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General Certificate of Secondary Education 2014

Learning for Life and Work: Modular

Unit 4

Personal Development



[GLW51]

GLW51

FRIDAY 9 MAY, MORNING

TIME

45 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

Complete in blue or black ink only. Do not write in pencil or with a gel pen.

The insert (containing **Source A**) is to be used for Questions **4** and **5** in **Section B**.

Answer **all** questions in this paper.

INFORMATION FOR CANDIDATES

The total mark for this paper is 40.

Quality of written communication will be assessed in Questions 4 and 5.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

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		Section A		Examine Marks	er Only Remark
		Answer all questions in this section.			
Thi	s qu	estion is about developing competence as discerning const	umers.		
1	(a)	Write down one way a young person could reduce spending.			
			[1]		
	(b)	Identify and explain one way a young person with a gambling addiction may end up in debt.			
			,		
	(c)	Identify and explain one way a family could save money when shopping for food.			
			[2]		
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This qu	estion is about maximising and sustaining health and well-bein	ng.	Examin Marks	er Only Remark
2 (a)	Write down one benefit of eating a healthy diet.			
	· 	[1]		
(b)	Explain one way poor housing can affect a person's social health.			
		[2]		
(c)	Explain one way a person's emotional health may be affected by bereavement.			
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		[2]		
			Total Qu	estion 2
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	is qu renti	estion is about understanding the roles and responsibilities of ng.	Examin Marks	er Only Remark
3	(a)	Write down two physical health risks of teenage pregnancy.		
		1[1]		
		2[1]		
	(b)	Identify and explain two ways a teenage mother may have a reduced social life.		
		1		
		[2]		
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		[2]		
	(c)	Identify and explain two emotional issues the birth of a new baby may have on a young couple.		
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	Section B	Examir Marks	er Only Remark
	Answer all questions in this section.		
4	Read Source A and use it to help you answer this question.		
	a) Explain two ways a school can positively influence a young person's behaviour.		
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(b)	Explain the problems of underage drinking for a local community.		Examin Marks	er Onl
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influence of peers in risk taking behaviour.			
			
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General Certificate of Secondary Education 2014

Learning for Life and Work: Modular

Unit 4

Personal Development

[GLW51]

FRIDAY 9 MAY, MORNING

SOURCE A

Insert: Personal Development

For use with Questions 4 and 5.

SOURCE A

Managing Risk Taking Behaviour

Through the school curriculum, e.g. Home Economics and Learning for Life and Work, teachers can help young people learn about the dangers of smoking cigarettes, drinking alcohol and taking illegal drugs, etc.

Visiting guest speakers can help to get the message across to young people about the risks they may face and challenge many of the ideas they may have about anti-social and sexual behaviour.

Young people and their peers may become involved in negative risk taking behaviour and must be aware of the consequences of their actions. For example, a group of underage teenagers drinking alcohol and behaving badly may affect the community where they live especially elderly people, neighbours and parents with young children.

Positive risk taking is more likely to give a young person and their peers a sense of achievement through taking up new challenges or raising money for charity.

Source: Chief examiner