



Rewarding Learning

**General Certificate of Secondary Education
January 2015**

Learning for Life and Work: Modular

Unit 4:

Personal Development

[GLW51]

WEDNESDAY 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 writing, researching, organising, speaking in Assembly, negotiating with school management, sticking to a timetable, problem solving, producing flyers, counting money, giving feedback, express an opinion, listening to other people’s point of view/communication/leadership.

Or any suitable alternative

(1 × [1])

AO1 [1]

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

- 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

[1] mark for the correct identification

[1] mark for the accompanying explanation

(1 × [2])

AO1 [2]

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

- Television may give a young person access to famous celebrities. They may act as role model for the teenager who may want to be like them
- Television 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
- 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/give confidence/build self-esteem
- 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
- Watching reality TV – inspire a future career
- Current affairs/news – help shape opinions and views

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) One from:

- encourage the young person to feel comfortable with their peers
- encourage the young person to make new friends
- joining a sports/youth club
- doing things together
- encourage them to do things for themselves, e.g. part-time job
- give praise when they have achieved, e.g. household chores
- take the time to listen, offer advice
- try new activities/hobbies
- cook for themselves
- housework
- tidy room

Or any suitable alternative
(1 × [1])

AO2 [1]

(b) Any one from the following suggested answers:

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

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:

- Arguments can be difficult with brothers and sisters as everyone in the family can be affected by them/don't get on/no privacy
- If a young person is having problems with brothers or sisters they cannot walk away as they live in the same house as that person
- Brothers and sisters may know each other really well and know how to upset, annoy and tease each other
- An older brother or sister can embarrass a young person in front of their friends, e.g. personal matters/relationships
- Sibling rivalry when brothers and sisters compete for the parents attention can lead to arguments/fights in the house/age and gender gap

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:

- Plan/start a diet
- Invasive procedures, e.g. gastric band or balloon fitted to lose weight
- Weight loss organisation, e.g. Weight Watchers or Slimming World
- Physical activity
- Seek advice from medical professionals, e.g. GPs and dieticians
- Smaller portions
- Eat healthy
- Eat less fatty foods

Or any suitable alternative

(2 × [1])

AO1 [2]

AVAILABLE
MARKS

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

- The food is cooked very quick and easy (microwave) compared to the length of time it would take to cook a family meal at home/eat with friends/friends eating them
- For convenience, more people are eating pre-packaged food which are often high in calories, fat, salt and sugar/healthy options available
- Parents may be rushed off their feet due to the increasing demands of life so have little time to shop or cook nutritious meals so it is much easier to buy convenience foods/can't cook for themselves
- Due to value deals/offers in supermarkets families can feed the whole family quite cheaply compared with preparing a balanced meal, e.g. fresh vegetables, meat etc.
- Stressed out due to school and can easily turn to easy and ready-made meals

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 lead to depression and feel vulnerable due to the lack of family/parental support/unwanted/no one to talk to
- To help escape and forget about the problems at home the young person may turn to addiction, e.g. drugs/alcohol/parents may take drugs etc.
- May become confused if parents are separating and forced to take sides
- May result in a young person having low self-esteem due to the constant arguments at home/unobtainable goals/build-up of stress/pressure
- May have problems sleeping due to the arguments and constantly feel tired and emotional which may affect attendance at school/work/no one to push you

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section B

**AVAILABLE
MARKS**

Source Based

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

- More likely to last longer as they have not been used or damaged by someone else
- Come with a warranty or guarantee should anything go wrong which gives the buyer some peace of mind

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:

- Ensures that money will last until payday thereby avoiding debt and having to borrow money from friends or family
- Allows the person to live within their means thereby being able to balance living costs against income
- Creates money awareness with the realisation that bills such as electricity and heating must be paid and avoid any embarrassment
- Provides the opportunity to save money/invest which can be used for luxury items such as a mobile, holidays etc
- Provides the opportunity to save money in case of emergencies in the future, e.g. such as heating breaking down in winter
- Helps to show where money is being spent and budget cuts may be made if required or circumstances change, e.g. spending too much on food
- Ensures that money will last until the next payday and avoid owing other people money which will help prevent stress
- Prevents impulse buying such as clothes or other luxury items as you will know how much money remains to be spent on luxuries

Accept any valid alternative

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

- Generate extra income as it is possible to rent out rooms you are not using or your driveway, if you live in the city, to local workers
- Any improvements made are likely to increase the value of the property such as a fitted kitchen or garage/location/good schools
- Greater sense of independence and increased self-esteem knowing you are buying your own place/maturity to buy and commit
- Selling the house for more than the purchase price can lead to making a profit
- You may own the property so can make improvements or build extensions to suit you or your family's needs
- You can turn your house into a business to help support your family for example, a B&B
- Inheritance, something to leave your children and family
- The couple will not have to share accommodation with strangers or people they don't like

Negatives

- The couple must understand that failing to keep up with mortgage payments may mean losing their home and may have further consequences, e.g. bankruptcy/arguments/losing job and fear
- If the couple were to lose their home they may be prevented from buying a home in the future which may affect their future credit rating when seeking further loans
- Deciding on a mortgage is a long-term commitment and there is no guarantee the value of the property will increase over time which may result in negative equity

- To keep the property up to date/unexpected bills the couple may need to budget their money carefully to make sure they can pay for such emergencies/bills/stress of paying bills/strain on couple/debt

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.

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]

AVAILABLE MARKS

10

Total Marks

40

Assessment Objectives Grid

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