



**General Certificate of Secondary Education
2023**

Learning for Life and Work

Unit 1

Local and Global Citizenship

[GLF11]

WEDNESDAY 10 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** reasons why someone may be prejudiced against a young person from a different culture. (AO1)

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

- they may lack knowledge and understanding about others from different cultures.
- they may view them as different and feel threatened by them.
- they may be influenced by the prejudiced views of others such as, family and friends.
- they may be influenced by how the media and social media present their culture.
- they may feel young people from different cultures are using local resources which they are not entitled to.

All other valid answers will be credited

(2 × [1])

[2]

- (b) Explain **one** example of discrimination. (AO1, AO2)

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

- Sexual discrimination – someone being treated unfairly because of their gender.
- Age discrimination – someone being treated unfairly because of their age.
- Disability discrimination – someone being treated unfairly because they have a disability.
- Race discrimination – someone being treated unfairly because of their skin colour.
- Religious discrimination – someone being treated unfairly because of their religious beliefs.
- Sexual orientation discrimination – someone being treated unfairly because of their sexual preference.

Accept **one** clearly explained example of any of the above types of 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** example of discrimination

(1 × [2])

[2]

(c) Describe **one** effect of discrimination on a young person. (AO1, AO2)

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Answers may include the following points:

- the young person may feel others dislike them or are against them. They might feel excluded, hurt, isolated and lonely.
- the young person may find it difficult to make friends. Other young people may try to exclude them from friendship groups.
- they may blame themselves and lose self-confidence and avoid other young people.
- the young person may find it more difficult to gain employment than someone from the majority culture in society. It will be difficult for them to support themselves financially.
- the young person may find it difficult to get accommodation. They may not be able to live in accommodation or in an area of their choice.

Accept mental health issues/psychological wellbeing, drug and alcohol abuse

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** effect of discrimination on a young person

(1 × [2])

[2]

(d) Explain **two** ways the workplace can promote social inclusion. (AO1, AO2)

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

- ensure that workplace policies and practice comply with equality legislation. This will help to ensure everyone is treated fairly and that no one is discriminated against.
- actively promote inclusion by having an inclusion policy and workplace values. Communicate and share these with employees to help create an inclusive workplace.
- promote cultural diversity and respect. Raise awareness and acceptance of people from different cultures. Put on events.
- educate and train staff about inclusion, workplace values and expected behaviours and how to challenge behaviours such as remaining silent in the face of prejudice.
- encourage staff to share their views about inclusion in surveys, and workshops. Be prepared to address issues. This will help to show that inclusion is valued and taken seriously.
- encourage people to consider and challenge their views of other people and stereotypes by conducting workshops that address diversity and inclusion.
- provide facilities to include staff for example with disabilities with disabled access and work stations. This will help to ensure that the workplace caters for the needs of all staff.

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 workplace can promote inclusion

(2 × [2])

[4]

10

2 (a) Name **two** influences on a young person's cultural identity. (AO1)

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

- parent/family
- friends
- school
- community
- media/social media
- religion
- non-religion
- heritage
- nationality

All other valid examples will be credited

(2 × [1])

[2]

(b) Describe **one** benefit to a young person of being able to express their cultural identity. (AO1, AO2)

Answers may include the following:

- helps to develop their sense of self, who they are and to identify with their culture.
- helps them to form friendships and to fit in with others from the same group because they share a common culture.
- develops their sense of belonging to a cultural group by sharing common traditions, values, beliefs.
- develops their sense of pride by sharing the positive aspects of their culture.

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** benefit to a young person of being able to express their cultural identity

(1 × [2])

[2]

(c) Explain **one** challenge that expressions of cultural identity can present for society. (AO1, AO2)

- most societies have more than one culture and many societies are multicultural. The expression of one group's cultural identity may cause offence to people from other cultures.
- can cause tension and conflict because people from other cultures feel intimidated or threatened and oppose the views of group expressing their culture identity.
- those in the group expressing their cultural identity may reinforce prejudicial views about other cultures. Likewise, those from different cultures may view the group expressing their cultural identity as stereotypical and reinforce their sense of prejudice.
- can cause division in society between different cultures. This could lead to sectarianism or racism.
- expressions of cultural identity could threaten peace and stability in society as groups from different cultures hold strong opposing views which cannot be easily reconciled.

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** challenge that expressions of cultural identity can present for society

(1 × [2])

[2]

(d) Explain **two** ways public representatives such as local councillors can demonstrate social responsibility. (AO1, AO2)

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

- by maintaining high standards of behaviours and acting in accordance with the code of conduct.
- by acting with integrity and honesty at all times and not abusing their position by being dishonest.
- by not engaging in illegal activities or being involved with people or groups, including paramilitaries, that are engaged in illegal activities.
- by being responsible in the ways they communicate for example, when using social media, they should show respect for others and be careful not to cause offence.
- by representing the views of their constituents and acting in their best interests and not acting to serve their own interests.
- declare any conflicts of interest which might affect their decisions. For example, if the council have to make a decision about awarding a contract to a business and the councillor is involved in the business, they need to declare this.
- by showing leadership and being able to put aside the differences they may have with councillors from other parties and work together to solve problems and serve the community.
- by keeping their constituents informed about the actions and decisions being made that can affect 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 public representatives such as local councillors can demonstrate social responsibility

(2 × [2])

[4]

10

3 (a) Name **two** groups that are part of civil society. (AO1).

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

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

(2 × [1])

[2]

(b) Explain **one** way the United Nations Convention on the Rights of the Child (UNCRC) helps to protect children. (AO1, AO2)

- the UNCRC is a legally-binding international agreement that sets out a series of rights for every child. These help to protect children from harm and abuse because governments have to ensure these rights are met.
- UNCRC rights protect children from all forms of abuse including slavery, physical and sexual abuse and sexual exploitation.
- provides an appropriate example of a UNCRC right and explains how the right protects children, e.g. children have the right to be protected from violence and abuse, governments need to take measures to make sure children do not suffer violence or abuse.

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 United Nations Convention on the Rights of the Child helps to protect children

(1 × [2])

[2]

(c) Explain what stereotyping means. (AO1, AO2)

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

- to have a general view of a person which is associated with a particular group or type of people. The person is assumed to be the same as everyone else in that group.
- accept valid examples of stereotyping.

All other valid answers will be credited

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

[1] basic statement

[2] accurate explanation with clear reference to what stereotyping means

(1 × [2])

[2]

(d) Explain **two** ways a young person can participate in democratic processes to influence decisions. (AO1, AO2)

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

- use social media to share and express their views with others about social issues which concern them. This could help draw the attention of decision makers and may influence them to take action.
- participate in the school council and influence school decisions.
- write a letter to highlight an issue and encourage key decision makers or government to take action to address this.
- join others in signing a petition about an issue they feel strongly about. This highlights the level of support for their issue/cause and may influence those in power to deal with the issue/cause.
- young people can lobby government to persuade them to take action to address an issue.
- join others in a campaign about an issue. If the campaign has enough public support it might persuade the government to take action.
- young people can take part in a peaceful demonstration. This raises public awareness of the issue. The publicity may influence the government to act to address the issue.
- young people can vote and/or become involved in politics, participate in debates and help to influence party policy and their elected representatives.
- volunteer to join a Non-Governmental Organisation (NGO) and support its cause. They can work with the NGO to influence changes 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 a young person can participate in democratic processes to influence decisions

(2 × [2])

[4]

10

- 4 (a) Explain **two** roles of any one Northern Ireland government department. (AO1, AO2)

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Answers may include **two** of the following points for each government department:

- **Executive Office**
 - producing the Programme for Government, a 5-year strategic plan which outlines the priorities and the actions the Northern Ireland Government will take to address them.
 - planning and budgeting, prioritising, spending and allocating budget funds to government departments.
 - promoting Northern Ireland and encouraging international investment.
 - implementing and funding programmes to build good relations, deliver social change and build a united community.
- **Department of Agriculture, Environment and Rural Affairs (DAERA)**
 - protecting the environment this includes tackling air pollution and CO₂ emissions and nature conservation.
 - developing and investing in rural areas to tackle rural poverty and isolation.
 - supporting agriculture and farming and hygiene to ensure food safety throughout the food chain starting with primary production.
- **Department of Communities**
 - urban regeneration – targeting social need through social, economic and physical regeneration of cities, towns and villages, local government reform.
 - supporting the arts and creative industries, community festivals, architecture and built environment.
 - social housing provision and reform of social housing, help and advice for private rented and social housing tenants, housing legislation.
 - developing strategy for sport and physical recreation and the promotion of sport in Northern Ireland.
- **Department of Education**
 - supporting the curriculum, assessment and learning in schools, raising standards and school improvement.
 - setting teachers' pay, conditions, and pensions and provision of training and professional development.
 - providing school funding and setting conditions for schools financial management of budgets.
 - providing transport for pupils to and from school.
- **Department of the Economy**
 - developing economic strategy and policy to support businesses and Northern Ireland economy to grow.
 - formulates policy and administers funding to support education, research and related activities in the Northern Ireland higher education sector.
 - developing policy, strategy and financing of the statutory further education sector.

- providing advice for jobseekers and employers on employment and recruitment programmes to deliver a skilled workforce to meet the needs of the Northern Ireland economy.
- **Department of Finance**
 - budgeting process sets expenditure plans for the Northern Ireland departments. Reviewing and monitoring departments spending.
 - providing Information on public sector procurement, including advice, guidance and business opportunities.
 - setting and collecting revenue from rates on domestic and non-domestic premises.
 - valuating all properties which are subject to rates in Northern Ireland.
- **Department of Infrastructure**
 - managing, maintaining and developing the road network and road and transport improvement schemes.
 - provision of public transport – road, rail and ferry and ensuring compliance with legislation.
 - regional planning and development of land, housing and transport to support economic growth.
- **Department of Health**
 - developing policy and legislation in health, social care and public safety.
 - funding of health care and social services and public safety.
 - development including education, careers and skills, policy reports and guidance.
 - health promotion, protection and prevention, e.g. obesity, sexual health, skin cancer, suicide and tobacco control.
 - medical employment terms and conditions (except GPs).
 - provision of social care, e.g. adult care, children and young people care and community care.
- **Department of Justice**
 - justice and the law – compensation, courts and tribunals, North-South co-operation and access to justice reports and policies.
 - prison service, prison life, prison reform, the prison estate, management issues and family contact.
 - policies, strategies and legislation on criminal history disclosure, organised crime, policing and community safety.
 - youth justice agency provides custodial facilities for children and young people referred to it by the court system in Northern Ireland.

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 any **one** Northern Ireland government department

(2 × [2])

[4]

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

AVAILABLE
MARKS

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

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

All other valid answers will be credited

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

[1] basic statement

[2] accurate explanation with clear reference to **one** key feature of the Good Friday (Belfast) Agreement

(2 × [2])

[4]

8

Source A: The Impact of Global Poverty on Children

Half of the world's population who are living in extreme poverty are children. It is estimated 356 million children are living in extreme poverty, forced to survive on less than £1.50 a day. Below are some facts about child poverty:

- one billion children worldwide are living in poverty without access to education, health, housing, nutrition, sanitation or water.
- At least 17 million children suffer from malnutrition.
- Every day, 1000 children under 5 die from illnesses like diarrhoea, dysentery, and cholera caused by contaminated water and inadequate sanitation.
- Each year, two million children die from preventable diseases.
- Over 10 000 children die every day because they live in poor housing.
- Over 265 million children are currently out of school — 22% of them are of primary school age.
- If families cannot afford the costs of school, they are more likely to send boys than girls.

Source: World Vision, Action Against Hunger, Habitat for Humanity and UNICEF

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 global poverty on children. (AO1, AO2, AO3)

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

- half of the people living in poverty around the world are children. Children are more vulnerable than adults and more likely to be affected more by the effects of poverty, especially if they are alone.
- many children have to survive on less than £1.50 per day. They will not be able to afford basic essentials like food, or medicine if they are ill, or to buy clothes. They will have a poor quality of life.
- one billion children are living in poverty around the world. They do not have an education so they can learn with other children and won't have the skills required for adulthood or employment.
- 17 million children suffer from malnutrition because they do not have enough food to eat or proper nutrition. This affects their physical and mental health and they may suffer from prolonged sickness and may die. They can't live a normal life like other children because they are too ill.
- 1000 children under 5 die every day from diseases. Poor living conditions and lack of clean drinking water puts their health and lives at risk.
- around two million children die annually from diseases. Many of these diseases could be prevented if they lived in better housing and had access to good medical care and medicines.
- poor housing conditions cause the deaths of over 10 000 children daily. Children are living in unsafe homes or shelter which puts their health and lives at risk.
- many children, especially those of primary school age do not go to school. They miss out on their education and socialising with other

children. They won't have basic skills such as reading and writing. It will be difficult for them to get job and they are not prepared for adult life.

- if families have to pay for their children's schooling, they are more likely to send their sons rather than daughters. This discriminates against girls and gives boys an unfair advantage in life.

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

Level 2 ([3]–[4])

Overall impression: competent analysis

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

Level 3 ([5]–[6])

Overall impression: highly competent analysis

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

Non-Governmental Organisations (NGOs) play a valuable role in tackling global child poverty.

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(b) Discuss ways a Non-Governmental Organisation (NGO) can help children living in poverty in a poor country. (AO1, AO2, AO3)

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

- they provide support to children living in poverty, e.g. shelter/housing, clean water, food, clothes, build schools and help with children's education and provide health care and medicines.
- they hold fundraising events to raise public awareness about children living in global poverty and help to promote and fund their cause. The revenue raised can be used for projects to help these children.
- they educate people about global child poverty this develops people's understanding about child poverty and its impact on their lives. Gains public support.
- they communicate about their work on child global poverty through the media/social media, leaflets, flyers. This may encourage people to support their cause.
- they lobby politicians, those in government and policy makers. They highlight the issues around global child poverty and try to influence decision makers to provide funding and support to countries who have high levels of child poverty.
- they conduct and publish research on child poverty and its impact on children and societies. This provides evidence which they can use to support their cause. This may influence the public and decision makers to take action to address global child poverty.

All other valid answers will be credited

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

Level 1 ([1]–[2])

Overall impression: basic discussion

- Shows basic knowledge and understanding about the ways a Non-Governmental Organisation (NGO) can help children living in poverty in a poor country.
- Discussion: makes reference to at least one relevant point and may provide limited detail about the ways a Non-Governmental Organisation (NGO) can help children living in poverty in a poor country.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent discussion

- Shows good knowledge and understanding about the ways a Non-Governmental Organisation (NGO) can help children living in poverty in a poor country.
- Discussion: makes reference to two relevant points and provides adequate discussion about the ways a Non-Governmental Organisation (NGO) can help children living in poverty in a poor country.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent discussion

- Shows excellent knowledge and understanding about the ways a Non-Governmental Organisation (NGO) can help children living in poverty in a poor country.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the ways a Non-Governmental Organisation (NGO) can help children living in poverty in a poor country.
- Quality of written communication is highly competent. [6]

**AVAILABLE
MARKS**

12

The Northern Ireland government works to ensure human rights are promoted in society.

AVAILABLE
MARKS

6 Evaluate the role of the Northern Ireland government in promoting human rights. (AO1, AO2, AO3)

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

- it can regularly review all its policies and public departmental policies to ensure they all conform to up to date human rights legislation. This helps to ensure everyone's human rights are protected.
- ensure all government departments and all public bodies are aware of human rights and of their statutory duties. The government can provide training on developing and implementing policy and practice taking account of human rights.
- it can communicate and promote human rights through all aspects of its work. This highlights their importance and value to employees and the public.
- the government can ensure human rights legislation is up to date and create new human rights legislation where there are gaps in the law.
- the government support the work of the Northern Ireland Human Rights Commission and the Northern Ireland Equality Commission in promoting and upholding human rights and compliance with human rights legislation.
- promote human rights education in schools and youth groups. This will help develop children and young people's knowledge and understanding about the importance of human rights and make them aware of their rights.
- the government may have policies which promote human rights but unless people put them into practice they will not be fully promoted.
- the government can support training to promote human rights in public bodies but if the training is poor or just a one-off event it may not have an impact on people.
- the government can communicate the importance of human rights but some people may not pay attention to this or disagree with this.
- it may be difficult to ensure human rights legislation is up to date as it needs to take into account changes in society and changes in international legislation on human rights.
- the work of the Northern Ireland Human Rights Commission and the Northern Ireland Equality Commission depends on government funding. A lack of funding might result in them not being able to fulfil all their duties regarding promoting and upholding human rights and compliance with human rights legislation.
- promoting human rights education may have a limited impact on young people who may be more interested in other activities.

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 the Northern Ireland government in promoting human rights.
- Evaluation: identifies and comments on at least one relevant point on the role of the Northern Ireland government in promoting human rights.

- Conclusion: may be missing or inadequate about the role of the Northern Ireland government in promoting human rights.
- Quality of written communication is basic.

Level 2 ([5]–[7])

Overall impression: competent evaluation

- Shows good knowledge and understanding about the role of the Northern Ireland government in promoting human rights.
- Evaluation: identifies and comments on at least two relevant points about the role of the Northern Ireland government in promoting human rights.
- Conclusion: draws a relevant conclusion related to their evaluation about the role of the Northern Ireland government in promoting human rights.
- Quality of written communication is competent.

Level 3 ([8]–[10])

Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding about the role of the Northern Ireland government in promoting human rights.
- Evaluation: identifies and comments in detail on at least two relevant points about the role of the Northern Ireland government in promoting human rights.
- Conclusion: draws a detailed conclusion related to their evaluation about the role of the Northern Ireland government in promoting human rights.
- Quality of written communication is highly competent. [10]

Total

**AVAILABLE
MARKS**

10

60