



Rewarding Learning

General Certificate of Secondary Education
2011

Learning for Life and Work (Modular)

Unit 4

Personal Development

[GLW51]

FRIDAY 7 JANUARY, AFTERNOON

**MARK
SCHEME**

1 (a) Any **one** from the following suggested answers:

- Cancers of the lung, mouth, throat, larynx, oesophagus, bladder, kidney, pancreas and stomach (accept cancer)
- Bring up phlegm
- Shortness of breath
- Smoker's cough
- Coronary heart disease/problems
- Stroke
- Chronic bronchitis and emphysema (lung conditions).

Do **not** accept death.

Or any suitable alternative

(AO1) [1]

(b) Any **one** 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.
- 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.
- Don't think they are true and therefore don't listen.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

(AO1) [2]

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

- Nicotine replacement – patches, chewing gum, inhalers, sprays, lozenges. This enables the smoker to get a "fix" without the tar (smoking a cigarette) to help them break the habit of lighting up. They can be purchased at a pharmacist or on prescription from your doctor.
- Professional Advice – doctors, nurses, pharmacist may be used to discuss how best to help break the habit. They may help by planning an individual strategy, e.g. cutting down; removing yourself from situations where you know you'll want to smoke, setting a date, removing ashtrays from the house.
- Zyban/Champix– works by reducing your craving for a cigarette and by reducing the effects you feel if you do have a cigarette. This is a tablet you can get on prescription from your doctor to help and lasts for a couple of months.

AVAILABLE
MARKS

- Family members may put pressure on a person/guilty/help to break habit/deal with cravings/encouragement.
- Self help/will power – not using any methods to help with withdrawal from cigarettes just your own determination and mind to help kick the habit of smoking.
- Smoking Cessation Clinics – normally run through your local medical centre or hospital where groups of people will meet to discuss strategies for giving up smoking. They have the opportunity to compare feelings and emotions and learn and support each other when trying to kick the habit.
- Hypnosis – can help smokers by steering their thoughts away from the smoking habit and the feelings of craving they may have with withdrawal from smoking.
- Working together/stop with friends.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation.

(1 × [2])

(AO1) [2]

5

2 (a) Any **one** from the following suggested answers:

- Bank
- Building society
- Citizens Advice Bureau
- Financial advisor
- Family/parents
- Friends
- Accept names of bank/building societies
- School
- Internet
- Credit Union
- Job centre
- Solicitor
- Media

Or any suitable alternative

(AO1) [1]

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

- They may borrow money from friends and family to pay for their drugs habit and never pay the money back which means they will not lend the person money again.
- They may lose their job as a result of drugs and therefore do not have the money to pay for their habit so they may borrow money but cannot afford to pay this money back as they have no income.
- They may 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 drugs – borrow/loan from loan shark/drug dealer

Or any suitable alternative.

Up to [2] depending on the detail of the explanation
(1 × [2])

(AO2) [2]

AVAILABLE MARKS
5

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

- The amount of money needed for a deposit is smaller, usually around the price of one month's rent compared to the deposit required for buying a property which is much larger.
- There is the possibility of short term renting with an agreement of a period of notice between the person renting and the landlord/estate agent. Therefore you can easily relocate to a different area or a property that is cheaper to rent.
- The cost of the rent may not fluctuate as much as mortgage payments because a mortgage is linked to interest rates.
- There are no major upkeep costs as this is the responsibility of the owner. If something breaks and requires to be repaired the owner pays for this, e.g. bathroom, kitchen, heating.
- When renting you do not have to worry about a long term commitment and the responsibility of mortgage repayments over 20–30 years.
- A house may not be affordable to buy and renting may be a cheaper option.

Or any suitable alternative

Up to [2] depending on the detail of the explanation
(1 × [2])

(AO2) [2]

5

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

- | | |
|---------------------------------|-----------------------------|
| • Peer pressure | • depression/hate life |
| • Curiosity | • personal circumstances |
| • Boredom | • others do it |
| • To impress friends | • fun/enjoyment |
| • Attention seeking | • rebellion against parents |
| • Influence of drugs or alcohol | • mature |
| • Status | |
| • Financial gain | |
| • Adrenalin rush | |
| • Part of growing up | |

Or any suitable alternative
(2 × [1])

(AO1) [2]

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

- A young person may give out too much personal information to someone they don't know – this could put them in danger as you cannot see who they are talking to and what they are like as a person.
- Isolation from friends and family – it could discourage a young person from going out and socialising with friends who are close by as they prefer to talk to other people in chat rooms.
- Used by paedophiles/criminals – there is no guarantee that the person they are talking to is giving genuine facts about themselves and this could be used to entice young people to meet someone who may cause them harm/other users.
- Cyber bullying – harm themselves
- Identity theft – financial/fraud
- Personal photos – used without permission due to relationship break up.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

(AO1) [4]

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

- Attendance at school – if they attend school they will learn the skills and knowledge required for a range of subjects that will help them complete coursework and revision for examinations.
- Submitting work on time – homeworks, past papers, coursework for the teacher to mark so they can improve their work through practice and test what they have learnt in class.
- Setting aside time for revision – making a plan so they can study at home for a range of different subjects in preparation for their exams. This will help to cover the courses they have been taught and help prevent cramming before the exam.
- Asking more questions in class – if you are unsure and don't understand asking questions will help improve your knowledge and understanding of a particular topic which will allow to learn and revise more easily.
- Being realistic and setting time-scales for studying is essential as to how much you can complete in an evening, week or weekend without feeling you are not achieving or completing enough in that time. This may make you feel depressed and create more stress and pressure.
- Life/work balance – make sure you take time to socialise with others or continue with your hobbies as this will help you to relax and relieve some of the stress that studying may bring.
- Improve behaviour in class
- Practice papers

AVAILABLE
MARKS

- Set target grades
- Get a tutor
- Attend revision classes/booster classes

Or any suitable alternative.

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

(AO1) [4]

AVAILABLE
MARKS

10

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

- May decide to put her career “on hold” by taking a career break or additional maternity leave to have time to enjoy, care and bond with the baby.
- Give up job/may have less time to devote to work due to her responsibilities as a mother and looking after the demands of a new baby/travel.
- May decide to reduce her working hours/part-time to have a better family and work/life balance.
- May decide to return to work and have a fulfilling career and family life. Supportive grandparents or husband may help out to look after the baby while she continues her career full time.
- Change career due to childcare/travel.
- Leave school and not complete education.

Or any suitable alternative

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

(2 × [2])

(AO2) [4]

(b) Answers may take reference to and expand upon the following:

- Providing basic needs for the baby to prosper and survive including nutritious food, warmth, shelter, clothing that is appropriate for the weather conditions, medicine/medical care when ill. Accept each point if accompanied with an explanation.
- The mother may provide the baby with food through breast feeding which is more economical and convenient than bottle feeding as the milk is always at the correct temperature and no equipment to sterilize is needed.
- Providing loving by cuddling, playing and communicating with the baby through the senses by which they learn, e.g. touch, smell, taste, sight and hearing.
- Providing a safe environment – keeping the child free from dangers around the home, e.g. objects locked out of the reach of children, locking doors and using car seats and safety belts.

- Financial provision – buying and providing the essentials required for a baby such as nappies, food, clothes and toys.
- Developing morals and values – teach how to share with others, honesty, respect, responsibility, patience, forgiveness and generosity.
- Providing opportunities for social development by providing suitable toys and other stimulation to help the baby learn and develop.
- Tending to their health and making sure they have the recommended immunisations to avoid infection and disease.
- Making sure the bottles and equipment used by the baby are clean to avoid illness and infection.
- Keeping the baby clean by changing nappies and bathing to prevent discomfort and infection such as rashes and infection.

Or any suitable alternative.

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

Level 1 ([1]–[2])

Answers may repeat a few of the points set out in the source with limited explanation of each. 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 an appropriate explanation of each. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary, and 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 of each. Relevant material is organised appropriately and presented using an appropriate 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 [6]

10

- 5 Answers may include reference to any of the following:

Positives

- Parents should discuss their feelings such as frustration and stress and problems with each other rather than blaming and criticising each other. This will help to bring them closer together.
- Parents should communicate with each other by talking and listening to each other. If you want to talk, try to schedule it at a time when your partner is not overwhelmed and exhausted (such as after being up all night with a crying baby).

- Let each other know how you feel by sharing the positive experiences – the joy, the excitement, the sense of achievement, rather than just the negative experiences.
- The mother should encourage the father to help care for the baby and share in the changing and feeding of the baby to help relieve some of the pressure. This may include when the baby requires feeding during the night so that both parents can have adequate rest.
- The birth of a baby is an exciting time and parents thrive on the attention the newborn brings to their family and the beautiful baby presents people buy for the baby.

Negatives

- The mother may suffer from postnatal depression (baby blues) which will effect how she feels about herself, her self confidence, self esteem and her relationship with both the baby and the father.
- Lack of sleep/crying baby/illness can cause stress for the parents that can build up into arguments or disagreements about many issues if they do not talk and discuss how they feel.
- Mother may have feelings that she is unappreciated, resentful, envious, or even scared which may cause arguments or disagreements between the parents as they cope with the demands of a new arrival.
- The father may feel jealous or left out as the mother cares for the demands of the baby and he does not feel he is playing his part as the father.
- If problems cannot be resolved parents and disagreements are threatening the relationship they should seek advice/counselling to help resolve the issues, e.g. Relate.
- If both parents work they may have difficulty balancing their work/home life/child care arrangements especially if the child is not sleeping over a period of time causing stress and tiredness.
- Parents may find it difficult to have sex while the focus is on the baby. One or both partners feeling so tired so that they have little interest in sex. One partner having more interest in sex than the other.
- Lack of money – feelings of concern/worry.

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 intended meaning is not always clear

AVAILABLE
MARKS

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 contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

(AO3) [10]

Total**AVAILABLE
MARKS**

10

40**Assessment Objective Grid**

	Q1	Q2	Q3	Q4	Q5
AO1	5	1	10		
AO2		4		10	
AO3					10