



Rewarding Learning

**General Certificate of Secondary Education
2015**

Health and Social Care

Single Award

Unit SA2: Personal Development

[GHS21]

FRIDAY 12 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) Rachel is in the life stage of later adulthood which is _____+ years. (AO1)

- 65 years

(1 × [1])

[1]

(b) (i) Write down four examples of physical development during later adulthood. (AO1)

Answers may address any four of the following points:

- Height may decrease
- Skin wrinkles/loses elasticity
- Hair thins/go bald
- Bones become weaker
- Body organs/systems 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 chronic illness, e.g. diabetes, heart disease
- Grey hair
- Weakened immune system
- Skin less sensitive to temperature change

All other valid responses will be given credit

(4 × [1])

[4]

(ii) Discuss the expected pattern of intellectual development during this life stage. (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 new intellectual skills due to travel, hobbies, ICT clubs etc
- Loss of skills due to retirement/no longer working

All other valid points will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

AVAILABLE
MARKS

- (c) Discuss how the following factors may positively affect Rachel's physical health and well-being. (AO1, AO2, AO3)

Answers may address some of the following points:

Housing conditions

- Well maintained housing will reduce Rachel's risk of physical injury due to accidents, such as trips and falls
- Well heated house will reduce risk of catching colds, flus and respiratory diseases

Access to health services

- Opportunities for Rachel to attend health check-ups may detect an early illness which can be treated before it becomes serious, e.g. high blood pressure
- Easy access means Rachel may receive prompt treatment and prevent more serious conditions, e.g. an untreated cough may result in a chest infection
- Opportunities to receive vaccines, e.g. the flu vaccine may prevent Rachel catching the flu which can have complications for older people

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

- (d) Identify four different types of relationships Rachel may have had throughout her life. (AO1)

- Family
- Friendships
- Intimate, personal and sexual
- Working

All other valid points will be given credit

(4 × [1])

[4]

- (e) Use the table below to explain how Rachel's age could affect her self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

Positive effect

- Sense of satisfaction/pride she has reached 82/old age
- Sense of pride/satisfaction on achievements to date such as travel, life experiences and work etc
- May feel she has time to achieve more in life
- Confident/high self-worth/self-esteem

Negative effect

- She may feel old/useless/a burden/no purpose in life any more
- Feelings of regret, e.g. lack of achievement, missed opportunities
- May be resentful of physical aspects of ageing
- Low self-esteem/self-worth

All other valid points will be given credit

[1] for statement

[2] for explanation

(2 × [2])

[4]

AVAILABLE
MARKS

(f) (i) Alicia is in the life stage of _____. (AO1)

- Childhood

(1 × [1])

[1]

(ii) Discuss the expected pattern of emotional development during Alicia's current life stage. (AO1, AO2, AO3)

Answers may address some of the following points:

- Experiences a wide range of emotions
- Better control over 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
- Sense of belonging

All other valid points will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

(iii) Explain three different ways Alicia's physical health may be affected by her diet. (AO1, AO2, AO3)

Answers may address any three of the following points:

- Increased risk of dental cavities/poor oral health due to high sugar intake
- Increased risk of becoming overweight leading to obesity due to intake of high calorie foods if excess energy is not used up
- Increased risk of deficiency diseases due to lack of fruit and vegetables which supply vitamins and minerals, e.g. scurvy or anaemia

All other valid points will be given credit

[1] for statement

[2] for explanation

(3 × [2])

[6]

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AVAILABLE
MARKS

2 (a) The friends are in the life stage of adolescence which is from _____ to _____ years. (AO1)

- 11 – 18 years

(2 × [1])

[2]

(b) Discuss the expected patterns of growth and development during this life stage. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development

Male	Female
• Penis and testes grow larger	• Hips widen
• Growth of pubic, facial and underarm hair	• Breasts develop
• Muscles develop, chest and shoulders broaden	• Growth of pubic, underarm hair
• Larynx grows, voice breaks and deepens	• Menstruation/periods begin
• Ability to ejaculate sperm	• Skin problems
• Growth spurt	• Growth spurt
• Skin problems	

Intellectual development

- Able to imagine and think about things they have never experienced
- Learn to think in different ways
- Understand more difficult concepts
- Learn to synthesise information
- Able to solve problems/think things out logically
- Think about future/career
- Develop formal operational thinking, according to Piaget
- Preparation for exams through education system
- Development of skills through part time job

Emotional development

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

AVAILABLE
MARKS

Social development

- Become more dependent on peer group
- Desire to belong to a group/need to fit in with a group
- Exploring sexuality/experiment with sexual relationship
- Develop independence from parents
- Opinion of peers becomes very important
- Larger range of social contacts, e.g. at school, youth clubs, teams, social media

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 but little discussion
- Basic discussion of all aspects achieved 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 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 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 clear.

Level 3 ([9]–[12])

Overall impression – competent

- Range of effects from all PIES competently discussed 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [12]

AVAILABLE
MARKS

- (c) Discuss how this may affect his physical health and well being.
(AO1, AO2, AO3)

Answers may address some 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 key phrase(s)

[2] for adequate discussion

[3] for competent discussion

[3]

- (d) Explain how Carolina's culture/ethnicity may have a negative effect on her self-esteem and the level of education. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on self-esteem:

- May feel she is different/not accepted
- May be discriminated against/bullied/teased
- May feel isolated/lonely/no sense of belonging
- May be verbally abused
- May miss aspects of her own culture

Effect on level of education:

- Her level of English may not be good making it difficult to understand the work and she may underachieve/do less well in exams etc
- She may be studying a different curriculum/new subjects and may underachieve
- She may feel unaccepted/be unhappy/be bullied in school and as a result underachieve

All other valid points will be given credit

[1] for statement

[2] for explanation

(2 × [2])

[4]

- (e) (i) Discuss how getting a job may positively affect Paul's emotional, intellectual and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Emotional development

- Sense of achievement
- Sense of satisfaction/independence as he is earning a wage
- High self-esteem/increased confidence/high self-concept

Intellectual development

- Opportunity to learn new skills relevant to the job
- Opportunity to undertake training courses relevant to the job increasing qualifications

AVAILABLE
MARKS

- Opportunities to develop life skills, e.g. problem solving, money management
- Stimulation of work

Social development

- Opportunity to develop social skills, e.g. team working
- Opportunity to form new friendships with colleagues
- Opportunity to develop communication skills
- Opportunity for social activities as he is now earning a wage and can afford holidays, outings etc

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
- Basic discussion of EIS aspects 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 intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression – adequate

- Adequate discussion of EIS aspects of development 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 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 clear.

Level 3 ([7]–[9])

Overall impression – competent

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

AVAILABLE
MARKS

- (ii) Explain how a bank (a professional service) may help Paul cope with the life change of getting a job. (AO1, AO2)

Answers may address some of the following points:

- Advice on money management, budgets, savings etc
- Practical help such as opening an account, providing debit card etc

All other valid responses will be given credit

[1] for statement

[2] for explanation

[2]

- (f) Explain two different ways Julieta's growth and development may be affected by genetic inheritance. (AO1, AO2, AO3)

Answers may address the two following points:

- Julieta may inherit a condition/illnesses such as Cystic Fibrosis or Muscular Dystrophy from parents affecting health and life expectancy

- Julieta's height may be determined

All other valid responses will be given credit

[1] for statement

[2] for explanation

(2 × [2])

[4]

AVAILABLE
MARKS

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3 (a) Colin and Monica are in the life stage of early adulthood which is _____ years to _____ years. (AO1)

- 19 – 39 years

(2 × [1])

[2]

(b) Use the information above to write down one life change both Colin and Monica have experienced. (AO1)

- Marriage

(1 × [1])

[1]

(c) Discuss the expected pattern of social development during early adulthood. (AO1, AO2, AO3)

Answers may address some of the following points:

- Relationships with work colleagues/friends
- Time to go out/few commitments
- Time/money for holidays
- Rearing a family so less time to go out/need a babysitter
- Perhaps less money to socialise
- Make new friends with other parents
- Less contact with old friends
- Opportunities to meet new people/make friends through activities and hobbies/higher education
- New network of friends if young adult has moved out and has own house

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

(d) Discuss how Colin's physical and emotional development may be affected by the abuse he is experiencing. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development

- Injuries, e.g. cuts, bruises, broken bones causing pain, discomfort/organ damage or treatment
- Eating patterns may change resulting in weight loss or gain
- Sleeping patterns may change/insomnia resulting in tiredness/exhaustion
- Alcohol consumption may increase increasing risk of alcohol related illnesses
- Smoking habits may change increasing risk of smoking related illnesses
- Exercise habits may change resulting in weight loss/gain

AVAILABLE
MARKS

Emotional development

- Feelings of shame/humiliation, embarrassment
- Feelings of being undervalued, hurt
- Feelings of being unloved
- Feelings of anger
- Feelings of despair
- Lack of self-confidence
- Feelings of anxiety and stress
- Low self-worth/self-esteem/negative self-concept

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

- (e) Evaluate how divorce may affect an individual's personal development.
(AO1, AO2, AO3)

Answers may address some of the following points:

Physical development

- Eating habits may change, e.g. comfort eat and gain weight or loss of appetite leading to weight loss
- Sleeping patterns may be disrupted leading to tiredness and exhaustion
- Alcohol consumption may increase leading to alcohol related illnesses
- Cigarette smoking may increase leading to related illnesses
- Loss of income may result in poor living conditions etc which may have a detrimental effect on physical health
- Physical health and well being may improve as individual may see divorce as a 'fresh start' and 'kick' old habits

Intellectual development

- May be unable to concentrate at work etc
- May lose interest in hobbies/work
- May develop new skills, e.g. money management, practical skills, DIY
- May acquire new interests/hobbies which provide stimulation

Emotional development

- Sense of loss/betrayal/failure
- Stress levels may increase/decrease
- Feelings of loneliness
- Feeling unwanted/unloved/rejected/anger
- Depression
- Poor self-worth/low self-esteem
- Feelings of anger
- Sense of relief if relationship was unhappy/abusive
- Sense of excitement/opportunity for new beginnings/independence

Social development

- May result in loss of mutual friends
- May result in loss of social activities, e.g holidays, family gatherings
- May avoid going to places where they went as a couple

AVAILABLE
MARKS

- May result in reduced social circle, e.g. strained relationships with husband/wife's family
- Opportunities to take up new interests/hobbies enabling formation of new friends/widened social circle

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 evaluation
- Basic evaluation of all aspects 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 intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression – adequate

- Adequate evaluation of all PIES aspects of development or a competent evaluation of three achieves at the top of the band
- Candidates who address only positive or negative aspects cannot achieve beyond 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 appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([9]–[12])

Overall impression – competent

- Range of effects from all PIES competently evaluated 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [12]

AVAILABLE
MARKS

- (f) (i) Explain three different types of support Colin's family and friends may provide to help him cope. (AO1, AO2)

Answers may address the three following aspects:

- Emotional support – listen to his worries, concerns/allow him to express his feelings/offer reassurance of their support
- Advice – on seeking legal guidance, financial help, coping strategies
- Practical help – taking him/accompanying him to appointments re divorce, offer him accommodation, lend him money etc

All other valid responses will be given credit

[1] for statement

[2] for explanation

(3 × [2])

[6]

- (ii) Identify two other sources of support that may help Colin to cope with the effects of divorce. (AO1)

Answers may address any two of the following carers:

- Professional carers
- Professional services
- Voluntary services
- Faith-based services

All other valid responses will be given credit

(2 × [1])

[2]

32

Total

100

AVAILABLE
MARKS