



**General Certificate of Secondary Education
2013**

Health and Social Care

Single Award

Unit SA2: Personal Development

[GHS21]

WEDNESDAY 29 MAY, MORNING

**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) Joanna is in the life stage of adolescence which is from _____ to _____ years. (AO1)

11–18 years

(2 × [1])

[2]

- (ii) Discuss the expected patterns of social development during adolescence. (AO1, AO2)

Answers may address some of the following points:

- opinions of peers becomes important
- desire to belong to a group/need to fit in with a group
- more dependent on peer group
- increase in social activities with peer group/friends/formation of new friendships, e.g. school, part time jobs
- experimenting with sexual relationships
- relationship difficulties with friends.

All other valid responses will be given credit

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

(1 × [3])

[3]

- (iii) Explain how employment (having a part-time job) may have a **positive** effect on Joanna's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Intellectual development:

- opportunity to develop new skills, e.g. time management/ money management, using equipment, team working, communication and practical skills associated with a job
- provide stimulation
- develops knowledge, e.g. of food preparation and hygiene.

Emotional development:

- sense of pride/achievement in having a part-time job
- increased independence
- sense of belonging/part of a team of workers
- increased confidence/self-esteem/positive self-concept.

Social development:

- opportunity to develop social skills, e.g. 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

[1] for statement, [2] for explanation

(3 × [2])

[6]

(iv) Write down three ways using illegal drugs may affect the physical health of an individual. (AO1)

Answers may include any three of the following points:

- addiction
- dehydration
- brain damage
- increased risk of accident/injury
- liver and kidney problems
- leading to physical injury
- tiredness/lack of energy
- respiratory disease in the long run
- infection at injection sites
- death
- lack of appetite/underweight/anorexia
- coma/collapse
- weaker immune system/more prone to illness
- self harm/suicide.

All other valid responses will be given credit

(3 × [1]) [3]

(b) (i) Simon is in the life stage of _____ which is from 4 to _____ years. (AO1)

Childhood

10 years

(2 × [1]) [2]

(ii) Write down the type of relationships Simon has with his parents and his teachers at school. (AO1)

His parents – family.

His teachers at school – working.

(2 × [1]) [2]

(iii) Write down the life change Simon has experienced. (AO1)

Starting school

(1 × [1]) [1]

- (iv)** Explain how Simon's emotional and social development may have been affected by being bullied. (AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development:

- lack of self-confidence
- poor self-worth/low self-esteem/negative self-concept
- feelings of rejection/unwanted/resentment towards the bullies
- feelings of anxiety/stress/depression
- feelings of guilt/blame
- feelings of isolation/loneliness/no sense of belonging
- feel good about himself if he copes
- unable to trust/difficulty forming relationships.

Social development:

- lack of friends
- unwilling to take part in social activities
- anti-social behaviour, e.g. stealing
- unwilling to join activities with peer group
- poor social development
- difficulty making friends.

All other valid points will be given credit

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

[4]

- (v)** A range of factors may affect an individual's self-concept

1. Explain the term self-concept. (AO1, AO2)

Answers may address some of the following points:

- view one has of oneself (statement)
- influenced by a range of factors
- may be positive or negative
- closely linked to self-esteem/self-image/self-confidence.

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

[2]

2. Discuss how education may have a positive effect on Simon's self-concept.
(AO1, AO2, AO3)

Answers may address some of the following points:

Positive effect:

- successful at school – proud/capable/confident/sense of achievement
- sense of belonging, feel valued, improved relationships
- higher self-esteem and positive 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]

28

- 2 (a) Using the information given write down two other life changes Abidin has experienced. (AO1)

Answers may include any two of the following:

- starting university
- getting a job
- marriage
- becoming a parent
- starting school.

(2 × [1])

[2]

- (b) Explain how emigration may have had a **negative** effect on Abidin's emotional and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on emotional development:

- feelings of insecurity/anxiety/loneliness leading to depression
- may miss family and friends from Malaysia.

Effect on social development:

- may lose contact with family and friends in Malaysia
- missed opportunities for social activities with family and friends in Malaysia
- difficulty making new friends.

All other valid points will be given credit

[1] for statement, [2] for explanation

(2 × [2])

[4]

- (c) Explain how each of the following factors may have a **positive** effect on Abidin's self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

Age:

- still young/34
- sense of achievement – emigrated/studied at university/manager/married/father.

Sexual orientation:

- clear sense of sexual orientation
- heterosexual/married to a woman.

Culture/ethnicity:

- clear sense of identity/sense of belonging/proud of his culture
- very successful in Northern Ireland/sense of acceptance/no evidence of discrimination.

All other valid responses will be given credit

[1] for statement, [2] for explanation

(3 × [2])

[6]

- (d) Discuss how illness may have affected Abidin's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development:

- pain
- side effects of medication/treatment
- may have difficulty sleeping due to pain/discomfort/exhaustion
- weight loss/gain
- mobility may be affected
- weaker immune system
- lack of energy.

Intellectual development:

- missed lectures/tutorials
- fallen behind in his work/difficult to catch up
- may have achieved lower grades
- may have developed knowledge about his illness.

Emotional development:

- worried about his education/missing work
- may have felt lonely and isolated as his family were in Malaysia
- may have developed a stronger bond with friends
- frustrated/angry/stressed leading to depression.

Social development

- unable to take part in social activities with friends
- less contact with friends – only during visiting times/weekends/free time at college
- friends may visit him regularly
- form friendships with other patients.

All other valid responses will be given credit

[1] for key phrases, [2] for adequate discussion, [3] for competent discussion

(4 × [3])

[12]

- (e) Discuss how his friends may have helped him to cope. (AO1, AO2)

Answers may address some of the following points:

- emotional support – reassured him/listened to his concerns and worries/visited him
- practical help – brought his notes, etc. from university/helped him with cooking and cleaning on return from hospital
- advice – to look after himself/not to rush back to university, etc.

All other valid responses will be given credit

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

(1 × [3])

[3]

27

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

65

(1 × [1])

[1]

(b) Discuss the expected patterns of physical growth and development throughout all the life stages. (AO1, AO2)

Answers may address some of the following points:

Infancy:

- increase in height
- increase in weight
- development of teeth
- development of gross motor skills – head control, sit up, crawl, walk, climb, run, kick a ball, etc.
- development of fine motor skills – pick up blocks, use a shape sorter, pick up toys, etc.

Childhood:

- increase in height
- increase in weight
- loss of baby features/more adult appearance
- loss of baby teeth/permanent teeth
- development of physical skills, e.g. running, climbing, etc.
- co-ordination and control improve, e.g. throw and catch a ball, skip.

Adolescence:

- male – facial/underarm/pubes hair, voice breaks, shoulders broaden, penis and testicles develop, ability to ejaculate sperm, muscle size increases, growth spurt, skin problems
- female – menstruation/periods, breasts develop, hips widen, body hair, e.g. pubic and underarm, growth spurt, skin problems, acne.

Early Adulthood:

- early stage – growth completed, reproductive peak, height of physical powers
- later stage – signs of ageing begin to show, e.g. hair may go grey/men may start to go bald, wrinkles appear.

Middle Adulthood:

- signs of ageing continue – wrinkles, hair loss, greying of hair, eyesight may deteriorate, body systems less efficient, women experience menopause.

Later Adulthood:

- height may decrease
- wrinkles
- hair thin/bald/grey
- bones become weaker
- sight may decline
- hearing may deteriorate
- muscles weaken
- body organs become less efficient
- mobility may decrease
- deterioration of sense of smell/taste
- increased risk of chronic conditions.

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 discussion
- basic discussion of all life stages or adequate discussion of two achieves at the top of the band
- 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 discussion of all life stages or competent discussion of at least four achieves at the 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

- competent discussion of all life stages achieves 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

13

- 4 Discuss how each of the following factors may affect the physical health of an individual. (AO1, AO2)

Answers may address some of the following points:

Gender:

- women live longer
- men are more likely to take their own lives
- men take part in more dangerous/risky behaviours, e.g. smoking, driving too fast
- men are more likely to suffer from heart disease, lung cancer and bronchitis
- women have higher rates of breast cancer and only women can have cervical cancer
- females are more likely to become anaemic
- women go to the doctor more often
- men are often reluctant to seek medical advice
- women may experience complications of birth/pregnancy.

Access to health services:

- screening programmes, e.g. allows early detection and more effective treatment
- immunisation programmes can help prevent illnesses such as flu, rubella, mumps, cervical cancer, etc.
- routine health checks, e.g. blood pressure monitoring can detect health problems and enable treatment
- prompt access can prevent conditions deteriorating, e.g. chest infections
- unable to access health services promptly, e.g. those living in rural areas.

Low income:

- diet may be unhealthy/unbalanced due to lack of money to buy fruit and vegetables/may buy cheaper starchy foods leading to obesity, deficiency diseases
- housing conditions may be poor leading to injuries/accidents/poor heating and increasing incidence of colds/flu, chest infections
- unable to afford private health care or complementary therapies
- unable to afford gym membership
- unable to afford private health care.

All other valid responses will be given credit

[1] for key phrase(s), [2] for adequate discussion, [3] for competent discussion showing clear understanding of the factor

(3 × [3])

[9]

9

- 5 (a) (i) Explain one way Robert's local social security office may help him cope with unemployment. (AO1, AO2)

Answers may address one of the following points:

- practical help – financial support in the form of benefits
- advice – on job availability, retraining, qualifications, etc.

All other valid points will be given credit

[1] for statement, [2] for explanation

(1 × [2])

[2]

- (ii) Discuss how unemployment may have a **negative** effect on Robert's emotional, intellectual and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development:

- worried and anxious about lack of money
- feel of a sense of failure/letting his children down
- ashamed that he cannot provide enough for extras such as school trips for children
- loss of self-esteem/negative self-concept
- strained relationships with the children
- loss of independence
- may become depressed.

Intellectual development:

- lack of stimulation
- may miss the challenge of work
- lack of opportunities to develop skills/training, etc.

Social development:

- lack of financial resources to go out with friends
- loss of contact with former work colleagues/smaller social circle
- lack of financial resources to take family on activities – cinema, bowling, holidays, etc.
- less opportunities to make new friends/wider social circle/meet new people.

All other valid responses 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 discussion
- adequate discussion of one aspect achieves at the top of the band or basic discussion of all
- 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 three aspects or 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 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

- range of effects from all EIS competently discussed 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

- (b)** Analyse how poor housing conditions may affect a child's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development:

- more likely to experience behavioural problems
- feelings of unhappiness
- feelings of anxiety/worry/insecurity which can lead to depression
- feelings of shame and inadequacy if friends have better living conditions
- lack of privacy/personal space leading to stress
- loneliness
- poor self-esteem/lack of confidence
- may experience bullying.

Intellectual development:

- unable to concentrate on homework if house is noisy/distractions
- unable to complete homework/study if there is overcrowding, e.g. sharing bedroom with several others/no suitable space to concentrate and focus
- lack of motivation/difficult to focus on school work leading to poor performance at school/in exams, etc.
- more likely to experience bullying at school and underperform/not go to school
- poor attendance due to illness affecting performance in school.

Physical development:

- more likely to experience accidents and injuries if house is poorly maintained
- lack of opportunities for physical play if there is no garden or play area
- more prone to injury and infection if house is cold, draughty, hygiene is poor or overcrowding
- more prone to injuries and accidents if house is in built-up area with high levels of traffic
- more prone to illnesses such as asthma, meningitis, infections and respiratory diseases
- poor sleep patterns.

Social development:

- may experience difficulty forming/maintaining friendships
- lack of opportunities to invite friends over to their home due to poor conditions
- may be stigmatised/left out/isolated by peers
- poor social skills, e.g. sharing, co-operation, due to isolation.

[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 discussion of all aspects
- 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 aspects or competent analysis of three achieves at the 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 achieves 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 vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

23

Total**100**AVAILABLE
MARKS