in Source A to answer part (a) of the question below.

- 5 (a)** Using the information in Source A and your own knowledge analyse the ways social media may negatively impact on young people. (AO1, AO2, AO3)

Answers may include any of the following points:

- one in four children have been negatively affected by using social media. One problem is that a young person may be communicating with a stranger. People on line may not be who they claim to be. There is a risk of encountering sexual predators who may try to arrange a meeting with the young person.
- many children have had to attend counselling sessions because of their online experience. Young people may spend a lot of time on social networking sites. They can become addicted to communicating online rather than spending time socialising with friends or enjoying playing sports etc. This could lead to mental health issues, for example depression.
- a young person could have their personal online identity stolen. The person may pretend to be that young person when communicating to others online. This could cause damage to the young person's reputation.
- a young person may become a victim of cyber bullying. Other social media users may post abusive, hurtful or threatening comments online. This can make a young person feel intimidated, they may not know what to do or who to talk to. This can lead to depression or suicide.

- a young person may post information about themselves on social media sites mainly to share with their friends. However, other people including prospective employers often use these sites to gain a sense of what the person is like. This may affect employment opportunities in later years.
- a young person who is constantly using social media to communicate with others may find it more difficult to interact with others in face to face situations. They have lost important social skills because of their time spent online.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression-basic analysis

- Shows basic knowledge and understanding about the ways social media may impact negatively on young people
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation of the ways social media may negatively impact on young people
- Quality of written communication is basic

Level 2 ([3]–[4])

Overall impression-competent analysis

- Shows good knowledge and understanding about the the ways social media may impact negatively on young people and applies this to the question
- Analysis: identifies and comments on at least two relevant points from the source and appropriately analyses in some detail the ways social media may negatively impact on young people
- Quality of written communication is competent

Level 3 ([5]–[6])

Overall impression-highly competent analysis

- Shows excellent knowledge and understanding about the ways social media may impact negatively on young people and applies this effectively in response to the question
- Analysis: identifies and comments on at least two relevant points from the source and analyses effectively in detail the ways social media may negatively impact on young people
- Quality of written communication is highly competent

[6]

Most young people today use social media to communicate with others.

AVAILABLE
MARKS

(b) Discuss the benefits to young people of using social media. (AO1, AO2, AO3)

Answers may include **any** the following points:

- young people can benefit from using social media because it allows them to build and maintain friendships such as staying in contact with friends and relatives who live far away through Facetime or Skype.
- young people can use social media to help them find friends or relatives that they may have lost contact with. One benefit is they can re-establish connections with people from the past from school, work, holiday or from a different country helping to develop or form the relationship again.
- social media provides a range of forums. One of the benefits of this is that young people can choose a forum to suit their interests. They link with friends and can meet new people with a similar interest and share ideas.
- using social media can help broaden young people's thinking and develop their understanding of people from different cultures. They can learn about different cultural practices and events.
- one of the benefits of social media is that it can help encourage individual and social responsibility. Young people can learn social media netiquette and how to use social media within guidelines. They learn to take responsibility for what they communicate.
- social media can benefit young people by giving them a personal space and a voice. This allows the person to express themselves and feel part of something, e.g. on Facebook commenting on other people's images.
- using social media may benefit their development of skills such as IT/digital and communication, e.g. word-processing, uploading images and blogging/writing.

All valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic discussion

- Shows basic knowledge and understanding about the benefits to young people of using social media and applies this to the question
- discussion: makes reference to at least one relevant point and may provide limited detail on the benefits to young people of using social media
- Quality of written communication is basic

Level 2 ([3] – [4])**Overall impression: competent discussion**

- Shows good knowledge and understanding about the benefits to young people of using social media and applies this to the question
- Discussion: makes reference to at least two relevant points and provides adequate discussion on the benefits to young people of using social media
- Quality of written communication is competent

Level 3 ([5] – [6])**Overall impression: highly competent discussion**

- Shows excellent knowledge and understanding about the benefits to young people of using social media and applies this effectively to the question
- Discussion: makes reference to at least two relevant points and provides thorough discussion on the benefits to young people of using social media
- Quality of written communication is highly competent

[6]

12

A young person's personal development will be influenced by their life experiences.

- 6** Evaluate the impact on a young person of going to university.
(AO1, AO2, AO3)

Answers may include **any** of the following points:

- a young person has the opportunity to join teams, clubs and societies that they did not previously have. This will give them new interests and broaden their experiences helping them to develop as individuals.
- going to university might be the first time a student leaves their home to live in student accommodation. It is a chance and a useful way for them to be independent and gain self-confidence.
- a young person will learn to live within their budget and manage their spending. This is a useful experience that will help prepare them for budgeting when they earn a salary and have commitments.
- it is an opportunity to specialise and study a course they are interested in and to gain a degree which will enhance their career prospects for the future.
- going to university is a chance to socialise to meet new people and make new friends and to mix with people from different cultures and to learn about different traditions and customs.
- through going to university the young person will learn more about themselves as they face different challenges, this supports their personal development.
- a young person might enjoy the socialising aspect of university life and spend too much time on partying and drinking alcohol and not enough time on their studies this can impact on their examination results.

- a young person may be under pressure to complete work/ assignments or study for examinations and meet deadlines. This may cause them to have late nights/lack of sleep/change in sleeping patterns and this may make them feel stressed. This can impact negatively on their personal development.
- if they have moved from their home to student accommodation they find it difficult to adjust to living with others they may not know well, having to cook their own meals and do their own laundry. This could make them feel under stress.
- a young person may be working part-time to supplement their student loan. They may find it difficult to balance this with their studies and socialising. This can impact negatively on their performance in examination and assignments.
- a young person may find it difficult to live on their student loan. They may not have enough money to pay their bills such as heating, electricity and food. This might distract them from their studies.
- most young people will receive loans to finance their course and accommodation. They are accumulating debt which they will have to pay back to the government at some point in their career. This might impact on their future financial situation.

All valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic evaluation

- Shows basic knowledge and understanding about the impact of a young person going to university
- Evaluation: identifies and comments on at least one relevant point on the impact of a young person going to university
- Conclusion: may be missing or inadequate about on a young person going to university
- Quality of written communication is basic

Level 2 ([5]–[7])

Overall impression: competent evaluation

- Shows good knowledge and understanding of a young person going to university
- Evaluation: identifies and comments on at least two relevant points on the impact of a young person going to university
- Conclusion: draws a relevant conclusion related to their evaluation on the impact of a young person going to university
- Quality of written communication is competent

Level 3 ([8]–[10])

Overall impression: highly competent

- Shows excellent knowledge and understanding on the impact of a young person going to university and applies this effectively to the question
- Evaluation: identifies and comments in detail on at least two relevant points on the impact of a young person going to university
- Conclusion: draws a detailed conclusion related to their evaluation on the impact of a young person going to university
- Quality of written communication is highly competent

[10]

Total

**AVAILABLE
MARKS**

10

60

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Rewarding Learning

**General Certificate of Secondary Education
2018**

Learning for Life and Work

Unit 3

Employability

[CODE]

SPECIMEN

**MARK
SCHEME**

1 (a) Name a law that ensures equality in the workplace. (AO1)

Answers may include **one** from the following points:

- Equality Act 2010
- Disability Discrimination Act 1995
- Disability Discrimination Order 2006
- Race Relations Order 1997
- Northern Ireland Act 1998
- Fair Employment Act 1976

All other valid answers will be credited.

(1 × [1])

[1]

(b) Write down **one** reason why a person may be discriminated against in the workplace. (AO1)

Answers may include **one** of the following points:

- race
- religion
- age
- sex
- disability
- sexual orientation

All other valid answers will be credited

(1 × [1])

[1]

(c) Describe **one** way an employer can ensure employees are treated fairly. (AO1, AO2)

Answers may include **one** of the following points:

- provide a contract of employment. This is an agreement between the employer and employee. It outlines the employee's rights and responsibilities.
- employers have to comply with equality laws. This helps to ensure that employees are treated fairly and not discriminated against in the workplace.
- ensure policies and procedures are in place that allow employees to report discrimination.
- ensure all employees are treated equally for example, by ensuring employees are paid equal pay for equal work.
- ensure equality of opportunity so that all employees have the same opportunities for training and promotion.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** way an employer can ensure employees are treated fairly

(1 × [2])

[2]

(d) Explain **one** reason why an employee may join a trade union.

(AO1, AO2)

Answers may include **one** of the following points:

- being in a trade union protects employees against discrimination in the workplace. Trade unions can work with employers to ensure they follow employment and equality laws.
- employees can take advantage of the benefit schemes offered by trade unions, e.g. discounted car insurance.
- the trade union can negotiate and agree terms and conditions on behalf of an employee.
- if there is an issue between the employer/management and the employee, the interests of the employee are represented by the trade union. The employee can request a trade union representative to support them at discussions/meetings.
- an employee can request the trade union to investigate allegations of unfair treatment. The employer is likely to treat the allegations more seriously.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** reason why an employee may join a trade union

(1 × [2])

[2]

(e) Explain **two** benefits to a young person of personal career planning.

(AO1, AO2)

Answers may include **two** of the following points:

- it gives young people a focus for their future. It encourages self-reflection. Young people can reflect on their skills and abilities and identify areas for improvement in preparation for possible career options.
- personal career planning can help young people to recognise the importance of making the 'right' choices for them. It can help them take responsibility for making informed decisions and to understand the consequences of their decisions.

- it encourages young people to conduct their own research on careers they are interested in. They can research possible career options and select courses/qualifications that best match their career choices.
- personal career planning can motivate young people to achieve their goals. When they have considered/selected possible careers and their entry requirements they may be more determined to work towards achieving these.
- through personal career planning young people are engaging in a lifelong learning process. This provides them with valuable experience and skills which they will continue to develop and apply throughout their lives.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statements

[2] accurate explanation with clear reference to **one** benefit to a young person of personal career planning.

(2 × [2])

[4]

10

2 (a) Write down **one** environmental issue in the workplace. (AO1)

Answers may include **one** of the following points:

- climate change/CO₂ emissions
- waste
- energy efficiency
- pollution
- water usage

All other valid answers will be credited

(1 × [1])

[1]

(b) Name **one** consequence of an employee not meeting their responsibilities in the workplace. (AO1)

Answers may include **one** of the following points:

- verbal warning
- meeting with employer
- written warning
- re-training
- dismissal

All other valid answers will be credited

(1 × [1])

[1]

- (c) Explain **one** way an employer can develop a positive working relationship with their employees. (AO1, AO2)

Answers may include **one** of the following points:

- the employer can ensure policies and practice promote a positive working environment and culture. This will help employees and employers to respect each other and to build good relationships.
- the employer can promote equality, diversity and inclusion in the workplace to ensure everyone feels valued and treated fairly by their employer.
- the employer can provide staff training and development opportunities. This will help employees feel valued and more confident in their job role.
- the employer can provide opportunities to share good practice. This gives employees the chance to meet with other employees and employers and to develop their understanding of each other.
- provide opportunities for shared employer/employee events such as community volunteering and team building activities. This helps to build good working relationships.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way an employer can develop positive working relationships with clear reference to their employees

(1 × [2])

[2]

- (d) Describe **one** way an employee could deal with work related stress. (AO1, AO2)

Answers may include **one** of the following points:

- plan their workload more efficiently so they have more time to complete the work and do not feel under stress.
- talk to their employer tell them how they feel and seek a solution that would help to reduce their feeling of stress.
- seek advice from outside agencies/counsellors on ways to reduce stress.
- seek medical advice from their GP and possibly take leave due to work related stress.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** way an employee could deal with work related stress

(1 × [2])

[2]

(e) Explain **two** ways in which a business can demonstrate social responsibility. (AO1, AO2)

AVAILABLE
MARKS

Answers may include **two** of the following points:

- a business could demonstrate social responsibility by supporting the community deal with local environmental issues. It could offer its employees time to do voluntary work in the community to tackle these issues and improve the local environment.
- a business could offer voucher schemes, e.g. computers for schools, or provide other resources for schools. Schools may not have the funding for these resources. The business would be supporting the education of young people in the local community.
- it could support local sports teams by sponsoring them and by providing sporting equipment. The business would be supporting the local community by investing in local talent.
- a business could provide work experience opportunities for senior school pupils as part of their careers education programme. The business would be supporting pupils to develop their employability skills and to enhance their CV.
- a business could demonstrate social responsibility by offering education scholarship programmes for young people. This would help young people where funding is the main barrier to higher/further education. This could influence their future career options.
- it could provide experienced staff to take part in school career days and pupil mock interviews. The business would be sharing its experience with teachers and young people and helping them to gain an understanding of employability.
- a business could demonstrate social responsibility by promoting local goods and services. This would help other businesses in the community by encouraging people to buy locally. This would also support the local economy and help to secure jobs.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way in which a business can demonstrate social responsibility.

(2 × [2])

[4]

10

3 (a) Write down **one** skill that would be useful in the workplace. (AO1)

Answers may include one of the following points:

- communication
- ICT
- working with others
- numeracy
- self-management
- problem solving

All other valid answers will be credited

(1 × [1])

[1]

(b) Name **one** quality that would be useful in the workplace. (AO1)

Answers may include **one** of the following points:

- reliability
- honesty
- trustworthiness

All other valid answers will be credited

(1 × [1])

[1]

(c) Describe **one** reason why it is important to prepare for a job interview. (AO1, AO2)

Answers may include **one** of the following points:

- you will feel more confident. This will help you feel in greater control during the interview.
- you will know what the company does, what the job role involves and be better prepared to answer and ask questions.
- you will be able to demonstrate why you are a good candidate for the job by being able to talk about your experience and why you are a suitable candidate.
- if you have researched the job you will be able to demonstrate how your knowledge, skills and qualities match the job description.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to one reason why it is important to prepare for a job interview

(1 × [2])

[2]

- (d) Explain **one** way an employer might assess a candidate's suitability for a job. (AO1, AO2)

Answers may include **one** of the following points:

- curriculum vitae – employer can judge the candidate's suitability for the job based on their qualifications and experience.
- application form – employer can assess the candidate's ability to complete this accurately and judge their suitability for the job based on their answers.
- interview – the employer will be able to ask questions and judge their suitability for the job based on their responses.
- set a task to complete – the employer could assess a range of the candidate's knowledge and skills and judge how well they match the job requirements.
- set an aptitude test – this provides the employer with a standardised score for the candidate's performance and compare this with the performance of others.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way an employer might assess if a candidate is suitable for a job.

(1 × [2])

[2]

- (e) Explain **two** advantages of being self-employed. (AO1, AO2)

Answers may include **two** of the following points:

- one advantage of being self-employed is that it allows people to take full responsibility for making all decisions that can affect their business. They do not have to consult with others. This can save time, allowing them to concentrate on the main business activities.
- self-employed people have the freedom to decide on the hours they work and the leave/holidays they take. This gives them greater flexibility in relation to working time. They can quickly respond to changes in the market for their product/service.
- being self-employed can contribute to a good work/life balance. A self-employed person has the flexibility to choose working hours to suit their lifestyle. They may have family or other commitments which they can prioritise.
- self-employed people have the freedom to choose what type of projects/work they undertake and which companies to work with. They can do work on projects that they have an interest in. They can decide to work with companies that have similar values/ ideas.

- self-employed people own all profits from the business and they can decide how to use them. This gives them the incentive to work cost efficiently. If they want to increase their profits they may choose to work longer hours. They might invest some of their profits in the business to ensure it does well in the future.
- self-employed people may gain a sense of job satisfaction and pride in achieving their business goals. They may not gain this sense of achievement working as someone else's employee.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** advantage of being self-employed

(2 × [2])

[4]

10

- 4 (a) Explain **two** ways an employer can ensure an employee's skills are kept up to date. (AO1, AO2)

Answers may include **two** of the following points:

- the employer can offer on-the-job training on developments which impact on their role. This could be part of a training programme to ensure employees can develop appropriate skills to match the changing requirements of the job.
- the employer can support employee career development schemes. This may include supporting their attendance at courses outside the workplace. Employees can develop new skills and learning which they can apply to their work.
- the employer can provide mentoring and coaching opportunities for employees. This type of training supports employees to learn from more experienced colleagues. It can be tailored to meet the individual needs of employees.
- they could provide interactive online training courses which focus on developing the skills of employees. These courses could be regularly updated to meet the needs of their employees and business and would support employees to update their skills.
- off the job training provision also gives employees the opportunity to network and meet employees from other businesses. This encourages sharing practice and help employees to keep their job skills up to date.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way an employer can ensure an employee's skills are kept up to date

(2 × [2])

[4]

(b) Explain **two** benefits of a Contract of Employment. (AO1, AO2)

AVAILABLE
MARKS

Answers may include **two** of the following points:

- the Contract of Employment is a legal document. It states the terms and conditions of employment. This is an agreement between the employer and employee. It is important because it can be used to resolve disputes between the employer and employee. It outlines salaries/wages so the employee knows how much they are going to be paid each month. This benefits the employee and employer. It gives the employee the right to be paid each month. It allows employees to budget accordingly.
- the Contract of Employment sets out conditions of employment including employees' responsibilities. This is of benefit to the employer as it allows the employer to take action against employees in breach of contract.
- it contains the terms of employment (start date/length of contract). This safeguards employees from being released from the job before their contracted period. This gives the employee a sense of job security, while the employer knows they have a contracted workforce.
- the Contract of Employment states the hours employees are expected to work. This safeguards employees from being exploited and possibly doing work without payment.
- it states employee break entitlements. This will help the employee understand what they are entitled to in the event of sickness, holiday, compassionate and maternity leave. This will help them to plan ahead where possible.
- the Contract of Employment also states employer and employee responsibilities for ensuring health and safety rules are followed. This is important because this safeguards the health and safety of both parties.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** benefit of a Contract of Employment

(2 × [2])

[4]

8

Source A: Skills Shortages in Northern Ireland Businesses

In Northern Ireland, on average, there are 1000 jobs advertised every week that businesses struggle to fill. A large number of global IT and financial businesses are finding it difficult to fill jobs that require skills developed in subjects such as Science, Technology, Engineering and Mathematics (STEM).

Businesses require employees to have specific knowledge and training to complete specialist tasks. Without these specialists, businesses have to outsource production, are unable to complete orders on time and find it difficult to compete with other businesses.

Source: CCEA

5 Read the information carefully in Source A to answer part (a) of the question below.

- (a) Using the information in the source and your own knowledge analyse the effects of STEM skills shortages on businesses in Northern Ireland. (AO1, AO2, AO3)

Answers may include **any** of the following points:

- on average, there are 1000 jobs advertised every week that businesses struggle to fill. These posts are not filled because there is shortage of suitably experienced and qualified people with the specialist skills required for jobs in IT and financial services.
- businesses require employees to have specific knowledge and training to complete specialist tasks. There may be a demand for products and services but business may not be able to meet this demand because they lack staff with suitable expertise.
- businesses lose trade because they cannot complete or fully meet work/orders as a result of these skills shortages. This may reduce their profits and prospects for growth.
- skills shortages in business such as IT and finance may mean that companies have to outsource some of their work to other countries where people have these skills. This requires businesses to invest time and money in to finding the right locations/business partners.
- businesses find it difficult to compete with other companies. The skills shortage in businesses in certain sectors of the economy including IT and finance can negatively impact on their productivity, they cannot complete orders and may have to close.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

AVAILABLE
MARKS

Level 1 ([1]–[2])

Overall impression: basic analysis

- Shows basic knowledge and understanding of the effects of STEM skills shortages on businesses in Northern Ireland
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation on how STEM skills shortages impacts on businesses in Northern Ireland
- Quality of written communication is basic

Level 2 ([3]–[4])

Overall impression: competent analysis

- Shows good knowledge and understanding of the effects of STEM skills shortages on businesses in Northern Ireland and applies this to the question
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail how STEM skills shortages impacts on businesses in Northern Ireland
- Quality of written communication is competent

Level 3 ([5]–[6])

Overall impression: highly competent analysis

- Shows excellent knowledge and understanding of the effects of STEM skills shortages on businesses in Northern Ireland and applies this effectively in response to the question
- Analysis: identifies and comments on at least two relevant points from the source and analyses effectively in detail how STEM skills shortages impacts on businesses in Northern Ireland
- Quality of written communication is highly competent

[6]

- (b) Schools help to prepare young people for employment by enabling them to develop employability skills.

Discuss why schools might promote STEM subjects that help businesses to meet skills shortages. (AO1, AO2, AO3)

Answers may include any of the following points:

- schools might promote STEM subjects because they provide pupils with the type of skills required for employment in STEM based businesses. As there are currently skills shortages in these businesses, schools are helping young people to improve their employment prospects.
- by promoting STEM subjects and making relevant career links schools can raise pupils' awareness of a range of employment opportunities, some of which pupils may not know about. It broadens pupils career options.

- by promoting STEM subjects schools are supporting businesses and the local economy. They are helping to provide a young highly skilled work force by helping to address skills gaps.
- promoting STEM subjects may help to improve teaching and learning in these areas and lead to improved pupil outcomes. This may help pupils to improve their skills in these subjects and attain better qualifications and grades.
- STEM based subjects support pupils to develop transferrable skills. This will enhance their employment prospects and may lead to more job opportunities, further promotions and higher salaries.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic discussion

- Shows basic knowledge and understanding about the ways schools might promote STEM subjects that help businesses to meet skills shortages
- Discussion: makes reference to at least one relevant point and may provide limited detail on the ways schools might promote STEM subjects that help businesses to meet skills shortages
- Quality of written communication is basic

Level 2 ([3]–[4])

Overall impression: competent discussion

- Shows good knowledge and understanding about the ways schools might promote STEM subjects that help businesses to meet skills shortages and applies this to the question
- Discussion: makes reference to at least two relevant points and provides adequate discussion on the ways schools might promote STEM subjects that help businesses to meet skills shortages
- Quality of written communication is competent

Level 3 ([5]–[6])

Overall impression: highly competent discussion

- Shows excellent knowledge and understanding about the ways schools might promote STEM subjects that help businesses to meet skills shortages and applies this effectively to the question
- Discussion: makes reference to at least two relevant points and provides thorough discussion on the ways schools might promote STEM subjects that help businesses to meet skills shortages
- Quality of written communication is highly competent

[6]

12

6 Globalisation has resulted in goods and services being available 24 hours a day in Northern Ireland.

AVAILABLE
MARKS

Evaluate the impact of globalisation on local businesses in Northern Ireland. (AO1, AO2, AO3)

Answers may include any of the following points:

- globalisation has led to more trading opportunities for local businesses. They can expand their business by trading with businesses in other countries. This can improve their profits and marketing of their brand.
- globalisation may help businesses to expand their market. This could lead to increased demand for their goods/services. Businesses may have to recruit more staff. This helps to reduce local unemployment.
- globalisation encourages greater movement of labour across countries. This provides employers with a greater pool of skilled employees. This can help businesses to develop a skilled workforce.
- globalisation may increase competition for local businesses. This gives them an incentive to be innovative in their marketing and to develop new products and services.
- successful business make a significant contribution to the local economy. They may invest in further development, create opportunities for other business and pay taxes.
- a local business may have to deal with legislation around trade and employment which varies across countries. This requires time and may involve legal costs, which will reduce profit.
- businesses in other countries may use languages other than English as the main form of communication. Misinterpretation of a language can lead to costly mistakes, for example in the specification and manufacture of products.
- businesses may require employees with specific skills. There may be a shortage of people with these skills in the local employment market. This may limit potential growth.
- a business may not be able to compete effectively. Businesses in other countries may be able to sell their goods/services at a lower price than the local business. This could lead to downsizing, possible redundancies and closures.
- the negative effects on the economy of one country can quickly impact on others. This is a risk for local business which could reduce their investments and profit.
- local businesses trading in a global market will be affected by fluctuations in currency exchange rates. This could result in unforeseen increases in costs to the business.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic evaluation

- Shows basic knowledge and understanding about the impact of globalisation on local businesses in Northern Ireland
- Evaluation: identifies and comments on at least one relevant point on the effect of globalisation on local businesses in Northern Ireland
- Conclusion: may be missing or inadequate about the impact of globalisation on local businesses in Northern Ireland
- Quality of written communication is basic

Level 2 ([5]– [7])

Overall impression: competent evaluation

- Shows good knowledge and understanding of the impact of globalisation on local businesses in Northern Ireland and applies this to the question
- Evaluation: identifies and comments on at least two relevant points on the effect of globalisation on local businesses in Northern Ireland
- Conclusion: draws a relevant conclusion related to their evaluation on the impact of globalisation on local businesses in Northern Ireland
- Quality of written communication is competent

Level 3 ([8]–[10])

Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding about the impact of globalisation on local businesses and applies this effectively in response to the question
- Evaluation: identifies and comments in detail on at least two relevant points on the effect of globalisation on local businesses in Northern Ireland
- Conclusion: draws a detailed conclusion related to their evaluation on the impact of globalisation on local businesses in Northern Ireland
- Quality of written communication is highly competent

[10]

10

Total

60

**AVAILABLE
MARKS**

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General Certificate of Secondary Education
2019

Learning for Life and Work

Controlled Assessment Task

Unit 4
(Investigation)

[CODE]
SPECIMEN

INSTRUCTIONS FOR THE CONTROLLED ASSESSMENT TASK

You must:

Complete **one** from the three tasks provided.
Include a reference list of all sources used.
Observe the word limits for each section.
Present your work in an A4 soft-backed folder.

INFORMATION FOR CANDIDATES

This unit carries a weighting of **40%**.
The total mark for this unit is **100**.

Candidates' work to be submitted **May 2019**

**Specimen Controlled Assessment task for Unit 4: Local and Global Citizenship
(September 2018 – May 2019)**

Below is the controlled assessment task for Unit 4: Local and Global Citizenship. For details on completing and assessing the controlled assessment task see pp 21-23 and pp 29-33 of the GCSE Learning for Life and Work specification.

Controlled Assessment Task 1: Candidates must complete Parts A-E.

Investigate the benefits to a young person of working with a Non-Governmental Organisation (NGO).		
<p>Part A: Planning</p> <p>1. Propose research questions, research methods and justify their research approach (8 marks)</p> <p>2. Produce a research plan (8 marks)</p> <p>3. The research plan should include knowledge, understanding and skills to be developed (8 marks)</p>	<p>When planning their research tasks candidates should:</p> <ul style="list-style-type: none"> • propose at least four appropriate research questions as a possible research focus; • describe at least three research methods; and • provides justification for their choice of at least three research methods. <p>Candidates should produce a research plan which includes:</p> <ul style="list-style-type: none"> • at least four relevant sources, including at least one primary and one secondary; and • at least four appropriate well organised actions clearly related to achievable targets and deadlines. <p>Candidates should:</p> <ul style="list-style-type: none"> • explain at least five elements of knowledge, understanding and skills (including at least two skills) that they aim to develop detailing how these might be developed through specific task activities. 	<p>The advised word count for this section is 800 words maximum.</p> <p>Total mark 24</p>

<p>Part B: Research</p> <p>1. Gathers, compiles and records evidence and records and monitors progress (8 marks)</p>	<p>When conducting research candidates should:</p> <ul style="list-style-type: none"> gather, compile and record evidence from at least four clearly relevant sources, including at least one primary and one secondary; use their research plan to record a range of meaningful comments about their progress, referring to specific targets, actions and deadlines; 	<p>The advised word count for this section is 400 words maximum.</p>
<p>2. Analyse the validity, reliability, accuracy of their sources and findings, including analysing for bias and agendas.</p> <p>Provide reasoned justification of their analysis (16 marks)</p>	<p>When conducting research candidates should:</p> <ul style="list-style-type: none"> provide detailed analysis on at least four of the following terms: validity; reliability; accuracy; bias; and agendas provide a sound justification which clearly supports their analysis. 	<p>Total mark 24</p>
<p>Part C: Communicating Findings</p> <p>1. Introduction: provides a rationale and purpose for the research (6 marks)</p> <p>2. Research findings: include their views and those of others on key research findings and interpret and explain their research findings (12 marks)</p>	<p>Candidates communicate research findings in a written report or Powerpoint presentation. This should:</p> <ul style="list-style-type: none"> provide a summary of their report or PowerPoint presentation; provide a comprehensive and valid justification to support the rationale and purpose of their research critically compare and contrast different viewpoints, including their own; provide an interpretation and explanation of the key research findings. 	<p>The advised word count for this section is 1400 words maximum.</p>

<p>3. Research Evaluation: evaluates strengths and weaknesses; and identify areas for improvement (6 marks)</p> <p>4. Conclusion: discusses their evaluation, main findings and views (6 marks)</p>	<p>Candidates communicate research findings in a written report or Powerpoint presentation. This should:</p> <ul style="list-style-type: none"> • provide a critical and comprehensive evaluation of the strengths and weakness of their research approach; • identify and prioritise key areas for improvement; • discuss their evaluation including comprehensive explanation of the limitations of their approach and impact on their research; • provide an interpretation of a range of key findings; and • draw well-reasoned, coherent, justified conclusions. 	<p>Total mark 30</p>
<p>Part D: Self-Evaluation: evaluates the knowledge, understanding and skills that they have developed; and evaluates their performance in their research approach and in the work itself, suggesting areas for improvement (16 marks)</p>	<p>The candidate should:</p> <ul style="list-style-type: none"> • evaluates, using relevant examples, how successful they were in developing their knowledge, understanding and skills; • evaluates in detail three strengths and three weaknesses of their approach and work; and • prioritise three key areas for improvement. 	<p>The advised word count for this section is 400 words maximum.</p> <p>Total mark 16</p>
<p>Part E: Presentation</p>	<p>The task should be coherently structured and concisely organised:</p> <ul style="list-style-type: none"> • pages/PowerPoint slides numbered; • include index; • include appropriate section headings; • include word counts; and • include bibliography with accurate and complete references. 	<p>Total mark 6</p>
		<p>Total mark 100</p>

**Specimen Controlled Assessment task for Unit 4: Personal Development
(September 2018 – May 2019)**

Below is the controlled assessment task for Unit 4: Personal Development. For details on completing and assessing the controlled assessment task see pp 21-23 and pp 29-33 of the GCSE Learning for Life and Work specification.

Controlled Assessment Task 2: Candidates must complete Parts A-E.

Investigate the advantages and disadvantages of using comparison websites.		
<p>Part A: Planning</p> <p>1. Propose research questions, research methods and justify their research approach (8 marks)</p> <p>2. Produce a research plan (8 marks)</p> <p>3. The research plan should include knowledge, understanding and skills to be developed (8 marks)</p>	<p>When planning their research tasks candidates should:</p> <ul style="list-style-type: none"> • propose at least four appropriate research questions as a possible research focus; • describe at least three research methods; and • provides justification for their choice of at least three research methods. <p>Candidates should produce a research plan which includes:</p> <ul style="list-style-type: none"> • at least four relevant sources, including at least one primary and one secondary; and • at least four appropriate well organised actions clearly related to achievable targets and deadlines. <p>Candidates should:</p> <ul style="list-style-type: none"> • explain at least five elements of knowledge, understanding and skills (including at least two skills) that they aim to develop detailing how these might be developed through specific task activities. 	<p>The advised word count for this section is 800 words maximum.</p> <p>Total mark 24</p>

<p>Part B: Research</p> <p>1. Gathers, compiles and records evidence and records and monitors progress (8 marks)</p> <p>2. Analyse the validity, reliability, accuracy of their sources and findings, including analysing for bias and agendas.</p> <p>Provide reasoned justification of their analysis (16 marks)</p>	<p>When conducting research candidates should:</p> <ul style="list-style-type: none"> • gather, compile and record evidence from at least four clearly relevant sources, including at least one primary and one secondary; • use their research plan to record a range of meaningful comments about their progress, referring to specific targets, actions and deadlines; • provide detailed analysis on at least four of the following terms: validity; reliability; accuracy; bias; and agendas • provide a sound justification which clearly supports their analysis. 	<p>The advised word count for this section is 400 words maximum.</p> <p>Total mark 24</p>
<p>Part C: Communicating Findings</p> <p>1. Introduction: provides a rationale and purpose for the research (6 marks)</p> <p>2. Research findings: include their views and those of others on key research findings and interpret and explain their research findings (12 marks)</p>	<p>Candidates communicate research findings in a written report or Powerpoint presentation. This should:</p> <ul style="list-style-type: none"> • provide a summary of their report or PowerPoint presentation; • provide a comprehensive and valid justification to support the rationale and purpose of their research • critically compare and contrast different viewpoints, including their own; • provide an interpretation and explanation of the key research findings. 	<p>The advised word count for this section is 1400 words maximum.</p>

<p>3. Research Evaluation: evaluates strengths and weaknesses; and identify areas for improvement (6 marks)</p> <p>4. Conclusion: discusses their evaluation, main findings and views (6 marks)</p>	<p>Candidates communicate research findings in a written report or Powerpoint presentation. This should:</p> <ul style="list-style-type: none"> • provide a critical and comprehensive evaluation of the strengths and weakness of their research approach; • identify and prioritise key areas for improvement; • discuss their evaluation including comprehensive explanation of the limitations of their approach and impact on their research; • provide an interpretation of a range of key findings; and • draw well-reasoned, coherent, justified conclusions. 	<p>Total mark 30</p>
<p>Part D: Self-Evaluation: evaluates the knowledge, understanding and skills that they have developed; and evaluates their performance in their research approach and in the work itself, suggesting areas for improvement (16 marks)</p>	<p>The candidate should:</p> <ul style="list-style-type: none"> • evaluates, using relevant examples, how successful they were in developing their knowledge, understanding and skills; • evaluates in detail three strengths and three weaknesses of their approach and work; and • prioritise three key areas for improvement. 	<p>The advised word count for this section is 400 words maximum.</p> <p>Total mark 16</p>
<p>Part E: Presentation</p>	<p>The task should be coherently structured and concisely organised:</p> <ul style="list-style-type: none"> • pages/PowerPoint slides numbered; • include index; • include appropriate section headings; • include word counts; and • include bibliography with accurate and complete references. 	<p>Total mark 6</p>
		<p>Total mark 100</p>

**Specimen Controlled Assessment task for Unit 4: Employability
(September 2018 – May 2019)**

Below is the controlled assessment task for Unit 4: Employability. For details on completing and assessing the controlled assessment task see pp 21-23 and pp 29-33 of the GCSE Learning for Life and Work specification.

Controlled Assessment Task 3: Candidates must complete Parts A-E.

Investigate the impact of new technologies on businesses in Northern Ireland		
<p>Part A: Planning</p> <p>1. Propose research questions, research methods and justify their research approach (8 marks)</p> <p>2. Produce a research plan (8 marks)</p> <p>3. The research plan should include knowledge, understanding and skills to be developed (8 marks)</p>	<p>When planning their research tasks candidates should:</p> <ul style="list-style-type: none"> • propose at least four appropriate research questions as a possible research focus; • describe at least three research methods; and • provides justification for their choice of at least three research methods. <p>Candidates should produce a research plan which includes:</p> <ul style="list-style-type: none"> • at least four relevant sources, including at least one primary and one secondary; and • at least four appropriate well organised actions clearly related to achievable targets and deadlines. <p>Candidates should:</p> <ul style="list-style-type: none"> • explain at least five elements of knowledge, understanding and skills (including at least two skills) that they aim to develop detailing how these might be developed through specific task activities. 	<p>The advised word count for this section is 800 words maximum.</p> <p>Total mark 24</p>

<p>Part B: Research</p> <p>1. Gathers, compiles and records evidence and records and monitors progress (8 marks)</p> <p>2. Analyse the validity, reliability, accuracy of their sources and findings, including analysing for bias and agendas.</p> <p>Provide reasoned justification of their analysis (16 marks)</p>	<p>When conducting research candidates should:</p> <ul style="list-style-type: none"> • gather, compile and record evidence from at least four clearly relevant sources, including at least one primary and one secondary; • use their research plan to record a range of meaningful comments about their progress, referring to specific targets, actions and deadlines; • provide detailed analysis on at least four of the following terms: validity; reliability; accuracy; bias; and agendas • provide a sound justification which clearly supports their analysis. 	<p>The advised word count for this section is 400 words maximum.</p> <p>Total mark 24</p>
<p>Part C: Communicating Findings</p> <p>1. Introduction: provides a rationale and purpose for the research (6 marks)</p> <p>2. Research findings: include their views and those of others on key research findings and interpret and explain their research findings (12 marks)</p>	<p>Candidates communicate research findings in a written report or Powerpoint presentation. This should:</p> <ul style="list-style-type: none"> • provide a summary of their report or PowerPoint presentation; • provide a comprehensive and valid justification to support the rationale and purpose of their research • critically compare and contrast different viewpoints, including their own; • provide an interpretation and explanation of the key research findings. 	<p>The advised word count for this section is 1400 words maximum.</p>

<p>3. Research Evaluation: evaluates strengths and weaknesses; and identify areas for improvement (6 marks)</p> <p>4. Conclusion: discusses their evaluation, main findings and views (6 marks)</p>	<p>Candidates communicate research findings in a written report or Powerpoint presentation. This should:</p> <ul style="list-style-type: none"> • provide a critical and comprehensive evaluation of the strengths and weakness of their research approach; • identify and prioritise key areas for improvement; • discuss their evaluation including comprehensive explanation of the limitations of their approach and impact on their research; • provide an interpretation of a range of key findings; and • draw well-reasoned, coherent, justified conclusions. 	<p>Total mark 30</p>
<p>Part D: Self-Evaluation: evaluates the knowledge, understanding and skills that they have developed; and evaluates their performance in their research approach and in the work itself, suggesting areas for improvement (16 marks)</p>	<p>The candidate should:</p> <ul style="list-style-type: none"> • evaluates, using relevant examples, how successful they were in developing their knowledge, understanding and skills; • evaluates in detail three strengths and three weaknesses of their approach and work; and • prioritise three key areas for improvement. 	<p>The advised word count for this section is 400 words maximum.</p> <p>Total mark 16</p>
<p>Part E: Presentation</p>	<p>The task should be coherently structured and concisely organised:</p> <ul style="list-style-type: none"> • pages/PowerPoint slides numbered; • include index; • include appropriate section headings; • include word counts; and • include bibliography with accurate and complete references. 	<p>Total mark 6</p>
		<p>Total mark 100</p>



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