



General Certificate of Secondary Education
2018

Learning for Life and Work: Modular

Unit 4:

Personal Development

[GLW51]

FRIDAY 11 MAY, AFTERNOON

**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 of 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:

talk and listen to each other, write notes to each other, message board, always ask if you want to borrow, timetable to take turns, e.g. computer or TV, make a rule that if one person is talking the others are listening, counsellor support, no phones, family games night, family group chats. Or any suitable alternative.

(1 × [1])

AO1 [1]

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

- Allow the teenagers to speak about problems or worries in their lives which helps relieve stress/avoid trust issues between parents and teenagers
- To discuss roles within the family to help support each other rather than parent/parents doing everything for the children/equal roles
- Allows the teenage children to share problems and to help each other by finding solutions, e.g. money, work, concerns over family or friends
- Working together as a family will allow for a discussion of future plans, e.g. holidays, birthdays, parties, etc.
- Taking the time to talk and listen to each other avoids missed or confusing messages about certain issues
- May prevent conflict in the relationship by allowing each other to discuss responsibilities and issues which may affect each other
- Look after sibling, support parents
- P/T job, earn money, manage money
- Set tasks, completed, reward

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:

- Accept the differences between each other to try to get along regardless of how they look, what they believe, interests and hobbies
- Treat the loved one/partner the way you would want to be treated which will show mutual respect for each other
- Sit down and discuss differences of opinion which will help to prevent arguments escalating into conflict

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) Any **one** from:

cleaning house, objects locked out of the reach of children such as medicines/domestic cleaning liquid, keep hazardous materials/bleach out of reach, locking doors, stair gates, railings, fireguards, parents/family no smoking, good area.

Or any suitable alternative

(1 × [1])

AO2 [1]

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

- Teach the child how to share with other children through birthday parties/playing games at home
- Teach the child how to share through family activities such as mealtimes, taking turns for watching television programmes etc.
- Teach manners such as saying please and thank you when asking or returning items borrowed
- Lead by example to show the child values such as honesty, respect, responsibility, patience, forgiveness and generosity/charity

Or any suitable alternative

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

AO2 [2]

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

- The mother may suffer from postnatal depression (baby blues) which will affect how she feels about her self-confidence, self-esteem and relationship with both the baby and the father
- Lack of sleep/crying baby/illness can cause stress for the parents that can build up into arguments or disagreements about many issues if they do not talk and discuss how they feel
- Mother may have feelings that she is unappreciated, resentful, envious, or even scared which may cause arguments or disagreements between the parents as they cope with the demands of a new arrival
- May have feelings and concern over a lack of money which may make the young mother feel depressed, worried and anxious

Or any suitable alternative

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

AO2 [2]

AVAILABLE
MARKS

5

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

- Don't have time to prepare food
- Don't understand/lack of knowledge
- Not interested/bored easily
- Lack of will power/motivation
- Lack of support from family/friends
- Expensive
- Work patterns
- Addiction to sugar
- Don't like food/taste
- Bad eating habits
- Not enough money
- Peer pressure
- Influence of media

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- People with low incomes/lack of money may tend to smoke more; smoking causes more health problems like cancer and respiratory problems
- People on low incomes/lack of money may work long hours to get more money; this leaves less time to visit the doctor if they are ill. They are more likely to be in jobs where there is little flexibility for getting away for appointments
- People on high incomes are often covered by private medical insurance. This means they may have better treatment and receive it more quickly. Those with lower incomes can't afford this and sometimes face long waiting lists for hospital appointments
- People who have low incomes/lack of money may experience greater stress and are more prone to illnesses and experience stress/lack of sleep/tiredness/creates more stress/eat less/comfort eating
- People on higher incomes/with demanding jobs may experience stress/lack of sleep/tiredness/creates more stress/comfort eating.
- A lack of money/unemployment may prevent the buying of healthy foods such as fruit and vegetables, buying processed foods which are high in fat/sugar which may cause obesity/overweight
- A person who may lose their job (redundant) may worry about how to pay the bills/mortgage causing stress which may cause them to eat less/lose weight
- Not able to afford gym membership – unfit/unhealthy
- Poor housing, may be more pollution, lung problems

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

AVAILABLE
MARKS

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

- 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 experience stress in facing up to problems and embarrassed to share their experience with a peer group
- May realise that they require more support/intervention at a higher level, e.g. counsellor
- Influence of others in group, may be bad influence, cause a relapse
- Unskilled support workers, may not have confidence in process
- May not be useful, forced to attend by parents/outside agencies

Or any suitable alternative

[1] for the correct identification

[1] 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:
- May reflect an aspect of their personality by belonging to a particular group identity by the clothes they may wear (source)
 - Young people don't like to be seen as being different from their peers so will follow the common trends to fit in
 - May feel pressurised by their peers to dress in a similar way to avoid bullying/name calling
 - May make them feel happy/popular as they are viewed as being trendy, well dressed and good looking
 - May be judged by their peers by the clothes/brands they wear due to the marketing strategies aimed at young people/celebrities

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:
- 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

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:

Positives

- The media (television, radio, magazines) may give a young person access to famous celebrities. They may act as role models for the teenager who may want to be like them and encourage healthy relationships
- Certain programmes may present certain issues such as about sex and relationships in a way which may build confidence/self-esteem to engage in a relationship
- Watching reality television may inspire a future career for a young person due to the wide variety of opportunities now available
- Current affairs/news programmes may develop the young person's ideas, values and opinions which will encourage independent thinking and decision making
- It can sometimes be difficult to separate fiction and real life. The media can educate young people on aspects of sexual relationships by giving information and advice
- The media often portray the importance of family values. This can have a strong influence on how young people behave
- The media has a very powerful influence on the way people think about sexual relationships as the media may be present in all aspects of a young person's life
- The media also often portray a sense of morality through religious programmes. This can influence young people's attitude to sexual relationships

Negatives

- The media 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
- May encourage a young person to see celebrities behaving badly and believe it is acceptable to behave in a similar way, e.g. alcohol/drugs/language
- Certain programmes may present certain issues such as about sex and relationships in a way which may put negative pressure on teenagers to have a relationship which they are not ready for
- Soap operas and reality television can portray certain standards of sexual behaviour which seem to be acceptable
- The media (magazines/fashion pages) may only show thin models and may be a reason why teenagers suffer from eating disorders

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