



Rewarding Learning

General Certificate of Secondary Education  
2014

Centre Number

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Candidate Number

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## 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.



## Section A

Answer **all** questions in this section.

**This question is about developing competence as discerning consumers.**

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.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ [2]

(c) Identify and explain **one** way a family could save money when shopping for food.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ [2]

Examiner Only	
Marks	Remark
Total Question 1	



This question is about maximising and sustaining health and well-being.

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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [2]

Examiner Only

Marks Remark

Total Question 2

[Turn over

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\*12GLW5103\*















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**THIS IS THE END OF THE QUESTION PAPER**

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**DO NOT WRITE ON THIS PAGE**

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\*12GLW5111\*

**DO NOT WRITE ON THIS PAGE**

For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	

<b>Total Marks</b>	
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Examiner Number

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**Learning for Life and Work: Modular**

**Unit 4**

**Personal Development**

**[GLW51]**

**FRIDAY 9 MAY, MORNING**

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**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