



General Certificate of Secondary Education  
2019

Centre Number

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Candidate Number

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# Learning for Life and Work: Modular

Unit 2

Personal Development



[GLF21]

\*GLF21\*

FRIDAY 10 MAY, AFTERNOON

## TIME

1 hour.

## INSTRUCTIONS TO CANDIDATES

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

**You must answer the questions in the spaces provided.**

**Do not write outside the boxed area on each page or on blank pages.**

Complete in black ink only. **Do not write with a gel pen.**

Answer **all** questions in this paper.

## INFORMATION FOR CANDIDATES

The total mark for this paper is 60.

Quality of written communication will be assessed in Questions **5(a)**, **5(b)** and **6**.

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



Answer **all** questions

1 (a) Name **one** consequence of risk-taking behaviour.

\_\_\_\_\_ [1]

(b) Write down **one** reason why young people take illegal drugs.

\_\_\_\_\_ [1]

(c) Explain **one** economic impact of becoming a parent.

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

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

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



(e) Explain **two** ways a person could help to protect themselves from investment scams.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [4]



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

\_\_\_\_\_ [1]

(b) Write down **one** strategy to deal with cyberbullying.

\_\_\_\_\_ [1]

(c) Describe **one** effect of young people having unprotected sex.

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

(d) Describe **one** strategy a young person may use to deal with frustration.

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



(e) Explain **two** opportunities for a foster carer supporting young children.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[4]



3 (a) Write down **one** consequence of poor budgeting.

\_\_\_\_\_ [1]

(b) Write down **one** way a parent may develop a child's morals and values.

\_\_\_\_\_ [1]

(c) Explain **one** physical effect an unhealthy relationship can have on a person.

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

(d) Explain **one** way a young person may manage change in a positive way.

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



(e) Explain **two** benefits of moving in with a partner and living together.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[4]



4 (a) Explain **two** ways the media may influence risk-taking behaviour.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [4]

(b) Explain **two** ways legislation may protect consumers when buying goods.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [4]







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**(Questions continue overleaf)**

**[Turn over**



**Source A: Work-life Balance**

The ability to successfully combine work, family commitments and personal life is important for the well-being of all members of a family.

The more people work, the less time they have to spend on other activities. Evidence suggests that long working hours may affect personal health and well-being. Other causes may include taking work home and an increase in workload.

In the United Kingdom, full-time workers devote 62% of their day on average to personal care (eating, sleeping, etc.) and leisure (socialising with friends and family, hobbies, games, computer and television use, etc.).

Governments can help to address the issue by encouraging supportive and flexible working practices, making it easier for parents to strike a better balance between work and home life.

© Adapted from, "Work-life Balance", OECD. <http://www.oecdbetterlifeindex.org/topics/work-life-balance/>









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| For Examiner's use only |       |
|-------------------------|-------|
| Question Number         | Marks |
| 1                       |       |
| 2                       |       |
| 3                       |       |
| 4                       |       |
| 5                       |       |
| 6                       |       |

|                    |  |
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| <b>Total Marks</b> |  |
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Examiner Number

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