



**General Certificate of Secondary Education
January 2019**

Health and Social Care

Single Award

Unit SA 2: Personal Development

[GHS21]

FRIDAY 18 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) Complete the table below to identify the life stages and age ranges of the family. (AO1)

Family member	Life stage	Age range
Jonathan	Early adulthood	From 19 to 39 years
Naomi	Childhood	From 4 to 10 years
Jack	Infancy	From 0 to 3 years

(5 x [1])

[5]

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

Answers may address some of the following points:

Physical growth and development

- Increase in height
- Increase 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

All other valid responses will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

Social growth and development

- 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 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

(1 × [3])

[3]

AVAILABLE
MARKS

- (ii) Explain how Naomi's emotional and intellectual development may be affected by being bullied. (AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development

- Naomi may experience feelings of isolation, rejection, guilt, anger, anxiety and feel unwanted
- Naomi may lack confidence resulting in poor self-esteem and a negative self-concept
- Naomi may be unable to trust people and may have difficulty forming relationships in the future
- Naomi may feel good about herself if she is able to cope and resolve the bullying

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

Intellectual development

- Naomi may be reluctant to speak out in class or ask for extra help and therefore may not understand some of her work
- Naomi may be unable to concentrate in class as she may be anxious and as a result fall behind in her work
- Naomi's attendance may be affected as she may pretend to be sick and therefore not attend school or she may pretend to be sick in school and go home resulting in her missing lessons and perhaps falling behind with her work
- Naomi may work harder at school and be determined to do well and as a result achieve well

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

- (c) Identify the type of relationship between Kate and Jonathan and Kate and Naomi. (AO1)

- Kate and Jonathan – intimate, personal and sexual
- Kate and Naomi – family

(2 × [1])

[2]

AVAILABLE
MARKS

(d) Discuss how Kate's gender may affect her self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

- Kate may have a sense of satisfaction and feel fulfilled with her female gender role as wife and mother resulting in high self-esteem and a positive self-concept
- Kate may resent the expectations associated with her gender role
- Kate may lack a sense of satisfaction/fulfilment with her female gender role resulting in low self-esteem and a negative self-concept
- Kate may feel discriminated against due to her gender

All other valid responses will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

(e) Explain how employment may have a positive effect on Jonathan's self-esteem. (AO1, AO2)

Answers may address some of the following points:

- Jonathan may have a sense of achievement as he is employed, earning a wage and supporting his family
- Jonathan may have a sense of satisfaction as he is doing a worthwhile and necessary job
- Jonathan may feel confident in his work raising his self-esteem

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

(f) (i) Discuss the expected pattern of intellectual development in this life stage. (AO1, AO2)

Answers may address some of the following points:

- Makes noises when spoken to
- Recognises carer's face
- Listens to sounds and responds to speech
- Practises making sounds
- Language develops rapidly
- Knows own name
- Understands simple instructions
- Asks lots of questions
- Says simple nursery rhymes
- Carries on simple conversations
- Counts by rote to ten
- Likes stories
- Memory develops
- Knows primary colours

All other valid responses will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

AVAILABLE
MARKS

- (ii) Jack and his family have good access to health services as they live close to their health centre.

Discuss how this may have a positive effect on Jack's physical health and well-being. (AO1, AO2)

Answers may address some of the following points:

- Jack's parents will be able to arrange his routine vaccinations which prevent against diseases such as polio, whooping cough, meningitis B, etc.
- If Jack becomes ill his parents will have access to a GP who can prescribe medication to treat the illness or refer him to a specialist
- Jack's parents will be able to have his developmental checks carried out which will identify any concerns and enable the appropriate action to be taken

All other valid responses will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

28

AVAILABLE
MARKS

- 2 (a) James and Sarah are in the life stage of later adulthood which is _____ + years.
(AO1)

65 + years.
(1 × [1])

[1]

- (b) Discuss how Sarah's age and appearance could affect her self-concept.
(AO1, AO2 AO3)

Answers may address some of the following points:

Age

- Sarah may have a sense of satisfaction that she has lived to the age of 84
- Sarah may have a sense of achievement, for example, that she has been married for 59 years and has children and grandchildren
- Sarah has lots of life experience which may make her feel confident and wise raising her self-esteem and giving her a positive self-concept
- Sarah may have a sense of regret due to missed opportunities/lack of achievement and feel it is too late to achieve what she wants
- Sarah may feel resentful that age may restrict opportunities, e.g. to access certain medical treatments
- Sarah may lack confidence due to the physical aspects of ageing, resulting in low self-esteem and a negative self-concept

All other valid responses will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

Appearance

- Sarah may be content with her appearance and like the way she looks
- Sarah may feel attractive for her age
- Sarah may feel confident in her appearance raising her self-esteem and giving her a positive self-concept
- Sarah may resent her appearance, for example grey hair and wrinkles, feel unattractive and lack confidence resulting in low self-esteem and a negative self-concept

All other valid responses will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

AVAILABLE
MARKS

- (c) Analyse the expected patterns of development in later adulthood.
(AO1, AO2, AO3)

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MARKS

Answers may address some of the following points:

Physical aspects

- Height may decrease
- Skin loses elasticity resulting in wrinkles
- Hair changes – thins, baldness, grey
- Bones become weaker
- Body organs may become less efficient
- Sight may decline
- Hearing may deteriorate
- Mobility may decrease/joints stiffen
- Muscles weaken
- Sense of taste and smell may deteriorate
- May be prone to long term chronic conditions, for example, osteoporosis

Intellectual aspects

- May have difficulty remembering things quickly
- May be slower to respond in interactions
- May make better decisions as they have more experience
- Greater risk of dementia which can cause memory loss
- May take longer to absorb new information
- May develop intellectual skills through hobbies, travel and night classes

Emotional aspects

- Self-concept may be affected by retirement
- May be stereotyped as less able by others
- Loss of self-esteem/self-confidence
- Death of partner/friends may result in isolation
- Loneliness
- May feel loved and valued by family
- More time to bond with grandchildren
- May feel a sense of achievement

Social aspects

- More time to meet new friends/go on outings
- May be unable to take part in social activities due to poor health/mobility problems
- May lose contact with former work colleagues
- Lack of income may result in reduced social life
- More time to take part in social activities with family and friends
- Bereavement may lead to a smaller social circle

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

- May list several examples and lack analysis
- Responses which address only one aspect cannot achieve beyond 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

- Adequate analysis of all PIES aspects achieves at the top of this level
- There must be analysis of at least three aspects to achieve in this level
- 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make the meaning evident.

Level 3 ([9]–[12])

Overall impression – competent

- Range of aspects from all PIES competently analysed at the top of this level
- Quality of written communication is competent. The candidate successfully selects and uses the 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear [12]

- (d) (i) Use the following headings to explain how a healthcare professional may help Sarah cope with her injury. (A01, AO2)

Answers may address some of the following points:

Emotional support

- Listen to Sarah's worries and concerns about her injury and offer reassurance
- Answer Sarah's queries honestly and take time to explain to her the impact of the injury

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

Advice

- Offer Sarah advice on pain relief
- Offer Sarah advice on how to cope with the injury, for example, to keep the plaster dry or not to move her arm too much

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

Medical care

- X-ray Sarah's arm to determine the extent of the injury
- Apply a plaster to Sarah's arm
- Prescribe pain relief to Sarah
- Offer a programme of physiotherapy as the bone heals

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

AVAILABLE
MARKS

- (ii) Discuss how Sarah's family could offer her practical help while she is recovering from her injury. (AO1, AO2)

Answers may address some of the following points:

- Help her with personal hygiene, for example, washing and showering
- Help to dress and undress
- Cook meals
- Undertake household tasks for Sarah
- Take Sarah to her appointments
- Do Sarah's shopping

All other valid responses will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (e) (i) Explain **two** ways having a low income may affect James and Sarah's physical health and well-being. (AO1, AO2)

Answers may address two of the following points:

- They may be unable to afford to eat a balanced diet and as a result may suffer from deficiency diseases, become overweight or underweight or increase their chances of getting conditions such as coronary heart disease or type 2 diabetes
- They may be unable to afford to heat their home and be more prone to coughs, colds, flus and other respiratory conditions
- They will be unable to afford private healthcare and as a result may experience long waiting times for non-emergency treatment and their health may deteriorate
- They may be unable to maintain their home in a good condition and as a result may experience injuries, for example, trip over broken steps or be injured by falling roof tiles

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(2 × [2])

[4]

- (ii) Explain how having a low income may affect James and Sarah's mental health and well-being. (AO1, AO2)

Answers may address some of the following points:

- They may worry about paying bills such as heating, food and electricity.
- They feel guilty that they cannot afford to buy their grandchildren more expensive birthday or Christmas presents
- They may worry about the future, for example, how would they pay for care or funeral expenses
- They may experience a sense of failure/regret that they did not plan better for their future when they were working
- In the longer term they may become depressed

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

AVAILABLE
MARKS

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3 (a) (i) Stefan is in the life stage of _____ adulthood which is from _____ years to 64 years. (AO1)

- Middle
- 40

(2 × [1])

[2]

(ii) Stefan's wife died as the result of a road traffic accident.

Answers may address two of the following points:

Effect on emotional development

- Stefan may feel very angry that his wife has died in such circumstances
- Stefan may feel guilty that he is alive and she is dead or that he did not get a chance to say goodbye
- Stefan may experience stress worrying about the children and what the future holds
- Stefan may become very anxious as he has sole responsibility for the children
- Stefan may become depressed in the longer term

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(2 × [2])

[4]

(b) Alex and Ana are in the life stage of adolescence.

(i) Discuss the expected pattern of emotional development during this life stage. (AO1, AO2)

Answers may address some of the following points:

- Mood swings/excited one minute, sad the next
- May be aggressive at times
- May feel insecure/lack confidence
- Low self-esteem
- Feel more independent
- Strong feelings in boyfriend/girlfriend relationships
- Stress of exams/coursework etc.
- Relationships with parents may become difficult

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 you would expect Ana to develop physically during this life stage. (AO1, AO2)

Answers may address some of the following points:

- Hips widen
- Breasts develop
- Growth of pubic and underarm hair

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- Menstruation/periods begin
- Skin problems such as acne
- Growth spurt

All other valid responses will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for competent discussion

(1 x [3])

[3]

(iii) Discuss how education may affect Ana's self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

- Ana may have a sense of belonging in her class/school
- Ana may enjoy school – have good relationships with staff and pupils
- Ana may have a sense of achievement, completing work to a high standard, receiving praise and encouragement
- Ana may have confidence/high self-esteem as a result of positive educational experiences
- Ana may feel she is not as capable as other pupils if her work is not of a high standard
- Ana may not enjoy school if being bullied/lack of friends/poor relationships with teachers and pupils
- Ana may lack confidence/have low self-esteem as a result of negative educational experiences

All other valid responses will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for competent discussion

(1 x [3])

[3]

(c) Explain **two** ways pollution, caused by living on the outskirts of a large city, may affect the family's health and well-being. (AO1, AO2)

Answers may address two of the following points:

- Noise pollution from the traffic may damage the family's ears resulting in hearing impairment
- Noise pollution can result in disrupted sleep patterns and cause annoyance and irritation which can in the long term lead to anxiety and depression
- Air pollution caused by fumes from traffic, industry and factories may lead to respiratory problems leading to conditions such as asthma, bronchitis and other serious health conditions

All other valid responses will be given credit

[1] for key phrase/s

[2] for explanation

(2 x [2])

[4]

AVAILABLE
MARKS

- (d) (i) Write down the type of relationship Alex has with the restaurant manager. (AO1)

Working
(1 × [1])

[1]

- (ii) Discuss how getting a job may affect Alex's intellectual, emotional and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Intellectual development

- Opportunity to develop new skills, for example, time management, money management, team working and practical skills associated with the job
- Opportunity to develop knowledge of the hospitality industry
- Provides stimulation

Emotional development

- Sense of pride/achievement in getting a part-time job
- Increased independence
- Sense of belonging, being part of a team
- Increases confidence/self-esteem/positive self-concept

Social development

- Opportunity to develop social skills, for example, team working
- Opportunity to form new friendships
- Opportunity to develop communication skills
- More money for social activities

All other valid responses will be given credit

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

Level ([1]–[3])

Overall impression – basic

- May list several examples but little discussion
- Responses which address only one aspect cannot achieve beyond 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 all IES aspects achieves at the top of this level
- There must be discussion of two aspects to achieve in this level
- 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make the meaning evident

AVAILABLE
MARKS

Level 3 ([7]–[9])

Overall impression – competent

- Range of effects from all IES competently discussed achieves at the top of this level
- Quality of written communication is competent. The candidate successfully selects and uses the 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear [9]

- (e) Stephan is concerned that his son Alex may be smoking and abusing alcohol. Analyse how this may affect Alex's physical health and well-being. (AO1, AO2, AO3)

Answers may address some of the following points:

Smoking

- Increases the risk of cancer, for example, lung, throat, larynx, kidney and bladder
- Raises blood pressure increasing the risk of stroke
- Hardens the arteries increasing the risk of heart disease
- Increases the risk of respiratory diseases, e.g. bronchitis and emphysema
- Increases the risk of gum disease

Alcohol abuse

- In the short term causes hangovers, headaches and sickness
- Causes dehydration
- Irritates the stomach causing vomiting which may be inhaled or choked on and can result in death
- Lowers the body temperature and can result in hypothermia
- Lowers the blood sugar levels causing seizures
- Increases the risk of injury due to antisocial behaviour and impaired judgement
- Increases the risk of pancreatitis where the pancreas becomes inflamed and may stop working
- Increases the risk of bowel cancer – there is a clear link between this disease and excessive alcohol intake
- Increases the risk of liver disease and causes irreparable damage to the liver
- Increases the risk of mouth and throat cancer in the long term
- Increases the risk of heart disease if alcohol is abused in the long term
- Increases the risk of diabetes

All other valid responses will be given credit

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

Level ([1]–[3])

Overall impression – basic

- May list several examples but little analysis
- Basic analysis of how smoking and alcohol abuse affects physical health and well-being achieves the top of this level

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- 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 how smoking and alcohol abuse affects physical health and well-being achieves the top of this level
- Responses which analyse only smoking or alcohol abuse cannot achieve more than 4 marks
- 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make the meaning evident.

Level 3 ([7]–[9])

Overall impression – competent

- Competent analysis of how smoking and alcohol abuse affects physical health and well-being achieves the top of this level
- Quality of written communication is competent. The candidate successfully selects and uses the 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

AVAILABLE
MARKS

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