



General Certificate of Secondary Education
January 2012

Learning for Life and Work: Modular

Unit 4

Personal Development

[GLW51]

TUESDAY 10 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 talking to someone, spending time with friends, taking up a new hobby, playing sport, playing an instrument, take time out, making time to relax/counselling.

Or any suitable alternative
(1 × [1])

AO1 [1]

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

- depression – alcohol is an anxiety inducing drug which may lead to depression and this will affect their ability to cope with life's problems
- 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

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:

- the benefit may come from meeting other people who are in the same situation and derive hope from discovering that others, who once acted just like them, are no longer doing so
- to find others in a similar position may immediately lift some of the shame that may prevent recovery
- going to meetings fills the space and time left by the addiction, and may help people maintain their resolve as they can stay and chat after a meeting

- they may experience a sense of safety and belonging where they can have fun and feel good about themselves without their addiction
- many self-help organisations of all types have websites, with free information and advice to help the person make informed decisions
- the self-help group provides useful information and support for the individual in helping to kick the habit
- they are free to attend and information is confidential preventing embarrassment

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) **One** from food, water, clothing, shelter, electricity, medical services.

Or any suitable alternative

(1 × [1])

AO2 [1]

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

- guarantees/warranties may be included with a new car and if something was to break/go wrong with the car which may be expensive to fix/less problems
- may have more payment options when buying a new car compared to buying a secondhand car which may be sold on a “cash only basis”, e.g. buying from auto trader/newspaper/private sale
- some new cars may have free tax or insurance to encourage young people to buy new as car insurance is very expensive for a young driver
- you may have up-to-date features such as Sat Nav which will be more enjoyable to drive compared to a secondhand car which may have basic features
- eco friendly/more economical/better mileage

Or any suitable alternative

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

AO2 [2]

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

- if you pay off the loan early you will be charged a fee by the bank/loan company/loan shark/debt
- sometimes people cannot afford to make the repayments they agreed to and they may face a penalty/even lose your home/debt
- if you cannot pay the loan this will affect your credit rating which means you may not be able to borrow money in the future
- family members/arguments

Or any suitable alternative

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

AO2 [2]

5

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

- looking after a child's health
- provide food and clothing
- provide shelter
- give love and care
- talk and listen
- provide discipline
- teach morals and values
- ensure child attends school
- protection/safe environment
- encouraging independence
- being a role model
- respect for privacy

Or any suitable alternative
(2 × [1])

AO1 [2]

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

- the mother may miss out/not have time to go out with friends to nightclubs/cinema, etc. because she is too busy looking after the demanding needs of the baby/social health
- the mother may find she no longer has the same things in common/hobbies/interests with friends as their lives have changed so much which may make the mother feel depressed/isolated/confidence
- the mother may feel isolated or excluded from society as they not be able to complete their education/training course/have employment where social relationships are formed and continue to provide opportunities to socialise with others
- relationship problems between the mother and father may be caused if the father continues to socialise with his friends and not support the mother and babies needs

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

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

- parents/family may help buy some of the essential and expensive items such as prams and cots, etc. which will help support the young parent due to the daily and regular cost for a babies needs, e.g milk, food, etc./may refer to father
- friends may help by buy the baby and parent presents which will be very useful and save the parents buying the items such as baby monitors, nappies/clothes/feeding equipment, etc.
- vouchers may be given as presents for the young parent to buy essential items which will save them spending the money and allow them to spend their money on other things
- Educational Maintenance Allowance will be received by the young parent on a weekly basis if they stay in school between 16–18 years
- government benefits/child benefit will be paid to the young parent for bringing up the child to help buy essential items for the child as they grow up
- organisations/Sure Start/Women's Aid

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section B

AVAILABLE
MARKS

Source Based

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

Candidates may refer to specific examples of risk taking behaviour

Boredom

- some young people feel that their lives are dull and boring and they want some excitement so they try a risk taking behaviour for the thrill and excitement
- there is nothing to do in the local area so they create their own fun by taking part in a risk taking behaviour

Or any suitable alternative

Up to [2] depending on the detail of the explanation AO2 [2]

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

Candidates may refer to specific examples of risk taking behaviour

Attention Seeking

- a young person may feel lonely and isolated from their friends/family/parents/teachers who feel they have no time for them. Taking part in a risk taking activity will get them noticed and can be a way to get attention
- a young person may deliberately take part in a risky activity to show off to their friends/family, etc.

Or any suitable alternative

Up to [2] depending on the detail of the explanation AO2 [2]

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

- anti-social behaviour may be caused when young people drink too much alcohol, e.g. causing a disturbance/rowdiness
- unnecessary waste of police time due to call outs from the public/friends/family
- pressure on hospital accident and emergency services due to alcohol-related incidents/accidents
- litter from fast food outlets/carry outs are thrown away with no consideration for the local community in which they live making the area look untidy and dirty

- a young person may get into persistent trouble with the police due to anti-social behaviour and receive an ASBO/caution
- there may be an increase in crime (vandalism, robbery, theft) which may affect the property prices in the area
- gangs of young people who are drunk may intimidate members of the public who feel unsafe and threatened by their behaviour, e.g. elderly

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 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]

10

5 Answers may include reference to any of the following:

Candidates may refer to risk taking behaviour stated in the source:

Smoking, abusing alcohol or taking drugs, stealing cars, vandalism, drinking in the street, “yobbish behaviour” or fighting, an overdose, car accident, someone being stabbed

Positive

- taking risks is part of growing up and can be a positive experience. For example, by trying a new sport or raising money for a charity
- teaches them to question the way they behave when they know the difference between right and wrong. Their behaviour could risk the lives of others as well as their own
- by being part of a group this gives the young person a sense of belonging which helps to improve their self-esteem
- provides a support mechanism when a young person is having personal problems/stress as they have friends they can talk to and who may listen to their concerns which will help to lower stress levels
- may assume a role within a group which may help to improve their self-esteem and skills, i.e. leadership
- life-long friendships may develop due to the bond created when they were young
- develop positive value systems due to the experiences shared between peers which may be long lasting
- encourages the young person to become more independent

Negatives

- lack of confidence/insecurity because they are unable to gain membership of a particular group unless they take an active role within the group
- the need to be part of a crowd and become pressurised into becoming involved in activities that may endanger their health and safety, e.g. smoking/alcohol/drugs
- becoming involved in activities the young person may not be comfortable with, the person may feel bullied/isolated and may lead to suicide
- the young person may lose some of their self-esteem because they are unable to make individual decisions
- peer group pressure – some young people may be likely to take risks when they are with their friends. Their friends may encourage them to try something dangerous and they are afraid to let them down
- impressing friends and wanting to be accepted so it is easier going along with the crowd so as not to be left out which may mean losing their status within a group

- loss of personal identity and adopt the group identity as they don't feel they can say no or speak up when they are in a risky situation as they may feel embarrassed if they are the only person who says "no"
- may lead to problems with family, school and law due to the anti-social behaviour the person and group become involved with, e.g. stealing cars, vandalism, drinking in the street, "yobbish behaviour" or fighting, an overdose, car accident, someone being stabbed

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 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]

10

Total

40

Assessment Objectives Grid

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