



**General Certificate of Secondary Education**

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# **Learning for Life and Work**

Unit 1

Local and Global Citizenship

**[GLF11]**

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## **Assessment**

**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** political party in Northern Ireland (AO1).

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

- Alliance Party
- Conservative Party
- Democratic Unionist Party (DUP)
- Green Party
- People Before Profit Party
- Progressive Unionist Party (PUP)
- Sinn Féin Party
- Social Democratic and Labour Party (SDLP)
- Ulster Unionist Party (UUP)

All other valid answers will be credited

Accept – names without party at end, e.g. Green, Progressive Unionist and abbreviations, e.g. DUP.

(1 × [1]) [1]

(b) Write down **one** way a young person can find information about the Northern Ireland Assembly (AO1).

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

- use and select relevant internet sites
- use the Northern Ireland Assembly (NIA) website
- contact, e.g. phone, email, write letter to the NIA
- in school, e.g. ask their LGC teacher
- source and read books related to NIA
- watch media – newspapers, TV and radio
- use social media – Twitter, Facebook

All other valid answers will be credited

(1 × [1]) [1]

(c) Explain what devolved government in Northern Ireland means. (AO1, AO2).

Answers may include the following point:

- under the Good Friday/Belfast Agreement the UK government transferred legislative powers to the Northern Ireland government/ Assembly. This enables the Northern Ireland Assembly to pass legislation and make decisions on local matters.

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 what a Northern Ireland devolved government means (AO1, AO2).

The above MS answers would be worth 2 marks. A 2 mark answer will have two main points – e.g. 1 mark – idea of transfer powers to from Westminster to NI government – 1 mark to make laws for NI – answer does not need to include reference to Belfast or GFA.

(1 × [2]) [2]

(d) Describe what a government policy is (AO1, AO2).

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

- a government policy is a plan of action which outlines how the government will address key areas in the economy/society, e.g. the education, health care, welfare reform.
- a government policy is an official document which states the government's vision for key areas in the economy/society. It explains what it intends to do, or the actions it will take to translate its policy into practice to make changes in key areas of the economy/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 what a government policy is.

1 mark for describing idea of government document/plan of actions – 1 mark for describing its purpose – to address/change/improve/reform an element of society/economy/or gives examples.

(1 × [2])

[2]

(e) Explain **two** roles of a Northern Ireland Member of Legislative Assembly (MLA) (AO1, AO2).

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

- represent the electorate, listen to the electorate and make decisions and policies which lead to improvements in the Northern Ireland economy and society.
- participate in democratic dialogue and work with other parties to make decisions about Northern Ireland's future.
- make laws which will protect people, promote equality and diversity and ensure that Northern Ireland is a safe place in which to live and work.
- raise awareness and educate people, meet constituents and engage with young people in schools to explain their role and work.
- promote human rights/equality and work to ensure that the terms of the Good Friday/Belfast Agreement are met, for example, by promoting human rights, equality and diversity.
- represent Northern Ireland, build relationships and lobby representatives from other governments to influence decisions for the benefit of people in Northern Ireland.
- promote good community relations by working with local communities/ community groups to improve relations.

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 a Northern Ireland Member of Legislative Assembly (MLA).

Commonly candidates fail to give an accurate explanation – typically they give a basic statement of a few words and do not explain the answer, e.g. represent the people who vote for them (1 mark) – needs to go on to say how – as in MS.

(2 × [2])

[4]

10

2 (a) Write down what having a cultural identity means (AO1).

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

- having a sense of belonging to a particular social group/community.
- sharing the same values, beliefs, views of a particular social group/community.

All other valid answers will be credited

One word answers will be sufficient for 1 mark – need to refer to idea of shared sense of belonging/shared values.

(1 × [1])

[1]

(b) Name **one** group that forms part of civil society (AO1).

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

- family
- Non-Governmental Organisations (NGOs)
- voluntary groups
- community groups
- charities
- clubs and societies
- social media groups
- trade unions
- religious groups/church

All other valid answers will be credited

(1 × [1])

[1]

(c) Describe what a culturally diverse society is (AO1, AO2).

Answers may include the following:

- an inclusive society comprised of people from a range of different cultures living together who feel a sense of belonging.
- an inclusive society comprised of people from different origins/backgrounds, traditions, with different religions and languages living together.
- an inclusive society comprised of a mix of different groups of people from different origins/countries/race/ethnicity, religions and traditions all living and interacting together.

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 what a culturally diverse society is.

Answers do not need to mention inclusion.

1 mark idea of different groups of people – 1 mark for idea of living together.

(1 × [2])

[2]

(d) Explain **one** reason why local citizens may be prejudiced against immigrants (AO1, AO2).

AVAILABLE  
MARKS

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

- local people may lack knowledge and understanding about others from different countries/cultures. They may view them as different, feel threatened and therefore become prejudiced against them.
- local people may be influenced by the prejudiced views of others such as family and friends about immigrants. They may accept these views as 'true' and share their prejudice.
- local citizens' views about immigrants may be influenced by how the media and social media present immigrants. If the media portrays immigrants negatively local citizens may become prejudiced.
- local citizens may view immigrants as a threat to their way of life and culture. They may think this will weaken their sense of national/cultural identity and view them as outsiders, leading to prejudice.
- local citizens may feel that immigrants have no right to share local resources such as welfare benefits, health care, housing as they have not contributed to the country. Local citizens may see this as unfair and become prejudiced against immigrants.
- local citizens may hold negative stereotypical views of immigrants, e.g. they take our jobs. Stereotyping can lead to prejudice as local citizens may consider their views to be 'true'.

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 local citizens may be prejudiced against immigrants.

Accept specific examples.

Answers such as because of their colour/religion 1 mark – unless they go on to provide a reason as in MS.

(1 × [2])

[2]

(e) Explain **two** roles of the Northern Ireland Equality Commission (NIEC) (AO1, AO2).

AVAILABLE  
MARKS

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

- to promote and raise awareness about equality by holding events, seminars, conferences and campaigns.
- to encourage good relations and challenge discrimination through promotion, advice and enforcement of equality legislation.
- to work to 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.
- to 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.
- to monitor and review legislation and public policies to ensure that they do not breach equality legislation and make recommendations including equality law reform.
- to conduct research and evaluations on equality, discrimination and related areas. The research is used to inform approaches to equality policy and practice. This helps to safeguard the rights of individuals and minority groups and prevent discrimination.
- to provide advice, support and training for employers and service providers on equality legislation and their statutory obligations. This includes providing codes of good practice.
- to oversee the effectiveness of Section 75 equality and good relations duties and disability duties on public authorities. This helps employers to ensure they comply with equality legislation and good practice.
- the NIEC has investigative and enforcement powers and can investigate complaints and ensure that employers comply with equality legislation.

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 Equality Commission (NIEC).

Same as for other 2 mark questions – for 2 marks candidates need to give responses similar to MS.

e.g. last bullet – NIEC can investigate complaints – 1 mark – unless adds explanation – this helps to ensure public bodies/organisations uphold equality laws.

(2 × [2])

[4]

10

3 (a) Write down what the letters UDHR refer to (AO1).

Answers will accurately state the following:

- Universal Declaration of Human Rights
- Only acceptable answer – allow for spelling mistakes.  
(1 × [1])

[1]

(b) Name **one** Non-Governmental Organisation (NGO) whose main cause is to promote human rights (AO1).  
The focus is on one main cause.

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

- Amnesty International
- CARE
- Equality Now
- Global Rights
- Human Rights Foundation
- Human Rights Watch
- JUSTICE
- Protection International
- Red Cross

All other valid answers will be credited  
(1 × [1])

[1]

(c) Explain **one** example where an individual's human rights are limited to protect others in society (AO1, AO2).

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

- when an individual is sentenced to prison for committing a crime, their right to liberty/freedom of movement are balanced with the need to ensure citizens in society are kept safe.
- when an individual is sentenced to prison for committing a crime, their right to privacy are balanced with the need to ensure they do not engage in further criminal activity from within prison, in order to protect citizens in society.
- an individual's right to privacy is balanced when surveillance, e.g. CCTV, is used to capture images of people for security purposes or monitoring traffic/speeding.
- an individual's right to freedom of expression is balanced against the need to ensure their ideas, opinions do not offend or incite hatred against others in society.
- an individual's right to peaceful assembly, e.g. to participate in a march/protest, is balanced with the need to ensure public safety and security.
- an individual has a privacy right which prevents the interference with their family. However, in circumstances where the authorities consider the safety, care and wellbeing of children is at risk, they have the power to intervene and possibly take children into care.

Covid laws – based on all countries

- the courts were shut – limited access to justice and right to a fair trial.
- restrictions on meeting family members – right to private and family life

restricted.

- people could not attend place of worship – right to freedom of religion restricted.
- people could not gather for marches/protests – right to freedom of association restricted.
- people could not freely express their views – right to freedom of expression limited.

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** example where an individual's human rights are balanced to protect others in society.

(1 × [2])

[2]

**(d)** Explain what Section 75 of the Northern Ireland Act (1998) is (AO1, AO2).

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

- Section 75 is a form of equality and good relations legislation. Under Section 75 public authorities have two statutory duties –  
1. to promote equality of opportunity between the nine equality categories: between persons of different religious belief, political opinion, racial group, age, marital status, sexual orientation, gender, disability and people with dependants.  
2. promote good relations between the nine equality categories Section 75 of the Northern Ireland Act (1998).
- Section 75 is a form of equality and good relations legislation; it aims to change the practice of government and public authorities so that equality of opportunity and good relations are central to policy making, policy implementation, policy review and service delivery.
- Section 75 of the Northern Ireland Act (1998) is a form of equality and good relations legislation; it aims to promote equality and promote good relations and reduce discrimination. It makes it an offence to discriminate against groups of people in the nine equality categories.

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 what Section 75 of the Northern Ireland Act (1998) is.

In general and within context of MS – award 1 mark – for saying what Section 75 is – and 1 mark for what it does – or who it protects.

(1 × [2])

[2]

**(e)** Explain **two** human rights that are abused when a person is sexually exploited (AO1, AO2).

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

Accept other answers not included in MS as long as the HR they refer to is accurate and they explain how it is abused when a person is sexually exploited.

- a person's right to life may be violated when sexually exploited. They may die as a result of being sexually exploited.
- a person's right to liberty and security may be abused as the person may be held captive. They may not be safe and forced to act against

- their will.
- a person has the right not to be submitted to slavery, servitude, forced labour or bonded labour. If they are being sexually exploited they may be held as sex slaves and forced to perform sex acts.
  - a person has a right not to be subjected to torture and/or cruel, inhuman, degrading treatment or punishment. This right is abused because they are subjected to inhuman and degrading treatment, for example forced to perform sex acts against their will. They may be punished for not conforming to those who are sexually exploiting them.
  - a person has the right to freedom of movement. This right is abused if the person is held against their will.
  - a person has the right to health care. Those sexually exploiting the person may prevent them from seeking medical attention/health care in case it draws attention to their criminal activities.

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** human right that is abused when a person is sexually exploited.

(2 × [2])

[4]

AVAILABLE  
MARKS

10

- 4 (a) Explain **two** ways a local community can make everyone in the community feel included (AO1, AO2).

AVAILABLE  
MARKS

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

- set up a community group and invite people from different cultures/ backgrounds and those with disabilities to participate. This will help to make everyone feel part of the community.
- raise awareness, educate people and organise campaigns to highlight local community issues related to social inclusion.
- provide education on inclusion, run classes, hold seminars, have guest speakers so that people can learn more about inclusion.
- ensure local facilities are suitable for everyone – provide facilities which everyone in the community can access including people with disabilities.
- provide support for those in groups who need help and encouragement to participate in the community. Some people may feel isolated, e.g. because of language barriers, homeless people, people living in poverty, the elderly and disabled. They may have certain needs which have to be met before they can participate in the community.
- provide advice and support and work with local councils, NGOs, other agencies to provide support to those in need. This will help make people feel that they are part of a caring community.
- hold events/festivals to celebrate cultural diversity. This will help raise awareness and develop people’s understanding about different groups in the community and specific 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 a local community can make everyone in the community feel included.

1 mark for idea of community action/event and 1 mark for explaining how the action promotes inclusion.

If the second answer contains repetition of the first response – then 1 mark – if it is complete repetition of the first answer only worded differently award 0 marks.

(2 × [2])

[4]

(b) Explain **two** ways Non-Governmental Organisations (NGOs) can tackle health issues in society.

AVAILABLE  
MARKS

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

- NGOs can fundraise by holding events and organizing campaigns to raise money to provide support and services for people who have health problems including mental health, cancer, diabetes, obesity etc.
- NGOs can raise public awareness of health issues such as obesity, cancer, mental health etc. and ways to improve their health. Through campaigns and using the media they may encourage people to change their lifestyle.
- They can educate people about health issues such as mental health, cancer, eating disorders, diabetes etc. NGOs can visit workplaces and schools. They can help people to understand health related issues and offer ways to reduce associated risks.
- NGOs can lobby government to change policies related to health. For example, provide more money for the NHS, initiatives to support people with mental health issues, healthy food in schools, increase tax on alcohol and tobacco etc. This can have a wider impact on tackling health issues.
- Provide advice, support and services to people with certain health conditions. For example, they can help people to understand their medical condition and its impact on their lives and suggest ways to help them deal with this. They can provide counselling services for people with mental health issues and other medical conditions.

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 Non-Governmental Organisations (NGOs) can tackle health issues in society.

1 mark for idea NGO action and 1 mark for explaining how the action tackles the health issue.

If the second answer contains repetition of the first response – then 1 mark – if it is complete repetition of the first answer only worded differently award 0 marks.

(2 × [2])

[4]

8

**Source A: The Impact of Social Inequality in Northern Ireland**

Research shows that income inequalities between individuals and groups can lead to other social inequalities. Citizens living in the most deprived areas are more likely to be affected by social inequalities. Research in 2018 on social inequality in Northern Ireland indicated that:

- People living in the most deprived areas are more likely to be unemployed, on welfare benefits or in low paid employment.
- 18% of the population live in poverty.
- Many families living in poverty have poor diets.
- People living in the most deprived areas have a lower life expectancy than those in less deprived areas.
- Suicide and self-harm admissions in the most deprived areas were three and a half times greater than the least deprived areas.
- Drug and alcohol related deaths in the most deprived areas were five times greater than in the least deprived.
- Young people in the least deprived areas tend to perform better in school than those in the most deprived areas.

© Crown copyright. *Health Inequalities Annual Report (Dept of Health 2018); Poverty Bulletin (Dept of Communities).*

**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 social inequality on people living in Northern Ireland (AO1, AO2, AO3).

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

- people who live in deprived areas may be in low-paid work or not have a job. They may be on benefits. They have less money to spend than people on higher incomes. This creates social inequalities because people in deprived areas can't afford certain basic goods and services.
- around 20% of the Northern Ireland population live in poverty. They are likely to live in deprived areas. They have an income which is well below the average household income. They may live in poor housing conditions and more likely to suffer ill health.
- people living in poverty are likely to have unhealthy diets. They may buy food because it is cheap and convenient. They may not be able to afford healthier options. Poor diet can lead to health problems.
- people living in the least deprived areas have a higher life expectancy than those in the most deprived areas. People in the least deprived areas are more likely to live longer than those in the most deprived areas.
- the source shows that suicide and self-harm admissions in the most deprived areas were three and a half times greater than the least deprived areas. People living the most deprived areas are more likely to suffer from mental health problems.
- alcohol and drug related deaths was five times more in the most deprived areas compared to the least deprived areas. People living in the most deprived areas are more likely to die from alcohol and drug abuse than people living in the least deprived areas.

- young people in the most deprived areas are likely to perform less well in school than those in the least deprived areas. Young people from the most deprived areas may not achieve the qualifications necessary to obtain a good job or to gain a place in higher education. Young people from the least deprived areas compared to those in the least deprived areas are more likely to have better career options.

All other valid answers will be credited

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

Award 0 marks for word copying from source with no analysis/interpretation.

### **Level 1 ([1]–[2])**

#### **Overall impression: basic analysis**

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

### **Level 2 ([3]–[4])**

#### **Overall impression: competent analysis**

- Shows good knowledge and understanding about the impact of social inequality on people living in Northern Ireland.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail on the impact of social inequality on people living in Northern Ireland.
- Quality of written communication is competent.

Must identify at least two points from source and explain each of their potential impacts/consequences.

Identification of two points using their own words 1 mark for each – 1 mark for each for appropriate interpretation as in MS.

### **Level 3 ([5]–[6])**

#### **Overall impression: highly competent analysis**

- Shows excellent knowledge and understanding on the impact of social inequality on people living in Northern Ireland.
- Analysis: identifies and comments on at least two relevant points from the source and analyses effectively in detail the impact of social inequality on people living in Northern Ireland.
- Quality of written communication is highly competent.

5 to 6 marks – Must identify at least two points from the source and give detailed analysis/interpretation as in MS.

Can award 2 marks for each of 3 points identified from source with detailed analysis interpretation. [6]

The Good Friday (Belfast) Agreement (1998) was an agreement between the British and Irish governments and most political parties in Northern Ireland, about how Northern Ireland should be governed.

**(b)** Discuss the key features of the Good Friday (Belfast) Agreement (AO1, AO2, AO3).

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

- the establishment of a devolved Northern Ireland government. It agreed to certain legislative powers being transferred from Westminster to allow the Northern Ireland government to create government departments and take responsibility for making decisions at a local level.
- the establishment of a Northern Ireland Assembly, Northern Ireland Executive and First and Deputy First Ministers and the creation of committees to oversee and scrutinise the work of the Executive and government departments.
- it agreed to the creation of a government based on power sharing with key decisions requiring cross-community support.
- it recognised the right of people in Northern Ireland and the Republic of Ireland to self-determination. It is based on the principle of consent and a majority vote in support of Northern Ireland remaining part of the United Kingdom or to Northern Ireland becoming part of a united Ireland.
- it agreed to people born in Northern Ireland having the right to hold dual citizenship. They can hold Irish Citizenship or British Citizenship or both.
- the Agreement safeguards human rights and equality of opportunity. It agreed to establish the Northern Ireland Human Rights Commission and The Equality Commission.
- the Agreement outlined policing reforms. These included creating the Police Service of Northern Ireland (PSNI).
- it agreed to establish a North South Ministerial Council with representatives from the British, Northern Irish and Irish governments. The Council would support co-operation between governments in dealing with matters of mutual interest.
- it agreed to establish a British/Irish Council with representatives from the British and Irish Governments, devolved institutions in Northern Ireland, Scotland and Wales. The Council would support co-operation between governments in dealing with matters of mutual interest.
- it agreed to provide support for victims of the conflict. This included funding, resources and support networks.
- it agreed to the total disarmament of paramilitary groups and decommissioning of illegally held arms within two years. This would be monitored by an independent commission.
- it agreed to the early release of prisoners who were convicted of offences related to the conflict and their re-integration into society.
- it recognises the importance of and promotes linguistic diversity in Northern Ireland and the Irish language, Ulster-Scots and the languages of the various ethnic communities.

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 discussion**

- Shows basic knowledge and understanding about the key features of the Good Friday (Belfast) Agreement.
- Discussion: makes reference to at least one relevant point and may provide limited detail about the key features of the Good Friday (Belfast) Agreement.
- Quality of written communication basic.

**Level 2 ([3]–[4])**

**Overall impression: competent discussion**

- Shows good knowledge and understanding about the key features of the Good Friday (Belfast) Agreement and applies this to the question.
- Discussion: makes reference to two relevant points and provides adequate discussion about the key features of the Good Friday (Belfast) Agreement.
- Quality of written communication is competent.

Must reference at least two points with relevant discussion for at least one of the points for 3 marks.

Relevant Discussion of two points 4 marks.

**Level 3 ([5]–[6])**

**Overall impression: highly competent discussion**

- Shows excellent knowledge and understanding about the key features of the Good Friday (Belfast) Agreement and applies this effectively to the question.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the key features of the Good Friday (Belfast) Agreement.
- Quality of written communication is highly competent.

Award 5 to 6 marks for at least two relevant points that are thoroughly discussed.

Can award 2 marks for each of 3 points that are well discussed.

[6]

12

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MARKS

Young people have an important role to play in society. By participating they can help to improve society and the lives of citizens.

AVAILABLE  
MARKS

**6** Evaluate the role of young people in influencing change to benefit citizens and society.

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

- young people can make a difference in society and bring about changes for the better by participating in democratic processes such as voting in elections. They can vote for a political party which best reflects their views and support them to make changes to improve society.
- political parties/politicians once elected may ignore the voice of young people. They may have limited impact on influencing the government to change its policies on social issues.
- young people can become more involved in politics. They could join or actively support a political party or they may actively challenge political parties on their policies/views. This gives them a voice. It helps to ensure young people's views are considered by politicians and decision makers.
- young people may have little influence on political parties and policy change which will benefit society. Their views may be ignored by politicians and decision makers.
- young people can become better informed about the main issues in society by doing their own research, e.g. using the internet, social media and watching the news. They can use this information and become more actively involved/engaged with issues that affect them and society.
- young people could respond to internet media articles related to social issues or newspapers in their comments sections. They could express their views and agree or disagree.
- young people could lobby politicians/decision makers. They can put forward their views on social issues and influence change that will improve the lives of citizens and society.
- young people may not be interested or motivated to become involved in politics or to vote. They may think that their views won't make a difference and leave it to the politicians to deal with societal issues.
- young people could do voluntary work or join an NGO that deals with social issues such as homelessness, poverty or mental health. They can help to address and raise awareness of these issues and gain the support of others to bring about change for the better of society and those people affected by these social problems.
- young people can participate in peaceful protests/marches to highlight support for dealing with social issues, e.g. university fees, welfare reform, homelessness, and poverty. This may influence politicians and decision makers to tackle these issues.
- young people may not want to spend time doing voluntary work, participating in demonstrations or becoming involved in politics. They might prefer to spend their time studying, socialising or on other interests/hobbies.

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 young people in influencing change to benefit citizens and society.
- Evaluation: identifies and comments on at least one relevant point on the role of young people in influencing change to benefit citizens and society.
- Conclusion: may be missing or inadequate about the role of young people in influencing change to benefit citizens and society.
- Quality of written communication is basic.

2 marks for one point explained/evaluated – 2 × 2 for two points with ref to MS.

**Level 2 ([5]–[7])**

**Overall impression: competent evaluation**

- Shows good knowledge and understanding about the role of young people in influencing change to benefit citizens and society.
- Evaluation: identifies and comments on at least two relevant points about the role of young people in influencing change to benefit citizens and society.
- Conclusion: draws a relevant conclusion related to their evaluation about the role of young people in influencing change to benefit citizens and society.
- Quality of written communication is competent.

Must comment on at least two points – if they are well evaluated/explained as in MS then up to 5 or 6 marks – 3 points well evaluated/explained 3 × 2 – Regardless of how well the points are evaluated candidates must include a conclusion – 1 mark — No conclusion – then band 1 marks.

**Level 3 ([8]–[10])**

**Overall impression: highly competent evaluation**

- Shows excellent knowledge and understanding about the role of young people in influencing change to benefit citizens and society.
- Evaluation: identifies and comments in detail on at least two relevant points about the role of young people in influencing change to benefit citizens and society.
- Conclusion: draws a detailed conclusion related to their evaluation about the role of young people in influencing change to benefit citizens and society.
- Quality of written communication is highly competent.

At least two points well evaluated/explained as in MS up to 6 marks – up to 4 marks for detailed conclusion.

or Award 2 marks for each point evaluated/explained up to 8 marks (4 points) and two marks for conclusion. [10]

**Total**

**AVAILABLE  
MARKS**

10

**60**