



**General Certificate of Secondary Education  
2022**

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# **Learning for Life and Work**

Unit 1

Local and Global Citizenship

**[GLF11]**

**WEDNESDAY 11 MAY, MORNING**

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**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.

### **COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

- 1 (a) Name two groups of people Section 75 of the Northern Ireland Act (1998) protects from discrimination. (AO1)

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

- people with different religious beliefs
- people with different political opinions
- people of different races
- people of different ages
- people with different marital status
- people with different sexual orientations
- people with disabilities and without
- men and women
- different cultures, ethnicities, immigrants, refugees.

All other valid answers will be credited

(2 × [1])

[2]

- (b) Explain one influence on a young person's cultural identity. (AO1, AO2)

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

- a young person's cultural identity will be influenced by their parents and family. They learn language, beliefs, values, attitudes, behaviour, traditions, family history and ways of life growing up as part of a family.
- when children attend school their sense of cultural identity will be influenced by the school's culture/ethos and values, the people they meet and their experiences.
- influenced by their peer group's cultural identity, such as its views, values, norms, dress, the music listened to and language used.
- they are likely to follow the same religion as their parents and family. They may attend a faith school based on that religion. Their way of life and views may be shaped by their religious beliefs.
- parents and families who are agnostic, atheist or have humanist world views will also influence their child's cultural identity. In this case religion is unlikely to play a part of their cultural identity. The young person may have humanist values and place greater importance on science rather than religion.
- the media may promote the importance of cultural identity by highlighting different cultures. It could also be biased towards certain cultures in the way it presents them.
- nationality may reinforce their sense of cultural identity and sense of belonging to a country, its history and traditions
- a young person's cultural identity will be influenced by heritage, history and cultural traditions which are passed on over generations. This may include art, language, music, dance.

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** influence on a young person's cultural identity

(1 × [2])

[2]

(c) Describe **one** way living in poverty may affect a young person. (AO1, AO2)

Answers may include the following points:

- they might have no accommodation and have to sleep on the streets. Their personal safety is at risk. They are vulnerable to disease and unprotected from the weather.
- they may be bullied, discriminated against and excluded by peers because they are poor and seen as being different.
- they may feel worried, embarrassed and unhappy because they do not have the money to have the same lifestyle as other young people.
- they may feel lonely, find it hard to make and keep friendships because other young people may not want to bother with them because of the stigma associated with being poor.
- they may not have the money for school trips and other school activities. They feel excluded and isolated.
- they may suffer from poor diet because they or their family do not have enough money to ensure they have a balanced healthy diet.
- they may suffer from mental health problems like depression because of their situation. They might worry about having few clothes or being hungry.
- they may suffer from poor physical health because of poor diet and living conditions. They may be malnourished or obese and more prone to illness and disease.
- they may have poor hygiene because they have limited access to clean water for washing themselves and their clothes.
- they are likely to perform less well in school than their peers. They may have other worries associated with living in poverty which distracts them from school work and academic achievement.
- may turn to crime/theft to get money and could end up in trouble with the police. This could affect their future prospects.

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 living in poverty may affect a young person

(1 × [2])

[2]

(d) Explain **two** ways the Northern Ireland government can promote social equality. (AO1, AO2)

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

- through policies and practice in government, government departments and public bodies the government can promote diversity and inclusion. This helps to support a more inclusive society and helps to ensure people are treated equally.
- prevent discrimination by creating equality laws. There are consequences for those who discriminate against others. This helps to ensure that people are treated equally.
- ensure government policies are up to date and meet the requirements of equality legislation. This places a responsibility on the government, government departments and public bodies to ensure social equality.
- the government can provide and communicate information about social equality and explain its responsibility and role in promoting social equality. This will raise public awareness about equality and its importance.
- the government can ensure that social equality is part of the school curriculum for example, through citizenship education in schools and in youth work.

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 the Northern Ireland government can promote social equality

(2 × [2])

[4]

10

- 2 (a) Write down **two** ways you could learn more about global citizenship issues. (AO1)

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

- by using the internet/websites that provide information on global citizenship issues
- by watching news/television programmes about world issues
- by reading books/magazines on global issues
- in school/form teachers in LLW, English, RE, Geography
- by finding out information from NGOs which deal with global issues
- by visiting different countries

All other valid examples will be credited

(2 × [1])

[2]

- (b) Describe **one** role of the United Nations. (AO1, AO2)

Answers may include the following:

- the UN prevents conflict by using diplomatic measures to resolve issues between countries/opposing groups before they lead to conflict.
- it provides professional mediation services to support opposing groups/countries in conflict to meet, discuss and to resolve issues/disputes.
- the UN supports peacekeeping and security in conflict areas. It provides international troops and police to work with local authorities to maintain peace.
- the UN supports peacebuilding. It assists countries emerging from conflict to create ways to sustain peace, rebuild society. This reduces the possibility of countries returning to conflict.
- the UN can impose economic and trade sanctions on countries which threaten international peace and security or in breach of human rights. Along with other peace keeping measures, sanctions put pressure on governments to act to address issues.
- the UN protects human rights, it creates human rights documents. The UN works to ensure human rights are implemented through International law. It monitors human rights in countries and provides advice on implementing human rights treaties.
- the UN delivers humanitarian aid to countries that have suffered from natural, man-made disasters or armed conflict. It provides food, clothing, water and medical care to those in need.
- the UN promotes sustainable development in countries. It supports countries economic development and people's wellbeing in ways which are sustainable and protect the environment. It supports countries to tackle global development issues such as climate change and poverty.
- the UN upholds International Law by holding states to account for their conduct with each other, and their treatment of individuals within state boundaries.

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 the United Nations

(1 × [2])

[2]

(c) Explain **one** cause of conflict between countries. (AO1, AO2)

- conflict can result when one country seeks to gain control of another country's wealth and resources. The other country will have to protect these. This leads to armed conflict/war.
- countries might want to expand their territory. One country might invade another's land. The other country may retaliate by attacking the aggressor.
- conflict might result between countries because each country holds strongly opposing and intolerant religious beliefs. Each country might feel threatened by the other. Each country might want to ensure that its religion and way of life remain dominant.
- nationalism might be a cause of conflict between countries when one country wants to prove its superiority to others and decide to prove its domination by invading another country.

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** cause of conflict between countries

(1 × [2])

[2]

(d) Explain **two** ways conflict in a country can affect families who live there. (AO1, AO2)

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

- family members may be injured or killed in the conflict. This has a strong and lasting negative emotional effect on those who have suffered or lost someone close.
- families may be divided due to disagreements about the conflict(civil war) and this could cause a breakdown in family relationships.
- conflict can affect the physical and mental health of family members. Children and young people may suffer because of their experiences of conflict.
- families might have to leave their homes because it is not safe or their homes may be destroyed. They might have no place to go and become homeless.
- families may not be able to get basic essentials such as, food and water or access to health care. This can lead to malnutrition and untreated medical conditions.
- daily routines such as children going to school, playing with friends, parents going to work and socialising are disrupted. This creates stress within the family.
- family members may become involved in the conflict. Young people may be recruited as child soldiers and have to leave their family.
- community support networks are broken, extended family becomes displaced. Families may not have outside support and have to cope on their own in a life-threatening situation.
- the education system, schools and universities may be destroyed. Teachers/lecturers may be killed, injured or move to a safe area. Young people are prevented from getting a good education.
- conflict affects the economy; businesses may be destroyed. There are fewer employment opportunities. Parents might lose their jobs and

source of income, which makes it hard for them to support their family.  
This can lead to families living in poverty.

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 in a country  
can affect families who live there

(2 × [2])

[4]

AVAILABLE  
MARKS

10

3 (a) Write down **two** ways a school can promote inclusion. (AO1)

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

- make all pupils feel a sense of belonging
- ensure school policies promote an inclusion
- ensure they take a firm stand against any behaviour which may exclude certain pupils
- schools could provide foods to meet the dietary requirements of all pupils, for example, vegan, halal, vegetarian etc, so no one is excluded.
- pupils can learn about inclusion through the curriculum for example, in citizenship classes
- school facilities should meet the needs of all pupils including those with disabilities
- organise school events which include everyone
- pair new pupils with another pupil to help them make friends
- provide support for pupils who have difficulty communicating in English
- putting up signs in different languages on familiar objects
- ensure the needs of pupils with special educational needs are met

(2 × [1])

[2]

(b) Explain **one** benefit of living in a culturally diverse society. (AO1, AO2)

- people mix, meet with others from different backgrounds. People learn more about each other's lifestyles and cultures and develop a better understanding and respect for others who are different.
- chance to meet and make friends with others from different backgrounds and traditions. This may broaden people's friendship groups and helps to build good relationships with others.
- living and meeting others from different cultures can help people to better understand others who are different. People may become more accepting and tolerant of others. This can reduce prejudice.
- people from other cultures can bring new ideas, have different ways of doing things and have different perspectives. This may encourage others to think differently.
- enriches people's lives and experiences. People from different cultures can share aspects of their culture, e.g. different languages, musical styles, sport, fashion, diet/food into local 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** benefit of living in a culturally diverse society

(1 × [2])

[2]

(c) Explain **one** challenge of immigration for communities. (AO1, AO2)

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

- immigration can lead to tension and conflict in communities. This can be because of cultural differences and local people's views about immigrants.
- increased immigration can increase demand for local housing and healthcare provision. One challenge for local communities is to meet these demands.
- immigration can lead to segregation within communities with immigrants living close together. The challenge is to encourage immigrants to integrate with the local community.
- the presence of immigrants in local communities may lead to increased levels of racism and hate crime because some local people may not want them living there. The challenge is to prevent racism and hate crime.

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** challenge of immigration to communities

(1 × [2])

[2]

(d) Explain **two** reasons why a person might immigrate.  
(AO1, AO2)

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

- people move to another country because there is a better chance of getting work, better employment opportunities or because employment conditions may be better than in their home country.
- their home country may not provide the level or standard of education they require. Universities in other countries may offer a greater choice of courses.
- they may move to another country because it offers better health care provision than their home country including free health care. The country they move to may offer specialist medical treatments unavailable in their home country.
- the country may have a better welfare and support service which might entitle them to claim social and financial benefits. This might give them a better standard of living than in their home country.
- 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. People might move to a country which is safer and offer more attractive environment to live in.
- people might immigrate to another country to escape the effects of natural disasters such as flooding, famine, earthquakes. They move to another country to survive and be safe.
- may immigrate to move closer to family.

**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 a person might immigrate

(2 × [2])

[4]

**AVAILABLE  
MARKS**

10

4 (a) Explain **two** roles of the Northern Ireland Executive. (AO1, AO2)

AVAILABLE  
MARKS

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

- to create a Draft Programme for Government (PfG) which sets out government priorities and targets for improving Northern Ireland society and people's quality of life. This lets the public know what the government plans to do over a period of time.
- produces and agrees a budget for Northern Ireland. Funds are allocated to government departments to spend on providing public services, e.g. education, roads, transport, healthcare.
- creates an economic strategy. This outlines the government's economic priorities and the actions it will take to improve the economy.
- it exercises executive authority on behalf of the Northern Ireland Assembly and reviews and agrees major political decisions from the Assembly.
- the Executive agrees proposals put forward by Ministers for new legislation in the form of 'Executive Bills' for consideration by the Assembly.
- the Northern Ireland Executive makes legislation.
- the Northern Ireland Executive takes decisions on significant and controversial issues.
- the Northern Ireland Executive promotes and monitors the implementation of equality of opportunity/good relations, with the help of the NIHRC and the Equality Commission.

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

(2 × [2])

[4]

(b) Explain **two** roles of the Police Ombudsman. (AO1, AO2)

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

- makes people aware of what the Police Ombudsman does and of its complaint's procedure by providing and communicating information to the public, e.g. through social media and producing reports.
- ensures that it has and operates a fair and impartial process for dealing with complaints against the PSNI by setting and monitoring professional standards and upholding a code of ethics.
- investigates people's complaints with impartiality, uses research and finds evidence to support its findings and judgments.
- investigates all discharges of police firearms (including Taser) to find out if PSNI Officer(s) acted appropriately in the situation.
- investigates all fatal road traffic collisions involving police officers to find out the circumstances leading to the collision and to find out if the police officer(s) were at fault in causing the collision.
- investigates any death which may have occurred as a result of the actions of a police officer to find out the circumstances of the death, police involvement and if they acted appropriately within procedures and guidelines.
- uses findings from its investigations to improve the effectiveness of policing by making recommendations to the Chief Constable and/or Minister for Justice.

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 Police Ombudsman

(2 × [2])

[4]

8

**Source A: The Impact of Human Rights Abuse on People Around the World**

Human Rights Watch produced a report in 2018. The report highlighted human rights abuse in countries around the world. The following are examples of human rights abuse in different countries.

- **Azerbaijan** – authorities imprisoned dozens of gay, bisexual and transgender people. Many have been tortured.
- **Belarus** – 100 journalists were arrested on false charges. The police beat many of them.
- **China** – continues to imprison non-citizens who promote human rights.
- **Georgia** – state security services have unrestricted access to telecom networks to monitor public and private communications.
- **India** – there are high levels of sexual violence and rape against women. The police are often unwilling to investigate these.
- **Libya** – groups linked to government authorities kidnapped many people for ransom.

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**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 human rights abuse on people around the world. (AO1, AO2, AO3)

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

- in countries such as Azerbaijan the LGBT rights are not upheld as many have been imprisoned and tortured because of their sexual identity. This suggests that being LGBT is a punishable crime. This impacts on members of the LGBT community by making them afraid to express their identity and marginalising them. It also tends to endorse public discrimination against the LGBT community.
- in countries such as Belarus freedom of expression and of the press is threatened as 100 journalists were falsely imprisoned and some tortured. Journalists may face prison for presenting views and news which is critical of the government. This impacts on the public because the government control the media. The public are not fully informed about the government's actions and less likely to take action against its abuse of power.
- other countries such as, China try to suppress human rights and people knowing about human rights. The Chinese authorities have imprisoned people who promote human rights. This is likely to discourage others from doing the same. This prevents people learning about human rights and gaining human rights.
- in countries like Georgia citizen's right to privacy is being abused. The state security services can monitor private communications between people. This impacts on people by making them afraid and suspicious and likely not to act in any way to draw attention from government agencies. People distrust the government.
- India is an example of a country where women's human rights are abused. Women may be raped or sexually abused and the authorities are unwilling to investigate. This impacts on women's lives because they

may fear this happening to them. If they are raped or sexually abused, they may not tell anyone because they think nothing will be done.

- in other countries such as, Libya people's safety/lives are at risk especially those or their families who may have money/resources. This makes them a target for kidnappers linked to the government. This impacts on people's lives because they constantly have to think of the risk of being kidnapped which places emotional stress on them and their families.

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 human rights abuse on people around the world.
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation of the impact of human rights abuse on people around the world.
- Quality of written communication is basic.

### Level 2 ([3]–[4])

#### Overall impression: competent analysis

- Shows good knowledge and understanding about the impact of human rights abuse on people around the world.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail the impact of human rights abuse on people around the world.
- Quality of written communication is competent.

### Level 3 ([5]–[6])

#### Overall impression: highly competent analysis

- Shows excellent knowledge and understanding of the impact of human rights abuse on people around the world.
- Analysis: identifies and comments on at least two relevant points from the source and analyses effectively in detail the impact of human rights abuse on people around the world.
- Quality of written communication is highly competent. [6]

One of the main ways young people can make a contribution to society is by being socially responsible.

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- (b)** Discuss ways a young person can show they are socially responsible.  
(AO1, AO2, AO3)

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

- understand that they have responsibility to be lawful, respect the rule of law and obey the laws of the country.
- do not behave in ways which have a negative impact on the community or others – for example, taking drugs, drinking in public, vandalism and criminal activity.
- behave responsibly – understand how their behaviour can affect others and the community. Show and treat others with respect. Develop understanding of others and their differences and treat others with respect.
- encourage active participation – encourage others to volunteer and make a positive contribution to society.
- make themselves more aware of social issues at local and global levels and take action to help address these.
- they could do voluntary work/working with an NGO/community group to tackle social/environment issues, e.g. homelessness, elderly care.
- participate in elections by voting – young people could vote in elections and contribute to how society is governed.

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 a young person can show that they are socially responsible.
- Discussion: makes reference to at least one relevant point and may provide limited detail about the ways a young person can show they are socially responsible.
- Quality of written communication basic.

### **Level 2 ([3]–[4])**

#### **Overall impression: competent discussion**

- Shows good knowledge and understanding about the ways a young person can show that they are socially responsible.
- Discussion: makes reference to two relevant points and provides adequate discussion about the ways a young person can show they are socially responsible.
- Quality of written communication is competent.

### **Level 3 ([5]–[6])**

#### **Overall impression: highly competent discussion**

- Shows excellent knowledge and understanding about the ways a young person can show that they are socially responsible.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the ways a young person can show they are socially responsible.
- Quality of written communication is highly competent. [6]

12

Non-Government Organisations (NGOs) play an important role in protecting the environment.

- 6 Evaluate the role of Non-Government Organisations (NGOs) whose main purpose is to protect the environment. (AO1, AO2, AO3)

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

- they deal with issues that could harm the environment – ocean, land and air, e.g. pollution, fracking, plastic waste, destruction of wildlife habitats, nature conservation, deforestation, climate change, global warming. They take action to prevent or reduce the effects of environmental problems.
- they hold fundraising events to raise public awareness about environmental issues and help to promote and fund their cause. The revenue raised can be used for other environmental projects.
- they educate people about environmental issues. This develops people's understanding about environmental issues and their impact. Gains public support.
- they communicate about their work and environmental issues through the media/social media, leaflets, flyers. This may encourage people to act in ways to protect the environment. Gains public support.
- they lobby politicians and policy makers. They highlight cases of environmental issues and try to influence decision makers to make changes in the law to better protect the environment.
- NGOs conduct and publish research on environmental issues and their impact. This provides evidence which they can use to support their cause. This may influence the public and decision makers to take action to address environmental issues.
- the large/global scale of many environmental issues means that NGOs are limited in what they can do. It requires everyone to play a part and make a difference.
- the public may not be interested in environmental issues and are unwilling to act to address them.
- lack of volunteers/staff limits the work of NGOs and their impact on dealing with environmental issues.
- lack of funding/resources limits the scope of their work. They require money to run the organisation, employ staff and buy resources.
- there may be a conflict of interest with other groups especially those with commercial interests. The environmental issue, e.g. air pollution may require the business to change their practice, this may cost the business money and reduce profit.
- environmental NGOs may have little or no influence with government/ decision makers. The government may have other priorities and unwilling to tackle certain environmental issues.
- valid examples of environmental NGOs and environmental issues they deal with will be accepted.

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-

Government Organisations (NGOs) whose main purpose is to protect the environment.

- Evaluation: identifies and comments on at least one relevant point on the role of Non-Government Organisations (NGOs) whose main purpose is to protect the environment.
- Conclusion: may be missing or inadequate about the role of Non-Government Organisations (NGOs) whose main purpose is to protect the environment.
- Quality of written communication is basic.

**Level 2 ([5]–[7])**

**Overall impression: competent evaluation**

- Shows good knowledge and understanding about the role of Non-Government Organisations (NGOs) whose main purpose is to protect the environment.
- Evaluation: identifies and comments on at least two relevant points about the role of Non-Government Organisations (NGOs) whose main purpose is to protect the environment.
- Conclusion: draws a relevant conclusion related to their evaluation about the role of Non-Government Organisations (NGOs) whose main purpose is to protect the environment.
- 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-Government Organisations (NGOs) whose main purpose is to protect the environment.
- Evaluation: identifies and comments in detail on at least two relevant points about the role of Non-Government Organisations (NGOs) whose main purpose is to protect the environment.
- Conclusion: draws a detailed conclusion related to their evaluation about the role of Non-Government Organisations (NGOs) whose main purpose is to protect the environment.
- Quality of written communication is highly competent. [10]

**Total**

**AVAILABLE  
MARKS**

10

**60**