



Rewarding Learning

General Certificate of Secondary Education
2017

Learning for Life and Work: Modular

Unit 4:

Personal Development

[GLW51]

FRIDAY 12 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 can't go to school, stay at home, can't go out with friends, no sports clubs or societies attended, may not see friends, left out, isolated, can't communicate

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- Plan your meals carefully to ensure a balanced diet is followed as opposed to convenience/junk foods
- Start a diet and follow a diet plan of healthy foods and cut out unhealthy foods
- Invasive procedures, e.g. gastric band or balloon fitted to lose weight
- Attend a weight loss organisation, e.g. Weight Watchers or Slimming World which can help support weight loss and advise on the correct foods to be eaten
- Take part in some form of physical activity such as jogging, gym, classes at gym to help become fitter and healthier
- Seek advice from medical professionals on how best to lose weight to make sure health is not put at risk by losing too much too soon, e.g. GPs and dieticians
- Smaller portions which help the person cut down on the volume of food eaten which may help to lose weight
- Eat healthy food/balanced diet such as fruit and vegetables (5 a day) to avoid gaining excess weight
- Check the nutritional value of food to try and ensure less fatty/sugary food is eaten

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:

- Hair colour may be similar between children and parents, e.g. a parent who has red hair is likely to pass the gene on to children.
- Skin type may be similar to parents for example, sensitive or dry skin, or acne
- Eye colour may be the same as parents/one parent, e.g. blue eyes
- Height may run in the family, may be tall or small depending on parents' height
- Weight, may be thin, overweight, average depending on parents' size and build
- Inherited diseases (may name diseases, e.g. cystic fibrosis, haemophilia, cancers, heart disease) may be passed down through the family

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(1 × [2])

AO1 [2]

AVAILABLE
MARKS

5

2 (a) One from:

- Teacher
- Question and answer session
- Questionnaire
- Participant questionnaires
- Verbal feedback/meeting in a group
- Written records
- A vote
- School council

Or any suitable alternative

(1 × [1])

AO2 [1]

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

- Subject teacher/Form tutors/LLW teachers may teach lessons about the dangers of smoking cigarettes, alcohol and taking illegal drugs etc.
- Visiting guest speakers or school assemblies may 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 antisocial and sexual behaviour/awards
- School rules are important in teaching young people how to behave while in school and teaching them the values required outside school/discipline
- School charities may encourage young people to support a cause/issue and making them feel they are doing something worthwhile to help others
- Extracurricular clubs may encourage young people to work as a team and avoid the distractions of dangerous/risky behaviours
- Learn/taught how to behave by teachers which will help build confidence
- Work experience will encourage a young person to behave responsibly/more mature

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:

- Encourages the young person to become more independent rather than depending on parents/family, e.g. doing activities together/attending with friends/new challenges
- Teaches the young person to question the way they behave as they are responsible for their actions and consequences
- Sense of belonging to a group of friends helps a young person's self-confidence as they feel part of something/socialising/career/future
- Support mechanism as they may help to lower levels of stress regarding family problems, school, girlfriend/boyfriend/trust
- Assume a role within a group of friends and this may improve self-confidence, i.e. leadership/leading by example
- Develop lifelong friendships with similar interests/help them through good/bad times/liked by someone
- Depending on the activities their friends are involved with they may become more active in the church, fund-raising for good causes and develop a sense of self-worth/study together

Or any suitable alternative

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

AO2 [2]

5

AVAILABLE
MARKS

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

- Could talk to parents/teacher/honest with parents
- Weigh up the advantages and disadvantages (self-evaluation)/research
- Not going out to avoid tricky situations/staying in the house
- Choose friends carefully/new friendships
- Avoid people who do not accept you or who you are, try a new sport
- Take up a new hobby
- Helpline for advice
- Stay in education
- Don't do it
- Don't do anything you don't want to do

Or any suitable alternative
(2 × [1])

AO1 [2]

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

- Loss of driving licence/inconvenience of not being able to drive for work, family or sporting reasons
- Social stigma of having a conviction for driving under the influence of drugs that is socially unacceptable
- Possible loss of employment/unable to drive a car to carry out his/her work commitments
- 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 driving ban
- May face a fine and may not be able to afford the fine which may cause problems at home/family
- Jail – illegal to take drugs and drive a car so may have a criminal record, this may affect future employment prospects
- Crashing a car/accident may cause death or serious injury to young person or others/reactions may be affected

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 young person may want to impress other group members by taking risks which may affect their health, e.g. joyriding, taking drugs, antisocial behaviour etc. to be cool
- May be viewed as the leader of the group and feel pressure from others within the group to take part in riskier activities to maintain the 'top' role
- The young person may be the group leader and the peers within group may follow his lead to show loyalty and respect for the group leader
- Members of the group may show off in front of each other to gain status and favour within the group, e.g. joyriding, taking drugs, antisocial behaviour etc.
- To fit in and impress group members the young person may become involved in risk-taking behaviour

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:

- Not enough money to pay household bills, e.g. food, rent/mortgage/ electric, etc. which may cause the family to go into debt/pay for essentials
- May cause health problems for the family members such as young children especially during the winter months if there is no money for oil/gas
- No money to cover unexpected expenses, e.g. car or boiler for heating system breaking down which may be a serious inconvenience/cold in the winter
- Money may have to be borrowed from a financial institution/family/ friends, etc. which will further increase their outgoings
- May have to get a bank loan and pay interest, causing further stress and spiralling of debt
- Credit may not be readily available due to unemployment/credit history and the family may need to borrow money from loan sharks
- Family may lose their home/repossessed or declared bankrupt if mortgage payments are not keeping up to date. This will make it more difficult in the future for the parents to buy their own home
- Emotional and social issues – arguments, relationship difficulties/ neglect/stigma/embarrassment, alcohol/drug abuse, problems with loan shark/violence/luxuries

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:

- Keep to a budget and track spending so you can work out a budget to reduce your spending to try and improve your financial situation
- Take free advice from Citizens Advice 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 renegotiate the terms of the loan/mortgage or credit agreement to avoid repossession of goods from home/bankruptcy
- Borrow money from friends/family as they may not charge interest to help the person through a difficult situation
- Debt consolidation where 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
- May need to find a second job to work extra hours to help pay off the debt faster
- Help from friends/family/loans/advice to help pay off some/all of the debt
- Loan sharks/moneylenders may be used in an emergency to pay off debtors
- Credit card/balance transfers may be used to move the debt around giving the person more time to pay
- Selling personal items on Internet, etc. to help raise extra cash to pay off the debt

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

- Debit cards are more secure and safer than carrying around large amounts of cash that could be lost or stolen
- There is no fee for using your debit card to access bank machines or to purchase items in-store
- The majority of retailers (restaurants, shops and garages) accept debit cards when making purchases which is very convenient if you don't have cash
- Able to make purchases when you don't have the money on your person, e.g. for Christmas time or a special occasion, as the money comes straight out of your account
- A person may be protected if the company you purchased the item/holiday, etc. goes into bankruptcy
- Goods may be bought using the 'contactless' debit card which aims to speed up purchases and save time queuing in shops
- A person may waste money on impulse buying and not leave enough money in their bank account for bills or essential items

Negatives

- If debit cards are lost or stolen this can cause concern for the person as someone may use the card to buy goods (fraud) especially online
- If you do not manage your money account carefully you could end up in serious debt as banks may charge high interest if you overspend and go into an overdraft
- If the 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 debit card to steal money
- Some banks/shops may charge a small fee for using your debit card if under a certain amount or to access your money from your bank account

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.

AVAILABLE
MARKS

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**AVAILABLE
MARKS**

10

40**Assessment Objectives Grid**

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