

Health & Social Care (Double Award)

General Certificate of Secondary Education **GCSE 1493**

Mark Schemes for the Units

January 2007

1493/MS/R/07J

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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.

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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
*	Grade Thresholds	16

Mark Scheme 4871
January 2007

Question	Expected Answer	Mark	Total
1 (a)	<p>One mark for each correct life stage, FIVE required. One mark for each correct age span, FIVE required from:</p> <ul style="list-style-type: none"> • Kim adulthood/adult 19 - 65 • Zoe old age/older adult/elderly/ late adulthood 65+ • Uzma adolescence/adolescent 11 - 18 • Angus childhood/child 4 – 10 • James infant/infancy 0 - 3 <p><i>Note: Allow candidates a mark if they are one year either side of those given for age span.</i></p>	5x1 5x1	[10]
1 (b)	<p>One mark for each gross motor skill for a one year old, THREE from:</p> <ul style="list-style-type: none"> • 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 • 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 	3x1	[3]
1 (c)	<p>One mark for a correct definition of the term 'expected patterns of growth', TWO from:</p> <ul style="list-style-type: none"> • 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 <p><i>Note: These can be interchanged provided they answer the question asked.</i></p>	2x1	[2]

Total: [15]

Question	Expected Answer	Mark	Total
2 (a)	<p>One mark for each correct milestone being placed in the correct order, FIVE from:</p> <ul style="list-style-type: none"> • can smile • can roll over from front to back • can walk • can skip • can ride a two wheeled bike <p><i>Note: If one answer given is incorrect but the next is correct a mark is given for the correct answer.</i></p>	5x1	[5]
2 (b)	<p>One mark for the correct PIES being identified, FOUR from:</p> <ul style="list-style-type: none"> • emotional • physical • social • intellectual 	4x1	[4]
2 (c)	<p>One mark for each physical change, THREE required. One mark for each social change, THREE required from:</p> <p>Physical:</p> <ul style="list-style-type: none"> • 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 • could be generally slower • eyesight worsens • hearing worsens • more likely to get muscle weakness • taste/smell <p>Social:</p> <ul style="list-style-type: none"> • friends die/not so much contact with friends/family • becomes withdrawn • no longer able to work • may feel lonely • may develop speech problems • may have to give up own home • may be forced to depend on others/family/professionals/ family visit more often • could have more friends because there is time to join clubs • could have grandchildren • may become more housebound/isolated 	3x1 3x1	[6]

Total: [15]

Question	Expected Answer	Mark	Total
3 (a)	<p>One mark for each correct factor placed in the correct group, EIGHT required from:</p> <p>Environmental:</p> <ul style="list-style-type: none"> • living in open countryside • pollution when working <p>Social:</p> <ul style="list-style-type: none"> • no friends • having a good education • playing football <p>Economic:</p> <ul style="list-style-type: none"> • owning his own house • owing a lot of money/having debts <p>Physical:</p> <ul style="list-style-type: none"> • eating lots of curries • playing football <p>Note: Answers can only be accredited once.</p>	8x1	[8]
3 (b)(i)	<p>One mark for each positive factor given, TWO required. One mark for explaining why the factor is positive, TWO required from:</p> <p>open countryside:</p> <ul style="list-style-type: none"> • pleasant to look at/helps to relax/feel less stressed • pleasant to live in/quieter/healthier/peaceful • helps him to feel good/no pollution • feels happy because he has a nice area to live in • get out for walks <p>owning his own house:</p> <ul style="list-style-type: none"> • gives him security • feels secure • feels confident/achieved something • has something to rely on financially • gives independence <p>playing football:</p> <ul style="list-style-type: none"> • keeps him fit/healthy • gives him an interest • meets new people • makes friends • makes him feel part of team • helps him to feel valued <p>having a good education:</p> <ul style="list-style-type: none"> • could help him to have a good job • could help him earn good money/have a good income • could help him to make/keep friends • feels more confident • enables him to learn more easily • could have a wide knowledge • could feel more stimulated • gives him more choices/options • able to go to further/higher education • will boost self-esteem/self-concept 	2x1 2x1	[4]

Question	Expected Answer	Mark	Total
3 (b)(ii)	<p>One mark for one correct negative influence. ONE required.</p> <p>One mark for the reason why it is negative, ONE required from:</p> <p>Pollution:</p> <ul style="list-style-type: none"> • causes breathing/lung problems • adds to dirt and grime e.g. clothing • could be depressing <p>No friends:</p> <ul style="list-style-type: none"> • could become depressed • could be lonely • could become withdrawn/isolated • may not have anyone to socialise with • could be bored/lack stimulation • could lack confidence <p>Having debts:</p> <ul style="list-style-type: none"> • could worry • could be stressed • could cause absence from work • could cause him to be withdrawn/isolated • could lose his house <p>Eating lots of curry:</p> <ul style="list-style-type: none"> • not getting a balanced diet • more prone to illness • could be putting on weight • breath could be unpleasant so people avoid him 	1x1 1x1	[2]

Question	Expected Answer	Mark	Total
3 (c)	<p>Candidates must link one factor with another.</p> <p>High range: 5-6 Candidates will make detailed links for all three factors showing a high level of understanding of how each has influenced Steve's development. Answers will include informed decision making.</p> <p>Mid-range response: 3-4 Candidates will make brief links for all three factors showing a sound level of understanding of how each has influenced Steve's development. Answers will include some decision making.</p> <p>Low level response: 0-2 Candidates will link at least two factors together to show a basic understanding of how development has been affected. Answers are likely to be muddled.</p> <p>Knowledge requirements:</p> <p>Good family relationships linked to a broken marriage linked with good access to health facilities.</p> <p>(a) had family he could trust so when marriage broke up he had someone to talk to</p> <p>(b) allows Steve to discuss his problems with his family</p> <p>(c) helps Steve not to feel so isolated</p> <p>(d) helps Steve to feel more confident</p> <p>(e) gives Steve someone to discuss his ideas with</p> <p>(f) Steve is confident in accessing health services so will not be afraid to go if he is not feeling well</p> <p>(g) able to access health facilities so he enjoys good health this could result in improved self esteem</p> <p>(h) feels good about himself so he may be less likely to take time off work</p> <p>(i) he is able to access good health facilities so he enjoys good health and is less prone to illness which means he could invite friends to stay and could socialise more</p> <p>(j) having supportive family means he will feel loved and cared for</p> <p>(k) having supportive family means they would be there for him if was ill so he would feel good/have a good self-esteem/feel safe/can access health services</p> <p>(l) a broken marriage could cause Steve to have severe depression or illness so he accesses health services easily</p> <p>(m) Steve could feel lonely because of his broken marriage, so he could turn to his supportive relatives who would listen/given advice/talk to him</p> <p>Note: The emphasis is on linking one factor with another and then giving an explanation.</p>		[6]

Total: [20]

Question	Expected Answer	Mark	Total
4 (a)	<p>One mark for each correct emotional characteristic, THREE from:</p> <ul style="list-style-type: none"> • may be very opinionated • rebellious • moody/mood swings • likes independence/confident • quarrels with parents • likes friends/has friends/breaks friendships • has relationships with opposite sex/has sexual relationships/marriage/falling in love • wants to be accepted by peers • may feel stressed/under pressure • jealousy 	3x1	[3]
4 (b)	<p>Two marks for a full explanation of how successful working relationship can affect development, THREE from:</p> <ul style="list-style-type: none"> • could feel confident as there are no tensions at work • can improve self esteem because the person will feel fulfilled • can make the person feel confident as they believe they are making a contribution/work better • can make a person feel valued as they feel part of the decision making process • can increase independence as they will feel confident about the decisions they make • can help to learn new things/develop new skills and so will feel good about self/fulfilled/mentally stimulated/confident • can improve relationships with others/colleagues as they feel they can give support • learn from others • gain confidence/feel stimulated • could improve job prospects/promotion/bonus/references so would work harder • could make a person feel happier as they would know they have friends at work/help in decision making • working with experienced/highly qualified people could make him feel under pressure/become depressed • could be good friends and go out together so would socialise • it could help the company because everyone is getting along/working as a team • having respect because you have done well in your job will raise self-esteem • will not feel isolated and will improve their personal skills <p>Note: For identify or very brief descriptions a sub-max of 3 should be awarded.</p>	3x2	[6]

Question	Expected Answer	Mark	Total
4 (c)	<p>Two marks for each full explanation of how redundancy and unemployment can affect development, THREE from:</p> <ul style="list-style-type: none"> • could feel angry so may have a low self-esteem/feel worthless • make people feel they are not valued as they are not needed for a job • may feel that they have nothing to contribute so will have a low self concept • may feel worthless/useless/depressed because they are no longer able to contribute • may feel left out/unwanted because they are not able to work/or are not wanted • could feel that their position at home is threatened because they can no longer provide for the family • may feel a lack of confidence now they no longer have a positive role • may not be able to get another job so may feel he is unable to provide for his family so feels useless/may not develop his intellectual skills • may lose friends so may get lonely • may feel that he has more opportunities to do other things and this would make him happier • could become stressed as he may be worried about finances/keeping the family/not being able to do the same things • could become ill and not be able to look for other work/ join in activities • reduced income/lack of money so he may not be able to buy things/have to sell house/buy smaller house • could be happy because he doesn't have to work any more • could feel resentful that Erin and Asif still have their jobs • may not go out as much so could become less fit/less mobile • Bobby will spend more time with his family so he will socialise <p>Note: For identify or very brief descriptions a sub-max of 3 should be awarded.</p>	3x2	[6]

Total: [15]

Question	Expected Answer	Mark	Total
5 (a)	<p>One mark for each correct identification of the effect on self concept of each action, THREE from:</p> <p><i>Good relationships with friends at the day care centre:</i></p> <ul style="list-style-type: none"> • feel valued/good about herself/feel better • feel happy • feel confident • feel fulfilled • higher self esteem <p><i>Poor relationship with a close family member:</i></p> <ul style="list-style-type: none"> • withdrawn • sense of unfairness • sense of guilt • angry • low self esteem • jealousy • feeling hurt/upset/depressed • lonely/nobody wants her • makes her feel she is a bad mother <p><i>Getting on well with health professionals:</i></p> <ul style="list-style-type: none"> • feel secure • feel protected • trusting/happy • respected • high self esteem • likely to confide confidential information • may feel she is being treated equally so will feel more confident • may feel more confident as they have the skills she needs 	3x1	[3]

Question	Expected Answer	Mark	Total
5 (b)	<p>Two marks for each full explanation, FOUR required from:</p> <ul style="list-style-type: none"> • less independent because she is dependent on others • useless because she cannot do things for herself • have a low self esteem because she cannot contribute herself • have a lack of self respect because she cannot do things for herself • may feel guilty because she cannot contribute • may be less likely to confide in her carers because she cannot trust them • feel happier because she now has staff who know how to care for her/can rely on them • may feel unhappy because she has to rely on other people to care for her • may feel unhappy because she is a burden to her family • may be unhappy because the shopping and cleaning are not being done in the same way as she would do it • unhappy because the cleaning and shopping are not being done as often as Carolyn would like • angry because she can no longer do the things she used to do/have to rely on other people • may feel that her family does not care for her as they will not let her do anything for herself • may feel less stressed as she does not have to do jobs that tire her • she may feel embarrassed as she needs personal help (toilet, bathing, etc) • she may feel that carers/other people don't like her and don't want to help her • she could feel sad because she has lost her independence • she could be worried that people will take advantage of her and then she would not be able to respond • she may feel she does not want people's help and then feel guilty when she realises she does • she becomes frustrated because she cannot do anything for herself <p><i>Note: For identify or very brief descriptions a sub-max of 4 should be awarded.</i></p>	4x2	[8]

Question	Expected Answer	Mark	Total
5 (c)	<p>One mark for each way faith groups could help Carolyn, FOUR from:</p> <ul style="list-style-type: none"> • talking to Carolyn and listening to her views • providing information about different services/things to do • inviting Carolyn for a meal/having a meal with Carolyn • mentoring by asking someone to keep a particular eye on Carolyn • providing recreational activities/clubs that Carolyn could join in with • playing board games/cards with Carolyn • giving knowledge about the faith • having coffee with Carolyn • providing practical support eg cooking, shopping • accompany them to their place of worship • share their faith/specialised support/learn from the bible/give her something to believe in • pray with them • direct her to a specialist organisation if needed • taking her to a day centre 	4x1	[4]

Total: [15]

Question	Expected Answer	Mark	Total
	<p>Social worker:</p> <ul style="list-style-type: none"> s make an assessment of her need s talk about her needs/answer questions/talk to family s listen s observe what can/can't be done s provide advice s liaise with other agencies/professionals s write a report s arrange for occupational therapist/relevant professional to visit s talk to client about possible benefits they could claim s provide them with information about all options available <p>Family:</p> <ul style="list-style-type: none"> f take Anne out in a wheelchair f do the housework for her/do job for her f listen to her f talk with her f play board games/cards with her f help her with personal hygiene/bath f do the shopping for her f invite friends round to see her/play games f take her out f call professional help if it is required <p>How it will help her to cope:</p> <ul style="list-style-type: none"> c feel relieved that someone is listening to her needs c feel that she can be more independent c increase her confidence c she will be able to choose from the options available c may increase her mobility c may help her to communicate better c may help her to live life as able bodied do c make her feel valued c stimulate the mind c stop her worrying about the state of the house/finances c keep up her personal hygiene standards c help her not to feel isolated c help her to get her feelings out in the open c help her to feel there is someone there (to support her) c may not feel as useless/many feel happier c may help her to feel loved c could help to relieve her stress c may help to get the body working again c may relieve pain c could help her to recover quicker 		

Question	Expected Answer	Mark	Total
6 (c)	<p>Marks will be given for the quality of the response.</p> <p>High level of response: 7-8 The candidate can accurately explain in detail two positive and two negative ways that Anne and her daughter may be affected by the move to residential care. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p>Mid-range Response: 4-6 The candidate can describe two positive and two negative ways that Anne and her daughter may be affected by the move to residential care. The description is coherent and shows a sound level of understanding with relevant information. The examples will relate to the case study.</p> <p>Low Level Response: 0-3 The candidate will give one positive and/or one negative way that Anne and her daughter could be affected by the move to residential care. The examples could relate to the case study.</p> <p><i>These could include (following page):</i></p>		[8]

Question	Expected Answer	Mark	Total
	<p>Positive: Mother</p> <p>M+ could enjoy the company of people of her own age- raised self-esteem/self-concept</p> <p>M+ there may be organised activities - so may be intellectually stimulated</p> <p>M+ could feel better/have all her needs met/valued - because she will receive professional care 24 hours per day - more confident/secure about the treatment being received</p> <p>M+ she may feel better because she will not feel she is a burden on her daughter/will worry less</p> <p>M+ she may have more space so she can enjoy having more of her own things around her</p> <p>Negative: Mother</p> <p>M- she may have a lower self esteem as she could feel her daughter no longer wants her.</p> <p>M- she may feel resentful that her daughter feels she can no longer look after her.</p> <p>M- she may not feel valued by her daughter because she has been moved from home.</p> <p>M- she could loose confidence in herself as she is dependent on people she does not know</p> <p>M- may not have a social life as she will not be able to go out with her daughter</p> <p>M- Anne could be upset as she is not around to give her daughter help/advice</p> <p>M- she may be embarrassed because people are helping her bath/going to the toilet/waiting on her</p> <p>Positive: Daughter</p> <p>D+ may enjoy having more time to herself</p> <p>D+ may like to spend more time on activities/recreational activities</p> <p>D+ may meet friends more often and have time to socialise</p> <p>D+ may enjoy being able to relax and not having to worry over the responsibility</p> <p>D+ may feel relieved that her mother is getting the help she needs</p> <p>Negative: Daughter</p> <p>D- may feel guilty that she is no longer able to look after her mother</p> <p>D- may worry that her mother is not being looked after properly</p> <p>D- may not know what to do with her time and become depressed/lonely</p> <p>D- may not have any friends and so feel isolated/lonely</p> <p>D- may feel upset as her mother will be apart from the family/may miss her</p> <p>D- may feel useless because she cannot help any more (sufficiently)</p> <p>If all 'positive' or all 'negative' responses given a sub max of 2 should be awarded.</p> <p>A sub max of 4 should be accredited if only Anne or her daughter are discussed.</p>		

Total: [20]

**General Certificate of Secondary Education
Applied Health & Social Care (Double Award) 1493
January 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
4869	Raw	50	46	41	36	31	26	21	16	11	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	91	81	71	62	52	42	32	22	0
	UMS	100	90	80	70	60	50	40	30	20	0

Entry Information

Unit	Total Entry
4869	1291
4870	2066
4871	8152

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 %	0.00	1.75	3.51	22.81	33.33	40.35	42.11	82.46	100.0

432 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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