



*Rewarding Learning*

**General Certificate of Secondary Education  
January 2015**

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**Health and Social Care**

**Single Award**

**Unit SA2: Personal Development**

**[GHS21]**

**THURSDAY 15 JANUARY, MORNING**

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**MARK  
SCHEME**

## General Marking Instructions

### Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

### The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

1 (a) Complete the table below to identify the life stages Mathew has already passed through. (AO1).

- Infancy 0 – 3 years
- Childhood 4 – 10 years
- Adolescence 11 – 18 years

(9 × [1])

[9]

(b) Using the following headings discuss the expected patterns of development during early adulthood. (AO1, AO2)

Answers may address some of the following points:

Physical development

- Height of physical powers
- Reproductive peak
- Growth completed
- 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 at university studying
- Training/getting a job/learning new skills
- Leaving home/learning to cope living independently
- Managing a home/budget
- Learning parenting skills
- Ability to problem solve, logical thinking and scientific reasoning
- Taking up new hobbies
- Further training at job
- Opportunities for travel to learn about new places and cultures
- Increasing vocabulary through education, training or employment

Emotional development

- Independence
- May look for a steady relationship to experience positive emotions
- May get married/feelings of love/security/bonding with partner
- May have children/bonding/feelings of love/security/feeling valued
- Relationship problems/break-ups/divorce may lead to anger/stress
- May experience stress due to financial problems, work issues or exams/study

Social development

Before children/early stage:

- Time to go out/few commitments
- Time/money for holidays – therefore range of friendships & relationships
- Relationships, e.g. at work, university clubs

Raising a family:

- Less time to go out
- Need a babysitter
- Perhaps less money to socialise
- Make new friends with other parents
- Less contact with old friends

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(4 × [3])

[12]

- (c) Explain how employment (working as a plumber) may have a positive effect on Mathew's self-esteem. (AO1, AO3).

Answers may address some of the following points:

- Sense of achievement – gaining employment, earning a wage
- Sense of satisfaction doing a worthwhile and necessary job
- Confidence/high self esteem/positive self-concept

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (d) Explain three different ways alcohol abuse may affect the physical health of an individual (AO1, AO2).

Answers may address any three of the following points:

- High blood pressure and increased risk of strokes
- Cancer of the mouth and throat
- Bowel and stomach cancer
- Ulcers
- Stomach problems – gastritis can lead to a lack of vitamins in the body resulting in malnutrition
- Liver damage – excessive alcohol consumption causes tissue damage which stops liver working effectively and may lead to cirrhosis which can be fatal
- Heart disease leading to heart failure
- Insomnia
- Damage to unborn babies
- Weight gain and obesity
- Brain damage leading to lack of co-ordination resulting in injuries from falls
- Short term effects, e.g. dehydration, choking, nausea, headaches
- Anti-social behaviour/accidents resulting in injuries such as broken limbs, head injuries
- Kidney damage
- Weakens immune system

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(3 × [2])

[6]

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

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Answers may address some of the following points:

Age

- Mathew may have a sense of satisfaction on his achievements to date such as work friends, life experiences etc
- Mathew may feel he is young/only 20 and has a long life ahead of him with opportunities to achieve more
- Confident/high self worth

Appearance

- Mathew may be happy/content with his appearance/like the way he looks
- Mathew may feel attractive
- Confident/high self-esteem

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(2 × [2])

[4]

33

2 (a) Using the information given, write down two changes both Daniel and Isabella have experienced. (AO1)

- marriage
- becoming a parent

(2 × [1])

[2]

(b) Complete the table below to identify the types of relationships Isabella has. (AO1)

- Her husband – intimate, personal, sexual
- Her children – family

(2 × [1])

[2]

(c) (i) Analyse how you would expect Maria to grow and develop during her current life stage. (AO1, AO2, AO3)

Answers may address some of the following points;

Physical

- Grow taller/increase in height/longer
- Increase in weight
- Development of teeth
- Control of head increases
- Lift head
- Sit with support
- Sit unsupported/sit up
- 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
- Able to jump from low step
- Kick a large ball
- Sit with feet crossed
- Walk upstairs with one foot on each step
- Development of fine motor skills
- Ride a tricycle
- Catch a ball

## Intellectual

- Make noises when spoken to
- Recognise carer's face
- Listens to sounds
- Responds to speech
- Practices making sounds
- Knows own name
- Understands simple instructions
- Language develops rapidly
- Asks lots of questions
- Can say simple nursery rhymes
- Carry on simple conversations
- Can count by rote up to ten
- Likes stories
- Memory develops
- Know primary colours

## Emotional

- Enjoys being cuddled
- Forms bond with main carers/attachment/bonding
- Fear of strangers
- Likes to see familiar faces
- Show negative behaviour/temper tantrums
- Very dependent on adults

## Social

- Plays 'peek a boo'/'pat a cake'
- Smile at carer
- Enjoys being played with
- Development of play:
  - 2 years – solitary play/play alone
  - 2 ½ years – parallel play/play near other children
  - 3 years – co-operative play/play with other children
- Learn to share
- Bladder and bowel control/out of nappies
- Able to feed themselves using fork and spoon by 3 years
- Able to take shoes on and off
- Can dress themselves with help
- Opportunities to mix with other children at parent-toddler groups and other activities

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 list several examples but little analysis of PIES development
- Basic analysis of one or two aspects
- 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 intended meaning is not clear.

**Level 2 ([5]–[8])**

Overall impression – adequate

- Adequate analysis of four aspects or competent analysis of three aspects of PIES development to achieve at top of 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 clear.

**Level 3 ([9]–[12])**

Overall impression – competent

- All aspects of PIES development 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. [12]

- (ii) Maria will be starting school next year. Discuss how this life change may have a positive effect on a child's emotional and intellectual development. (AO1, AO2, AO3).

Answers may address some of the following points:

Emotional development

- Promotes independence
- Develops a sense of belonging
- Bonds with teachers/pupils
- Develops a sense of achievement
- Raises self-esteem/self-confidence/self-concept

Intellectual development

- Opportunities to learn new skills, e.g. playing a musical instrument or IT skills
- Promotes intellectual development, e.g. reading, writing, drawing, number work
- Opportunities to develop new interests/hobbies, e.g. extra curricular activities

All other valid responses will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

- (iii) Use the headings below to explain how Maria's family may help her cope with starting school. (AO1, AO2)

Answers may address some of the following points:

Emotional support

- Listening to any concerns/worries she has about starting school
- Offer her reassurance, e.g. that someone will be there to meet her after school
- Explaining about going to school/what will happen/talk about older siblings' experience to develop confidence

Advice

- On what to do if she becomes upset or worried in school
- On school routine/practical issues
- On listening to teacher etc

Practical help

- Buying her uniform, schoolbags and other requirements for school
- Leaving her to school and collecting her from school
- Bringing her to the school for a preliminary visit to meet teacher etc

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(3 × [2])

[6]

- (d) Explain how taking exercise may have a positive effect on Anton's physical and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development

- Helps strengthen muscles, joints and bones
- Helps suppleness and mobility
- Improves circulation
- Helps the heart and lungs work more efficiently
- Helps protect against heart disease and bowel cancer
- Helps maintain a healthy weight
- Strengthens immune system

Social development

- May provide opportunities for Anton to widen his social circle
- May enable Anton to form new friendships
- May enable Anton to take part in team activities
- May enable Anton to develop social skills, e.g. team working, sharing co-operation

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(2 × [2])

[4]

(e) Discuss how education may affect Marius's self-concept. (AO1, AO3)

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Answers may address some of the following points:

Positive way

- May have a sense of belonging
- May enjoy school – have good relationships with staff and pupils
- Sense of achievement – completing work to a high standard, receiving praise and encouragement
- High self -confidence/self-worth/self-esteem

Negative way

- May feel he is not as capable as other pupils if work is not of good quality or a high standard
- May not enjoy school if being bullied/lack of friends/poor relationships
- Lack confidence/low self-esteem/self-worth

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

35

- 3 (a) (i) Discuss the expected pattern of physical development during middle adulthood. (AO1, AO2)

Answers may address some of the following points:

- Signs of ageing continue, e.g. wrinkles, hair loss, greying of hair
- Body systems become less efficient, e.g. lungs, kidneys, heart
- Eyesight may deteriorate
- Women experience the menopause

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (ii) Discuss how these relationships may have a positive effect on Jack's and Molly's emotional and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development

- Source of emotional support – able to share problems/concerns
- Feelings of being valued/wanted/bonding with grandchildren
- Sense of pride
- High self-esteem/positive self-concept

Social development

- Opportunities to take part in social activities with children and grandchildren, e.g. family celebrations, trips, holidays
- Opportunities to meet new people – friends of children/grandchildren
- Opportunities to form new friendships with children's/grandchildren's friends

All other valid points will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

- (iii) Use the table below to analyse how having a high income may affect their development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development

- Able to purchase private health care-illnesses detected/treated more quickly
- Able to purchase complementary therapies/health promoting products/gym membership
- Able to afford to maintain their home so less risk of accidents/injuries
- Able to afford heating for home reducing risks of respiratory

illnesses/cold/flu

- Able to purchase healthy foods/eat a balanced diet leading to good physical health reducing risk of disease/illness
- Able to afford to eat out/takeaways/buy alcohol which may lead to health issues

Intellectual development

- Able to afford to go on holidays/travel which broadens their knowledge and experiences of different countries
- Able to afford to take up hobbies/join clubs/night classes etc which provides them with opportunities to learn new skills
- Able to purchase books, magazines, newspapers, kindles, I Pads etc which provide stimulation
- Develop money management skills

Emotional development

- Sense of pride/achievement that they have a good income
- Sense of independence – not depending on benefits or assistance from others
- No worries about paying bills/no financial problems resulting in less stress
- Feelings of security
- High self-esteem/positive self-concept

Social development

- Able to afford to go on holidays/trips etc which provide opportunities to meet new people/form new friendships
- Able to afford to go out socialising with friends which will maintain friendships and provide opportunities to form new friendships
- Able to afford new hobbies etc which provide social opportunities/meeting new people/forming friendships

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 analysis of PIES development
- Basic analysis of one or two aspects
- 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 intended meaning is not clear.

### **Level 2 ([5]–[8])**

Overall impression – adequate

- Adequate analysis of all four aspects or competent analysis of three aspects of PIES development to achieve at top of 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 clear.

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**Level 3 ([9]–[12])**

Overall impression – competent

- All aspects of PIES development 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. [12]

- (b) (i) Discuss how this illness may affect Lily’s physical, emotional and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development

- Lily may lose weight as she is unable to eat a balanced diet
- Lily may become overweight as she is unable to walk
- Lily may experience side effects of medication
- Lily may be more prone to infections as she may experience problems with personal hygiene
- Lily may have difficulty sleeping due to pain/discomfort leading to exhaustion

Emotional development

- Lily may be worried/anxious about her condition/recovery/future
- Lily may be angry about effects of illness
- Lily may feel a loss of independence as she requires assistance and she may resent this
- Lily may become depressed
- Lily may feel that she has become a burden

Social development

- Lily will experience difficulty talking to staff/family/friends
- Lily may be unable to take part in social activities due to mobility and communication difficulties
- Lily may lose contact with friends/friendships may be strengthened/new friendships formed with others who have a similar condition

All other valid responses will be given credit

[0] will be 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 all PES aspects
- 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 intended meaning is not clear.

**Level 2 ([4]–[6])**

Overall impression – adequate

- Adequate discussion of all PES aspects or competent discussion of two achieves at 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 clear.

**Level 3 ([7]–[9])**

Overall impression – competent

- Range of effects from PES aspects 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. [9]

(ii) Explain one way a healthcare professional may help Lily cope with her illness. (AO1, AO2)

Answers may address one of the following points:

- Emotional support – listen to Lily’s worries/concerns/offer reassurance/explain treatment clearly
- Advice – offer Lily advice on how to cope with her illness, e.g. foods to eat, medication, movement etc.
- Medical care – give Lily treatment such as medication, monitor her condition, e.g. taking her blood pressure, pulse
- Practical help, e.g. O.T. helping with dressing/physio helping with eating/swallowing

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

32

**Total**

**100**

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MARKS**