



Rewarding Learning

**General Certificate of Secondary Education
January 2011**

Learning for Life and Work

Personal, Social and Health Education

[GSW21]

FRIDAY 7 JANUARY, AFTERNOON

**MARK
SCHEME**

1 (a) Any **one** of the following:

- parental love
- sexual love
- affectionate love
- romantic love.

(AO2)

[1]

(b) Any **two** of the following:

- fear of rejection
- sexuality
- peer pressure
- shyness/quiet
- lack of confidence/insecure
- worried about physical contact/sex
- not knowing what to talk about/hobbies/interests
- not attracted
- don't like personality
- age
- where they live/distance
- parental pressure
- social background
- may have suffered abuse

Accept any valid alternative.

(AO1) (2 × [1])

[2]

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(c) Any **two** of the following:

- honesty/trust
- care
- support/help each other
- joint decisions
- not having sex
- going out with someone else
- by talking or listening to each other
- not being jealous
- not being violent or aggressive/argue
- not seeing the other person as a sex object
- share feelings
- being aware of the other person's needs
- making time for each other
- treat each other with dignity/privacy/space
- to apologise when there has been a misunderstanding

Accept any valid alternative.

(AO1) (2 × [1])

[2]

(d) Any **one** of the following:

- to speak about problems or worries in their lives which helps relieve stress
- to share problems and to help find solutions, e.g. money
- to share hopes, thoughts and feelings for now and in the future
- to discuss plans for the future, e.g. holidays, birthdays, parties, etc.

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- taking the time to talk and listen to each other avoids missed or confusing messages
- to prevent conflict in the relationship which may destroy the relationship in the long term

Accept any valid alternative.

[1] basic response, [2] for detailed response
(AO1)

[2]

(e) Any **two** of the following:

- prepare for future – responsibility of family life
- value of money/holiday/university/presents
- part-time jobs
- if parents were to pass away
- help young person to mature and have the confidence to speak up for themselves
- encourage the young person to feel comfortable with their peers and other adults as they are not dependent on their parents
- they may make friends more easily as they are doing things they enjoy for themselves, e.g. sports, youth clubs
- help young person to have more confidence in their own ability and be aware of their talents and skills
- good social skills help a person become a well adjusted, independent member of society/avoids conflict
- also helps to achieve personal/career success and make a valuable contribution to the community/society. Can use both personal and career

Accept any valid alternative.

[1] basic response, [2] for detailed response
(AO1) (2 × [2])

[4]

(f) Any **two** of the following:

- exams and schoolwork
- sibling rivalry
- alcohol or drugs or smoking
- money
- household chores
- may feel their parents are treating them like children
- may be influenced by their friends
- influenced by the media, TV, pop stars, celebrities, sports stars
- generation gap – too wide for parents to understand the young person
- generation trends – values may have changed as to what is acceptable or not
- unreasonable requests, e.g. join a club or choir
- overprotective parents – young person not given any freedom/relationships
- lack of trust due to previous mistakes
- stubborn/rebellious – due to stage in adolescent development

Accept any valid alternative.

[1] basic response, [2] for developed response

(2 × [2])

[4]

15

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- 2 (a) (i) budgeting (AO2) [1]
- (ii) a little planning (AO2) [1]
- (iii) not to overspend/live within your means. (AO2) [1]
- (b) In answering the question candidates may refer to any two of the following:
- recycling
 - shop around/sales
 - buy essentials
 - stop smoking
 - cheaper items
 - draw up a budget/plan
 - reduce spending on entertainment
 - buy fewer clothes
 - walk to school/work rather than using public transport
 - bring a packed lunch to school/work
 - share CDs/DVDs
- Accept any valid alternative.
(AO1) [2]

AVAILABLE
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(c) In answering the question candidates may refer to any of the following:

- save for the future, e.g. car, holiday, university
- emergencies to fall back on
- money is safe in case it is lost/stolen
- accrue interest on the original sum thus making more money
- less likely to impulse spend since the money is not available
- encourages positive attitudes to money thus reducing the opportunity of getting into debt/good credit history

Accept any valid alternative.

[1] for a basic response, [2] for a developed answer

(AO1)

[2]

(d) In answering the question candidates may refer to any two of the following:

- advertising, positive aspects, feel good factors of certain products, better self-image
- influences spending, e.g. recession/house prices
- advertising encourages young people to buy goods by suggesting that they will improve their lives/self-esteem
- many sports/pop stars are used to promote products and this may influence young people to buy them/role models
- the media directly targets children/young people to buy certain products/games, etc.
- role models may be seen wearing/using certain products which influences young people to buy them

Accept any valid alternative.

[1] for a basic response, [2] for a developed answer

(AO1) (2 × [2])

[4]

AVAILABLE
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(e) In answering the question candidates may refer to any two of the following:

- avoid owing other people money
- prevent impulse buying/debt
- learn good business skills
- ensures that money will last until the next pay day
- will be able to balance living costs against income
- be fully aware of the bills which must be paid
- possibility of saving
- ensures that money will last until pay day thereby avoiding debt
- allows the person to live within their means thereby being able to balance living costs against income
- creates money awareness with the realisation that the bills must be paid/embarrassment
- provides the opportunity to save money which can be used for luxury items such as holidays, a new car, computers

Accept any valid alternative.

[1] for a basic response, [2] for a developed answer

(2 × [2])

[4]

15

3 (a) 1000 young people. (AO2)

[1]

(b) Any **two** of the following:

- buying alcohol from a licensee under 18
- drinking alcohol in public place
- using fake ID to buy alcohol
- drink driving

Accept any valid alternative.

(2 × [1])

[2]

AVAILABLE
MARKS

(c) In answering the question the candidate may refer to the following:

- may cause an accident that could lead to injury that could last a lifetime
- blurred vision may lead to dangerous driving and death to self and others
- danger to self and others, i.e. physical attack, problems at work/school
- may lead to depression and possibly suicide if not taken in moderation
- may lead to memory problems
- physical effects (addiction) – liver disease, heart problems

Accept any valid alternative.

Band 1 ([1]–[2])

The candidate will recall some knowledge and demonstrate basic understanding of alcohol abuse and show some ability to make judgements on the reasons for this. (AO1/AO3)

The quality of written communication will be poor.

Band 2 ([3]–[4])

The candidate will recall relevant knowledge and demonstrate sound understanding of alcohol abuse and will make relevant judgements and present plausible conclusions which reflect the reasons for this. (AO1/AO3)

The quality of written communication will be satisfactory. [4]

AVAILABLE
MARKS

(d) In answering this question candidates may refer to the following:

On the one hand alcohol may:

- encourage many young people to drink too much which may lead to loss of control – this may lead to fighting, vandalism and crime
- alcohol often brings out a person's aggressive behaviour
- drinking on the streets and "after pub" fast food leaves litter
- rowdiness upsets local residents
- addictive – liver disease/future health problems
- physical abuse due to alcohol/difficulties at home/homeless
- hangover – difficulty concentrating on schoolwork/problems with learning
- alcohol is only a problem when too much is taken, most drink in moderation
- many young people believe that they are victimised against and that people overreact to their behaviour
- a small minority of young people stigmatise the vast majority who are responsibly behaved.

On the other hand alcohol may:

- relieve stress for life – school/home, e.g. exam pressures
- gives them courage because of the way alcohol makes them feel
- breaks down barriers
- escape from problems/stresses in their lives
- fit in with the crowd/group

Accept any valid alternatives.

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MARKS

Band 1 ([1]–[3])

The candidate will recall some knowledge and demonstrate a basic understanding of the part alcohol can play in some young people's lives. The candidate may show some ability to make judgements. (AO1/AO3)

The quality of written communication will be poor.

Band 2 ([4]–[6])

The candidate will recall relevant knowledge and demonstrate a sound understanding of the part alcohol can play in some young people's lives. The candidate will make relevant judgements, may evaluate the part alcohol plays in some young people's lives and present plausible conclusions which reflect reasons for this. (AO1/AO3)

The quality of written communication will be satisfactory.

Band 3 ([7]–[8])

The candidate will recall accurate knowledge and demonstrate a thorough understanding of the part alcohol can play in some young people's lives and will make reasoned judgements, will evaluate the part alcohol plays in some young people's lives and present substantial conclusions. (AO1/AO3)

The quality of written communication will be excellent.

[8]

15

Total**45**AVAILABLE
MARKS