



Rewarding Learning

**General Certificate of Secondary Education
2023**

Learning for Life and Work

Unit 2

Personal Development

[GLF21]

TUESDAY 16 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 which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Learning for Life and Work.

Candidates must:

- AO1** recall, select and communicate their knowledge and understanding of Learning for Life and Work;
- AO2** apply skills, knowledge and understanding of Learning for Life and Work; and
- AO3** analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions related to Learning for Life and Work.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of 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 marking, 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 schemes

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 in the level 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 communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Competent): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Highly Competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

- 1 (a) Write down **one** reason why a young person may engage in risky behaviour. (AO1)

Answers may include **one** of the following:

- curiosity
- peer pressure
- cope with pressure
- influence of alcohol/drugs
- adrenaline rush
- boredom
- attention seeking
- financial gain
- rebellion against parents

All other valid answers will be credited

(1 × [1])

[1]

- (b) Write down **one** disadvantage of internet banking. (AO1)

Answers may include **one** of the following points:

- not everyone can manage technology/difficulty with passwords
- fraud, account accessed
- identity stolen
- may not have technology
- may be hacked/scammed
- no face to face support

All other valid answers will be credited

(1 × [1])

[1]

- (c) Explain **one** coping strategy to deal with stress. (AO1, AO2)

Answers may include **one** of the following points:

- the young person should try to understand the triggers which may cause the stress so they can be best avoided or finding strategies to prevent stress from escalating.
- breathing exercises may be used by a young person to avoid an impulsive reaction to something whether hitting out, saying something they may regret or taking a panic attack. The breathing exercise will allow for the focus to be on something else.
- talk to a friend/family to try and resolve the issue which may be causing the stress to try and prevent the issue escalating.
- seek professional help from a GP/Counsellor/Local voluntary organisation to talk through the feelings and emotions caused by stress and help understand how this can be avoided in the future.
- a young person may find practical ways to deal with stress such as going for a walk/exercise/gym/hobby which may help the person to calm down. Have something to look forward to and help deal with issue.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** coping strategy to deal with stress

(1 × [2])

[2]

(d) Describe **one** way emotional abuse can impact on the development of a young person. (AO1, AO2)

AVAILABLE
MARKS

Answers may include **one** of the following points:

- anxiety can continue after the relationship has finished. Friends and family members of victims should provide ongoing reminders that they can get out of the situation and lead a normal life. Victims need support to feel empowered to live a life free from abuse.
- with low self-esteem a person may feel that they cannot do better than the situation they are in, which makes them far less likely to leave than a person who has high self-esteem and can stand up for themselves.
- depression as well as dealing with difficult emotions the person may also have the additional pressures of looking after children, feeding children and financial pressure etc. which can result in depression and not seeing any hope or looking to the future.
- insecurity/fearful as the person may now be living alone and may be concerned about their own or families' safety and security due to the nature of the abuse which has taken place over a period.
- difficulty trusting others due to the experience with a previous partner/partners which can have a lasting impact forming different types of relationships and can last a lifetime.
- affect self-concept as the person may view themselves as worthless, unworthy of love and find it difficult to bond and develop relationships with others.
- can effect a person's self worth and may lead to self-harming

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** way emotional abuse can impact on the development of a young person

(1 × [2]) [2]

(e) Explain **two** ways a parent may develop a child's morals and values. (AO1, AO2)

Answers may include **two** of the following points:

- teach the child how to share with other children through birthday parties/ playing games at home.
- teach manners such as please, thank you when asking for something or returning items borrowed from someone else.
- parent may lead by example/role model to show the child values such as honesty, respect, responsibility, patience, forgiveness and generosity/ giving to charity through church, school, or community.
- teach the child how to share with family members through family activities such as mealtimes, taking turns for watching television programmes/sharing technology such as iPads etc.
- teach a child about religion by taking them to church

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way a parent may develop a child's morals and values

(2 × [2]) [4]

10

- 2 (a) Write down **one** positive emotion a young person may experience when starting a new school.

Answers may include **one** of the following:

- excitement
- happiness
- anticipation
- hope
- inspired

(1 × [1])

[1]

- (b) Write down **one** physical effect of an unhealthy relationship. (AO1)

Answers may include **one** of the following points:

- eating problems – weight loss, weight gain or eating disorder
- increase alcohol consumption/addiction
- increase smoking
- exercise habits may change
- may avoid physical touch
- bruises, fractures or burns
- high blood pressure
- sleeping patterns may change/insomnia/nightmares/tiredness/or exhaustion
- lack of sleep
- affect a person's immune system

(1 × [1])

[1]

- (c) Describe **one** opportunity for older parents bringing up a family.

Answers may include **one** of the following points:

- an older parent will be more mature, accept responsibility and have more life experience which could be passed on to the child/children and support them both inside and outside school.
- older parents are more likely to have finished their education and have stable employment, allowing financial stability to continue long term into the future. Therefore, this may encourage the child/children to follow a similar educational or career pathway.
- older parents may have more stable relationships and have the ability to communicate and compromise which is a healthy environment to bring up and support a child/children.
- there is a possibility that the child/children has been planned and the parent(s) will be financially stable, possibly giving the child/children a better quality of life.
- it may have taken the parents longer to have a child/children making their lives and family fully complete which will give them a sense of achievement and fulfilment.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** opportunity for older parents bringing up a family

(1 × [2])

[2]

(d) Describe **one** disadvantage of obtaining a personal loan. (AO1, AO2)

AVAILABLE
MARKS

Answers may include **one** of the following points:

- a personal loan may carry a very high interest rate, since a personal loan is unsecured therefore lenders or banks may charge a higher rate of interest on these loans compared to a mortgage or car loans.
- a person may be unable to make the repayments they agreed with the financial institution which means they may be charged additional fees/penalties/fines taking longer to repay the loan.
- if a person cannot repay the loan this may affect their credit rating which means they may not be able to borrow money in the future. This may make some people ineligible for a personal loan.
- if a person cannot repay the loan/keep up with the monthly payments, they may fall into debt

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate description with clear reference to **one** disadvantage of obtaining a personal loan

(1 × [2])

[2]

(e) Explain **two** ways getting married may impact on the development of a person. (AO1, AO2)

- when two people get married they often develop shared interests/learn to do things together and be with one another. This can help each person to develop emotionally.
- involves two people developing a sense of trust and long-term commitment to each other in relationship as both are building a future together which may include having children. This can help the person develop their sense of responsibility and to develop as a person.
- can increase a person's sense of security and self-confidence as they realise their partner cares and loves them for who they are.
- marriage is often seen as a special type of partnership in which both people care for and support each other. This is especially important when one person is facing difficult circumstances such as illness, bereavement, unemployment etc. being able to share their problems by talking to someone who will listen can help them overcome their worries/stress and develop resilience.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way getting married may impact on the development of a person

(2 × [2])

[4]

10

3 (a) Write down **one** type of family structure. (AO1)

Answers may refer to **one** of the following points:

- nuclear family
- single parent
- extended
- step/blended
- grandparent family
- foster
- same sex

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down **one** emotion a person may experience when starting a new job. (AO1)

Answers may include **one** of the following points:

- sense of achievement
- satisfaction
- feeling of security
- sense of achievement
- high self-esteem/increased confidence/high self-concept
- excited/happy
- fear
- anxiety

All other valid answers will be credited

(1 × [1])

[1]

(c) Explain **one** advantage of using a credit card to buy clothes. (AO1, AO2)

Answers may include **one** of the following points:

- credit cards are more secure and safer than carrying around large amounts of cash that could be lost or stolen.
- most retailers both home and abroad accept credit cards when making purchases which is very convenient if you don't have cash available.
- able to make purchases/credit can be easily obtained when you don't have the money on your person.
- a person may be entitled to buyer protection if a company you purchased clothes from goes into bankruptcy/less likely to be subject to scams.
- can track spending through online spending to ensure there is no overspending and the possibility of not being able to pay at the end of the month.
- If a person manages a credit card effectively by paying money owed back on time/regularly it can have a positive effect on their credit score which means they can access credit to get a mortgage, for example, in the future

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** advantage of using a

credit card to buy clothes

(1 × [2])

[2]

AVAILABLE
MARKS

- (d) Explain **one** way a parent may encourage the intellectual development of their child. (AO1, AO2)

Answers may include **one** of the following points:

- parent may buy educational toys and spend time playing with the child to help them develop and learn new skills.
- a tutor to help the child with a subject or topic they are having difficulty with. This may encourage the child to improve and support their learning.
- help with the child's homework such as reading/written homework to make sure the homework has been completed correctly.
- correct the child's homework to show the mistakes they have made so they can learn from their mistakes. This helps to show the parent is interested in the child's schoolwork.
- communicate regularly with school (note, diary, record) and inform the parents of any problems the child may be having with homework. The school may be able to recommend strategies for the parents to support the child at home.
- reward the child for completing a homework task, test or project which will encourage the child to do the best they can such as going to the park or watching T.V.
- avoid distractions at home while school work is being completed such as mobiles, television or other siblings. The distractions can be allowed after the work is completed allowing the child to remain focused and aiming for them to produce their best work.
- ask the child what they have learnt in school – issues/problems with aspects of learning can be discussed with the teacher.
- buying books (World book day, school fair) to support a child's reading/literacy which may help to stimulate an interest in a subject/hobby.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way a parent may encourage the intellectual development of their child

(1 × [2])

[2]

- (e) Explain **two** ways mutual respect can help to maintain a healthy relationship. (AO1, AO2).

Answers may include **two** of the following points:

- if people respect each other and the wishes and feelings of their partners they are more likely to show support and care for each other.
- if people respect each other and they disagree they are likely to compromise and agree on a solution that suits both, e.g. childcare, household chores, going out etc...
- if they respect each other they may be supportive and offer reassurance and encouragement to each other as healthy relationships are about building each other up (self-esteem, self-image), not putting each other down.

- if they have mutual respect they will respect each other's privacy as not everything needs to be shared. They should allow each other to have space in their relationship.
- mutual respect allows the relationship to grow and develop allowing for hobbies and interests to be shared and showing that each partner cares about the other person.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way mutual respect can help to maintain a healthy relationship

(2 × [2])

[4]

AVAILABLE
MARKS

10

- 4 (a) Explain **two** benefits for a person saving money in an individual savings account (ISA). (AO1, AO2)

Answers may include **two** of the following points:

- can offer a person tax free savings so taxes are not paid to government allowing the person to maximise their savings.
- a person can earn a small amount of interest on their savings allowing the savings to grow for when they are older rather than no interest if kept at home.
- the money saved in the ISA is safe and secure in the bank/building society as opposed to keeping at home which may be exposed to the risk of being stolen, lost, misplaced, or destroyed.
- depending on the type of ISA account money can be withdrawn at short notice if required in case of an emergency or to buy something special.
- saving regular or depositing a lump sum in an ISA can teach a person good financial management. Saving for the future may help make a person feel good about their finances.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** benefit for a person saving money in an individual savings account (ISA)

(2 × [2])

[4]

- (b) Explain **two** ways a young person may avoid engaging in anti-social behaviour. (AO1, AO2)

Answers may include **two** of the following points:

- a young person should weigh up the advantages and disadvantages (self-evaluation) of risk taking behaviour and if it is thought through and unsafe, then it should be avoided.
- not going out of the house to avoid tricky situations to make sure the person is safe, secure and not tempted to get involved in risk taking behaviour.
- choose and review friends carefully to avoid people who may not accept you for who you are or those who continually have to impress.
- have a hobby or join a club to enjoy as there is less chance of getting bored and wanting to do something risky/hang around the streets.
- a young person may enjoy an adrenaline rush then engage in an activity, e.g. a sport that gives you it without risking yourself or others.
- contact a local or national helpline, website, or app for advice to find out how to avoid difficult and risky situations/keep safe.
- speak to parent so that a young person can be talked out of the situation/have a plan in place to remove themselves from tricky situations

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

[1] basic statement

[2] accurate explanation with clear reference to **one** way a young person may avoid engaging in anti-social behaviour

(2 × [2])

[4]

8

Source A: Drink and Drug Driving

According to data from the Driver and Vehicle Agency (DVA) more than 4,300 drivers each year are banned from driving for motoring offences. For example, those convicted of drink or drug driving offences or found guilty of driving while disqualified.

The road safety charity Brake said that dangerous driving and, in particular, drink and drug driving are “still prevalent” on the roads in Northern Ireland. Driving over the alcohol limit or under the influence of drugs is illegal and can have potentially catastrophic consequences for yourself, friends, family and all other road users. If a death or serious injury occurs the consequences of the driver’s actions can last a lifetime.

In Northern Ireland, there are some offences for which, if a disqualification is imposed, another driving test must be taken before applying for the return of a driving licence. These offences relate to drink, drugs, careless driving and dangerous driving. This may impact on a person’s career, family life and status within the community.

*Source: “Drink-driving ‘prevalent’ on NI roads” by Colm Kelpie,
18 August 2018. © BBC News*

5 Read the information carefully in Source A to answer part (a) of the question below.

- (a) Using the information in the source and your own knowledge analyse the possible consequences for a person driving under the influence of drugs. (AO1, AO2, AO3)

Answers may include **any** of the following points:

- a person who has consumed drugs and drives puts their personal safety and life at risk. The driver’s reaction times, ability to make judgements and decisions are impaired. There is a greater risk of being involved in an accident which could result in life threatening or changing injuries or even death.
- a person driving under the influence of drugs may make poor judgements about changing driving conditions. There is a risk of ‘hitting’ or ‘knocking down’ a pedestrian or cyclist causing injury or fatality. (Source) If a death or serious injury occurs the consequences of the driver’s actions can last a lifetime.
- a person driving under the influence of drugs takes the risk of being stopped by the police and if convicted of drug driving losing their driving licence and employment.
- a person who drives a vehicle takes the risk of being ridiculed/ criticised by families and other people in the community. It is viewed as unacceptable and dangerous behaviour which has potential to impact negatively on others’ lives.
- a person may be convicted and face a custodial sentence if their actions have caused the death, serious injury to a person or repeat offences which may impact on relationships and finance etc.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

AVAILABLE
MARKS

Level 1 ([1]–[2])

Overall impression: basic analysis

- Shows basic knowledge and understanding of the possible consequences for a person driving under the influence of drugs.
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation on the possible consequences for a person driving under the influence of drugs.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent analysis

- Shows good knowledge and understanding of the importance of possible consequences for a person driving under the influence of drugs.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail on the possible consequences for a person driving under the influence of drugs.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent analysis

- Shows excellent knowledge and understanding of the possible consequences for a person driving under the influence of drugs and applies this effectively in response to the question.
- Analysis: identifies and comments on at least two relevant points from the source and analyses effectively in detail the possible consequences for a person driving under the influence of drugs.
- Quality of written communication is highly competent. [6]

- (b) Discuss how a voluntary organisation may support a person with an addiction. (AO1, AO2, AO3)

Answers may include **any** of the following points:

- raise awareness of addiction issues a person may face. This may include providing information that allows people to gain background knowledge on the different issues and information on how they can solve them.
- provide advice to a person and their families through education on addiction problems such as mental health and how to manage them. By doing this the person and their families will learn more of an understanding on their condition which means they will be able to seek the correct help needed for example medication if it is needed.
- provide emotional support by providing counselling etc. This will give a person a feeling of self-worth by someone wanting to listen to their feelings and what they have to say and as a result this may improve their self-esteem which will make them feel better about themselves.
- provide a 24-hour confidential support service. This service can be used by telephone, email, letter, and face to face and are available at organisations such as the Samaritans/Childline. This may help make the person feel they can talk to someone who will not judge them.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic discussion

- Shows basic knowledge and understanding about how a voluntary organisation may support a person with an addiction.
- Discussion: makes reference to at least one relevant point and may provide limited detail about how a voluntary organisation may support a person with an addiction.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent discussion

- Shows good knowledge and understanding about how a voluntary organisation may support a person with an addiction and applies this to the question.
- Discussion: makes reference to two relevant points and provides adequate discussion about how a voluntary organisation may support a person with an addiction.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent discussion

- Shows excellent knowledge and understanding about the consequences of how a voluntary organisation may support a person with an addiction and applies this effectively to the question.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about how a voluntary organisation may support a person with an addiction.
- Quality of written communication is highly competent. [6]

12

The food we eat as part of our diet is important for all aspects of health and well-being.

6 Evaluate the impact of diet on a person's health and well-being.

Answers may include **any** of the following points:

- if a person eats a balanced diet, their immune system will be stronger which will help prevent and fight infections (physical health) and recovery from illness more quickly.
- eating correctly is good for a person's health as it helps to lower the risk of certain types of cancers, lower blood pressure (physical health) and maintaining an adequate weight.
- may provide the body with more energy, enabling a person to exercise without getting tired easily or carrying out everyday tasks which will help the person having a better mood and feel happy about themselves.
- will provide essential nutrients for muscle, tissue and bone growth helping to maintain a healthy body and improving self-confidence and emotional well-being/healthy weight.
- helps to maintain a healthy mind (emotional health) enabling good decisions to be made and to tackle problems or issues which may affect lifestyle and work/sleep.
- poor diet/fast food may increase the risk of obesity as they contain high calories and sugar. Deep fried fast food dishes and big sandwiches can cause obesity as the calories in these dishes are very harmful and extra fat can get deposited in the body.
- poor diet/fast foods may increase the risk of type 2 diabetes. The unhealthy junk foods increase the risk of developing this disease. Gaining weight and becoming obese are the greatest risk factors for contracting the most common form of diabetes.
- poor diet/fast food increases the risk of a stroke as the high amount of sodium causes high blood pressure and stroke. Fast food contains a lot of sodium in it that is very harmful for the body.
- poor diet/fast food increases cholesterol as the high level of cholesterol in the blood causes hardening of the arteries and heart diseases. Fast food has a lot of fat and will increase the amount of cholesterol potentially causing health issues.
- frequent intake of poor diet/fast foods doesn't allow the body to receive adequate vitamins and minerals compared to people who don't consume fast foods.

All other valid answers will be credited

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic evaluation

- Shows basic knowledge and understanding about the impact of diet on a person's health and well-being.
- Evaluation: identifies and comments on at least one relevant point on the impact of eating a healthy diet on a person's health and well-being.
- Conclusion: may be missing or inadequate about the impact of diet on a person's health and well-being.
- Quality of written communication is basic.

Level 2 ([5]–[7])

Overall impression: competent evaluation

- Shows good knowledge and understanding about the impact of diet on a person’s health and well-being and applies this to the question.
- Evaluation: identifies and comments on at least two relevant points on the impact of diet on a person’s health and well-being.
- Conclusion: draws a relevant conclusion related to their evaluation on the impact of diet on a person’s health and well-being.
- Quality of written communication is competent.

Level 3 ([8]–[10])

Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding about the impact of diet on a person’s health and well-being and applies this effectively in response to the question.
- Evaluation: identifies and comments in detail on at least two relevant points on the impact of diet on a person’s health and well-being.
- Conclusion: draws a detailed conclusion related to their evaluation on the impact of diet on a person’s health and well-being.
- Quality of written communication is highly competent. [10]

Total

**AVAILABLE
MARKS**

10

60