



Rewarding Learning

**General Certificate of Secondary Education
2014**

**Health and Social Care
Single Award**

Unit SA2: Personal Development

[GHS21]

FRIDAY 6 JUNE, 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) Samuel and Eve are in the life stage of later adulthood which is _____ + years. (AO1)

- 65

(1 × [1])

[1]

(ii) Use the information above to write down two life changes Samuel and Eve have already experienced. (AO1)

Answers may address the following:

- marriage
- becoming a parent

(2 × [1])

[2]

(iii) Discuss the expected patterns of emotional and social development during later adulthood. (AO1, AO2)

Answers may address some of the following points:

Emotional development

- self-concept may be affected by retirement
- may be stereotyped by others as being 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
- may feel a burden/useless

Social development

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

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

- 11 – 18

(2 × [1])

[2]

AVAILABLE
MARKS

- (ii) Explain three different types of support Amy may have been given by the doctors and nurses while she was in hospital. (AO1, AO2)

Answers may address any three of the following:

- emotional support-listened to her worries and concerns about her injuries and offered reassurance/treatment explained
- advice-provided advice on how to deal with injuries such as rest, movement, personal care etc
- medical care-provided treatment such as surgery, pain relief, taking temperature, changing dressings etc
- practical help-helping Amy undertake personal care tasks, walk etc

All other valid points will be given credit

[1] for key phrase(s)

[2] for explanation

(3 × [2])

[6]

- (iii) Discuss how being seriously injured may affect Amy's intellectual development. (AO1, AO2, AO3)

Answers may address some of the following

- may fall behind in school/unable to complete coursework due to time in hospital/underachievement/not reach her full potential
- may develop knowledge of the body, procedures and treatments and the role of the health professionals
- may have more time to spend on new hobbies/school work/receive extra tuition encouraging intellectual development

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (c) Discuss how marriage may have a positive effect on the emotional and social development of an individual. (AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development:

- feelings of being loved, valued and wanted
- feelings of security/sense of belonging
- increased self-confidence, high self-esteem, positive self-concept
- source of emotional support

Social development

- opportunities to form new friendships with spouse's friends/family and meet new people
- opportunities to take part in activities with spouse increasing social interaction/meeting new people

All other valid points will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

AVAILABLE
MARKS

26

- 2 Discuss how any four factors may affect an individual's self-concept in a negative way. (AO1, AO2, AO3)

Answers may address some of the following points:

Age

- sense of regret due to missed opportunities/lack of achievement
- may feel old/useless/loss of purpose/a burden
- resentful of physical aspects of ageing
- resentful that age may restrict opportunities, e.g. getting employment, entrance to nightclubs, purchasing products, e.g. alcohol
- loss of confidence/low self-esteem/low self-worth
- lack of confidence/low self-esteem in adolescence

Appearance

- may be unhappy/may not like their appearance, e.g. too fat, too thin, spots etc/poor self-image
- feel unattractive/teased/bullied/lack of confidence
- feel different/unaccepted/left out
- low self-esteem/poor self-worth linked to body image

Gender

- may lack sense of satisfaction/fulfilment with their male or female gender role
- may resent the expectations associated with gender role
- may feel discriminated against due to gender
- lack of confidence/low self-esteem/self-worth if they don't fit the idealised view of their gender

Education

- negative educational experiences may result in loss of confidence
- may feel stupid/sense of failure
- may feel inferior/less capable than others/stupid
- lack of confidence/low self-esteem/poor self-worth linked to lack of attainment

Sexual orientation

- not clear sense of who they are/sense of identity
- lack confidence about their sexual orientation
- may feel unaccepted by family and friends
- may be teased/bullied/discriminated against
- may feel ashamed
- low self-esteem/poor self-worth linked to sexuality

Culture/ethnicity

- may feel different/unaccepted/not respected/lonely/isolated/discriminated against
- may lack sense of belonging/frightened to express their culture
- lack of confidence/low self-esteem/self-worth

All other valid responses will be given credit

[1] for identification of factors

[2] for adequate discussion

[3] for competent discussion

(4 × [3])

[12]

12

AVAILABLE
MARKS

3 (a) (i) Infancy is _____ to _____ years. (AO1)

- 0–3 years

(2 × [1])

[2]

(ii) Discuss the expected patterns of physical growth and development during infancy. (AO1, AO2)

Answers may address some of the following points:

- grow taller/increase in height/longer/growth spurt
- 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/supported
- walk when supported
- walk alone
- push and pull up 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 a low step
- kick a large ball
- sit with feet crossed
- walk upstairs with one foot on each step
- development of fine/gross motor skills
- ride a tricycle
- catch a ball

All other valid points will be given credit

Level 1 ([1]–[2])

Overall impression: basic

- may list several examples
- basic discussion of physical development

Level 2 ([3]–[4])

Overall impression: adequate

- adequate discussion of physical development

Level 3 ([5]–[6])

Overall impression: competent

- competent discussion of physical development

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

[6]

AVAILABLE
MARKS

- (iii) Write down three examples of emotional development during infancy.
(AO1)

Answers may address any three of the following

- enjoys being cuddled
- forms bond with main carers/attachment/bonding
- fear of strangers
- shows affection for family and friends
- less worried by strangers
- likes to see familiar faces
- show negative behaviour/temper tantrums
- very dependent on adults

All other valid responses will be given credit

(3 × [1])

[3]

- (b) (i) Analyse the possible effects of redundancy on the physical, intellectual and social development of the members of the Beaven family.
(AO1, AO2, AO3)

Answers may address some of the following points:

Physical effects

- eating habits/diet may change due to drop in income-diet may become more healthy due to the consumption of less junk food/ more meals may be cooked at home/less expensive ready meals/ less money to buy fresh fruit and vegetables/physical health may improve or deteriorate
- exercise habits may change-more time to exercise/walk/take girls to park etc. Less income for leisure activities, e.g. swimming pool
- home may be less well heated/maintained/resulting in family members getting colds/respiratory illnesses/girls more likely to have accidents/injuries
- Dylan and Ceri may have difficulty sleeping due to stress resulting in tiredness

Intellectual effects

- Ceri may miss the stimulation of work/loss of opportunity to complete further training in work
- Ceri may retrain for a different job
- Dylan or Ceri or both will have time to improve their qualifications/ take part in activities which promote intellectual development
- Dylan may seek employment which may provide stimulation
- Girls intellectual development may be enhanced as parents may have more time to spend reading books/doing activities with them
- Loss of income may result in less trips/activities, e.g. zoo, indoor play areas, playgroups which provide stimulation

Social effects

- Loss of income resulting in less money for Dylan and Ceri to socialise with friends/go on holiday etc
- Ceri may lose contact/friendships from work
- Loss of income may restrict opportunities for girls to attend playgroups etc which enhance social development such as sharing, playing with others etc

AVAILABLE
MARKS

- More time to go 'free' places as a family, e.g. museums, parks which will provide opportunities for social interaction/meeting new people
 - Dylan and Ceri may meet new people, form friendships if they undertake night classes/further training
- All other valid responses will be given credit.

Level 1 ([1]–[4])

Overall impression – basic

- may list several examples
- basic analysis of all three aspects
- limited focus on the family
- 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 PIS aspects of development or a competent discussion of two, focusing on the family, 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

- competent analysis of all PIS aspects of development, focusing on the family, achieves at top of the band.
- answers must refer to both the parents and the children to achieve in 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]

AVAILABLE
MARKS

- (ii) Explain how Dylan's mental health may be affected by low income. (AO1, AO2)

Answers may address some of the following points:

- worried about paying bills, mortgage, buying food etc
- stress leading to depression

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (iii) Explain how the following sources of support may help Dylan and Ceri cope with the effects of redundancy. (AO1, AO2)

Answers may address some of the following points:

Their families

- practical help – offer to lend money, look after girls while Dylan and Ceri job hunt/go for interviews, offer accommodation
- emotional support – listens to concerns and worries re redundancy/ offer reassurance
- advice – offer advice on looking for another job, money management, redundancy rights

Social Security Agency

- practical help – pay unemployment benefit to Ceri, offer crisis loans, send her on courses to improve qualifications
- advice – on entitlement to benefits

Job Centre

- practical help – advertising available jobs, providing application forms
- advice – on suitable jobs, training requirements, completion of application forms, interviews

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(3 × [2])

[6]

31

AVAILABLE
MARKS

- 4 (a) Discuss the expected pattern of intellectual development during early, middle and later adulthood. (AO1, AO2)

AVAILABLE
MARKS

Answers may address some of the following points:

Early adulthood

- 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

Middle adulthood

- better at making decisions
- problem solving skills are well developed
- may be promoted at work, developing/stimulating intellectual ability
- may have more time to take up hobbies/travel
- reaction times may be slower
- more difficult to remember things under pressure

Later adulthood

- may have difficulty remembering things quickly/forgetful
- reaction times may be slow
- may make better decisions as they have more experience
- may become confused due to dementia
- take longer to absorb new information
- may develop intellectual skills-travel, hobbies, night classes
- loss of skills as not in employment

All other valid points will be given credit.

Level 1 ([1]–[3])

Overall impression – basic

- may list several examples but little discussion
- basic discussion of all stages
- 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 discussion of all stages 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 ([7]–[9])

Overall impression – competent

- competent discussion of all three stages 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]

- (b)** Explain four different types of relationships Gosia may have had throughout her life. (AO1, AO2)

Answers may address the following four:

- family – relationship between Gosia and her parents, brothers, sisters and other relatives
- friendships – relationship between Gosia and her friends
- working – relationship between Gosia and her employer, work colleagues, dentist, doctor etc
- intimate, personal and sexual – relationship between Gosia and her husband/long term partner

All other valid responses will be given credit

[1] for identification of relationship type

[2] for explanation

(4 × [2])

[8]

17

AVAILABLE
MARKS

- 5 (a) Sing, aged 8, is in the life stage of childhood. Analyse the expected patterns of growth and development during this life stage. (AO1, AO2, AO3)

AVAILABLE
MARKS

Answers may address some of the following points:

Physical

- 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

Intellectual

- language development continues/constructing complex sentences/learning new vocabulary/speaking well
- reading, writing and drawing skills improve
- concepts of measurement develop
- moral understanding of right and wrong
- understanding of number 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
- learns how to work at school
- completes word searches, puzzles etc

Emotional

- experiences a wide range of emotions
- better control over emotions
- can think about feelings of others
- still dependent 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

Social

- larger range of contacts now child is at school
- learns to make friends with others
- co-operate with children in games
- understands rules and fairness
- becomes more aware of feelings of others
- approval of friends becomes more important
- may attend a youth club etc
- development of social skills, e.g. table manners

All other valid responses will be given credit

Level 1 ([1]–[4])

Overall impression – basic

- may list several examples but little discussion
- basic discussion 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 discussion of all PIES aspects 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

- competent discussion of all PIES aspects of development at the 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]

(b) Identify two other factors which may affect the health of children. (AO1)

Answers may identify any two of the following:

- exercise
- diet
- smoking/passive smoking
- pollution
- access to health services
- income (parental)
- illness
- genetic inheritance
- culture/ethnicity

All other valid responses will be given credit

(2 × [1]) [2]

Total

14

100AVAILABLE
MARKS