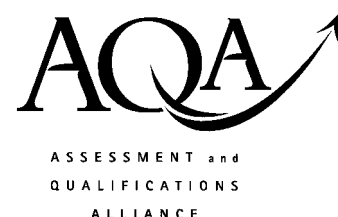


Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

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General Certificate of Secondary Education  
January 2006



**HEALTH AND SOCIAL CARE (DOUBLE AWARD) 3820/3**  
**Unit 3 Understanding Personal Development and Relationships**

Monday 16 January 2006 9.00 am to 10.30 am

<p><b>You will need no other materials.</b> You may use a calculator.</p>
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Time allowed: 1 hour 30 minutes

**Instructions**

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- Do all rough work in this book. Cross through any work you do not want marked.
- Answer the questions in the spaces provided.
- Continue your answers on additional answer sheets if necessary.
- Fasten any additional answer sheets you use to this paper before handing it to the invigilator at the end of the examination.

**Information**

- The maximum mark for this paper is 94.
- The marks for questions are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. Quality of Written Communication will be assessed in all answers written in continuous prose.

For Examiner's Use			
Number	Mark	Number	Mark
1		5	
2		6	
3		7	
4		8	
Total (Column 1) →			
Total (Column 2) →			
TOTAL			
Examiner's Initials			

Answer **all** questions in the spaces provided.

- 1 (a) Complete the table below by identifying the main life stage of each member of the Rafferty family.

The Raffertys	Life Stage
Jason - 28 years old	
Dawn - 12 years old	
Adele - 2 years old	
Madge - 70 years old	
Paul - 8 years old	

(5 marks)

- (b) Dawn has reached puberty.

Give **five** different **physical** changes that will happen to Dawn during puberty.

1 .....

.....

2 .....

.....

3 .....

.....

4 .....

.....

5 .....

.....

(5 marks)

(c) Explain what causes the physical changes during puberty.

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.....  
.....

(2 marks)

12

2 Simone is a new-born baby.

(a) Describe how Simone will develop **intellectually** over the next three years.

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.....  
.....  
.....  
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.....  
.....  
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(5 marks)

(b) As Simone develops, she bonds well with her mum and dad.  
Explain what is meant by ‘she bonds well with her mum and dad’.

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.....  
.....

(4 marks)

9

Turn over ▶

- 3
- Majid has just left school.
  - He is starting full-time work in a busy office.

Explain the likely effects on Majid’s **social** development of leaving school and starting work in a busy office.

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*(4 marks)*

4
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- 4
- Shona lives with André and their daughter, Alison.
  - They rent a small flat in the city centre.
  - Alison has blue eyes like Shona and dark hair like André.
  - André and Shona are saving money to buy a small car.
  - Shona worries that André works too hard.
  - They have money problems and Shona often misses meals.
  - Shona enjoys going out walking with André and Alison.
  - At weekends the family goes mountain biking together.

(a) Identify the following:

(i) two **physical** factors;

1.....

.....

2.....

.....

(2 marks)

(ii) two **emotional** factors;

1.....

.....

2.....

.....

(2 marks)

(iii) two **economic** factors;

1.....

.....

2.....

.....

(2 marks)

**Question 4 continues on the next page**

**Turn over ▶**

(iv) two **social** factors;

1.....

.....

2.....

.....

*(2 marks)*

(v) two **genetic** factors.

1.....

.....

2.....

.....

*(2 marks)*

(b) Explain how the different factors in Shona's life may **interrelate** to affect her health and well-being.

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(9 marks)

19

- 5
- Mrs. Evans lives with her son, Morgan.
  - Morgan owns a private day nursery.
  - He employs Rita and Mary as care workers.
  - Rita and Mary get on well and often spend time together socially.
  - Morgan is engaged to Jasmine.

Identify and describe the different relationships above.

(a) Mrs Evans and Morgan

.....

.....

(2 marks)

(b) Morgan and Rita

.....

.....

(2 marks)

(c) Rita and Mary

.....

.....

(2 marks)

(d) Morgan and Jasmine

.....

.....

(2 marks)

8

Turn over ▶





- 7 • A person’s education might affect their self-concept positively.
- This is because the person may feel good about their qualifications.

Suggest **six** other factors which might **positively** affect a person’s self-concept. For each factor explain how it could have a positive effect.

(a) Factor 1 ..... (1 mark)

Could have positive effect by.....  
 .....  
 ..... (1 mark)

(b) Factor 2 ..... (1 mark)

Could have positive effect by.....  
 .....  
 ..... (1 mark)

(c) Factor 3 ..... (1 mark)

Could have positive effect by.....  
 .....  
 ..... (1 mark)

(d) Factor 4 ..... (1 mark)

Could have positive effect by.....  
 .....  
 ..... (1 mark)

**Question 7 continues on the next page**

**Turn over ▶**

(e) Factor 5.....  
*(1 mark)*

Could have positive effect by.....  
.....  
.....  
*(1 mark)*

(f) Factor 6.....  
*(1 mark)*

Could have positive effect by.....  
.....  
.....  
*(1 mark)*

- 8 • Life events can be expected or unexpected.
- Starting school is an expected life event.

(a) Give **two** other expected life events.

1 .....  
2 .....  
*(2 marks)*

(b) Divorce is an unexpected life event.

Give **two** other unexpected life events.

1 .....  
2 .....  
*(2 marks)*

12

- (c) • Ramon has just got divorced.
- He was married for fifteen years.

Suggest **three** different sources of support for Ramon and for each source of support suggest **one** different way they could help him.

(i) Support 1 ..... (1 mark)

(ii) Could help by .....  
 .....  
 ..... (1 mark)

(iii) Support 2 ..... (1 mark)

(iv) Could help by .....  
 .....  
 ..... (1 mark)

(v) Support 3 ..... (1 mark)

(vi) Could help by .....  
 .....  
 ..... (1 mark)

(d) Evaluate the likely effects of the divorce on Ramon’s health and well-being.

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Turn over ►

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*(10 marks)*

<b>20</b>

**END OF QUESTIONS**