



**General Certificate of Secondary Education
2011**

**Health and Social Care
Single Award**

Unit SA2: Personal Development

[GHS21]

THURSDAY 16 JUNE, MORNING

**MARK
SCHEME**

- 1 (a) Jason and Anna are in the life stage of _____ which is 19 to _____ years. (AO1)
- early adulthood
39 years
(2 × [1]) [2]
- (b) Write down two examples of Anna's physical development at her current age. (AO1)
- Answers may include any two of the following points:
- reproductive peak
 - growth completed
 - physical peak
 - unlikely to have serious health problems.
- (2 × [1]) [2]
- (c) Write down the types of relationships Jason has with: (AO1)
- Anna – intimate, personal, sexual
his boss – working
(2 × [1]) [2]
- (d) (i) Write down two other life changes Jason and Anna have both experienced. (AO1)
- starting school
getting a job
(2 × [1]) [2]
- (ii) Explain two **different** types of support Jason and Anna may have been given by their families when preparing for marriage. (AO1, AO2)
- Answers may address any two of the following points:
- emotional support – listening to any worries/concerns they have had
 - advice – on matters relating to marriage/venue/reception/guest lists/ceremony, etc.
 - practical help – shopping for outfits/flower arranging/making cake/guest list/financial, etc.
- All other valid points will be given credit.
- [1] for statement
[2] for explanation
(2 × [2]) [4]

(iii) Discuss how marriage may have a **positive** effect on Jason's intellectual and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on intellectual development

- develop new skills, e.g. budgeting, time management, running a home, DIY, etc.
- take up new interest/hobbies together
- develop personal skills, e.g. compromise/problem solving

Effect on social development

- form new friendships with Anna's family
- form new friendships with Anna's friends
- may have a wider range of social activities, e.g. hobbies/night classes as a couple/with Anna's family and 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]

18

2 (a) Later adulthood is _____ + years. (AO1)

65

(1 × [1])

[1]

(b) Discuss the expected patterns of intellectual development during later adulthood. (AO1, AO2)

Answers may address some of the following points:

- may have difficulty remembering things quickly/forgetful/failing memory
- reaction times may be slower
- may become confused due to dementia
- may make better decisions as they have more experience
- may take longer to absorb new information
- may develop intellectual skills, travel, hobbies, etc.

All other valid points will be given credit.

[1] for key phrases

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

(c) Explain how Mrs Jackson's housing conditions may have a positive effect on her mental health and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on mental health

- security and safety – less likely to worry/be anxious/frightened/suffer from stress
- company – less likely to be lonely/feeling down/depressed

Effect on social development

- opportunity to meet and chat to other residents
- increased opportunities to form friendships
- increased opportunities to take part in social activities

All other valid points will be given credit.

[1] for statement

[2] for explanation

(2 × [2])

[4]

- (d) Discuss how age may have a **negative** effect on Mrs Jackson's self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

- feeling she is old/79
- may resent physical changes associated with old age
- may fear becoming dependent/a burden
- may resent living in sheltered accommodation
- low self-esteem

All other valid points will be given credit.

[1] for identifying factor (79/old)

[2] for adequate explanation

[3] for competent explanation

(1 × [3])

[3]

- (e) Explain two different types of support Mrs Jackson may be given by a health service such as her GP or a district nurse. (AO1, AO2)

Answers may address any two of the following:

- emotional support – listen to her worries/concerns, offer reassurance, etc.
- advice – re management of the condition, diet, exercise, etc.
- medical care – monitor condition, physical examination, refer to specialist, provide medication and treatment, etc.

All other valid points will be given credit.

[1] for statement

[2] for explanation

(2 × [2])

[4]

15

- 3 (a)** Discuss the expected patterns of emotional and social development during adolescence. (AO1, AO2)

Answers may address some of the following points:

Emotional development

- relationships may be difficult especially with parents
- aggressive behaviour
- mood swings
- independence increases
- strong bonds with friends including boy/girl friends
- lack of confidence/low self-esteem

Social development

- desire to belong to a group/need to fit in with group
- opinion of peers important
- more dependent on peer group
- increase in social activities with peer group/friends
- exploring sexuality/experiment with sexual relationship

All other valid points will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

- (b) (i)** Analyse how suffering from Cystic Fibrosis may have a negative effect on Elena's level of education and employment prospects. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on level of education

- may be unable to concentrate in class if feeling unwell
- attendance may be poor due to chest infections
- time out of school for medical appointments
- fall behind in work/coursework/unable to achieve potential/poor examination results

Effect on employment prospects

- may be unable to work/work full-time/some jobs may not be suitable
- time off for medical appointments may discourage employers from offering her a job promotion (illegal but does still happen)
- may find it difficult to get a job if attendance is likely to be poor/lack of qualifications

All other valid points will be given credit.

[1] for statement

[2] for explanation clearly linked to effect on level of education or employment prospects

(2 × [2])

[4]

- (ii) Explain two different types of support a voluntary organisation, such as Cystic Fibrosis Trust, may offer Elena and her family. (AO1, AO2)

Answers may address any two of the following:

- emotional support – listen to any concerns Elena and her family may have about Cystic Fibrosis and reassure them/support groups
- advice – on management of condition/help available, etc.
- social care – may organise activities/events for people with Cystic Fibrosis and their families
- practical help, e.g. financial support providing equipment

All other valid points will be given credit.

(2 × [2])

[4]

- (c) (i) Antanas is in the life stage of childhood which is from _____ to _____ years. (AO1)

4 – 10 years (both must be correct)

(1 × [1])

[1]

- (ii) Explain how education may have a **negative** effect on Antanas' self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

- may feel 'stupid'
- may feel he is not as capable as other pupils/worthless/poor self-worth
- may have a sense of failure
- lack confidence/low self-worth/self-esteem

All other valid points will be given credit.

[1] for statement

[2] for explanation

(1 × [2])

[2]

- (d) Explain how gender may have a **positive** effect on Ona's self-concept. (AO1, AO2)

Answers may address the following points:

- female role/mother and nurse
- sense of contentment/achievement with her role
- sense of satisfaction/confident in role
- high self-esteem

All other valid points will be given credit.

[1] for statement

[2] for explanation

(1 × [2])

[2]

19

- 4 (a) Discuss how becoming a parent may affect Asha's intellectual and physical development. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on Asha's intellectual development

- learn parenting skills
- develop time management skills
- may develop money management skills
- may develop knowledge of children, e.g. immunisations, development
- less time to take part in activities which promote intellectual development

Effect on Asha's physical development

- disrupted sleeping patterns due to night time feeds
- tired due to caring for baby/no support
- may follow a healthier lifestyle, taking baby for a walk/cooking healthy meals
- lifestyle may become unhealthy, no time to cook healthy meals/take exercise

All other valid points will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

- (b) Analyse how you would expect Paul to grow and develop during infancy. (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
- recognises a 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 conversation
- can count by rote up to ten
- likes stories
- memory develops
- know primary colours

Emotional

- enjoys being cuddled and played with
- forms bond with main carers/attachment/bonding
- fear of strangers
- shows affection for family/friends
- less worried by 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
2½ years – parallel play/play near other children
3 years – co-operative play/play with other children
- learn to share
- bladder and bowel control/come 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

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 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 at least 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 evident.

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]

18

- 5 (a) Discuss the expected patterns of **physical** development for Maggie during middle adulthood. (AO1, AO2)

Answers may address some of the following points:

- skin loses elasticity/wrinkles
- eyesight may deteriorate
- hair goes grey and may thin
- experiences the menopause.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (b) Jack and Maggie have a close relationship with their children and grandchildren. Discuss how this may have a positive effect on their emotional and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on emotional development

- feeling valued/loved/wanted/bonding with grandchildren
- sense of achievement/pride
- emotional support – provided by family
- high self-worth/esteem/positive self-concept

Effect on social development

- opportunities to take part in social activities, e.g. family holidays/celebrations/outings
- opportunities to meet new people
- opportunities to form new friendships with children's/grandchildren's friends, etc.

All other valid responses will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

- (c) Evaluate the possible effects of retirement on Jack's emotional, intellectual and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development

Positive aspects

- sense of achievement/job well done
- sense of contentment/less pressure and stress
- closer relationship with family and friends due to more available time

Negative aspects

- may feel loss of purpose
- may feel less independent
- miss the companionship at work
- feelings of loneliness/isolation
- low self-esteem/negative self-concept

Intellectual development

Positive aspects

- more time to take up new hobbies/interest, etc.
- more time to travel/read, etc.

Negative aspects

- may miss the stimulation of work
- will not be undertaking up to date training associated with job

Social development

Positive aspects

- more time to go out with/visit family
- more time to socialise with friends

Negative aspects

- may lose contact with friends from work
- less social contact working with colleagues and clients

All other valid points will be given credit.

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

Level 1 ([1]–[3])

Overall impression: basic

- may list several examples/basic evaluation
- basic evaluation of one aspect of IES 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 ([4]–[6])

Overall impression: adequate

- adequate evaluation
- both positive and negative aspects addressed 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 evident.

Level 3 ([7]–[9])

Overall impression: competent

- competent evaluation of all IES aspects achieves at top of the band
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

- (d) Analyse the possible effects of alcohol abuse on an individual's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical effects

- suffocation through choking on vomit
- alcohol poisoning
- impaired judgement/accident and injuries
- weight gain/obesity
- liver disease
- cancer – oral/breast/stomach
- increases blood pressure leading to stroke
- osteoporosis
- pancreatitis
- stomach ulcers
- heart disease
- brain damage
- miscarriage/damage to foetus
- anti-social behaviour/fights leading to injury
- victim of crime/rape/assault/mugging
- increased risk of accidents
- unplanned pregnancy
- sexually transmitted infections
- reduced resistance to infection

Emotional effects

- guilt
- anxiety
- mental illness
- isolation
- depression/increased risk of suicide
- low self esteem
- relationship problems/breakdown
- addiction
- aggressive behaviour

Intellectual

- may be unable to hold down a job/miss the stimulation of work
- unable to concentrate to undertake activities/hobbies due to hangover
- memory loss
- slowed reaction times

Social effects

- may lose contact/broken relationships with friends due to anti-social behaviour
- may lose contact with family
- unable to take part in social activities, e.g. lack of money
- may form relationships with other individuals who also abuse alcohol

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
- basic analysis of one or two points
- 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 at least three PIES aspects of development linked to personal development achieves at top of the band
- quality of written communication is adequate. The candidate makes a reasonable selection and use of appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent

- range of effects from all PIES competently analysed and linked to personal development achieves at top of band
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

TotalAVAILABLE
MARKS

30

100