

GCSE

HEALTH AND SOCIAL CARE

48201 – Unit 1: Understanding Personal Development and Relationships
Mark scheme

4820
June 2014

Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Question 1

Question	Part	Sub Part	Marking Guidance	Mark	Comments															
1	a		<table border="1"> <thead> <tr> <th>Name</th> <th>Age (years)</th> <th>Life Stage</th> </tr> </thead> <tbody> <tr> <td>Sam</td> <td>63</td> <td>Adulthood (1) Adult (1) Late Adulthood (1) Do not accept Later Adulthood</td> </tr> <tr> <td>Liz</td> <td>66</td> <td>Later Adulthood (1) Elderly(1)</td> </tr> <tr> <td>Robin</td> <td>10</td> <td>Childhood (1) Child (1) Children (1)</td> </tr> <tr> <td>Sacha</td> <td>17</td> <td>Adolescence (1) Adolescent (1) Do not accept Teenager</td> </tr> </tbody> </table>	Name	Age (years)	Life Stage	Sam	63	Adulthood (1) Adult (1) Late Adulthood (1) Do not accept Later Adulthood	Liz	66	Later Adulthood (1) Elderly(1)	Robin	10	Childhood (1) Child (1) Children (1)	Sacha	17	Adolescence (1) Adolescent (1) Do not accept Teenager	4	Ignore older person/ adult Not: Pensioner/OAP
			Name	Age (years)	Life Stage															
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max 4																				
1	b		11-18/eleven to eighteen (1)	1	Both needed for the mark.															

Question 2

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	a		Any two of: <ul style="list-style-type: none"> • Walk (1) • Walk/crawl up and down stairs (holding on for support) (1) • Kick a ball (1) • Climb (1) • Roll over (1) • Crawl (1) • Bear walk (1) • Run (1) • Jump (1) • Throw (1) • Stand on tip toes (1) • Ride a tricycle (1) • Balance on one foot (1) • Sit unaided (1) • Dancing (1) <p style="text-align: right;">max 2</p>	2	Not: hop Not: ride bicycle
2	b		Any two of: <ul style="list-style-type: none"> • put round pegs into round holes AW (1) • stack toy blocks (1) • turn door handles (1) • mould dough (1) • scribble or paint (1) • use spoon / fork (1) • drink from cup (1) • point (1) • thread <u>large</u> beads (1) 	2	Not: use knife Not: buttons

			<ul style="list-style-type: none"> • turn pages (1) • pull up <u>large</u> zipper (1) • pincer grip/ example- pick up pencil (1) • palmar grip (1) • begin to dress/undress or example (1) • pick up small objects (1) <p style="text-align: right;">max 2</p>		
2	c		<p>Ref to:</p> <ul style="list-style-type: none"> • gross motor skills as large movements/ whole body movements (1) • fine motor skills as small movements (1) • gross motor skills use large muscles (1) • but fine motor skills small muscles (1) • fine motor skills more precise AW (1) • gross motor skills develop before fine motor skills (1) <p>Max 2 marks if only 1 type of skill included/no comparison point</p> <p style="text-align: right;">max 3</p>	3	<p>Ignore: numbers of muscles Ignore examples Ignore: ref to small / large limbs-fingers-hands</p>

Question 3

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	a		<p>Likely points:</p> <ul style="list-style-type: none"> • losing strength/ stamina • losing mobility/flexibility AW • eye sight deteriorating AW • hearing deteriorating AW • loss of height • loss of teeth • hair greying/loss/thins • increase of skin wrinkling/loss of elasticity • development of liver spots/skin becomes thinner/ skin bruises easily • decreased immunity AW/longer to recover from illness • bones become more likely to break <p>Mark ranges</p> <p>0 marks No response worthy of credit e.g. repeats bullet point information about Liam only.</p> <p>1-2 marks Makes mainly vague and/or repetitive statements covering a limited range of points. Answers are superficial, lacking structure and likely to have errors in spelling, punctuation and grammar.</p> <p>3-5 marks Answers are better organised and cover a reasonable range of points in some detail. There may be some use of appropriate terminology with some errors in spelling, punctuation and grammar.</p> <p>6-7 marks Answers are well structured, covering a wide range of points in good detail. Use of appropriate terminology will be good with few, if any errors in spelling, punctuation and grammar.</p>	7	<p>Ignore: Intellectual/social/emotional effects Ignore weight changes</p>

3	b	<p>Likely points will include:</p> <ul style="list-style-type: none"> • as Liam ages he may feel vulnerable/insecure AW (1) • causing him anxiety/worry AW (1) • possibly feel down-depressed AW (1) • may lose self-confidence (1) • may lower self -esteem AW (1) <p>Allow ref to positive point if reasoned e.g. all individuals are different, Liam may not feel insecure (1)</p> <p style="text-align: right;">max 4</p>	4	Ignore lonely/ alone
3	c	<p>Likely points will include: As Liam ages his interactions with friends may</p> <ul style="list-style-type: none"> • decrease AW (1) • may lose friend(s) / be bereaved (1) • suffer loneliness/ become isolated (1) but may become <u>socially isolated</u> (2) <p>Allow ref to positive point if reasoned e.g. Liam may maintain contact/ make new friends if physically able (1)</p> <p style="text-align: right;">max 3</p>	3	Ignore: unable to go out Ignore: Social skills

Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4			Ref to Aaliyah : <ul style="list-style-type: none"> • developing her language skills/ speaking/verbal communication AW (1) • learning to read/ write/ learn foreign language (1) • develop number skills AW (1) • increase her concentration span (1) • increase memory (1) • develop problem solving skills/ complex learning (1) <p style="text-align: right;">max 5</p>	5	Ignore learning right/wrong Ignore learns new subjects

Question 5

Question	Part	Sub Part	Marking Guidance	Mark	Comments
5	a		Any three of: <ul style="list-style-type: none"> • designer clothes (1) • eating out at restaurants (1) • holidays (1) • (loan for his) motor bike (1) <p style="text-align: right;">max 3</p>	3	
5	b		Ref to: <ul style="list-style-type: none"> • Jacob being in a financial position to have choice AW/can pay for care services AW (1) • between private services (1) • or NHS services (1) • avoiding waiting for treatment AW (1) <p style="text-align: right;">max 4</p>	4	Ignore reference to better care AW. Ignore improved lifestyle/worsened lifestyle ideas.

Question 6

Question	Part	Sub Part	Marking Guidance	Mark	Comments
6			<p>Positive factors: Owen exercises in a gym five days a week</p> <ul style="list-style-type: none"> • runs his own business selling carpets and curtains • eats a balanced diet • enjoys playing snooker in his spare time <p>Allow:</p> <ul style="list-style-type: none"> • may choose to live alone • Owen is at a mature age / an adult AW <p>Negative factors:</p> <ul style="list-style-type: none"> • Owen is worried that he may have to close his business • rent for his house and other bills leaves Owen with little spare cash <p>Allow:</p> <ul style="list-style-type: none"> • may not like to live alone • may feel middle aged AW <p>Mark Ranges</p> <p>0 marks No response worthy of credit e.g. simply restates the factors or makes suggestions how Owen’s life may be improved.</p> <p>1-2 marks Makes mainly vague statements dealing with one/all individual (<u>non-linked</u>) factors. Responses lack reasoning and nature of effect(s) as physical, intellectual, emotional and/or social probably not included. Answers are superficial, lacking structure, and may have errors in spelling, punctuation and grammar.</p>	6	

			<p>3-4 marks Makes 1 link between factors with appropriately reasoned effect. Likely to identify the physical, intellectual, emotional and/or social nature of the effect. Answers are organised, but lack precision. There may be occasional errors in spelling, punctuation and grammar.</p> <p>5-6 marks Makes 2 or more links different between factors, reasoning the effects and identifying the physical, intellectual, emotional and/or social nature of at least 1 of the links. Links are detailed and reasoned. Answers are well structured and logical with good spelling, punctuation and grammar throughout.</p>		
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Question 7

Question	Part	Sub Part	Marking Guidance	Mark	Comments
7	a		Working/ Work/ Workers/Co-workers/Peer/ Friendship (1)	1	Ignore colleague/ professional
7	b		Working/ Work/ Workers/Employer and employee/ Boss and worker- needs both (1)	1	Ignore colleague/professional
7	c		Family/ Father and Son/ Parent and child – need both (1)	1	
7	d		Friendship/ Friends (1)	1	
7	e		<p>Ref to Maya and Connor getting on well together will:</p> <ul style="list-style-type: none"> • help them feel good AW / enjoy job (1) • develop confidence (1) • feel supported (1) • able to share (1) • able to learn from one another AW/ problem solve together / work better AW (1) <p style="text-align: right;">max 4</p>	4	

Question 8

Question	Part	Sub Part	Marking Guidance	Mark	Comments
8			<p>Up to 2 marks for each correct explanation of a likely effect. No mark for repeating factors.</p> <p>Must clearly identify factor to score marks</p> <p>Factor 1 – Fahima is 22 years old. Effect</p> <ul style="list-style-type: none"> • being young/has life ahead of her (1) • giving her (self-)confidence (1) <p>Allow- being young (1) may lack confidence because inexperience/anxious AW (1)</p> <p>Factor 2 – Fahima has a university degree. Effect</p> <ul style="list-style-type: none"> • have sense of achievement/pride (1) • raising her (self-)confidence (1) <p>Factor 3 – Boyfriend, however, has just ended their long term relationship. Effect</p> <ul style="list-style-type: none"> • may feel down/sad/upset/angry/depressed (1) • reducing (self-)confidence (1) <p>Allow may feel good/relieved AW (1) but reduced (self-)confidence (1)</p> <p style="text-align: right;">2+2+2 = max 6</p>	6	Ignore reference to self-concept positive or negative.

Question 9

Question	Part	Sub Part	Marking Guidance	Mark	Comments	
9			Life event	Expected or Unexpected	3	
			Puberty	Expected		
			Getting married	Expected (1)		
			Having an accident	Unexpected (1)		
			Starting school	Expected (1)		
max 3						

Question 10

Question	Part	Sub Part	Marking Guidance	Mark	Comments
10	a		Likely answers: <ul style="list-style-type: none"> • monitor Paul's progress AW (1) • administer medicine AW (1) • apply-change dressings (1) 	1	Not household chores /cook/clean/shop

<p>10</p>	<p>b</p>	<p>Likely answer :</p> <p>1 Mark for each of the two of the Professional Carers given from the list below:</p> <ul style="list-style-type: none"> • GP (1) Not Doctor • Physiotherapist (1) • Occupational Therapist (1) • Home Care Assistant (1) Allow home carer NOT just carer <p style="text-align: right;">max 2</p> <p>Plus 1 mark for each action appropriately linked to the role</p> <p>If carer mark not awarded, then 0 marks for help</p> <p>(GP) could help by:</p> <ul style="list-style-type: none"> • diagnosing problems/ examining/monitoring (1) • prescribing medicines (1) • advising Paul (1) • referring him (1) <p>(Physiotherapist) could help by:</p> <ul style="list-style-type: none"> • providing mobility exercises for Paul (1) <p>(Occupational Therapist) could help by:</p> <ul style="list-style-type: none"> • arranging aids or adaptations to Paul's home (1) • giving advice (1) <p>(Home Care Assistant) could help by:</p> <ul style="list-style-type: none"> • practical help in home AW or example (1) <p style="text-align: right;">max 2</p>	<p>4</p>	<p>Not: counsellor, solicitor, lawyer, religious leader or example</p> <p>2+2 = max 4</p>
<p>10</p>	<p>c</p>	<p>Any one from the list below:</p> <ul style="list-style-type: none"> • Family/relative or example (1) • Friends (1) • Neighbours (1) • Volunteers (1) 	<p>1</p>	

10	d	<p>Accept any three of:</p> <ul style="list-style-type: none"> • shopping for Paul (1) • cooking – preparing meals (1) • spending time with him (1) • talking with him (1) • listening to him (1) • cleaning his house (1) • doing his washing (1) • taking him out / provide transport (1) • gardening for him (1) • carrying out household repairs (1) • checking on him (1) • giving advice (1) <p style="text-align: right;">max 3</p>	3	<p>Ignore: just supporting/ being there for him. Ignore- help around the house. Needs examples(s) to score.</p>
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