



General Certificate of Secondary Education  
2019

Centre Number

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Candidate Number

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# Health and Social Care

Unit 1  
Personal Development  
Health and Well-Being



[GHL11]

\*GHL11\*

**TUESDAY 11 JUNE, AFTERNOON**

### TIME

1 hour 30 minutes.

### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

**You must answer the questions in the spaces provided.**

**Do not write outside the boxed area on each page or on blank pages.**

Complete in black ink only. **Do not write with a gel pen.**

Answer **all** questions.

### INFORMATION FOR CANDIDATES

The total mark for this paper is 100.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

Quality of written communication will be assessed in Questions **2(g)**, **3(c)** and **3(d)**.



1 Mark, aged 49, works as a hairdresser in a large salon.

(a) Mark is in the life stage of middle adulthood which is from \_\_\_\_\_ years to \_\_\_\_\_ years. [2]

(b) Write down the type of relationship between Mark and his manager. \_\_\_\_\_ [1]

(c) Describe the expected pattern of physical development in middle adulthood. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [3]

(d) Explain how employment may positively affect Mark's self-concept. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]



(e) Mark smokes 30 cigarettes a day.

Use the headings below to describe how smoking may affect Mark's health and well-being.

Effect on physical health and well-being

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[3]

Effect on emotional health and well-being

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[3]

[Turn over



- (f) In his work as a hairdresser, Mark is exposed to occupational hazards such as chemicals which can cause skin irritation and even blindness if splashed in the eyes.

Explain how two other occupational hazards may affect Mark's physical health and well-being.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]



(g) Mark has a daughter called Anna, who is emigrating to New Zealand.

(i) Use the headings below to describe how emigration may affect Anna's intellectual, emotional and social development.

Effect on intellectual development

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[3]

Effect on emotional development

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[3]



Effect on social development

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[3]

(ii) List three types of support Anna may receive from the informal sector to help her cope with this life change.

1. \_\_\_\_\_ [1]
2. \_\_\_\_\_ [1]
3. \_\_\_\_\_ [1]



2 Jamie, aged 10, and Megan, aged 8, live with their parents Oliver and Louise.

(a) Jamie and Megan are in the life stage of childhood which is from \_\_\_\_\_ years to \_\_\_\_\_ years. [2]

(b) Identify the type of relationship between Jamie and Megan.

\_\_\_\_\_ [1]



(c) Use the table below to describe the expected patterns of intellectual, emotional and social development during childhood.

Intellectual development

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[3]

Emotional development

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[3]

Social development

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[3]



(d) Jamie enjoys school and is making good progress.

Explain how education may have a positive effect on Jamie's self-concept.

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[2]

(e) Megan has a close relationship with her grandmother.

Describe how this may have a positive effect on Megan's emotional development.

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[3]

[Turn over



(f) The family lives in poor housing conditions.

Explain two ways poor housing conditions may affect Jamie and Megan's physical health and well-being.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]









3 (a) Jakub is 14 years old. He is in the life stage of \_\_\_\_\_ which is from \_\_\_\_\_ years to 18 years. [2]

(b) Describe the expected patterns of intellectual and emotional development during this life stage.

Intellectual development

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[3]

Emotional development

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[3]

[Turn over











(e) Support is available from the statutory sector to help individuals cope with life changes.

Explain four different types of support the statutory sector may provide to help individuals taking on a caring role.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]





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Question Number	Marks
1	
2	
3	
<b>Total Marks</b>	

Examiner Number

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