



**General Certificate of Secondary Education  
2016**

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**Health and Social Care**

**Single Award**

**Unit SA2: Personal Development**

**[GHS21]**

**WEDNESDAY 22 JUNE, AFTERNOON**

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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) Emma is in the life stage of childhood which is from \_\_\_\_\_ years to \_\_\_\_\_ years. (AO1)

4–10

(2 × [1])

[2]

- (b) Using the following headings, discuss the expected patterns of growth and development during childhood. (AO1, AO2, AO3)

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
- Skips
- Throws and catches a ball/hits 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 number develops
- Directed thinking/concentration develops
- Problem solving skills develop
- Learns to use a computer
- Improved memory
- Able to do 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 over emotions
- Can think about feelings of others
- Still dependent on family and carers
- Independence increases
- Self-confidence increases
- 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
- Makes friends with others
- Co-operates with children in games/develops team-building skills
- Understands rules and fairness

- Approval of friends becomes more important
  - May attend a youth club/organisation and develop social skills/form new relationships
  - 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

(4 × [3])

[12]

- (c) (i) Identify the type of relationship Emma has with her teacher. (AO1)

Working

(1 × [1])

[1]

- (ii) Explain how education may have a positive effect on Emma's self-concept. (AO1, AO3)

Answers may address some of the following points:

- Sense of belonging/feelings of being valued by peers/teachers
- Sense of pride/achievement as she is making good progress
- Opportunities to form friendships and relationships in school
- Increases confidence and high self-esteem due to achievement

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (d) Complete the table below to discuss how Emma's physical growth and development may be affected by environmental factors. (AO1, AO2, AO3)

Answers may address some of the following points:

Pollution

- Noise pollution may damage Emma's ears/result in lack of sleep causing tiredness and irritation
- Air pollution may result in Emma having respiratory problems leading to conditions such as asthma or bronchitis, irritate her eyes and have general poor health
- Water pollution may cause Emma to have diarrhoea and skin irritation

Good housing conditions

- A well maintained house reduces Emma's chance of accidents and injuries
- A well heated house reduces Emma's risk of respiratory illnesses such as asthma and bronchitis
- A well maintained house decreases the risk of infestation by vermin/insects which carry disease reducing Emma's risk of infection
- A house with a garden/plenty of space gives Emma space to play and have equipment which reduces her risk of developing obesity and contributes to physical fitness

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Poor access to health services

- Waiting for emergency services increases the chance of Emma's condition deteriorating if she has an injury playing or is in a road traffic accident
- Waiting time for a GP appointment may result in Emma not getting the treatment she requires promptly resulting in her condition deteriorating, e.g. anti-biotics for chest infection
- Lack of transport to health services may result in Emma having difficulty attending appointments at the GP, dentist, hospital, etc. and the condition may not receive treatment and her health could deteriorate

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(3 × [3])

[9]

- (e) (i) Luke is in the life stage of infancy which is from \_\_\_\_\_ to \_\_\_\_\_ years.  
AO1

0–3 years

(2 × [1])

[2]

- (ii) Write down four examples of intellectual development during this life stage. (AO1)

Answers may address any four of the following:

- 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
- Can carry on a simple conversation
- Can count by rote up to 10
- Likes stories
- Memory develops
- Name colours
- Start to tell brief stories
- Object permanence

All other valid points will be given credit

(4 × [1])

[4]

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- 2 (a) Using the information given, write down two life changes both Tomas and Diana have experienced. (AO1)

- Marriage
- Becoming a parent

(2 × [1]) [2]

- (b) Identify the type of relationship between Tomas and Diana and Diana and her children. (AO1)

- Intimate, personal and sexual
- Family

(2 × [1]) [2]

- (c) Discuss the expected pattern of social development during this life stage. (AO1, AO2)

Answers may address some of the following points:

- May have more money and time for social activities when children have grown up and have left home/mortgage paid
- May have less money for social activities due to financial commitments, supporting children at university
- May be retired from work, therefore have 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
- Social activities may change due to retirement

All other valid points will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3]) [3]

- (d) (i) Discuss how illness may affect Diana's social development. (AO1, AO2, AO3)

Answers may address some of the following points:

- Diana may be unable to take part in social activities due to feeling sick and tired
- Diana may feel embarrassed due to hair loss and be reluctant to meet people/friends and take part in social activities
- Diana may form new friendships through support groups and meeting other patients
- Diana may meet her friends more often and take part in outings, etc. with them/friends may visit her

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) Use the headings below to explain how Diana's friends may help her cope with her illness. (AO1, AO2)

Answers may address some of the following points:

Emotional support

- Listen to her worries, concerns and fears and offer reassurance
- Bring her flowers, cards and gifts

Practical help

- Take her to medical appointments
- Do household tasks, e.g. wash, iron, cook, clean
- Take her shopping/do her shopping
- Help her pick her wig/with make up after hair loss

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(2 × [2])

[4]

- (e) (i) Evaluate how retirement may affect Tomas' personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on physical development:

- More time to take part in physical activity/exercise more/take up a sport/hobby/increasing fitness
- Sleeping patterns may improve reducing tiredness/feel more rested
- Reduced income may result in less money to buy healthy food, e.g. fruit and veg and to pay heating bills resulting in related illnesses
- Less physical activity may result in weight gain and related conditions

Effect on intellectual development:

- More time to take up hobbies/activities/night classes and develop new skills
- More time to travel, go on holiday to new places providing new experiences
- More time to read, complete crosswords, Suduko, etc. which provide stimulation
- May miss the stimulation of work
- Less opportunities to develop knowledge and learn new skills

Effect on emotional development:

- Sense of achievement/pride/job well done
- Sense of contentment, perhaps reduction of stress levels
- Able to spend more quality time with family and friends, strengthening relationships
- Loss of independence due to no longer earning a wage/depending on state benefits
- Sense of loss of purpose
- May feel lonely/missing companionship of colleagues/clients
- Lower self-esteem

Effect on social development:

- More time to go out/socialise with family and friends
- May meet new people and develop friendships as he has time to take up new hobbies, activities or voluntary work
- More time to take part in social activities, travel, maintaining and developing social skills
- May lose contact with friends from work
- Less opportunities to meet new people/form friendships
- May have less opportunities to take part in social activities, e.g. those related to work

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 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 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 more than two aspects of development at the top of this level
- Candidates who discuss only two aspects or who focus only on either negative or positive points can achieve a maximum of 6 marks
- 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 this level
- Must evaluate four aspects to achieve at the top of this level
- 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 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]



- (ii) Explain how the Citizen's Advice Bureau may help Tomas to cope with retirement. (AO1, AO2)
- Answers may address some of the following points:
- Provide advice on financial matters, e.g. pension entitlement
  - Assist with completing forms for benefits
- All other valid responses will be given credit
- [1] for key phrase(s)  
[2] for explanation
- (1 × [2]) [2]
- (f) Discuss how Tomas' age may have a negative effect on his self-concept. (AO1, AO2, AO3)
- Answers may address some of the following points:
- Resentful of physical aspects of ageing
  - Sense of regret due to missed opportunities/lack of achievement
  - May feel loss of purpose
  - Resentful that age may restrict opportunities, e.g. to continue work/ access medical treatment
  - Loss of confidence/low self-esteem
- All other valid points will be given credit
- [1] for key phrase(s)  
[2] for adequate discussion  
[3] for competent discussion
- (1 × [3]) [3]

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3 (a) Alec is in the life stage of later adulthood which is \_\_\_\_\_ + years. (AO1)

65

(1 × [1])

[1]

(b) Using the information given identify the life change Alec has recently experienced. (AO1)

Bereavement

(1 × [1])

[1]

(c) Discuss the expected patterns of social development during later adulthood. (AO1, AO2)

Answers may address some of the following points:

- More time to meet new friends/go on outings
- May be unable to get out due to poor health/mobility problems
- May miss contact with work colleagues
- Lack of income/reduced social life
- More time for family/friendships
- Bereavement leading to a smaller family/friendship circle

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

(d) Discuss how emigration may affect Sarah's intellectual, emotional and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Intellectual development:

- Develop knowledge of travel, etc.
- Opportunities to learn a new way of life/culture of country
- Develop life skills, e.g. finding a job, accommodation, money management
- May learn new skills for employment

Emotional development:

- Independence will increase
- Sense of achievement
- Sense of anticipation/excitement/looking forward to future
- Feelings of anxiety/insecurity/apprehension
- Feelings of isolation/loneliness
- May miss family and friends from home

Social development:

- Opportunities to meet new people/develop friendships
- Opportunities to take part in new social activities/visit new places

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- May lose contact with friends from home
  - May experience difficulty making new friends
- All other valid responses will be given credit

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

### Level 1 ([1]–[3])

Overall impression – basic

- May list several examples but little discussion
- Basic discussion of IES aspects achieves at top of this level
- 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 IES aspects of development or a competent discussion of two achieves at the top of this level
- 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 IES competently discussed achieves at the top of this level
- 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 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]

- (e) Discuss one different type of support that each of the following may give Sarah to help her cope with emigrating. (AO1, AO2, AO3)

Answers may address some of the following points:

A bank

- Practical help, e.g. changing currency, organising credit/debit cards/transfers
- Advice, e.g. on most secure way to manage her money, opening accounts

Her family

- Practical help, e.g. give her money, help her pack, fill in forms, organise travel
- Advice, e.g. on travelling safely, looking for work/accommodation/getting a job

- Emotional support, e.g. listening to her concerns and worries, offering reassurance, promising to keep in touch, good luck cards and gifts

Her friends

- Practical help, e.g. helping her shop, giving her money, helping her pack, fill in forms, take her to the airport, give her contact details of their friends in Australia
- Advice on keeping herself safe, keeping in touch, getting a job, managing money
- Emotional support, e.g. promising to keep in touch, listening to her concerns, reassuring her, texting/emailing/face timing her

All other valid responses will be given credit

No repetition

[1] for identification of type of support

[2] for adequate discussion

[3] for competent discussion

(3 × [3])

[9]

- (f) Explain how Sarah's culture/ethnicity may have a positive effect on her self-concept. (AO1, AO3)

Answers may address some of the following points:

- Sense of belonging/member of a group/taking part in celebrations
- Feeling of being accepted/valued
- Sense of pride in their culture
- Confident/high self-esteem

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (g) Analyse how starting college may affect Jason's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical effects:

- Walking to and from lectures can increase fitness
- Alcohol consumption may increase/binge drinking resulting in hangovers
- Change in sleeping patterns/late nights, lack of sleep resulting in tiredness or good sleep patterns due to daily routine
- Change in diet/unbalanced diet/fast foods resulting in weight gain and other diet related disorders or healthy diet and good health due to being in catered halls or getting together with friends to make healthy meals
- Lack of heat due to shortage of money resulting in colds, flu
- Physical activity levels may increase due to joining gym/sports team resulting in improved fitness/weight control

## Intellectual effects:

- Opportunities to develop life skills, e.g. money/time management/independent living skills
- Opportunities to develop research skills
- Development of knowledge, e.g. how computers work/programming
- Development of work related skills
- May get opportunity to complete a work placement/work abroad developing his skills and knowledge

## Emotional effects:

- Sense of achievement/pride in gaining access to college
- Increased confidence/higher self-esteem
- Feel more independent
- Initial feelings of anxiety/apprehension/feeling lonely/unable to cope
- May experience stress/find the work challenging/difficult to meet deadlines
- Forms bonds with other students/may develop intimate relationships
- May feel homesick/miss family and friends

## Social effects:

- 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/sports
- May lose contact with friends from home

All other valid responses will be given credit

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

**Level 1 ([1]–[4])**

Overall impression – basic

- Answers may analyse only two aspects on list points on more than one aspect
- May list several examples
- Basic analysis of all PIES effects achieves at the top of this level
- 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 ([5]–[8])**

Overall impression – adequate

- There must be analysis of at least three aspects to achieve in this level
- Adequate analysis of all PIES effects or a competent discussion of three achieves at the top of this level
- 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 analysed achieves at the top of this level
- 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]

**Total****AVAILABLE  
MARKS**

37

**100**