



Rewarding Learning

**General Certificate of Secondary Education
2016**

Learning for Life and Work: Modular

Unit 4

Personal Development

[GLW51]

FRIDAY 13 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 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 joyriding, anti-social behaviour, taking drugs, unprotected sex, drinking and driving, pier jumping, shop lifting, self-harm, severe or excessive dieting, unprotected sunbathing, fighting, lifts with strangers, drug driving/vandalism.

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- A young person may talk to their parents before engaging in risky behaviour as they have the young person's best interests at heart
- Parents were also young once and could offer advice on how to deal with the situation to minimise the risk
- Parents may offer practical ways to avoid the situation altogether and avoid the risky behaviour and potential harm (make parents aware, curfew, intervention)
- Set sanctions/boundaries as parents understand the seriousness, avoid potential harm.

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:

- A person may have stolen another person's identity online, and pretended to be that person to others. Someone may use the same sign-in to cause damage to a person's reputation in their absence
- People are not always who they say they are online and may pretend to be someone they are not, e.g. sexual predators may try to arrange meetings
- Bad or offensive comments can be posted online and a person may become a victim of cyber bullying where a young person may feel intimidated. This may lead to depression and even suicide
- A social networking site is accessible to everyone and a person can remain online for a long time even after a person stops using it
- Information on social networking sites may be used by people and prospective employers to make judgements about your character/ personality
- Young people may spend a lot of time on social networking sites and may become addicted to communicating online

- A young person may find themselves in a situation where they don't want to interact face to face with other people
- Important social skills may become lost due to the time spent at home and online which may lead to depression

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: friends, family, parents, government benefits

Or any suitable alternative

(1 × [1])

AO2 [1]

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

- Taking the child to a local park/playing in the neighbourhood – to play and interact with other children of a similar age by copying other children, running, jumping and climbing
- Invite other children into your home – encourages the child to share their toys and communicate when playing with the other children
- Attending a nursery school/primary school – encourages friendships and communication skills in a structured setting through playtime, reading, active learning strategies in the classroom/church
- Being looked after by other family members – to help children become more independent by communicating with others and not becoming solely dependent on the mother/father
- Taking the child out to restaurants/shops – showing the child how to behave (not touching items, sitting on a chair, not shouting out), and interacting with staff when ordering a meal or drinks
- Extracurricular activities/joining clubs – can build a child's self-esteem and improve their skills as they are doing something they enjoy and will make friends who have something in common
- Eating meals together – this quality time is where a child could be asked questions about their day away from other distractions such as television
- Allowing the child to pay for items in a shop as this encourages responsibility and independence in the child by interacting with other people
- Read to the child – this helps develop language skills which will build confidence and help them to communicate with others
- Talk/communicate to the child to encourage communication between the parent and the child showing an interest in their experiences, e.g. school day, friends etc.
- Role model – following the parent's example on how to behave, manners, sharing and good communication
- Not to spend time on a mobile/tablet to encourage children to interact with others.

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:

- Parent may buy educational toys and spend time playing with the child to help them develop and learn new skills
- Get a tutor to help the child with a subject/topic they are having difficulty with
- Help with the child's homework such as reading/written homework to make sure the homework has been completed correctly/straight after school
- Correct the child's homework to show the mistakes they have made so they can learn from their mistakes
- Communicate regularly with school (note, diary, record) and inform them of any problems the child may be having with homework
- Reward for completing homework, going to park/watching T.V.
- Avoid distractions such as mobiles by giving back after work is completed.

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:

- Hair colour
- Acne
- Genetic disorders
- Skin type
- Eye colour
- Height
- Weight
- Inherited diseases (may name diseases, e.g. cystic fibrosis, haemophilia, cancers, heart disease)

Or any suitable alternative

(2 × [1])

AO1 [2]

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

- New challenge/start for a family moving house to a different area where they have an opportunity to meet new people and join new activities
- Family may be forced to move home and this may create uncertainty and anxiety for everyone
- Family may be excited at the prospect of moving to a bigger home where everyone has their own bedroom
- Some children may not cope well with change and this may cause the child to feel insecure or isolated until they get used to their new environment/memories
- The children may not want to move house which may cause conflict with parents as they may miss their friends/anxious having to move schools, don't know anyone
- May be better, as old house may be cramped, more space
- Elderly person, anti-social behaviour, cause stress

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:

- Targeting of children by advertisers was causing problems for parents at the supermarket checkout because children threw tantrums when parents refused to give in to demands for sweets and other junk food
- The government was concerned about the 'obesity epidemic' amongst children and wanted to be seen to be doing something about it so they banned advertising of junk food during children's programmes, etc.
- Advertising of sweets, sugary cereals with toys, fast food and unhealthy, sugary drinks to children would encourage them to pester their parents after seeing adverts on TV/role models
- Children can be influenced by the latest toy being advertised/ marketed and are over eating products such as sweets, treats and fast food meals
- If children don't see the advert then they may be less likely to be influenced and want to eat junk food

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:

- If a young person sets a goal and achieves this goal this will help to make the young person feel good about themselves which will increase their self-confidence
- When you know what you want to achieve in life you may not be put off by any setbacks
- Helps you to set realistic/achievable targets to help achieve your goal/easier to achieve/sport/career/music/school
- Gives you a focus on what you want to achieve rather than less important things/look forward to challenge

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:

- A young person may improve their self-esteem/confidence by successfully working as part of a team to achieve a goal/task/sharing workload, less stress
- May learn new skills such as organising, planning, problem solving, writing to help make the activity successful
- Working alongside others will teach the young person to listen and learn from others people's viewpoints/share responsibilities
- Good communication between members of the group will make sure each member knows what role/task they have to complete for the group activity/make friends
- Being part of a successful group activity will give the young person a sense of achievement which may help them in other areas of life/future

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

- Drawing up a revision timetable/plan is effective to make sure all subjects are covered over the weeks and months ahead
- Drawing up a revision plan will make the student feel organised and ready for study
- It is important to take regular breaks while studying to allow time to relax and enjoy something else, e.g. watching television
- It is important to take time away from studying by playing a sport/incorporate exercise into breaks to help alleviate the mental pressure of studying for exams
- It is important to keep a healthy mind and body by drinking plenty of water and eat a balanced diet to maintain optimum brain function
- Set realistic goals and reward yourself when you have accomplished something or revised for a period of time
- Find out what you're learning style is, and revise as much as possible using styles that suit you as a learner
- Keep things in perspective (healthy mind) as exams are important but may not be the most important thing in a young person's circumstances
- Talk to someone such as a parent or a teacher who may have experience and can give you advice and support to help you deal with pressures
- Prepare your notes by making them more user-friendly/rewrite the important points/colour them or highlight them to help you understand.

Negatives

- By not drawing up a revision plan a young person may leave everything to the last minute and this will only cause panic and anxiety as they may not feel prepared

- A young person may play too much sport or exercise and neglect the time spent for studying for exams
- A young person may not be interested or find it difficult to motivate themselves for studying which may cause panic and stress closer to the exams
- A young person may ignore the advice of teachers/parents as they feel they know better
- A young person may cram too much subject/ information without taking breaks which may make them feel depressed/struggle to cope
- A young person may eat too much junk/comfort food during exam stress which may make them feel sluggish/tired
- May drink too much caffeine while studying and not enough water which may prevent them from getting restful sleep
- May simply copy the subject notes out and not present the information in an attractive learning manner making it difficult to learn the material and a feeling of wasting time

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]

Total

**AVAILABLE
MARKS**

10

40

Assessment Objectives Grid

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