General Certificate of Secondary Education

Health and Social Care

Unit A912: Understanding Personal Development and Relationships

Specimen Paper

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

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 black ink. Pencil may be used for graphs and diagrams only.
• Read each question carefully and make sure 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 60.

FOR EXAMINER’S USE

1

2

3

4

TOTAL

This document consists of 9 printed pages and 3 blank pages.
1 The Lloyd family:

- Kim, 35 years old is a widow
- Zoe, 74 years old is Kim’s mother
- Katie, 13 years old is Kim’s daughter
- Angus, 8 years old is Kim’s eldest son
- James, 2 years old is Angus’ brother

(a) Identify the life stage or the age span for each member of the Lloyd family by filling the gaps in the table below

<table>
<thead>
<tr>
<th>The Lloyd family</th>
<th>Life stage</th>
<th>Age Span for the life stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim, 35 years old</td>
<td></td>
<td>19-65 years</td>
</tr>
<tr>
<td>Zoe, 74 years old</td>
<td>Later adulthood</td>
<td></td>
</tr>
<tr>
<td>Katie, 13 years old</td>
<td>Adolescence</td>
<td></td>
</tr>
<tr>
<td>Angus, 8 years old</td>
<td></td>
<td>4-10 years</td>
</tr>
<tr>
<td>James, 2 years old</td>
<td>Infancy</td>
<td></td>
</tr>
</tbody>
</table>

(b) List three gross motor skills a one-year-old infant who develops at the normal rate could have achieved.

1. ............................................................................................................................

2. ............................................................................................................................

3. ............................................................................................................................ [3]

(c) What is meant by the term ‘expected patterns of growth’?

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................................................................................................................................................ [2]
(d) Describe physical and social changes that are likely to occur in Zoe’s life stage.

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.................................................................................................................................................... [5]

[Total: 15]
Abigail is 6 years old. Examples of the environmental, social, economic and physical factors that have influenced Abigail’s development are:

- living in the city near a busy street
- having no friends
- family having a lot of debt
- being short sighted like her father
- living in an overcrowded house
- having few books and toys
- having asthma like her mother
- being bullied by her brother

(a) Complete the table below. Identify one factor which is environmental, social, economic or physical. Use the selected example only once.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic factors</td>
<td>.............................................................................................................</td>
</tr>
<tr>
<td>Environmental factors</td>
<td>.............................................................................................................</td>
</tr>
<tr>
<td>Physical factors</td>
<td>.............................................................................................................</td>
</tr>
<tr>
<td>Social factors</td>
<td>.............................................................................................................</td>
</tr>
</tbody>
</table>

(b) Three other factors that have influenced Abigail’s development are:

- being ill quite often
- family having little income
- her parents being separated

Analyse how these three factors in Abigail’s life could interrelate (work together) to affect her development.

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(c) Explain how neglect could affect Abigail’s growth and development.
Donna and Paul are married. They have two children, Bryony 11 years old and Ben who is 4 years old. Peter, Paul’s father, lives with the family. Paul has a job in a computer company. Bryony often has her friend Hebbi to stay for weekends.

(a) Identify one different feature of each relationship given below.

Donna and Paul .................................................................

Paul and his boss ..............................................................

Donna and her children ....................................................

Bryony and Ben ..............................................................

Bryony and Hebbi ............................................................

Paul and his father .......................................................... [5]

(b) Within the family there are both positive and negative relationships.

Identify possible positive and negative relationships within this family. Analyse the effects that these relationships might have on the children’s personal development.

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Stephen, 19 years old, gets good examination results and goes to university. Whilst at university he shares accommodation with Jaz, who is of Muslim faith, and Hina, who is from China.

(a) Analyse how achieving good examination results and being able to go to university is likely to affect Stephen’s self-concept.

(b) Evaluate the effects that meeting people from different cultures might have on Stephen’s personal development.
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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

HEALTH AND SOCIAL CARE A912

Unit A912: Understanding Personal Development and Relationships

Specimen Mark Scheme

The maximum mark for this paper is 60.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Max Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>Identify the life stage and the age span for each of the Lloyd family.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One mark for each correct life stage, TWO required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One mark for each correct age span, THREE required:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lifestage</strong></td>
<td><strong>Age span</strong></td>
</tr>
<tr>
<td></td>
<td>Kim</td>
<td>adulthood/adult</td>
</tr>
<tr>
<td></td>
<td>Zoe</td>
<td>old age/older adult/elderly/ later adulthood</td>
</tr>
<tr>
<td></td>
<td>Katie</td>
<td>adolescence/adolescent</td>
</tr>
<tr>
<td></td>
<td>Angus</td>
<td>childhood/child</td>
</tr>
<tr>
<td></td>
<td>James</td>
<td>infant/infancy</td>
</tr>
</tbody>
</table>

**Note:** Allow candidates a mark if they are one year either side of those given for age span. [5]

(b) List three gross motor skills a one-year-old infant who develops at the normal rate could have achieved. One mark for each gross motor skill for a one year old, THREE from:

- lies on back (supine) with head to one side
- can lift head
- can control head
- can hold its head upright when sitting
- can pull itself into sitting position
- can sit unsupported/sitting up
- can use arms to lift head and chest off the ground
- can roll over from front to back [3]
| can move over floor by pulling and pushing |
| can crawl |
| can shuffles |
| grasping |
| can pull itself into standing position/standing up |
| can walk |
| can use hands to throw things/throw toys |
| can point with index finger |
(c) What is meant by the term ‘expected patterns of growth’?
Two marks for a correct definition of the term ‘expected patterns of growth’, ONE from:

- physically growing according to the norm/order/sequence
- growing the same as the average person
- developing mass in the same way as others/average
- height and weight developing according to the norm
- average way to grow/develop

Note: These can be interchanged provided they answer the question asked. Sub-max of 1 for identification only.

(d) Describe physical and social changes that are likely to occur in Zoe’s life stage.
High level: 5 marks
Candidates will give a detailed description of at least two physical and at least two social changes related to Zoe’s life stage (later adulthood). There will be evidence of synthesis within the work.

Mid-range response: 3-4 marks
Candidates will outline at least one physical and at least one social change, related to Zoe’s life stage (later adulthood). The answer may be biased towards physical or social change.

Low response: 0-2 marks
Candidates will identify at least one physical and/or at least one social change, related to Zoe’s life stage (later adulthood). The answer will be list-like and lack coherence.

Physical:
- bruises easily
- grey hair
- loss of hair/baldness
- wrinkles/loss of skin elasticity/skin becomes thinner
- loss of height/shrink
- poor appetite
- loss of mobility/developing arthritis or rheumatism/bones become more brittle/stiff joints/osteoporosis/fracture
- could find breathing difficult
- could have heart disease/condition
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Max Mark</th>
</tr>
</thead>
</table>
| 2(a)            | Complete the table below. Identify one the factor which is environmental, social, economic or physical. Use the selected example only once. One mark for each correct factor placed in the correct group, FOUR required from Environmental:  
  - living in a busy street  
  - living in an overcrowded house  
  Social:  
  - no friends  
  - bullied by brother  
  - having few books and toys  
  Economic:  
  - family has a lot of debt  
  - few books and toys  
  Physical:  
  - short-sighted  
  - suffers from asthma (like mother)  
  - being bullied | [4] |
Question Number | Answer | Max Mark
--- | --- | ---
(b) | Three other factors that have influenced Abigail’s development are:
- being ill quite often
- family having little income
- her parents being separated

Explain how these three factors in Abigail’s life could interrelate (work together) to affect her development. [5]

High level: 5 marks
Candidates will give a detailed explanation, explicitly linking all three factors, giving reasons and showing how each could affect development. There will be evidence of synthesis within the work.

Mid-range response: 3-4 marks
Candidates will give a basic explanation, linking at least two factors, giving brief reasons and showing how each could affect development. There will be evidence of coherence within the work. Alternatively, they could link three factors briefly and give an affect on development without giving reasons.

Low response: 0-2 marks
Candidates will give a limited explanation, linking at least two factors at a basic level. Alternatively they could link one factor briefly and give one effect on development.

R = Reasons
R1 not enough money to buy foods for well balanced meals
R2 not enough money for activities / clubs
R3 worry about lack of money causes illness
R4 family having little money to pay debts / buy food
R5 less income from broken marriage means prone to illness
R6 not enough money to access health service / GP
R7 not enough money to pay for prescriptions
R8 could mean less money coming in as parent may have to take time off work to look after Abigail
R9 less money could cause arguments between parents as they are separated
R10 being ill could make Abigail not feel like doing activities / getting up
R11 not being able to afford luxuries / toys / activities could help to make Abigail feel isolated
R12 Abigail could miss a lot of school
R13 low income could mean restricted educational opportunities
R14 see less of her parents / her parents have to work more
R15 divorce could become a role model and cause a potential
<table>
<thead>
<tr>
<th>cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>R16   house could become less clean / hygienic</td>
</tr>
</tbody>
</table>

Note: ‘not enough money to support’ - too vague (do not accept)
(c) Explain how neglect could affect Abigail’s growth and development.

High Level 5-6
Candidates will explain in detail how Abigail’s growth and development could be effected. Explicit reference to at least three aspects of PIES will be included. Answers will include informed decision making and will show evidence of synthesis.

Mid-range Response 3-4
Candidates will give a basic explanation of how Abigail’s growth and development could be effected, including reference to at least two of PIES. Answers will be clear and will show evidence of coherence.

Low Level Response 0-2
Candidates will give a limited explanation, with little or no reference to PIES. Answers are likely to be list-like and muddled.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Max Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H = How neglected</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H1</td>
<td>verbal abuse</td>
<td></td>
</tr>
<tr>
<td>H2</td>
<td>lack of physical support e.g. little food, poor living conditions</td>
<td></td>
</tr>
<tr>
<td>H3</td>
<td>no encouragement e.g. school work, joining activities / homework</td>
<td></td>
</tr>
<tr>
<td>H4</td>
<td>not allowing any friends / difficult to form relationships</td>
<td></td>
</tr>
<tr>
<td>H5</td>
<td>not allowed to socialise e.g. go to clubs / activities. have</td>
<td></td>
</tr>
<tr>
<td>H6</td>
<td>not clothed correctly e.g. not providing school uniform</td>
<td></td>
</tr>
<tr>
<td>H7</td>
<td>not treating illness</td>
<td></td>
</tr>
<tr>
<td>H8</td>
<td>isolation e.g. being shut in room</td>
<td></td>
</tr>
<tr>
<td>H9</td>
<td>emotional abuse – no love / attention</td>
<td></td>
</tr>
<tr>
<td>H10</td>
<td>not have anyone to talk to / discuss things with</td>
<td></td>
</tr>
<tr>
<td>H11</td>
<td>she may self-harm and become depressed</td>
<td></td>
</tr>
<tr>
<td>H12</td>
<td>living in an overcrowded house could mean that Abigail does not have her own space and she could become depressed / withdrawn / angry / stressed</td>
<td></td>
</tr>
<tr>
<td>H13</td>
<td>if she has few toys / books Abigail will have nothing to simulate her interest / learn</td>
<td></td>
</tr>
<tr>
<td><strong>D = Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>stunted growth / loss of weight / may eat too much / eating disorder</td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td>fear</td>
<td></td>
</tr>
<tr>
<td>D3</td>
<td>worry</td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>angry / abusive to others / bullying</td>
<td></td>
</tr>
<tr>
<td>D5</td>
<td>lack of progress in school</td>
<td></td>
</tr>
<tr>
<td>D6</td>
<td>frequently ill / prone to illness</td>
<td></td>
</tr>
<tr>
<td>D7</td>
<td>withdrawn / isolated</td>
<td></td>
</tr>
<tr>
<td>D8</td>
<td>argumentative / upset</td>
<td></td>
</tr>
<tr>
<td>D9</td>
<td>lack of interest</td>
<td></td>
</tr>
<tr>
<td>D10</td>
<td>absenteeism from school</td>
<td></td>
</tr>
<tr>
<td>D11</td>
<td>lower self-esteem / self-concept / self-image</td>
<td></td>
</tr>
<tr>
<td>D12</td>
<td>could make her self-reliant / have a higher self-esteem</td>
<td></td>
</tr>
<tr>
<td>D13</td>
<td>could become depressed</td>
<td></td>
</tr>
<tr>
<td>D14</td>
<td>not be able to make friends</td>
<td></td>
</tr>
<tr>
<td>D15</td>
<td>may not feel important / worthless</td>
<td></td>
</tr>
<tr>
<td>D16</td>
<td>could feel undervalued</td>
<td></td>
</tr>
<tr>
<td>D17</td>
<td>could not have any confidence could have a lack of trust</td>
<td></td>
</tr>
</tbody>
</table>

**Annotate with:**

- P – physical
- I – intellectual
- E – emotional
- S - social

[6]
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Max Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(a)</td>
<td>Identify one different feature of each relationship given below. &lt;br&gt;One mark for a different description of a feature or a full example. No repetition accepted. FIVE required e.g.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Donna and Paul; love, sexual, intimate, mutual support, supportive, protective, family, friendship, sharing, talking to one another</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paul and his boss; working, colleagues / mates, employer / employee, professional, power, dependency, formal, respect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Donna and her children (Bryony, Ben); family / parent, supportive, dependent, mother and daughter, friendship, sharing toys / books/games, doing things together, loving, trusting, security, protection, a role model, mother and children relationship, form a bond</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bryony and Hebbi; friendship, sharing same, same interests, providing support, trusting one another, able to confide / confidentiality, enjoy one another’s company, respect one another, informal relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paul and his father; family, closeness / father and son, supportive, loyalty, dependency, friendship, love, looking after his father</td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>Identify possible positive and negative relationships within this family. Analyse the effects that these relationships might have on the children’s personal development</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Level 1: 8-10 marks</strong>&lt;br&gt;Candidates will analyse in detail positive and negative effects that these relationships might have on the children’s development. Reference to PIES will be explicit. Clear understanding will be evident. Answers will show evidence of synthesis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Level 2: 5-7 marks</strong>&lt;br&gt;Candidates will give a basic analysis of positive and negative effects that these relationships might have on the children’s development. Reference to PIES may be implicit, although a range will be covered. Some understanding will be evident. Answers will be clear and will show evidence of coherence.</td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>Answer</td>
<td>Max Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>----------</td>
</tr>
</tbody>
</table>

**Level 1: 0-4 marks**
Candidates will give a limited analysis of positive and negative effects that these relationships might have on the children's development. Limited reference to PIES. Limited understanding will be demonstrated. Answers are likely to be list-like and muddled.

**Positive effects:**
- improved self-esteem
- feeling valued / loved
- increased confidence / strong
- ability to relate to others / form good relationships
- feel good about being accepted
- feel wanted
- talk to one another
- increased socialisation
- able to share emotions
- become more independent
- more relaxed
- able to trust one another
- have a feeling of security
- have a good self-concept / self-worth / self-esteem

**Negative effects:**
- low / decreased self-esteem / self-worth / self-concept
- not feeling valued / feeling worthless / negative feelings / feeling upset
- lacking in confidence
- unhappy / emotionally sad
- withdrawn from others / isolated / no one to talk to / no one to share with
- could bully others
- could become aggressive
- could quarrel
- lack of concentration
- could be moody / depressed / distressed / anxious
- could be resentful
- could be angry
- could break the law
- could be scared
- feeling neglected
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Max Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• loneliness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• not coping with other relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• could become more dependent on others</td>
<td></td>
</tr>
</tbody>
</table>
**Question Answer Max**

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Max Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(a)</td>
<td>Explain how achieving good examination results and being able to go to university is likely to affect Stephen’s self-concept.</td>
<td></td>
</tr>
</tbody>
</table>

**High level Response: 5 marks**

The candidate can analyse in detail how achieving good examination grades and going to university is likely to affect Stephen’s self-concept. The analysis is developed logically and supported by reasoning and relevant information. **At least two ways** in which self-concept is likely to be affected will be given in detail. The examples will relate to the case study. There will be evidence of synthesis within the work.

**Mid-range response: 3 – 4 marks**

The candidate can give a basic analysis to show how achieving good examination grades and going to university is likely to affect Stephen’s self-concept. There will be a brief analysis, possibly lacking depth. Answers will be developed logically and supported by relevant information. **At least two ways** in which self-concept is likely to be affected will be given. There will be evidence of coherence within the work.

**Low level response: 0- 2 marks**

The candidate gives a limited analysis of **at least one effect** on development of Stephen getting good examination results and going to university. Answers are likely to be list-like and muddled.

- he will feel good / proud / happy, etc. about himself because of the results of the examination
- he will feel that his hard work in revising has paid off because he can now go to university
- he will know his family will be proud of him and will feel valued
- he will be looking forward to the challenge of the university course
- he will feel confident that he will be able to do the work when he gets to university because of his achievements in getting good grades
- he will have a goal / target in preparing for college – getting books, clothes together / arranging accommodation
- he may feel sad / worried at the prospect of leaving his family and not having anyone near by to consult
- he may feel anxious / worried because he does not know what to expect when he moves to university
- he may be looking forward to meeting new people and be excited at the prospect

[5]
- he may become more independent because he feels more confident through having good results
### Question Number 4(b)

**Evaluate the effects that meeting people from different cultures might have on Stephen’s personal development.**

**Level 3: 8-10 marks**

The candidate can evaluate (including coverage of a range of both positive and negative affects) in detail how meeting people from other cultures is likely to affect Stephen’s personal development. Explicit reference to **at least two** of intellectual, social and emotional development will be made. The evaluation is developed logically and supported by reasoning and relevant information. There will be evidence of synthesis within the work.

**Level 2: 5-7 marks**

The candidate can evaluate at a basic level (including **at least one** positive and **at least one** negative affects) how meeting people from different cultures is likely to affect Stephen’s self-concept. Intellectual, social and emotional development is implicit. Answers will be developed logically and supported by relevant information. There will be evidence of coherence within the work.

**Level 3: 0-4 marks**

The candidate gives a limited evaluation; reference to positives and/or negatives may be implicit. Minimal reference to intellectual, social and emotional development. Answers are likely to be list-like and muddled.

**Positive:**
- he could have a more positive / respectful attitude to people from other cultures
- he will gain more knowledge about the differences between people from other cultures and could learn tolerance / to adapt / make informed decisions
- he will be less likely to stereotype people from other cultures and will therefore make more informed decisions / be more tolerant / more accepting
- he may be less anxious about working with and living with people from other cultures
- he is likely to value all individuals for themselves
  - he will recognise that people from other cultures have a great deal to contribute and will not be biased / racist

**Negative:**
- he could have a loss of self-confidence because he finds communicating / language difficult
- he may feel threatened if they do better than him at university / have more friends than he does
- he may feel isolated / left out
- accept ‘negatives’ of the positives above

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Max Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(b)</td>
<td><strong>Evaluate the effects that meeting people from different cultures might have on Stephen’s personal development.</strong></td>
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<td><strong>Level 3: 8-10 marks</strong></td>
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<td>The candidate can evaluate (including coverage of a range of both positive and negative affects) in detail how meeting people from other cultures is likely to affect Stephen’s personal development. Explicit reference to <strong>at least two</strong> of intellectual, social and emotional development will be made. The evaluation is developed logically and supported by reasoning and relevant information. There will be evidence of synthesis within the work.</td>
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<tr>
<td>Level 2: 5-7 marks</td>
<td>The candidate can evaluate at a basic level (including <strong>at least one</strong> positive and <strong>at least one</strong> negative affects) how meeting people from different cultures is likely to affect Stephen’s self-concept. Intellectual, social and emotional development is implicit. Answers will be developed logically and supported by relevant information. There will be evidence of coherence within the work.</td>
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<tr>
<td>Level 3: 0-4 marks</td>
<td>The candidate gives a limited evaluation; reference to positives and/or negatives may be implicit. Minimal reference to intellectual, social and emotional development. Answers are likely to be list-like and muddled.</td>
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<td>Positive:</td>
<td>- he could have a more positive / respectful attitude to people from other cultures</td>
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<td></td>
<td>- he will gain more knowledge about the differences between people from other cultures and could learn tolerance / to adapt / make informed decisions</td>
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<td></td>
<td>- he will be less likely to stereotype people from other cultures and will therefore make more informed decisions / be more tolerant / more accepting</td>
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<td>- he may be less anxious about working with and living with people from other cultures</td>
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<td>- he is likely to value all individuals for themselves</td>
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<td></td>
<td>- he will recognise that people from other cultures have a great deal to contribute and will not be biased / racist</td>
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<td>Negative:</td>
<td>- he could have a loss of self-confidence because he finds communicating / language difficult</td>
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<td>- he may feel threatened if they do better than him at university / have more friends than he does</td>
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<td>- he may feel isolated / left out</td>
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<td></td>
<td>- accept ‘negatives’ of the positives above</td>
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