



Rewarding Learning

**General Certificate of Secondary Education
2025**

Learning for Life and Work

Unit 1

Local and Global Citizenship

[GLF11]

TUESDAY 6 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** causes of global conflict. (AO1)

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

- Political Factors
- Economic Factors
- Religious Differences
- Cultural Differences
- Terrorism/extremism
- Cyber and information warfare
- Territorial Disputes over land
- Historical unresolved issues
- Environmental Factors for example scarcity of resources like water
- Arms Race for example weapons and arms build-up
- Human Rights Violations

All other valid answers will be credited

(2 × [1])

[2]

(b) Describe **one** way a school can promote inclusion. (AO1, AO2)

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

- Policies, for example anti-bullying, SEN etc.
- Offering a diverse curriculum to ensure that all students' backgrounds are represented and respected.
- Encourage the formation of clubs or groups that promote diversity and inclusion.
- Implement peer education programmes where students teach each other about different cultures, backgrounds and experiences.
- Celebration of Differences: Organise events and activities that celebrate diversity, such as cultural festivals, awareness weeks or guest speakers from various backgrounds.
- Individualised support for example, support for pupils who have difficulty communicating in English.
- Placing signs in different languages around the school to ensure all students feel included.
- Ensure that the school's physical facilities are accessible to all students, including those with physical disabilities.
- Gather feedback from students, parents and staff to continuously assess and improve inclusion efforts.
- Schools can provide diverse dietary requirements to ensure inclusion and that all dietary needs are met.

All other valid answers will be credited

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

[1] basic statement

[2] accurate description with clear reference to **one** way a school can promote inclusion

(1 × [2])

[2]

(c) Describe **one** cause of social injustice. (AO1, AO2)

AVAILABLE
MARKS

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

- Social injustice occurs when there is an uneven/unfair distribution of opportunities, wealth, goods, resources and benefits in society among its citizens.
- Social injustice occurs when certain groups of people are not treated fairly, for example, when groups are disadvantaged because of their race, religion, age, gender, sexual orientation or because they have a disability.
- Social injustice may be caused by government policies such as education, healthcare and tax. Its policies can lead to the unfair distribution of opportunities, wealth, goods, resources and benefits in society among its citizens. For example, tax policy and income tax rates may favour citizens in high income positions while its policy on welfare may reduce benefits to the unemployed.
- Conflict can cause social injustice as during war or unrest, the most vulnerable may be affected leading to social injustice.
- Media can cause social injustice by spreading fake news or biased coverage.
- Marginalisation or segregation can cause social injustice, when certain groups are excluded they may face unequal access to resources, opportunities and rights.
- Lack of education can cause social injustice as it limits opportunities making it harder to break the cycles of poverty.

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 social injustice

(1 × [2])

[2]

(d) Explain **two** economic benefits of immigration. (AO1, AO2)

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

- Immigrants fill gaps in the labour market where there are shortages, for example, in healthcare, agriculture and technology, contributing to the economy.
- Immigrants can open businesses which positively contribute to the economy as they may employ local people.
- Immigrants contribute to the economy by paying taxes which can support public services.
- Immigrants may increase demands for services and goods, stimulating economic growth and creating opportunities for businesses.
- Immigrants may bring international ties which can enhance trade and investment hence contributing to the economy.

All other valid answers will be credited

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

[1] basic statement

[2] accurate explanation with clear reference to **one** economic benefit of immigration

(2 × [2])

[4]

10

2 (a) Write down **two** types of human rights abuse. (AO1)

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

- Child labour
- Child soldiers
- Sexual exploitation

All other valid answers will be credited

(2 × [1])

[2]

(b) Explain **one** way the government of Northern Ireland promotes social equality through communication. (AO1, AO2)

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

- The government can create media campaigns highlighting the importance of social equality, e.g. television, radio, social media, leaflets, posters, billboards.
- The government can create public campaigns showcasing diverse role models emphasising shared values.
- The government can use websites to inform and educate, for example, Northern Ireland Assembly Education Service.
- Consultation and engagement – the government actively consults with communities especially those who are affected by inequality, communicating that equality is a priority. This helps to shape inclusive policies.

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 of Northern Ireland promotes social equality through communication

(1 × [2])

[2]

(c) Explain **one** way Section 75 of the Northern Ireland Act (1998) protects people from discrimination. (AO1, AO2)

Answers may include the following:

- Section 75's purpose is to improve the quality of life for people in Northern Ireland so that equality of opportunity and good relations are central in all policies.
- It is a law that ensures human rights and social equality are promoted and safeguarded.
- Public authorities must legally promote equality of opportunity including gender, age, religious beliefs, political opinion, ethnicity, marital status, sexual orientation and disability.
- Public authorities are accountable for regularly monitoring their compliance with Section 75, reporting to the Equality Commission for Northern Ireland.
- It is an offence to discriminate against groups of people who are protected under Section 75 and there are consequences for breaking this law.

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 Section 75 of the Northern Ireland Act (1998) protects people from discrimination
(1 × [2])

[2]

(d) Describe **two** roles of the Police Ombudsman's Office. (AO1, AO2)

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

- The Police Ombudsman's Office is responsible for overseeing and investigating complaints and allegations of misconduct or wrongdoing by the police.
- The Police Ombudsman's Office ensures accountability of the PSNI by conducting independent investigations into incidents involving the police.
- The Police Ombudsman's Office carries out independent investigations any time a firearm or baton rounds are fired.
- The Police Ombudsman's Office investigates road traffic accidents involving police officers.
- The Police Ombudsman's Office investigates any death that may have occurred because of the action of police officers.

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 Police Ombudsman's Office

(2 × [2])

[4]

10

AVAILABLE
MARKS

- 3 (a) Write down **two** ways a young person can find information about social inequality issues. (AO1)

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

- Reading books
- Watching documentaries or films
- Following the news
- Online resources
- NGOs
- Attending workshops/seminars
- Volunteering
- Speaking to experts
- School/teacher
- Social Media
- Friends/Family

All other valid answers will be credited

(2 × [1])

[2]

- (b) Describe **one** consequence of social inequality for an individual. (AO1, AO2)

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

- Health Disparities: Individuals in lower socioeconomic groups often face poorer access to healthcare, which may impact on life expectancy.
- Social inequality can limit access to quality education, which may result in poor job prospects.
- Income and Employment: Social inequality can result in lower income levels and limited job prospects for certain individuals. This can lead to financial instability, job insecurity and a higher likelihood of living in poverty.
- Social inequality can result in poor quality housing, e.g. individuals may live in unsafe or overcrowded housing.
- Social inequality can affect access to nutritious food which can lead to malnutrition and related health issues.
- Social inequality can contribute to mental health challenges, leading to anxiety, depression and other mental health disorders.
- Social Mobility: Inequality can hinder social mobility, making it more difficult for individuals to improve their socioeconomic status. This can create a cycle of poverty that persists across generations.
- Discrimination and stigma: Those experiencing inequality may face discrimination and stigma which can negatively impact their self-esteem, mental health and overall well-being.
- Family issues: Economic hardship and inequality can strain family relationships and can affect the overall stability and quality of family life.

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 social inequality for an individual

(1 × [2])

[2]

(c) Explain **one** role of the United Nations. (AO1, AO2)

AVAILABLE
MARKS

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

- Conflict prevention and mediation: this involves using diplomatic measures to stop tensions and disputes from escalating into violent conflict. Diplomatic measures can involve mediation and talks to reach agreements.
- Peacemaking: This involves bringing together hostile groups to reach a negotiated agreement. Peacemakers may be envoys, governments or groups of states.
- Peace enforcement: This can involve the use of military force to restore international peace and security in areas where there is a threat to peace, or an act of aggression has taken place.
- Peace building: This happens after the conflict has been resolved and involves addressing issues affecting the area so conditions can be created for a sustainable peace.
- Peace keeping: The United Nations can send peacekeeping forces to countries around the world to try and resolve conflict through peaceful means. This peacekeeping force will remain to ensure peace continues.
- Promoting human rights: The United Nations works to protect and promote human rights worldwide, including monitoring and reporting on human rights abuses, advocating for the rights of marginalised groups and establishing human rights standards.
- Providing humanitarian assistance: In times of crisis, like natural disasters and armed conflicts, the United Nations coordinates humanitarian aid efforts to provide food, shelter, medical care and other essential services.
- Supporting sustainable development: The United Nations promotes sustainable economic and social development, working to reduce poverty, improve healthcare, education, access to clean water and address environmental challenges.
- Fostering international cooperation: The United Nations serves as a forum for member states to discuss global issues. It facilitates diplomatic negotiations, treaties and agreements on a wide range of matters from trade to climate change.
- Promoting gender equality: The United Nations works to advance gender equality and women's empowerment globally, including efforts to combat gender-based violence and discrimination.

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 United Nations.

(1 × [2])

[2]

(d) Explain **two** issues a homeless person in Northern Ireland may experience. (AO1, AO2)

AVAILABLE
MARKS

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

- They may experience accessing safe, secure and adequate housing as temporary accommodations or emergency shelters may be overcrowded or unavailable, leaving some individuals to sleep rough.
- Homeless people may be vulnerable to physical health problems, for example, hypothermia, which can be life threatening.
- Homeless people may be at higher risk of suffering from mental health issues, for example, depression, anxiety and trauma, often made worse by the stigma of homelessness.
- Homeless people may face barriers in accessing healthcare, education and social services due to a lack of address, identification or transportation.
- Homeless people may find it difficult to obtain government benefits or support services needed for long-term stability.
- Homeless people may be dependent on donations, food banks and charities for basic needs, which may not always be sufficient.
- Homeless people may face discrimination or negative attitudes from the public, which can lead to social isolation and lower self-esteem.
- Homeless people may be vulnerable to violence, theft or exploitation, especially for individuals sleeping rough.
- Some homeless people may turn to substances as a way to cope with the hardships of homelessness, while others may struggle to access addiction recovery services.
- Homeless people may have strained relationships with family, leaving them without a support network.
- Homeless people may potentially encounter law enforcement due to trespassing or begging, further complicating their situation.
- Hygiene issues – without access to showers, clean clothes etc. a homeless person may be more vulnerable to hygiene problems.

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** issue a homeless person in Northern Ireland may experience

(2 × [2])

[4]

10

4 (a) Describe **two** examples when an individual's human rights may be limited to protect others in society. (AO1, AO2)

AVAILABLE
MARKS

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

- When an individual is sentenced to prison for committing a crime, their right to liberty/freedom of movement is 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 is balanced with the need to ensure they do not engage in further criminal activity from within prison, 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 or in cases of suspected terrorism.
- An individual's right to freedom of expression is balanced against the need to ensure their ideas or 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.
- Freedom of movement may be restricted, such as during a public health crisis like Covid to prevent the spread of infectious diseases.
- Property rights: governments can seize private property if it was obtained through illegal methods.

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** example where an individual's human rights may be limited to protect others in society

(2 × [2])

[4]

(b) Explain **two** reasons why a person may immigrate. (AO1, AO2)

AVAILABLE
MARKS

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

- Many people identify work as their main reason for migrating to another country. Financial stability and better prospects will entice a person to move, especially if another country offers higher wages and greater job opportunities.
- A higher standard of living in terms of housing and healthcare. Lifestyle choices may be more varied in another country and the climate and culture may be more appealing.
- Educational opportunities may encourage people to immigrate to access top class universities, schools and colleges.
- Family and friends may follow loved ones who have moved to another country.
- People may leave because they face persecution in their country for their political beliefs.
- Immigrants may have left their home to escape war or violence.
- People may move to escape natural disasters like flooding, hurricanes or earthquakes.

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 may immigrate.

(2 × [2])

[4]

8

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

**AVAILABLE
MARKS**

- (a) Using the information in the source and your own knowledge, analyse the impact of conflict on Ukrainian society. (AO1, AO2, AO3)

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

- When people are displaced or become refugees they may have to act quickly. The impact of this may mean leaving family members behind, leading to a break-up of families. The family structure within society will be weakened.
- Women who are displaced in Ukraine, particularly those living in temporary shelters or refugee camps, face significant risks during the crisis. The impact of this could mean an increased risk of exploitation, abuse and human trafficking. Displaced women may be vulnerable to human trafficking, as traffickers often target those in dangerous situations with promises of employment or better living conditions.
- Children may be at risk of various forms of exploitation, including sexual exploitation, child labour and recruitment by armed groups. This will have a negative impact on their well-being.
- As of 22nd August, 2022, there are over 6.6 million refugees from Ukraine across Europe. The impact of this displacement and the large numbers of refugees leaving the country may lead to a fragmentation of local communities.
- The continued war in Ukraine has left millions without access to food, water and other essential supplies, creating a humanitarian crisis. The impact of this is that it leaves Ukrainians vulnerable to hunger, illness and difficult living conditions.
- People may have lost their homes due to the conflict and those who have been displaced may have no home to return to. The impact of this may be an increase in the number of homeless people in Ukrainian society.
- The estimated number of deaths due to the conflict as of 22nd August 2022 was around 5,500. The impact of continued conflict may result in further deaths and injuries.
- The trauma of displacement and exposure to violence can have long-lasting psychological effects on Ukrainian citizens, negatively impacting their mental well-being and resilience.
- Barriers to Education: Damage to schools and universities may mean many young people will not be able to go to school or university, impacting their future opportunities due to lack of education.
- Overcrowded and inadequate living conditions in camps or temporary shelters can lead to health issues which can negatively impact the health of the individual.

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 conflict on Ukrainian society.

- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation on the impact of conflict on Ukrainian society.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent analysis

- Shows good knowledge and understanding of the impact of conflict on Ukrainian society.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail the impact of conflict on Ukrainian society.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent analysis

- Shows excellent knowledge and understanding of the impact of conflict on Ukrainian society.
- Analysis: identifies and comments on at least two relevant points from the source and analyses effectively in detail the impact of conflict on Ukrainian society.
- Quality of written communication is highly competent. [6]

AVAILABLE
MARKS

A young person's cultural identity is shaped by many factors.

AVAILABLE
MARKS

- (b) Discuss the influences on a young person's sense of cultural identity.
(AO1, AO2, AO3)

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

- Parents and family – 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.
- School – 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.
- Peer group – as part of a peer group a young person's individual cultural identity may be influenced by the group's cultural identity, such as its views, values, norms, dress, the music listened to and language used.
- Sport – Sport influences a young person's cultural identity by connecting them to heritage, traditions and community, providing a source of pride and belonging.
- Religion – a young person is 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.
- Media – the media and its portrayal of different cultures may influence a young person's sense of cultural identity.
- Nationality – a young person will usually have the same nationality as their parents and family. Nationality may have a strong influence on their cultural identity.
- Heritage – a young person's cultural identity may be influenced by heritage, history and cultural traditions which are passed on over generations. These may include art, language, music and dance.
- Sexuality – gender and sexual orientation can influence attitudes, behaviours and identification with groups in wider society.
- Race – identification with a racial group that shares a common heritage and culture.

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 influences on a young person's sense of cultural identity.
- Discussion: refers to at least one relevant point and may provide limited detail about the influences on a young person's sense of cultural identity.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent discussion

- Shows good knowledge and understanding about the influences on a young person's sense of cultural identity and applies this to the question.

- Discussion: makes reference to two relevant points and provides adequate discussion about the influences on a young person’s sense of cultural identity.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent discussion

- Shows excellent knowledge and understanding about the influences on a young person’s sense of cultural identity and applies this effectively to the question.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the influences on a young person’s sense of cultural identity.
- Quality of written communication is highly competent. [6]

**AVAILABLE
MARKS**

12

Non-Governmental Organisations (NGOs) are an important part of civil society. Some aim to protect the natural environment.

AVAILABLE
MARKS

6 Evaluate the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues. (AO1, AO2, AO3)

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

- NGOs raise awareness of environmental issues: NGOs may create media content such as television adverts to ensure the public understand a current environmental issue.
- NGOs educate young people about environmental issues: creating web-based resources for teachers and students to use.
- NGOs lobby government/s to act on environmental issues: they may organise a protest outside a parliamentary building to attract attention and through this government action may be taken.
- NGOs hold fundraising events to support action on environmental issues: fun runs or collection days could help to promote and further their cause.
- by communicating about their work in tackling environmental issues through media/social media it may encourage people to volunteer thus gaining more support.
- NGOs may conduct research and data collection which can be published to further their cause.
- NGOs may initiate legal action against a government that is not meeting their policy statement on an environmental issue.
- NGOs may conduct conservation work, protecting certain ecosystems or species that helps preserve the global environment.
- NGOs may use unpopular tactics to raise public awareness of environmental issues, in turn reducing sympathy for the reason of the protest.
- the public may not be interested in environmental issues and are unwilling to act to address them.
- children in schools may ignore environmental issues they believe don't directly affect them and may not support the work of the NGOs.
- NGOs who deal with global environmental issues may have little or no influence with government decision makers as governments may have other priorities.
- NGOs may find fundraising difficult as the cost of living is rising in many places and people are therefore donating less money to support global environmental issues.
- NGOs lack of funds may impact the work they can do when addressing global environmental issues.
- initiating legal action against the government could make NGOs unpopular and lose public support.
- NGOs may not have the resources to adequately deal with global environmental issues which may impact their effectiveness in bringing about change.
- NGOs that are only small in size might not be able to protect species that migrate across different continents and which need international agreement for effective global preservation.

All other valid answers will be credited.

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

Level 1 ([1]–[4])

Overall impression: basic evaluation

- Shows basic knowledge and understanding about the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues.
- Evaluation: identifies and comments on at least one relevant point about the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues.
- Conclusion: may be missing or inadequate about the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues.
- Quality of written communication is basic.

Level 2 ([5]–[7])

Overall impression: competent evaluation

- Shows good knowledge and understanding about the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues.
- Evaluation: identifies and comments on at least two relevant points about the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues.
- Conclusion: draws a relevant conclusion related to their evaluation about the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues.
- Quality of written communication is competent.

Level 3 ([8]–[10])

Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding about the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues.
- Evaluation: identifies and comments in detail on at least two relevant points about the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues.
- Conclusion: draws a detailed conclusion related to their evaluation about the role of Non-Governmental Organisations (NGOs) dealing with global environmental issues.
- Quality of written communication is highly competent. [10]

Total

**AVAILABLE
MARKS**

10

60