



**General Certificate of Secondary Education  
January 2012**

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**Health and Social Care**

**Single Award**

**Unit SA2: Personal Development**

**[GHS21]**

**WEDNESDAY 25 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

- 1 (a)** Write down the life stage and age range for each of the family members below. (AO1)
- early adulthood
  - 39 years
  - 11–18 years
  - 0–3 years
- (6 × [1]) [6]
- (b)** Write down the type of relationship between Marc and Peter. (AO1)
- Family  
(1 × [1]) [1]
- (c) (i)** Explain how Lucy’s appearance may have a negative effect on her self-concept. (AO2, AO3)
- Answers may address some of the following points:
- may be unhappy/not like her appearance, e.g. skin problems/not as thin as her friends/may compare herself to size zero models/too thin/poor self-image
  - feel unattractive/lack confidence
  - may be teased or bullied
  - low self-esteem.
- All other valid points will be given credit
- [1] for statement, [2] for explanation  
Must make some reference to appearance  
(1 × [2]) [2]
- (ii)** Discuss the expected pattern of intellectual development during adolescence. (AO1, AO2)
- Answers may address some of the following points:
- 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/scientific reasoning
  - think about future/career
  - develop formal operational thinking, according to Piaget
  - preparation for exams through education system
  - deal with abstract concepts
  - develop new skills linked to part-time job.
- All other valid points will be given credit
- [1] for key phrase(s), [2] for adequate discussion, [3] for competent discussion  
(1 × [3]) [3]

**(iii)** Explain three different ways eating an unhealthy diet may affect Lucy's physical development. (AO1, AO2, AO3)

Answers may address three of the following points:

- may become overweight – high intake of fatty and sugary foods leading to associated health problems
- poor oral health – high intake of sugary foods leading to gum disease and dental decay
- may develop deficiency diseases, e.g. poor intake of iron leading to anaemia
- more prone to developing osteoporosis in later life due to inadequate calcium and vitamin D intake
- may feel tired/poor concentration and have little energy – more prone to accidents/not want to take part in physical activity/poor performance due to not eating healthy breakfast
- increased risk of diabetes due to high sugar intake
- may result in poor growth due to unbalanced diet/lack of nutrients
- stronger immune system.

All other valid responses will be given credit

[1] for statement, [2] for explanation

(3 × [2])

[6]

**(d)** Explain how each of the following sources of support may have helped Marc cope with his injury while in hospital. (AO1, AO2)

Hospital nurse

Answers may address some of the following points:

- emotional support – listen to his concerns/reassure him/explain treatment
- advice – on use of his arm/rest/use of sling/movement
- medical care – give his painkillers/check his pulse, temperature/monitor his condition.

All other valid points will be given credit

[1] for statement, [2] for explanation

(1 × [2])

[2]

His family

Answers may address some of the following points:

- emotional support – offer him reassurance/listen to his worries/spend time visiting him
- practical help – help him by taking lids off bottles/change his pyjamas/reaching him a drink.

All other valid points will be given credit

[1] for statement, [2] for explanation

Repetition of type of support not acceptable

(1 × [2])

[2]



- 2 (a) John and Sandra are in the life stage of middle adulthood which is from \_\_\_\_ to \_\_\_\_ years. (AO1)

40–64 years  
(2 × [1])

[2]

- (b) Complete the table below to write down the types of relationships John has. (AO1)

John and his wife – intimate, personal, sexual

John and his employer – working  
(2 × [1])

[2]

- (c) Explain how the local job centre may have supported John in getting a job. (AO1, AO2)

Answers may address some of the following points:

- provided details on job vacancies
- given him advice on filling application forms/CV
- provided advice on retraining.

All other valid points will be given credit

[1] for statement, [2] for explanation  
(1 × [2])

[2]

- (d) Explain how getting a job in the garden centre may have a positive effect on John's emotional and intellectual development. (AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development:

- sense of achievement
- sense of satisfaction/pride that he is able to provide for his family
- improved self-esteem/positive self-concept
- less stress and worry about paying bills/sense of relief, etc.

Intellectual development:

- opportunity to develop new skills, e.g. relevant to gardening
- stimulation of work each day
- new experiences, e.g. dealing with the public/working with others
- opportunities to problem solve, e.g. dealing with queries from customers
- may gain additional qualification.

All other valid points will be given credit

[1] for key phrase(s), [2] for adequate discussion, [3] for competent discussion  
(2 × [3])

[6]

- (e) Discuss the expected pattern of social development during middle adulthood. (AO1, AO2)

Answers may address some of the following points:

- family may be grown up – more time/money to travel, meet friends
- family may be at university so less money for social activities
- may have less financial pressure, e.g. no mortgage therefore more money for social activities
- may be retired from work – more time for family and friends but may lack contact with work colleagues
- may have to care for elderly parents – less time for social activities
- in early stages of middle adulthood may have young family, less time, money etc. to meet friends.

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) Explain how each of the following factors may have a positive effect on Sandra's self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

Age:

- 42 years old/married/has three teenage children
- sense of achievement/pride/high self-esteem.

Gender:

- female/content with her gender role as wife and mother caring for her family full-time
- sense of satisfaction/high self-esteem.

All other valid points will be given credit

[1] for statement, [2] for explanation

(2 × [2])

[4]

- (g) Explain how Sandra's mental health may have been affected by low income. (AO1, AO2)

Answers may address some of the following points:

- Sandra may have been worried/anxious about paying bills, etc.
- Sandra may have felt guilty about being unable to provide for her family
- Sandra may have suffered from stress coping with money and supporting her husband
- Sandra may have experienced depression.

All other valid points will be given credit

[1] for statement, [2] for explanation

(1 × [2])

[2]

21

- 3 Discuss how the environmental factors below may affect the physical growth and development of an individual. (AO1, AO2, AO3)

Answers may address some of the following points:

Pollution:

- noise pollution may damage ears/irritation/lack of sleep and stress
- air pollution may cause conditions such as asthma, bronchitis, other respiratory problems/irritation to eyes/poor health
- water pollution may cause skin irritation and diarrhoea.

Good housing conditions:

- well heated home reduces the risk of respiratory illnesses such as asthma and bronchitis
- well maintained home means less chance of accidents and injuries
- good housing reduces infestation by vermin or insects which carry disease
- houses with gardens/plenty of space gives children space to play which contributes to physical fitness.

Accessing health services:

- using services such as screening can detect diseases such as cancer early so treatment may be more effective
- attending for vaccinations/immunisation can prevent diseases, e.g. MMR/flu
- seeking help can prevent an illness deteriorating, e.g. chest infection which if untreated may develop into pneumonia
- attending routine checks can detect conditions which if untreated could be serious, e.g. high blood pressure.

All other valid points will be given credit

[1] for key phrase(s), [2] for adequate discussion, [3] for competent discussion

(3 × [3])

[9]

9

4 (a) Write down the life change referred to in the information above. (AO1)

Marriage  
(1 × [1])

[1]

(b) Discuss how Eva's emotional and social development may be affected by the abusive relationship with her husband.  
(AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development:

- hurt/rejected/undervalued
- unloved/unwanted
- lack of self-confidence
- loss of self-respect
- fear/anxiety
- guilt/self-blame
- depression
- low self-worth/poor self-esteem/negative self-concept.

Social development:

- may lose contact with family and friends
- become isolated/not want to go out and meet friends
- may lose confidence to cope in social situations and become isolated.

All other valid points will be given credit

[0] is awarded for a response not worthy of credit

**Level 1 ([1]–[2])**

Overall impression: basic

- may list several examples of both emotional and social aspects
- basic discussion of both aspects.

**Level 2 ([3]–[4])**

Overall impression: adequate

- adequate discussion of both emotional and social aspects or a competent discussion of one aspect.

**Level 3 ([5]–[6])**

Overall impression: competent

- competent discussion of both emotional and social aspects. [6]

- (c) Explain two different types of support that could be given to Eva by her family and friends to help her cope. (AO1, AO2)

Answers may address two of the following points:

- emotional support – listened to her concerns/allowed her to talk about her feelings/offered her reassurance
- advice – on how to cope/where to seek help/professional services that could help/what steps to take to “get out” of the relationship
- practical help – offered to let her stay with them/accompany her to solicitor/talk to her husband.

All other valid points will be given credit

[1] for statement, [2] for explanation  
(2 × [2])

[4]

- (d) Use the following headings to discuss the expected patterns of development during early adulthood. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development:

- height of physical powers
- reproductive peak
- growth complete
- signs of ageing begin to show
- hair may start to go grey
- wrinkles may appear
- men may start to go bald.

Intellectual development:

- may be studying at university/college to gain qualifications
- may be completing training for a job
- may be in employment learning/developing new skills/going for promotion
- life skills will be developed, e.g. managing money, caring for a home, living independently, raising children
- opportunities for problem solving
- may take part/develop a range of hobbies or activities
- able to understand abstract concepts
- good short-term memory
- logical thinking
- ability to problem solve.

Social development:

Early stage/before parenthood:

- wide range of relationships with family, friends and work colleagues
- wide range of social activities due to few commitments
- adequate finances to take in a wide range of social activities.

Later stage/parenthood:

- less time to go out due to family commitments/babysitter
- less money to take part in activities/hobbies, etc.
- may lose contact with old friends
- may form friendships with other parents
- opportunities to take part in family activities
- as children grow up less commitments may lead to more opportunities for social interactions/activities.

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit

### **Level 1 ([1]–[3])**

Overall impression: basic

- may list several examples but little discussion
- basic discussion of one or two aspects
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of 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 the intended meaning is not clear.

### **Level 2 ([4]–[6])**

Overall impression: adequate

- adequate discussion of three aspects or competent discussion of two achieves at the top of the 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 sufficient to make meaning evident.

**Level 3 ([7]–[9])**

Overall impression: competent

- range of effects from physical, intellectual and social development competently discussed at the top of the band
- discussion will demonstrate knowledge of development through the life stage
- 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

20

- 5 (a) Jason is in the life stage of childhood which is from \_\_\_\_ to 10 years. (AO1)

4 years  
(1 × [1])

[1]

- (b) Discuss the expected patterns of growth and development during childhood. (AO1, AO2)

Answers may address some of the following points:

Physical:

- increases in height
- increases in weight
- loses baby features/more adult in appearance
- first teeth replaced by permanent teeth
- development of physical skills/running/climbing, etc.
- co-ordination and control improve
- skip/throw and catch a ball/hit a ball with a bat.

Intellectual:

- language development continues/constructing complex sentences/learning new vocabulary/speaking well
- reading, writing and drawing skills improve
- concepts of measurement develop
- moral understanding of right and wrong
- understanding of numbers develops
- directed thinking/concentration develops
- problem-solving skills develop
- learns to use a computer
- improved memory
- doing homework for own age group
- learns how to play an instrument
- learns how to work at school
- completes word searches/puzzles, etc.

Emotional:

- experiences a wide range of emotions
- better control/learns to control emotions
- can think about feelings of others
- still dependent on family and carers
- independence increases
- self-confidence increases
- may feel lonely/rejected/isolated
- low self-esteem if bullied or abused
- high self-esteem if loved/valued/cared for
- feelings of jealousy.

Social:

- larger range of contacts now child is at school
- learns to make friends with others
- co-operates with children in games
- understands rules and fairness
- approval of friends becomes important
- may attend a youth club, etc.
- development of social skills, e.g. table manners.

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit

### **Level 1 ([1]–[4])**

Overall impression: basic

- may list several examples but little discussion
- basic discussion of one or two aspects
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of 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 the intended meaning is not clear.

### **Level 2 ([5]–[8])**

Overall impression: adequate

- adequate discussion of all PIES aspects or competent discussion of three achieves at the top of the 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 sufficient to make meaning evident.

### **Level 3 ([9]–[12])**

Overall impression: competent

- range of effects from all PIES competently discussed at the top of the 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

- (c) Evaluate how starting school may affect Jason's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical:

- may take part in more physical activities, e.g. PE, playing in the playground at break and lunch time, promoting the development of gross motor skills
- diet may improve – less eating between meals, less sugary snacks/healthy break and lunch
- health and development checks are carried out at school
- more prone to childhood illnesses, e.g. chicken pox, colds and flu
- regressive behaviour, e.g. bedwetting
- should develop fine motor skills and hand–eye co-ordination, e.g. drawing and painting.

Intellectual:

- promotes intellectual development, e.g. reading, writing, number work, drawing
- learns new skills, e.g. playing a musical instrument or computer skills
- develops new interest/hobbies, e.g. after school clubs
- may find learning/school work difficult.

Emotional:

- promotes independence/self-confidence
- develops a sense of belonging
- bonds with teachers/pupils
- may experience bullying
- may feel insecure
- may compare himself to others and feel inadequate.

Social:

- opportunity to make new friends
- develops relationships with others, e.g. teachers
- develops social skills, e.g. sharing/co-operation
- opportunities to take part in social activities, e.g. trips/school plays
- may find it difficult to develop relationships/make friends.

All other valid points will be given credit

[0] is awarded for a response not worthy of 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 and style of 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 the intended meaning is not clear.

**Level 2 ([5]–[8])**

Overall impression: adequate

- discusses a range of both positive and negative aspects from at least one aspect of development
- 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 sufficient to make meaning evident.

**Level 3 ([9]–[12])**

Overall impression: competent

- discusses in detail a wide range of positive and negative effects linked to at least three aspects of development to achieve at top of the 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

25

**Total**

**100**