

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

4722/01



S16-4722-01

HEALTH AND SOCIAL CARE
UNIT 2: Human Growth and Development

P.M. FRIDAY, 17 June 2016

1 hour 15 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
Section A	1.	4
	2.	3
	3.	2
	4.	9
	5.	12
Section B	6.	15
	7.	15
	8.	20
Total	80	

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INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

If you run out of space, use the continuation pages at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

Section A: 30 marks

Section B: 50 marks

The number of marks is given in brackets at the end of each question or part-question.

You are reminded of the necessity for good English and orderly presentation in your answers.

Assessment will take into account the quality of written communication used in your answers.



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SECTION A (30 marks)

Answer all questions from this section.

1. In the table below **tick (✓)** the correct statements that are examples of the self-concept factors: **gender, culture, age** and **appearance**. [4]

Examples of self-concept factors	Gender	Culture	Age	Appearance
(i) Young people feel that older people are not up-to-date with their attitudes and opinions.				
(ii) Women in a factory stopped working because men doing the same job were paid more.				
(iii) Jan is poor and wears shabby clothes.				
(iv) Individuals have shared beliefs.				

2. Reading is an important skill to learn a language and gain knowledge. Put the following stages of learning to read in the correct order. [3]

Linking letters to pictures

Being read to

Recognising words

Order	Stages of reading
1
2
3

3. Explain what is meant by 'human development'. [2]

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4. Describe what is meant by the following types of support and give **one** example of each.

(a) (i) Formal support [2]

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(ii) Example [1]

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(b) (i) Informal support [2]

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(ii) Example [1]

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(c) (i) Voluntary support [2]

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(ii) Example [1]

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5. Blaine is 18 years old.

He was beaten up by a boy when he was 15 years old.

Below are some of his life experiences since this incident.
For each experience:

- identify the different main areas of development
- explain different ways each experience may affect Blaine



(a) Blaine stopped going to school.

(i) Identify the main area of development.

[1]

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(ii) Explain how **not** going to school may affect this area of Blaine's development.

[2]

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(b) Blaine met his girlfriend.

(i) Identify the main area of development. [1]

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(ii) Explain how having a girlfriend may affect this area of Blaine's development. [2]
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(c) When Blaine was 17 years old his girlfriend started hitting him.

(i) Identify the main area of development. [1]

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(ii) Explain how being hit by his girlfriend may affect this area of Blaine's development. [2]
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(d) Blaine has a best friend.

(i) Identify the main area of development. [1]

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(ii) Explain how having a best friend supports this area of Blaine's development. [2]

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SECTION B (50 marks)

Answer all questions from this section.

6. Helen is 40 years old and has a full-time job.
She is married and is a mother of two young children.
Her day begins by getting the children ready for school.
In the evenings, she picks the children up after school, prepares the evening meal and does some housework.

Using the information above:

- (a) Explain the effect of Helen’s busy life on her development. [6]

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(b) Helen has been elected as a parent governor at her children’s school.

Describe how Helen may have felt when she was told she had been successful in the election. [4]

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(c) As the only female parent governor, Helen has experienced abusive comments.

(i) Name the type of abuse she is experiencing. [1]

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(ii) Describe the effects of this type of abuse on the following self-concept factors.

I. Gender [2]

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II. Emotional development [2]

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7. Len is 89 years old and is in the late stages of dementia.
He forgets easily and sometimes doesn't remember his wife.
He is unable to look after himself.
His wife, Dorothy, is 85 years old and struggles to look after Len.
Their daughter is unable to help as she lives some distance away.

(a) Explain the ways that a formal carer could help Len with his everyday living tasks and how this might benefit him. [5]

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(b) Len's situation has become worse.
He is going into a care home.
His wife, Dorothy, will move into sheltered accommodation.
They will be separated but they will live close to their daughter.

(i) Explain the effect moving into a care home may have on Len's development. [5]

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(ii) Explain the effect moving into sheltered accommodation may have on Dorothy's development. [5]

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8. Isabel is a team leader and her husband, Hugo, is a care worker at the same care home. Their work shifts allow them to be at home together. The manager would like to promote Hugo but is unable to do so as only one team leader is required on each shift.

(a) Explain the effects on Hugo’s emotional development if he is not promoted. [5]

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(b) One solution to the problem is for Isabel to move to another care home. Explain how the residents may be affected if Isabel leaves the care home. [5]

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Question number	Additional page, if required. Write the question number(s) in the left-hand margin.

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