



Rewarding Learning

General Certificate of Secondary Education
2019

Learning for Life and Work

Unit 2

Personal Development

[GLF21]

FRIDAY 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) Name one consequence of risk-taking behaviour. (AO1)

Answers may include one of the following:

- injury to self
- injury to others such as friends
- criminal conviction
- relationship difficulties with peers
- problems with parents
- feelings of shame/regret/fear
- addictions
- pregnancy
- positive consequences

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down one reason why young people take illegal drugs. (AO1)

Answers may include one of the following points:

- peer pressure
- stress
- availability
- curiosity
- lifestyle
- low cost/cheap
- pleasure/enjoyment
- rebellion
- to fit in
- experiment
- boredom
- escape problems

All other valid answers will be credited

(1 × [1])

[1]

(c) Explain one economic impact of becoming a parent. (AO1, AO2)

Answers may include one of the following points:

- equipment may be expensive for the arrival of a baby as so much has to be bought such as cots, prams, clothing, etc. and the parents may have to depend on family and friends to support them.
- may not have enough money to socialise with friends due to the additional expensive equipment, food and nappies, etc. required for a baby which may put the relationship under pressure/stress.
- the mother/father may take maternity/paternity leave and there may not be as much money coming into the house to pay for bills, baby expenses, etc. This may cause additional worry for the parents trying to manage the needs of a new baby with managing a home with less money.
- Government/tax credit may provide finances/money to pay for food/bills.

All other valid answers will be credited

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

[1] basic statement

[2] accurate explanation with clear reference to one economic impact of becoming a parent.

(1 × [2])

[2]

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- (d) Describe one way communication may help to maintain a respectful relationship. (AO1, AO2)

Answers may include one of the following points:

- speak about problems, issues or worries in their lives which helps relieve stress and provides support for each other knowing you have confidence to confide in the other person.
- share problems and to help support the person by finding suitable solutions, these may be financial, work or concerns over family or friends.
- share hopes, thoughts and feelings for now and in the future which may give the relationship a focus and something to look forward to and may help to support building trust and respect in the relationship.
- discuss plans for the future, e.g. holidays, birthdays, parties, etc. and help to keep relationship strong knowing there will be quality time and events where similar interests will be shared.
- taking the time to sit down, talk and listen to each other which avoids missed or confusing messages about certain issues which helps to support the relationship avoiding any mistrust or conflict.
- prevent conflict in the relationship by talking through the issue to help prevent an escalation which may destroy the relationship in the long term or cause short term difficulties.

All other valid answers will be credited

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

[1] basic statement

[2] accurate description with clear reference to one way communication may help to maintain a healthy relationship.

(1 × [2])

[2]

- (e) Explain two ways a person could help to protect themselves from investment scams. (AO1, AO2)

Answers may include two of the following points:

- a person should take precautions against fraud by ensuring they have cleared their online history and check that they have cleared all logins and passwords before someone else uses the computer.
- a person should be alert for phishing which can be used by fraudsters to generate spam or pop-ups which mimic legitimate banks or businesses to obtain personal information which they use to access people's accounts/updated software.
- a person should always verify the website with security controls before entering personal financial data to avoid data being captured and used fraudulently/verify phone number by contacting bank.
- a person should not open emails sent from an unrecognised email address as these emails should be ignored where the sender's email address does not correspond to the trusted organisation's website.
- a person should not respond to threatening emails saying, for example, 'act immediately or the account will be closed.' Many people feel under pressure to act as the email says which may start a process asking for investment ideas, money requests and personal details.
- a person should ignore and disregard emails that ask for personal details or contain spelling and grammatical errors to prevent information being obtained fraudulently.
- a person should not click on any links contained within suspicious emails. Send it immediately to the person's junk or spam folder to help ensure the person only receives emails from legitimate organisations and people.

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- a person should not reply to senders of suspicious emails or open attachments especially if the person has no idea who they are or who the organisation is. Send it immediately to the person's junk or spam folder to help ensure the person only receives emails from legitimate organisations and people.
- if in doubt about an email at all, it is best to report it to the email company and send it immediately to the junk or spam folder to help ensure the person only receives emails from legitimate organisations and people.
- ask a financial advisor/ask a family friend to research the business/organisation to determine if they are legitimate.

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 person could help to protect themselves from investment scams.

(2 × [2])

[4]

10

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2 (a) Write down one disadvantage of renting a house. (AO1)

Answers may include one of the following points:

- can't do what you like to the property, e.g. decoration
- have to ask permission before making any changes
- may have a poor landlord
- may have to share with others
- wasting money
- may have to leave once lease/contract expires
- private arrangement/may be evicted

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down one strategy to deal with cyberbullying. (AO1)

Answers may include one of the following points:

- tell someone/seek advice – parent, teacher, friend, counsellor, police
- come off social media/not use phone for a period of time
- record the incidents
- increase/amend security settings
- stand up to the bully if known
- contact a voluntary organisation
- block person
- report comments
- delete social media

All other valid answers will be credited

(1 × [1])

[1]

(c) Describe one effect of young people having unprotected sex. (AO1, AO2)

Answers may include one of the following points:

- STI (Sexually transmitted infection) may be passed on to another person which may cause uncomfortable effects such as pain and embarrassment as the STI will require treatment by a medical professional, etc.
- a person may contract HIV/Aids which will damage the immune system and may lead to a premature death. The person may have contacted other people and put their lives in danger as well.
- an unplanned pregnancy which may have a life changing effect on the lives of young person/couple and their future. The responsibility of bringing up a child may influence the plans of the young person in school and career.

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 young people having unprotected sex.

(1 × [2])

[2]

(d) Describe one strategy a young person may use to deal with frustration. (AO1, AO2)

Answers may include one of the following points:

- the young person should try to understand the triggers which may cause the frustration so they can be best avoided. For example, if the trigger is punctuality due to meeting friends in the morning and this causes the frustration then this should be avoided, by maybe going earlier to school, getting an earlier bus, etc.

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- breathing exercises may be used by a young person to avoid an impulsive reaction to something whether hitting out or saying something they may regret. The breathing exercise will allow for the focus to be on something else rather than the cause of frustration.
- the young person should take a moment and think about what you are going to do before reacting to an incident. This way a person will be able to think whether the response is appropriate or over the top before deciding on what action to take.
- talk to a friend/family, resolve issue/prevent issue
- seek professional help – talk and understand
- practical ways – exercise/walk, calm down and deal with issue.

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 strategy a young person may use to deal with frustration.

(1 × [2])

[2]

- (e) Explain two opportunities for a foster carer supporting young children.
(AO1, AO2)

Answers may include two of the following points:

- foster parents may feel self-satisfaction knowing that they are improving the life/lives of another child/children and supporting them through a difficult period of their lives.
- government benefits are available to carers (foster reward payments and carers' allowance) to help support both the child/children and themselves during the period of foster care.
- foster carers may become an asset to the local community which may improve their self-confidence, self-esteem and self-worth due to the essential and worthwhile role of being foster carers.
- 24-hour support is available for foster carers, if a carer encounters difficulty with a child/children such as running away, difficulties with the police or conflict between the child/children and foster parents/ experience gained.
- foster care can be a temporary arrangement which means a carer may only have to commit for a short period of time but the issues concerning the child/children may be very complex and require a lot of work by the carer in supporting the child/children.
- develop links with other local carers through training which helps to set up a support network to further develop their skills, share experiences and learning from others.
- may not be able to have children/LGBT, support a child, adopt a child.

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 opportunity for a foster carer supporting young children.

(2 × [2])

[4]

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10

3 (a) Write down one consequence of poor budgeting. (AO1)

Answers may refer to one of the following points:

- debt
- overdraft charges
- unpaid bills
- possible eviction
- poor credit rating
- bankruptcy
- mental health issues
- repossession of goods
- relationship issues
- borrow money/emergency
- can't afford basic needs

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down one way a parent may develop a child's morals and values. (AO1)

Answers may include one of the following points:

- teach the child how to share with other children
- discipline
- going to church
- take the child to birthday parties
- playing games at home
- share through family activities such as mealtimes
- taking turns for watching television programmes
- teach manners such as please, thank you/rewarding manners
- lead by example/role model
- give to charity

All other valid answers will be credited

(1 × [1])

[1]

(c) Explain one physical effect an unhealthy relationship can have on a person. (AO1, AO2)

Answers may include one of the following points:

- if the relationship is violent/physical a person may experience physical signs such as bruises, fractures or burns which may be visible on the head, face, arms. The signs may also be hidden to prevent people asking questions about the relationship/self harm/sick.
- due to the nature of physical/violent relationship, a person may suffer health related issues such as high blood pressure or issues with their heart and may need to be prescribed medication by the GP to bring it under control/obesity/comfort eating/anorexia.
- lack of sleep may occur due to the constant worry and fear of the violence/physical relationship continuing or when it may occur again.
- due to a lack of sleep this may affect the person's immune system and they may be more prone to common colds, etc.
- due to the difficulties a person may turn to alcohol or substance abuse to attempt to deal with the unhealthy relationships. This may result in an addiction which may have a lasting impact on their health.

All other valid answers will be credited.

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

[1] basic statement

[2] accurate explanation with clear reference to one physical effect of an unhealthy relationship on a person.

(1 × [2])

[2]

- (d)** Explain one way a young person may manage change in a positive way. (AO1, AO2)

Answers may include one of the following roles:

- talking to friends and family about feelings and emotions can be comforting to talk to someone who is going through a similar change. Sharing and discussing these feelings can help a person work through change and make them feel better about themselves/socialising.
- finding out as much as possible about the change by talking to relevant people, research and impacts it may have which may help relieve stress of the unknown/positive mindset.
- seeking professional support from a GP, counsellor through talking or medication, etc. Especially if the change is causing emotional health problems such as anxiety or stress, professional help could be sought.
- considering practical ways to deal with change such as distraction techniques such as exercising, going for a walk or listening to music can help a person relax and not dwell on the issue concerned.
- complementary therapies such as reflexology, massage, etc. may help with relaxation and putting the change into context and acceptance of change.

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 for a young person to manage change in a positive way.

(1 × [2])

[2]

- (e)** Explain two benefits of moving in with a partner and living together. (AO1, AO2).

Answers may include two of the following points:

- when two people move in and live together they often develop shared interests. They learn to do things together and be with one another which may help each person to develop emotionally.
- living together involves two people developing a sense of trust and long-term commitment to each other in relationship. The couple are both building a future together which may include having children. This can help the person develop their sense of responsibility and to develop as a person.
- may increase a person's sense of security and self-confidence as they realise their partner cares and loves them for who they are and will support them through difficult times.
- maybe seen as a special type of partnership in which both people care for and support each other. This is especially important when one person is facing difficult circumstances such as, illness, bereavement, unemployment, etc. Being able to share their problems by talking to someone who will listen can help them overcome their worries/stress and may develop resilience.
- it is likely there will be times when partners disagree or argue. The couple may have to find ways to deal with this, talk their problems through reconciling their differences and learning to compromise.
- relationships can change and sometimes a person may find themselves

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in a difficult or abusive relationship. One partner may mentally or physically abuse the other which can seriously affect the health and well-being of the partner being abused resulting in low confidence, self-esteem and mental health issues.

- financial benefits, as the couple are sharing the payment of household bills and living expenditure allowing both to save money.

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 benefit of moving in with a partner and living together.

(2 × [2])

[4]

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- 4 (a) Explain two ways the media may influence risk-taking behaviour.
(AO1, AO2)

Answers may include two of the following points:

Candidates may refer to the media or specific example from television, magazines, radio, Online viewing such as YouTube, etc.

- glossy pictures on television/magazines of attractive and famous celebrities may act as role model for the teenager who may want to be like them and behave in a way which may cause harm to the young person, e.g. alcohol and illegal drugs.
- the media such as television and magazines may give an unrealistic impression of how people should look, e.g. body shape which may encourage teenagers to take extreme measures to be like them such as extreme dieting which may impact on how the young person sees themselves.
- magazines/fashion pages may only show thin models and may be a reason why teenagers suffer from eating disorders or attempt the latest celebrity endorsed diet to lose weight.
- often magazines may contain articles about sex and relationships and this may put negative pressure on teenagers to have a relationship which they are not ready for/give confidence/build self-esteem.
- may refer to social media/video games – link to role models/poor behaviour

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 media may influence risk taking behaviour.

(2 × [2])

[4]

- (b) Explain two ways legislation may protect consumers when buying goods.
(AO1, AO2)

Answers may include two of the following points:

Candidates are not required to name specific legislation.

- consumer rights helps to ensure that the product a person buys has to be fit for purpose and as described. This ensures that a consumer has goods which work and function as described or are not fake goods such as clothing.
- consumers have a legal right to demand a refund within 30 days from the date the product is brought if the goods are unfit for purpose, not as described or do not work.
- if the goods were to stop working outside the 30 day refund period then the customer has the right to give the retailer one opportunity to repair or replace the goods.
- a retailer is banned from misleading consumers as the retailer is not allowed to claim something about a product that is not true or to advertise goods which do not exist.
- the consumer is protected as a retailer is responsible for goods purchased until they are delivered into a person's possession or someone who may have been appointed to receive the goods such as a neighbour.

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 legislation may protect consumers when buying goods.

(2 × [2])

[4]

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8

Source A: Work-life Balance

The ability to successfully combine work, family commitments and personal life is important for the well-being of all members of a family.

The more people work, the less time they have to spend on other activities. Evidence suggests that long working hours may affect personal health and well-being. Other causes may include taking work home and an increase in workload.

In the United Kingdom, full-time workers devote 62% of their day on average to personal care (eating, sleeping, etc.) and leisure (socialising with friends and family, hobbies, games, computer and television use, etc.).

Governments can help to address the issue by encouraging supportive and flexible working practices, making it easier for parents to strike a better balance between work and home life.

Source: adapted from How's Life? 2015, Measuring Well-being, OECD

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 importance of a work-life balance. (AO1, AO2, AO3)

Answers may include any of the following points:

- the more people work, the less time they have to spend on other activities, such as time with others, leisure activities, eating or sleeping. Evidence suggests that long working hours may affect personal health and well-being and increase stress levels (**source**).
- a person who may work long hours regularly and does not establish boundaries between work and home life, may cause a person to suffer from physical and mental exhaustion and may result in time off work/hospital.
- low levels of job satisfaction from working too much and not taking the opportunity to enjoy home and social life may result in stress and depression which may have both short and long term consequences.
- spending too much time at work and focused on a career means a person may not dedicate any time to growing and developing friendships, causing social isolation and related mental health issues.
- a person may fail to establish boundaries between work and home life, and work takes over a person who may miss out on important family events, causing feelings of guilt which may lead to anxiety and mental health problems.
- breakdown of family relationships as work is always a priority which may impact on relationships with children which can last a lifetime. This may cause children to ignore the relationship and prevent any bond from developing.
- the more hours a person works at the office and the more consistently it occurs, the more work a person will receive. This will only serve to exacerbate the work/life balance.

All other valid answers will be credited

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

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Level 1 ([1]–[2])

Overall impression: basic analysis

- Shows basic knowledge and understanding of the importance of a balance between work and life.
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation on the importance of a balance between work and life.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent analysis

- Shows good knowledge and understanding of the importance of a balance between work and life.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail the importance of a balance between work and life.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent analysis

- Shows excellent knowledge and understanding of the importance of a balance between work and life and applies this effectively in response to the question.
- Analysis: identifies and comments on at least three relevant points from the source and analyses effectively in detail the importance of a balance between work and life.
- Quality of written communication is highly competent. [6]

Working long hours in a low-paid job or working part-time for a small income can have an impact on a person's health, well-being and lifestyle.

- (b) Discuss the consequences of low income on a person's health and well-being. (AO1, AO2, AO3)

Answers may include any of the following points:

- people on low incomes may be more prone to depression as they may not have the money to socialise, pay for gym memberships which may help them alleviate the stress in their lives, etc.
- people on low incomes may have low self-esteem because they may feel they are not providing for their families. This may result in depression or anxiety which may affect their physical as well as their psychological health.
- people on low incomes may find it difficult to afford to socialise by going out with family or entertaining friends at home as every penny has to be watched and pay for bills.
- people on low incomes may work long hours to get more money, this leaves less time to visit the doctors if they are ill. They are more likely to be in jobs where there is little flexibility for getting away for appointments. The minimum wage was introduced to make sure people on low income received a decent wage rather than having to work long hours with very low pay.
- people who have low incomes may experience greater stress and are more prone to illnesses (struggle to pay bills) as the cost of living continues to increase, e.g. food bills
- people with low incomes may have poorer quality of housing which may

be linked to health problems such as breathing problems, asthma linked to damp conditions due to a lack of heat in the home.

- infant mortality rates (death of a baby under 2) (cot deaths) are higher in families with low incomes. This is because they live in poor housing and are less likely to continue to go to access health checks after the birth, perhaps because they cannot afford transport.
- people with low incomes tend to smoke cigarettes more and smoking causes more health problems like cancer and respiratory (breathing) problems to escape the difficulties they may experience.

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 consequences of low income on a person's health and well-being.
- Discussion: makes reference to at least one relevant point and may provide limited detail about the consequences of low income on a person's health and well-being.
- Quality of written communication basic.

Level 2 ([3]–[4])

Overall impression: competent discussion

- Shows good knowledge and understanding about the consequences of low income on a person's health and well-being and applies this to the question.
- Discussion: makes reference to two relevant points and provides adequate discussion about the consequences of low income on a person's health and well-being.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent discussion

- Shows excellent knowledge and understanding about the consequences of low income on a person's health and well-being and applies this effectively to the question.
- Discussion: makes reference to at least three relevant points and provides thorough discussion about the consequences of low income on a person's health and well-being.
- Quality of written communication is highly competent. [6]

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There are many personal strategies vulnerable people may use to help deal with sexual exploitation.

- 6 Evaluate the personal strategies available to vulnerable young people in dealing with sexual exploitation.

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

- a vulnerable person may be aware and understand what sexual exploitation and unhealthy relationships mean but feel they do not have the strength to report the incident or to seek help through the police. They may be afraid of what the repercussions may have to themselves or others, friends/family due to the serious threats which may be issued.
- a vulnerable person may be able to recognise and identify situations where there is a risk of sexual exploitation. Understanding the issue may help the person to prevent the triggers for them to be exploited.
- if the young person is in a situation where they feel they 'can't say no' they should ask themselves are they in a safe situation before getting involved. This may not be easy depending on the relationship and hold a person may have. It may be better to avoid such a situation if the young person does not feel safe.
- a person should be aware of accepting money, gifts, drink, taking drugs or other things from people they do not know as they may be putting themselves in a position of danger by accepting such things. This may be an issue for a young person who is underage and may be threatened or blackmailed by putting themselves in difficult positions.
- a young person should avoid situations, such as drinking or taking drugs with a group of adults in houses/hotel rooms they don't know which may put the young person at risk. The young person should try and remain in control of the situations and weigh up the situation to prevent possible risk and danger.
- do not meet any unknown people from social media sites unless accompanied by a friend to try and limit the danger as they may not be who they claim to be. A young person should also talk to and inform their family about the meeting so they know exactly where and when the meeting is taking place and what time they can expect the young person to come home.
- a person should avoid posting or sharing sexually explicit personal images on the internet and social media. Abusers can use this information to blackmail young people. The abuser may threaten to share the images with others unless the young person does what they want and the exploitation of the vulnerable young person continued.
- if the young person feels they are at risk or being sexually exploited they should talk to a friend, close relative or someone else they trust. Although this may take time due to the nature of the exploitation or the embarrassment the person may feel which may make them stay silent/contact Childline.
- may attend a counsellor/support group to deal with the trauma and provide support strategies/to support the victims of exploitation.

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 personal strategies available to deal with sexual exploitation.
- Evaluation: identifies and comments on at least one relevant point on the personal strategies available to deal with sexual exploitation.
- Conclusion: may be missing or inadequate about the personal strategies available to deal with sexual exploitation.
- Quality of written communication is basic.

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Level 2 ([5]–[7])**Overall impression: competent evaluation**

- Shows good knowledge and understanding about the personal strategies available to deal with sexual exploitation and applies this to the question
- Evaluation: identifies and comments on at least two relevant points on the personal strategies available to deal with sexual exploitation.
- Conclusion: draws a relevant conclusion related to their evaluation on the personal strategies available to deal with sexual exploitation.
- Quality of written communication is competent.

Level 3 ([8]–[10])**Overall impression: highly competent evaluation**

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

Total**AVAILABLE
MARKS**

10

60