

# Key Skills Communication Level 3

## Teenage Concerns Final Mark Scheme

### Part A Short-answer questions

Q1 Using the research findings from Documents 2 and 3, identify <b>three</b> significant problems that teenagers may currently face.			
Criteria	Marking Guide	Marks	Max Marks
<b>3.2.1</b>	The candidate has <b>selected</b> relevant information from Documents 2 and 3.	1 mark	<b>1 mark</b>
<b>3.2.2</b>	<p>The candidate has <b>identified</b> significant problems that teenagers are currently facing, eg</p> <ul style="list-style-type: none"> <li>a) emotional problems such as anxiety and depression (Doc 2)</li> <li>b) behavioural problems (Doc 2)</li> <li>c) struggle over money (Doc 2)</li> <li>d) relationships with friends and family (Docs 2 &amp; 3)</li> <li>e) drugs (Doc 3)</li> <li>f) concerns related to bullying (Doc 3)</li> <li>g) abuse - emotional and sexual (Doc 3)</li> <li>h) difficult to get work (Doc 2)</li> <li>i) pregnancy / sex (Doc 3)</li> <li>j) issues concerning health (Docs 2 &amp; 3)</li> </ul> <p>Accept any other <b>significant</b> problem identified from the documents.</p>	1 mark for each problem (max 3 marks)	
<b>Total for question</b>			<b>4 marks</b>

Q2 Using information from Document 2, identify <b>three</b> causes of the problems that teenagers are experiencing. To what extent do the writers of Documents 1 and 2 agree about the reasons that young people feel under pressure?			
Criteria	Marking Guide	Marks	Max Marks
3.2.1	The candidate has <b>selected</b> relevant information from Documents 1 and 2.	1 mark	<b>1 mark</b>
3.2.2	The candidate has <b>identified</b> the causes of the problems that teenagers are experiencing from Doc 2, eg a) young people are staying at home longer as they do not have the financial means to leave b) reduction in employment prospects c) financial instability d) clashes with parents over authority and sexual relations e) leaving home, experiencing difficulties and then forced to return f) education system g) parental high expectations  Accept any other valid causes identified.	1 mark for each cause identified (max 3 marks)	
3.2.3	The candidate has <b>explained</b> the extent to which Documents 1 and 2 agree about the reasons why young people feel under pressure.  For example, both refer to tension generated by the expectations placed on teenagers to succeed; pressures caused by the sexual revolution; the need for young people to be able to exert some autonomy and self-expression which is often countered by parental authority.  However, Document 1 places greater emphasis on the impact of the media, and on the relaxation of the censorship laws. It also challenges the notion that teenagers are any different today than they were years ago, and asserts that the majority of young people survive teenagehood unscathed.  Accept any other valid explanations.	Up to 4 marks	
<b>Total for question</b>			<b>8 marks</b>

Q3 Identify the meaning of Images 1 and 2 in Documents 1 and 2, and assess to what extent each image supports the arguments in the related documents.			
Criteria	Marking Guide	Marks	Max Marks
3.2.2	<p>The candidate has <b>identified</b> the meaning of each of the images, eg</p> <p>a) <b>Image 1</b> is a cartoon depicting a young male who is concerned that he feels different because he is happy. The irony is that the happiness should be creating worry and stress about being different.</p> <p>b) <b>Image 2</b> shows a young hooded male walking past a wall that has been sprayed with graffiti. The photograph is dark, sinister and threatening and reinforces the main caption of youths being ‘antisocial’.</p> <p>Accept any other valid meanings identified.</p>	1 mark for each image	2 marks
3.2.3	<p>The candidate has <b>assessed</b> how effectively each image contributes to the arguments contained within the documents. For example,</p> <p><b>Image 1</b> reinforces the statement in Document 1 that the majority of teenagers survive teenagehood unscathed.</p> <p><b>Image 2</b> reinforces the Nuffield research findings that are discussed in Document 2 and which highlights an increase in male behavioural problems. The caption on the sweatshirt serves to reinforce the fact that although behaviour has worsened teenagers have not necessarily become more aggressive.</p>	<p>(Up to 2 marks)</p> <p>(Up to 2 marks)</p>	
<b>Total for question</b>			<b>6 marks</b>

Q4 Using information from Documents 1 and 3 identify <b>three</b> possible ways to reduce the pressure felt by teenagers. Consider the extent to which each would be effective.			
Criteria	Marking Guide	Marks	Max Marks
3.2.1	The candidate has <b>selected</b> relevant information from Documents 1 and 3.	1 mark	<b>1 mark</b>
3.2.2	The candidate has <b>identified</b> possible ways to reduce pressure, eg a) parents spending more time interacting and supporting teenagers (Docs 1 & 3) b) giving teenagers time to talk (Doc 1) c) listening to young people as opposed to assuming what their problems are (Doc 3) d) confidentiality of access to GPs (Doc 3) e) easier access to mental health services (Doc 3) f) control media bombardment ( Doc 1)  Accept any other valid solution identified.	1 mark for each solution (max 3 marks)	
3.2.3	The candidate <b>considered the extent</b> to which solutions would be effective. For example if parents and those who work with young people actively listened to the difficulties being experienced by teenagers, they would recognise that the majority struggle and need help with relationships as opposed to drug related problems, and would be able to support them more appropriately.  Accept any other valid assessments.	Up to 3 marks	<b>3 marks</b>
<b>Total for question</b>			<b>7 marks</b>

**Part B Extended-answer question**

<p>Q5 Your local health centre has asked you to write an article for their magazine looking at:</p> <ul style="list-style-type: none"> <li>• the range of problems experienced by teenagers</li> <li>• factors that do and do not cause anxiety and depression</li> <li>• practical ways in which parents, schools and health services could help teenagers through adolescence.</li> </ul> <p>Base your response on information from the documents.</p>			
Criteria	Marking Guide	Marks	Max Marks
3.3.1	Candidate has:		
	<ul style="list-style-type: none"> <li>• selected an appropriate form for presenting the information (minimum heading)</li> </ul>	1 mark	
	<ul style="list-style-type: none"> <li>• used an appropriate style and structure to add clarity to the text (eg sub-headings, paragraphs)</li> </ul>	1 mark	
	<ul style="list-style-type: none"> <li>• used an appropriate tone consistently.</li> </ul>	1 mark	<b>3 marks</b>
3.3.2	Candidate has:		
	<ul style="list-style-type: none"> <li>• used own words in an effective manner where appropriate</li> </ul>	Up to 4 marks	
	<ul style="list-style-type: none"> <li>• demonstrated an understanding of the range of problems experienced by teenagers and factors that do and do not cause anxiety and depression</li> </ul>	Up to 3 marks	
	<ul style="list-style-type: none"> <li>• demonstrated an understanding of the ways in which teenagers can be helped through adolescence</li> </ul>	Up to 2 marks	
	<ul style="list-style-type: none"> <li>• organised material effectively to produce a considered article that is fit for purpose</li> </ul>	Up to 4 marks	
			<b>13 marks</b>

