



**General Certificate of Secondary Education
January 2019**

Learning for Life and Work: Modular

Unit 4:

Personal Development

[GLW51]

TUESDAY 29 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
MARKS1 (a) Any **one** from the following suggested answers:

- APR is the interest rate charged on a loan/yearly rate/extra money paid back.
- Money added to what you pay back.

Candidates may refer to type of loan, e.g. credit card, mortgage, hire purchase, etc.

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- 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, the person could easily relocate to a different area or to 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 especially if the area is desirable and unaffordable to buy

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:

- If credit cards are lost or stolen this can cause concern for the person as someone may use the card to buy goods (fraud) especially on-line
- If you do not manage your money account carefully you could end up in serious debt as banks may charge high interest if you don't pay back the minimum amount each month
- If the credit card is lost it can be inconvenient cancelling the card and waiting for a new card and pin which may take up to seven days
- Contactless cards may be open to fraud as criminals may scam a credit card to steal money and buy goods
- Some online shops/travel companies may charge a small fee for using your credit card if under a certain amount or charged to complete the online transaction

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 damage to spine/back problems, damage to pelvis/bones, low birth weight, premature birth, high blood pressure/pre-eclampsia, internal/excessive bleeding, STI, HIV, miscarriage, morning sickness, diabetes, mobility issues, lack of iron.

Or any suitable alternative

(1 × [1])

AO2 [1]

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

- Taking the child to a local park/playing in the neighbourhood – to play and interact with other children of a similar age by copying other children, running, jumping and climbing
- Invite other children into your home – encourages the child to share their toys and communicate when playing with the other children
- Attending a nursery school/primary school – encourages friendships and communication skills in a structured setting through playtime, reading, active learning strategies in the classroom/church
- Being looked after by other family members – to help children become more independent by communicating with others and not becoming solely dependent on the mother/father
- Taking the child out to restaurants/shops – showing the child how to behave (not touching items, sitting on a chair, not shouting out), and interacting with staff when ordering a meal or drinks
- Extracurricular activities/joining clubs – can build a child's self-esteem and improve their skills as they are doing something they enjoy and will make friends who have something in common
- Eating meals together – this quality time is where a child could be asked questions about their day away from other distractions such as television
- Allowing the child to pay for items in a shop as this encourages responsibility and independence in the child by interacting with other people
- Read to the child – this helps develop language skills which will build confidence and help them to communicate with others
- Talk/communicate to the child to encourage communication between the parent and the child showing an interest in their experiences, e.g. school day, friends etc.
- Role model – following the parent's example on how to behave, manners sharing and good communication
- Not to spend time on a mobile/tablet to encourage children to interact with others/play outside

Or any suitable alternative

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

AO2 [2]

AVAILABLE
MARKS

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

- House cleaned regularly to avoid illness and bugs spreading around the home
- Keeping the child free from dangers around the home, e.g. objects locked out of the reach of children such as medicines/domestic cleaning liquid
- Keep hazardous materials/bleach out of reach (kitchen/bathroom) to avoid child drinking and becoming very ill
- Locking doors to prevent a child running out into the street where cars may not see them due to their height
- Stair gates to prevent the child from falling down the stairs and injuring themselves/railings/fireguards

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:

- Attendance at school
- Submitting work on time – homework, past papers, coursework
- Setting aside time for revision/making a plan
- Asking more questions in class
- Being realistic and setting time-scales for studying
- Making sure you take time to socialise with others
- Setting aside time for hobbies/relax
- Relieve some of the stress that studying may bring
- Improve behaviour in class
- Practice papers
- Set target grades
- Get a tutor
- Attend revision classes/booster classes

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- May have a clear sense of who they are, which will give them more confidence about their sexuality and to do what they want to do
- May feel confused about telling people about their sexuality which may cause them stress and anxiety
- May be discriminated against because of their sexuality which will make them feel vulnerable and isolated
- May lead to low self-esteem and lack of confidence because of the fear of not being accepted by friends or family/judged by others
- May be fearful of being attacked/called names by others who do not accept them for who they are

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:

- If the victim is afraid to speak to someone from school, for example a form teacher, they could speak on their behalf to help resolve the incident
- Victim could block the number to prevent further bullying/reassurance the messages will stop
- Encourage the victim to contact/talk to an organisation such as Bully Busters, ChildLine, Beatbullying, Kidpower that can give advice and help with the bullying experience
- Encourage the victim to stick up for themselves as much as possible and don't let the bully make their life difficult/ignore/don't give them attention
- Encourage the victim to talk to their parent/parents who may challenge the parents of the bully and prevent more text bullying
- May contact the police on behalf of the victim to help deal with the problem and prevent the text bullying
- If the young person is afraid their friend could speak/challenge the bully

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:

Physical

- May be overweight and by exercising the person may physically develop a better shape/body image
- 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
- May want to get fit to prevent physical health problems in the future such as heart disease etc.

Emotional

- A person may enjoy exercising which helps to relieve/escape the pressures/stresses of school and family life
- 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

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:

- The work place provides an opportunity for people to meet and develop friendships through interaction during the working day (break/lunch) and developing areas of interest such as family or work related issues
- People who work together can also communicate about a common interest such as sport or music which may encourage people to socialise outside the workplace
- Social events may encourage friendships and common interests outside the work place which can develop to socialising with friends of friends outside work

Accept any valid alternative

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 me 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.

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

AO3 [10]

Total**AVAILABLE
MARKS**

10

40