



*Rewarding Learning*

**General Certificate of Secondary Education  
January 2018**

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## **Learning for Life and Work: Modular**

Unit 4:

Personal Development

**[GLW51]**

**FRIDAY 5 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### **Introduction**

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to the candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

### **Assessment objectives**

Below are the assessment objectives (AO) for GCSE Learning for Life and Work.

Candidates must:

- demonstrate their knowledge and understanding of Learning for Life and Work (AO1);
- apply their knowledge and understanding of Learning for Life and Work (AO2); and
- investigate, analyse, select, present and evaluate information related to Learning for Life and Work (AO3).

### **Quality of candidates' responses**

In marking the examination papers, examiners should be looking for a quality 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 markings 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 scheme**

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 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 response is limited.

Level 2: Quality of written response is appropriate.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

[0] marks – will be awarded if the response is not worthy of credit.

### **AO1**

**Level 1 (Limited):** The candidate's knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

**Level 2 (Appropriate):** The candidate's knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

**Level 3 (High):** The candidate demonstrates a high level of knowledge and understanding of the content. Relevant material is organised and presented with a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

### **AO2**

**Level 1 (Limited):** The candidate's application of knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

**Level 2 (Appropriate):** The candidate's application of knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

**Level 3 (High):** The candidate demonstrates a high level of ability to apply knowledge and understanding of the content. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

### **AO3**

**Level 1 (Limited):** The candidate's ability to demonstrate the skills is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

**Level 2 (Appropriate):** The candidate's ability to demonstrate the skills is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

**Level 3 (High):** The candidate demonstrates a high level of ability to apply the skills. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

Section A

AVAILABLE  
MARKS

- 1 (a) Good value for money, comes with a guarantee/warranty, consumer protection, buy from a responsible company, have up-to-date features/cheaper, environmental, charity

Or any suitable alternative  
(1 × [1])

AO1 [1]

- (b) Any **one** from the following suggested answers:

- Can be used in case of emergencies to pay for an unexpected bill/repair, e.g. car
- Authorised overdraft from the bank/building society will allow a person to borrow money cheaply to pay for goods if they haven't got enough money in the bank account/extra money to use to buy items/more money
- Help to build their credit rating for the future, e.g. for a credit card/mortgage when looking to buy a house

Or any suitable alternative  
[1] mark for the correct identification  
[1] mark for the accompanying explanation  
(1 × [2])

AO1 [2]

- (c) Any **one** from the following suggested answers:

- Borrow money from friends and family to pay for their gambling habit and never pay the money back which means they will not lend the person money again/credit card due to online gambling
- Lose their job as a result of gambling and may not have the money to pay for their addiction so may borrow money but cannot afford to pay this money back as they have no income
- Get a loan from the bank/financial institution to help pay for their habit but if they fail to keep up with their payments the bank may send in the bailiffs/court proceedings to get the money back
- Spending money on a gambling habit and may borrow/loan money from a loan shark to feed the addiction (adreneline)
- Putting money on the line, losing it, can't stop gambling and may borrow/steal money to feed habit

Or any suitable alternative  
[1] mark for the correct identification  
[1] mark for the accompanying explanation  
(1 × [2])

AO1 [2]

5

- 2 (a) **One** from tell a friend, tell a family member, talk to someone you trust, counsellor, teacher, police, confront the bully, confront the bully's parents, raise awareness, campaigns (media/social media), restrict access, safe place

Or any suitable alternative

(1 × [1])

AO2 [1]

- (b) Any **one** from the following suggested answers:

- Nutritional deficits such as a lack of vitamins and calcium may lead to early osteoporosis, weakened thinning bones, and fractures
- Physical effects due to a lack of calories may include thinning hair, dizziness, lack of co-ordination, dehydration, high blood pressure and a loss in muscle tissue and strength
- Dieting slows the metabolism (less energy and nutrients) which may make the person feel tired and unable to carry out certain tasks
- Affect a person's emotional health (mind, intellect and mood) as the person may have less mental energy and ability to concentrate
- Regular dieting is also linked with increased rates of depression which may affect home, school/work life and lead to possible early death
- May develop an eating disorder which may become a fixation/obsession which may affect all aspects of a person's health
- May damage major organs such as the heart which may have a lasting impact on the individual and may lead to early death

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation

AO2 [2]

- (c) Any **one** from the following suggested answers:

- May have feelings of not being accepted, respected and treated equally in the local community, school, and workplace/don't fit in/lonely/bullied
- Sense of belonging and pride in their culture which may encourage them to share their experiences with others
- High self-esteem as the person is proud of where they are from/positive self-concept
- May have a negative experience (local community, school, workplace) which may lower their self-concept

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation

AO2 [2]

5

3 (a) Any **two** from the following suggested answers:

- Conflict with parents/brothers/sisters
- Arguments/rejection
- May steal money
- Police/courts involvement
- Parents may ask young person to leave home/exclude from family activities
- Lose trust/respect/lack of acceptance/worried
- Other siblings may follow
- Family reputation

Or any suitable alternative

(2 × [1])

AO1 [2]

(b) Any **two** from the following suggested answers:

- Young people may not care about the consequences of their actions. It won't happen to me attitude", as they are young and believe such problems will not affect them/invincible
- Influence of family members who smoke who have ignored the health warnings, and images themselves making a young person believe that it is OK – as people they respect are doing the same thing
- "It is always older people who suffer from such illnesses and disease". Young people do not see themselves as being affected by the health problems caused by smoking and shown on these packets/junk food
- Don't think they are true as many advertisements are run by government bodies and therefore don't listen to anything they say
- Not relevant to young person who prefers to take risks as they prefer excitement
- Influence of peers to do certain things, warnings not cool or relevant

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

(c) Any **two** from the following suggested answers:

- Difficulty sleeping due to remembering events from the past or recalling the actual event which may cause anxiety or agitation at night
- A person may feel depressed and may want to withdraw from social contact from friends or family
- May have mixed emotions (confused) – for example, feelings of relief that the person is out of pain and is now at peace, but at the same time, guilt at feeling relieved
- May have mood swings as the emotions arise and you start to try to deal with them. This experience can also lead to feelings of “agitation” and frustration
- Feeling of shock as the person may find it difficult to believe it has happened especially if the death of the person was sudden and unexpected
- A person may feel anger and may want to attach blame to those involved in caring for the person who died
- A person may feel anger and may aim the anger in the direction of the person who died as if in some way they are to “blame” for leaving you
- A person may feel guilt and think of things that you wish you had said to the deceased person or things you wish you had done
- A person may feel guilt and may experience guilt if they are relieved that the person has died (for instance, if the person was in a lot of pain for some time)

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE  
MARKS



**Section B**

**AVAILABLE  
MARKS**

**Source Based**

**4 (a)** Answers may include reference to any of the following:

- A young person may not want their parents to know they are sexually active and don't want to discuss sexual relationships with parents. (source)
- They may not want their parents to know they are sexually active because they may not agree and this may cause conflict at home
- They are at a stage in their development where they are embarrassed to talk about sexual matters to their parents
- They may want their independence and not want their parents to interfere in their relationship and their lives/talk to organisations
- The young person may fear they will get punished by their parents if they do not find their behaviour acceptable
- There may be a large generation gap and the young person may think their parents do not understand their issues
- The parents may be religious/moral beliefs and the young person may feel they can't confide in their parents for fear of what they may think about them/lack respect of their views and beliefs
- May feel that parents will be let down by the young person's behaviour and cannot be trusted

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation

(2 × [2])

AO2 [4]

**(b)** Answers may include reference to any of the following:

- The only way of preventing pregnancy and the responsibilities and problems this may bring for a young person
- It is an option for young people who do not want to have sex because emotionally they don't feel ready and prefer to wait until they are more mature
- The young person may abstain for religious reasons because they do not want to use other forms of contraception available
- Abstinence may encourage a young person to build relationships in other ways and not just through sex
- It may be the course of action which feels right for the young person and makes them feel good about themselves and what they believe
- The only way to prevent sexually transmitted infections being passed on from a partner who has slept with other people
- May be underage and do not want to break law – trouble with authority

Accept any valid alternative  
Or any suitable alternative  
Award **[0]** for responses not worthy of credit

AVAILABLE  
MARKS

**Level 1: ([1]–[2])**

Answers may repeat a few points set out in the source with limited explanation. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

**Level 2: ([3]–[4])**

Answers may identify some of the points listed in the source and provide appropriate explanation. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

**Level 3: ([5]–[6])**

Answers will identify most of the points listed in the source and provide a detailed explanation. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

10

5 Answers may include reference to any of the following:

AVAILABLE  
MARKS

### Positives

- Teenagers may live closely and have a close relationship with parents where they may do lots of activities together, e.g. cinema, playing sport, playing games
- Teenagers can relax at home and be themselves around parents as they don't need to impress others such as friends
- Parents will always support whatever happens even when you have done something wrong/got into trouble
- Parents tolerate behaviour such as bad moods when others would not such as friends or teachers
- Parents may share the same likes and dislikes, e.g. food, TV, sport, hobbies/interests
- Parent can teach children about morals/values/skills which will help them throughout life/school/work
- Good communication between teenagers and parents can lead to fewer problems as issues are discussed openly and maturely
- A young person may talk to their parents before engaging in risky behaviour as they have the young person's best interests at heart
- Parent provides a support mechanism when a young person is having personal problems/stress as they have friends they can talk to and who may listen to their concerns which will help to lower stress levels
- Parents were also young once and could offer advice on how to deal with a situation to minimise the risk and support the teenager through a difficult time
- Parents may offer practical ways to avoid the situation altogether and avoid the risky behaviour and potential harm

### Negatives

- Arguments can be difficult to deal with as everyone in the family can be affected by them, e.g. what time to come home
- If a young person is having problems with a parent/parents they cannot walk away as they live in the same house as the parent/parents
- Parents and teenagers know each other really well and know how to upset, annoy and tease each other which may further increase the conflict
- Sometimes parents can embarrass a young person in front of their friends, e.g. personal matters/relationships, when calling to the house
- Sometimes parents do not get on well and do not care for each other which can cause a complete breakdown in the relationship between the teenager and the parent/parents

Or any suitable alternative

Award **[0]** for responses not worthy of credit

**Level 1: ([1]–[4])**

Answers may focus only on a few of the positive or negative factors which may be related in a superficial way. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that the intended meaning is not always clear.

**Level 2: ([5]–[7])**

Answers may focus on some of the positive or negative factors which may be related in a relevant way. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

**Level 3: ([8]–[10])**

Answers will provide detailed analysis and will focus on both positive and negative factors which will be related in an accurate and relevant way. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3 [10]

**Total**

**AVAILABLE  
MARKS**

10

**40**