



**General Certificate of Secondary Education  
2022**

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# **Learning for Life and Work**

**Unit 2**

**Personal Development**

**[GLF21]**

**MONDAY 16 MAY, MORNING**

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**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.

### **COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

**1 (a)** Write down **one** disadvantage of using social media. (AO1)

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

- a young person may be communicating with a stranger online may not be who they claim to be
- a risk of encountering sexual predators
- can become addicted to communicating online rather than spending time socialising with friends
- a young person could have their personal online identity stolen
- a young person may become a victim of cyber bullying, bullying, hate crimes
- mental health issues due to lack of social skills
- may affect employment opportunities in later years due to posting images/tweets
- may find it more difficult to interact with others in face to face situations
- may have lost important social skills because of their time spent online
- social media may spread false information and fake news
- unrealistic expectations and body image
- may be a distraction, leading to wasting of time scrolling

All other valid answers will be credited

(1 × [1])

[1]

**(b)** Write down **one** way a young person may deal with anxiety in school. (AO1)

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

- medical, e.g. anti-depressants
- complementary – massage, yoga, relaxation classes, exercise, breathing techniques, music
- lifestyle – new start such as moving home, change employment
- new interests and hobbies, exercise, going for a walk
- professional help – GP, counsellor
- talk to a friend, parent, teacher

All other valid answers will be credited

(1 × [1])

[1]

**(c)** Explain **one** way counselling may support a person in an unhealthy relationship.

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

- by accessing counselling services which are confidential and can be arranged at a suitable time and date for a person to discuss the issue with a trained professional.
- will support the person in trying to work through what happened in the relationship so they can move on with life, develop other relationships and avoid the triggers of unhealthy relationships in the future
- listen to and teach coping skills and strategies advice, advise.

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 counselling may support a person in an unhealthy relationship.

(1 × [2])

[2]

(d) Describe **one** way self-reflection may support a young person experiencing loneliness. (AO1, AO2)

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

- if the young person self reflects they may think of opportunities to develop a social life outside school or work. Take up a new hobby/sport/ join a club outside school/work. Being with a group of people might make them think about others rather than focussing on being alone. This might help to reduce their feelings of loneliness.
- a young person could self-reflect and try to understand why they are feeling lonely. This will help them discover the reasons why they feel lonely. They can then take action to improve the situation.
- a young person might try to change their outlook on life through self-reflection. They could consider how others might see them, the positive points about themselves and learn to become more confident and comfortable with themselves. This may make their feelings of loneliness less important.

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 self-reflection may support a young person experiencing loneliness

(1 × [2])

[2]

(e) Explain **two** reasons why a financial advisor may provide support for a person. (AO1, AO2)

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

- if a person is considering buying an investment based on financial advice the financial advisor should help get a product that meets a person's needs and is suitable for your particular circumstances.
- a financial advisor has access to a wide range of products that a person would not be able to access on-line or through internet research. Therefore, the financial advisor will have access to products which may save you money.
- with a financial advisor a person may have more protection if things go wrong if a person has bought based on advice. For example, protection would be given where unsuitable advice was given, or an adviser is found to have not acted in a person's best interests, misled or mis-sold a product.
- if a person is considering a mortgage or insurance and requires specialist advice the advisor will talk a person through a range of options and might be able to get a better deal. It's up to the person whether or not they chose to purchase the product due to advice.
- a financial advisor will provide advice on different types of pensions and funds to enable a person to get the best deal available. As the advice is paid for they will help a person understand how these complicated products work and the risks involved.
- a financial advisor may give advice on budgeting and dealing with debt.

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** reason why a financial advisor may provide support for a person

(2 × [2])

[4]

AVAILABLE  
MARKS

10

2 (a) Write down **one** disadvantage of using a credit card. (AO1)

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

- can lead to overspending
- can lead to debt
- some companies charge a monthly fee
- may have high interest rates causing debt
- can be targeted by criminals
- identity fraud
- may lead to poor credit history

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down **one** consequence of low income for a family. (AO1)

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

- buying cheaper goods
- lack of a balanced diet
- may lead to stress/depression
- cannot afford gym membership
- worry about finances
- may have more illness
- poverty
- arguments in families

All other valid answers will be credited

(1 × [1])

[1]

(c) Describe **one** intellectual benefit of attending university. (AO1, AO2)

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

- it is an opportunity to specialise and study a course they are interested in and to gain a degree which will enhance their career prospects for the future.
- going to university is a chance to mix with people from different cultures, backgrounds and to learn about different traditions and customs which will enhance their experience of university and help prepare them for the world of work.
- through going to university the young person will learn more about themselves as they face different challenges, learn new skills such as managing money, cooking, cleaning, own laundry etc., develop new interests, which may help support their personal development.
- a young person may learn to self-manage by learning to complete work/ assignments or study for examinations/to meet deadlines which will give them a sense of satisfaction and achievement.

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** intellectual benefit of attending university

(1 × [2])

[2]

(d) Describe **one** positive effect of dieting. (AO1, AO2)

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

- the young person may have a health issue and may have been given medical advice to lose weight or else their health may be endangering.
- may want to change their body shape and image to be more attractive to the opposite/same sex so feel they had to diet to fit a certain image.
- may want to lead a healthier lifestyle by losing weight and making healthy lifestyle choices to improve how they look and feel fitter which will have a longer and lasting impact.
- may lose weight through dieting to feel good about themselves and to improve their self-confidence and improved social health.

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** positive effect of dieting

(1 × [2]) [2]

(e) Explain **two** physical consequences for a person using prescription drugs. (AO1, AO2)

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

- may experience difficulties with their coordination, slurred speech, disorientation, liver and kidney damage, respiratory problems, irregular heart rhythm, heart attacks which may lead to an early death.
- different prescription drugs have different physical effects on individual which may include craving sugar and junk food, experiencing sleep disturbances, dramatic weight loss and a range of illnesses suffered more regularly than by non-drug users.
- adverse effect on long-term physical health as the physical effects of drug addiction mean that prescription drug users may become very ill during withdrawal, suffering from sickness, muscle pain, lack of energy and uncontrollable shaking.
- the physical effects of prescription drug use can also affect the person's appearance/hygiene. Many prescription drug users have a lack of concern about appearance and grooming, so look physically unattractive to friends, family, colleagues and partners.

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** physical consequence for a person using prescription drugs

(2 × [2]) [4]

10

**3 (a)** Write down **one** physical consequence of stress. (AO1)

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

- headache
- fatigue/tiredness
- difficulty sleeping
- upset stomach/cramps
- irritable
- difficulty focusing/concentrating
- weight gain/loss
- heart disease/heart attack
- high blood pressure
- skin problems
- hair loss
- nail biting

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 consequences:

- anxiety
- fear
- excitement
- happiness
- stress
- lack of confidence

All other valid answers will be credited

(1 × [1])

[1]

**(c)** Explain **one** disadvantage of using a comparison website when searching for home insurance. (AO1, AO2).

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

- many consumers sign up to insurance providers and stick with that provider for a long time as they don't want the hassle of changing providers. This could cost the consumer hundreds of pounds per year.
- the consumer may be missing out on more competitive prices as not all providers will use the comparison websites. Some providers clearly advertise that they don't use comparison websites and should be contacted for competitive prices, e.g. Hughes insurance.
- time may be wasted by the consumer as comparison sites do not always cover Northern Ireland when seeking quotes. For example, a small number of insurance companies.
- insurance providers provide a price for no frills cover or basic cover, so the provider appears at the top of results page. By the time the customer has added all the additional charges required to meet their needs there may not have been a saving at all.
- some comparison websites may have commission charges and this

cost may be added to what the consumer will finally pay. This in-built commission charge may make the quote more expensive and it may be better to go directly to the provider to save this commission charge.

- the personal details shared with the comparison sites for insurance may be used by the providers to make contact with you for marketing purposes such as other insurance products. This may lead to unwanted emails, texts or phone calls which can be very annoying and frustrating for the consumer.
- the search results received on some price comparison sites are sponsored by providers so that their prices appear more visually prominently at the top of the results which may not necessarily be the best deal for the consumer.
- may not be up to date: accurate
- not a genuine website could be scammed, by pop ups

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** disadvantage of using a comparison website when searching for home insurance.

(1 × [2])

[2]

- (d) Explain **one** way a parent may support a child's social development. (AO1, AO2)

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

- taking the child to a local park/playing in the neighbourhood to encourage a child to interact with other children of a similar age by copying other children, running, jumping and climbing.
- invite other children into your home which 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 which may 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 school day away from other distractions such as television and mobile phones.
- 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 a story/bedtime story to the child as this helps develop a child's 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.

- parent as a role model – following the parent’s example on how to behave, manners, sharing and good communication will allow children to develop.

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 support a child’s social development

(1 × [2])

[2]

- (e) Explain **two** consequences of a person deliberately self-harming. (AO1, AO2).

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

- self-harm may involve cuts with a sharp object on a person’s arms or legs. The wound may become infected if not dressed and treated by a nurse which may cause further pain and discomfort. This may last for some time until the infection has been treated and healed.
- depending on the severity of the self-harm a young person may cause serious nerve damage to the arm/leg/body which may cause a life changing injury and impact the life of the young person as they get older, e.g. employment opportunities.
- a young person may have scars due to self-harming which may cause embarrassment by others asking questions about the scars. This may discourage a young person from taking part in sport, changing in front of others etc.
- the young person may want to hide the evidence of self-harm as they may prefer to be alone and isolate themselves from others which can lead to feelings of loneliness and depression.
- the self-harming behaviours may become so overwhelming that the young person may struggle to try and control the behaviour causing significant injury and leading to feelings of guilt and shame which can have a lasting impact on a person’s self-esteem.
- a person may experience stress at home as the person will have the difficulty of having to lie to family members about the reasons for the self-injury. The person may become secretive around the home to prevent others from seeing or asking questions.

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** consequence of a person deliberately self-harming

(2 × [2])

[4]

10

4 (a) Explain **two** benefits of exercising for a young person (AO1/AO2)

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

- the person may form relationships and make friends which may last for a long time and support a person's social development and improve levels of self-esteem as people often exercise in groups or with others at the gym.
- making friends or exercising with others can help with motivation when a person may be losing interest or feel too tired to train in the evening after school/work.
- taking part in exercise at the gym will help to improve some young person's self-esteem and self-confidence, making them feel good about themselves as they will feel fit and healthy.
- a person may learn new skills at the gym, e.g. using new equipment or learning from qualified instructors who will help to support a person's motivation in keeping a fit mind and healthy body.
- a person may enjoy exercising at the gym which helps to relieve and escape the pressures and stresses of school, work and family life by giving them time away from the pressure and stress to focus on fitness and a hobby they enjoy.
- if the young person enjoys exercising this is likely to continue into adulthood, which can help to prevent heart disease, weight problems and the possibility of becoming overweight in later years.
- physically health will improve by exercising as they will aid the development of a better body shape, muscle tone and posture by burning off excess calories rather than turning into fat.

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 of exercising for a young person

(2 × [2])

[4]

(b) Explain **two** ways neglect may impact on the emotional development of a young person. (AO1, AO2)

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

- developing low self-esteem as a person may feel that they cannot do better than the situation they are in, which makes them far less likely to leave the family circumstances.
- 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.
- may develop insecurity/fearful of the future as may be concerned about other family member's safety and security due to the nature of the neglect which has taken place over a period of time.
- difficulty trusting others due to the experience and circumstances of neglect 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.
- due to the nature of neglect the person may develop post-traumatic stress which may affect their ability to work and live an independent life due to the long lasting consequences of PTS.

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 neglect may impact on the emotional development of a young person.

(2 × [2])

[4]

8

**Source A: Single Parent Challenges**

The Belfast Telegraph stated figures gathered from birth certificate records by the Office for National Statistics showed that 5% of babies were registered by their mother alone with no record of the father, while a further 21% listed details of the dad but showed he was living at a different address.

A local politician said society should show more respect to single parents and that the shame and stigma hasn't gone away — "Unless you are a single parent you have little understanding of the sacrifice involved in doing the job of two people. In schools and at a community level the stigma has been lessened, but not in public decision-making." The politician stated "Welfare is a prime example and if we really care about children, we should be investing more in single parents."

However, a member of the Church of Ireland said that marriage was the best environment in which to raise a child and encouraged all unmarried couples to "consider marriage". Sadly, many marriages do break down and single parents face particular challenges and so often meet those challenges with real commitment to the welfare of their children.

*"One in four Northern Ireland children born into a single parent home" by Victoria Leonard,  
04 December 2017 © Belfast Telegraph*

**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 challenges faced by a single parent family. (AO1, AO2, AO3)

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

- "Unless you are a single parent you have little understanding of the sacrifice involved in doing the job of two people." (source)
- a single parent with children may find it difficult to instil discipline because of the emotional stress of a breakup/divorce/separation, a child may engage in activities to get the attention of both parents, e.g. truanting school, challenging behaviour.
- children may also give a single parent an emotionally tough time especially when they realise that you do not communicate with the partner. They may give you parallel information for their own selfish interests/play one parent off against another.
- the extra financial burden may also limit your time with the child/children; children left on their own with no proper guidance may develop defiant behaviour or attention seeking behaviour.
- may not be able to work as a single parent as the parent may have the responsibility/sense of guilt of looking after a child/children as they carry the full responsibility of raising the child/children.
- a single parent multi-tasking (doing chores, working to support family, completing both parenting roles) may cause pressure and stress in a person which may lead to arguments and a possible breakdown in the relationships with child/children.

- possible social stigma as the parent does not have a partner which may affect their self-confidence and self-esteem as they may have to deal with fall out of a divorce and what family, friends and community say about the reasons for divorce/separation etc.

All other valid answers will be credited

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

### Level 1 ([1]–[2])

#### Overall impression: basic analysis

- Shows basic knowledge and understanding of the challenges faced by a single parent family.
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation of the challenges faced by a single parent family.
- Quality of written communication is basic.

### Level 2 ([3]–[4])

#### Overall impression: competent analysis

- Shows good knowledge and understanding of the challenges faced by a single parent family.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail the challenges faced by a single parent family.
- Quality of written communication is competent.

### Level 3 ([5]–[6])

#### Overall impression: highly competent analysis

- Shows excellent knowledge and understanding of the challenges faced by a single parent family 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 challenges faced by a single parent family.
- Quality of written communication is highly competent. [6]

Couples adopting children may experience many lifestyle changes.

(b) Discuss the opportunities for couples wanting to adopt a child. (AO1, AO2, AO3)

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

- adoptive 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.
- the adoption process may have taken a long time showing that the parents have been fully committed to improving the life of a child/children. This may make the lives of the adoptive parents fully complete as they have longed for a family of their own giving them a sense of achievement and fulfilment.
- a parent may have to take time out of employment to support the bonding with the child which is both a financial and emotional commitment to develop the relationship with the child.
- an adoptive parent may feel self-satisfaction knowing they are improving the life/lives of another child/children which will last a life time, knowing they may be loved and appreciated.
- adoptive parents may be more mature, accept responsibility, have more life experience and able to provide a stable family home which could be passed on to the child/children and support them both inside and outside school.

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

#### **Level 1 ([1]–[2])**

##### **Overall impression: basic discussion**

- Shows basic knowledge and understanding about the opportunities for couples wanting to adopt a child.
- Discussion: makes reference to at least one relevant point and may provide limited detail about the opportunities for couples wanting to adopt a child.
- Quality of written communication basic.

#### **Level 2 ([3]–[4])**

##### **Overall impression: competent discussion**

- Shows good knowledge and understanding about the opportunities for couples wanting to adopt a child.
- Discussion: makes reference to two relevant points and provides adequate discussion about the opportunities for couples wanting to adopt a child.
- Quality of written communication is competent.

#### **Level 3 ([5]–[6])**

##### **Overall impression: highly competent discussion**

- Shows excellent knowledge and understanding about the opportunities for couples wanting to adopt a child.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the opportunities for couples wanting to adopt a child.
- Quality of written communication is highly competent.

[6]

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Cyber bullying uses digital technology to target victims. This may include abusive or harmful texts, posts, videos or images.

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6 Evaluate the strategies available to young people in dealing with cyber bullying.

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

- if a young person is experiencing harassment or bullying online, don't retaliate or reply to abusive messages or posts as this can make things worse. It may be better to block the person or change ID settings and not give away any person details.
- a young person may keep safe online by using unusual passwords such as a combination of letters, lowercase, uppercase, symbols and numbers. It is advisable not to use any part of your name, date of birth or email address because that's easy for people who know you to guess.
- if a young person is using a public computer such as one in a library, computer shop, or even a shared family computer, make sure to sign out of any web service before leaving the computer so that you can protect your privacy.
- a young person may report an incident of cyber bullying to a trusted adult such as a teacher, designated teacher, sports coach, family member or organisations such as schools have clear policies on how to deal with cyber bullying and how to support the young person.
- either the young person, a friend or trusted adult may contact the app or social media platform who have clear reporting processes to report offensive content such as (abusive texts, emails or posts, images or videos) and have it removed.
- a young person may be aware and understand cyber bullying but feel they do not have the strength to report the incident or to seek help through the police. The young person may be afraid of what the repercussions may have to themselves or others, friends/family due to the serious threats which may be issued.
- a young person may be able to recognise and identify situations where there is a risk of cyber bullying and by understanding the issue this may help the young person to prevent the triggers for them to be bullied.
- if the young person is in a situation where they feel they 'can't say no' they should ask themselves are they in a safe situation before getting involved. The young person should try and remain in control of the situations and weigh up the situation to prevent possible risk and danger. It may be better to avoid such a situation if the young person does not feel safe.
- a young person should not meet any unknown people from social media sites unless accompanied by a friend to try and limit the danger as they may not be who they claim to be. A young person should also talk to and inform their family about the meeting so they know exactly where and when the meeting is taking place and what time they can expect the young person to come home.
- a person should avoid posting or sharing sexually explicit personal images on the internet and social media as this information may be used to blackmail young people. The abuser may threaten to share the images with others unless the young person does what they want making the young person feel unsafe and concerned about their well-being.
- if a young person received physical threats online, or if a potential crime or illegal behaviour is occurring, then the young person should report to the police immediately or tell a trusted adult who can report on their behalf.

- the young person should keep a diary and record of what is happening. It would be helpful to take screenshots of harmful posts, abusive messages or video content and pass onto the school, app, social media company or police. This may help to resolve the issue and prevent any escalation.
- a young person or trusted adult may report cyber bullying such as grooming on the internet to CEOP (Child Exploitation and Online Protection Centre) who will investigate. Incidents may be reported by clicking the red button on the top right hand corner of the CEOP website.
- parental controls may help to reduce the risk of a young person accessing inappropriate content online, and can be set up on most internet enabled devices such as computers, smartphones, tablets, games consoles and on line services such as Netflix and YouTube. Parental controls can be used to only allow your child to access age-appropriate content, or to monitor and block their usage.
- talk to a young person about the use of privacy settings as they are documenting and sharing lots of information about their lives online, and may not be fully aware of the potential risks or the impact it may have on their on line reputation or mental health. Social network accounts are 'public' by default, meaning that anyone can potentially see a young person's posts or pictures.

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 strategies available to young people in dealing with cyber bullying.
- Evaluation: identifies and comments on at least one relevant point on the strategies available to young people in dealing with cyber bullying.
- Conclusion: may be missing or inadequate about the strategies available to young people in dealing with cyber bullying.
- Quality of written communication is basic.

### Level 2 ([5]–[7])

#### Overall impression: competent evaluation

- Shows good knowledge and understanding about the personal strategies available to deal with cyber bullying and applies this to the question.
- Evaluation: identifies and comments on at least two relevant points on the personal strategies available to deal with cyber bullying.
- Conclusion: draws a relevant conclusion related to their evaluation on the personal strategies available to deal with cyber bullying.
- Quality of written communication is competent.

### Level 3 ([8]–[10])

#### Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding about the personal strategies available to deal with cyber bullying and applies this effectively in response to the question.
- Evaluation: identifies and comments in detail on at least two relevant points on the personal strategies available to deal with cyber bullying.
- Conclusion: draws a detailed conclusion related to their evaluation on the personal strategies available to deal with cyber bullying.
- Quality of written communication is highly competent. [10]

**Total**

**AVAILABLE  
MARKS**

10

**60**