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GCSE

# Health and Social Care

Unit 1 Understanding Personal Development and Relationships

Mark scheme

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4820

June 2016

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Version: 1.0 Final

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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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

1	(a)	Adulthood/adult (1) – Allow young adult/ early adulthood (1) <b>NOT</b> middle -aged adult [1 mark]								
1	(b)	Infancy/infant (1) – <b>Not toddler/baby/child/children</b> [1 mark]								
1	(c)	19-65/ nineteen to sixty five (1) ( <b>Both needed for the mark</b> ) <b>NOT 19-65+</b> [1 mark]								
1	(d)	0-3/ nought-zero to three/ birth to 3-three (years) (1) ( <b>Both needed for the mark</b> ) [1 mark]								
1	(e)	4-10/ four to ten (1) ( <b>Both needed for the mark</b> ) [1 mark]								
2	(a)	<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;"><b>Gross</b></td> <td style="text-align: center;"><b>Fine</b></td> <td style="text-align: right;"><b>[1 mark]</b></td> </tr> <tr> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td></td> </tr> </table>		<b>Gross</b>	<b>Fine</b>	<b>[1 mark]</b>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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<b>2</b>	<b>(d)</b>	<b>[1 mark]</b>				
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<b>2</b>	<b>(e)</b>	<b>[1 mark]</b>				
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<b>3</b>	<p>Likely points are:</p> <ul style="list-style-type: none"> <li>• at the age of 7 Lilly will be relatively small AW</li> <li>• She will have been prepubescent AW</li> <li>• Lilly will have grown / gained weight AW <b>NOT</b> just weight changes</li> <li>• Body mass AW likely to have doubled through puberty/ growth spurt</li> <li>• Grown taller <b>NOT</b> just height changes</li> <li>• Gained strength/ stronger AW</li> <li>• Gained stamina/ can keep going for longer AW</li> <li>• Reached puberty AW</li> <li>• Produced sex hormones/ more hormones <b>NOT</b> just hormones</li> <li>• Started her periods / menstruation</li> <li>• Now able to have children/ reproduce</li> <li>• Her breasts will have enlarged</li> <li>• Her hips will have widened</li> <li>• Body hair/underarm hair/pubis hair will have grown</li> <li>• Lilly's genitals/ vagina AW will have increased in size</li> <li>• At 18 Lilly is nearly fully grown /fully grown AW <b>IGNORE</b> acne/ gross and fine motor skills</li> </ul> <p><b>Mark Band</b></p> <p><b>0 marks</b>      No work worthy of credit</p> <p><b>1 – 3 marks</b>    Answers are vague and/or repetitive covering at least 2 of the above points. Likely to omit points relating to the earlier years. Likely to contain irrelevant information e.g. intellectual ,emotional and/or social changes</p> <p><b>4 – 6 marks</b>    More detailed responses covering at least 5 of the above points. Likely to include points relating to the early years as well as those related to</p>
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		<p>puberty. May contain irrelevant information e.g. intellectual ,emotional and/or social changes</p> <p><b>7 – 9 marks</b> Detailed responses covering at least 8 of the above points with little, if any, irrelevant information e.g. intellectual ,emotional and/or social changes</p> <p><b>If irrelevancies are disproportionate to the band , reduce mark to bottom of the band</b></p>
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<b>4</b>		<p>Likely points are: <span style="float: right;"><b>[6 marks]</b></span></p> <ul style="list-style-type: none"> <li>• Sophia will gain knowledge/understanding /skills/ learn AW(1)</li> <li>• Benefitting her <b>intellectually</b> (1)</li> <li>• She may feel nervous/ anxious/ worried/ insecure/ lack confidence/ homesick AW (1) <b>NOT</b> lowered self-esteem</li> <li>• May feel sense of achievement /proud / more confident / more independent AW by going to university- if she gains a degree/ feel settled <b>later</b> (1)</li> <li>• Benefitting her <b>emotionally</b> (1) <b>IGNORE</b> will be lonely/ isolated</li> <li>• May lose contact with her old friends/friends from home/ make new friends/ meet with new people (1)</li> <li>• Develop her social skills/ interpersonal skills/ dealing with people (1)</li> <li>• Affecting her <b>socially</b> (1) <b>IGNORE</b> go out more/ not go out/ her social life</li> <li>• Needs to look after herself- or example- cook meals (1)</li> <li>• Affecting her <b>physically</b> (1)</li> </ul> <p><b>Allow</b> -Lack the support of family for any P.I.E.S.(1)</p> <p><b>No credit for physical, intellectual, emotional or social development terms unless qualified correctly.</b></p>
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<b>5</b>	<b>(a)</b>	Carlo and Sasha (1) <b>(Both needed for the mark, either order)</b> <span style="float: right;"><b>[1 mark]</b></span>
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<b>5</b>	<b>(b)</b>	Cassie and Dawn (1) <b>(Both needed for the mark, either order)</b> <span style="float: right;"><b>[1 mark]</b></span>
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5	(c)		Malik with either Carlo or Sasha <b>OR</b> Carlo and Sasha (1) <b>(Needs two names for the mark, either order).</b>	<b>[1 mark]</b>
5	(d)		Malik and Cassie (1) <b>(Both needed for the mark, either order)</b>	<b>[1 mark]</b>
5	(e)		Malik and Cassie <b>OR</b> Carlo and Dawn (1) <b>(Needs two names in correct combination for the mark, any order)</b>	<b>[1 mark]</b>
6			Accept: <ul style="list-style-type: none"> <li>• Leaving school (1)</li> <li>• Menopause (1)</li> <li>• Having a baby (1)</li> <li>• Retirement from work (1)</li> </ul> <b>List rule applies i.e. accept first answer only against each number</b>	<b>[4 marks]</b>
7	(a)		Accept: <ul style="list-style-type: none"> <li>• Foreign holidays(1)</li> <li>• Jewellery (1)</li> <li>• Leisure centre membership (1)</li> </ul> <b>List rule applies i.e. accept first answer only against each number.</b>	<b>[3 marks]</b>
7	(b)		Likely answers: (that a low paid job) <ul style="list-style-type: none"> <li>• increases stress/pressure AW(1)</li> <li>• may raise blood pressure (1)</li> <li>• may not eat adequately / change eating pattern/ eat less/ not eat enough/ lose appetite AW(1)  <b>IGNORE</b> eating poor quality/ fatty foods/ having no food / not able to afford healthy food / no money for food AW</li> <li>• suffer sleep problems (1)</li> <li>• may cause worry/ anxiety (1)</li> <li>• lower self-esteem/ self-confidence (1)  <b>IGNORE</b> affects self –esteem/ affects self-confidence ( needs to say lower / less) /depression/ ashamed</li> <li>• individual may not be able to do what friends do/ can't afford to go out with friends/ socialise AW (1)  <b>IGNORE</b> just can't afford to go out  <b>IGNORE</b> can't afford healthcare</li> </ul> <p>Allow positive points if clearly explained e.g. may feel good about coping on a low income AW (1)  May choose a low paid job as lifestyle choice/ less stressful (1)</p>	<b>[ 6 marks]</b>

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<b>8</b>		<p>Likely answers: <span style="float: right;"><b>[2 marks]</b></span></p> <ul style="list-style-type: none"> <li>• eye colour (1)</li> <li>• hair colour (1)</li> <li>• skin colour/ skin tone (1)</li> <li>• height (1)</li> <li>• facial features- dimples/ nose shape/ size of nose/ ear lobes/ chin shape AW (1) <b>NOT</b> just mouth/ nose</li> <li>• tongue rolling (1)</li> </ul> <p>Allow genetically inherited disorder examples such as:</p> <ul style="list-style-type: none"> <li>• Down syndrome (1)</li> <li>• Haemophilia or features (1)</li> </ul> <p><b>ALLOW</b> other examples of disorders which are inherited e.g. Cystic fibrosis (1)</p>
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<b>9</b>		<p>Likely answers: <span style="float: right;"><b>[5 marks]</b></span></p> <ul style="list-style-type: none"> <li>• (physically) Jadon will be fit/ lots of energy/ be energetic AW (1) <b>IGNORE</b> healthy</li> <li>• gain strength/ be strong/ have good muscle strength AW(1)</li> <li>• have good stamina/ can keep going AW (1)</li> <li>• his suppleness/ flexibility/mobility may increase (1)</li> <li>• body weight will be maintained/ lowered/ lower BMI (1) <b>ALLOW</b> may increase body weight as muscles develop</li> <li>• lowered risk of some diseases- example heart disease/ stroke AW (1)</li> <li>• improved respiratory function/ lung function (1) <b>IGNORE</b> immune system <b>NOT</b> just breathes better</li> <li>• (emotionally) will feel good/ happier AW (1) <b>IGNORE</b> feels proud/ confidence/ self-concept/self-esteem</li> <li>• not be stressed (1) <b>ALLOW</b> higher level answers e.g. endorphins/serotonin/ chemicals in brain released (1)</li> <li>• (socially) may meet people/ make friends at the gym/ exercise with friends maintaining friendships(1)</li> <li>• (intellectually) have a clear mind/ think straight / better focus/ better concentration AW (1)</li> </ul> <p style="text-align: right;">Max 5</p>
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<b>10</b>		Factors can be used in a variety of combinations –
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		<p><b>Positive factors</b></p> <ul style="list-style-type: none"> <li>• Karyna has a stimulating job as a Family Support Worker.</li> <li>• Karyna is studying part- time for an Open University degree.</li> <li>• Has three children ages 6,8 and 10.</li> </ul> <p>• Allow negative aspect of job / looking after young children/ study link e.g. creating time demands and raising stress level with physical/ emotional effects such as disturbed sleep/ irritability AW</p> <p><b>Negative factors</b></p> <ul style="list-style-type: none"> <li>• She divorced recently</li> <li>• lives in a small flat with her three children</li> <li>• Karyna’s diet is unbalanced as she eats too much food.</li> </ul> <p>Allow positive aspect of divorce/ having a flat in a link e.g. stimulating job and divorce from unhappy relationship raises “feel good” emotional effect.</p> <p><b>Mark Ranges</b></p> <p><b>0 marks</b> No work worthy of credit e.g. restates the factors or makes suggestions for improving Karyna’s life.</p> <p><b>1-2 marks</b> Answers which deal with the factors separately but do not make any links. For 2 marks answers cover a number of the factors or include the nature of at least one effect as being physical/ intellectual/ emotional/social. Answers tend to be vague and may be repetitive and there may be errors in spelling, punctuation and grammar.</p> <p><b>3-4 marks</b> For 3 marks answers make 1 link between two factors with an appropriate reasoned combined effect. For 4 marks the physical/ intellectual/emotional/social nature of the reasoned combined effect is included. Answers are organised but may lack precision. There may be occasional errors in spelling, punctuation and grammar.</p> <p><b>5-6 marks</b> For 5 marks answers make 2 or more links between two factors with appropriate reasoned effects or 1 link of 3 or more factors with appropriate reasoned combined effect. For 6 marks the physical/ intellectual/emotional/ social nature of at least one of the reasoned combined effects is included. Answers are detailed, logical and well structured. Spelling, punctuation and grammar will be good throughout the answer.</p>
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11	(a)	<p>Accept:</p> <ul style="list-style-type: none"> <li>• Feeling respected/looked up to/ proud AW (1)</li> <li>• Raises self-confidence/ confidence (1)</li> </ul> <p><b>NOT</b> negative arguments e.g. idea that mature means old</p> <p><b>No mark for raising self-esteem/self-concept.</b></p>	<b>[2 marks]</b>
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11	(b)	Accept:	<b>[2 marks]</b>
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		<ul style="list-style-type: none"> <li>Feeling down/unhappy/upset/ sad/ disappointed AW (1) <b>IGNORE</b> depressed/ angry/feel ashamed/ feel embarrassed/ worried</li> <li>Lowers self-confidence/ confidence (1) <b>IGNORE</b> feel worthless/ useless/ not good enough</li> </ul> <p><b>No mark for lowers self-esteem/self-concept.</b></p>
11	(c)	<p>Accept: <span style="float: right;"><b>[2 marks]</b></span></p> <ul style="list-style-type: none"> <li>May feel vulnerable/ anxious/ worried AW (1) <b>IGNORE</b> feels down/sad/depressed</li> <li>Lowers self-confidence/ confidence (1)</li> </ul> <p><b>No mark for lowers self-esteem/self-concept.</b></p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Having gained wisdom AW/ had many life experiences over the years (1) <b>IGNORE</b> feels proud/ sense of achievement/ feels good/feels happy</li> <li>Raises self-confidence/ confidence (1)</li> </ul> <p><b>No mark for raising self-esteem/self-concept.</b></p> <p><b>Answers must have a confidence point to gain the second mark.</b></p>
12	(a)	<p>1 mark for the professional carer named and 1 mark for each of the <b>two</b> different ways the professional carer can help. If professional carer incorrect do <b>not</b> mark help section. If professional carer is blank, must have carer identified clearly in help section to access help marks <b>only</b> <span style="float: right;"><b>[3 marks]</b></span></p> <p>Likely professional carers:</p> <ul style="list-style-type: none"> <li>Counsellor/ GP (1) <b>NOT</b> Councillor. Must have an “s” to gain the mark <b>NOT</b> Doctor</li> </ul> <p>Could help by (Counsellor):</p> <ul style="list-style-type: none"> <li>talk with Oscar (1 )</li> <li>listen to him(1)</li> <li>advise Oscar (1)</li> </ul> <p>Could help by (GP):</p> <ul style="list-style-type: none"> <li>prescribing medication/ example for Oscar (1)</li> <li>refer Oscar to a Counsellor (1) Will allow misspelling of Counsellor in the help section of GP.</li> <li>advise Oscar (1)</li> </ul> <p>If support given as answer must be qualified for marks <b>ALLOW</b> for either carer- refer to bereavement support group</p>

12	(b)	<p>1 mark for the non-professional carer named and 1 mark for each of the <b>two</b> different ways the non-professional carer can help. <b>[3 marks]</b></p> <p>Likely non-professional carers:</p> <ul style="list-style-type: none"> <li>• family or example/friends/ neighbours/ volunteers (1)</li> </ul> <p>Could help by:</p> <ul style="list-style-type: none"> <li>• helping with funeral arrangements (1)</li> <li>• spending time with Oscar/ staying with him (1)</li> <li>• taking Oscar out/socialising with him AW (1)</li> <li>• checking that Oscar is O.K. for example- eating properly (1)</li> <li>• talking with Oscar (1)</li> <li>• listening to him (1)</li> <li>• advising him (1)</li> <li>• helping with meals(1)</li> <li>• household tasks or examples –cooking-shopping cleaning –gardening 1 mark each</li> </ul> <p><b>NOT</b> money answers / toileting/ bathing</p> <p style="text-align: right;">Max 2</p>
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13		<p>Likely answers: <b>[2 marks]</b></p> <ul style="list-style-type: none"> <li>• Isla may be malnourished AW/ not grow properly/ underweight AW (1)</li> <li>• may have( untreated) injuries (1)</li> <li>• often ill/often has infections or example/ will be run down AW (1)</li> <li>• may be withdrawn/ shy/ lack confidence AW(1)</li> <li>• <b>IGNORE</b> feel worthless/ low self-esteem/ low self-concept</li> <li>• lack social skills/ communication skills /interpersonal skills (1)</li> <li>• be depressed/ down/ sad AW (1)</li> <li>• <b>IGNORE</b> upset</li> <li>• be anxious/ more clingy than others of her age/ fearful (1)</li> <li>• may not do well at school/ miss school/ not concentrate at school AW (1)</li> <li>• may be attention seeking/ have behavioural problems (1)</li> <li>• <b>NOT</b> have relationship issues/ attachment problems/ trust issues</li> <li>• <b>IGNORE</b> look scruffy/ wear unclean clothes/ maybe dirty</li> </ul> <p><b>List rule applies</b></p>
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