



Rewarding Learning

General Certificate of Secondary Education
January 2014

Health and Social Care

Single Award

Unit SA2: Personal Development

[GHS21]

FRIDAY 10 JANUARY, AFTERNOON

**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) (i)** Harry and Lily are in the life stage of _____ adulthood which is _____ to 64 years. (AO1)
- Middle
 - 40
- (2 × [1]) [2]
- (ii)** Write down the four life stages Harry and Lily have already passed through. (AO1)
- Infancy
 - Childhood
 - Adolescence
 - Early Adulthood
- (4 × [1]) [4]
- (b) (i)** Write down the type of relationship between Harry and Lily. (AO1)
- Intimate, personal and sexual.
- (1 × [1]) [1]
- (ii)** Explain two different ways this may have a positive effect on their emotional development. (AO1, AO2, AO3)
- Answers may address any two of the following points:
- sources of emotional support – able to share worries and concerns, listen to problems, offer reassurance and advice
 - feelings of being loved, valued and cared for
 - sense of belonging
 - high self-esteem/ positive self-concept
- All other valid points will be given credit
- [1] for key phrase(s)
[2] for explanation
(2 × [2]) [4]
- (c)** 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 and grey hair
 - eyesight will deteriorate
 - body systems become less efficient, e.g. cardiovascular system, digestive system
 - females experience the menopause/periods will stop/no longer able to have children
- 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 retirement may have a positive effect on Lily's personal development. (AO1, AO2, AO3)

AVAILABLE
MARKS

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
- more time to cook healthy meals which may improve health

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, Sudoku etc which provide stimulation

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

Effect on social development

- more time to go out/socialise with family and friends
- may meet new people and develop friendships as she 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

All other valid points will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(4 × [3])

[12]

- (ii) Explain how the Citizens Advice Bureau may support Lily at the time of her 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 points will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (e) Explain how attending this health check may have a positive effect on Harry's physical and mental health. (AO1, AO2, AO3)

AVAILABLE
MARKS

Answers may address some of the following points:

Effect on physical health

- health issues can be identified through screening and treatment given reducing the risk of more serious problems
- may be given advice about health, e.g. to lose weight which may prevent serious illness in the future

Effect on mental health

- Harry will have the opportunity to discuss any health concerns he may have to prevent him worrying
- sense of relief if clean bill of health is given
- sense of reassurance that health issues identified are being treated promptly before they become serious

All other valid points will be given credit

[1] for key phrase(s)

[2] for explanation

(2 × [2])

[4]

32

- 2 Choose two behavioural factors and analyse how they may affect the physical, emotional and social development of individuals. (AO1, AO2, AO3)

AVAILABLE
MARKS

Answers may address any two of the following:

Exercise

- **physical** – reduces risk of serious illness such as CHD, osteoporosis, stroke, breast and colon cancer, Type 2 diabetes, obesity
- **emotional** – reduces stress and encourages the release of feel good hormones, raises self-esteem
- **social** – may provide opportunities to widen social circle, form friendships, take part in team activities, develop social skills

Diet

- **physical** – healthy diet – normal growth, less likely to be overweight, less risk of deficiency diseases, poor oral health and serious illness. Eating an unhealthy diet – increases risk of illness such as CHD, cancer, deficiency diseases, poor oral health and obesity
- **emotional** – unhealthy diet – feelings of guilt, helplessness, low self-esteem, worry, anxiety, low self-confidence. Eating a healthy diet – high self-esteem, feeling good, confidence, taking care of the body
- **social** – may provide opportunities to take part in social events, e.g. eating out with friends. Eating an unhealthy diet/eating disorder may result in reluctance to take part in social activities due to weight issues

Smoking

- **physical** – increases risk of cancer, gum disease, respiratory diseases, raises blood pressure resulting in stroke, hardens arteries causing heart disease
- **emotional** – feelings of guilt, e.g. damaging own health and health of others, wasting money which family may need, low self-esteem
- **social** – may be unable to afford holidays, outings with friends/family, may avoid going to cinemas etc due to being unable to smoke

Alcohol

- **physical** – suffocation through choking on vomit, obesity, alcohol poisoning, increased risk of cancer, osteoporosis, pancreatitis, heart/liver/kidney disease, stomach ulcers, brain damage, miscarriages, accidents, injuries, sexually transmitted infections and reduced resistance to infection. Drinking in moderation may provide some protection against heart disease, stout contains B vitamins.
- **emotional** – guilt, anxiety, stress, mental illness, depression, aggression, addiction and isolation, meeting up with friends for a drink may be relaxing and good for happiness
- **social** – drinking in moderation may provide opportunities to meet people, make friends, take part in social activities. Alcohol abuse – relationship difficulties resulting in loss of contact with family and friends, loss of ability to take part in social activities, antisocial behaviour, development of relationships with others who abuse alcohol.

Drugs

- **physical** – addiction, dehydration, respiratory diseases, brain damage, liver and kidney problems, hallucinations, risk of accidents, tiredness, vomiting, nausea, blackouts, infections at injection sites, risk of HIV/Aids and death
- **emotional** – psychological addiction, anxiety, depression, mood swings, low self-esteem, anger, lack of confidence, emotions related to the breakdown of relationships
- **social** – loss of friends, relationship breakdowns, resulting in isolation and loss of contact with family, inability to take part in social activities, formation of new friendships with other abusers, increased risk of antisocial behaviour. All other valid points will be given credit

Level 1 ([1]–[4])

Overall impression – basic

- may list several examples
- basic analysis of PES aspects of development
- 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 intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression – adequate

- adequate analysis of all PES aspects of development or a 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 ([9]–[12])

Overall impression – competent

- a competent analysis of all PES aspects of development achieving at top of the band.
- quality of written communication is competent. The candidate successfully selects and uses the most important 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.

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

[12]

12

AVAILABLE
MARKS

- 3 (a) Use the information above to discuss how each of the following factors may affect Irena's level of education. (AO1, AO2, AO3)

AVAILABLE
MARKS

Answers may address some of the following points:

Culture/ethnicity

- language difficulties may result in lack of understanding resulting in underachievement, poor performance in tests/exams
- feelings of being different may result in low self-esteem/lack of confidence/bullied resulting in poor performance
- may have difficulty forming relationships with pupils/teachers/unwilling to ask for help resulting in poor performance
- may find it difficult to adjust to new curriculum resulting in underachievement
- educational achievement may be regarded as very important in her culture, so she will work hard to achieve a high level of education

Income

- able to afford extra tuition resulting in good performance/high grades
- able to afford resources, e.g. study guides, laptop etc to undertake school work, carry out research and amend coursework resulting in higher grades
- able to afford extra-curricular activities and school trips which provide learning experiences and enhance level of education
- able to afford mobile phone, iPad, computer games etc which may be a distraction resulting in underachievement and poor performance

Housing conditions

- well maintained home reduces chance of colds, respiratory diseases and injuries enhancing attendance at school encouraging good academic performance
- own bedroom may provide a quiet, peaceful atmosphere allowing effective study, completion of coursework, completion of homework and revision which may result in good grades and higher level of education
- may also result in lack of supervision allowing time to be spent on social networking sites etc instead of study, leading to work not being completed and poor performance

All other valid points will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(3 × [3])

[9]

(b) Explain how Irena's appearance may have a positive effect on her self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

- may feel attractive and pretty
- sense of satisfaction/proud of her appearance
- high self-esteem/confidence/positive self-concept
- wearing the school uniform may contribute to a positive identity

All other valid points will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

(c) Write down three examples of Irena's physical development during her current life stage. (AO1)

Answers may address any three of the following points:

- development of breasts
- onset of menstruation
- widening of hips/more rounded body shape
- growth of pubic/underarm hair
- growth spurt

All other valid points will be given credit.

(3 × [1])

[3]

14

AVAILABLE
MARKS

- 4 (a) Explain three different ways you would expect Ciara to develop intellectually during her current life stage. (AO1, AO2)

Answers may address any three of the following points:

- language development continues/constructing complex sentences/ learning new vocabulary/speaking well/improved 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
- completes word searches, puzzles etc

All other valid points will be given credit

[1] for key phrase(s)

[2] for explanation

(3 × [2])

[6]

- (b) (i) Discuss how starting school may have a positive impact on Luke's social development. (AO1, AO2, AO3)

Answers may address some of the following points:

- 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/ clubs
- widens social contacts/meet new people

All other valid points will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (ii) Explain how each of the following sources of support may have helped Luke cope with starting school. (AO1, AO2)

His family

Answers may address some of the following

- emotional support, e.g. offered him reassurance
- advice, e.g. what to do at lunch or break
- practical help, e.g. made his lunches, bought his school bag and uniform

His teacher

Answers may address some of the following

- emotional support, e.g. made him feel welcome
- practical help, e.g. helped with his shoelaces

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(2 × [2])

[4]

(c) In the table below write down the types of relationships Ciara has with these people. (AO1)

- Family
- Working

(2 × [1])

[2]

(d) Analyse the possible effects of physical abuse on the personal development of a child. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical

- injuries, e.g. cuts, bruises, burns, broken bones
- poor physical development – underweight/not achieving expected norms
- disrupted sleeping patterns/insomnia resulting in tiredness
- more likely to develop risk taking behaviour such as smoking, alcohol abuse, use of illegal drugs which affect physical health
- regression, e.g. bed wetting
- may develop irregular eating patterns resulting in excessive weight gain or loss

Intellectual

- poor intellectual development/not achieving the age related academic standards for a variety of reasons – poor attendance at school, lack of concentration in class and when completing work at school, lack of opportunities

Emotional

- feelings of being unloved, unwanted, rejected, abandoned and uncared for
- fear, anxiety, stress, resulting in depression or difficult and aggressive behaviour
- loss of confidence resulting in low self-esteem and negative self-concept
- anger and feelings of aggression

Social

- poor relationships with peers
 - difficulty forming/maintaining relationships
 - lack of friendships resulting in loneliness and isolation
- All other valid points will be given credit

Level 1 ([1]–[3])

Overall impression – basic

- may list several examples
- basic analysis
- 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 intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression – adequate

- adequate analysis of all PIES aspects of development or a 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 ([7]–[9])

Overall impression – competent

- a competent analysis of all PIES aspects of development achieves at top of the band.
- quality of written communication is competent. The candidate successfully selects and uses the most important 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.

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

[9]

24

- 5 (a) Using the following headings evaluate how personal development can be affected by becoming a parent. (AO1, AO2, AO3)

AVAILABLE
MARKS

Answers may address some of the following points:

Intellectual development

- learn parenting skills
- develop time management skills
- may develop money management skills/budgeting skills
- may develop knowledge related to childcare, e.g. effects of immunisations, childhood illnesses, nutrition etc
- may have less time to take part in activities/hobbies which promote intellectual development

Emotional development

- sense of purpose/achievement/high self-esteem
- feelings of being loved/wanted, bonding with child
- may be overawed by the responsibility of parenthood, worried, anxious less quality time to spend with each other as a couple
- post natal depression

Social development

- may form friendships with parents of other children
- opportunities to take part in 'different' social activities, e.g. going to the park, mother and toddler groups, playgroups
- less money to take part in social activities due to the cost of rearing a child
- may have difficulty getting a babysitter or be too tired to go out with friends
- may lose contact with friends

All other valid points will be given credit.

Level 1 ([1]–[4])

Overall impression – basic

- may list several examples
- basic discussion of all aspects achieves at top of level
- 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 intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression – adequate

- discusses a range of positive and negative effects from at least two aspects of development to achieve at the top of this 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

- 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 the top of this band
- quality of written communication is competent. The candidate successfully selects and uses the most important 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.

[0] is awarded for a response not worthy of credit. [12]

- (b)** Discuss how Keith and Zara’s friends may help them cope with the life change of becoming parents. (AO1, AO2)

Answers may address some of the following points:

- advice – on caring for a baby, e.g. feeding, establishing a routine, immunisations, spending time with each other
- practical help – babysitting, cooking a meal, helping out with housework, buying gifts
- emotional support – sending cards and flowers, listening to worries and concerns re parenthood, offering reassurance

All other valid points will be given credit

Level 1 ([1]–[2])

Overall impression: basic

- may list several examples
- basic discussion of how the friends of Keith and Zara may help them cope with the life change of becoming parents

Level 2 ([3]–[4])

Overall impression: adequate

- adequate discussion of how the friends of Keith and Zara may help them cope with the life change of becoming parents

Level 3 ([5]–[6])

Overall impression: competent

- competent discussion of how the friends of Keith and Zara may help them cope with the life change of becoming parents

[0] is awarded for a response not worthy of credit [6]

Total

**AVAILABLE
MARKS**

18

100