



*Rewarding Learning*

**General Certificate of Secondary Education  
2024**

---

## **Learning for Life and Work**

Unit 1

Local and Global Citizenship

**[GLF11]**

**TUESDAY 7 MAY, AFTERNOON**

---

**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) Write down **two** ways a person can express their cultural identity. (AO1)

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

- Music
- Festivals
- Dance
- Food
- Language
- Symbols
- Marches
- Parades
- Flags
- Art
- Drama
- Sport
- Dress
- Religious beliefs
- Political views
- Poetry
- Memorial and commemoration events

All other valid answers will be credited

(2 × [1])

[2]

(b) Explain **one** consequence of prejudice on a young person's health and wellbeing. (AO1, AO2)

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

- Prejudice may lead to a young person developing eating disorders due to unreasoned adverse behaviours of others. This will negatively impact on their health.
- A young person may turn to drugs or alcohol to escape negative feelings. This can affect their wellbeing and result in physical injuries, internal organ damage, risk of infectious diseases and addiction.
- Prejudice may negatively affect a young person's performance in school. This can impact on future life choices as they may not be able to reach their full potential.
- Victims of prejudice may become marginalised and disengage from society. They feel excluded and do not participate in civil society or political processes.
- It can make people who face prejudice more vulnerable and likely to experience greater social injustice, for example homelessness, which reinforces differences and division in society.
- Prejudice may affect people's psychological and emotional wellbeing, leading to unhappiness, anxiety, stress and depression.
- Prejudice may lead to conflict/violence if acted upon. This may result in physical and emotional harm for the young person experiencing the conflict/violence.

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** consequence of prejudice on a young person's health and wellbeing.

(1 × [2])

[2]

- (c) Describe **one** way the government can promote social equality and social justice. (AO1, AO2)

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

- Communication – the government can communicate to the public how to behave responsibly and what policies they have introduced to help tackle social equality and social justice issues. Communicating to the public is a way government can seek support for policies and raise awareness.
- Legislation – the government must ensure that laws protect social equality and social justice. An example of this is Section 75 of the Northern Ireland Act 1998. The government works with key agencies to ensure laws promote good relations between all sections of the community. The justice system (police, courts and the prison service) can support legislation by ensuring people are punished for breaking the law.
- Education – The government can ensure these lessons are covered in the school curriculum through subjects such as LLW. The government can also ensure that groups that work to promote social equality and social justice are given funding to produce educational resources and have an education programme as part of the work they do. These programmes help to raise awareness of these important issues among young people.
- Policy – Policy outlines the actions that a government take. These actions will be outlined in the programme for government, which sets out targets and actions to build good community relations, investigate areas where there may not be equality of opportunity and ensure the causes and consequences of social injustice and social inequality issues are tackled, actions taken should be monitored, evaluated and reviewed to measure effectiveness.

All other valid answers will be credited

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

[1] basic statement

[2] accurate description with clear reference to **one** way the government can promote social equality and social justice.

(1 × [2])

[2]

- (d) Explain **two** ways the government can provide support for immigrants. (AO1, AO2)

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

- Accommodation/housing. The government funds organisations to give advice about renting, buying and social housing. The Northern Ireland Housing Executive [NIHE] will support immigrants to access social housing.
- Assistance with learning a new language. The government can ensure funded opportunities for English language learning such as night classes. Language acquisition can allow integration.
- Access to education. Schools are given financial support for newcomer pupils. Government funded organisations will provide information on the range of education services available in Northern Ireland.
- Access to healthcare. Interpreting and advice services are funded by

the government to ensure immigrants understand how to access health and social care in Northern Ireland.

- Protection from discrimination. Section 75 of the Northern Ireland Act is legislation that helps protect migrant rights in society and the workplace.
- The PSNI receives funding to tackle hate crime.
- The Government provides funding for local authorities, charities and voluntary organisations across the UK to offer help and information to vulnerable people applying to the UK Settlement Scheme.
- Benefits. If an immigrant has the right to reside they are eligible to claim any benefits they are entitled to.
- Help to find a job (Refugee employability programme).

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 government can provide support for immigrants.

(2 × [2])

[4]

AVAILABLE  
MARKS

10

2 (a) Write down **two** causes of local conflict. (AO1)

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

- Racism
- Land disputes
- People's past experiences of the troubles
- Parades
- Marching
- Flags
- Bonfires
- Political beliefs
- Religious beliefs
- People feeling their identity is threatened
- Sport

All other valid answers will be credited

(2 × [1])

[2]

(b) Describe **one** consequence of local conflict on an individual. (AO1, AO2)

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

- Effect on a person's psychological wellbeing resulting in feelings of anxiety and stress, depression, eating disorders and other stress related issues.
- Drug abuse as the person may turn to alcohol or drugs to escape the worry of the conflict.
- Homes may be damaged as a result of local conflict which may lead to an individual having to seek alternative accommodation.
- Property may be damaged which could cost money to repair, placing financial burdens on an individual.
- A person may be physically injured and may require hospital treatment.
- The value of properties may decrease if there is conflict in the local area, meaning a person may not be able to sell their house or move to a conflict free area.

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 local conflict on an individual.

(1 × [2])

[2]

(c) Explain **one** way conflict between countries can be resolved peacefully. (AO1, AO2)

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

- Mediation. This is a negotiation using an independent person where each group is given the opportunity to explain its views and listen to the other group's points of view.
- International courts. The International Criminal Court tries people accused of the most serious crimes against humanity. It gives the victims some closure, perpetrators can absolve themselves from guilt and the threat of court may stop a person committing further crimes.
- Sanctions, boycotts and embargoes. These can change the behaviour

of governments without using violence but punishes the country economically.

- United Nations uses diplomatic measures to stop tensions and disputes from escalating into violent conflict. They send in peacekeeping forces to countries and help to build and enforce peace.
- Truth and reconciliation commissions. Some countries use these to investigate past wrong doings by a government. These commissions allow victims and perpetrators of violence to give testimonies and aim towards reconciliation.
- Peace treaty. A peace treaty is an agreement between hostile parties which formally ends the conflict between them.

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 between countries can be resolved peacefully.

(1 × [2])

[2]

(d) Explain **two** ways communities can promote inclusion. (AO1, AO2)

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

- 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.
- Local community groups and youth clubs can work together to promote inclusion by gaining funding to run programmes that tackle issues such as racism and sectarianism.
- 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 community events/festivals to celebrate and promote cultural diversity. This will help raise awareness and develop people's understanding about different groups in the community, promoting tolerance.

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 communities can promote inclusion.

(2 × [2])

[4]

10

**3 (a)** Write down **two** human rights. (AO1, AO2)

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

- Freedom of speech
- Right to education
- Right to a home and medical care if required
- Right to live in freedom and safety
- Right to a fair trial
- Right to rest and leisure
- Right to marry
- Freedom from slavery
- Right to vote
- Freedom from discrimination
- Right to privacy
- Freedom of movement
- Freedom of thought

All other valid answers will be credited

(2 × [1])

[2]

**(b)** Explain **one** role of the Northern Ireland Human Rights Commission [NIHRC]. (AO1, AO2)

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

- The NIHRC ensures government and other public bodies protect the human rights of everyone in Northern Ireland.
- They advise the Westminster government, the Northern Ireland Executive and Assembly and key agencies on legislation and ensuring that laws comply with human rights.
- The NIHRC promotes awareness of human rights through education, training and research.
- It monitors international treaties to ensure they promote and protect human rights.
- They provide legal advice work, including taking strategic legal cases.
- The NIHRC engages with other national human rights institutions in the UK.
- They work as part of the joint committee with the Irish Human Rights and Equality Commission. [IHREC]

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 Human Rights Commission.

(1 × [2])

[2]

- (c) Explain **one** way media companies can demonstrate social responsibility. (AO1, AO2)

AVAILABLE  
MARKS

Answers may include **one** 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 abuse 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.

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.

(1 × [2])

[2]

- (d) Explain **two** factors that may limit the work of non-governmental organisations (NGOs). (AO1, AO2)

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

- Lack of volunteers/staff – work for NGOs is unpaid so it can be difficult to find people willing to give up their time to support its work.
- Lack of funding/money/finance – money is needed to carry out the work of an NGO, so it must fundraise and rely on donations to continue its work.
- Limited public support – people may have ‘preferred’ charities that they support and this may affect smaller charities who do not have the same exposure.
- Lack of facilities – buildings, office space and the overheads of running them can be costly, and NGOs may struggle if they do not have a central space to carry out their work.
- Poor communication – it can be frustrating and challenging when no

one is listening to or taking action as a result of the message. It takes persistence and tenacity on the part of volunteer workers to keep pressuring governments to make changes.

- Limited resources to provide aid – depending on the NGO, work could include providing medicine, clothing, food or water. NGOs often face challenges getting support to those most in need. This may be because of violence in the area or because of transport or infrastructure issues. Sometimes governments refuse to allow aid into the country to help certain groups of people.

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** factor that may limit the work of non-governmental organisations (NGOs).

(2 × [2])

[4]

AVAILABLE  
MARKS

10

- 4 (a) Explain **two** roles of the Equality Commission for Northern Ireland [ECNI] in preventing discrimination in society. (AO1, AO2)

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 (ECNI) 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 Equality Commission for Northern Ireland (ECNI).

(2 × [2])

[4]

- (b) Explain **two** ways the Code of Conduct helps to ensure that Members of the Legislative Assembly (MLAs) act responsibly. (AO1, AO2)

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

- The Code of Conduct is a set of ethical standards (rules) based on principles. It outlines how MLAs are expected to conduct themselves in a way which encourages public trust and confidence. MLAs are expected to adhere to the Code of Conduct.
- MLAs should never undertake any action which would bring the Assembly into disrepute. The Code of Conduct is a set of ethical standards which MLAs are expected to adhere to.
- The Code of Conduct provides a set of rules which place a responsibility/duty on MLAs to always act in the interest of the public

rather than personal interests and to resolve any conflict between the two, in favour of the public interest.

- The Code of Conduct places a duty on MLAs to uphold criminal law and equality law. This places a responsibility on MLAs to act within the law.
- The Code of Conduct helps to ensure MLAs act responsibly by requiring them to declare any financial interests. This encourages MLAs to act in the public interest.
- The Code of Conduct requires MLAs to act responsibly by declaring other employment and earnings.
- MLAs in breach of the Code of Conduct may be investigated (by the Northern Ireland Assembly Commissioner for Standards). If the MLA is found to be in breach of the Code of Conduct they may face sanctions. This helps to ensure MLAs act responsibly.

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 Code of Conduct helps to ensure that Members of the Legislative Assembly (MLAs) act responsibly.

(2 × [2])

[4]

AVAILABLE  
MARKS

8

**Source A: The impact of child labour on the human rights of children around the world.**

Child labour is forced labour conditions that put a child in danger of being mistreated physically, emotionally, socially and morally. The suffering of these at risk children is a global concern.

- 160 million children were subjected to child labour at the beginning of 2020.
- Almost half of children are involved in work that directly endangers their health and development.
- Most often child labour occurs due to poverty as families can't afford basic needs.
- A child may be prevented from accessing healthcare and child labour may even result in the death of a child.
- Child labour may lead to slavery, where a child is held against their will.
- Child labour prevents a child from going to school, which can limit future opportunities.
- Child labour denies the opportunity to enjoy a childhood that is free from responsibility.
- Child labour may increase the risk of being trafficked for sexual exploitation or other work.

*Source: adapted from <https://www.unicef.org/protection/child-labour>*

**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 child labour on the human rights of children around the world.  
(AO1, AO2, AO3)

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

- Child labour can result in extreme bodily harm and often a young person will not be provided with medical assistance. This impacts on their right to receive healthcare and can cause serious illness and life changing injuries, resulting in a life of limited opportunities.
- A child may have to work long hours. This can impact on the right to play as the child will have no free time to relax and rest due to working long hours and will miss out on play, restricting their fundamental rights and robbing them of their childhood.
- Parents may be forced to send their child to work in order to support the family. This means the parents are not putting the interests of the child first, impacting on their right to be safe and not suffer or be mistreated. This can negatively affect the young person's wellbeing as they are forced to leave their family behind to go out to work, which may lead to feelings of isolation and resentment towards their family.
- Child labour may lead to slavery which impacts on the right to be free from slavery. This may lead to exploitation of the child and they may be forced into work against their will. This can result in a young person being isolated and feeling hopeless as they have no control over what happens to them. This restricts their fundamental human rights and threatens their future prospects.

- A child who is forced into child labour may suffer degrading treatment, punishment, physical and mental torture at the hands of another. Everyone has the right not to be tortured.
- Child labour means a young person may have to work every day for long periods of time. This impacts their right to an education, as they will not have time to go to school. Their future prospects will be affected as they will not have an education, making it difficult to break the cycle of poverty.
- Child labour may lead to sexual exploitation and trafficking. This impacts on a young person's right to privacy and freedom from suffering from abuse. Trafficked children are often subjected to violence, resulting in low self-esteem, increased fear, mental health disorders and physical injuries.
- Child labour means that a child's right to develop and have their opinions respected are not being upheld. This impacts on the child as they are powerless to change their circumstances, feeling that no one is listening to them. This can cause stress and anxiety, negatively impacting on their mental health.

All other valid answers will be credited

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

### **Level 1 ([1]–[2])**

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

- Shows basic knowledge and understanding about the impact of child labour on the human rights of children around the world.
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation of the impact of child labour on the human rights of children around the world.
- Quality of written communication is basic.

### **Level 2 ([3]–[4])**

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

- Shows good knowledge and understanding of the impact of child labour on the human rights of children around the world.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail the impact of child labour on the human rights of children 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 child labour on the human rights of children around the world and applies this effectively in response to the question.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in detail the impact of child labour on the human rights of children around the world.
- Quality of written communication is highly competent. [6]

**Participation empowers children and young people as members of civil society and active citizens. It has benefits for young people and society.**

AVAILABLE  
MARKS

- (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 a team and communicating their ideas helps them to develop skills such as communication, working with others, self-management and problem solving, all of which are skills sought after by employers.
- Volunteering helps them to 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.
- Volunteering provides young people with the opportunity to make a difference. This can boost their self-esteem and self-worth knowing they are selflessly helping others, creating a sense of achievement.
- 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.
- Volunteering can improve their self-confidence and motivation, which may encourage the young person 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.
- Volunteering encourages young people to be active citizens and more engaged in their communities.

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

**Level 2 ([3]–[4])**

**Overall impression: competent discussion**

- Shows good knowledge and understanding about the benefits to young people of volunteering in their 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 their 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 their 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 their community.
- Quality of written communication is highly competent. [6]

**AVAILABLE  
MARKS**

12

**Immigration is a feature of the globalised world we now live in and, as a result, Northern Ireland has become a more multicultural and diverse society.**

AVAILABLE  
MARKS

- 6 Evaluate the impact of immigration on society in Northern Ireland. (AO1, AO2, AO3)

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

- Immigration can increase the range of people from different countries/ cultures living in a society and makes society more culturally diverse.
- People from different backgrounds and cultures have to learn to live together peacefully, enhancing understanding and tolerance and reducing prejudice. This enables people to build relationships and can lead to a more cohesive society.
- Immigration brings people with new ideas, different viewpoints, experiences and languages. These can influence change in society for the benefit of everyone.
- Highly productive migrant workers can enhance society by paying tax. These contributions have impacted positively on society.
- Migrants can set up businesses, generating income and providing much needed jobs for communities.
- Immigration can lead to tension and conflict between immigrants and the local community within society. This may be caused by cultural differences and people's perceptions and can potentially lead to violence or hate crimes.
- Increased numbers of immigrants may increase demand for housing. There may not be adequate accommodation to meet the needs of everyone in society and this can cause issues in the community.
- Immigration can lead to increased segregation in some areas of society. Immigrants might live together in a particular area segregated from the local community and this may result in a lack of trust between communities.
- Immigration can lead to increased demand for public services such as health care, schooling and welfare. It may be difficult to meet everyone's needs in these areas in order to ensure social equality.
- 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 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.

All other valid answers will be credited

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

**Level 1 ([1]–[4])**

**Overall impression: basic evaluation**

- Shows basic knowledge and understanding about the impact of immigration on society.
- Evaluation: identifies and comments on at least one relevant point on the impact of immigration on society.
- Conclusion: may be missing or inadequate about the impact of immigration on society.
- Quality of written communication is basic.

**Level 2 ([5]–[7])**

**Overall impression: competent evaluation**

- Shows good knowledge and understanding about the impact of immigration on society and applies this to the question.
- Evaluation: identifies and comments on at least two relevant points on the impact of immigration on society.
- Conclusion: draws a relevant conclusion related to their evaluation about the impact of immigration on society.
- Quality of written communication is competent.

**Level 3 ([8]–[10])**

**Overall impression: highly competent evaluation**

- Shows excellent knowledge and understanding about the impact of immigration on society and applies this effectively in response to the question.
- Evaluation: identifies and comments in detail on at least two relevant points on the impact of immigration on society.
- Conclusion: draws a detailed conclusion related to their evaluation about the impact of immigration on society.
- Quality of written communication is highly competent. [10]

**Total**

**AVAILABLE  
MARKS**

10

**60**