



**General Certificate of Secondary Education
January 2013**

Learning for Life and Work: Modular

Unit 4

Personal Development

[GLW51]

THURSDAY 10 JANUARY, MORNING

**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) **One** from friends, family, parents, government benefits

Or any suitable alternative
(1 × [1])

AO1 [1]

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

- Childcare – may have difficulty getting someone to look after the child if they are in employment
- Time consuming – waiting in medical centres/hospitals/doctor surgeries to see doctors to receive treatment/diagnosis/prescriptions
- May be expensive making regular visits to the doctor/hospital as there may be only one wage coming into the house and using public transport regularly may be costly
- Stress – parent may become very tired or stressed due to the lack of sleep they may have if the child is often sick during the night for a period of time
- Passing illness onto others – brothers and sisters which may increase the prolonged absence from work for the parent
- Parent becoming ill – difficulties of how to cope with a sick child/children as well as the way you feel yourself
- Heating the house – an ill child/children may require the home to be warm and this may cause concern for the parent due to the price of oil/gas/electric
- Extra housework – due to the bedding and clothing being soiled due to the sickness of the child/children

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:

- Attend teacher/parent meetings to find out how the child is progressing and if they need support the parent can help at home
- Encourage the child to take part in extra-curricular activities which will help the child learn about new sports/activities, etc.
- Help with the child with homework such as reading, etc./check to make sure the homework has been completed correctly

- Help to prepare and organise the child for the school day, e.g. correct books, P.E. kit, lunch, etc.
- Communicate regularly with school and inform them of any problems the child may be having
- Attend events such as sports days/plays to encourage and promote the child's self-esteem
- Parent may buy educational toys and spend time playing with the child to help them develop and learn new skills
- Get a tutor to help the child with a subject they are having difficulty with
- Send to a good school/pay fees/select a school appropriate to child's needs

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:

- Reduce the amount spent on entertainment/going out, e.g. cinema
- Buy cheaper brands of food/shop in cheaper stores, e.g. Lidl
- Find out if you are entitled to state benefits, e.g. housing or family tax credit
- Use vouchers/coupons, e.g. Tesco, multi buys, e.g. buy one get one free
- Budgeting
- Saving money
- Cut down on luxuries

Or any suitable alternative

(1 × [1])

AO2 [1]

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

- Generate extra income as it is possible to rent out rooms you are not using or your driveway, if you live in the city, to local workers
- Any improvements made are likely to increase the value of the property such as a fitted kitchen or garage
- Greater sense of independence and increased self-esteem knowing you are buying your own place
- Selling the house for more than the purchase price can lead to making a profit
- You may own the property so can make improvements or build extensions to suit you or your family's needs
- You can turn your house into a business to help support your family for example, a B&B
- Inheritance/something to leave children/family

Or any suitable alternative

Up to [2] depending on the detail of the explanation AO2 [2]

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

- May not be convenient as you may have to search for an ATM machine when looking to withdraw money which may be frustrating
- If you lose a purse/wallet any cash in it may not be returned causing annoyance and preventing goods such as food shopping being bought
- Carrying/withdrawing large sums of money from a bank or from an ATM you may be targeted by criminals/gangs
- Lose receipt/cannot take back as no proof of purchase
- Restricts you from shopping on-line/alternatives/comparing prices

Or any suitable alternative

Up to [2] depending on the detail of the explanation AO2 [2]

5

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

- May become addicted
- Waste money
- Bad for your health
- May cause health problems
- May cause cancer, heart disease
- Cost of cigarettes
- Shortens life
- Lung cancer
- Throat cancer

Or any suitable alternative
(2 × [1])

AO1 [2]

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

- Improve levels of self-esteem as people often exercise in groups or with others at the gym. They may form relationships and make friends which may last for a long time
- Making friends/exercising with others can help with motivation when you may be losing interest or feel too tired to train
- May meet more people at the gym and this can lead to social activities after training which will improve person's social life
- Overweight – physically develop/better shape
- Taking part in exercise at the gym will help to improve a young person's self-esteem and self-confidence, making them feel good about themselves/fit and healthy
- A person may learn new skills at the gym, e.g. using new equipment or learning from qualified instructors/motivation
- A person may enjoy exercising at the gym which helps to relieve/escape the pressures/stresses of school and family life

- If the young person enjoys exercising, such as in the gym, this is likely to continue into adulthood, which can help to prevent heart disease/weight problems/overweight
- Cheaper than buying all the equipment/safe/less injury

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:

- If a person eats a balanced diet, their immune system will be stronger which will help prevent and fight infections (physical health)
- Eating correctly may help to lower the risk of certain types of cancers and lower blood pressure (physical health)/overweight
- May provide the body with more energy, enabling a person to exercise without getting tired easily or carrying out everyday tasks
- Will provide essential nutrients for muscle, tissue and bone growth helping to maintain a healthy body
- Help you to have a healthy mind (emotional health) enabling you to make decisions and tackle problems/memory may also improve
- Good for health – make you feel happy about yourself

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section A

20

Section BAVAILABLE
MARKS**Source Based**

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

Internal pressure

When a young person puts pressure on themselves to be successful. For example: to do well in exams or look a certain way.

Putting pressure on yourself can help you to achieve a goal but can also lead to stress, low self-esteem or depression.

Or any suitable alternative

Up to [2] depending on the detail of the explanation AO2 [2]

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

External pressure

May affect young people on a daily basis. These pressures may include a young person's peer group or the school they attend.

The media advertise and promote their products and services to sell to young people, their family and parents.

Or any suitable alternative

Up to [2] depending on the detail of the explanation AO2 [2]

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

- Draw up a revision timetable for the months and weeks leading up to the exam to make sure all subjects are covered
- Make sure regular breaks are taken and try to incorporate exercise into breaks to allow time to relax and enjoy something else
- Drink plenty of water and eat a balanced diet to maintain optimum brain function
- Believe in yourself and have the confidence in your ability as you wouldn't be entered for the exam if you were not able to do it
- Set realistic goals and reward yourself when you have accomplished something or revised for a period of time
- Find out what your learning style is, and revise as much as possible using styles that suit you as a learner
- Keep things in perspective as exams are important but may not be the most important thing in a young person's circumstances

- Talk to someone such as a parent or a teacher who may have experience and give you advice and support to help you deal with pressures
- Do not leave everything to the last minute as this will only cause panic and anxiety
- Make your notes more user-friendly/rewrite the important points/ colour them or highlight them

Or any suitable alternative

Award [0] for responses not worthy of credit

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 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

- Building and maintaining friendships such as staying in contact with friends and relatives who live faraway
- Being reunited with people from the past from school, work, holiday, different country
- Meeting new people through other friends or people who have a similar interest/cause to campaign for or against

- Learning about other people's cultures as you can directly communicate online, e.g. food, festivals, holidays and this may help to seeing the world from a different point of view
- Having your own space on the Internet and being creative with that space with limited restrictions
- It can be fun playing games with others on the same social networking site with friends or with people from other countries
- Improving IT skills such as word-processing, uploading images, downloading, etc.
- Improving literacy skills – for example, blogging allows for long passages of writing/spell checker to check spelling

Negatives

- A person may have stolen another person's identity online, and pretended to be that person to others. Someone may use the same sign-in to cause damage to a person's reputation in their absence
- People are not always who they say they are online and may pretend to be someone they are not, e.g. sexual predators may try to arrange meetings
- Bad or offensive comments can be posted online and a person may become a victim of cyber bullying where a young person may feel intimidated. This may lead to depression and even suicide
- A social networking site is accessible to everyone and a person can remain online for a long time even after you stop using it
- Information on social networking sites may be used by people and prospective employers to make judgements about you
- Young people may spend a lot of time on social networking sites and may become addicted to communicating online
- A young person may find themselves in a situation where they don't want to interact face to face with other people
- Important social skills may become lost due to the time spent on-line which may lead to depression

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.

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]

10

Section B**20****Total****40****Assessment Objectives Grid**

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

