

GCSE

Health and Social Care

**Double Award
January 2009**

Mark Scheme

Issued: April 2009

**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2009)

Foreword

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 16- and 18-year-old 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 a 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.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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Rewarding Learning

General Certificate of Secondary Education

January 2009

**Health and Social Care
Double Award**

**Unit 3: Understanding Personal Development
and Relationships**

[GDH31]

MONDAY 12 JANUARY, AFTERNOON

**MARK
SCHEME**

- 2 (a) (i) Adolescence [1]
 11–18 years [1]
 (2 × [1]) [2]
- (ii) Petras
 Any **two**
- penis and testes grow larger
 - grow pubic, facial, chest and underarm hair
 - muscles develop, chest and shoulders broaden
 - larynx grows, voice breaks and deepens
 - ability to ejaculate
 - growth spurt
 - skin problems, spots, acne
- (2 × [1]) [2]
- Regina
 Any **two**
- menstruation/egg production/period starting
 - breasts develop
 - hips widen/more rounded body shape/redistribution of fat
 - grow pubic/underarm hair
 - growth spurt
 - skin problems/spots/acne
- (2 × [1]) [2]
 No repetition.
- (iii) Any **two** from
- mood swings/excited one minute, sad the next
 - aggressive behaviour
 - may feel insecure/lack confidence
 - low self-esteem
 - relationships may be difficult, e.g. with parents
 - feel more independent/grown up
 - strong emotional bonds with friends/girlfriends/boyfriends
 - exam stress
- Accept valid responses related to culture.
 This list is not exhaustive.
 [2] awarded for each detailed explanation.
 (2 × [2]) [4]
- (iv) Effect on physical development.
 Any **one**
- low income may lead to an inadequate/unbalanced diet resulting in poor growth, weight problem, deficiency diseases etc.
 - low income may result in little money for heating resulting in colds, coughs and poor physical health
- Accept responses relating to hygiene/personal hygiene.
 (1 × [2]) [2]

Effect on intellectual development

Any **one**

- little money to buy extra books, laptop, internet access etc., may prohibit intellectual development/researching and completing coursework
- little money to go on school trips, e.g. to foreign countries, missing valuable opportunities
- may have to leave school at sixteen to earn money leading to low level of education or affecting future career prospects
- may be unable to afford third level education

[2] awarded for each detailed explanation.

(1 × [2])

[2]

- (b) • may have low self-esteem/feel a failure/feeling of hopelessness/leading to stress and depression

[2] awarded for detailed explanation.

(1 × [2])

[2]

- (c) **One** from

- may have difficulty making appointments in health centres etc. and explaining symptoms
- may lack confidence to access health services due to language difficulties
- may not know what health services are available because they do not understand posters/leaflets etc. in English

Response must be clearly linked to poor command of English.

[2] awarded for detailed explanation.

(1 × [2])

[2]

18

3 Appearance

Negative effect:

- unhappy with appearance/poor self-image
- feel unattractive/lack confidence
- feel unpopular/lack of friends
- low self esteem/negative self-concept

Positive effect:

- happy/content with appearance/good self-image
- feel attractive
- more self-confidence
- happier relationships with others
- high self-esteem/positive self-concept

Candidates should consider either positive or negative effect.

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

(1 × [3])

[3]

Sexual Orientation

Negative effect:

- may feel confused/fearful
- may be discriminated against
- may not be accepted by family
- lack confidence
- low self-esteem/negative self-concept

Positive effect:

- may have a clear sense of “who they are”
- sense of relief/less confusion about feelings
- more confident about sexuality
- high self-esteem/positive self-concept

Candidates should consider either positive or negative effect.

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

(1 × [3])

[3]

Age

May refer to being young or old

Positive effect:

- may have a sense of achievement
- feel secure and content with life
- have a clear sense of identity
- high self-esteem/positive self-concept

Negative effect:

- feeling of becoming old
- feeling of loss of purpose/usefulness
- feeling of regret, e.g. missed opportunities/lack of achievement
- resentful of physical aspects of aging
- low self-esteem/negative self-concept

Candidates should consider either positive or negative effect and make a direct link to the factor.

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

(1 × [3])

[3]

9

4 (a) (i) Childhood

[1]

(ii) Physical Development

Any **two**

- loses baby shape/looks like an adult
- balance improves
- gross motor development
- physical skills improve, e.g. run, climb, jump, ride a bike
- steady growth rate/growth spurt age 5–7 years
- fine motor skills, e.g. writing, playing an instrument
- grow stronger/taller
- lose milk teeth

Only accept “grow” once/no repetition, e.g. grow taller, grow stronger.

No repetition of physical skills.

(2 × [1])

[2]

Intellectual Development

Any **two**

- language development continues/constructing complex sentences/learning new vocabulary
- reading, writing and drawing skills develop (three different skills)
- concepts of measurement develop
- understanding of number develops

- moral understanding of right and wrong
- directed logical thinking/concentration develops
- conservation skills/ability to classify
- problem solving skills develop
- learning how to use a computer
- improved memory
- do homework for own age group
- learn to play an instrument
- complete word searches/puzzles etc.

(2 × [1])

[2]

Emotional Development

- become more independent from parents
- become more sensitive
- develop relationships
- comfort other children who are upset
- growth of feeling about herself
- begin to develop self-image and identity
- learn to cope with own feelings/emotions
- feelings of jealousy

(2 × [1])

[2]

Social Development

- co-operate with other children in games/take turns/join in activities
- make friends with others/special friendships
- larger range of contacts, e.g. school, youth club etc.

(2 × [1])

[2]

(iii) Education

- making good progress at school/sense of achievement/more confident/more motivation to do well/ high self-esteem

Relationships with others

- well liked by teachers and peers/sense of belonging/feeling of being loved and valued/high self-esteem
- high self-worth

[1] for identification of relevant factor.

[1] for explanation.

(2 × [2])

[4]

(iv) Relationship with teacher/Effect on level of education.

- feel confident about schoolwork
- encouraged to do well/achieve good results
- able to ask for extra help
- desire to do well to please the teacher
- promotes learning/intellectual development

[2] for detailed explanation.

(1 × [2])

[2]

(b) Physical Development

- grow taller
- increase in weight
- head control increases
- lift head

- sit support/unsupported
- stand when supported/stand alone
- crawls
- pull self up to standing position
- walk when supported
- walk alone
- run carefully
- climb on furniture
- squat
- throw a small ball
- able to jump from a low step
- kicks a large ball
- sits with feet crossed
- walks upstairs with one foot on each step
- development of teeth
- change from liquid to solid diet
- development of gross/fine motor skills

Intellectual Development

- memory develops – recognises familiar people and objects
- language develops/first words/graphic speech/by 2/3 may use 200 or more words
- learns to draw
- learns to play simple games
- develops object permanence
- can identify body parts
- can name primary colours
- begins to count
- understand simple commands

Emotional Development

- enjoys being cuddled and played with
- 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
- shows affection for younger siblings

Social Development

- plays “peek-a-boo”/“pat-a-cake”
- smile at carer
- enjoys being played with
- development of play:
 - 2 years – solitary play/play alone
 - 2½ years – parallel play/play near other children
 - 3 years – co-operative play/play with other children
- learn how 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 off and on
- can dress themselves with help

Band 1 ([1]–[4])

Overall impression – basic

Brief outline of development during infancy – limited understanding shown

Brief description of one/two aspects of PIES or lists all aspects

Band 2 ([5]–[8])

Adequate description of all aspects of development during infancy or competent description of at least two aspects of PIES

Candidates who omit one aspect remain in this band

Band 3 ([9]–[12])

Highly competent to excellent description of all aspects of development (PIES) during infancy to achieve full marks

[12]

27

5 (a) 65 +/-over 65

[1]

(b) (i) Expected

[1]

- (ii) • hormonal changes in body/falling levels of oestrogen
• part of ageing process

[2] awarded for detailed explanation.

(1 × [2])

[2]

(iii) Any two

- periods stop/unable to conceive
- hot flushes
- night sweats
- dry skin
- headaches
- insomnia

(2 × [1])

[2]

- (iv) • offered advice if they already have experienced menopause
• provided emotional support – talk to her, listen to her, try to understand

[2] awarded for detailed description.

(1 × [2])

[2]

(c) Physical

- tired due to packing/unpacking/decorating etc.
- James may experience more pain due to extra work
- James may find it easier to move around in bungalow
- financial problems
- lack of sleep due to stress/worry

Intellectual

- new challenges – selling home/buying home/legal processes etc.
- may have opportunity to take up new hobbies/activities
- unable to pursue hobbies/interests

Emotional

- sense of loss/sadness moving away from friends
- increased stress as moving house is a stressful experience
- sense of relief/contentment as life may be easier for James
- increased worry, e.g. financial
- may be concerned about lack of support
- guilt – James may blame himself for the move

Social

- may lose contact with old friends
- opportunity to meet new people/form new friendships
- possible opportunity to join new clubs etc.

Band 1 ([1]–[3])

Overall impression – basic

Describes a few obvious effects from one/two aspects of development (PIES)

May focus only on positive or negative aspects

Band 2 ([4]–[6])

Overall impression – adequate

Describes effects from more than two aspects of development (PIES)

Must include positive and negative aspects

Band 3 ([7]–[9])

Overall impression – highly competent to excellent

Describes effects from all aspects of development (PIES)

Range of positive and negative aspects considered

[9]

(d) Physical

- pain
- side effects of medication
- poor mobility – unable to garden, take part in hobbies etc.
- may gain weight due to lack of mobility
- may have difficulty sleeping due to pain
- side effects of medication

Intellectual

- may be unable to concentrate/take part in activities due to pain/lack of mobility
- may find out more about his condition
- may develop new hobbies/interests
- may be unable to travel/go on holidays

Emotional

- may worry about the future
- sense of loss – unable to play games etc. with his family
- may worry about being a nuisance/burden to wife and family
- loss of independence/confidence/self-esteem
- anger/resentment as he is unable to take part in his hobbies

Social

- may lose contact with walking companions
- may take up new interests and form new friendships
- may form new friendship with people with arthritis

Band 1 ([1]–[4])

Overall impression – basic

Identifies and comments on a few obvious effects from one/two aspects of development (PIES)

Band 2 ([5]–[8])

Overall impression – adequate

Adequate discussion of a range of possible effects from at least three aspects of development (PIES) at top of band

Band 3 ([9]–[12])

Overall impression – highly competent to excellent

A detailed discussion of a wide range of possible effects from all PIES to achieve at top of mark band

[12]

Total

**AVAILABLE
MARKS**

29

100