



**General Certificate of Secondary Education
2012**

Learning for Life and Work: Modular

Unit 4

Personal Development

[GLW51]

FRIDAY 11 MAY, 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) **One** from anorexia, bulimia, obesity

Or any suitable alternative

1 × [1]

AO1 [1]

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

- School curriculum can support teaching student's lessons through a variety of subjects on diet and nutrition
- Healthy eating policy may include banning vending machines/fizzy drinks and replace with healthy drinks, snacks and water
- School cafeteria should provide a choice of nutritious and fresh food rather than greasy food such as chips and burgers
- Outside agencies/guest speakers could visit the school for a special assembly/lessons to talk about the benefits of eating a healthy diet
- Posters – eye-catching/raise awareness of healthy foods to eat/consequences of unhealthy diet

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:

- Fresh challenge as you have the opportunity to start in a new job/always wanted the job/leaving the old problems/stresses behind you/exciting/ease pressure/worry
- Improved self esteem/confidence as you have the opportunity to further develop your skills/enjoy/feel better/meaningful work
- Feeling of accomplishment as the organisation has seen the value of your skills and abilities
- Excited about the new challenges ahead and the opportunity to possibly earn more money to further improve your lifestyle

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

1 × [2]

AO1 [2]

5

- 2 (a) **One** from look a certain way/image, do well in exams, to fit in with peers, to have a boyfriend/girlfriend, to have the latest gadgets/possessions, to succeed at sport/other activities, smoking, drink, drugs

Or any suitable alternative

1 × [1]

AO2 [1]

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

- If you set yourself a goal and achieve it this will make you feel good about yourself and increase your self-confidence/self-esteem
- When you know what you want to achieve you will not be put off by any set backs
- Helps you to set realistic/achievable targets to help achieve your goal/easier to achieve
- Gives you a focus on what you want to achieve rather than less important things/look forward to challenge

Or any suitable alternative

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

AO2 [2]

- (c) Any **one** 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
- They 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

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:

Pocket money, wages, gifts from family members, part-time job, sale of goods through eBay, EMA, claims, interest on savings, welfare benefits, student loan, parents

Or any suitable alternative

2 × [1]

AO1 [2]

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

- Paying by cash you will receive a receipt and avoids the possibility of fraud/identity fraud/stealing pin
- Cash is handed over at the point of sale so there are no forms to complete when buying by credit/convenient/faster
- You may get a discount and pay less because you are paying in cash
- You will pay less because there will be no interest charges/high interest
- There are no hidden charges such as set-up fees or interest rates
- You will own the goods outright rather than having to make payments over a number of months/years
- You will not have to worry about budgeting in order to make repayments/bills/debt
- Know what you are paying
- No bills at the end of the month

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:

- Keep to a budget, this will involve keeping track of everything you spend so you can try and work out a budget to reduce your spending to try and improve your financial situation
- Take free advice from Citizens Advice Bureau which will help the person find suitable ways to reduce their debt
- Prioritise debts by paying the most important first such as the mortgage or electricity bill
- Talk to creditors to re-negotiate the terms of the loan/mortgage or credit agreement to avoid repossession of goods/home, etc.
- Borrow money from friends/family as they may not charge interest to help the person through a difficult situation
- Debt consolidation were a person has a number of loans and these are merged together into one manageable payment over a longer period of time
- Citizens Advice can give information on what benefits/government support the person may receive
- Citizens Advice can give advice how to cut back on spending to help save money/earn extra money
- Second job/extra hours to help pay off debt faster
- Help from friends/family/loans/advice
- Loan sharks/money lenders/lower interest rates
- Credit card/balance transfers
- Selling personal items on Internet, etc.
- Declare yourself bankrupt

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

2 × [2]

AO1 [4]

10

Section B**Source Based**AVAILABLE
MARKS**4 (a)** Answers may include reference to any of the following:

- Use family meal times to talk and listen to each other about the events of the day rather than eating dinner and watching TV
- Write notes to each other, like a message board to keep each family member up-to-date about forthcoming events/trips, etc.
- Always ask if you want to borrow to avoid arguments about who used what item, etc.
- Work out a timetable to take turns using the computer or TV so everyone will have a fair share of watching their TV programs/using computer
- Make a rule that if one person is talking, the others are listening so everyone has the opportunity to speak their mind and listen to other members concerns
- Counsellor – talk issues through

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:

- They may not want their parents to know they are sexually active because they may not agree and this may cause conflict at home
- They are at a stage in their development where they are embarrassed to talk about sexual matters to their parents
- They may want their independence and not want their parents to interfere in their relationship and their lives/talk to organisations
- The young person may fear they will get punished by their parents if they do not find their behaviour acceptable
- There may be a large generation gap and the young person may think their parents do not understand their issues
- The parents may be religious/moral beliefs and the young person may feel they can't confide in their parents for fear of what they may think about them/lack respect of their views and beliefs
- May feel that parents will be let down by the young person's behaviour and cannot be trusted

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 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 appropriate explanation of each. 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 of each. 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]

10

5 Answers may include reference to any of the following:

Candidates may refer to different family types used in the source

Positive

- You may live closely with family members such as brothers/sisters and do lots of things together, e.g. cinema, playing sport, playing games
- You can relax and be yourself when you are with your family as you don't need to impress others, etc. such as friends
- Family members will always support you whatever happens even when you have done something wrong/got into trouble
- They tolerant behaviour such as bad moods when others would not
- Members of the family may share the same likes and dislikes, e.g. food, TV, hobbies/interests
- Teach children – morals/values/skills

- Good communication between teenagers and parents can lead to fewer problems as issues are discussed openly and maturely
- Brother and/or sisters can have a very positive relationship where they can be the best of friends and have a special bond which can last a lifetime

Negative

- Arguments can be difficult to deal with as everyone in the family can be affected by them, e.g. what time to come home
- If young person is having problems with a family member they cannot walk away as they live in the same house as that person
- Families know each other really well and know how to upset, annoy and tease each other, e.g. brothers and sisters
- Sometimes family members (parents) can embarrass a young person in front of their friends, e.g. personal matters/relationships
- Sometimes family members do not get on well and do not care for each other which can cause a complete breakdown in the family relationships/abuse
- Sibling rivalry when brothers and sisters compete for the parents attention can led to arguments/fights in the house

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]

TotalAVAILABLE
MARKS

10

40**Assessment Objectives Grid**

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