

New
Specification



General Certificate of Secondary Education
2018

Learning for Life and Work: Modular

Unit 1

Local and Global Citizenship

[GLF11]

FRIDAY 11 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria 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.

- 1 (a) Name **one** Non-Governmental Organisation (NGO) which supports the welfare of children. (AO1)

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

- Action for Children
- Amnesty International
- Barnardos
- National Society for the Prevention of Cruelty to Children (NSPCC)
- Save the Children
- United Nations Children's Fund
- Oxfam
- Childline

All other valid answers will be credited

(1 × [1])

[1]

- (b) Write down **one** way a local community can promote inclusion. (AO1)

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

- cross-community projects
- make people from different backgrounds feel welcome.
- have events/celebrations for everyone.
- introduce them to new people.
- invite them to join local groups/clubs.
- encourage them to get involved in community activities.

All other valid answers will be credited

[1]

- (c) Explain **one** cause of prejudice in society. (AO1, AO2)

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

- media/can influence people's views in a negative way
- people may feel threatened by others from a different group or community background because they are different.
- people may have a lack of knowledge and understanding about others who are different. This can lead to stereotyping and people making unfair judgments about them.
- the existence of prejudice in society may make some people think that their views about others are acceptable and normal. This can reinforce an individual's prejudice because they think it is acceptable.
- people may need to blame others for problems and it is easier for these people to scapegoat others rather than to consider the real issue.
- tension/conflict between different groups can lead to people in opposing groups to develop negative views about each other. This helps individuals in groups to bond because they all have a common 'enemy'.
- influence can lead to a negative view of others (from peers or family members)
- religion can influence in a negative way
- political views can influence others in a negative way

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** cause of prejudice in society

(1 × [2])

[2]

(d) Describe **one** consequence of discrimination in society. (AO1, AO2)

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

- creates a 'them and us society' and leads to tension and conflict between groups being discriminated against and those who are discriminating.
- some people become marginalised and may disengage from society. They feel excluded and do not participate in civil society or political processes.
- makes people who are discriminated against more vulnerable and likely to experience greater social injustice which reinforces differences and division in society.
- affects people's physical, psychological and emotional wellbeing, leading to unhappiness, anxiety and possibly addictive behaviours.
- associated with stereotyping, reinforces people's views about a certain group. Discrimination, if left unchallenged can lead to others thinking that discrimination against a group is acceptable which can lead to division in communities and society.
- someone who discriminates against others and breaks the law may end up in prison or fined
- discrimination can lead to conflict/violence

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** consequence of discrimination in society

(1 × [2])

[2]

(e) Explain **two** reasons for immigration. (AO1, AO2)

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

- better employment opportunities, people move to another country in search of work or because employment conditions may be better than in their home country.
- their home country may not provide the education or standard of education they require. They may move to another country to study the course they want or because they think the country offers a better education.
- the country they move to may offer better health care provision than their home country. This may include free health care.
- the country may have a better welfare and support service which may also entitles them to financial benefits and access to accommodation.
- they may move to another country because it has a higher standard of living than their home country. The new country may offer better housing, social and health care, education. It may be safer place and more attractive environment to live in.
- it may not be safe for them and their family to live in their home country because of conflict and/or human rights abuse. Their lives may be in danger. They want to live in a country where they feel safe.
- they may be part of group of people who are discriminated against and persecuted because of their political or religious views. Their lives may be in danger. They may move to another country to be safe.
- move as a result of natural disasters

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 for immigration

(2 × [2])

[4]

10

2 (a) Write down what the letters UNCRC refer to. (AO1)

Answer:

- United Nations Convention on the Rights of the Child

(1 × [1])

[1]

(b) Name **one** human right. (AO1)

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

- the right to life
- no one should be subjected to torture
- the right to a fair trial
- the right to be treated equally
- the right to freedom of movement
- the right to a nationality
- the right to freely express their views
- the right to peaceful assembly
- the right to work
- the right to free education (elementary) – must say free education
- accept any specific children's rights

All other valid answers will be credited

(1 × [1])

[1]

(c) Describe **one** children's right that is abused when a child is forced to become a child soldier. (AO1, AO2)

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

- children may be kidnapped from their parents and forced to fight in the military. This is an abuse of their right not to be taken from their parents against their will.
- a child soldier may suffer degrading treatment, punishment, physical and mental torture at the hands of another. This is a type of human rights abuse as everyone has the right not to be tortured.
- if children are forced to participate in military action they will be denied the right to an education, which is an abuse of their right to free education.
- children have the right to health care. If they are injured as a result of the conflict they are unlikely to receive an adequate standard of health care.
- children have the right to an adequate standard of living. This right is abused when children are in a conflict zone and are denied basic essentials like food and water.
- child soldiers spend their time engaged in military actions, they will be denied the right rest, leisure and play.

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** children's right that is abused when a child is forced to become a child soldier

(1 × [2])

[2]

(d) Explain **one** reason why the human participation rights are important in a democracy. (AO1, AO2)

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

- political and public participation rights are important because they are essential to maintaining democracy and the democratic processes. Participation rights give people a voice in how the country is governed.
- participation rights give everyone the right to vote and to stand in elections. This enables citizens to represent their interests and to influence decision making.
- participation rights promote equality and inclusion. Everyone can participate directly and indirectly in political and public life. They help to ensure that minority groups are not marginalised.
- participation rights, such as the right to freedom of assembly and association, enable people to meet, form and join groups to achieve a common goal. This allows people to promote and defend common interests in society.
- participation rights are also important for children. It gives them a voice on matters that affect them and enables them to freely express their views.
- people have the right to participate in civil society. They can join Non-Governmental Organisations (NGOs) to highlight societal issues, challenge and hold the government to account.

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 human participation rights are important.

(1 × [2])

[2]

(e) Explain **two** ways a government can promote human rights in society.
(AO1, AO2)

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

- it can regularly review all its policies to ensure they all conform to up to date human rights legislation. This helps to ensure everyone's human rights are protected.
- ensure all government departments and all public bodies are aware of human rights and of their statutory duties. The government can provide training on developing and implementing policy and practice taking account of human rights.
- it can communicate and promote human rights through all aspects of its work. This highlights their importance and value to employees and the public.
- the government can ensure human rights legislation is up to date and create new human rights legislation where there are gaps in the law
- support the work of the Northern Ireland Human Rights Commission and the Northern Ireland Equality Commission in promoting and upholding human rights and compliance with human rights legislation
- promote human rights education in schools and youth groups. This will help develop children's and young people's knowledge and understanding about the importance of human rights and make them aware of their rights.
- raising awareness through advertising campaigning

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 government can promote human rights in society.

(2 × [2])

[4]

10

3 (a) Write down one role of the United Nations. (AO1)

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

- maintain international peace
- protect human rights
- deliver humanitarian aid
- promote sustainable development
- uphold international law

All other valid answers will be credited

(1 × [1])

[1]

(b) Name **one** group of people protected by Section 75 of the Northern Ireland Act. (AO1)

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

- people with different religious beliefs
- people with different political opinions
- people from different races/ethnic minorities
- people of different ages (elderly and young people)
- people of different marital status
- people of different sexual orientation
- men and women
- people with a disability
- people with dependants

Accept any **one** example of the above.

All other valid answers will be credited

(1 × [1])

[1]

(c) Explain one role of civil society in promoting social equality. (AO1, AO2)

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

- civil society represents and promotes the interests of all groups within society. This helps to ensure that society is inclusive and everyone is treated equally.
- civil society can organise coordinated actions across a range of associations, groups and organisations to gain public support to tackle social inequalities and promote equality.
- civil society encourages citizens' participation in political and public life. This promotes equality by ensuring the views and interests of diverse groups are represented.
- civil society includes online groups and activities and social media communities. They use social media to promote social equality and organise petitions and campaigns against social inequalities.
- civil society has a 'watchdog' role. It holds governments and institutions to account to ensure they comply with equality legislation.
- civil society has advocacy and lobbying roles. It lobbies government and decision makers to ensure social equality is promoted in all aspects of public life.
- organisations such as the Northern Ireland Human Rights Commission and the Northern Ireland Equality Commission and some Non-Governmental Organisations (NGOs) have specific roles which include safeguarding and protecting, promoting human rights and equality.

- civil society provides guidance, education and training about equality. This develops citizens' understanding of equality and equality Legislation. This enables them to challenge cases of social inequality.
- civil society provides expert advice to government and employers about equality and complying with equality laws. This helps to ensure that everyone is treated equally 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** role of civil society in promoting social equality

(1 × [2])

[2]

- (d) Explain **one** cause of social injustice in societies around the world. (AO1, AO2)

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

- social injustice results in society when there is an uneven/unfair distribution of opportunities, wealth, goods, resources and benefits in society among its citizens. Some groups benefit more than others because they have more opportunities and can gain more wealth or resources. While other groups may be disadvantaged especially those with limited income and resources.
- social injustice is caused by government policies such as education, health care and tax. Its policies can lead to the unfair distribution of opportunities, wealth, goods, resources and benefits in society among its citizens. For example, tax policy and income tax rates may favour citizens in high income positions while its policy on welfare may reduce benefits to the unemployed.
- discrimination/prejudice accepted for (1 mark)

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 the **main** cause of social injustice in society

(1 × [2])

[2]

- (e) Explain **two** problems a family living in poverty in Northern Ireland may face. (AO1, AO2)

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

- the parents may not have enough money to pay their bills, e.g. electricity, heating, food, and rent. They may be in debt which will increase if they cannot pay what they owe on time because of interest rates. Growing debt makes their situation worse.
- the parents may have little money to spend on food for the family. Their choice of diet and variety of food they eat is limited. The family diet may not be balanced and low in nutrition. This can lead to health problems.
- individuals within the family may suffer from physical and/or mental health problems as a result of their living conditions and lifestyle. Children in particular are more likely to suffer from asthma, obesity and mental health problems.
- parents may have a limited choice in schooling for their children. They may live in a socially disadvantaged area/community. The

school in the area, educational provision may be of a lower quality compared to the average and the parents are not able to pay for private schooling. This may affect the children's choices and life chances in later life.

- parents are likely to be unemployed or in low paid employment. Their lack of income reduces their access to quality education and health care and housing.
- the parents do not have enough money to be able to have an active social life and to participate in social activities that are part of daily life. They may not be able to afford to take their children on holidays, to the cinema or to pay for school trips. This can affect the whole family. They feel stigmatised and marginalised 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** problem a family living in poverty in Northern Ireland may face

(2 × [2])

[4]

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10

4 (a) Explain **two** ways media companies can demonstrate social responsibility.

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

- media companies can follow a code of practice. This would provide guidelines about what they can publish in the public interest. This helps to ensure that they act in ways which are socially responsible.
- media companies have policies and guidelines on expected standards of professional behaviour in relation to data protection and obtaining, recording, storing and reporting information to the public. This encourages staff to be socially responsible.
- media companies can provide unbiased, authentic information that accurately interprets issues/events/actions and is not misleading. By doing this they act responsibly to ensure they present a balanced view about issues to the public.
- media companies should be careful in their use of language and content to ensure they do not cause offence or create tension between different groups of people in society
- they should be inclusive in their coverage of issues and represent and reflect the diverse viewpoints in society. This helps to promote equality.
- media companies can raise public awareness about social equality issues, human rights abuses and corruption. They can challenge and hold those responsible including the government to public account. They have a social responsibility to make the public aware of issues that can affect people.
- media companies have a role in educating and entertaining the public. They have a social responsibility to be inclusive and ensure they have a broad coverage of articles/programmes to cater for diverse groups in society.
- supporting N.G.O's and charitable events

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 media companies can demonstrate social responsibility

(2 × [2])

[4]

(b) Explain **two** roles of **one** Northern Ireland government department.

Answers may include **two** of the following points for each government department:

Executive Office

- producing the Programme for Government, a 5-year strategic plan which outlines the priorities and the actions the Northern Ireland Government will take to address them.
- planning and budgeting, prioritising, spending and allocating budget funds to government departments.
- promoting Northern Ireland and encouraging international investment
- implementing and funding programmes to build good relations, deliver social change and build a united community.

Department of Agriculture, Environment and Rural Affairs (DAERA)

- protecting the environment, this includes tackling air pollution and CO₂ emissions and nature conservation.
- developing and investing in rural areas to tackle rural poverty and isolation.

- supporting agriculture and farming and hygiene to ensure food safety throughout the food chain starting with primary production.

Department for Communities

- urban regeneration – targeting social need through social, economic and physical regeneration of cities, towns and villages, local government reform.
- supporting the arts and creative industries, community festivals, architecture and built environment.
- social housing provision and reform of social housing, help and advice for private rented and social housing tenants, housing legislation.
- developing strategy for sport and physical recreation and the promotion of sport in Northern Ireland.

Department of Education

- supporting the curriculum, assessment and learning in schools, raising standards and school improvement.
- setting teachers' pay, conditions, and pensions and provision of training and professional development.
- providing school funding and setting conditions for schools' financial management of budgets.
- providing transport for pupils to and from school.

Department of the Economy

- developing economic strategy and policy to support businesses and Northern Ireland economy to grow.
- formulates policy and administers funding to support education, research and related activities in the Northern Ireland higher education sector.
- developing policy, strategy and financing of the statutory further education sector.
- providing advice for jobseekers and employers on employment and recruitment programmes to deliver a skilled workforce to meet the needs of the Northern Ireland economy.

Department of Finance

- budgeting process sets expenditure plans for the Northern Ireland departments. Reviewing and monitoring departments' spending.
- providing information on public sector procurement, including advice, guidance and business opportunities.
- setting and collecting revenue from rates on domestic and non-domestic premises.
- valuating all properties which are subject to rates in Northern Ireland.

Department of Infrastructure

- managing, maintaining and developing the road network and road and transport improvement schemes.
- provision of public transport – road, rail and ferry – and ensuring compliance with legislation.
- regional planning and development of land, housing and transport to support economic growth.

Department of Health

- developing policy and legislation in health, social care and public safety.
- funding of health care and social services and public safety.
- development including education, careers and skills, policy reports and guidance.

- health promotion, protection and prevention, e.g. obesity, sexual health, skin cancer, suicide and tobacco control.
- medical employment terms and conditions (except GPs).
- provision of social care, e.g. adult care, children and young people care and community care.

Department of Justice

- justice and the law – compensation, courts and tribunals, North-South co-operation and access to justice reports and policies.
- prison service, prison life, prison reform, the prison estate, management issues and family contact.
- policies, strategies and legislation on criminal history disclosure, organised crime, policing and community safety.
- youth justice agency provides custodial facilities for children and young people referred to it by the court system in Northern Ireland.

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 any **one** Northern Ireland Government Department

(2 × [2])

[4]

8

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Source A: Young people's participation in democracy in Northern Ireland

A report by the UNESCO Centre in 2017 highlighted the importance of young people (aged 15 to 24) participating in democracy. However, findings from surveys indicated the following:

- 2011 survey – around two thirds of the young people had little or no interest in politics.
- 2011 survey – young women had less knowledge and interest in politics than young men.
- 2010 survey – 56% of young people were unlikely to vote in the Assembly election.
- 2009 survey – around 50% of young people did some type of volunteering.

The report also highlighted that some groups of young people including those leaving the justice system, in or leaving care; young women and those who are lesbian, gay or bisexual may face barriers to participating in society.

© Adapted from 'Youth participation in the democratic process' <http://uir.ulster.ac.uk/37826/> With kind permission

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 young people's participation in democracy to influence change in Northern Ireland. (AO1, AO2, AO3)

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

- although the UNESCO report showed it was important young people should participate in democracy, survey results for 2009 to 2011 indicated many young people were not interested or did not participate in democracy. The lack of young people's participation in democracy limits their impact on influencing change in Northern Ireland society.
- the 2011 survey shows around two thirds of young people do not have an interest in politics. The majority of young people are not likely to get involved in politics. If young people are to influence change they need to have an understanding of politics and local issues.
- the 2011 survey highlighted that young women had less knowledge and interest in politics than young men. This suggests they are less likely to express their views. This could lead to young women's views not being fully represented in politics and society and therefore less likely to influence change.
- the 2010 survey indicated just under half of young people surveyed were likely to vote in an Assembly election. This means the majority of young people are unlikely to vote. Therefore, their political views may be underrepresented and their impact on influencing change in Northern Ireland society is limited.
- the 2009 survey showed half of young people were involved in voluntary activities. Volunteers help to address issues like poverty. Young people's lack of participation in public life/civil society reduces the impact they can have in influencing changes in society.
- the UNESCO report stated that some groups of young people may find it difficult to participate. These groups included those leaving the justice system and lesbian, gay or bisexual young people. This means these

groups of young people are less likely to influence changes in society that reflect their needs. They become marginalised.

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 on the impact of young people's participation in democracy and influencing change in Northern Ireland.
- Analysis: identifies at least one relevant point from the source and (must) provide a limited interpretation on the impact of young people's participation in democracy and influencing change in Northern Ireland.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent analysis

- Shows good knowledge and understanding on the impact of young people's participation in democracy and influencing change in Northern Ireland.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail the impact of young people's participation in democracy and influencing change in Northern Ireland.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent analysis

- Shows excellent knowledge and understanding on the impact of young people's participation in democracy and influencing change in Northern Ireland.
- Analysis: identifies and comments on at least two relevant points from the source and analyses effectively in detail the impact of young people's participation in democracy and influencing change in Northern Ireland.
- Quality of written communication is highly competent. [6]
- No marks if there is no reference to the source
- If there is no interpretation and a copy of the source is stated then award no marks

One way young people can participate in society is by volunteering in their community.

- (b) Discuss the benefits to young people of volunteering in the community. (AO1, AO2, AO3)

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

- by doing voluntary work young people are involved in different activities. Working as part of team and communicating their ideas helps them to develop their communication skills and their skills of working with others.
- help them develop as a person. Young people can develop their emotional intelligence and positive attitudes and dispositions such as empathy and commitment. They learn more about themselves.
- young people gain a deeper understanding of social justice and social equality issues. They develop their knowledge and understanding about local community issues, how they affect people and how they can be addressed.

- by doing voluntary work they get to meet new people, they learn about others, make friends and build relationships. This helps them to develop their social skills.
- young people can gain a sense of satisfaction and achievement from doing something worthwhile. This may improve their self-confidence and encourage them to take on more challenging volunteering roles.
- volunteering gives young people opportunities to gain experience of work, what it involves and to develop a sense of responsibility. This is useful experience which is valued by employers. They can record their volunteering experience on their CV.

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 benefits to young people of volunteering in the community.
- Discussion: makes reference to at least one relevant point and may provide limited detail about the benefits to young people of volunteering in the community.
- Quality of written communication basic.

Level 2 ([3]–[4])

Overall impression: competent discussion

- Shows good knowledge and understanding about the benefits to young people of volunteering in the community and applies this to the question.
- Discussion: makes reference to two relevant points and provides adequate discussion about the benefits to young people of volunteering in the community.
- 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 volunteering in the community and applies this effectively to the question.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the benefits to young people of volunteering in the community.
- Quality of written communication is highly competent. [6]

12

Many people believe that the welfare of animals is important and that animals should have basic rights. Some Non-Governmental Organisations (NGOs) work to support this cause.

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6 Evaluate the role of Non-Governmental Organisations (NGOs) in supporting animal rights.

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

- they provide shelter for unwanted animals and for those that have been abused by their owners. NGOs work to ensure that these animals have basic rights to shelter, care, food and water.
- animal rights/welfare NGOs hold fundraising events. These help to raise public awareness about animal cruelty/rights abuse and help to promote and fund their cause. The revenue raised can be used for other animal rights-based projects.
- animal rights/welfare NGOs plan and organise local and national rallies, marches and campaigns. They use social media and organise public gatherings to highlight animal rights issues.
- animal rights NGOs focus on promoting the ethical treatment of animals and the principle that animals are not there to be eaten, experimented on, abused, or for people's entertainment. They raise public awareness and educate people about these issues. This may help people to think more about how they act towards animals.
- some NGOs are authorised by local councils to rescue animals that are being treated cruelly or neglected by their owners. The owners may be taken to court and face criminal charges. This may act as a deterrent to others and make them think about how they treat their animals, especially if the case goes public.
- some NGOs deal with specific issues such as banning blood sports, anti-vivisection, animal testing or protecting captive animals. Public support for dealing with these issues puts greater pressure on corporations, organisations and governments to change these practices.
- they lobby politicians and policy makers. They highlight cases of animal rights abuse and try to influence decision makers to make changes in the law to better protect the welfare of animals.
- animal rights/welfare NGOs have to compete with other NGOs for public funding. Human health and social issues such as cancer, homelessness, and poverty may gain more public support than animal rights issues. Animal rights NGOs may not get the same level of public funding as other NGOs which deal with human related societal issues. The level of funding will affect the impact of their work.
- animal rights/welfare NGOs have limited funding. In turn, this impacts on their effectiveness in ensuring the rights and welfare of animals. Animal rights remains an issue in society.
- powerful, influential and wealthy individuals, businesses, organizations and other bodies may have a vested interest in maintaining the status quo regarding animal rights and welfare. These groups may stand to lose profits if they have to change their practices.
- animal rights NGOs may have a limited influence in lobbying government to regulate or legislate to protect animal rights. The government may view their cause as less important than other public issues. It may also consider the impact of regulation or legislation on business.

- the impact of animal rights NGOs in educating the public about animal rights and abuses is limited. Many people may be unaware of the extent of animal rights abuse or may not be interested. This allows animal rights abuse to continue unchallenged.

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 role of Non-Governmental Organisations (NGOs) in supporting animal rights.
- Evaluation: identifies and comments on at least one relevant point on the role of Non-Governmental Organisations (NGOs) in supporting animal rights.
- Conclusion: may be missing or inadequate about the role of Non-Governmental Organisations (NGOs) in supporting animal rights.
- 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 supporting animal rights and applies this to the question.
- Evaluation: identifies and comments on at least two relevant points about the role of Non-Governmental Organisations (NGOs) in supporting animal rights.
- Conclusion: draws a relevant conclusion related to their evaluation about the role of Non-Governmental Organisations (NGOs) in supporting animal rights.
- Quality of written communication is competent.

Level 3 ([8]–[10])

Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding about the role of Non-Governmental Organisations (NGOs) in supporting animal rights and applies this effectively in response to the question.
- Evaluation: identifies and comments in detail on at least two relevant points.
- Conclusion: draws a detailed conclusion related to their evaluation about the role of Non-Governmental Organisations (NGOs) in supporting animal rights.
- Quality of written communication is highly competent. [10]

Total

**AVAILABLE
MARKS**

10

60