



*Rewarding Learning*

General Certificate of Secondary Education  
January 2017

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

Unit 4:

Personal Development

**[GLW51]**

**FRIDAY 6 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 meeting other people who are in the same situation, support from other people, to find others in a similar position, going to meetings fills the space and time left by the addiction, may help people maintain their resolve as they can stay and chat, they may experience a sense of safety and belonging, may have fun and feel good about, free information and advice, may provide useful information and support, free to attend, information is confidential

Or any suitable alternative  
(1 × [1])

AO1 [1]

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

- Young person may be forced to move school, e.g. bullying and this may create uncertainty and anxiety
- Young person may not cope well with change and this may cause the child to feel insecure or isolated until they get used to their new school
- The young person may not want to move school due to friendships made, which may cause conflict with parents as they may miss their friends
- New challenge/start for a young person moving school to a different area where they have an opportunity to meet new people and join new activities

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

AO1 [2]

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

- May feel embarrassed about where they live and might not ask people to visit which would make socialising difficult
- Suffer from depression due to the type of the housing conditions, e.g. damp they live in and don't want people to call round
- May have an addiction (alcohol, drugs) and can't afford to pay for furniture which may mean friends/family would be reluctant to visit
- Obsessed with a DIY project and therefore less time to socialise with friends
- House may be in an awful state/disrepair and friends may be embarrassed to visit
- May affect ability to make friends/lower self esteem as friends may not visit

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

AO1 [2]

5

## 2 (a) One from:

- Extra money such as emergencies, e.g. car breaks down and needs fixing
- A relatively fast way to get funds for a special purchase or house project
- A large amount of money can be borrowed
- Interest rates may be quite competitive/low interest rate
- May have a greater flexibility with the arrangements for paying it back/ as long as you want
- May have access to the money faster
- Creates independence/self-reliance/responsibility
- Less reliant on family friends, etc.

Or any suitable alternative  
(1 × [1])

AO2 [1]

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

- Create a shopping list so as only the essential items are bought and prevent buying what you don't need/budgeting
- Buy cheaper brands/own brands as they may be better value for money
- Shop around for best offers as many supermarkets/shops will advertise different goods to attract customers to shop/shop online and keep to a budget/supermarket comparison site
- Buy in multiples/buy one get one free offers as most supermarkets/ stores are keen to promote such deals to encourage people to buy more
- Use vouchers/coupons from magazines or websites to reduce spending on certain food items
- Avoid wasting food by planning meals in advance (menu plan) so the exact ingredients are bought
- Club card/reward cards may be used regularly if the family shop in the same place each week, as points can build up over a period of time, e.g. Nectar, Tesco

Or any suitable alternative  
Up to [2] marks depending on the detail of the explanation

AO2 [2]

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

- A new baby can bring additional expense such as equipment etc. which may cause financial problems for the family
- The baby will have everyday needs such as nappies and food which will cost a lot more money for the family.
- Due to additional expenses the family will have to budget very carefully to make sure the baby's needs are met.
- May refer to grandparents/other relatives
- May move house, rent/mortgage may cost more and cause financial pressure

Or any suitable alternative  
Up to [2] marks depending on the detail of the explanation

AO2 [2]

AVAILABLE  
MARKS

5

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

- Building friendships
- Staying in contact with friends and relatives who live faraway
- Being reunited with people from the past
- Meeting new people through other friends or people who have a similar interest
- May get involved in a campaign for or against a particular issue
- Learning about other people's cultures
- Seeing the world from a different point of view
- Having your own space on the Internet
- Access 24/7
- Help with H/W
- Being creative
- It can be fun playing games with others
- Improving IT skills
- Improving literacy skills

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- A young person may find new friends to avoid the pressure of doing something they don't want to do, e.g. smoking, drinking, anti-social behaviour, etc.
- Ignore peers and hope they will go away and leave the young person alone
- Tell someone you trust such as a friend, family member or teacher who will help to resolve any problems the young may have before they get too much
- Take up a new hobby which will help to relieve the stress of peer pressure and will help to make new friends
- Move to another school will help the young person make a fresh start away from difficult peers
- Stand up to peers to show the young person is not afraid and will not give in to peer pressure, e.g. smoking, drinking, anti-social behaviour.
- Support group/online support – seek advice on how to deal with situation

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE  
MARKS

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

- Glossy pictures of attractive and famous celebrities may act as role model for the teenager who may want to be like them/image/style
- 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/may decrease confidence
- Magazines/fashion pages may only show thin models and may be a reason why teenagers suffer from eating disorders
- Often 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 encourage a young person to see celebrities behaving badly and believe it is acceptable to behave in a similar way, e.g. alcohol/drugs/language
- Reading about reality TV stars may help to inspire a future career in entertainment/the media
- Articles on current affairs and topical issues may help shape opinions and views which may inspire a young person to become active in the community/voluntary
- Reading magazines may encourage the young person to read more/develop language skills, may inspire and motivate
- Celebrity may encourage an interest in an issue for a young person to raise money and support a charity

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE  
MARKS

## Section B

## Source Based

AVAILABLE  
MARKS

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

- May have difficulty taking the child to hospital appointments which can be very stressful (source)
- 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/lack of family support
- 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
- 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
- Treatment may be specialised and costly leading to fund-raising to try and support the child

Or any suitable alternative

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

(2 × [2])

AO2 [4]

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

- 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
- 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 the mother continues her career full time
- Mother may change career due to childcare due to distance required to travel or shift patterns

- Leave school and not complete her education which may create some difficulties finding a suitable job

Accept any valid alternative

Or any suitable alternative

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

**Level 1: ([1]–[2]) marks**

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]) marks**

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]) marks**

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:

### 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 by trying to schedule a time when both are available and have time for each other
- 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 new-born 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
- 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
- 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
- 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 and feelings of concern/worry and stress may affect the relationship between mother and father

Or any suitable alternative

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

AVAILABLE  
MARKS

**Level 1: ([1]–[4]) marks**

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]) marks**

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]) marks**

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**

10

**Assessment Objectives Grid****40**

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>
<b>AO1</b>	5	1	10		
<b>AO2</b>		4		10	
<b>AO3</b>					10