

Health & Social Care (Double Award)

General Certificate of Secondary Education **GCSE 1493**

Mark Schemes for the Units

June 2006

1493/MS/R/06

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2006

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

General Certificate of Secondary Education

GCSE Health and Social Care (Double Award) 1493

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
4871	Understanding personal development and relationships	1

Mark Scheme 4871
June 2006

Question	Expected Answer	Mark	Total
1 (a)	<p>One mark for each correct answer. Five required e.g. One mark for the correct life span. Each must be accurate to gain one mark.</p> <ul style="list-style-type: none"> • Sarah adulthood/adult 19-65 • Baljit adolescence/adolescent 11-18 • Grant infancy/infant 0-3 • Sunil childhood/child 4-10 • Maggie older adulthood/elderly 65+ <p style="margin-left: 40px;">older person, later adulthood/ older adult</p> <p>Note: age span can be one year either side of the range</p>	10 x 1	[10]
	<p>One mark for each correct response. Five required e.g.</p> <ul style="list-style-type: none"> • reduction in height later adulthood, old age, older person, 65+/elderly • learns to crawl infants/infancy • voice breaks adolescence • learns to read and write childhood/child • achieved maximum size adulthood/adult 	5 x 1	[5]
2 (a)	<p>One mark for each correct response given. Six required.</p> <ul style="list-style-type: none"> • emotional • physical • social • intellectual • physical • emotional 	6 x 1	[6]
(b)	<p>One mark for each correct answer. Four required eg</p> <ul style="list-style-type: none"> • can crawl • understands 'no' and 'bye bye' • can sit up unaided • picks up objects between finger and thumb • starts babbling • communicates by smiling 	4 x 1	[4]

Question	Expected Answer	Mark	Total
2 (c)	<p>One mark for each correct description. Five required.</p> <ul style="list-style-type: none"> • will meet new people/talk to others and will be able to socialise • will not become isolated/bored and will be intellectually or socially stimulated • mental stimulation/will keep brain active when learning new skill • a chance to share with others and be part of a social group • improved self esteem as she will have achieved a new skill/wider vocabulary • could widen her knowledge/experience • gives her an interest helps to stimulate her socially/intellectually/join chat rooms • feels valued and will improve self concept/self esteem • may become more confident • have a sense of achievement • could communicate with her friends by email • she can find information on the Internet • will gain more knowledge of how computers work • shopping on line <p>Note: if a list is given instead of a description sub-max of 2 If a valid combination is given accept the answer</p> <p><i>Answers may be interchanged providing the answer shows how it will help with social and intellectual development.</i></p>	5 x 1	[5]

Question	Expected Answer	Mark	Total
3 (a)	<p>One mark for each example with a maximum of two for each main factor given.</p> <p>Economic</p> <ul style="list-style-type: none"> • well paid job for father • enough money for needs and wants • bought a car • bought a caravan • house in the country/buying a house • no debts • mother works in a nursery/two days a week <p>Genetic</p> <ul style="list-style-type: none"> • red hair • short/height <p>Social</p> <ul style="list-style-type: none"> • likes playing with his sister • good relationship with parents • plays with other children at nursery • going on holiday/visiting caravan at weekend • makes things/listens to music <p>Environmental</p> <ul style="list-style-type: none"> • has a small garden/doesn't have a big garden • owns house in village/lives in a village • caravan by the sea • lives in a terraced house • unpolluted air <p>Emotional</p> <ul style="list-style-type: none"> • likes playing with his sister/happy when playing with little sister • feels good when he is making things • happy family/good self-esteem • security from family • likes playing with other children/friends • enjoys visiting caravan • listening to stories are fun/make them happy • he is happy where he lives 	10 x 1	[10]

Question	Expected Answer	Mark	Total
3 (b)	<p>Two marks for each correct explanation of a positive effect on development. Three required eg</p> <ul style="list-style-type: none"> • learn to control emotions so will not become angry/frustrated • increase in eye-hand co-ordination as a result of the activities • wider vocabulary as a result of stories/songs/activities • increased confidence through mixing with others/being away from parent • improved self esteem as a result of being able to do more tasks/meet new people • intellectual stimulation as a result of activities such as painting/stories/making things • learning and social skills when mixing with other children/eating meal • learning acceptable behaviour through watching others/being told what is acceptable • feels valued when he is asked what he would like to do • physical activities are likely to stimulate use of energy • become more independent as he is away from his mother/family/meet other adults • likes listening to stories/doing creative activities so he is learning new things • playing with other children will improve physical development/encourage sharing • he will learn to share toys to improve social skills/emotional well-being/proud of himself <p>Note: if a list without an explanation a sub-max of 3.</p>	3 x 2	[6]

Question	Expected Answer	Mark	Total
3 (c)	<p>Two marks for each explanation of how Maria's self esteem could be affected, two required, One mark for identification, sub-max of 2.</p> <ul style="list-style-type: none"> • reduced self esteem as she may feel worthless/useless as she has to depend on husband's income • not feel valued as she may feel that others considered she was not contributing • angry that she was the person who was made redundant and not others • guilty as she is no longer contributing to the family income • depressed as she no longer has work to do/not able to contribute • not fulfilled as she has nothing to stimulate her intellect/nothing to challenge her • happy as she no longer has to push all her housework into three days • lose confidence as she may feel unwanted • bored being at home all day and not stimulated individually • may feel she is letting her son down as she is not at nursery school anymore • her self-esteem may increase because she is challenged to start something new • may have a low self-esteem/be depressed and not want to go out • ashamed as she does not earn money for herself • loss of role as she may feel ashamed/loss of confidence/loss of self-esteem <p>Note: If no explanation but a list is given, a sub-max of two.</p>	2 x2	[4]
		Total	[20]

Question	Expected Answer	Mark	Total
4 (a)	<p>One mark for each example of the relationship. One for each feature required.</p> <ul style="list-style-type: none"> • Sheema and her mother <ul style="list-style-type: none"> - mother and daughter/family/parent and child/emotional/friendship/carer Feature: <ul style="list-style-type: none"> - bonding/loving/sharing/support/protection/walking to school with her each day dependency/being responsible/feeling valued/arguing • Sheema and her brother <ul style="list-style-type: none"> - siblings/brother and sister/family/emotional/role model Feature: <ul style="list-style-type: none"> - sharing/loving/support/quarrelling/jealousy/mutual support/playing/protection/looks after/bonding • Sheema and her teacher <ul style="list-style-type: none"> - teacher-student/pupil-teacher/working/professional/intellectual Feature: <ul style="list-style-type: none"> - Friendship/supervisor/giving knowledge/protection/disciplinary/working together/helping Sheema to feel valued/providing intellectual stimulation/dependency/respect/trust <p><i>Examples from the case study are acceptable.</i></p>	6 x 1	[6]

Question	Expected Answer	Mark	Total
4 (b)	<p>One mark for each description. Three required eg</p> <ul style="list-style-type: none"> • Sharing - being willing to share material possession and/or knowledge/ games • Interest - being interested in the same things/having fun • Confidentiality - being able to trust another person with secret information • Tolerance - being tolerant of the other's faults • Reliability - being there for the other person/ look after one another • Loyalty - remaining friends even when the other person has done something that hurts/not talking behind their backs • Confident - being able to talk about problems • Happiness - having someone to share with/be with • Honest - with one another when talking about problems • Socialise - going out together • Trust - can rely on them to keep information to themselves • Emotional support - always there to listen/someone who talks to you and understands 	3 x 1	[3]

Question	Expected Answer	Mark	Total
4 (c)	<p>High level: 5-6 marks Candidates will give a range of examples, accurately explaining how the children's development is likely to be affected. They will include detailed information to cover at least two areas of the PIES. They will link this to the development of the children. Answers will be developed logically.</p> <p>Mid-range response: 3-4 marks Candidates will give at least one example, describing how the children's development is likely to be affected. They will include information to cover at least two areas of the PIES. They will loosely link this to the development of the children. There will be some factually correct information included. Alternatively, they could discuss two aspects of one P.I.E.S in detail</p> <p>Low level response: 0-2 marks At least one area of the PIES will be covered or one example given, but this may not be explicitly mentioned. Evidence is likely to be presented in the form of a list.</p> <p>Physical p less likely to be ill because they feel valued p good mental health because they can talk about things p co-ordination will be developed through use of large equipment for playing p they will be physically fit (through using outdoor equipment), playing</p> <p>Intellectual i will be encouraged to widen vocabulary through reading/listening i they will be used to communicating with others, through talking with parents i they will be used to expressing their thoughts and opinions i they will be used to ordering their thoughts through sharing/things</p> <p>Emotional e they will feel secure as parents are protecting them from danger e they will feel happy because they can talk about worries/fears e they will not worry or bottle up their emotions as they can talk freely e they will feel valued as they are listened to and can share with their parents/not ignored e they will have a good self concept because the feel valued/ have a high self esteem/develop good morals e enjoy having good role models e unhappy because of arguments e they may feel jealous of other families e children love one another e playing together may help them to bond e trusting/respecting one another</p> <p>Social s they will have the ability to communicate/express themselves, because they are used to talking with their parents s they will feel confident when with others because they will have built up good relationships with their parents</p>		[6]

Question	Expected Answer	Mark	Total
	s they will not be afraid of mixing with others/learn how to behave Effects on development d increased self esteem d increased confidence d will probably have a good self concept because they have felt valued d will probably have developed social skills d will probably be able to form good relationships with others d could be more independent d will probably be able to make decisions/choices more easily d may feel unwanted		
		Total	[15]

Question	Expected Answer	Mark	Total
5 (a)	One mark for expected/unexpected <ul style="list-style-type: none">• unexpected Two marks for a complete reason eg <ul style="list-style-type: none">• the accident was not planned, it just happened• there was no warning and therefore it was unexpected	3 x 1	[3]

Question	Expected Answer	Mark	Total
5 (b)	<p>High level response: 5-6 marks Candidates will accurately explain at least two ways in detail that the children's self concept could be affected. The answers will show a high level of understanding and the ability to emphasise with their situation. There will be evidence of synthesis within the work and answers will be developed logically.</p> <p>Mid-range response: 3-4 marks Candidates will accurately explain at least two ways that the children's self concept will be affected or three briefly. The answers will show a sound level of understanding and some ability to emphasise with the children's situation. There will be evidence of coherence within the work and answers will be factually accurate.</p> <p>Low level response: Marks 0-2 Candidates will accurately explain one way that the children's self concept will be affected. The answers will show a basic level of understanding. There will be little if any explanation. Answers are likely to be muddled.</p> <p>Affect on self concept:</p> <ul style="list-style-type: none"> • may have a low self esteem as they may feel their family is different from other/that their father cannot do the same for them as other fathers eg play football • may feel angry that the accident has happened/did their father take enough care • may feel angry because they cannot afford to do the things they used to do, for example, go on holiday, join clubs • may feel sad for their father because he is depressed about not being able to do things and they could become depressed and not want to join in normal activities • may lack understanding/become hostile/angry and frustrated about their fathers condition. They may think he is just being lazy and become verbally abusive • may gain understanding of their father's condition and be able to understand others • may be worried because they think they will be turned out of their house • may be badly behaved as they are bored or resentful that they cannot do the same activities as others/mother may not have as much time for them as she is spending more time looking after their father • may become withdrawn and not want to mix with others socially as they do not feel the same as others • may break the law as a means of showing their anger and resentment about their fathers condition • loss of confidence because their lives have changed knowing that their parents cannot afford to do the things they used to do they may refuse to join in with activities • may lack concentration and not do as well at school • may wet the bed as a result of the sudden change/worry • may quarrel with friends as they are worried/frustrated and this could leave them isolated from their peers • children said/upset because their father is in pain • self-esteem may go up because they are helping their father • may be embarrassed as may not wish to bring friend around • may be scared to ride a bicycle as may think it could happen to them • may be upset because their Mum has to work harder and she may get angry with them sometimes/parents may have more arguments • could be bullied because their Dad is in a wheelchair 		[6]

Question	Expected Answer	Mark	Total
5 (c)	<p>High level of response: 5-6 marks</p> <p>The candidate can accurately explain how joining clubs and taking part in activities can influence the children's development. At least two ways will be given in detail. Candidates will link these with the effects on development. The explanation is developed logically and supported by reasoning and relevant information. When explaining the good candidate will give examples to illustrate the points being made.</p> <p>Mid-range response: 3-4 marks</p> <p>The candidate can give some factually correct information that is applied to the children's situation to show how attending a club or taking part in activities can influence their development. At least two ways will be given. There will be at least one effect on development explicitly mentioned. Examples could be used to illustrate the point being made.</p> <p>Low-level response: 0-2 marks</p> <p>The candidate can identify at least one way that attending a club or taking part in activities can influence the children. Or they may give at least one effect on their development. They may just give actual examples. Answers are likely to be in the form of a list.</p> <p>How joining a club or taking part in activities may affect development:</p> <ul style="list-style-type: none"> • emotionally they will feel happier as they are taking part in activities they enjoy • may have less time to do things together as they will be following their own interests • their interests could become too narrow if the focus on just one club or one activity • could increase their self confidence as they will become accustomed to meeting other people • verbal skills may increase as they will meet people from different backgrounds and different cultures • may widen their skills/knowledge and be intellectually stimulated • they may develop a wider circle of friends and feel able to talk to them/socialise/be part of a group • they will have things to talk about to the family and to others • develop a high self concept/self esteem as they become confident • may not be afraid to accept a challenge as they are used to trying new things • may be more accepting of others/more understanding as they meet a variety of people • develop a sense of achievement because they can do new things • may become more interesting people due to skills and interests they have developed • could become fitter if their interest is a physical activity • improved mental health as they are getting stimulation and leading a balanced lifestyle • can escape from situation at home and take their mind off the troubles/worries • they could be getting regular exercise and keeping fit, so they are physically/intellectually stimulated • talk to people at the club which helps to relieve feelings/make happier 		[6]
		Total	[15]

Question	Expected Answer	Mark	Total
6 (a)	<p>Marks will be awarded for the quality of this response.</p> <p>High level of response: 5 marks Candidates will accurately explain in detail at least two ways that Leroy's self concept will be affected. The answers will show a high level of understanding and the ability to empathise with Leroy's situation. There will be evidence of synthesis within the work and answers will be developed logically.</p> <p>Mid-range response: 3-4 marks Candidates will accurately explain at least two ways in that Leroy's self concept will be affected or three briefly. The answers will show a sound level of understanding and some ability to empathise with Leroy's situation. There will be evidence of coherence within the work and answers will be factually accurate.</p> <p>Low-level response: 0-2 marks Candidates will accurately explain one way that Leroy's self concept will be affected. The answers will show a basic level of understanding. There will be little if any explanation. Answers are likely to be muddled.</p> <p>Affect on self concept</p> <ul style="list-style-type: none"> • low self esteem/self concept as he may feel that he is not able to contribute financially/do anything for the children/help his wife with daily tasks • feel angry that the accident has happened to him, not to someone else • feel guilty that he cannot contribute in any way to family life that he will not be able to work • be happy/grateful because the accident could have made it impossible for him to move at all. He can shuffle around the house and do some things for himself • feel depressed as he has to depend on others for most daily tasks/has no-one else to talk to so could feel lonely • may be worried because he does not know how the family are going to survive financially/how the bills are to be paid • may be frustrated as he cannot sit at his computer for any length of time so cannot get jobs done • may be resentful and feel that the world is passing him by/not getting the promotion he had worked so hard for • may not feel valued as he cannot contribute very much and may think that he is a nuisance to his wife and family • loss of confidence as he cannot work or contribute positively to family life • he could feel dependent on his family/others and think the accident was his fault • may feel his family is not longer able to depend on him for support and that he is unable to contribute <p>Note: answers may be used in different combinations.</p>		[5]

Question	Expected Answer	Mark	Total
6 (b)	<p>One mark for the identification of the professional care worker. Two marks for each detailed and factual explanation of how the professional would provide support. One mark if the explanation is brief.</p> <ul style="list-style-type: none"> • GP/Doctor <ul style="list-style-type: none"> check blood pressure, pulse diagnose illness write prescriptions advise Leroy about his health write reports liaise with other agencies makes an assessment of need • Social worker <ul style="list-style-type: none"> observes Leroy to find out what he can or can't do talks/asks questions makes an assessment of Leroy's needs liaise with other agencies writes reports provides information • District nurse/ Practice nurse <ul style="list-style-type: none"> takes pulse and blood pressure monitors health changes dressings provides health advice • Health Visitor/ Advisor <ul style="list-style-type: none"> gives advice about diet provides health promotion advice provides general information on aspects of lifestyle • Community Psychiatric Nurse <ul style="list-style-type: none"> assesses mental health needs checks on medication needs provides advice about mental health and well being liaises with other professionals reports to GP • Health Care Assistant <ul style="list-style-type: none"> assists with bathing assists with dressing assists with feeding assists with toileting • Physiotherapist <ul style="list-style-type: none"> assess mobility needs provides exercise programmes gives massage 	5x3	[15]

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none"> <li data-bbox="405 210 1182 443">• Occupational Therapist makes an assessment of the home for aids and adaptations discusses needs with service user/relatives makes suggestions about aids and adaptations liaises with other agencies <li data-bbox="405 479 1182 880">• Care Assistant helps with shopping provides emotional and social support through talking with service users prepares snacks helps with domestic duties (cleaning, dusting, tidying) may do hand washing helps with dressing/choosing clothing takes client to the toilet Note: Do not accept 'bathing' <li data-bbox="405 949 1182 1081">• Counsellor/ Psychiatrist/ Psychologist talks listens challenges thoughts draws out worries <p data-bbox="405 1149 627 1216"><i>P = Professional</i> <i>S = Support</i></p> <p data-bbox="405 1249 807 1317">Note: Do not accept 'bathing' <i>The NHS is not a professional.</i></p>		
		Total	[20]

Specification Grid**Unit 3: Understanding Personal Development and Relationships**

Questions	AO1	AO3
1	15	
2	10	5
3	4	16
4	4	11
5	6	9
6		20
Total	39	61

**General Certificate of Secondary Education
Health & Social Care (Double Award) 1493
June 2006 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
4869	Raw	50	46	41	36	31	25	20	15	10	0
	UMS	100	90	80	70	60	50	40	30	20	0
4870	Raw	50	46	41	36	31	26	21	16	11	0
	UMS	100	90	80	70	60	50	40	30	20	0
4871	Raw	100	89	80	71	62	51	41	31	21	0
	UMS	100	90	80	70	60	50	40	30	20	0

Entry Information

Unit	Total Entry
4869	11561
4870	11646
4871	10630

Specification Aggregation Results

GRADE	A*A*	AA	BB	CC	DD	EE	FF	GG	UU
UMS	270	240	210	180	150	120	90	60	0
Cum %	0.74	7.27	24.56	49.70	69.32	83.54	93.27	98.36	100.0

12 013 candidates were entered for aggregation this series.

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2006

