



General Certificate of Secondary Education
January 2013

Health and Social Care

Single Award

Unit SA2: Personal Development

[GHS21]

TUESDAY 29 JANUARY, MORNING

**MARK
SCHEME**

- 1 (a) Mathew and Aimee are in the life stage of _____ which is from ____ to 39 years. (AO1)

Early adulthood

19 years

(2 × [1])

[2]

- (b) Using the information in the passage, write down two life changes both Mathew and Aimee have experienced. (AO1)

Marriage

Becoming a parent

Also accept starting school

(2 × [1])

[2]

- (c) Explain three **different** ways eating a healthy diet may have a **positive** effect on the children's physical health. (AO1, AO2, AO3)

Answers may address any three of the following points:

- increased immunity against illness and disease
- good oral health due to limited intake of sugary snacks
- strong teeth and bones due to intake of calcium and vitamin D
- reduced risk of deficiency diseases, e.g. anaemia
- meet energy requirements for growth and activities
- reduced risk of obesity due to limited intake of fatty and sugary foods
- reduced risk of developing certain illnesses in later life, e.g. Type II diabetes.

All other valid points will be given credit

[1] for statement, [2] for explanation

(3 × [2])

[6]

- (d) (i) Hannah is in the life stage of infancy which is _____ to _____ years. (AO1)

0–3 years

(2 × [1])

[2]

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

Answers may address some of the following points:

- increase in height
- increase in weight
- development of teeth
- head control increases
- lift head
- sit with support
- sit without support
- pull themselves up

- crawl/roll
- stand alone
- walk when supported
- walk alone
- push and pull large toys
- walk upstairs
- crawl downstairs backwards
- run on whole foot
- squat steadily
- climb on furniture
- throw a ball
- walk downstairs
- run and climb
- jump from a low step
- kick a large ball
- sit with feet crossed
- walk upstairs with one foot on each step
- ride a tricycle
- catch a ball
- development of fine/gross motor skills
- development of milk teeth.

All other valid points will be given credit

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

(1 × [3])

[3]

(e) (i) Write down the life change Thomas has experienced. (AO1)

Starting school

(1 × [1])

[1]

(ii) Discuss how you would expect Thomas to develop socially in his current life stage. (AO1, AO2)

Answers may address some of the following points:

- larger range of contacts now Thomas is at school
- make friends with others
- co-operate with other children in games
- understand rules and fairness
- become more aware of feelings of others
- 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

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

(1 × [3])

[3]

- (f) (i) Katie is in the life stage of adolescence which is ___ to 18 years. (AO1)

11 years
(1 × [1])

[1]

- (ii) Explain how Katie's appearance could have a **negative** effect on her self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

- Katie may be unhappy with her appearance, e.g. spots, greasy hair, too fat, too thin
- feel unattractive/lack confidence/teased
- low self-esteem/poor self-worth.

All other valid points will be given credit

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

[2]

- (iii) Explain three **different** ways you would expect Katie to develop emotionally during her current life stage. (AO1, AO2)

Answers may address any three of the following points:

- relationships with parents may be difficult – Katie may have disagreements about clothes, make up, friends, going out, etc.
- mood swings, Katie may be happy and excited one minute, sad and down the next, etc.
- aggressive behaviour – Katie may get angry very quickly and show aggression to others, arguments, etc.
- independence increases – Katie will become less dependent on parents, have part-time job, etc.
- increased stress – Katie may worry about exams, coursework, relationships, etc.
- intimate relationships – Katie may have relationships with others, fall out, be hurt, etc.
- low self-esteem – Katie may lack confidence and feel insecure, e.g. due to body changes, relationships, performance at school
- relationships may be difficult with friends.

All other valid responses will be given credit

[1] for statement, [2] for explanation
(3 × [2])

[6]

28

- 2 (a) Explain how education may have a **positive** effect on Jordan's self-esteem. (AO1, AO2, AO3)

Answers may address some of the following points:

- sense of achievement having gained grades/exams needed for university
- sense of pride on his achievement
- high self-worth/positive self-concept.

All other valid points will be given credit

[1] for statement, [2] for explanation

(1 × [2])

[2]

- (b) Discuss how starting university may have a **positive** effect on Jordan's intellectual and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on Jordan's intellectual development:

- development of work related skills
- development of knowledge, e.g. human body structure, bones, joints, etc.
- opportunities to develop research skills
- opportunities to develop life skills, e.g. money/time management/independent living skills.

Effect on Jordan's social development:

- opportunities to form friendships with other students on the course
- opportunities to join clubs/societies and make friends
- increased opportunities for social activities
- wider circle of contacts/meet new people
- opportunities to work in teams, e.g. during placements.

All other valid responses will be given credit

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

(2 × [3])

[6]

- (c) Explain three **different** types of support Jordan may have been given by his family to help him cope with starting university. (AO1, AO2)

Answers may address any three of the following:

- emotional support – listened to his concerns/worries, offer reassurance, etc.
- advice – on time management, accommodation, financial advice, taking care of himself, etc.
- practical help – financial support, buying books, items for accommodation, helping him move.

All other valid points will be given credit

[1] for statement, [2] for explanation

(3 × [2])

[6]

- (d) Explain how taking exercise may have a **positive** effect on Jordan's mental health. (AO1, AO2, AO3)

Answers may address some of the following points:

- less tension, stress and mental fatigue, more relaxed
- sense of achievement, doing something positive for his health and wellbeing
- less anger and frustration
- exercise releases natural chemicals making Jordan feel happier.

All other valid responses will be given credit

[1] for statement, [2] for explanation

(1 × [2])

[2]

- (e) Write down three different ways alcohol abuse may affect an individual's physical health. (AO1)

Answers may address any three of the following points:

- liver disease
- oral/breast/stomach cancer
- pancreatitis
- stomach ulcers
- heart disease
- brain damage
- alcohol poisoning
- impaired judgement causing accidents and injuries/STDs
- reduced resistance to infection
- suffocation through choking on vomit
- weight gain/obesity
- damage to foetus
- kidney damage.

All other valid points will be given credit

(3 × [1])

[3]

19

3 (a) Write down the type of relationship between Dimitrie and Marta. (AO1)

Intimate, personal and sexual

(1 × [1])

[1]

(b) Discuss the expected patterns of personal development during this life stage. (AO1, AO2)

Answers may address some of the following points:

Physical aspects:

- signs of ageing continue, e.g. wrinkles, hair loss, greying of hair
- body systems less efficient
- eyesight may deteriorate
- women will experience menopause/periods stop/no longer able to have children.

Intellectual aspects:

- better at making decisions
- problem solving skills are well developed
- may be promoted at work, developing/stimulating intellectual ability
- may have more time to take up hobbies/travel, etc.
- reaction times may be slower
- more difficult to remember things under pressure.

Emotional aspects:

- clear sense of identity
- feelings of loss due to bereavement, e.g. parents/friends die
- feelings of loss when children grow up and leave home/empty nest syndrome
- bonding with grandchildren
- will have to deal with a range of emotions, e.g. anger if relationships break down
- stress from work/caring for elderly parents
- positive/negative self-esteem.

Social aspects:

- may have more money and time for social activities when children have grown up and have left home/mortgage paid
- may have less money due to financial commitments, supporting children at university
- may be retired from work, therefore more time for social activities/hobbies/travel, etc.
- opportunities to take part in social activities with grandchildren
- social activities may be restricted due to caring for elderly parents/death of friends
- may have relationships/friendships with work colleagues.

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 basic discussion
- quality of written communication is basic. The candidate makes only a limited selection and use of 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 four aspects or competent discussion of three achieves at the top of band
- quality of written communication is adequate. The candidate makes a reasonable selection and use of 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 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. [9]

- (c) Explain two **different** types of support the GP may offer Marta.
(AO1, AO2)

Answers may address any two of the following points:

- emotional support – listen to any worries, concerns Marta may have about her illness/offer reassurance
- advice – give Marta advice on her health such as diet, exercise, medication, etc. for her illness
- medical care – carry out health checks, monitor progress, prescribe medication, etc.

All other valid points will be given credit

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

[4]

- (d) Use the headings below to explain how divorce may have a **negative** effect on an individual's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on physical development:

- eating habits may change, e.g. comfort eat and gain weight or loss of appetite leading to weight loss
- sleeping patterns may be disrupted leading to tiredness and exhaustion
- alcohol consumption may increase leading to alcohol related illnesses
- cigarette smoking may increase leading to related illnesses
- loss of income may result in poor living conditions, etc. which may have a detrimental effect on physical health.

Effect on emotional development:

- sense of loss/betrayal/failure
- stress levels may increase
- feelings of loneliness
- feeling unwanted/unloved/rejected
- depression
- poor self-worth/low self-esteem.

Effect on social development:

- may result in loss of mutual friends
- may result in loss of social activities, e.g. holidays, family gatherings
- may avoid going to places where they went as a couple
- may result in reduced social circle, e.g. strained relationships with husband/wife's family.

All other valid responses will be given credit

[1] for statement, [2] for explanation
(3 × [2])

[6]

20

4 Discuss how each of the following factors may affect an individual's self-concept in a **positive** way. (AO1, AO2, AO3)

Answers may address some of the following points:

Age:

- sense of pride/satisfaction on achievements to date such as work, life experiences, travel, etc.
- may feel they are still “young” and have a long and rewarding life ahead/time to achieve more
- confident/high self-worth/self-esteem.

Gender:

- content/sense of satisfaction with male or female gender and associated expectations
- sense of pride/achievement
- confident/high self-worth/self-esteem.

Culture/ethnicity

- sense of belonging/member of a group sharing beliefs/taking part in celebrations
- sense of pride/feeling proud of their culture
- feeling of being valued
- confident/high self-worth/self-esteem.

All other valid answers will be given credit

[1] for key phrase(s), [2] for adequate discussion, [3] for competent discussion showing clear understanding of the factor
(3 × [3])

[9]

9

- 5 (a) Discuss the expected patterns of **physical** development during this life stage. (AO1, AO2)

Answers may address some of the following points:

- bones become weaker
- wrinkles/skin loses elasticity
- hair thins/bald/grey
- height may decrease
- body organs less efficient
- sight may decline
- hearing may deteriorate
- mobility decreases
- muscles weaken
- sense of taste/smell deteriorates
- more prone to chronic illness.

All other valid responses will be given credit

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

Level 1 ([1]–[2])

Overall impression: basic

- may list several examples
- basic discussion of expected patterns of physical development.

Level 2 ([3]–[4])

Overall impression: adequate

- an adequate discussion of expected patterns of physical development.

Level 3 ([5]–[6])

Overall impression: competent

- a competent discussion of expected patterns of physical development.

[6]

- (b) Analyse the possible effects of bereavement on Jane's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical aspects

- poor sleeping pattern
- appetite changes – loss of appetite or comfort eating affecting weight
- may neglect personal hygiene
- may smoke more/consume more alcohol
- lack of physical activity/"cannot be bothered".

Intellectual aspects:

- may be unable to concentrate on anything, e.g. reading newspaper
- may not bother to stimulate/exercise the mind in any way, e.g. not bother doing daily crossword.

Emotional aspects:

- sense of loss
- sense of anger
- sense of disbelief
- sense of guilt
- loneliness leading to depression
- sense of grief/sadness.

Social aspects:

- loss of companionship
- may avoid meeting people
- may avoid going to new places/meeting new people/making new friends
- may avoid going places they went together
- may not want to go out leading to isolation.

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
- quality of written communication is basic. The candidate makes only a limited selection and use of 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 analysis of four aspects or competent discussion of three achieves at the top of band
- quality of written communication is adequate. The candidate makes a reasonable selection and use of 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 PIES competently analysed 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. [9]

- (c) Evaluate the effects relationships may have on an individual's emotional and social development. (AO1, AO2, AO3)

Emotional development:

Positive aspects: good relationships

- sense of belonging
- feelings of being loved/valued/wanted
- emotional support – network to share problems with/advice/reassurance
- sense of security/stability
- clear sense of identity
- high self-esteem/positive self-concept
- high level of confidence.

Negative aspects: unhealthy relationships

- difficult to trust others
- may be subject to abuse and neglect
- lack of emotional support
- feelings of being undervalued/unloved
- lack of confidence
- no sense of belonging
- depression
- feelings of anger, guilt
- poor self-esteem/negative self-concept.

Social development:

Positive aspects: good relationships

- opportunities for social activities, e.g. holidays
- wide range of friends
- development of social skills, e.g. sharing, compromising
- ability to form friendships
- good social network.

Negative aspects: poor relationships

- poor social network
- lack of opportunities to take part in social activities
- lack of friends
- poor social skills
- difficult to form and maintain relationships.

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
- quality of written communication is basic. The candidate makes only a limited selection and use of 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 evaluation of both aspects achieves at top of band
- responses which focus only on social or emotional aspects cannot achieve beyond this band
- quality of written communication is adequate. The candidate makes a reasonable selection and use of 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

- competent evaluation
- both aspects evaluated achieves 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

Total

24

100