



Rewarding Learning

General Certificate of Secondary Education
2014

Learning for Life and Work: Modular

Unit 4

Personal Development

[GLW51]

FRIDAY 9 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
MARKS

- 1 (a) **One** from recycling, shop around/sales, buy essentials, stop smoking, buy cheaper items, draw up a budget/plan, reduce spending on entertainment, buy fewer clothes, walk to school/work rather than using public transport, bring a packed lunch to school/work/save money/money box.
Or any suitable alternative
(1 × [1]) AO1 [1]
- (b) Any **one** from the following suggested answers:
- borrow money from friends and family to pay for their gambling habit and never pay the money back which means they will not lend the person money again/credit card due to online gambling.
 - lose their job as a result of gambling and may not have the money to pay for their addiction so may borrow money but cannot afford to pay this money back as they have no income.
 - get a loan from the bank/financial institution to help pay for their habit but if they fail to keep up with their payments the bank may send in the bailiffs/court proceedings to get the money back.
 - spending money on gambling habit and may borrow/loan money from a loan shark to feed the addiction (adreneline).
- 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:
- create a shopping list so as only the essential items are bought and prevent buying what you don't need
 - 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
 - buy in multiples/buy one get one free offers as most supermarkets/stores are keen to promote such deals
 - use vouchers/coupons from magazines to reduce spending on certain food items
 - avoid wasting food by planning meals
 - use club card/reward cards if you shop in the same place each week as points can build up over a period of time
- 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 feeling fit, feeling healthy, live longer, better concentration, more alert, avoiding health problems, correct weight, clear skin, strong hair, strong nails/nutrients/feel better.

Or any suitable alternative

(1 × [1])

AO2 [1]

- (b) 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.
- may 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/DIY project – less time to socialise with friends.

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:

- difficulty sleeping due to remembering events from the past or recalling the actual event which may cause anxiety or agitation at night
- a person may feel depressed and may want to withdraw from social contact from friends or family/difficult getting back to normality/change attitude
- may have mixed emotions (confused) – for example, feelings of relief that the person is out of pain and is now at peace, but at the same time, guilt at feeling relieved
- may have mood swings as emotions arise and they start to try to deal with them. May experience or also lead to feelings of “agitation” and frustration
- feeling of shock/sadness as the person may find it difficult to believe it has happened especially if the death of the person was sudden and unexpected
- a person may feel anger and may want to attach blame to those involved in caring for the person who died
- a person may feel anger and may aim the anger in the direction of the person who died as if in some way they are to “blame” for leaving you
- a person may feel guilt and think of things they should have said to the deceased person or things you wish you had done
- a person may feel guilt and may experience guilt if they are relieved that the person has died (for instance, if the person was in a lot of pain for some time)

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:

- 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
(2 × [1])

AO1 [2]

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

- the mother may miss out/not have time to go out with friends to nightclubs/cinema, etc. because she is too busy looking after the demanding needs of the baby/social health/can't afford to go out/baby sitter
- the mother may find she no longer has the same things in common/hobbies/interests with friends as their lives have changed so much which may make the mother feel depressed/isolated
- the mother may feel isolated or excluded from society as they may not be able to complete their education/training course/have employment where social relationships are formed and continue to provide opportunities to socialise with others
- relationship problems between the mother and father may be caused if the father continues to socialise with his friends and not support the mother and baby's needs

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:

- the birth of a baby is an exciting time and parents thrive on the attention the newborn brings to their family and the beautiful baby presents people buy for the baby.
- parents should discuss their feelings such as frustration, stress and problems with each other and will bring them closer together.
- 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, e.g. feeding during the night so that both parents can have adequate rest.
- the father may not help care for the baby and this may put pressure on the mother in caring for the baby.
- the stress of a new baby may cause problems between the young couple due to a lack of sleep/financial problems.
- the young couple may have very little time for themselves due to caring for a new baby which may cause them to drift apart.
- parents feel they can't cope and feel that they will put the baby up for adoption.

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:

- through the school curriculum, e.g. Home Economics and Learning for Life and Work teachers can help young people through lessons about the dangers of smoking cigarettes, alcohol and taking illegal drugs etc.
- visiting guest speakers can help to get the message across to young people about the risks they may face and challenge many of the ideas they may have about anti social and sexual behaviour.
- school rules, assemblies, charities, clubs, extra curricular.

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:

- when young people drink too much alcohol anti-social behaviour may be caused, e.g. causing a disturbance/rowdiness
- unnecessary waste of police time due to call outs from the public/friends/family
- pressure on hospital accident and emergency services due to alcohol related incidents/accidents
- litter from fast food outlets/carry outs are thrown away with no consideration for the local community in which they live making the area look untidy and dirty
- unwanted pregnancies as some people are likely to take risks due to alcohol lowering inhibitions
- lowering inhibitions may lead to casual sex which may result in STIs and the possibility of passing this infection onto others
- a young person may get into persistent trouble with the police due to alcohol related incidents such as aggression and receive an ASBO
- there may be an increase in crime (vandalism, robbery, theft) which may affect the property prices in the area
- gangs of young people who are drunk may intimidate members of the public who feel unsafe and threatened by their behaviour, e.g. elderly

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

- taking risks is part of growing up and can be a positive experience. For example, by trying a new sport or raising money for a charity
- teaches them to question the way they behave for example the difference between right and wrong so as to avoid risking the lives of others as well as their own
- by being part of a group gives the young person a sense of belonging which helps to improve their self-esteem/sense of achievement
- provides a support mechanism when a young person is having personal problems/stress as they have friends they can talk to and who may listen to their concerns which will help to lower stress levels
- may assume a role within a group which may help to improve their self-esteem and skills, i.e. leadership, planning and organisational skills
- life-long friendships may develop due to the bond created when they were young and the similar interests/hobbies they may have in common
- develop positive value systems due to the experiences shared between peers which may be long lasting
- encourages the young person to become more independent rather than depending on parents and family

Negatives

- lack of confidence/insecurity because they are unable to gain membership of a particular group unless they take an active role within the group
- the need to be part of a crowd and become pressurised into becoming involved in activities that may endanger their health and safety, e.g. smoking/ alcohol/drugs
- the person may feel bullied/isolated and may lead to self-harm/suicide as the young person may lose some of their self-esteem because they are unable to make individual decisions
- peer group pressure – some young people may be likely to take risks when they are with their friends as they are encouraged to try something dangerous and are afraid to let them down.
- impressing friends and wanting to be accepted so it is easier going along with the crowd so as not to be left out which may mean losing their status within a group
- loss of personal identity/adopt the group identity as they don't feel they can say no or speak up when they are in a risky situation as they may feel embarrassed if they are the only person who says "no"
- may lead to problems with family, school and law due to anti-social behaviour may become involved with, e.g. stealing cars, vandalism, drinking in the street, "yobbish behaviour" or fighting, an overdose, car accident, someone being stabbed

Or any suitable alternative

Award [0] for responses not worthy of credit

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

AVAILABLE MARKS

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