



**General Certificate of Secondary Education
2017**

Health and Social Care

Single Award

Unit SA2: Personal Development

[GHS21]

WEDNESDAY 21 JUNE, AFTERNOON

**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) Complete the table below to identify the age ranges of the life stages Caroline and Mark are in. (AO1)

- 19–39 years
- 0–3 years

(4 × [1])

[4]

(b) Write down the type of relationship between Caroline and Mark. (AO1)

- Family

(1 × [1])

[1]

(c) Identify two examples of physical development during this life stage. (AO1).

Answers may address any two of the following points:

- Height of physical powers
- Reproductive peak
- Growth completed
- Signs of ageing begin to show, e.g. wrinkles may appear, hair may go grey, men may start to go bald – award only once

All other valid responses will be given credit

(2 × [1])

[2]

(d) (i) Using the following headings discuss how becoming a parent may have affected Caroline's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical development

- Disrupted sleeping patterns due to night-time feeds resulting in tiredness
- May follow a healthier lifestyle, e.g. cooking nutritious meals if breastfeeding, taking exercise, not smoking resulting in improved health and well-being
- Lifestyle may become unhealthy due to lack of time to cook healthy meals or take exercise resulting in weight gain

Intellectual development

- Learn parenting skills
- Develop time management skills
- May develop money management/budgeting skills
- May develop knowledge related to child care, e.g. effects of immunisations, childhood illnesses, nutrition etc.
- May have less time to take part in activities/hobbies which promote intellectual development
- May miss out on educational opportunities or learning new skills at work

AVAILABLE
MARKS

Emotional development

- Sense of purpose/achievement/high self-esteem
- Feelings of being loved/wanted, bonding with child
- May be overwhelmed by the responsibility of parenthood, worried, anxious
- Post-natal depression

Social development

- May form friendships with parents of other children
- Opportunities to take part in 'different' social activities, e.g. going to the park, mother and baby groups
- Less money to take part in social activities due to the cost of rearing a child
- May have difficulty getting a babysitter or be too tired to go out with friends
- May lose contact with friends

All other valid points will be given credit.

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(4 × [3])

[12]

- (ii) Explain two types of support Caroline may be given by her family to help her cope with the life change of becoming a parent. (AO1, AO2)

Answers may address any two of the following points:

- Emotional support – listen to her worries and concerns about motherhood, feeding the baby etc. and offer reassurance
- Advice – offer advice on matters relating to becoming a parent, e.g. feeding the baby, looking after herself
- Practical help – cooking meals, babysitting, household tasks, buy gifts

[1] for key phrase(s)

[2] for explanation

(2 × [2])

[4]

- (e) Discuss how having a low income may affect Caroline's emotional development. (AO1, AO2, AO3)

Answers may address some of the following points:

- Worried about paying bills, having money for heating and food, providing for the baby
- May feel a sense of failure that she can't provide toys etc. for the baby
- May experience stress over lack of income leading to depression
- May feel she is a burden
- Low 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

(1 × [3])

[3]

AVAILABLE
MARKS

- (f) Discuss the expected patterns of emotional and social development during this life stage. (AO1, AO2)

Answers may address some of the following points:

Emotional development

- 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
- By 3 have better control of emotions
- May be jealous
- Less dependent as they progress through life stage

Social development

- Plays 'peek a boo'/'pat a cake'
- Smiles at carer
- Enjoys being played with
- Development of play:
 - 2 years – solitary play/play alone
 - $2\frac{1}{2}$ years – parallel play/play near other children/play with other children
- Learns 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
- Start to make friends

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

- (g) Identify two ways genetic inheritance may affect Mark's growth and development. (AO1)

Answers may address two of the following points:

- May inherit 'tall genes' from his parents
- May inherit a health condition, e.g. cystic fibrosis
- May have tendency to develop a particular condition affecting physical development resulting in learning difficulties

All other valid responses will be given credit

(2 × [1])

[2]

34

AVAILABLE
MARKS

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

- 11–18

(2 × [1])

[2]

(b) Discuss the expected pattern of intellectual development during adolescence. (AO1, AO2, AO3).

Answers may address some of the following points.

- 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
- Learn skills, e.g. through part-time job, voluntary work or hobbies

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) Explain how each of the following factors may affect Aine's self-concept in a negative way. (AO1, AO2, AO3)

Answers may address some of the following points:

Appearance

- May be unhappy/may not like her 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

Sexual orientation

- No clear sense of who she is/no sense of identity
- Lack confidence about her sexuality
- 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

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(2 × [2])

[4]

AVAILABLE
MARKS

- (d) Discuss how this may affect her physical and mental health and well-being in the longer term. (AO1, AO2, AO3)

AVAILABLE
MARKS

Answers may address some of the following points:

Physical health and well-being:

- Negative effect on fertility
- Increases risk of heart disease
- Increases risk of lung cancer
- In pregnancy can cause miscarriage
- Damage to cartilage of the nose
- Increases risk of catching HIV or viral hepatitis due to sharing needles
- Death due to overdose or accident
- Damages veins and body tissues at injection sites
- Causes periods of insomnia
- Affects body's temperature control leading to dangerous overheating and dehydration
- Increases blood pressure
- Feeling of lethargy
- Malnourishment
- Organ damage
- Increased risk of injuries
- Inhibit immune system
- Liver disease
- Kidney disease
- Appetite changes/weight loss/gain

Mental health and well-being:

- Feelings of anxiety
- Can cause mental health problems such as schizophrenia
- Addiction/dependency on drugs
- Feelings of happiness and overconfidence followed by a comedown leading to feelings of depression
- Feelings of paranoia
- Feelings of agitation
- Feelings of confusion
- Feelings of aggression
- Can cause psychosis
- May experience hallucinations

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) Discuss how this may positively affect his emotional and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Effect on emotional development:

- Source of emotional support – be able to share worries and concerns, listen to problems, offer reassurance and advice
- Feelings of being valued, loved and cared for
- Sense of belonging
- High self-esteem/positive self-concept
- High self-confidence

Effect on social development:

- Opportunities to take part in social activities with friends, e.g. going to cinema/on holiday
- Opportunities to meet new people
- Opportunities and confidence to form new friendships
- Development of social skills, e.g. sharing, compromising

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(2 × [3])

[6]

- (f) (i) Analyse the possible effects of bereavement on Harry's personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical effects

- Poor sleeping pattern resulting in tiredness
- Appetite changes – loss of appetite or comfort eating affecting weight
- May neglect personal hygiene resulting in poor oral health and increased risk of infection
- May be attracted to alcohol or drugs in order to cope and experience related conditions and side effects
- Lack of physical activity/"cannot be bothered" resulting in weight gain
- May engage in physical activity resulting in increased fitness

Intellectual effects

- May be unable to concentrate on anything, e.g. homework, reading, and fall behind/lack stimulation
- May not bother to stimulate/exercise the mind in any way, e.g. not watching television, using computer, i-pad/tablet
- May not attend school and fall behind doing coursework

AVAILABLE
MARKS

Emotional effects

- Sense of loss
- Sense of anger
- Sense of disbelief/shock
- Sense of guilt
- Loneliness
- Sense of grief/sadness
- Sense of regret
- Strengthened bonds with family and friends
- May become depressed as a result of anxiety

Social effects

- May avoid meeting people
- May give up sports/hobbies
- May avoid going to new places/meeting new people/making new friends
- May avoid going places he went with brother
- May not want to go out with friends leading to isolation
- May have stronger relationships/more contact with friends
- May join a support group and make friends

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 analysis of four aspects achieves at the top of this level
- Answers which address only one aspect cannot achieve beyond this level
- 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 four aspects or competent analysis of three achieves at the top of this level
- Answers which address only two aspects can score a maximum of six marks
- 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.

AVAILABLE MARKS

Level 3 ([9]–[12])

Overall impression – competent

- Range of effects from all PIES competently analysed at the top of this level
- 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]

- (ii) Explain two types of support his friends may provide to help Harry cope with bereavement. (AO1, AO2)

Answers may address any two of the following points.

- Emotional support – listen to him when talking about how he feels about his brother/offer him reassurance
- Advice – provide advice, e.g. to try and eat/sleep/get professional help/talk to his family
- Practical help – e.g. bring work home from school/help him catch up/visit the grave with him/offer to go for a walk or take him to the cinema

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(2 × [2])

[4]

37

AVAILABLE
MARKS

3 (a) Erik is in the life stage of later adulthood which is _____ + years. (AO1)

- 65

(1 × [1])

[1]

(b) Write down four ways they may have helped him to cope with this life change. (AO1)

Answers may address four of the following:

- They may have helped him find a home
- They may have lent him money
- They may have taught him the language
- They may have introduced him to their friends
- They may have spent time with him
- They may have helped him to access services, e.g. fill in forms, find a doctor

All other valid responses will be given credit

(4 × [1])

[4]

(c) Discuss how culture/ethnicity may affect Erik's self-concept. (AO1, AO3)

Answers may address some of the following points:

- May feel different/unaccepted/lonely/isolated
- May lack sense of belonging
- May experience discrimination/abuse/hate crime
- Low self-esteem/lack of confidence
- May feel proud of his culture/sense of belonging/take part in celebrations
- Feelings of being valued
- Confident/high self-worth/self-esteem

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 the expected patterns of development during later adulthood. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical aspects:

- Height may decrease
- Skin wrinkles/loss of elasticity
- Hair thins/greys/baldness for men
- Bones become weaker
- Body organs may become less efficient/more prone to illness
- Sight may decline
- Hearing may deteriorate
- Mobility may decrease – joints stiffen
- Muscles weaken
- Sense of taste/smell deteriorates
- Immune system weakness

AVAILABLE
MARKS

Intellectual aspects:

- May have difficulty remembering things quickly/forgetful
- Reaction times may be slower
- May make better decisions as he has more experience
- May become confused due to dementia
- Takes longer to absorb new information
- May develop intellectual skills – travel, hobbies, night classes
- Loss of skills as not in employment

Emotional aspects:

- Self-concept may be affected by retirement
- Stereotyping by others as less able may lead to frustration
- Loss of self-esteem, self-confidence
- Death of partner/friend causing isolation
- Loneliness
- May feel loved/valued by family
- More time to bond with grandchildren
- May feel sense of achievement
- Sense of regret at loss of opportunities
- Sadness nearing end of life
- May feel a burden to family
- High self-esteem
- Worries about low income/paying bills

Social aspects:

- More time to meet new friends/go on outings/engage in hobbies and leisure activities with others
- May be unable to get out due to poor health/mobility problems
- May miss contact with workmates
- Lack of income/reduced social life
- More time to go on activities with family
- Bereavement leading to a smaller social circle

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 achieves at the top of this level
- Answers which address only one aspect cannot achieve beyond this level
- 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.

AVAILABLE MARKS

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 this level
- Answers which address only two aspects can score a maximum of six marks
- 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 effects from PIES competently discussed achieves at the top of this level
- 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 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]

- (e) Analyse how employment may have a positive effect on Erik's intellectual, emotional and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Intellectual development:

- Opportunity to develop/maintain existing skills
- Opportunity to learn new skills, e.g. plant care, using equipment
- Provides stimulation
- Maintain life skills, e.g. time and money management
- Income from part-time job may be used to travel/join activities to develop knowledge
- Opportunity to improve on his English

Emotional development:

- Sense of purpose/achievement/satisfaction
- Helps to maintain independence/not depending on pension for income
- Sense of belonging
- Feeling of being valued
- High self-worth/self-esteem/positive self-concept
- Less worry about not having money to pay bills

Social development:

- Opportunities to develop friendships with work colleagues
- Opportunities to take part in social activities with work colleagues
- Opportunities to work as part of a team
- Helps maintain social skills by interacting with colleagues, customers etc.
- More income to take part in social activities

All other valid responses will be given credit

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

AVAILABLE
MARKS

Level 1 ([1]–[3])

Overall impression – basic

- May list several examples but little analysis
- Basic analysis of all aspects achieves at the top of this level
- 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 analysis of three aspects or a competent analysis of two achieves at the top of this level
- 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

- Range of effects from IES competently analysed achieves at the top of this level
- 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]

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Total**100**AVAILABLE
MARKS