| Surname | Centre Number | Candidate Number |
|-------------|------------------|---------------------|
| Other Names | | 0 |



GCSE

4722/01



HEALTH AND SOCIAL CARE

UNIT 2: Human Growth and Development

FRIDAY, 12 JANUARY 2018 - AFTERNOON

1 hour 15 minutes

| | For Exa | For Examiner's use only | | | |
|-----------|----------|-------------------------|-----------------|--|--|
| | Question | Maximum Mark | Mark Awarded | | |
| Section A | 1. | 6 | | | |
| | 2. | 18 | | | |
| | 3. | 6 | | | |
| Section B | 4. | 15 | | | |
| | 5. | 15 | | | |
| | 6. | 20 | | | |
| | Total | 80 | | | |

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** guestions.

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.



SECTION A (30 marks)

Answer all questions from this section.

1. In the table below, tick (/) to identify the type of support and give one example of each. [6]

| | | Informal support | Formal support | Voluntary support | | |
|-------|---|------------------|----------------|-------------------|------|---------|
| (i) | From an individual who is close to the individual they support. | | | | (ii) | Example |
| (iii) | From a charitable organisation. | | | | (iv) | Example |
| (v) | From a paid professional in an individual's home. | | | | (vi) | Example |



| 2. | (a) | Drew is a 4-year-old boy. He lives with his mother and father |
|----|-----|---|
| | | |

(i) Identify the life stage of a 4-year-old.

[1]

(ii) Circle

the relationship between Drew and his mother and father.

[1]

Son and daughter

Daughter and parent

Son and parents

(b) Drew's language is well-developed. He enjoys talking to his mother and father.

In the table below, write the following stages of language development in the correct order. The first stage has been completed for you. [4]

Fully developed speech One-word sentences Two-word sentences Babbling

| | Stages of language development |
|----|--------------------------------|
| 1. | Pre-linguistic |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

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| (c) | Drew and his family live out of town, some distance from the local hospital and GP Drew's father has a low-paid job. They have no money for transport into the tow | n. |
|-----|--|--------------------|
| | Describe two ways Drew's health might be affected by difficulties in accessir services. | ng health [2,2] |
| | 1 | |
| | | |
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| | | |
| | 2 | |
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| | | |
| (d) | Drew's father has recently been made redundant. | |
| (u) | (i) State whether this life experience is expected or unexpected. | [1] |
| | | |
| | Drew's family now receives benefits. | |
| | (ii) Describe what is meant by the term 'benefits'. | [2] |
| | | |
| | (iii) Evelois hours againing honofite can offeet as individual's colf concept | |
| | (iii) Explain how receiving benefits can affect an individual's self-concept. | [5] |
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| 3. | Sabri | ina is | a 20-year-old woman. Sabrina is suffering abuse from her work colleagues. | |
|----|-------|-------------------|---|---------------------------------------|
| | In ea | ch of t abrina | the following examples, identify the type of abuse experienced and explain one of abuse experienced and explain one of abuse experienced and explain one of abuse experienced and experienced and explain one of abuse experienced and | effect |
| | (a) | Bein | g called 'stupid' by her colleagues. | |
| | | (i) | Type of abuse | [1] |
| | | (ii) | Effect on Sabrina's development | [2] |
| | | | | |
| | | *********** | | •••••••••••• |
| | | | | |
| | | ••••• | | ••••• |
| | (b) | Not | being invited by colleagues to go out after work on Fridays. | |
| | | (i) | Type of abuse | [1] |
| | | (ii) | Effect on Sabrina's development | [2] |
| | | ****** | | · · · · · · · · · · · · · · · · · · · |
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SECTION B (50 marks)

Answer all questions from this section.

4.

(a)



| The e | elderly and adolescents are groups that can experience high rates of depression | n. |
|--------------|--|-------------|
| (i) | Identify two professionals who can support an individual with depression. | [1,1] |
| 1 | | |
| 2 | | |
| (ii) | Explain how one professional identified above can support an individual depression. | with [3] |
| | | |
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| (i) | Elderly | |
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| (ii) | Adolescents | |
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| (a) | Discuss how the death of a close family member can affect a child's development and |
|-------|---|
| , | well-being. [8 |
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| (b) | Ellie and Cameron's grandmother left them material possessions in her will. | | | | |
|---|---|-----------------------|---|-------------|--|
| | Define the term | 'material possessio | | | |
| | | | | | |
| | | | | | |
| (c) | Sometimes an i | ndividual arranges a | and pays for their own care. | | |
| | Circle | the correct term fo | or this type of care service. | | |
| | Statutory | Private | Voluntary | | |
| (d) | Explain how a c | care assistant can su | upport an individual in their own home. | | |
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| (a) | Explain the effects on A neighbours. | anne and Barry's | s development of livir | ng next door to their r |
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| (ii) | Moving to a new area has meant Barry had to leave his job. This has reduce family income. |
|-------------|---|
| | They are finding it difficult to live on a low income. |
| | Explain how poverty can affect an individual's development and well-being. |
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