

# **Health & Social Care (Double Award)**

General Certificate of Secondary Education **GCSE 1493**

## **Mark Scheme for the Components**

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**June 2008**

**1493/MS/R/08**

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## Mark Scheme 4871 Understanding personal development and relationships

Question	Expected Answer	Mark
1 (a)(i)	<p><b>One</b> mark for each correct life stage, <b>One</b> required  <b>One</b> mark for each correct characteristic, <b>Four</b> required</p> <ul style="list-style-type: none"> <li>• older person/ elderly/ older adult/ later adulthood</li> </ul> <p><b>Physical characteristics: Male Older Person</b></p> <ul style="list-style-type: none"> <li>• grey hair</li> <li>• thin hair/ balding/ receding hair</li> <li>• loss of elasticity in skin/wrinkles</li> <li>• loss of height/ stooping</li> <li>• brittle bones/ bones break more easily/ osteoporosis</li> <li>• prone to rheumatism/ arthritis</li> <li>• weakness in muscles</li> <li>• less mobile</li> <li>• poor hearing/ hard of hearing/ deaf</li> <li>• poor sight/ blind/ finds it difficult to see/ partially sighted</li> </ul>	<p>1x1 4x1</p> <p><b>[5]</b></p>
1 (a)(ii)	<p><b>One</b> mark for each correct life stage, <b>One</b> required  <b>One</b> mark for each correct characteristic, <b>Four</b> required</p> <ul style="list-style-type: none"> <li>• adolescence/ adolescent</li> </ul> <p><b>Physical characteristics for a male adolescent</b></p> <ul style="list-style-type: none"> <li>• growth spurt</li> <li>• possible spots/ acne</li> <li>• increase in muscle</li> <li>• hair grows on chin/ facial hair</li> <li>• body hair grows</li> <li>• secondary sexual development/ puberty</li> <li>• shoulders broaden/ widen</li> <li>• voice changes/ breaks</li> <li>• testes begin to produce sperm</li> <li>• penis enlarges</li> <li>• increased pubic hair</li> </ul>	<p>1x1 4x1</p> <p><b>[5]</b></p>

Question	Expected Answer	Mark
1 (b)(i)	<p><b>One</b> mark for each positive social change that could occur in <u>Brett's</u> life stage, <b>Two</b> required</p> <ul style="list-style-type: none"> <li>• will have time to do the things he is interested in/ hobbies/ exercise/ gardening/ trips</li> <li>• will have more time to spend with his family</li> <li>• able to go on more holidays if he wishes</li> <li>• able to join classes to extend his knowledge/ interest/ learn new things</li> <li>• able to meet more people/ friends/ socialise more</li> <li>• will be able to relax more/ do more leisure activities</li> <li>• can watch more of his favourite TV programmes</li> <li>• Get to know the carer who is looking after him</li> </ul> <p>Accept any other reasonable answers that are 'social' and 'positive'.</p>	2x1  <b>[2]</b>
1 (b)(ii)	<p><b>One</b> mark for each negative social change that could occur in <u>Brett's</u> life stage, <b>Three</b> required</p> <ul style="list-style-type: none"> <li>• could become isolated through illness/ lack of mobility</li> <li>• friends/ wife could have died so could feel lonely</li> <li>• may not have enough money to spend on visiting friends</li> <li>• may not have enough money to join in leisure activities/ go for walks</li> <li>• could become withdrawn/ depressed because he is unable to go out</li> <li>• may miss the company of others/ family has moved away</li> <li>• may be unhappy/ depressed/ suicidal because he is alone for some time</li> <li>• could become withdrawn because he lacks confidence/ has a low self esteem/ low self-concept</li> <li>• may become lonely/ will miss colleagues</li> <li>• lack of mobility may prevent Brett from going for walks/ taking part in exercise/ going to meet others</li> </ul> <p><i>Note: Answers can be interchanged as long as the accepted answers are negative social changes.</i></p>	3x1  <b>[3]</b>
	<b>Total</b>	<b>[15]</b>



Question	Expected Answer	Mark
2 (c)	<p><b>One</b> mark for each description of a way that emotional factors could influence a child's development, <b>Three</b> required</p> <ul style="list-style-type: none"> <li>• being loved could make the child more confident</li> <li>• being protected could make the child feel more secure</li> <li>• being given choices/ making decisions could help the child feel independent</li> <li>• being around others helps learn to trust people</li> <li>• could help the child develop feelings of loyalty</li> <li>• they feel valued/ able to trust people</li> <li>• could help the child trust people</li> <li>• could help the child to be less timid</li> <li>• they are not afraid to make mistakes</li> <li>• could help the child relate to other people more easily</li> <li>• could help the child to make decisions</li> <li>• they are not afraid of being wrong</li> <li>• being loved could help them feel valued/ have a high self-concept/ high self esteem.</li> <li>• when Sue was ill she could have fallen behind her twin/ sister and become anxious/ jealous/ felt left out/ felt that she was not valued</li> <li>• being ill could have caused the twins to become closer together</li> <li>• the twins are close so they rely on one another/ bond with one another.</li> </ul> <p><i><b>Note:</b> answers are interchangeable as long as they show an effect on development.</i></p>	<p>3x1</p> <p><b>[3]</b></p>
	<b>Total</b>	<b>[15]</b>

Question	Expected Answer	Mark
3 (a)	<p><b>One</b> mark for each identification, <b>Three</b> required  <b>One</b> mark for each reason, <b>Three</b> required</p> <ul style="list-style-type: none"> <li>• could give Ali more confidence <b>as</b> he will have more knowledge/ more experience</li> <li>• could make him more willing to accept a challenge/ try something new <b>because</b> he has confidence/ feels valued/ has a high self-concept</li> <li>• Ali may be prepared to help others with their educational learning/ problems <b>because</b> he has increased knowledge</li> <li>• may help him to get a career/ well paid job <b>because</b> of his education</li> <li>• may make him feel more secure <b>because</b> he knows how to find out things/ more knowledge</li> <li>• Ali may want to continue/ further his education <b>so</b> that he can learn more</li> <li>• may help Ali to provide educational help for his own family when he has one <b>because</b> of his knowledge/ experience</li> <li>• may increase Ali's status in the community <b>as</b> he will know how to react/ speak in different solutions</li> <li>• he will be pleased with his success <b>so</b> he will be more confident</li> <li>• his friends could make fun of him/ laugh at him (take the mick) <b>because</b> he will not go out with them at weekends</li> <li>• his friends may leave Ali out/ discriminate/ call him names <b>because</b> of his faith/ religion</li> <li>• his friends may bully him <b>because</b> of his religion/ faith/ he will not go out with them/ this could lower his self esteem</li> <li>• he may have few friends <b>because</b> he is studying for his examinations.</li> </ul> <p><i>Note - Answers are interchangeable provided they are based on text 2.</i></p>	<p>3x1 3x1</p> <p>[6]</p>



Question	Expected Answer	Mark
3 (b)	<p><b>High level 7-8</b> Candidates will give a detailed explanation of effects, making clear links between all three factors and showing how each could effect development. There will be evidence of synthesis within the work.</p> <p><b>Mid-range response 4-6</b> Candidates will give a description by linking at least two factors and showing how each could effect development. There will be evidence of coherence within the work.</p> <p><b>Low response 0-3</b> Candidates will identify effects. Alternatively they could link one factor briefly and/ or give one effect on development.</p> <p><b>Examples of: L = Links</b></p> <p>L1 eldest taking responsibility + father being unemployed may mean he has to contribute more financially + not leaving Ali time to spend with his friends</p> <p>L2 only has a small group of friends because (+) he has younger brothers and sisters to be with + as his father is unemployed he may feel ashamed and not want to mix with others/ he may be expected to contribute more financially/ take responsibility</p> <p>L3 his father is unemployed so he may have to contribute more to the family budget + which means that he only has time to have a small group of friends + he may feel responsible for his younger family members.</p> <p><b>R = Reasons</b></p> <p>R1 not enough money to buy wants and needs</p> <p>R2 not enough money for going places with his friends</p> <p>R3 worry about lack of money could cause illness</p> <p>R4 feeling of responsibility/ being a role model</p> <p>R5 feeling ashamed that his father is unemployed</p> <p>R6 Ali wants to achieve as high a level in exams/ success as possible</p> <p>R7 Ali may feel that he has to contribute financially to the family because his father is unemployed</p> <p>R8 having a small group of friends could mean he has someone to talk to/ or does not have many people to talk to</p> <p>R9 Ali could become ill because there is not enough money for food/ balanced diet/ or not enough room/ space to live and could miss school/ not do well in his examinations.</p> <p><b>A = Effect on development</b></p> <p>a1 worry</p> <p>a2 lower self esteem/ higher self esteem (or self-concept)</p> <p>a3 illness</p> <p>a4 stress</p> <p>a5 not feeling valued</p> <p>a6 not able to build relationships/ can build relationships</p> <p>a7 becoming withdrawn/ isolated</p> <p>a8 to become a role model/ set an example.</p> <p><b>Note: the explanation give:</b></p> <ul style="list-style-type: none"> <li>• the links (three)</li> <li>• the reasons why</li> <li>• how it would effect development</li> </ul> <p><i>Links can be interchanged.</i></p>	[8]

Question	Expected Answer	Mark
3 (c)	<p><b>High level 5-6</b> Candidates will give an account which explains in detail at least <b>three</b> ways culture could affect growth and development. Three full explanations will be given. There will be evidence of a high understanding of the concepts explained and evidence of synthesis within the work.</p> <p><b>Mid-range response 3-4</b> Candidates will give an account which explains how culture could affect growth and development. <b>Three</b> brief descriptions will be given. There will be evidence of a sound understanding of the concepts and evidence of coherence within the work. Alternatively two explanations will be given in detail.</p> <p><b>Low-level response 0-2</b> Candidates will give at least <b>one</b> brief description of how culture could affect growth and development.</p> <p>(a) having shared beliefs with other can <b>give</b> a sense of belonging  (b) having the same set of values can <b>bring</b> a feeling of being a community/ together  (c) could feel angry that other people look down on the culture <b>because</b> their values are different  (d) may feel depressed <b>because</b> people are speaking in a different language which cannot be understood  (e) may feel unimportant <b>because</b> people have not explained things eg treatment in a language that could be understood  (f) may feel ignored <b>because</b> people have not explained things eg treatment in a language that could be understood  (g) may feel ignored <b>because</b> they are not the main group or culture in an area  (h) may feel proud that they <b>belong</b> to a group with standards  (i) may have a shared identity <b>which</b> gives a sense of belonging  (j) may feel unimportant <b>because</b> religious beliefs are not respected and catered for  (k) could become aggressive <b>as</b> they feel ignored not respected/ valued because their beliefs are different  (l) it could mean that family ties are stronger <b>as</b> they do similar things together/ may be closer to his family  (m) may have strong faith beliefs <b>which</b> influences what he/ she is allowed to do  (n) may not mix with other cultures <b>because</b> he is not able to go to the places they visit and this may restrict/ limit his knowledge  (o) may have special events (eg fasting/ celebrating different festivals) in his culture which he/she celebrates <b>and</b> he could feel proud of  (p) may be restricted in his knowledge of people from other cultures <b>because</b> he/ she is not allowed to mix with them  (q) could feel rejected by people from other cultures <b>and</b> this may make him feel angry/ withdrawn/ isolated  (r) could feel discriminated against/ called names/ be physically abused <b>because</b> they come from a different culture/ from an ethnic minority and therefore feel of less value  (s) as dress / appearance is different they could feel out of place/ be laughed at/ insulted/ abused and this could lead to a low self esteem/ depression  (t) as their skin is a different colour they may be discriminated against/ abused/ laughed at and this could lead to a low self esteem/ self-concept</p> <p><b>Note:</b> Answers can be interchanged e.g. different beginnings with different endings</p>	[6]
	<b>Total</b>	<b>[20]</b>

Question	Expected Answer	Mark
4 (a)	<p><b>One mark for each correct explanation, Five required</b>  <b>One mark for each example, Five required</b></p> <p><b>Explanation of protection</b></p> <ul style="list-style-type: none"> <li>• preventing a person coming to harm/ preventing injury keeping a person safe/ 'looking out for them'</li> </ul> <p><i>Example</i></p> <ul style="list-style-type: none"> <li>• meeting the children from school/ Chris meeting the children from school and when this is not possible Richard meets them</li> </ul> <p><b>Explanation of love</b></p> <ul style="list-style-type: none"> <li>• caring a great deal about another/ having strong emotional bonds/ being close to someone/ someone who is always there for you</li> </ul> <p><i>Example</i></p> <ul style="list-style-type: none"> <li>• giving the children a big hug/ kissing them goodnight</li> </ul> <p><b>Explanation of Mutual Support</b></p> <ul style="list-style-type: none"> <li>• providing help and support for each other/ working together/ sharing responsibility</li> </ul> <p><i>Example</i></p> <ul style="list-style-type: none"> <li>• bathing children together/reading the children stories/ playing with the children/ reading reports together/ having a joint income/ buying a house together/ getting the children ready for playgroup and school</li> </ul> <p><b>Explanation of friendship</b></p> <ul style="list-style-type: none"> <li>• sharing the same interests with others/ having close feelings/ associations with others enjoying the same activities/ trusting each other/ sharing each others secrets</li> </ul> <p><i>Example</i></p> <ul style="list-style-type: none"> <li>• taking other children who they get on with well home with them to play and share things with</li> </ul> <p><b>Explanation of sharing</b></p> <ul style="list-style-type: none"> <li>• doing things with others/ allowing others to use toys/ equipment that you have and they do not have/ buying things together</li> </ul> <p><i>Example</i></p> <ul style="list-style-type: none"> <li>• sharing play/ sharing toys/ equipment/ reading to the children/ bathing the children/ reading reports/ meeting the children from school /sharing the cost of buying a house/ joint income.</li> </ul>	<p>5x1 5x1</p> <p><b>[10]</b></p>

Question	Expected Answer	Mark
4 (b)	<p><b>High level 5 marks</b> Candidates will give a detailed explanation to show how loving caring relationships could affect the development of the children. At least <b>two</b> ways will be given briefly. There will be evidence of synthesis within the work.</p> <p><b>Mid-range response 3-4</b> Candidates will give a description to show how loving caring relationships could affect the development of the children. There will be evidence of coherence within the work.</p> <p><b>Low level response 0-2</b> Candidates will identify at least one way that loving caring relationships could affect the development of the children. Answers are likely to be muddled.</p> <p>R1 the children will learn how to develop trust and will be able to form good relationships with others R2 they will feel secure/protected and not be afraid of others R3 they are likely to be more confident and willing to meet new people R4 they are likely to accept challenges and be prepared to try things for themselves R5 they are more likely to adopt the same role model when they have their own families and provide a stable home life R6 they are likely to form good friendships as they will respect others R7 they will feel emotionally stable and could have a higher self esteem/ self-concept R8 they could be more tolerant of others being able to accept people from other cultures R9 they are less likely to lose their temper easily as they would be able to think things through R10 they are more likely to be able to have confidence to express their opinions/ listen to the opinions of others</p> <p><b>Effect on development</b> E1 less likely to worry E2 higher self esteem/ self-concept-self E3 less prone to illness E4 less likely to suffer from stress E5 feel valued E6 be able to build relationships E7 will not become withdrawn/ isolated E8 less likely to be angry E9 be more confident E10 be more independent E11 be more tolerant E12 able to accept more challenges</p>	[5]
	<b>Total</b>	<b>[15]</b>

Question	Expected Answer	Mark
5 (a)(i)	<p><b>One</b> mark for each identification, <b>Two</b> required  <b>One</b> mark for each explanation, <b>Two</b> required</p> <ul style="list-style-type: none"> <li>• talking with others will <b>effect/ develop</b> language skills/ communication skills/vocabulary/more knowledge</li> <li>• puzzles, colouring/picture matching <b>will effect/ develop</b> co-ordination/ eye hand movement/ creative ability/ problem solving skills</li> <li>• learning colours, numbers letters will <b>effect/ develop</b> thinking/ numerical knowledge/ alphabet/ stimulate</li> <li>• learning new words will <b>effect/ develop</b> communication/ vocabulary/ thinking skills/ develop self-concept/ be stimulating</li> <li>• dressing up will <b>effect/ develop</b> new knowledge/ widen knowledge/ stimulate the mind/ awareness of other cultures</li> <li>• story time will <b>effect/ develop</b> imagination/ communication/ vocabulary/ creativity</li> <li>• water activities/ sand/ cooking will <b>effect/ develop</b> understanding of volume/ numbers/ develop knowledge</li> <li>• throwing a ball will <b>effect/ develop</b> pre-mathematical skills/ new knowledge/ co-ordination skills</li> <li>• listening to music could help a child to <b>develop</b> a sense of rhythm/ stay calm/ not be stressed/ be less stressed</li> </ul> <p><i>Note – similar examples that are appropriate are acceptable</i></p>	<p>2x1 2x1</p> <p>[4]</p>
5 (a)(ii)	<p><b>One</b> mark for each identification, <b>Three</b> required  <b>One</b> mark for each explanation, <b>Three</b> required</p> <ul style="list-style-type: none"> <li>• learning to play with other children will <b>effect/ develop</b> co-operation/ friendship/ trust/ confidence/ sharing</li> <li>• playing with others will <b>effect/ develop</b> the ability to share/ team work/co-operation, confidence</li> <li>• learning to relate to adults will <b>effect/ develop</b> independence/ confidence/ prevent lack of security/ good self esteem / good self-concept</li> <li>• communicating with others will <b>effect/ develop</b> vocabulary/ conversational skills/ thinking/ problem solving/ clarity of speech/ confidence/ increase knowledge</li> <li>• learning to eat and drink in an acceptable manner will <b>effect/ develop</b> social skills/ manners/ confidence/ improved self-concept.</li> <li>• learning new skills/ activities, could help to make them happy/ enjoy doing different things/ working with others.</li> </ul> <p><b>Note:</b> Any specific action that is social and any specific development can be accepted.</p>	<p>3x1 3x1</p> <p>[6]</p>

Question	Expected Answer	Mark
5 (b)	<p><b>High level 5 marks</b> Candidates will give a detailed account giving reasons (explanations) to show how the nursery nurse's behaviour could effect the development of Patrick. At least <b>two</b> ways will be given. There will be evidence of synthesis within the work.</p> <p><b>Mid-range response 3-4</b> Candidates will give a brief account giving reasons (explanations) to show how the nursery nurse's behaviour could affect the development of Patrick. <b>Two</b> ways will be given briefly. There will be evidence of coherence within the work.</p> <p>Alternatively they could give <b>three</b> factors briefly and give an effect on development without giving reasons.</p> <p><b>Low-level response 0-2</b> Candidates will give at least <b>one</b> reason or <b>one</b> effect that the nursery nurses behaviour could cause on the development of Patrick. Answers are likely to be muddled.</p> <p>(a) could feel useless <b>because</b> he is criticised so much he may feel he has a low self esteem/ self-concept/ not feel valued  (b) may feel he is not able to contribute anything <b>and</b> could feel worthless  (c) may feel a burden <b>as</b> he is unable to do anything correctly have a low self esteem/ low self-concept/ not feel valued  (d) may feel guilty <b>because</b> he cannot do things  (e) may have a low self esteem/ low self-concept <b>because</b> he cannot contribute  (f) may feel angry/ resentful <b>because</b> he is never praised  (g) may feel scared/ worried <b>because</b> the nursery nurse does not seem to like anything he does  (h) may become physically violent/ break toys <b>because</b> he feels insecure/ angry  (i) may verbally abuse/ pick on others <b>as</b> he uses the nursery nurse as a role model  (j) may become isolated and withdrawn <b>because</b> he feels worthless/ resentful/ angry  (k) may be sad and cry a lot <b>because</b> he feels different from the others</p> <p><i>Note: Parts of answers can be interchanged but must give an affect on development.</i></p>	[5]
	<b>Total</b>	<b>[15]</b>

Question	Expected Answer	Mark
6 (a)	<p><b>One</b> mark for expected/unexpected, <b>One</b> from:</p> <ul style="list-style-type: none"> <li>• unexpected</li> </ul> <p><b>Two</b> marks for the reason from:</p> <ul style="list-style-type: none"> <li>• she had not previously been suffering from an illness</li> <li>• there was no warning that she was likely to die</li> <li>• the illness had not been predicted to happen</li> <li>• the illness was not planned</li> <li>• she was only two years old</li> <li>• she had been treated in hospital and the parents expected her to get well.</li> </ul>	<p>1x1 2x1</p> <p>[3]</p>
6 (b)	<p><b>High level of response: 6-7</b> The candidate can accurately explain in detail at least <b>two</b> ways that the loss of a child is likely to effect Richard and Christine's self-concept. The explanation is developed logically and is well expressed.</p> <p><b>Mid-range response: 3-5</b> The candidate can explain briefly at least <b>two</b> ways that the loss of a child is likely to effect Richard and Christine's self-concept. The explanation is developed clearly and coherently and supported by relevant information.</p> <p><b>Low-level response 0-2 marks</b> The candidate will briefly identify <b>one</b> way that the loss of a child is likely to effect Richard's and Christine's. Answers are likely to be muddled.</p> <ul style="list-style-type: none"> <li>• they are likely to feel sad and lonely <b>because</b> of the loss</li> <li>• they may feel guilty <b>because</b> they think they did not do enough/ wasted too much time</li> <li>• they may have a reduced/ low self esteem/ self-concept <b>and</b> feel that they were not good enough to be parents</li> <li>• they may feel worried/ stressed/ depressed <b>because</b> other families/ people might think they were poor parents</li> <li>• they may feel resentful/ angry <b>because</b> it was their child and not the child in another family</li> <li>• they may feel shocked <b>as</b> this was an unexpected event</li> <li>• they could feel angry with the practitioners <b>that</b> they did not do enough to prevent the death</li> <li>• they may argue/ fall out <b>because</b> they blame each other</li> <li>• they may become over protective of the other children <b>because</b> they feel they are poor parents/ guilty in case it happens again/ want to make sure that it does not happen again.</li> </ul>	[7]

Question	Expected Answer	Mark
6 (c)	<p><b>High level of response: 8-10</b> The candidate will describe in depth <b>two</b> roles for each professional. They will give a specific explanation of how this support will help the parents Christine and Richard to cope. At least <b>two</b> specific explanations of how they help the parents to cope is included.</p> <p><b>Mid-range response: 4-7</b> The candidate will describe <b>one/ two</b> roles for at least <b>two</b> professionals. They may give a brief description of how this support will help the parents Christine and Richard to cope. <i>Note:- To achieve the top of the mid-range response, candidates must describe at least <b>one</b> coping strategy.</i></p> <p><b>Low-level response 0-3 marks</b> The candidate will briefly describe at least <b>one</b> role of at least <b>one</b> professional. Or <b>one</b> way this support will help Richard and Christine to cope. <i>Note:- This could be in the form of a list and is likely to be muddled</i></p> <p><b>P = professional</b> <b>✓ - what they could do</b></p> <p><b>(P) Counsellor</b></p> <ul style="list-style-type: none"> <li>• help Richard and Chris to talk about how they feel</li> <li>• listen to their responses</li> <li>• suggest alternative actions</li> <li>• draw out thoughts about how they feel/possible solutions</li> <li>• answer questions</li> <li>• liaise with other agencies</li> <li>• write reports</li> <li>• set realistic small tasks/ goals eg thinking about a specific point.</li> </ul> <p><b>(P) GP (Doctor)</b></p> <ul style="list-style-type: none"> <li>• make an assessment of the need</li> <li>• talk about their needs</li> <li>• listen</li> <li>• provide medication/ sleeping tablets</li> <li>• monitor his health</li> <li>• provide advice</li> <li>• liaise with other agencies/ professionals</li> <li>• write a report</li> <li>• provide him with information about all options available.</li> </ul> <p><b>(P) A health visitor</b></p> <ul style="list-style-type: none"> <li>• talk about their needs</li> <li>• listen</li> <li>• observe what can/ can't be done</li> <li>• provide advice</li> <li>• give advice about diet</li> <li>• advice about exercise</li> <li>• liaise with other agencies/ professionals</li> <li>• write a report</li> <li>• talk to Richard and Christine about possible ways different professionals/ voluntary organisations could help</li> </ul>	[10]



Question	Expected Answer	Mark
	<ul style="list-style-type: none"> <li>• provide Richard and Christine with information about all options available</li> <li>• check the children's health in their own home to make sure they remain healthy/ prevent them having to be taken to the GP</li> <li>• liaise with the GP/ other agencies.</li> </ul> <p><b>(C) = how it will help Richard and Christine to cope:</b></p> <p>C1      feel relieved that someone is listening to his needs</p> <p>C2      feel that they can be more independent</p> <p>C3      increase their confidence</p> <p>C4      help them to choose from the options available</p> <p>C5      help them to come to terms/ express their grief</p> <p>C6      may help them to communicate their feelings better</p> <p>C7      help them to relive the good memories</p> <p>C8      stimulate the mind/ encourage them to think about solutions</p> <p>C9      stop them worrying/ feeling guilty about things they have not done</p> <p>C10     help them to cope with work and every day living</p> <p>C11     reassure them that the children's health is okay</p> <p>C12     help them to cope with the other two children.</p>	
	<b>Total</b>	<b>[20]</b>

# Grade Thresholds

General Certificate of Secondary Education  
Health & Social Care (Double Award) - (Specification Code 1493)  
June 2008 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
4869	Raw	50	47	42	37	33	27	22	17	12	0
	UMS	100	90	80	70	60	50	40	30	20	0
4870	Raw	50	47	42	37	33	27	22	17	12	0
	UMS	100	90	80	70	60	50	40	30	20	0
4871	Raw	100	86	75	64	53	44	35	27	19	0
	UMS	100	90	80	70	60	50	40	30	20	0

## Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A*A*	A*A	AA	AB	BB	BC	CC	CD	DD
1493		270	255	240	225	210	195	180	165	150
Cumulative %		0.7	2.5	7.4	14.9	24.9	36.0	49.6	60.4	69.5

	Maximum Mark	DE	EE	EF	FF	FG	GG	U
1493		135	120	105	90	75	60	0
Cumulative %		77.3	84.1	89.1	93.6	96.5	98.4	100

**10,322 candidates were entered for aggregation this series**

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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