



*Rewarding Learning*

General Certificate of Secondary Education  
January 2014

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

Unit 4

Personal Development

**[GLW51]**

**WEDNESDAY 8 JANUARY, MORNING**

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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) **One** from find new friends, ignore peers, tell someone you trust/teacher/family member, take up a new hobby, move schools/exercise/stand up/control weight.

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- may reflect an aspect of their personality/belonging to a particular group identity by the clothes they may wear
- young people don't like to be seen as being different from their peers so will follow the common trends to fit in
- may feel pressurised by their peers to dress in a similar way to avoid bullying/name calling
- make them feel happy/popular as they are viewed as being trendy, well dressed and good looking
- may be judged by their peers by the clothes/brands they wear due to the marketing strategies aimed at young people/celebrities

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:

- a young person may improve their self-esteem/confidence by successfully working as part of a team to achieve a goal/task
- may learn new skills such as organising, planning, problem solving, writing to help make the activity successful
- working alongside others will teach the young person to listen and learn from others people's viewpoints
- good communication between members of the group will make sure each member knows what role/task they have to complete for the group activity
- being part of a successful group activity will give the young person a sense of achievement which may help them in other areas of life/future

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) **One** from cot, bed, baby monitors, blankets, toys. No food.

Or any suitable alternative

(1 × [1])

AO2 [1]

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

- talk to the young person about what they may be interested in and help them find a suitable hobby
- may help the young person find a suitable hobby by visiting/searching local leisure centres/websites
- may offer to drive the young person to the venue/place of activity to avoid waiting for buses/walking
- parent to actively take part in the hobby/fun

Or any suitable alternative

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

AO2 [2]

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

- issues with childcare there may be a difficulty getting someone to look after the child if the parent is 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
- parent may become very tired/stressed due to a lack of sleep if the child is often sick during the night for a period of time
- parent becoming ill and may face difficulties of how to cope with a sick child as well not feeling well themselves
- heating the house as an ill child may require the home to be warm and this may cause concern for the parent due to the high price of oil/gas/electric
- extra housework due to the bedding and clothing being soiled due to the sickness of the child
- parent may miss out on the opportunity to go on holidays to relax and avoid the stresses of everyday life due to constant care of the young child
- the child's illness may cause relationship problems with a partner due to the time-consuming needs of the young child/or conflict bringing up child/other siblings

AVAILABLE  
MARKS

- attending treatment with the child may cause stress for the parent as the child may not want to go/injections
- parent may miss going out with friends and attending social events due to the child's needs and reluctance to depend on others for help and support

Or any suitable alternative

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

AO2 [2]

AVAILABLE  
MARKS

5

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

someone to talk to, something to share with, help in times of trouble, listen to you, do things together, go places, share intimacy/sex/confidence/trust/honesty

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- 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

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:

- encourages the young person to become more independent rather than depending on parents/family, e.g. doing activities together/attending with friends/new challenges
- teaches the young person to question the way they behave as they are responsible for their actions and consequences

- sense of belonging to a group of friends helps a young person's self-confidence as they feel part of something/socialising/career/future
- support mechanism as they may help to lower levels of stress regarding family problems, school, girlfriend/boyfriend/trust
- assume a role within a group of friends and this may improve self-confidence, i.e. leadership/leading by example
- develop lifelong friendships with similar interests/help them through good/bad times/liked by someone
- depending on the activities their friends are involved with they may become more active in the church, fund-raising for good causes and develop a sense of self-worth/study together

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE  
MARKS

## Section B

## Source Based

AVAILABLE  
MARKS

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

- peer pressure as the young person wants to fit into the group and may fear being teased or being left out
- to deal with stress in their lives such as family or school problems as they think smoking helps to calm them down
- to control weight as the young person may smoke rather than snack on fast food/junk food
- members of their family smoke so the young person may see this as acceptable and copy their parents/family members

Or any suitable alternative

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

(2 × [2])

AO2 [4]

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

- smoking raises blood pressure due to nicotine which may increase the likelihood of heart attacks/strokes
- couples who smoke are more likely to have fertility problems which may make it difficult to have children
- smoking may affect appearance (premature ageing) as smokers have paler skin and more wrinkles because smoking reduces the blood supply to the skin
- smoking increases the risk of many kinds of cancers such as lung, lip, mouth or throat cancer which may lead to the removal of part of the body or premature death
- women who are pregnant and smoke have a higher risk of miscarriage or having a stillborn baby due to smoking

Candidates may also refer to emphysema, blood clots, and respiratory illnesses such as asthma, sudden infant death syndrome.

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

AO2 [6]

AVAILABLE  
MARKS

10

5 Answers may include reference to any of the following:

**Positive****Smoking ban in public places**

- the ban may encourage more smokers to quit because they cannot smoke in the workplace, bars, restaurants etc. and must leave the building, e.g. bad weather
- smokers may smoke less as they must smoke outside the bar/restaurant and leave their friends/social circle

**Nicotine Replacement/electric cigarettes**

- nicotine replacement such as patches, chewing gum, inhalers, sprays, lozenges enable the smoker to get a “fix” without smoking a cigarette to help them break the habit of lighting up

**Health Warnings on Cigarette Packets**

- the graphic images on cigarette packets may encourage some people to give up for fear of developing a serious illness or disease through smoking

**Negative****Nicotine Replacement/electric cigarettes**

- a person may have to attend regular pharmacist or doctor’s appointments to keep using the nicotine replacement which may be an inconvenience when working
- nicotine replacements are not a cure for smoking and the person will require willpower to try and break the habit

## Health Warnings on Cigarette Packets

- a person may not care about the consequences of their actions. “It won’t happen to attitude”, and believe such problems will not affect them
- influence of family members who smoke who may have ignored health warnings/graphic images making a person believe that it is OK to smoke
- a young person may not see themselves as being affected by the health problems caused by smoking and images on cigarette packets as it is older people who suffer from such illnesses and diseases
- some people don’t think the health warnings are true and therefore don’t listen to the message of the dangers of smoking cigarettes

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**

## Assessment Objectives Grid

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