

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
 HEALTH AND SOCIAL CARE**

4871

UNIT 3: Understanding Personal Development and Relationships

TUESDAY 15 JANUARY 2008

Morning
 Time: 1 hour 30 minutes

Candidates answer on the question paper
Additional materials (enclosed): None

Additional materials (required):
 Additional answer paper may be required



* C U P / T 4 5 0 5 9 *

Candidate Forename

Candidate Surname

Centre Number

Candidate Number

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do **not** write in the bar codes.
- Do **not** write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.

		FOR EXAMINER'S USE	
SECTION A	1		
	2		
	3		
SECTION B	4		
	5		
	6		
TOTAL			

This document consists of **17** printed pages and **3** blank pages.

2
Section A



(i) Christine, 81 years old



(ii) Shona, 1 year old



(iii) Petra, 16 years old



(iv) Usha, 33 years old

Fig. 1 People at different life stages

1 Look at **Fig. 1** opposite.

(a) Identify the life stage for each person.

Describe **two** different emotional characteristics for each life stage.

(i) Christine's life stage
Emotional characteristic 1
.....
Emotional characteristic 2
..... [3]

(ii) Shona's life stage
Emotional characteristic 1
.....
Emotional characteristic 2
..... [3]

(iii) Petra's life stage
Emotional characteristic 1
.....
Emotional characteristic 2
..... [3]

(iv) Usha's life stage
Emotional characteristic 1
.....
Emotional characteristic 2
..... [3]

(b) Emma is five years old.

Describe **three** ways positive emotional relationships could be promoted in Emma's life.

1

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2

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3

..... [3]

[Total: 15]

5

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PLEASE TURN OVER FOR QUESTION 2

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2 Read **Text 1** below.

Text 1

Ben, 21 years old, has three different types of relationships in his life. These are with his:

- partner
- friends
- employer

Use the information given in **Text 1** to answer question **2(a)**.

(a) Describe **three** different features of each type of relationship.

(i) Ben's partner

Feature 1

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Feature 2

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Feature 3

..... [3]

(ii) Ben's friends

Feature 1

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Feature 2

.....

Feature 3

..... [3]

(iii) Ben's employer

Feature 1

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Feature 2

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Feature 3

..... [3]

(b) Matthew is 15 years old. He likes being with a group of friends who are his own age and often stays out late, not getting home until one o'clock in the morning. He is not doing well at school. His parents want him to go to university.

Explain **three** relationship changes taking place between Matthew and his parents.

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[Total: 15]

3 Read **Text 2** below.

Text 2

Angus is 25 years old. He lives on a busy street in a city where there is pollution from the cars that use the road. He works as a plasterer on a building site but does not earn very much money. Angus is in debt. He has lots of friends and they go out drinking each night. His brother Sid joins the group to go clubbing at the weekend.

Sid looks very much like Angus as they both have red hair. He also has asthma like Angus. Sid lives in the country and has a job in a bank which pays well. He has recently bought a new motorbike which he uses to go to work and to Angus's house at the weekends.

Use the information given in **Text 2** to answer questions **3(a)**, **3(b)** and **3(c)**.

(a) Complete the table below.

Identify **one** example of each factor affecting Angus's development. Describe **two** ways each factor has affected his development. Use each example only once.

Factor	How development has been affected
<p>One environmental factor affecting the development of Angus.</p> <p>.....</p>	<p>1</p> <p>.....</p> <p>.....</p> <p>2</p> <p>.....</p> <p>.....</p>
<p>One social factor affecting the development of Angus.</p> <p>.....</p>	<p>1</p> <p>.....</p> <p>.....</p> <p>2</p> <p>.....</p> <p>.....</p>

Factor	How development has been affected
One genetic factor affecting the development of Angus. 	1 2

[9]

(b) Compare the economic differences between Angus and Sid. How could they affect the development of each?

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(c) Other factors that have influenced the development of Angus are:

- parents getting divorced when Angus was 13 years old
- family having low income
- being unemployed for two years when he left school

Explain how these factors in Angus’s life could interrelate (work together) to affect his development.

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12
Section B

4 Read **Text 3** below.

Text 3

Niro is 45 years old. He has lived in the United Kingdom for just under a year. He has been married to Farah for 15 years and they have a son, Amir, who is 8 years old. When he left his country, Niro's wife and son stayed behind so that Niro had time to get some training and find a job. Niro is living with his brother who is helping him to learn English.

Use the information given in **Text 3** to answer questions **4(a)**, **4(b)** and **4(c)**.

(a) Identify **three** major life events that have occurred in Niro's life.

- 1
- 2
- 3 [3]

(b) Explain the possible effects of these life events on Niro's development.

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(c) Describe **four** different ways that a voluntary group could provide support for Niro.

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[Total: 15]

5 Read **Text 4** below.

Text 4

Niro's mother died, leaving the family some money. Farah and Amir have now moved to the United Kingdom. Niro has obtained a job teaching ICT at a Training Centre. The family are better off than they were in their own country. They are buying a house. Amir is unhappy at his new school because he is being bullied.

Use the information given in **Texts 3** and **4** to answer questions **5(a)** and **5(b)**.

(a) Explain **four** ways that Niro's self-concept could be affected because his wife and son have joined him in the UK.

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- [8]

6 Read **Text 5** below.

Text 5

Niro, Farah and Amir have a very positive relationship as a family.

Use the information given in **Text 3, 4** and **5** to answer questions **6(a)**, **6(b)** and **6(c)**.

(a) Describe **four** features of a positive family relationship.

- 1
- 2
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- 4 [4]

(b) Explain ways Niro's training and education could affect his self-concept.

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- (c) While out shopping Farah is hit by a car. She remains in hospital for several weeks as she is paralysed in her legs. Eventually she is allowed home. She is provided with support by:
- a physiotherapist
 - an occupational therapist
 - a health care assistant

Describe how each could provide support for Farah. Explain how their actions could help her to cope.

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