

New  
Specification



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General Certificate of Secondary Education  
2011

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## Learning for Life and Work (Modular)

Unit 4

Personal Development

[GLW51]

MONDAY 9 MAY, MORNING

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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

### Personal Development

1 (a) Any **one** from the following suggested answers:

- honesty/trust
- care
- support/help each other
- joint discussions
- not having sex
- not going out with someone else
- by talking or listening to each other
- not being jealous
- not being violent or aggressive/argue
- not seeing the other person as a sex object
- share feelings
- being aware of the other person's needs
- making time for each other
- treat each other with dignity/privacy/space
- to apologise when there has been a misunderstanding
- compromising
- respecting others opinions

Or any suitable alternative

(1 × [1])

AO1 [1]

**(b)** Answers may include reference to any of the following:

- to speak about problems or worries in their lives which helps relieve stress
- to share problems and to help find solutions, e.g. money, work, concerns over family or friends
- to share hopes, thoughts and feelings for now and in the future
- to discuss plans for the future, e.g. holidays, birthdays, parties, etc.
- taking the time to talk and listen to each other avoids missed or confusing messages about certain issues
- to prevent conflict in the relationship which may destroy the relationship in the long term
- keep relationships strong

Or any suitable alternative

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

AO2 [2]

**(c)** Answers may include reference to any of the following:

- encourage the young person to feel comfortable with their peers and other adults as they are not dependent on their parents as someday they may not be there
- encourage the young person to make new friends by joining a sports, youth club, etc.
- help young person to have more confidence in their own ability and be aware of their talents and skills
- good social skills help a person become a well adjusted, independent member of society/avoid conflict
- helps to achieve personal/career success and make a valuable contribution to the community/society. Can use both personal and career
- make them feel valued/loved by spending time with them and doing things together
- encourage them to do things for themselves as this will help them in the future, e.g. responsibility of family life, attending university, part-time job

- give praise when they have achieved or done something well, e.g. household chores, as this will help the young person to mature
- celebrate successes and special occasions such as birthdays, passing driving test, winning a medal, picked for sports team, etc.
- take the time to listen to the young person and what they have to say, so they feel their opinion is valued. This will give them the confidence to speak up for themselves
- offer advice on issues that concern the young person rather than dictate solutions
- encourage the young person to try new activities or hobbies to gain confidence in improving skills/friendships

Or any suitable alternative

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

AO2 [2]

5

2 (a) Any **one** from the following suggested answers:

- health visitor
- GP
- nurse
- pharmacist
- physiotherapist
- occupational therapist
- dietician
- counsellor
- dentist
- personal trainer

Or any suitable alternative

(1 × [1])

AO1 [1]

(b) 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
- 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 the emotions arise and you start to try to deal with them. This experience can also lead to feelings of “agitation” and frustration
- feeling of shock 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 that you wish you had 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

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

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

- may meet more people at sporting activities which may increase their circle of friends and this can lead to social activities/events after sport
- taking part in sport and exercise improves a young person’s self-esteem and self-confidence, making them feel good about themselves/fit and healthy
- young person may learn new skills as the chosen sport may involve working as part of a team, using new equipment, etc.
- young person enjoys exercising/playing sport which helps to relieve/escape the pressures/stresses of school and family life
- if the young person enjoys exercising and playing sport this is likely to continue into adulthood, which can help to prevent heart disease/weight problems, etc.
- increase energy levels/able to do more
- reduces boredom/something to look forward to

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

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

- eating disorder
- anorexia
- bulimia
- heart disease
- low blood pressure
- dehydration
- mental health
- underweight
- anemia
- losing too much weight
- obese/gain weight
- not getting nutrients/vitamins/calcium
- affects body organs
- not having a balanced diet
- illness
- social problems

Or any suitable alternative

(2 × [1])

AO1 [2]

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

(i) **Appearance**

- happy/content with appearance/good self-image
- feel attractive to others
- more self-confidence
- happier relationships with others
- high self-esteem/positive self-concept

**(ii) Relationship with friends**

- encourages the young person to become more independent
- teaches them to question the way they behave
- sense of belonging to a group of friends helps a young person's self-confidence
- support mechanism as they may help to lower levels of stress
- assume a role within a group of friends and this may improve self-confidence, i.e. leadership
- develop life-long friendships/help them through good/bad times
- depending on the activities their friends are involved with they may become more active in the church, fundraising for good causes and develop a sense of self worth

Or any suitable alternative

Up to [2] depending on the detail of the explanation  
(2 × [2])

AO2 [4]

**(c)** Answers may include reference to any of the following:

**(i) Setting realistic goals**

- if you set goals which are too high you may become disappointed if you don't achieve as well as you thought you would, e.g. exams, school success, team sports
- setting goals which are too low may cause the person to make wrong career or personal choices if they end up achieving better than expected
- if you set goals which are achievable then you may feel good about yourself and this may encourage you to strive for better things both in your personal life and your career

**(ii) Taking up a hobby**

- a new hobby may make the person forget about the stresses/pressures and allow them to enjoy themselves for a short time
- help them to meet new friends who they could share and discuss ideas with and they could learn from them
- if the hobby involves getting fit the person may feel better about themselves both physically and emotionally in dealing with pressures
- a new hobby may help to avoid stress as it gives the person something to look forward to each week

Or any suitable alternative

Up to [2] depending on the detail of the explanation  
(2 × [2])

AO2 [4]

10

## Section B

AVAILABLE  
MARKS

### Source Based

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

- if you buy an item on instalments and can't pay the money back as they have too many outgoings. Once payment is missed the company will charge high interest rates and you end up paying a lot more for the item (Buy now, pay later)
- some deals reduce your monthly payments but you have to pay a larger cash amount at the end of the payment period. Some people may forget about this payment and can't afford to pay and a high amount of interest may be charged
- bills may be paid weekly, fortnightly, monthly and quarterly so if you don't budget your money carefully you may end up in arrears for a number of household bills, e.g. gas, oil, electric, phone, etc.
- if you do not pay your credit card bill the credit card company may charge high interest rates that may be difficult to pay back causing debt
- credit cards, as people may overspend, e.g. holiday/Christmas periods and pay back too little. Interest charged will increase
- new-born babies cost a lot of extra money that needs to be planned for and this extra expenditure can be difficult for a family, e.g. nappies, milk, cots, etc.
- monthly/weekly wages may be reduced after a period of time if someone is off sick/ill for a long time yet the household bills, etc. still have to be paid out of the reduced income received
- money may be spent to keep up an addiction/habit (drugs, alcohol, spending, smoking), and because of the need for the addiction other living costs may be ignored to pay for the addiction

Or any suitable alternative

up to [2] depending on the detail of the explanation  
(2 × [2])

AO1 [4]

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

- may not be able to meet their household bills, e.g. food, rent/mortgage/electric, etc. which may cause health problems for the family during the winter months
- no money to cover unexpected expenses, e.g. car or boiler for heating system breaking down which may be a serious

inconvenience

- 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
- loss of luxuries for all members of the family

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 “buy now pay later” culture means people can use their cards to pay for goods even if they don’t have the money, e.g. television, computer but still need to pay for the goods when their monthly bill arrives
- credit cards are more secure and safer than carrying around large amounts of cash that could be lost or stolen
- the majority of retailers accept credit cards when making purchases which is very convenient if you don’t have cash
- accepted internationally and therefore can benefit travellers if they don’t have the money to spend while on holiday or need access to additional cash
- you are able to make purchases when you don’t have the money, e.g. Christmas time or special occasion, and pay the money off in one installment or over a period of time
- some credit card companies offer rewards such as air miles/cash back/points to encourage people to take a credit card and use it regularly
- you are protected if you use a credit card and the company you purchased the item/holiday, etc. goes into bankruptcy
- if you use credit cards to pay for goods on eBay/internet and don’t receive the item you purchased you can claim the money back off your credit card

### Negatives

- if credit cards are lost or stolen this can cause concern for the person as someone may use the card to buy goods (fraud)
- paying for goods online by credit card and not receiving the item compared with buying with cash (fraud). This may cause hassle and stress trying to retrieve the money
- if you do not manage your money account carefully you could end up in serious debt as credit card companies may charge high interest on their credit cards
- 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

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

**Total**

**40**

**Assessment Objectives Grid**

	Q1	Q2	Q3	Q4	Q5
AO1	1	5	2	4	
AO2	4		8	6	
AO3					10