



Rewarding Learning

**General Certificate of Secondary Education
2018**

Health and Social Care:

Single Award

Unit SA2: Personal Development

[GHS21]

WEDNESDAY 13 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) Sami and Ola are in the life stage of early adulthood, which is from _____ years to _____ years. (AO1)

19–39 years

(2 × [1])

[2]

- (b) (i) Complete the table below to identify the types of relationships Ola has. (AO1)

- intimate, personal and sexual
- family

(2 × [1])

[2]

- (ii) Explain how each of the following factors may have a negative effect on Ola's self-concept. (AO1, AO2, AO3)

Appearance

Answers may address some of the following points:

- may be unhappy/may not like the way she looks, e.g. too fat, too thin
- may feel unattractive resulting in a lack of confidence
- may feel she looks different/unaccepted
- may have low self-esteem/poor self-worth linked to body image

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

Gender

Answers may address some of the following points:

- may lack sense of satisfaction/fulfilment with her female gender role as wife and mother
- may resent the expectations associated with her female gender role
- may feel discriminated against due to her gender
- may have low self-esteem/poor self-worth if she does not fit the idealised view of her gender

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (c) (i) Using the information provided, write down two life changes Sami has experienced. (AO1)

Answers may address two of the following:

- marriage
- becoming a parent
- emigration

All other valid responses will be given credit

(2 × [1])

[2]

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- (ii) Discuss how Sami's culture/ethnicity may have a negative effect on his employment prospects. (AO1, AO2, AO3)

Answers may address some of the following points:

- Sami may be experiencing difficulty getting a job as he may not have suitable qualifications or training or the qualifications and training he obtained in Syria may not be recognised here
- Sami may experience discrimination when applying for jobs (even though it is illegal) as he is not from Northern Ireland and therefore may be unable, or find it difficult, to get a job
- Sami may accept a job with poor conditions and pay which does not match his skills/qualifications or training simply to gain employment
- Sami may not speak English fluently which may limit the jobs he could gain/have difficulty completing application forms, speaking at interviews 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]

- (d) (i) Childhood is from 4 years to _____ years. (AO1)

10 years

(1 × [1])

[1]

- (ii) Discuss the expected pattern of emotional development during this life stage. (AO1, AO2)

Answers may address some of the following points:

- more able to express their emotions
- better control over emotions
- can think of the feelings of others
- still dependent on family and carers
- independence increases
- self-confidence increases
- high self-esteem if loved/valued/cared for
- feelings of jealousy
- may become aware of self/self-conscious

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) Using the following headings, discuss how starting school may positively affect their personal development. (AO1, AO2, AO3)

Answers may address some of the following points:

Intellectual development

- opportunities to learn new skills, e.g. playing a musical instrument or IT skills
- promotes intellectual development, e.g. reading, writing, drawing, number work

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- opportunities to develop new interests and hobbies through extra-curricular activities
 - improves fluency of the English language
- All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

Emotional development

- promotes independence
- develops a sense of belonging
- bonds with teacher, classroom assistant and other pupils
- develops a sense of achievement
- raises self-esteem/self-confidence/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]

Social development

- opportunities to make new friends
- develops relationships with others, e.g. fellow pupils/teachers
- develops social skills, e.g. sharing/team work/co-operation
- opportunities to take part in social activities, e.g. school trips/school performances

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

- (iv) Use the headings below to explain how Adnan and Joram's mother may help them cope with starting school. (AO1, AO2)

Answers may address some of the following points:

Emotional support

- listen to their concerns/worries about starting school
- offer reassurance, e.g. that they will be fine and explain that everyone is new and finding it strange
- comfort them if they get upset
- praise them and offer encouragement to develop their confidence.

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

Practical help

- prepare them for school by buying their uniform, school bag etc.
- bring them to school for introductory session to meet teacher, see classroom etc.
- accompany them to school in the mornings and collect them in the afternoons

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- check they have everything they need, e.g. lunch, money for lunch or clothes for PE

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

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30

- 2 (a) (i) Jack is in the life stage of middle adulthood, which is 40 years to _____ years. (AO1)

64 years

(1 × [1])

[1]

- (ii) Discuss the expected pattern of physical development during this life stage. (AO1, AO2)

Answers may address some of the following points:

- signs of ageing continue, e.g. wrinkles, hair loss, greying of hair
 - body systems become less efficient
 - eyesight may deteriorate
 - women will experience the menopause/periods stop/no longer able to have children/more prone to osteoporosis
 - metabolic rate decreases/may be less active resulting in weight gain.
- 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) Write down the type of relationship between Jack and his supervisor. (AO1)

Working

(1 × [1])

[1]

- (iv) Discuss how redundancy may have a negative effect on Jack's emotional development. (AO1, AO2, AO3)

Answers may address some of the following points:

- may feel loss of purpose
 - may feel loss of independence as he will no longer be earning a wage
 - may feel angry as he has worked there for 25 years
 - may have feelings of low self-worth/that he was not good enough to be kept on
 - may experience increased stress and worry about paying bills/about not being able to get another job at his age
- All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

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- (v) Analyse how these three factors may affect Jack's physical health and well-being. (AO1, AO2, AO3)

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Regular exercise

Answers may address some of the following points:

- exercise can help prevent excess weight gain or help maintain weight loss
- exercise reduces the risk of certain diseases and conditions such as stroke, type 2 diabetes, cardiovascular diseases, certain types of cancer, arthritis and falls
- exercise boosts energy and improves muscle strength as the heart and lungs are working more efficiently
- exercise promotes better sleep and therefore decreases tiredness
- exercise strengthens muscles, joints and bones/reducing the risk of osteoporosis
- exercise can have anti-inflammatory effects that boost the immune system

Healthy diet

Answers may address some of the following points:

- a healthy diet may help prevent certain serious diseases such as heart disease, stroke and diabetes
- a healthy diet may also reduce the risk of developing some cancers
- a healthy diet helps prevent obesity and overweight
- a healthy diet reduces the risk of deficiency diseases such as scurvy
- a healthy diet promotes good oral health
- a healthy diet contributes to a strong immune system

Smoking

Answers may address some of the following points:

- smoking affects circulation of the blood by making it thicker, increasing blood pressure and narrows the arteries, increasing the risk of heart attack and stroke
- smoking damages the heart, increasing the risk of coronary heart disease, heart attack and stroke
- smoking increases the risk of stomach cancer
- smoking can cause the bones to become weak and brittle
- smoking affects the brain, increasing the risk of stroke
- smoking affects the lungs, causing coughs, colds, wheezing, asthma, pneumonia, COPD and lung cancer
- smoking increases the risk of cancers of the lips, tongue, throat, gullet and voice box

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 analysis
- candidates who only analyse one aspect cannot achieve beyond this level
- basic analysis of the effects of regular exercise, a healthy diet and smoking 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 ([5]–[8])

Overall impression – adequate

- adequate analysis of the effects of regular exercise, a healthy diet and smoking or a competent analysis of two aspects achieves at the top of this level
- candidates who only analyse two aspects cannot achieve beyond 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 the meaning clear.

Level 3 ([9]–[12])

Overall impression – competent

- candidates must analyse the effects of regular exercise, a healthy diet and smoking to achieve in this level
- a competent analysis of all three aspects 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure the meaning is clear. [12]

- (vi) Using the following headings, explain how the medical staff in the hospital may have helped Jack cope with the effects of his injuries. (AO1, AO2)

Advice

Answers may address some of the following points:

- on pain relief and asking for it when required/on medication
- on movement/use of his leg
- to seek help when needed
- on rest and personal care
- on returning to work

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

Medical care

Answers may address some of the following points:

- provided treatment such as X-rays, surgery, pain relief, changing dressings etc.
- monitored his condition, e.g. blood pressure and temperature

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

AVAILABLE
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(b) (i) Later adulthood is _____ + years. (AO1)

65

(1 × [1])

[1]

(ii) Discuss how Molly's age may have a positive effect on her self-concept. (AO1, AO2, AO3)

Answers may address some of the following points:

- sense of pride/satisfaction on achievements to date such as work, life experiences, travel etc.
- may feel that she still has time to achieve more/have a positive outlook on life
- may feel she had a long and rewarding life as she has reached the age of 84
- confident/high self-worth/ high 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]

(iii) Discuss the expected pattern of intellectual development during later adulthood. (AO1, AO2)

Answers may address some of the following points:

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

All other valid responses will be given credit

[1] for key phrase(s)

[2] for adequate discussion

[3] for competent discussion

(1 × [3])

[3]

(iv) Use the following headings to explain how this may have a positive effect on her health and well-being. (AO1, AO2, AO3)

Effect on physical health and well-being

Answers may address some of the following points:

- may lead to the early detection of conditions such as high blood pressure which can be successfully treated before it becomes serious
- opportunity to get advice, e.g. to get the flu vaccine which may avoid Molly getting the flu

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

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Effect on mental health and well-being

Answers may address some of the following points:

- opportunity to discuss her mental health concerns with her GP and receive treatment if required
- may feel less anxious if the health check goes well
- may feel reassured that she has this opportunity to have her health checked so may be less inclined to worry

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (v) Discuss how these relationships may have a positive effect on Molly's emotional development. (AO1, AO2, AO3)

Answers may address some of the following points:

- source of emotional support – able to share worries and concerns with her children and grandchildren
- feelings of being loved/valued/cared for/bonding with her grandchildren
- sense of purpose as she can offer them advice and guidance based on her life experiences
- sense of pride
- high self-esteem/positive 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]

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- 3 (a) Discuss Clare's expected pattern of social development in her current life stage. (AO1, AO2)

Answers may address some of the following points:

- may develop relationships with work colleagues
- may have less money to socialise due to commitments such as childcare, getting married, mortgage, running a home etc.
- may have less time to go out and socialise with friends/need a babysitter etc.
- may form friendships with other parents
- may form friendships and take part in social activities with Jamie's family and 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]

- (b) (i) Explain how Jamie's sexual orientation may affect his self-concept. (AO2, AO3)

Answers may address some of the following points:

- Jamie may have a clear sense of who he is/heterosexual marrying a female
- Jamie may be confident about his sexual orientation/feel accepted
- Jamie may have high self-esteem

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (ii) Discuss how marriage may have a positive effect on Jamie's intellectual, emotional and social development. (AO1, AO2, AO3)

Answers may address some of the following points:

Intellectual development

- may develop new skills, e.g. budgeting, time management, running a home, DIY etc.
- take up new hobbies and interests together
- develop personal skills, e.g. compromise/problem solving
- may think/plan for the future, e.g. more children

Emotional development

- feel loved, valued and cared for
- have a sense of belonging
- have someone to share concerns and worries with/source of emotional support
- high self-esteem/positive self-concept

Social development

- form new friendships with Clare's family
- form new friendships with Clare's friends
- may take part in social activities as a couple and form new friendships
- may provide opportunities to catch up with old friends at the ceremony

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All other valid responses will be given credit
[0] is awarded to a response not worthy of credit.

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Level 1 ([1]–[3])

Overall impression – basic

- may list several examples but little discussion
- candidates who discuss only one aspect cannot achieve beyond this level
- basic discussion of the effects on Jamie’s intellectual, emotional and social development 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 discussion of the effects on Jamie’s intellectual, emotional and social development or a competent discussion of two aspects achieves at the top of this level
- candidates who only discuss two aspects cannot achieve beyond 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 the meaning clear.

Level 3 ([7]–[9])

Overall impression – competent

- candidates must discuss the effects on Jamie’s intellectual, emotional and social development to achieve in this level
- a competent discussion of all three aspects 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure the meaning is clear. [9]

- (c) Use the headings below to explain how Jamie and Clare’s friends may help them cope with the life change of marriage. (AO1, AO2)

Advice

Answers may address some of the following points:

- on practical aspects such as the venue, photographer, transport etc.
- on the importance of sharing, discussing problems and compromising
- on wedding gifts (money, gift vouchers, or wedding list).

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

Practical help

Answers may address some of the following points:

- buy them gifts
- offer to pay some of the costs, e.g. taxis or flowers
- offer to babysit Shannon to allow Jamie and Clare to organise things

All other valid responses will be given credit

[1] for key phrase(s)

[2] for explanation

(1 × [2])

[2]

- (d) (i) Shannon is in the life stage of infancy which is from _____ to _____ years. (AO1)

0–3 years

(2 × [1])

[2]

- (ii) Analyse the expected patterns of growth and development during infancy. (AO1, AO2, AO3)

Answers may address some of the following points:

Physical

- grow taller/increase in height
- increase in weight
- development of teeth
- head control increases/lift head
- sit with support/sit unsupported
- pull themselves up/crawl/stand/walk with support/walk unsupported
- push and pull large toys
- walk upstairs/crawl downstairs alone
- climb on furniture
- squat steadily
- jump from a low step
- throw a ball/kick a large ball/catch a ball
- ride a tricycle
- walk upstairs with one foot on each step

Intellectual

- makes noises when spoken to
- recognises carer's face
- listens to sounds
- practices making sounds
- language develops rapidly/can say simple nursery rhymes/carry on a simple conversation
- knows primary colours
- likes stories
- understands simple instructions
- can count by rote to ten
- memory develops
- asks lots of questions
- knows own name

Emotional

- enjoys being cuddled/played with
- forms bond with main carers/attachment/bonding
- fear of strangers
- likes to see familiar faces
- shows negative behaviour such as temper tantrums

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- very dependent on adults
- feel jealous of others

Social

- plays 'peek a boo/pat a cake'
- smiles at carer
- enjoys being played with
- development of play:
 - 2 years – solitary play
 - 2.5 years – parallel play
 - 3 years – co-operative play
- begins to share
- bladder and bowel control develop
- able to feed themselves using a fork and spoon by 3 years
- able to take shoes on and off
- can dress themselves with help.

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 analysis of PIES development
- basic analysis of all PIES 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 ([5]–[8])

Overall impression – adequate

- adequate analysis of all PIES or a competent analysis of three achieves at the top of this level
- candidates who only analyse two aspects cannot achieve more than 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 the meaning clear.

Level 3 ([9]–[12])

Overall impression – competent

- candidates must analyse all PIES to achieve in this level
- a competent analysis of all PIES 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 specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure the meaning is clear.

[12]

32

Total

100

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MARKS