



Rewarding Learning

**General Certificate of Secondary Education
2025**

Learning for Life and Work

Unit 2

Personal Development

[GLF21]

FRIDAY 9 MAY, 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 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) Name **one** piece of legislation that helps protect consumer rights. (AO1)

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

- Consumer Rights Act 2015
- Consumer Protection from Unfair Trading Regulations 2008
- Consumer Credit Act 2006

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down **one** way to recognise a person who may be neglected. (AO1)

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

- clothes that smell
- dirty/not washed
- lack of hygiene
- have inadequate clothing, e.g. not having a winter coat
- turn up to school without breakfast
- untreated injuries
- medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infection
- not been given appropriate medicine
- missed medical appointments such as vaccinations
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness

All other valid answers will be credited

(1 × [1])

[1]

(c) Explain **one** benefit of eating a balanced diet. (AO1, AO2)

Answers may include **one** 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 recover 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 have 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
- 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

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 eating a balanced diet

(1 × [2])

[2]

(d) Describe **one** way communication may help to maintain a respectful relationship. (AO1, AO2)

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

- speak about problems, issues or worries in their lives which helps relieve stress and provides support for each other knowing you have confidence to confide in the other person
- share problems and to help support the person by finding suitable solutions, these may be financial, work or concerns over family or friends
- share hopes, thoughts and feelings for now and in the future which may give the relationship a focus and something to look forward to and may help to support building trust and respect in the relationship
- discuss plans for the future, e.g. holidays, birthdays, parties, etc. and help to keep the relationship strong knowing there will be quality time and events where similar interests will be shared
- taking the time to sit down, talk and listen to each other avoids mixed or confusing messages about certain issues which helps to support the relationship avoiding any mistrust or conflict
- prevent conflict in the relationship by talking through the issue to help prevent an escalation which may destroy the relationship in the long term or cause short term difficulties

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 communication may help to maintain a respectful relationship

(1 × [2])

[2]

(e) Explain **two** positive emotions a young person may experience when starting a new job. (AO1, AO2)

AVAILABLE
MARKS

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

- sense of achievement and satisfaction knowing the young person has been successful through the application and interview process which will make them happy/give them a feeling of security
- sense of independence as the young person will be earning a wage and able to buy things expensive items for the first time or luxuries, e.g. car, new mobile phone, clothes
- high self-esteem/increased confidence/high self-concept as they have been successful and will look forward to the challenge of working and earning their own money
- excited at the prospect of completing new tasks, meeting new people and learning new skills on the job which may benefit them 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** positive emotion a young person may experience when starting a new job

(2 × [2])

[4]

10

2 (a) Write down **one** disadvantage of renting a house. (AO1)

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

- can't do what you like to the property, e.g. decoration
- have to ask permission before making any changes
- may have an unreasonable landlord
- may have to share with others
- wasting money
- may have to leave once lease/contract expires.
- private arrangement/may be evicted

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down **one** benefit of a young person going to university. (AO1)

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

- learning for future study/employment
- making new friends
- learning new skills
- more qualifications
- good social life
- more independence
- may get a placement
- sense of achievement
- better self esteem

All other valid answers will be credited

(1 × [1])

[1]

(c) Describe **one** consequence of a young person deliberately self-harming.
(AO1, AO2)

AVAILABLE
MARKS

Answers may include **one** 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 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 they may have the difficulty of having to lie to family members about the reasons for the self-injury. They 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 description with clear reference to **one** consequence of a young person deliberately self-harming

(1 × [2])

[2]

- (d) Describe **one** challenge faced by a step-parent bringing up a family. (AO1, AO2)

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

- the step-parent may find it difficult to build bonds and develop relationships with the step-children. They may have to deal with the children's reactions to their parent re-marrying
- the step-parent may find it challenging dealing with children's unacceptable behaviour. Children may object to taking direction from someone other than their parent/s
- the step-parent may not receive adequate support from their partner when dealing with difficult issues around parenting. This makes it more difficult for the step-parent to gain the respect of the children
- the step-parent may have to gain the trust of their partner in relation to the children. This may make the step-parent feel that they are not trusted and could create tension
- the step-parent's presence creates a change in the dynamics of the family relationships. They may find it challenging establishing their role within the family

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** challenge faced by a step-parent bringing up a family

(1 × [2])

[2]

- (e) Explain **two** physical effects of a person taking illegal drugs. (AO1, AO2)

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

- people who use illegal drugs usually experience a range of physical effects. They may experience difficulties with their coordination, slurred speech, disorientation, liver and kidney damage, respiratory problems, irregular heart rhythm and heart attacks
- different drugs have different physical effects on individuals. These 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. All of these can have an adverse effect on long-term physical health
- the physical effects of drug addiction mean that drug users may become very ill during withdrawal, suffering from sickness, muscle pain, lack of energy and uncontrollable shaking
- the physical effects of illegal drug use can also affect the person's appearance. Many drug users have a lack of concern about appearance and grooming, so look physically unattractive to friends, family, colleagues and partners
- people who use illegal drugs are also more susceptible to HIV and hepatitis through unsafe practices such as sharing needles. These can have serious long term impacts on the person's physical health

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 effect of a person taking illegal drugs

(2 × [2])

[4]

10

3 (a) Write down **one** source of support for a person with depression. (AO1)

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

- a family member
- support group (AWARE)
- friend
- professional (GP)
- website (Mental Health Foundation, Samaritans)

All other valid answers will be credited

(1 × [1])

[1]

(b) Write down **one** way a parent may influence a child's physical development. (AO1)

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

- encourage the child to have a healthy diet
- encourage the child to exercise
- ensure the child is clean and looked after so that they are physically healthy
- ensure that the child has regular health checks

All other valid answers will be credited

(1 × [1])

[1]

(c) Explain **one** way an individual could protect themselves from identity theft when shopping online. (AO1, AO2)

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

- use legitimate retail stores – always manually type URLs rather than simply searching for a store online
- use PayPal, Google wallet or similar
- make sure your connection is secure before typing in payment details
- create strong passwords that include upper and lower case letters, numbers, symbols and punctuation marks and update them regularly
- protect against malicious software by regularly updating your browser, operating system and security software
- setting your browser security high enough to detect unauthorised downloads and using pop-up blockers will also help

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 an individual could protect themselves from identity theft when shopping online

(1 × [2])

[2]

(d) Explain **one** advantage of using a credit card. (AO1, AO2)

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

- can be more convenient than cash as you don't have to search for an ATM
- can track online spending to avoid overspending
- buyer protection means you are less likely to be subject to online scams
- can be easily replaced if lost or stolen
- a good credit history can make it easier to obtain a loan or mortgage

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

([1] × [2])

[2]

(e) Explain **two** advantages of using comparison websites for car insurance. (AO1, AO2)

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

- the customer may save money as they can check quotes from many different providers enabling them to obtain the lowest price available for car insurance
- comparison websites are easy to use, as once the customer enters their details the quotes can be saved which can be used to compare prices more quickly than manually contacting providers
- comparison websites usually include a variety of smaller companies that are less well known to customers so they could work out a lot cheaper
- if the customer is registered with the provider a reminder quote can be emailed the following year reminding the customer to use the comparison website again to search for the lowest price for car insurance

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 comparison websites for car insurance

([2] × [2])

[4]

10

- 4 (a) Explain **two** negative effects of sexual orientation on the well-being of a young person. (AO1, AO2)

AVAILABLE
MARKS

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

- may feel confused about telling people about their sexuality which may cause them stress and anxiety as they can't be who they want to be and live life the way they want to
- may be discriminated against in school, work or socially because of their sexuality which will make them feel vulnerable and isolated which can have a lasting impact on their well-being
- may lead to low self-esteem and lack of confidence because of the fear of not being accepted by friends, colleagues or family as they are perceived as being judged by others
- may be fearful of being attacked at home or socially from verbal abuse such as name calling by people who do not accept them for who they are
- the abuse may be physical, and the constant threat may make the person feel isolated and fearful of living their lives to the full

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** negative effect of sexual orientation on the well-being of a young person

(2 × [2])

[4]

(b) Explain **two** benefits of using social media. (AO1, AO2)

AVAILABLE
MARKS

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

- social media enables people to keep in touch with family and friends who may live abroad. Social platforms like Facetime can be a source of comfort for some families to be able to communicate on a regular basis with loved ones, especially those who live abroad
- social media is a great way for people to make new friends and to try to get in touch with old friends. This can enhance a person's social life as they widen their social circle
- information can be spread quickly through social media so news and trending stories can be accessed as they happen. This enables people to keep up-to-date with what is happening locally, nationally or globally

All other valid answers will be credited

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

[1] basic statement

[2] accurate explanation of **one** benefit of using social media

(2 × [2])

[4]

8

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 impact of low income on a person's health and well-being. (AO1, AO2, AO3)

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

- people on low income may be more prone to depression as they are constantly anxious about money, and they have no way to alleviate this stress as they cannot afford to socialise which can help to relieve stress
- people on low income may not be able to afford to buy adequate food supplies to nourish their bodies. As a result, they may suffer from malnutrition due to deficiencies in their diet which can cause them to be tired and lethargic and make them more susceptible to health problems as their bodies are not receiving the correct nutrients to maintain a healthy body and mind
- people on low income may find it difficult to heat their homes which can have a negative impact on physical health as they may develop respiratory problems which can affect their quality of life and maybe even lower their life expectancy
- people who have low income may experience greater stress levels which makes them more prone to physical illnesses such as heart disease which can lead to heart attacks and strokes which can be fatal

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 impact of low income on a person's health and well-being.
- Analysis: identifies at least one relevant point from the source and may provide a limited interpretation on the impact of low income on a person's health and well-being.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent analysis

- Shows good knowledge and understanding of the impact of low income on a person's health and well-being.
- Analysis: identifies and comments on at least two relevant points from the source and analyses in some detail the impact of low income on a person's health and well-being.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent analysis

- Shows excellent knowledge and understanding of the impact of low income on a person's health and well-being 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 impact of low income on a person's health and well-being.
- Quality of written communication is highly competent. [6]

There are many challenges associated with being a single parent.

AVAILABLE
MARKS

(b) Discuss the challenges faced by a single parent. (AO1, AO2, AO3)

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

- a single parent may experience emotional issues as being a lone parent can be very demanding and can often result in a single parent developing mental health issues, for example, anxiety
- social stigma may be an issue faced by a single parent as some people may frown upon them which may affect their self-concept thus lowering self-esteem
- a single parent's social life may be impacted as they may not be able to socialise with friends as often as they would like. Therefore, they may miss out on opportunities to relax and enjoy themselves
- raising a child comes with a lot of expenses so a single parent may struggle financially. This may leave them very stressed and result in depression
- a single parent has to cope with all the responsibility of bringing up a child alone which can be physically and mentally draining
- a single parent may have to juggle a career and childcare so they may have to cut down their working hours thus reducing their income

All other valid answers will be credited

[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 challenges faced by a single parent.
- Discussion: makes reference to at least one relevant point and may provide limited detail about the challenges faced by a single parent.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: competent discussion

- Shows good knowledge and understanding about the challenges faced by a single parent and applies this to the question.
- Discussion: makes reference to two relevant points and provides adequate discussion about the challenges faced by a single parent.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: highly competent discussion

- Shows excellent knowledge and understanding about the challenges faced by a single parent and applies this effectively to the question.
- Discussion: makes reference to at least two relevant points and provides thorough discussion about the challenges faced by a single parent.
- Quality of written communication is highly competent.

[6]

12

A young person may experience bullying in a variety of forms.

6 Evaluate the personal strategies a young person might use to deal with bullying.

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

- a young person might try to avoid the person/group who are bullying them, reducing the threat
- a young person might try to ignore the bully, not showing any emotional response to the poor behaviour
- a young person could stand up for themselves by responding in a non-confrontational way, dismissing the bully
- a young person could tell a trusted adult, e.g. a teacher, who could initiate the school's safeguarding policy
- avoid being alone by staying within a group of friends at all times
- a young person could increase security settings to their social media accounts, to restrict contacts, block the bully or unfriend them
- contact organisations who give advice/support on dealing with bullying, e.g. Childline
- a young person might find it difficult to avoid the bully as they may be in the same classes/can't avoid them at break or lunch time
- a young person might find it difficult to ignore the bully by not showing an emotional response, or they may lack the confidence/maturity to ignore the bully
- a young person could stand up for themselves. However, this could quickly turn confrontational and lead to a physical fight
- telling a trusted adult is an effective strategy as the adult will instigate the anti-bullying policy and focus on the perpetrator but friends may not want to take sides, so could shun the young person
- increasing online security settings may only stop online bullying but bullying might still continue in school
- the advice offered by an organisation may not be helpful for the specific behaviour the young person is experiencing and so won't be that effective

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 personal strategies a young person might use to deal with bullying.
- Evaluation: identifies and comments on at least one relevant point on the personal strategies a young person might use to deal with bullying.
- Conclusion: may be missing or inadequate about the personal strategies a young person might use to deal with bullying.
- Quality of written communication is basic.

Level 2 ([5]–[7])

Overall impression: competent evaluation

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

Level 3 ([8]–[10])

Overall impression: highly competent evaluation

- Shows excellent knowledge and understanding of the personal strategies a young person might use to deal with 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 a young person might use to deal with bullying.
- Conclusion: draws a detailed conclusion related to their evaluation on the personal strategies a young person might use to deal with bullying.
- Quality of written communication is highly competent. [10]

Total

**AVAILABLE
MARKS**

10

60