



Rewarding Learning

**General Certificate of Secondary Education
2012**

Health and Social Care

Single Award

Unit SA2: Personal Development

[GHS21]

FRIDAY 8 JUNE, AFTERNOON

**MARK
SCHEME**

- 1 (a) Gavin and Laura are in the life stage of middle adulthood which is _____ to _____ years. (AO1)

40–64 years

(2 × [1])

[2]

- (b) Use the information above to write down three life changes Gavin and Laura have already experienced. (AO1)

- Starting school
- Getting a job
- Marriage
- Becoming a parent.

(3 × [1])

[3]

- (c) Discuss the expected pattern of emotional development during middle adulthood. (AO1, AO2, AO3)

Answers may address some of the following points:

- sense of contentment with life
- feelings of loss when children grow up and leave the home
- bonding with grandchildren
- will have to cope with many emotions, e.g. anger if relationships break down
- feelings of loss due to bereavement
- clear sense of identity
- stress from work/caring for elderly parents
- positive/negative self-esteem
- clear self-concept.

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) Explain how taking part in these activities may have a positive effect on Laura's social development. (AO2, AO3)

Answers may address some of the following points:

- helps to maintain friendship, e.g. going to yoga with a friend
- opportunities to meet new people at pool/classes
- opportunities to form new friendships
- opportunities to visit new places, e.g. walking
- club membership can bring opportunities for other social activities, e.g. nights out.

All other valid points will be given credit

[1] for statement, [2] for explanation

(1 × [2])

[2]

- (ii)** Explain two different ways exercise may have a positive effect on Laura's physical health. (AO1, AO2, AO3)

Answers may include any two of the following points:

- helps maintain healthy weight/reduces likelihood of obesity and related illnesses
- helps heart and lungs work more efficiently/reduces risk of coronary heart disease
- can help prevent high blood pressure and reduces risk of a stroke
- reduces risk of developing osteoporosis/slows decline of bone density
- reduces risk of colon and breast cancer
- reduces risk of developing type 2 diabetes/helps control blood glucose.

All other valid points will be given credit

[1] for statement, [2] for explanation
(2 × [2])

[4]

- (iii)** Explain how completing this course may improve Laura's employment prospects. (AO2, AO3)

Answers may address some of the following points:

- improved chances of promotion
- improved chances of changing to a better job with improved conditions and pay.

All other valid points will be given credit

[1] for statement, [2] for explanation
(1 × [2])

[2]

- (e) (i)** Explain two different negative effects of smoking on Gavin's physical health. (AO1, AO2, AO3)

Answers may address two of the following points:

- increases risk of cancer, e.g. lung, throat, larynx, kidney and bladder
- raises blood pressure, increasing risk of a stroke
- hardening of arteries, increasing risk of heart disease
- increases risk of respiratory diseases, e.g. bronchitis and emphysema
- gum disease.

All other valid points will be given credit

[1] for statement, [2] for explanation
(2 × [2])

[4]

- (ii) Discuss how employment (working as a fireman) may have a positive effect on Gavin's self esteem.

Answers may address some of the following points:

- sense of satisfaction – doing a job which is helping people
- sense of achievement – providing for his wife and family
- feel confident/high self-esteem/positive self-concept – gaining opportunities to improve qualifications, achieve promotion.

All other valid points will be given credit

[1] for statement, [2] for adequate discussion, [3] for competent discussion

(1 × [3])

[3]

23

- 2 (a) Explain three different types of support that may have been given to the family by their friends in India to help them cope with this life change. (AO1, AO2)

Answers may address the following points:

- emotional support – listened to any concerns or worries/offered reassurance/wished them luck, etc.
- advice – advice related to moving to a different country, e.g. travel, health care/financial matters/selling their house/visas, etc.
- practical help – packing personal belongings/storing/moving furniture, filling in forms, financial help, etc.

All other valid points will be given credit

[1] for statement, [2] for explanation

(3 × [2])

[6]

- (b) (i) Write down the type of relationship between Rahul and Sana. (AO1)

Family
(1 × [1])

[1]

- (ii) Rahul and Sana are in the life stage of adolescence which is from ____ years to 18 years. (AO1)

11 years
(1 × [1])

[1]

- (iii) Write down three different ways you would expect Rahul to develop physically during adolescence. (AO1, AO2)

Answers may address any three of the following points:

- voice breaks
- facial/underarm/pubic hair grows
- shoulders broaden
- gains weight
- penis and testicles enlarge
- growth spurt/becomes taller
- ability to ejaculate
- muscles increase in size.

All other valid points will be given credit

(3 × [1])

[3]

(iv) Explain what testosterone is. (AO1, AO2)

Answers may address some of the following points:

- male sex hormone
- produced in the testes and adrenal glands/causes development of bones, hair and genital organs/physical changes during puberty/secondary sexual development.

All other valid points will be given credit

[1] for statement, [2] for explanation

(1 × [2])

[2]

(v) Discuss how emigrating from India to Northern Ireland may have had a negative effect on Sana's social development. (AO2, AO3)

Answers may address some of the following points:

- may have lost contact with friends in India
- may miss going out with her friends in India
- difficulty making new friends in Northern Ireland.

[1] for key phrase(s), [2] for adequate discussion, [3] for competent discussion

(1 × [3])

[3]

(c) (i) Arun is in the life stage of childhood which is from ____ to 10 years. (AO1)

4 years

(1 × [1])

[1]

- (ii) Describe the expected patterns of physical and emotional development during this life stage. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development:

- 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
- skip/throw and catch a ball/hit a ball with a bat.
-

Emotional development:

- experience a wide range of emotions
- better control/learn how to control emotions
- can think about feelings of others
- still dependant on family and carers
- independence increases
- self-confidence increases
- may feel lonely/rejected/isolated
- low self-esteem if bullied or abused
- high self-esteem if loved/valued/cared for
- feelings of jealousy.

All other valid points will be given credit

[1] for key phrase(s), [2] for adequate discussion, [3] for competent discussion

(2 × [3])

[6]

23

- 3 Discuss how each of the following factors may affect an individual's self-concept in a positive way. (AO1, AO2, AO3)

Answers may address some of the following points:

Education

- success in school/good exam results/positive educational experiences
- sense of satisfaction/achievement/pride
- raised confidence/self-esteem/positive self-concept.

Sexual orientation

- may have a clear sense of "who they are"
- more confident about sexuality/feeling accepted
- high self-esteem/positive self-concept.

Culture/ethnicity

- feelings of being accepted/respected
- sense of belonging/pride in their culture
- high self-esteem/positive self-concept.

[1] for key phrase(s), [2] for adequate evaluation, [3] for competent evaluation

(3 × [3])

[9]

9

- 4 (a) Discuss how you would expect Jonathan to develop intellectually during this life stage. (AO1, AO2)

Answers may address some of the following points:

- makes noises when spoken to
- recognises carers face
- listens to sounds
- responds to speech
- practices making sounds
- knows own name
- understands simple instructions
- language develops rapidly
- asks a lot of questions
- can say simple nursery rhymes
- carries on simple conversations
- can count by rote up to 10
- likes stories
- memory develops.

All other valid points will be given credit

Level 1 ([1]–[2])

Overall impression: basic

- may list several examples
- basic discussion of intellectual development.

Level 2 ([3]–[4])

Overall impression: adequate

- adequate discussion of intellectual development.

Level 3 ([5]–[6])

Overall impression: competent

- competent discussion of intellectual development. [6]

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

- (b) Mark and Lisa are in the life stage of _____ adulthood which is 19–39 years. (AO1)

Early
(1 × [1]) [1]

- (c) Write down the type of relationship between Mark and Lisa. (AO1)

Intimate, personal and sexual
(1 × [1]) [1]

- (d) Explain how each of the following sources of support may have helped them cope with this life change. (AO1, AO2)

Answers may address some of the following points:

Their bank

- advice on financial matters, e.g. buying a house/mortgage/budgeting/loans
- practical help, e.g. filling in forms for accounts, loans, mortgages, etc.

Their church

- advice on marriage ceremony, e.g. hymns, vows, scripture readings
- practical help, e.g. conducting the marriage ceremony
- emotional support, e.g. helping them explore their feelings about marriage.

All other valid points will be given credit

[1] for statement, [2] for explanation
(2 × [2])

[4]

- (e) Discuss the expected patterns of development during Mark and Lisa's present life stage. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical aspects:

- at height of physical powers
- reproductive peak
- growth completed
- signs of ageing begin to show
- hair may start to go grey
- wrinkles may appear
- men may start to go bald.

Intellectual aspects:

- may be at university studying
- training/getting a job/learning new skills
- leaving home/learning to cope living independently
- managing a home/budget
- learning parenting skills
- ability to problem solve, logical thinking and scientific reasoning
- taking up new hobbies
- further training at job
- opportunities for travel to learn about new places and cultures.

Emotional aspects:

- independence
- may look for a steady relationship to experience positive emotions
- may get married/love/security/bonding with partner
- may have children/bonding/feelings of love/security/feeling valued
- relationship problems/break-ups/divorce may lead to anger/stress.

Social aspects:

Before children/early stage:

- good relationships with work colleagues/friends
- time to go out/few commitments
- time/money for holidays.

Rearing a family:

- less time to go out
- need a babysitter
- perhaps less money to socialise
- make new friends with other parents
- less contact with old friends.

All other valid 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
- basic discussion of all 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 discussion of all PIES aspects of development or a competent discussion of three aspects 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

- range of aspects from all PIES competently discussed
- discussion will demonstrate knowledge of development through the life stage
- 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]

24

- 5 (a) Using the following headings discuss the expected patterns of development during this life stage. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical aspects:

- height may decrease
- skin wrinkles/loss of elasticity
- hair thins/go bald/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/smell deteriorates
- more prone to long-term chronic conditions, e.g. osteoporosis.

Intellectual aspects:

- may have difficulty remembering things quickly
- reaction times may be slowed
- may make better decisions as they have more experience
- greater risk of developing dementia which can cause memory loss, e.g. confusion
- take longer to absorb new information
- may develop intellectual skills – travel, hobbies, night classes.

Emotional aspects:

- self-concept may be affected by retirement
- may be stereotyped by others as less able
- loss of self-esteem, self-confidence
- death of partner/friends causing isolation
- loneliness
- may feel loved/valued by family
- more time to bond with grandchildren
- may feel sense of achievement.

Social aspects:

- more time to meet new friends/go on outings
- may be unable to get out due to bad health/mobility problems
- may miss contact with colleagues
- lack of income/reduced social life
- more time for family/friendships
- bereavement leading to a smaller family/friendship circle.

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
- basic discussion of all 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 discussion 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 ([9]–[12])

Overall impression: competent

- range of aspects from all PIES competently discussed
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [12]

- (b) Use the following headings to analyse how having a good income may affect the growth and development of an individual. (AO1, AO2, AO3)

Answers may include any of the following:

Physical effects:

- balanced diet leading to good physical health/less risk of deficiency diseases
- well maintained home – less risk of accidents and injuries
- well heated home – less chance of colds/flu/respiratory illnesses
- able to afford private health care/complementary therapies.

Emotional effects:

- sense of pride/achievement
- no worries about paying bills/no financial problems/less stress and anxiety
- sense of independence – not depending on state benefits
- high self-esteem/positive self-concept
- feeling of security.

Social effects:

- able to afford to go on holidays/trips, etc.
- able to afford to go out socialising with friends/maintain and form new friendships.

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 but little analysis
- basic analysis of one or two effects
- 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 PES effects or a competent analysis 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 ([6]–[9])

Overall impression: competent

- range of effects from PES competently analysed at the 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]

TotalAVAILABLE
MARKS

21

100