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General Certificate of Secondary Education  
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**Health and Social Care**

**Single Award**

Unit SA2: Personal Development

[GHS21]

TUESDAY 25 JANUARY, AFTERNOON

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**MARK  
SCHEME**

- 1 (a) Paul and Maria are in the life stage of early adulthood, which is from \_\_\_\_\_ to \_\_\_\_\_ years (AO1).

19–39 years

Both ages must be correct.

(1 × [1])

[1]

- (b) Write down two life changes both Paul and Maria have experienced (AO1).

Any **two**:

- starting school
- getting a job/employment
- marriage
- becoming a parent/having children

(2 × [1])

[2]

- (c) Write down the types of relationships Maria has in the boxes below (AO1).

Maria and Paul – intimate, personal and sexual

Maria and her children – family

(2 × [1])

[2]

- (d) Explain how employment (working as an ICT technician) may affect Paul's intellectual, emotional and social development (AO1, AO2, AO3).

Answers may address some of the following points:

Intellectual development

- opportunities to learn new ICT skills/skills leading to promotion/further his career
- opportunity to develop existing ICT skills
- stimulation

Emotional development

- sense of achievement/pride
- sense of satisfaction/security
- feeling of being valued
- sense of worth/working to provide for his wife and family
- sense of belonging
- high self-esteem

Social development

- opportunities to form relationships with work colleagues
- opportunities to take part in social activities through work
- opportunities to meet new people – must link to employment in all responses
- opportunities to develop team working skills

Responses relating to money need to be explained.

Accept negative aspects

All other valid points will be given credit.

[1] for statement

[2] for explanation

(3 × [2])

[6]

- (e) Discuss the expected patterns of physical growth and development during infancy (AO1, AO2).

Answers may address some of the following points:

- grow taller
- increase in weight
- head control increases
- lift head
- stand when supported/stand alone
- crawls
- pull self up to standing position
- walk when supported
- walk alone
- run carefully
- climb on furniture
- squat
- throw a small ball
- able to jump from a low step
- kicks a large ball
- sits unsupported/supported/with feet crossed
- walks upstairs with one foot on each step
- development of teeth
- change from liquid to solid diet
- development of fine/gross motor skills

All other valid points will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (f) Discuss the expected patterns of intellectual development during childhood (AO1, AO2).

Answers may address some of the following points:

- language development continues/constructing complex sentences/ learning new vocabulary/speaking properly or well
- reading, writing and drawing skills develop (three different skills)
- concepts of measurement develop
- understanding of number develops
- moral understanding of right and wrong
- directed thinking/concentration develops/listening skills
- conservation skills/ability to classify
- problem solving skills develop
- learning to use the computer
- improved memory
- doing homework for own age group
- learn to play an instrument
- learn how to work at school
- complete word searches/puzzles

All other valid points will be given credit.

[1] for key phrases

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

(g) Explain **two different ways** this may have a positive effect on their physical health (AO1, AO2, AO3).

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Answers may address some of the following points:

- good oral health – limit sugary foods/snacks etc.
- healthy weight for height/less risk of obesity – limited intake of fatty/high sugar foods
- reduce risk of deficiency diseases, e.g. anaemia
- strong teeth and bones – intake of calcium and vitamin D
- plenty of energy for growth and activities
- increased immunity

Do not accept fit and healthy

All other valid points will be given credit.

[1] for statement

one way well explained for [2]

[2] for explanation

(2 × [2])

[4]

21

- 2 (a) Ellen is in the life stage of \_\_\_\_\_ which is \_\_\_\_\_ years (AO1).

Later adulthood

65+ years

(2 × [1])

[2]

- (b) Discuss the expected patterns of physical development during later adulthood (AO1, AO2).

Answers may address some of the following points:

- height may decrease
- skin wrinkles/loss of elasticity
- hair thins/go bald/grey
- bones become weaker
- body organs may become less efficient
- sight may decline
- hearing may deteriorate
- mobility may decrease – joints stiffen
- muscles weaken
- sense of taste/smell deteriorates
- more prone to chronic illness, e.g. diabetes, heart disease

All other valid points will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (c) Explain how (can be two ways) living in a residential care home may have a positive effect on Ellen's emotional and social development (AO1, AO2, AO3).

Answers may address some of the following points:

Emotional development

- may develop a sense of belonging/less isolated and lonely
- feel cared for/looked after/loved/wanted – **not** happier
- feelings of security/less anxious
- bond with other residents

do not accept feel good about herself

Social development

- opportunities to form friendships with other residents
- increase opportunities to take part in activities/outings organised in the home
- develop relationships with carers
- opportunities to meet new people
- improved social skills

All other valid points will be given credit.

[1] for statement

[2] for explanation

(2 × [2])

[4]

- (d) Discuss how Ellen's age could have a negative effect on her self-concept (AO2, AO3).

Answers may address some of the following points:

- she may feel old
- useless/burden/no purpose in life any more
- feelings of regret, e.g. missed opportunities/lack of achievement
- resentful of physical aspects of ageing
- low self-worth/self-esteem
- death of friends leading to loneliness/isolation

All other valid points will be given credit.

[1] for key phrases

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (e) Explain **different** ways the following sources of support may have helped Ellen cope at the time of her husband's death (AO1, AO2).

Answers may address some of the following points:

Informal (friends)

- emotional support, e.g. listened to her/let her talk/spend time/talking to her
- advice, e.g. on funeral arrangements etc.
- practical help, e.g. organise house/flowers/financial support etc.

Faith based services

- emotional support, e.g. listening to Ellen's feelings/pray with her etc.
- advice on funeral ceremony/hymns etc.
- practical help, e.g. organising ceremony/taking service

May give two different types of support within one answer

All other valid points will be given credit.

[1] for statement

[2] for explanation.

(2 × [2])

[4]

- (f) Discuss how this may affect her health and well being (AO1, AO2, AO3)

Answers may address some of the following points:

- blood pressure/blood tests etc. may detect problems which can be treated before they become serious
- Ellen will be able to discuss any health concerns with the doctor
- Ellen may be given advice re aspects of her health/medication
- Any current medical conditions and treatments can be monitored
- Ellen may receive flu vaccine which may prevent serious complications
- May lead to worry about results/outcomes

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

19

3 (a) (i) Charlie and Olivia are in the life stage of \_\_\_\_\_ which is 40–64 years (AO1).

Middle adulthood  
(1 × [1])

[1]

(ii) Use the table below to discuss the expected patterns of social development during this life stage (AO1, AO2).

Answers may address some of the following points:

Social development

Early stage/rearing a family

- less time to go out
- may need a babysitter
- may have less money to socialise
- make friends with other parents etc.
- may lose contact with old friends
- take part in family activities/holidays etc.

Later stage/family grown up

- more time to go out
- less/more financial pressure
- time to take up new hobbies/interest/make new friends
- social activities with grandchildren
- time may be taken up looking after elderly parents

All other valid responses will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

(b) Explain how Olivia's gender could have a positive effect on her self-concept (AO2, AO3).

Answers may address some of the following points:

- content with her gender role/female – wife/mother/caring for her family/working part time
- sense of satisfaction/achievement
- high self-esteem/self-worth

All other valid points will be given credit.

[1] for statement

[2] for explanation

(1 × [2])

[2]

- (c) Explain how redundancy may have a negative effect on Charlie's self-esteem (AO2, AO3).

Answers may address some of the following points:

- sense of failure and guilt/letting his family down/not able to provide for them
- may feel he was not good at his job
- poor self-worth/poor opinion of himself

All other valid responses will be given credit.

[1] for statement

[2] for explanation

(1 × [2])

[2]

- (d) Explain how the following sources of support may help Charlie cope with this life change (AO1, AO2, AO3).

Answers may address some of the following points:

must be specific to Charlie's situation

Informal (family)

- emotional support – offer him reassurance/not his fault/make him feel loved etc.
- advice – perhaps on retiring/where to look for a new job
- practical help – look for job advertisements etc.
- financial support

Professional services (social security)

- practical help – provide Charlie with benefits and allowances/help to complete forms etc.
- advice on benefits
- provide information/advice on job availability

All other valid responses will be given credit.

[1] for statement

[2] for explanation

(2 × [2])

[4]

- (e) Analyse the effects of using illegal drugs on Sarah's **physical** health and well being (AO2, AO3).

Answers may address some of the following points:

- tiredness/lack of energy
- respiratory disease in long term
- addiction
- dehydration
- vomiting, nausea, black outs
- increased risk of accidents
- brain damage
- liver and kidney problems
- hallucinations
- death
- weight loss
- self-harm
- injury

All other valid points will be given credit.

**Level 1 ([1]–[2])**

Overall impression: basic

- may list several examples
- basic analysis of effects
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([3]–[4])**

Overall impression: adequate

- adequate analysis of effects
- quality of written communication is adequate. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 ([5]–[6])**

Overall impression: competent

- competent analysis of effects
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[6]

21

- 4 (a) Adam is in the life stage of \_\_\_\_\_ which is from \_\_\_\_\_ to \_\_\_\_\_ years (AO1).

Adolescence

11–18 years  
(2 x [1])

[2]

- (b) Discuss how you would expect Adam to grow and develop during his current life stage (AO1, AO2).

Answers may address some of the following points:

Physical development

- penis and testes grow larger
- grow pubic, facial and underarm hair
- muscles develop, chest and shoulders broaden
- larynx grows, voice breaks and deepens
- ability to ejaculate sperm
- reaching puberty
- growth spurt
- skin problems

Intellectual development

- able to imagine and think about things they have never experienced
- learn to think in different ways
- understand more difficult concepts
- learn to synthesise information
- able to solve problems/think things out logically
- think about future/career
- develop formal operational thinking, according to Piaget
- preparation for exams through education system
- part-time work

Emotional development

- mood swings/excited one minute, sad the next
- moody/get angry quickly
- may feel insecure/lack confidence
- low self-esteem
- relationships with parents may become difficult
- feel more independent
- strong feelings in boyfriend/girlfriend relationships
- stress, e.g. exams/coursework/etc.
- experiment with different identities

Social development

- become more dependent on peer group
- desire to belong to a group
- exploring sexuality/experiment with sexual relationship
- develop independence from parents
- need to fit in with a group
- opinion of peers becomes very important/peer pressure
- social activities with friends
- may be member of a club/sports team

All other valid points will be given credit.

**Level 1 ([1]–[4])**

Overall impression: basic

- may list several examples but little discussion
- basic discussion of aspects
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([5]–[8])**

Overall impression: adequate

- adequate discussion of at least three PIES aspects of development to achieve at top of band
- quality of written communication is competent. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 ([9]–[12])**

Overall impression: competent

- range of effects from all PIES competently discussed at top of band
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

- (c) Analyse how Adam's emotional, intellectual and social development may be affected if he is getting bullied at school (AO2, AO3).

Answers may address some of the following points:

Emotional

- feel unloved/unwanted/rejected/resentment towards bullies
- low self-confidence
- low self-esteem/negative self-concept
- aggressive to others/withdrawn/angry
- may feel guilty/blame himself
- fear, anxiety, stress, depression
- feel good about himself if he copes
- feel lonely/isolated
- feels suicidal

Intellectual

- difficult to concentrate in school
- reluctant to go to school/play truant
- may not complete homework etc.
- underachieve at school
- lack of motivation to do well
- may spend a lot of time on school work

**Social**

- steal/anti-social behaviour
- lack of friends
- unwilling to join football teams etc.
- won't join in activities with peer group
- difficulty making friends
- poor social development

All other valid responses will be given credit.

**Level 1 ([1]–[3])**

Overall impression: basic

- may list several examples but little analysis
- basic analysis of one or two aspects
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([4]–[6])**

Overall impression: adequate

- adequate analysis of at least two IES aspects of development at top of band
- quality of written communication is adequate. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 ([7]–[9])**

Overall impression: competent

- range of effects from all IES competently analysed at top of band
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

23

- 5 (a) Write down the type of relationship Renu has with the staff of the university (AO1).

Working  
(1 x [1])

[1]

- (b) Discuss how Renu's culture may have had a negative effect on her self-concept when she first moved to this country (AO2, AO3).

Answers may address some of the following points:

- may have felt unwelcome/lonely/isolated/different
- may have been discriminated against
- may have been abused, e.g. verbally
- not given opportunity to practise culture, e.g. religious beliefs
- may have missed aspects of own culture
- low self-worth/self-esteem

All other valid responses will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 x [3])

[3]

- (c) Evaluate the effects of starting university on Renu's personal development (AO2, AO3).

Answers may address some of the following points:

Physical effects

- may drink too much alcohol
- late nights/lack of sleep/change in sleeping patterns
- change in diet/unbalanced diet/too much fast food etc.
- lack of heat etc. due to shortage of money
- may join university team/gym/exercise

Intellectual effects

- new experiences – away from home etc.
- join clubs/societies
- studying/learning new course
- may find work difficult/challenging

Emotional effects:

- more independent/more confidence
- initial feelings of sense of loss/miss family etc.
- form bonds with other students
- may find it difficult to cope
- sense of achievement/having reached university
- sense of apprehension at first
- stress of study/deadlines, etc.

Social effects

- loss of 'old' friends at school/home
- opportunity to meet new friends
- opportunities to socialise in more places/travel

All other valid points will be given credit.

**Level 1 ([1]–[4])**

Overall impression: basic

- may focus on either positive or negative effects
- identifies and comments on a few obvious effects from one aspect of development or lists more than one
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form of style and writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([5]–[8])**

Overall impression: adequate

- discusses a range of positive and negative effects from more than at least two aspects of development to achieve at top of band
- quality of written communication is adequate. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 ([9]–[12])**

Overall impression: competent

- discusses in detail a range of positive and negative effects clearly linked to at least three aspects of development
- must discuss four aspects to achieve at top of this band
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

16

**Total**

**100**

**AVAILABLE  
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