



**General Certificate of Secondary Education  
2013**

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**Learning for Life and Work: Modular**

Unit 4

Personal Development

**[GLW51]**

**FRIDAY 10 MAY, AFTERNOON**

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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 curious, experiment, deal with stress, escape problems, e.g. family, to fit in with the crowd/unaware of consequences/peer pressure

Or any suitable alternative  
(1 × [1])

AO1 [1]

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

- Loss of driving licence/inconvenience of not being able to drive
- Social stigma of having a conviction for driving under the influence of drink that is socially unacceptable
- Possible loss of employment/unable to drive a car to carry out his/her work
- May find it difficult to get a job due to conviction/not being able to travel to work or carry out a job in which driving was required
- Inconvenience as the person travelling to work will have to use public transport or depend on a lift from colleagues
- Increased costs when insurance is required/increase in premiums for a drink driving conviction
- May cause conflict between family members having to drive the person around due to their ban
- May face a fine and may not be able to afford the fine which may cause problems at home
- Jail – illegal to take drink and drive and will have a criminal record which may affect future employment prospects
- Crashing a car/accident may cause death or serious injury

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:

- Could talk to parents/carers/teacher who could offer advice on how to deal with tricky situations or practical ways of avoiding a risky situation
- A young person should weigh up the advantages and disadvantages (self-evaluation) of risk taking behaviour and if it is thought through and unsafe, then it should be avoided

- Not going out to avoid tricky situations/staying in the house
- Choose friends carefully and avoid people who do not accept you for who you are or those who you continually have to impress
- Have a hobby you enjoy as there is less chance of getting bored and wanting to do something risky/clubs
- If a young person enjoys an adrenalin rush then engage in an activity, e.g. a sport that gives you it without risking yourself or others
- Helpline for advice and to find out how to avoid

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

- 2 (a) APR is the interest rate charged on a loan/yearly rate/extra money paid back

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

- Money added to what you pay back

Or any suitable alternative

(1 × [1])

AO2 [1]

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

- Interest rates will be very high/difficulty in paying back loan
- Inability to pay rent/mortgage may result in loss of family home to loan shark demanding money borrowed
- Family disagreements leading to stress/illness/family break up
- May get into further debt by taking out another loan to pay back the money owed
- May be forced to hand over the Social Security books and turn to crime to pay off debt
- There may be the threat of physical violence if payments are not made
- May take personal possessions until loan is paid off causing anxiety and stress

Or any suitable alternative

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

AO2 [2]

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

- A personal loan can give help with extra money when it is needed most such as emergencies, e.g. car breaks down and needs fixing
- A personal loan is a relatively fast way to get funds for a special purchase or house project, and a large amount of money can be borrowed
- As a large sum of money is often borrowed the interest rates may be quite competitive, as there are a number of lenders competing for business
- With a secured loan a person may have a greater flexibility with the arrangements for paying it back
- With a secured loan a person may also have access to the money faster, often within 24 hours
- Creates independence/self reliance/responsibility/less reliant on family

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:

- 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
- Make sure you take time to socialise with others
- Set aside time for hobbies/relax
- 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:

- Tell someone, for example, your form teacher, your Principal, pastoral care co-ordinator or who can help resolve the incident
- Talk to an organisation such as Bully Busters, ChildLine, Beatbullying, Kidpower that can give advice and help with your experience/internet/on-line
- Stick up for yourself as much as possible and don't let the bully make your life difficult/ignore/don't give them attention
- No-one should fear going to school or going out as you have the right to feel safe and secure in your environment
- Talk to a parent who may challenge the parents of the bully
- May contact police to help deal with the problem and prevent bullying

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:

- The media (magazines/fashion pages, etc.) may only show thin models and think they should try to change their body shape by dieting to be like them
- Famous celebrities may act as role model for the young person and may have a look/image they want to have so the young person may diet
- A young person may suffer from peer pressure due to their body image and want to diet to have a better body shape to fit in with the crowd/peer pressure
- The young person may have a health issue and may have been given medical advice to lose weight or endanger their health
- May want to look attractive to the opposite sex and so feel they had to diet

- May want to lead a healthier lifestyle to improve how they look/feel fit
- lose weight to have more self-confidence/feel better

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE  
MARKS

10

**Section A**

**20**

**Section B****Source Based**AVAILABLE  
MARKS

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

- Joining a local sports club or gym as this gives a young person something to look forward to and helps the person forget about problems
- Join a gym – make new friends/forget about problems
- Self help groups can help, support and guide to assist them/relieve stress
- Try new activities/may give examples – take their mind off the problem

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:

- The drug affects short-term memory making it difficult to recall information which may cause problems in school
- Young person can have problems concentrating/learning in class therefore may have difficulty in keeping up with schoolwork
- People who misuse drugs such as cannabis can suffer from mood swings and can feel suicidal resulting in early death
- With excessive use the young person may suffer from paranoia/hallucinations and anxiety depending on their mood and situation, e.g. may not do well in exams
- May feel tired all the time and can't seem to get motivated and may affect his/her work and behaviour in school
- May stop playing sports/playing music as they are no longer interested or motivated
- May affect their behaviour in school due to effects of cannabis, e.g. aggressive behaviour towards other students and teachers
- If caught in school they may be suspended/expelled and this may affect their future prospects
- May not attend school and will fall further behind in their work which may cause problems when looking for a job

- Lateness to classes or missing the start of lessons because they may go and smoke between classes due to dependency/addiction to the drug
- Smoking cannabis with tobacco may lead to users becoming hooked on cigarettes which may lead to heart problems, bronchitis and cancer
- Smoking joints over a long period of time can lead to respiratory disorders including lung cancer and can make asthma worse
- Smoking cannabis may be more harmful than smoking tobacco as cannabis has higher concentration of chemicals that cause cancer
- Smoking cannabis may cause infertility and impotence in males which may affect relationships in the future

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

- The benefit may come from meeting other people who are in the same situation and derive hope from discovering that others, who once acted just like them, are no longer doing so
- To find others in a similar position may immediately lift some of the shame that may prevent recovery from a drugs addiction
- Going to meetings fills the space and time left by the addiction, and may help people maintain their resolve as they can stay and chat after a meeting
- They may experience a sense of safety and belonging where they can have fun and feel good about themselves without their addiction
- Many self-help organisations of all types have websites, with free information and advice to help the person make informed decisions
- The self-help group provides useful information and support for the individual in helping to break the habit of addiction
- They are free to attend and information is confidential preventing embarrassment or anxiety about the problems to be faced
- May organise events/day trips to build self-confidence

### Negatives

- May not be able to attend all meetings due to school or work commitments and this may result in relapsing back into taking illegal drug
- May feel the self-help groups are not relevant as the group may have older people who may not have as much in common
- May live in a rural area and have to travel longer distances to attend meetings which may cause an inconvenience, e.g. not be able to get a lift, problems with transport, etc.
- May not be able to attend all meetings due to the timing or location of the meetings therefore the person may stop attending and give up this support
- May feel the meetings are not useful for them and an alternative method of support such as counselling would be more suitable/GP

- May refer to stress/facing up to problems/embarrassed
- May realise that they require more support/higher level, e.g. counsellor

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