



Rewarding Learning

**General Certificate of Secondary Education
January 2016**

Learning for Life and Work: Modular

Unit 4

Personal Development

[GLW51]

THURSDAY 7 JANUARY, 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 honesty/trust, care, support/help each other, joint discussions by talking or listening to each other, not being jealous, not being violent or aggressive/argue, 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, compromise, respecting each other's opinions

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- Allow the couple to speak about problems or worries in their lives which helps relieve stress/trust issues
- Working together will help to keep the relationship strong rather than one member doing more than the other/equal roles
- Allows the couple to share problems and to help each other by finding solutions, e.g. money, work, concerns over family or friends
- Working together 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.

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:

- 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 sport, youth club, etc.
- Help the 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 examples

- 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
- Examples such as managing money/chores to improve self-esteem/later life

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:

Tell someone (form teacher, your Principal)

Talk to an organisation, Bully Busters, ChildLine, Beatbullying, Kidpower (may name an organisation), Stick up for yourself, Talk to a parent, May contact police

Or any suitable alternative

(1 × [1])

AO2 [1]

(b) Any one from the following suggested answers:

- A young person's peer group may put pressure on them to take risks which they may not feel comfortable with
- The school the young person may attend may put pressure on the young person to succeed/play sport/pass exams
- The media advertise and promote products and services to sell to young people, their family and parents whom they feel they must have to fit in/ behave/look
- Family – due to success of siblings/sport/exams, may feel pushed

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:

- A young person more likely to submit work on time, e.g. homeworks, past papers, coursework for the teacher to mark so they can improve their work through practice
- Setting aside time for revision/making a plan so they can study at home for a range of different subjects to prevent cramming or panic before the exam
- Being realistic and setting time-scales for studying on how much you can complete in an evening, week or weekend to avoid feeling stress/pressure and therefore more likely to succeed
- Should allow for a work/life balance to make sure time is available to socialise with friends or continue with your hobbies to relax and relieve some of the stress that studying may bring
- Push themselves to do well which may benefit them in the future/ courses/career

Or any suitable alternative

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

AO2 [2]

5

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

- Food
- Water
- Clothing
- Shelter
- Electricity/heating
- Medical services

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- May not last too long as the item will have been used by someone else over a period of time and a fault/failure may occur quickly after purchase/can't get refund
- Will not always come with a warranty or guarantee should anything go wrong, so if the item breaks a person may have to buy a replacement
- Don't know what you are buying and may be buying someone else's problems, e.g. car/losing out on money paid
- May buy an item on EBay, e.g. second hand clothes which do not fit and the seller do not accept returns
- Don't know what you are buying (stolen, fake) and will not have the same consumer protection
- Not the same satisfaction, may not have up-to-date features, more likely to have problems
- May feel embarrassed/awkward due to other people's perception of goods/clothing

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

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

- 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 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 be declared bankrupt if mortgage payments are not kept 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/working longer hours may affect relationships
- Loss of luxuries for all members of the family due to the difficult circumstances which may affect all members of the family
- May turn to crime/gambling to try and pay loans/debt which may make matters worse/further debt/jail

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

**AVAILABLE
MARKS**

Source Based

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

- The work place provides an opportunity for people to meet and develop friendships through interaction during the working day (break/lunch)
- People who work together can also communicate about a common interest such as sport or music which may encourage people to socialise outside the workplace
- Social events may encourage friendships and common interests

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:

- 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/support sleep pattern
- If the young person enjoys exercising and playing sport this is likely to continue into adulthood, this can help to prevent heart disease/weight problems, etc.
- Increase energy levels allowing the person to be more active and complete more activities at home/work
- Reduces boredom as the person may have something to look forward to during the week/weekend

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

- Gives them a feeling of courage because of the way alcohol may make them feel which may help them become more self-confident
- May help to break down barriers as alcohol may make the person more talkative and feel more confident to open and share thoughts and feelings
- Allows the young person to escape from the problems/stresses in their lives for a short period of time, e.g. school/home, exam pressures
- A couple of drinks may help the young person to feel relaxed and wind down after a week working/studying

Negatives

- May lead to memory problems due to excessive alcohol and not remembering what had happened over the weekend
- Depression – alcohol is an anxiety inducing drug which may lead to depression and this will affect their ability to cope with life's problems/lose job/family issues
- May lead to depression and possibly suicide/self-harm if not taken in moderation
- May cause diabetes as alcohol affects the levels of sugar in the blood, especially if drinking alcohol with high levels of sugar, e.g. alcopops
- Liver problems, such as cirrhosis of the liver because the liver cannot cope with excessive amounts of alcohol
- Personal injury due to an accident that could last a lifetime caused by impaired judgement or blurred vision
- Heart problems – leading to ill-health which may prevent living a fulfilling life/death caused by drinking excessive alcohol

- Alcohol may lead to a poor diet as a result of excess alcohol may lead to obesity/weight problems
- High blood pressure – increased risk of strokes later in life due to excessive alcohol which may affect the ability to function and cause other health issues
- Encourage many young people to drink too much which may lead to loss of control which may lead to aggressive behaviour, e.g. fighting
- Hangover – difficulty concentrating on schoolwork/problems with learning due to excess alcohol

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 used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3 [10]

AVAILABLE MARKS

10

Total

40

Assessment Objectives Grid

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