



Rewarding Learning

General Certificate of Secondary Education
2014

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Candidate Number

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StudentBounty.com

Learning for Life and Work: Linear

Unit 3



[GLW31]

GLW31

FRIDAY 9 MAY, MORNING

TIME

1 hour 30 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 **Sources A, B and C**) is to be used for Questions **4, 5, 6, 7, 8 and 9**.

Answer **all** questions in **Sections A and B**.

Answer **two** questions in **Section C**.

INFORMATION FOR CANDIDATES

The total mark for this paper is 80.

Quality of written communication will be assessed in Questions **4–9**.

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



(c) Identify **and** explain **two** ways that Non-Governmental Organisations (NGOs) can influence government decisions.

1. _____

_____ [2]

2. _____

_____ [2]

Examiner Only

Marks Remark

Total Question 1

[Turn over



(c) Identify **and** explain **two** emotional issues the birth of a new baby may have on a young couple.

1. _____

 _____ [2]

2. _____

 _____ [2]

Examiner Only

Marks Remark

Total Question 2

[Turn over



Employability

This question is about rights and responsibilities of employers and employees.

3 (a) Name **two** pieces of information contained in a Contract of Employment.

1. _____ [1]

2. _____ [1]

(b) Identify **and** explain **two** areas in which an employer owes a duty of care to an employee.

1. _____

 _____ [2]

2. _____

 _____ [2]

Examiner Only	
Marks	Remark



(c) Identify **and** explain **two** reasons why a business should be aware of environmental issues.

1. _____

_____ [2]

2. _____

_____ [2]

Examiner Only	
Marks	Remark
Total Question 3	

[Turn over



Section B

Answer **all** questions in this section.

Examiner Only	
Marks	Remark

Local and Global Citizenship

4 Read **Source A** and use it to help you answer this question.

(a) Explain how **two** human rights may be abused.

1. _____

_____ [2]

2. _____

_____ [2]



Personal Development

5 Read **Source B** and use it to help you answer this question.

(a) Explain **two** ways a school can positively influence a young person's behaviour.

1. _____

_____ [2]

2. _____

_____ [2]

Examiner Only	
Marks	Remark



Employability

6 Read **Source C** and use it to help you answer this question.

(a) Explain **two** reasons why job applicants are interviewed.

1. _____

_____ [2]

2. _____

_____ [2]

Examiner Only

Marks Remark



(b) Explain why it is important for an employee to meet deadlines in the workplace.

[6]

Examiner Only	
Marks	Remark
Total Question 6	

[Turn over





Extra page if required

Examiner Only

Marks Remark

[Turn over



Personal Development

8 With reference to **Source B** and your own knowledge evaluate the influence of peers in risk taking behaviour.

[10]

Examiner Only

Marks	Remark
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	Total Question 8
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Extra page if required

Examiner Only

Marks Remark

[Turn over

8491



Employability

9 With reference to **Source C** and your own knowledge evaluate self-employment as a career option.

[10]

Examiner Only	
Marks	Remark
Total Question 9	



THIS IS THE END OF THE QUESTION PAPER

DO NOT WRITE ON THIS PAGE

For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
6	
7	
8	
9	

Total Marks	
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Examiner Number

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8491/4





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[GLW31]

FRIDAY 9 MAY, MORNING

SOURCES A, B and C

Insert: Local and Global Citizenship

For use with Questions 4 and 7.

SOURCE A

Everyone should have human rights. These include the right to life and the right to privacy. In some countries these rights may be abused. For example, people could be tortured or killed by the state. People's actions could be closely watched by the police who could intercept mail and listen to private conversations.

In Northern Ireland one of the government's roles is to safeguard human rights. It can do this by passing laws and making sure authorities and public bodies have policies to promote human rights and ensure these are put into practice.

Young people have rights too. Sometimes people say that with rights come responsibilities and that society expects young people to be socially responsible. Young people can be socially responsible by thinking about how their behaviour can affect others and by helping others and their community.

Source: Chief Examiner

Insert: Personal Development

For use with Questions 5 and 8.

SOURCE B

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

Insert: Employability

For use with Questions 6 and 9.

SOURCE C

The Workplace

Applicants applying for jobs are usually interviewed so that the employer can meet the applicant to verify the information on their application form.

If the applicant is successful, it is important that they are aware of the various responsibilities they have to their employer. One of these responsibilities is to ensure that they meet deadlines in the workplace. By doing so, orders will be produced on time and the employee will achieve a high degree of satisfaction.

The employee may decide that they wish to work for themselves and leave their place of employment. They will then be their own boss and make all their own decisions. However, self-employment can involve long working hours and little time for family and social occasions.

Source: Chief Examiner