

**GCSE**  
**Entry Level**

**Learning for Life  
and Work**

**January 2009**

**Mark Schemes**

Issued: April 2009



**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)  
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

**MARK SCHEMES (2009)**

**Foreword**

***Introduction***

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

***The Purpose of Mark Schemes***

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



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*Rewarding Learning*

**General Certificate of Secondary Education**  
**January 2009**

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**Learning for Life and Work**

Local and Global Citizenship

[GSW11]

**WEDNESDAY 7 JANUARY, MORNING**

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**MARK  
SCHEME**

- 1 (i) 218 million (AO2) [1]
- (ii) 5 to 17 (AO2) [1]
- (iii) 12 hours (AO2) [1]
- (iv) to pay debt (AO2) [1]
- (v) farming [1], mining [1] and quarrying (AO2) [3]

2 (a) In answering the question candidates may refer to any **three** of the following:

- The right to life (AO1).
- Food

Accept one word answers, e.g. Shelter or answers which are implied in the UNCRC

- Governments should protect children's rights (AO1).
- The right to survival (AO1).
- The right to develop healthy (AO1).
- The right to a nationality (AO1).
- The right to be cared for by their parents (AO1).
- The right to express themselves (AO1).
- The right to play (AO1).
- The right to education (AO1).

Do not accept –

- The right to work
- The right to be treated with dignity or respect
- The right to be given opportunity

Accept any relevant alternative

(3 × [1]) [3]

(b) In answering the question candidates may refer to any of the following:

- Provides advice and guidance to young people
- Provides counselling for young people
- Raise awareness of young people's rights
- Supports areas such as child poverty/health
- Giving children a voice/more of a say in issues which affect them
- Providing safe places to play

Accept any relevant alternative

A candidate showing full understanding [2]

A candidate showing a basic understanding [1] [2]

(c) In answering the question candidates may refer to any **two** of the following:

- We live in a diverse society and need to be tolerant of other people's view.
- To ensure equality: everyone is entitled to the same human rights. This supports equality and diversity in society as people should not be treated unfairly. This reduces discrimination in society (AO1).
- To protect individual liberty: the right to a fair trial and recognition before the law. They protect individual liberty (AO1). The state is legally bound to act in accordance with laws and guidelines which protect the rights of individuals in society.

AVAILABLE  
MARKS

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- To protect democracy: HR support democracy by giving people the right to express their views and freedom to hold religious beliefs. This promotes a more inclusive society.
- To protect individual security: the right to life, not to be tortured or enslaved . . . a safer society (AO1).
- To protect privacy: everyone has the right to the protection of the law against such interference or attacks. This ensures that the privacy of individuals is respected in society.
- To provide leisure time: ensures that people have a certain amount of free-time to relax and pursue their interests outside work. This contributes to a more stress free society (AO1).
- To protect education: young people have the right to education this will help to prepare them for the responsibilities of adult life, e.g. marriage, parenthood, work etc. and to contribute to society.

Accept any relevant alternative (AO1)

(2 × [2])

A candidate showing full understanding [2]

A candidate showing a basic understanding [1] [4]

9

**3 (a) Matching statements.**

- Prejudice (AO1).
- Refugee (AO1).
- Cultural Identity (AO1).
- Racism (AO1).

[4]

**(b) In answering the question candidates may refer to the following:**

- Treating someone unfairly because of their age, e.g. someone not getting a job because he/she is seen as too old (AO1).

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1] [2]

**(c) In answering the question candidates may refer to any of the following:**

- Diversity: we live in a diverse society, it is important to understand other people's points of view (AO1).
- Freedom of expression: everyone has a right to express their views even if they are not the same as yours (AO1).
- Encourages respect: by treating others respectfully by listening to their views they are more likely to listen to your ideas (AO1).
- Avoid confrontation or violence in society
- Promote reconciliation

(1 × [2])

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing a basic understanding [1] [2]

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- 4 (a) In answering the question candidates may refer to any **two** of the following:
- The rule of law (AO1).
  - The right to vote and free elections (AO1).
  - Human Rights are upheld (AO1).
  - Control of the military (AO1).
  - Freedom of the press (AO1).
  - Equality
  - Protect/defend other countries
  - Parliament
- Do not accept “fairness”
- Consensus Democracy
  - Representative Democracy
- Accept any relevant alternative (AO1)
- (2 × [1]) [2]
- (b) In answering the question candidates may refer to any of the following:
- Choice: extends the choice people have when voting. A wider range of policies are available. People can vote for the party which best represents their views (AO1).
  - Balance of power: ensures that other parties can express their views in opposition. Limits one party being able to dominate the political system (AO1).
  - Competition: politicians and political parties have to compete with each other for the votes of the electorate. This means that they are compelled to review policies and present a manifesto which appeals to the public. This prevents politics from becoming stagnant (AO1).
  - Implication of choice
- Accept any relevant alternative (AO1)
- A candidate showing full understanding [2]
- A candidate showing a basic understanding [1] [2]
- (c) In answering the question candidates may refer to any of the following:
- Represents people’s issues, e.g. school/street lighting/waste/recycling/leisure facilities
  - Promote local area – events
  - Helps to make decisions effecting the lives of local people, e.g. planning, events, rates, recycling etc.
  - Enforce local laws/uphold local laws
  - Listens to people’s problems they are experience but not clear on community issues [1]
- Accept any relevant alternative (AO1)
- A candidate showing full understanding [2]
- A candidate showing a basic understanding [1] [2]

- (d) In answering the question candidates may refer to any of the following:
- Contact their MLA/Councillor: write, e-mail, telephone or meet with their MLA/Councillor to inform them about issues or to influence them to take action (AO1).
  - Petition: join or start a petition to make the MLA/Councillor aware of public support for a certain cause or issue. This may prompt him/her to take action or support the cause or issue raised (AO1).
  - Demonstration: participate in peaceful protest/march to highlight a concern/issue. This will draw attention to it and may lead to the MLA/Councillor taking action (AO1).
  - Posters/flyers: create posters/flyers to distribute to the public and raise awareness of a certain issue/cause. This may draw attention to the issue/cause from the MLA/Councillor and may influence him/her to take action (AO1).
  - Media: highlight the issue/cause via the television, internet, newspapers etc. This may draw attention to the issue/cause from the MLA/Councillor and may influence him/her to take action (AO1).
  - Group: form or join a group of people with a common cause/issue. By being part of group it is more likely that their cause/issue will gain the attention of the MLA/Councillor and this might influence him/her to take action.
  - Include idea – of negative behaviour, e.g. vandalism

**Band 1 ([1]–[2])**

The candidate will recall some knowledge and demonstrate a basic understanding of the ways that individuals can influence their MLA or Councillor (AO1). The candidate will show some ability to make judgements. Quality of communication will be poor (AO3).

**Band 2 ([3]–[4])**

The candidate will recall relevant knowledge and show sound understanding of the ways that individuals can influence their MLA or Councillor (AO1). The candidate will make relevant judgements and present plausible conclusions and may evaluate. Quality of communication will be satisfactory (AO3).

**Band 3 ([5]–[6])**

The candidate will recall accurate relevant knowledge and show a thorough understanding of the ways that individuals can influence their MLA or Councillor (AO1). The candidate will make reasoned judgements and present substantial conclusions and will evaluate. Quality of communication will be good (AO1).

[6]

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5 In answering the question candidates may refer to any of the following:

On the one hand

- Cultural diversity: immigrants from Europe contribute to the cultural diversity of Northern Ireland. This may be expressed in their language, dress, food etc. It makes the country more multicultural (AO1).
- Tolerance: people have to learn to live together and be tolerant of the views of others which may be different to those of the local population. Can create a sense of community (AO1).
- Economic: people from other European countries contribute to the local economy by buying goods and services and by gaining employment (AO1).
- Employment: many of the European immigrants take jobs which the local people do not want to do; often these are low paid, low skilled work (AO1).
- Employment: many of the European immigrants are highly skilled and qualified for example nurses and doctors. This improves areas of the economy where there is a local skills shortage (AO1).

On the other hand

- Conflict/tension: the difference between immigrant groups from Europe and the local people may cause conflict or tension between them. This can lead to racist attacks, discrimination and possible violence (AO1).
- Economic: the immigrants may be unemployed and claiming state benefits, health care and housing. This is a drain on local resources which means that the needs of local people may be ignored (AO1).
- Threat: local people may feel threatened by the arrival of groups of immigrants into their communities. This might increase tension between the local population and the immigrants (AO1).
- Crime: it is often perceived by local people that immigrants are associated with criminal behaviour. This might increase tension between the local population and the immigrants (AO1).

Accept any relevant alternative

**Band 1 ([1]–[3])**

The candidate will recall some knowledge and demonstrate a basic understanding of the effects of immigration in Northern Ireland. The candidate will show some ability to make judgements (AO1). Quality of communication will be poor (AO3).

**Band 2 ([4]–[6])**

The candidate will recall relevant knowledge and show sound understanding of the effects of immigration in Northern Ireland. The candidate will show some ability to make judgements (AO1). The candidate will make relevant judgements and present plausible conclusions and may evaluate. Quality of communication will be satisfactory (AO3).

**Band 3 ([7]–[9])**

The candidate will recall accurate relevant knowledge and show a sound understanding of the effects of immigration in Northern Ireland. The candidate will show some ability to make judgements (AO1). The candidate will make reasoned judgements and present substantial conclusions and evaluate.

Quality of communication will be good (AO3).

[9]

**Total**

AVAILABLE  
MARKS

9

**45**



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**General Certificate of Secondary Education**

**2009**

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**Learning for Life and Work**

Personal, Social and Health Education

**[GSW21]**

**WEDNESDAY 7 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

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- 1 (a) (i)** Chlamydia (AO2) [1]
- (ii)** syphilis (AO2) [1]  
genital herpes (AO2) [1]
- (iii)** 57 (AO2) [1]
- (b)** Any one of the following:
- GP/doctor
  - Genito-urinary clinic/hospital
  - School nurse
  - Family Planning Clinic
  - STi clinic
- (AO1) [1]
- (c)** In answering the questions candidates may refer to any two of the following:
- Do not have sex/abstinence
  - Restrict sexual activity to one partner
  - Having safe sex by using a condom/using protection
  - Reduce the number of sexual partners you have
  - Do not share needles
  - Avoid high risk sexual activities/behaviour
  - Not accepting contraception
- (AO1) (2 × [1])

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(d) In answering the questions candidates may refer to any two of the following:

- Fear of rejection from their friends and family due to the stigma of the disease/partners
- Friends/family/work colleagues may fear catching the disease leaving the person lonely and isolated/suicidal/fear of dying
- May become less able to carry out their daily tasks and become more dependent on family and friends
- No insurance company will provide cover as the disease will eventually result in death/pain/suffering
- A series of illnesses may develop due to the immune system being damaged
- The person may fear losing their job as a result of the disease and increase the risk of financial problems
- May fear physical attacks/or on their property due to people's ignorance and lack of understanding of the disease
- Verbal abuse in the local community due to people's ignorance and lack of understanding/awareness of the disease
- Reluctance to start a family for fear of passing on disease
- May have passed it on
- Need for medication/side effects

Accept any valid alternative

[1] Basic response, [2] for developed response (AO1) (2 × [2])

(e) In answering the question candidates may refer to any two of the following:

- Health education classes in school/youth clubs/guest speakers where young people can learn about the effects of the disease and increase their understanding
- Famous stars/celebrities/pop stars on television/media can promote raising money to help find a cure for the disease
- Famous stars/celebrities/pop stars on television/media can help promote tolerance and understanding towards sufferers of the disease
- Voluntary organisations sell red ribbons to highlight/raise money for sufferers and to help fund research for a cure
- Schools can hold special assemblies during World AIDS Day to inform students about the dangers of AIDS
- Parents and family members can increase their understanding by providing life experiences/advice/guidance to prevent disease
- Use of internet/podcasts can provide education/information and guidance
- Use of advertisements to promote and encourage young people to learn more about the effects of the disease

Accept any valid alternative

[1] Basic response, [2] for developed response (AO1) (2 × [2])

- 2 (a) (i) £2.99 (AO2) [1]  
 (ii) Visa/credit card [1]  
 (iii) 30/12/08 (AO2) [1]

(b) Any two of the following:

- shopping list
- buy cheaper brands/own brands
- only buying what is necessary
- shop around for best offers
- buy in multiples/buy one get one free
- use vouchers/coupons from magazines
- use club card/reward card

Accept any valid alternative (AO1) (2 × [1])

(c) In answering the question candidates may refer to any two of the following:

- May not be able to meet their household bills e.g. rent/mortgage/ electric etc. Also food/bankruptcy/repossession
- No money to cover unexpected expenses e.g. car or boiler for heating system breaking down
- Money may have to be borrowed from a financial institution/ family/friends etc. which will further increase their outgoings
- May have to get a bank loan and pay interest, causing further stress/debt
- Credit may not be readily available
- Spiralling debt/borrow from loan sharks

Accept any valid alternative

[1] Basic response, [2] for developed response (2 × [2])

(d) In answering the question candidates may refer to the following:

- Credit cards are more secure and safer than carrying around large amounts of cash that could be lost or stolen/fraud/insurance protection
- The majority of retailers accept credit cards when making purchases
- Accepted internationally and therefore can benefit travellers if they don't have the money to spend
- You are able to make purchases when you don't have the money e.g. Christmas time or special occasion and you have until the bill comes in
- Less awkward than having to write/carry a cheque/cheque book when buying goods
- Some credit card companies offer rewards such as Air Miles/cash back/points
- Convenience of buying on-line/impulse buying

Accept any valid alternative

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Band 1 (1–2)

The candidate will recall some knowledge and demonstrate basic understanding of the benefits of using credit cards (AO1). The candidate may show some ability to make judgements on the benefits of using credit cards. The quality of written communication will be poor (AO3).

Band 2 (3–4)

The candidate will recall relevant knowledge and demonstrate a sound understanding of the benefits of using credit cards (AO1). The candidate will make relevant judgements and present plausible conclusions on the benefits of using credit cards. The quality of written information will be satisfactory (AO3).

Band 3 (5–6)

The candidate will recall relevant accurate knowledge and demonstrate a thorough understanding of the benefits of using credit cards (AO1). They will make reasoned judgements and present substantial conclusions on the benefits of credit cards. The quality of written information will be good (AO3).

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- 3 (a) (i) London (AO2) [1]  
(ii) 2012 (AO2) [1]  
(iii) to try new sports or encourage people to do more exercise (AO2) [1]

(b) In answering the question candidates may refer to any of the following:

- Famous sports stars can set up their own coaching schools for young people to attend
- Can appear on television/magazines/internet that appeal to young people and talk about their sport/meet the sportsperson
- Visit schools/youth clubs/sports clubs to help develop the sport by teaching young people skills
- Young people to have access through the media for question and answer sessions/watching on T.V.
- Charity events that young people may attend or watch on T.V./media

Accept any valid alternative

Band 1 (1–2)

The candidate will recall some knowledge and demonstrate basic understanding of the role of exercise and sport in young people’s lives (AO1). The candidate may show some ability to make judgements on the role of exercise and sport in young people’s lives. The quality of written communication will be poor (AO3).

Band 2 (3–4)

The candidate will recall relevant knowledge and demonstrate a sound understanding of the role of exercise and sport in young people’s lives (AO1). The candidate will make relevant judgements, present plausible conclusions and may evaluate the effects of exercise and sport on young people. The quality of written information will be satisfactory (AO3).

(c) In answering the question candidates may refer to the following:

**On the one hand**

- Social advantages – meet more people at sporting activities and this can lead to social activities after sport/exercise
- Taking part in sport and exercise improves a young person’s self-esteem and self-confidence, making them feel good about themselves/fit and healthy
- Young person may learn new skills as the chosen sport may involve working as part of a team, using new equipment etc
- Young person enjoys exercising/playing sport which helps to relieve/escape the pressures/stresses of school and family life
- If the young person enjoys exercising and playing sport this is likely to continue into adulthood, which can help to prevent heart disease/weight problems

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**On the other hand**

- Some young people may become addicted to exercise leading to emotional/physical damage e.g. relationship/physical injury
- Some young people do not exercise/play sport and are more likely to develop heart disease when they are older
- A generation of ‘couch potatoes’ prefers to watch television and play in front of the computer and this may lead to obesity/heart disease/premature death
- Lack of exercise and poor diet amongst young people may increase the chances of obesity
- Some young people do not participate in school sports as this is considered uncool e.g. wearing PE kits
- At the adolescent stage of development young people are very conscious about their self-image and are put off doing physical exercise/peer pressure
- Some young people do not enjoy or have interest in the sports offered during PE classes and a wider range of sports may encourage higher participation levels/poor self-esteem/fear of losing/confidence
- They may spend more money than they can afford on gym membership/equipment
- Conflict of interests in school/between family members and relationships
- May not have access to leisure facilities which prevents them taking part in exercise

Accept any valid alternative

**Band 1 (1–3)**

The candidate will recall some knowledge and demonstrate basic understanding of the effects of exercise and sport in young people’s lives (AO1). The candidate may show some ability to make judgements on the role of exercise and sport in young people’s lives. The quality of written communication will be poor (AO3).

**Band 2 (4–6)**

The candidate will recall relevant knowledge and demonstrate a sound understanding of the effects of exercise and sport in young people’s lives (AO1). The candidate will make relevant judgements, present plausible conclusions and may evaluate the effects of exercise and sport on young people. The quality of written information will be satisfactory (AO3).

**Band 3 (7–8)**

The candidate will recall relevant accurate knowledge and demonstrate a thorough understanding of the effects of exercise and sport in young people’s lives (AO1). They will make reasoned judgements, present substantial conclusions and evaluate the role of exercise and sport in young people’s lives. The quality of written information will be good (AO3).





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**General Certificate of Secondary Education**

**January 2009**

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## **Learning for Life and Work**

**Learning for Work**

**[GSW31]**

**THURSDAY 8 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

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- 1 (a) (i)** in a factory (AO2) [1]
- (ii)** 1. First Aid (AO2) [1]  
2. Wet Floor (AO2) [1]
- (b) (i)** Race (AO1) [1]
- (ii)** Disability (AO1) [1]
- (iii)** Equality (AO1) [1]
- (iv)** Trades Union (AO1) [1]
- (c)** Any two from:
- an employer needs to make them aware of dangers and safety procedures to be followed in case there is a fire or accidents
  - legislation demands that an employer informs all employees of safety regulations as well as health hazards so that employees are protected from danger
  - if employees are free from danger and are working in a healthy environment, they are liable to produce more work and thus more profit for an employer
- or any suitable alternative  
[1] for basic response  
[2] for fully developed response (2 × [2]) (AO1) [4]
- (d)** Any two from:
- it states the employee's starting date – this will be important information regarding pension, redundancy etc.
  - it states the rates of pay and method of payment agreed between the employer and employee and thus they are fully aware of the hours they are being paid for
  - it states the length of period of notice to be given by either employer or employee – this will be important if the employee wishes to leave their job or if their employer makes them redundant or sacks them
  - it is a legal document and thus will be of relevance if the employee is unfairly dismissed as it can be used at an Industrial Tribunal
  - it states the tasks which the employee has to do which should prevent disputes with the employer
- or any suitable alternative  
[1] for basic response  
[2] for fully developed response (2 × [2]) (AO1) [4]

- 2 (a) 1. studying for A-levels (AO2) [1]  
2. modern apprenticeship (AO2) [1]

(b) Any two from:

- Timmy can earn money during his apprenticeship and therefore he can become more independent (AO1)
- the apprenticeship scheme may be more suited to Timmy's skills and abilities and therefore he will be able to use them in the best possible way (AO2)
- Timmy will have both his qualifications as well as his trade after completing his apprenticeship and so he will be well equipped to get a good job (AO1)
- undertaking the apprenticeship scheme will mean that Timmy can leave full-time education and thus it will help him to become more mature and feel more of an "adult" (AO1)

or any suitable alternative

[1] for basic response

[2] for fully developed response (2 × [2]) (AO1) [4]

(c) Any two from:

- it could give Timmy a good chance to practise before the real thing so it would help him become aware of what a real interview involves
- it could help him become aware of which questions are difficult to answer and thus he can concentrate on developing more appropriate answers
- it could help him build up his confidence and therefore he may not be as nervous during the real interview
- it could provide him with an opportunity to get feedback on his overall performance and thus it will give him the chance to improve on this as much as possible
- it may provide him with relevant information on his overall appearance and also on his manner on entering the room, speaking, etc. and thus he will be more prepared for the real interview and have a better chance of getting the job
- gain experience while training so that he will know what the world of work involves
- he will learn a lot about his chosen career and therefore know if this is what he wants to do full time, he can learn new skills to prepare him for the real world of work

or any suitable alternative

[1] for basic response

[2] for fully developed response (2 × [2]) (AO1) [4]

**3 (a)** Any one from:

- own money when she has saved up or received from family members
- she could contact an enterprise agency/local authority to arrange a grant
- she could borrow money from banks/enterprise agency
- she could organise sponsorship from interested donors

or any suitable alternative

[1] for basic response

[2] for fully developed response (1 × [2]) (AO1) [2]

**(b)** Any two from:

- she will be her own boss and therefore can make all her own decisions without having to consult anyone
- she will be in total control of her business and so she can determine her own hours of work/holidays etc.
- the profit will all belong to her and thus the harder she works the more profit she will make
- she could gain great job satisfaction as her business could grow from strength to strength

or any suitable alternative

[1] for basic response

[2] for fully developed response (2 × [2]) (AO1) [4]

**(c)** In answering the question, candidates may refer to:

- concern for environmental issues may attract more customers to her business and therefore she will make more profit
- prospective employees may be attracted to her business as a result of her awareness of environmental issues and thus she may have a very productive workforce
- she will enhance her corporate image and thus will inevitably increase her skills
- awareness of environmental issues e.g. recycling could work out cheaper for Judy and thus she could save money
- her business will inevitably grow with her awareness of these issues and this could lead to more employment of staff and hence increase sales
- awareness of carbon footprint
- legal aspects
- location of premises

or any suitable alternative (AO1)

**Band 1 (1–2)**

The candidate will recall some knowledge and demonstrate a basic understanding of environmental issues when starting her new business (AO1). The candidate may show some ability to make judgements on environmental issues when starting her new business (AO3).

Quality of written communication will be poor.

**Band 2 (3–4)**

The candidate will recall relevant knowledge and demonstrate a sound understanding of environmental issues when starting her new business (AO1). The candidate will make relevant judgements and present plausible conclusions on environmental issues when starting her new business (AO3).

Quality of written communication will be satisfactory.

**Band 3 (5–6)**

The candidate will recall relevant accurate knowledge and demonstrate a thorough understanding of environmental issues when starting her new business (AO1). The candidate will make reasoned judgements and present substantial conclusions on environmental issues when starting her new business (AO3).

Quality of written communication will be good.

[6]

4 In answering this question, candidates may refer to:

**On the one hand**

- it will earn them some money and thus become more financially independent
- it may provide a break from their studies and thus may motivate them better
- it may prove worthwhile in that they can include it in their CV and application form when applying for jobs
- it will provide them with social skills as they will be able to meet and work with people of different ages and backgrounds
- their part-time employer can in the future act as a Referee if they wish to apply for a job
- if they go on to higher education they may have the job to fall back on and thus help out with their finances
- it can help students make informed decisions about future employment as they will have good background knowledge of what working life entails

**On the other hand**

- the student may find that they are too tired to concentrate on their schoolwork during the day and thus they may fall behind
- the student may be unable to meet deadlines regarding their coursework and thus their final grade in examinations may be affected
- the student may be tempted to take time off school if they are offered shift work and thus may be unable to cope with the stress of catching up on missed work
- if students are earning good money working part-time they may decide to give up on their studies and thus throw away a life-time chance of gaining qualifications they may need in later life

or any suitable alternative

**Band 1 (1–3)**

The candidate will recall some knowledge and demonstrate a basic understanding of the effects part-time work can have on students (AO1).

The candidate may show some ability to make judgements on the effects part-time work can have on students (AO3).

Quality of written communication will be poor.

**Band 2 (4–6)**

The candidate will recall relevant knowledge and demonstrate a sound understanding of the effects part-time work can have on students (AO1).

The candidate will make relevant judgements, present plausible conclusions and may evaluate the effects part-time work can have on students (AO3).

Quality of written communication will be satisfactory.

**Band 3 (7–8)**

The candidate will recall relevant accurate knowledge and demonstrate a thorough understanding of the effects part-time work can have on students (AO1). The candidate will make reasoned judgements, present substantial conclusions and evaluate the effects part-time work can have on students (AO3).

Quality of written communication will be good.

[8]





*Rewarding Learning*

**ENTRY LEVEL CERTIFICATE – 2009**

**Learning for Life and Work**

Local and Global Citizenship

[ELW11]

**WEDNESDAY 7 JANUARY, MORNING**

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**MARK  
SCHEME**

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- 1 (a) (i) Fill in the blanks
- world (AO2) [1]
  - children (AO2) [1]
  - 5 to 17 (AO2) [1]
  - labourers (AO2) [1]
  - forced (AO2) [1]
  - pay (AO2) [1]
  - mining (AO2) [1]
  - quarrying (AO2) [1]
- (b) In answering the question candidates may refer to any **two** of the following:
- to pay off family debt (AO1)
  - to pay for food and clothes for the family (AO1)
  - might have no family to look after him/her (AO1)
  - no other way to survive (AO1)
  - no home/family
- Accept forced to do it  
Accept any relevant alternative (AO1)  
(2 × [1]) [2]
- (c) In answering the question candidates may refer to any **two** of the following:
- unlikely to receive a proper education (AO1)
  - unlikely to have free time to relax/play (AO1)
  - might be abused (AO1)
  - works long hours for little/no money (AO1)
  - unlikely to have time to make friends (AO1)
  - working conditions might lead to poor health (AO1)
  - may be at physical risk/safety (AO1)
  - away from parents
  - sad/unhappy
- Accept any relevant alternative  
(2 × [1]) [2]
- (d) In answering the question candidates may refer to any **two** of the following:
- the right to life (AO1)
  - the right to protection by the government (AO1)
  - the right to survival (AO1)
  - the right to develop healthy (AO1)
  - the right to a nationality
  - the right to be cared for by their parents (AO1)
  - the right to express themselves (AO1)
  - the right to play (AO1)
  - the right to education (AO1)
- Accept any relevant alternative  
(2 × [1]) [2]

AVAILABLE  
MARKS

14

			AVAILABLE MARKS
<b>2</b>	True/false		
	(i) True (AO1)	[1]	8
	(ii) False (AO1)	[1]	
	(iii) False (AO1)	[1]	
	(iv) True (AO1)	[1]	
	(v) False (AO1)	[1]	
	(vi) True (AO1)	[1]	
	(vii) True (AO1)	[1]	
	(viii) False (AO1)	[1]	
<b>3</b>	Heads/tails		
	(ii) H. Indian (AO1)	[1]	7
	(iii) E. Northern Ireland Commissioner for Children and Young People (NICCY) (AO1)	[1]	
	(iv) B. tolerance (AO1)	[1]	
	(v) G. refugee (AO1)	[1]	
	(vi) A. councillor (AO1)	[1]	
	(vii) F. voluntary (AO1)	[1]	
	(viii) D. Action Aid (AO1)	[1]	
<b>4</b>	(a) In answering the question candidates may refer to any <b>two</b> of the following:		
	• laws to protect people’s rights (AO1)		
	• everyone has the same rights and treaded equally (AO1)		
	• can express your views freely (AO1)		
	• no torture (AO1)		
	• legal protection (AO1)		
	• fair trial (AO1)		
	• privacy (AO1)		
	• free education (AO1)		
	• can participate in peaceful protests/marches (AO1)		
	Accept any relevant alternative (AO1)		
	(2 × [1])	[2]	
	(b) In answering the question candidates may refer to the following:		
	• An election is when people are free to vote for the person who they would like to represent them as an MP or MLA etc. (AO1)		
	Accept any relevant alternative		
	A candidate showing full understanding [2]		
	A candidate showing a basic understanding [1]	[2]	

- (c) In answering the question candidates may refer to any **two** of the following:
- Ensure his/her views are heard. The school council provides a voice for young people. It is one way that young person can express his/her views – gives example (AO1)
  - Issues: there may be issues the young person feels need to be highlighted. Being on the school council is a way of expressing these views (AO1)
  - Make friends: opportunity make friends and get to know other young people (AO1)
  - Experience: may be interested gaining experience of debating/discussing/working with others or leading other young people (AO1).

Accept any relevant alternative

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

(2 × [2])

[4]

8

- 5 (a) In answering the question candidates may refer to any **two** of the following:

- Employment: to get paid work (AO1)
- Better housing conditions
- Education: to go to university/college (AO1)
- Standard of living: better quality of life in Northern Ireland (AO1)
- More opportunities (AO1)
- Like the country and people (AO1)
- Family: may have relative here (AO1)
- To get away from being treated badly
- Country at war
- Sent money back home

Accept any relevant alternative (AO1)

(2 × [1])

[2]

- (b) In answering the question candidates may refer to any **two** of the following advantages:

- New friendships: Anka will have the opportunities to make new friends (AO1)
- Education: an opportunity to learn about a different culture and language (AO1)
- Better future: may provide Anka with the prospect of a better future. Northern Ireland might have greater opportunities for her, e.g. education and future work (AO1)
- Quality of life: Northern Ireland may offer her a better quality of life, e.g. services and facilities for young people (AO1)
- not forced to do things/not forced to work

Accept any relevant alternative (AO1)

A candidate showing full understanding [2]

A candidate showing basic understanding [1]

(2 × [2])

[4]

In answering the question candidates may refer to any **one** of the following disadvantages:

- Old friendships/family: will miss her friends and family from her homeland. She may feel lonely and isolated (AO1)
- Friendships: it may be difficult for her to make new friends. She may feel lonely/sad
- Homesick: Anka may miss the culture and lifestyle of her home country. It may take her a while to settle into her new life in Northern Ireland
- No choice: Anka may have had no choice in coming to Northern Ireland to live. She may have had to come because of her family's decision to move. She may feel resentful
- Racism/discrimination because they are different

Accept any relevant alternative

A candidate showing full understanding [2]

A candidate showing a basic understanding [1]

[2]

**Total**

AVAILABLE  
MARKS

8

**45**





*Rewarding Learning*

**ENTRY LEVEL CERTIFICATE – 2009**

**Learning for Life and Work**

Personal, Social and Health Education

[ELW21]

**WEDNESDAY 7 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

- 1 (a) (i)** infections (AO2) [1] Northern Ireland (AO2) [1]
- (ii)** Chlamydia (AO2) [1]
- (iii)** sexually (AO2) [1]
- (iv)** 57 (AO2) [1]
- (b)** In answering the questions candidates may refer to any two of the following:
- GP/doctor
  - Genito-urinary clinic/hospital
  - School nurse
  - Family Planning Clinic
  - Book
- (AO1) (2 × [1])
- (c)** In answering the questions candidates may refer to any two of the following:
- Do not have sex/abstinence
  - Restrict sexual activity to one partner
  - Having safe sex by using a condom
  - Reduce the number of sexual partners you have
  - Do not share needles
  - Avoid high risk sexual activities/behaviour
- (AO1) (2 × [1])
- (d) (i)** TRUE
- (ii)** TRUE
- (iii)** FALSE
- (AO1) (3 × [1])

AVAILABLE  
MARKS

(e) In answering the question candidates may refer to three of the following:

- Health education classes in school
- Guest speakers
- Give access to Internet sites
- Selling pink ribbons
- School assemblies
- Health leaflets
- From HYPE

Accept any valid alternative

(AO1)

(3 × [1])

AVAILABLE  
MARKS

- 2 (a) (i) £2.99 (AO2) [1]  
(ii) £16.70 (AO2) [1]  
(iii) Visa Credit card (AO2) [1]  
(iv) 30/12/08 (AO2) [1]

(b) Any **one** of the following:

- Cash
- Cheque
- Debit card

Accept any valid alternative

(AO1) [1]

(c) Any **two** of the following:

- Buy cheaper brands
- Shop around for best offers
- Buy in multiples/buy one get one free
- Use vouchers/coupons from magazines
- Use club card/reward card
- Use the Internet
- Shop where prices are lower
- Buy “own shop” i.e. generic brands
- Buy only what is needed

Accept any valid alternative

(AO2) (2 × [1])

(d)

HEADS	a	b	c	d
TAILS	4	3	1	2

(AO1) (4 × [1])

AVAILABLE  
MARKS

(e) In answering the question candidates may refer to any two of the following:

- Credit cards are more secure and safer than carrying around large amounts of cash that could be lost or stolen
- The majority of retailers accept credit cards making it easy and convenient to use
- Accepted internationally and therefore can benefit travellers if they don't have the money to spend
- You are able to make purchases when you don't have the money e.g. Christmas time or special occasion
- Less awkward than having to write/carry a cheque/cheque book when buying goods
- Some credit card companies offer rewards such as Air Miles/cash back/points
- Carrying a credit card is more convenient than carrying cash

Accept any valid alternative

[1] Basic response, [2] for developed response (AO1) (2 × [2])

AVAILABLE  
MARKS

- 3 (a) (i) London (AO2) [1]  
 (ii) 2012 (AO2) [1]  
 (iii) to try new sports or encourage people of all ages to do more exercise (AO2) [1]

(b) In answering the question candidates may refer to the following:

- Famous sports stars can set up their own coaching schools for young people to attend
- Can appear on television/magazines/Internet that appeal to young people and talk about their sport
- Visit schools/youth clubs/sports clubs to help develop the sport by teaching young people skills
- By watching them play they may decide to take up the sport
- Young people may want to be like the role model and take up the role model's sport believing this will bring similar rewards, e.g. fame, money, popularity
- Young people may admire the role model and want to be like them

Accept any valid alternative

[1] Basic response, [2] for developed response (AO1) (2 × [2])

(c) In answering the question candidates may refer to the following:

**Advantages**

- This type of activity may reduce stress levels
- Increase self esteem by developing computer skills
- Give opportunities to communicate with others
- Meet new people
- May offer educational opportunities
- May keep them out of trouble because not outside in the community

Accept any valid alternative

[1] Basic response, [2] for developed response (AO1) (2 × [2])

**Disadvantages**

- May reduce access to social activities and meeting people
- May reduce opportunities to take part in sports and exercise which can promote self esteem and relieve stress and pressure
- May lead to lack of exercise which may increase the chance of health problems
- May lead to Repetitive Strain Injury or eye problems
- Playing computer games may encourage a poor diet/reliance on fast food which will lead to obesity and diet related illnesses
- Longer online the higher the chance of interacting with unsavoury characters in chatrooms, etc.

Accept any valid alternative

[1] Basic response, [2] for developed response (AO1) (2 × [2])

AVAILABLE MARKS



*Rewarding Learning*

**ENTRY LEVEL CERTIFICATE – 2009**

**Learning for Life and Work**

Learning for Work

[ELW31]

**THURSDAY 8 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

- 1 (a) (i) Factory (AO2) [1]  
 (ii) 1. No Smoking (AO2) [1]  
 2. First Aid (AO2) [1]  
 3. Wet Floor (AO2) [1]  
 4. Fire Extinguisher (AO2) [1]  
 (b) (i) workplace (AO1) [1]  
 (ii) Race (AO1) [1]  
 (iii) disabled (AO1) [1]  
 (iv) redundant (AO1) [1]  
 (v) employee (AO1) [1]  
 (vi) contract (AO1) [1]

- 2 (a) Job applied for: hairdresser (AO1) [1]  
 Name: Judy Clipper (AO1) [1]  
 Address: 4 Shortcut Street  
 Belfast (AO1) [1]  
 Postcode: BT22 3CD (AO1) [1]  
 Date of Birth: 3rd January 1992 (AO1) [1]  
 Gender (please tick) Male   
 Female  (AO1) [1]  
 Qualifications (GCSE) Grade B – Maths [1]  
 Grade C – Science (AO1) [1]  
 Name of Referee: Mr Dobbs (AO1) [1]

(b)

THINGS TO DO	THINGS NOT TO DO
(d)	(a)
(e)	(b)
(f)	(c)
(h)	(g)

(AO1) [8]

- 3 (i) recycling (AO1) [1]
- (ii) modern computers (AO1) [1]
- (iii) does not work (AO1) [1]
- (iv) start work (AO1) [1]
- (v) mass production (AO1) [1]
- 4 Any two from:
- they will see what the job is like
  - they will know if they would like this job
  - they will find out about the rate of pay
- or any suitable alternative (AO1) [2 × [1)] [2]
- 5 Any one from:
- they may have chosen that career themselves and therefore they will know what is involved
  - they will know their child and thus be aware of what they can/cannot do
  - they may be in contact with someone who has chosen that particular career and thus they will be aware of the qualifications, training etc. needed for that career
- or any suitable alternative  
[1] for basic response  
[2] for fully developed response (1 × [2]) (AO3) [2]

6 Any two advantages from:

- they may have a better chance of getting a job because they will be better qualified
- they may receive a pay rise as a result of more qualifications and so they will have more money in their pay-packet
- they may have a better chance of promotion in their job and thus better career prospects
- they may feel good about themselves and thus enjoy their work much better

or any suitable alternative

[1] for basic response

[2] for fully developed response (2 × [2]) (AO3) [4]

Any two disadvantages from:

- it could work out to be very expensive as some evening classes cost money to join
- transport to and from the course could be a problem as buses are not as regular in the evenings
- unsociable hours – personal safety, may be at risk
- they may become very tired and stressed out in the evenings after working at a job all day
- they may have to sacrifice family commitments and have less social time due to attending classes in the evenings

or any suitable alternative

[1] for basic response

[2] for fully developed response (2 × [2]) (AO3) [4]