

SPECIMEN ASSESSMENT MATERIALS

These specimen assessment materials are designed to accompany the OCR GCSE in Health and Social Care (Double Award) Specification for teaching from September 2002.

Centres are permitted to copy material from this booklet for their own internal use.

OCR has prepared specifications to incorporate the range of features required by GCSEs (Double Awards) and subject criteria. The specimen assessment material accompanying the new specification is provided to give Centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

QAN 100/1970/4

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Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

HEALTH AND SOCIAL CARE: DOUBLE AWARD
 UNIT 3: Understanding personal development and relationships

1493

Specimen Paper

Additional materials: None.

TIME 1 hour 30 minutes

Candidate Name	Centre Number	Candidate Number												
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INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces above.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.

Question number	For examiner's use only
1	
2	
3	
4	
5	
TOTAL	

1 (a) Angie, aged thirty-nine, has a nine-month old baby called Luke.

Name Luke's lifestage: _____ [1]

(b) Luke demonstrates the following features of growth and development:

- picks up small objects between his finger and thumb;
- communicates by smiling;
- jealous of Dad paying attention to Mum;
- understands 'no' and 'bye-bye'.

Match each of the above to an area of development in the table.

Physical characteristic	
Intellectual characteristic	
Emotional characteristic	
Social characteristic	

[4]

(c) Identify **three** factors that are needed for physical growth and development.

Describe how each factor will help Luke to grow and develop his physical skills and abilities:

(i) Factor 1: _____ [1]

Description: _____

_____ [1]

(ii) Factor 2: _____ [1]

Description: _____ [1]

_____ [1]

(iii) Factor 3: _____ [1]

Description: _____ [1]

_____ [1]

1 (d) Name **three** physical skills that a baby like Luke normally develops in the first year of life:

(i) Skill 1: _____
_____ [1]

(ii) Skill 2: _____
_____ [1]

(iii) Skill 3: _____
_____ [1]

(e) Childbirth is an important life experience for a woman.

Identify a range of possible effects that this experience may have on personal development.

_____ [6]

2 Refer to Text 1.

Text 1:

Christina is twelve years old and an only child. She has developed a very close relationship with her mother since her father died two years ago. Christina is now upset because her mother is planning to marry Tom. Tom has a well-paid job and a large house in a town ten miles from where Christina and her mother live. Christina's mum says that she wants them all to live as a family in Tom's house. Christina will have to change school and make new friends when they move.

(a) Identify and describe **two** possible economic effects of Christina's mum's plan to remarry and move house:

(i) Effect 1: _____ [1]

Description: _____
_____ [1]

(ii) Effect 2: _____ [1]

Description: _____
_____ [1]

(b) Analyse the social effects on Christina's development of moving from her current home and school.

_____ [6]

- 2 (c) The new school that Christina may join offers a wide range of extra activities, including trips to Europe, chess clubs, public speaking, outward-bound activities and music clubs.

Identify and describe **four** different ways that this may affect Christina's personal development:

(i) Way 1: _____
_____ [1]

(ii) Way 2: _____
_____ [1]

(iii) Way 3: _____
_____ [1]

(iv) Way 4: _____
_____ [1]

- (d) Identify and describe **three** ways that the new relationships in her family may have a **positive** effect on Christina's personal development:

(i) Way 1: _____
_____ [1]

(ii) Way 2: _____
_____ [1]

(iii) Way 3: _____
_____ [1]

- (e) Identify and describe **three** ways that the new relationships in her family may have a **negative** effect on Christina's personal development:

(i) Way 1: _____
_____ [1]

(ii) Way 2: _____
_____ [1]

(iii) Way 3: _____
_____ [1]

3 Refer to Text 2.

Text 2:

Clifford is thirty-two years old and has learning difficulties. He lives with his elderly parents and attends a day centre three times a week. He has never had a job and finds it very difficult to form relationships with people. Clifford is missing his mother who has been taken into hospital following a 'stroke'. Clifford's social worker has suggested that he moves into a flat with three other people from the day centre. Clifford is excited about the possible move but is also worried about leaving his parents.

- (a) Identify **two** factors that have had a **negative** effect on Clifford's personal development.

Describe how each factor has affected Clifford's opportunities in life:

(i) Factor 1: _____ [1]

Description: _____
_____ [1]

(ii) Factor 2: _____ [1]

Description: _____
_____ [1]

- (b) Describe the positive effects that moving could have on Clifford's personal development.

_____ [6]

4 Refer to Text 3.

Text 3:

Sasha is fourteen years old and has just started to experience the physical changes of puberty. She is relieved that her body has now started to change. Some of her classmates had teased her saying she 'looked like a boy'. This upset her and she had started to think that she wasn't as feminine as other girls her age. No-one at home has spoken to Sasha about puberty. She feels unable to talk to her mother who is always busy with her two younger brothers and is too embarrassed to talk to her father about this. She is thinking about talking to the school nurse whom she likes and trusts.

(a) Identify **four** physical changes that Sasha will experience during this stage of her life:

- (i) Change 1: _____
_____ [1]
- (ii) Change 2: _____
_____ [1]
- (iii) Change 3: _____
_____ [1]
- (iv) Change 4: _____
_____ [1]

(b) Identify **three** ways that Sasha can cope with the physical changes affecting her body:

- (i) Way 1: _____
_____ [1]
- (ii) Way 2: _____
_____ [1]
- (iii) Way 3: _____
_____ [1]

4 (c) Explain **three** reasons for the physical changes that are affecting Sasha's body at this time in her life:

(i) Reason 1: _____
_____ [1]

(ii) Reason 2: _____
_____ [1]

(iii) Reason 3: _____
_____ [1]

(d) Identify **five** factors that may affect the development of Sasha's self-concept during this life stage.

Describe how each one could affect her personal development:

(i) Factor 1: _____ [1]
Possible effect: _____
_____ [1]

(ii) Factor 2: _____ [1]
Possible effect: _____
_____ [1]

(iii) Factor 3: _____ [1]
Possible effect: _____
_____ [1]

(iv) Factor 4: _____ [1]
Possible effect: _____
_____ [1]

(v) Factor 5: _____ [1]
Possible effect: _____
_____ [1]

5 Refer to Text 4.

Text 4:

Joan is a seventy-four year old retired teacher who lives on her own. She has recently started to find remembering everyday events difficult. This frustrates her. Joan never married or had children, but lived a full and active life working for her school and the community. Her seventy-year-old friend Maureen is now concerned about her and offers daily support by visiting and shopping for Joan. Maureen isn't sure whether she can cope with providing the regular support that Joan now needs.

(a) Describe **three** benefits to Joan of the positive relationship between herself and Maureen at this time of her life:

(i) Benefit 1: _____
_____ [1]

(ii) Benefit 2: _____
_____ [1]

(iii) Benefit 3: _____
_____ [1]

(b) Describe **two** possible negative effects for Joan of this close friendship:

(i) Effect 1: _____
_____ [1]

(ii) Effect 2: _____
_____ [1]

(c) Explain how forgetting things may affect Joan's development.

_____ [5]

- 5 (d) Identify **two** professional services that could provide support for Joan and describe the form of support they offer:
- (i) Service 1: _____ [1]
Description: _____
_____ [1]
- (ii) Service 2: _____ [1]
Description: _____
_____ [1]
- (e) Identify **four** types of support or help that voluntary and faith-based organisations could provide for Joan:
- (i) Type 1: _____
_____ [1]
- (ii) Type 2: _____
_____ [1]
- (iii) Type 3: _____
_____ [1]
- (iv) Type 4: _____
_____ [1]
- (f) Give **two** reasons why Joan may not want to accept help and support from professional or voluntary carers:
- (i) Reason 1: _____
_____ [1]
- (ii) Reason 2: _____
_____ [1]

Oxford Cambridge and RSA Examinations

General Certificate of Secondary Education

HEALTH AND SOCIAL CARE: DOUBLE AWARD

UNIT 3: Understanding personal development and relationships

1493

MARK SCHEME

Advice to examiners on marking scripts

- 1 Please ensure that you use the *final* version of the marking scheme.
You are advised to destroy all draft versions.
- 2 Please mark all post standardisation scripts in red ink. A tick should be used for each answer judged worthy of a mark. The tick should be placed at the point in the answer where the mark has been awarded. The number of ticks should be the same as the number of marks awarded. If two (or more) responses are required for one mark, use only one tick. Half marks should never be used.
- 3 No comments should be written on scripts.
Remember that scripts may be returned to Centres.
- 4 The marks awarded for each part question should be indicated in the margin provided on the right hand side of the page. The mark total for each question should be ringed at the end of the question, on the right hand side. These totals should be added up to give the final total on the front of the paper.
- 5 Correct answers to calculations should gain full credit even if no working is shown unless otherwise indicated in the mark scheme. (An instruction on the paper to 'Show your working' is to help candidates who may then gain partial credit even if their final answer is not correct.)
- 6 Strike through all blank spaces and/or pages in order to give a clear indication that the whole of the script has been considered.
- 7 An element of professional judgement is required in the marking of any written paper and candidates may not use the exact words that appear in the mark scheme. If the essence is correct *and* answers the question, contact your Team Leader/Principal Examiner for guidance.

Question	Answer	Mark
1(a)	Infancy	1
1(b)	Physical - Pick up a small object between his finger and thumb Intellectual - Understands 'no' and 'bye-bye' Emotional - Jealous of Dad paying attention to Mum Social - Communicates by smiling	1 1 1 1
1(c)	<i>Three from:</i> <ul style="list-style-type: none"> • Diet • Exercise • Play opportunities • Genetic inheritance • Good physical health/absence of illness or disease <i>One mark for describing how each factor promotes/enables physical growth/development.</i>	3x1 3x1
1(d)	<i>Three from:</i> <ul style="list-style-type: none"> • Holding head up without support • Sitting supported • Reaching but not grasping • Rooting reflex • Crawling • Walking holding one hand • <i>Other skills accepted if correctly identified</i> 	3x1
1(e)	<i>Six from:</i> <ul style="list-style-type: none"> • May boost/raise self-esteem • Sense of achievement/pride • Increase in confidence • May change sense of purpose/life goals(positively) • Negative experience of pain and distress • Loss of independence and freedom • May change sense of identity (negatively) • <i>Other appropriate/reasonable points accepted.</i> 	6x1
2(a)	<i>Two from:</i> <ul style="list-style-type: none"> • Better standard of living/housing (e.g. effect on self-esteem, physical development) • More money (e.g. for leisure activities, clothes, holidays, improving/enriching personal development opportunities) • More economic security (e.g. emotional security) <i>One mark for each effect identified plus one mark for description of possible impact/effect.</i>	2x2

Question	Answer	Mark
2(b)	<p><i>High level answer 5-6 marks:</i> Candidates will describe and explain with clear evidence of understanding a range (3+) of possible social effects on Christina's development. These will include consideration of both positive and negative effects.</p> <p><i>Mid-range answer 3-4 marks:</i> Candidates will describe, giving limited explanation, up to three possible effects on Christina's development.</p> <p><i>Low level answer 0-2 marks:</i> Candidates will identify, without explanation, at least two possible effects of moving on Christina's social development.</p> <p><i>Possible positive effects:</i></p> <ul style="list-style-type: none"> • May meet a wider range of people • Able to see friends more easily • Different/greater range of social activities available • May make new friends. <p><i>Possible negative effects:</i></p> <ul style="list-style-type: none"> • May lose touch with current friends • May not feel confident in new school/surroundings • May feel/be an 'outsider' 	6
2(c)	<p><i>Four from:</i></p> <ul style="list-style-type: none"> • Offers a wider opportunity to try new experiences • Greater opportunities to meet new people • Opportunity to experience new cultures • Could develop new skills • Could develop breadth of knowledge • Could improve confidence • Could gain in maturity • Could develop team spirit through sports and leisure activities • Could become aware of own strengths and weaknesses. 	4x1
2(d)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • Increased sense of security • Greater sense of belonging • New source of support/love • Reinforce supportive relationship with mother • More opportunity to develop emotionally. 	3x1
2(e)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • Jealousy/resentment of step-father • Reduction in emotional closeness to mother • Feeling of rejection by mother • Rejection of mother • Sense of anger at father's betrayal • Uncertainty about relationship with mother/step-father • Uncertainty about role in family • May rely more on friends for emotional support • Increase in stress. 	3x1

Question	Answer	Mark
<p>3(c)</p>	<p><i>High level answer 5 marks:</i> Candidates will accurately explain at least three possible effects on Clifford's mother's self-concept. Explanation will be supported by clear reasoning</p> <p><i>Mid-range answer 3-4 marks:</i> Candidates will explain at least two possible effects on Clifford's mother's self-concept. Logical reasoning will be evident.</p> <p><i>Low level answer 0-2 marks:</i> Candidates will identify one or two possible effects with no explanation to support their response. Comments will be basic and lack clear evidence of understanding of self-concept.</p> <p><i>Possible effects on self-concept may include:</i></p> <ul style="list-style-type: none"> • Loss of self-esteem/feels less important • Feels powerless • Feels happy/relieved • Feels she can be herself again • May feel a sense of guilt/failure • Loss of sense of purpose (feels unneeded). 	<p>5</p>
<p>3(d)</p>	<p><i>Five from:</i></p> <ul style="list-style-type: none"> • Clifford less dependent on his mother • Mother has no direct care role • Mother has less influence now that she is not main carer • Mother may now treat Clifford more as an adult • May develop friendship rather than parent/child relationship • Relationship may become stronger • May move apart emotionally • Mother may become critical/jealous of carers • Clifford may resent his mother. 	<p>5x1</p>
<p>4(a)</p>	<p><i>Four from:</i></p> <ul style="list-style-type: none"> • Breasts developing • Waist becomes more defined • Hips become more rounded • Hair grows under arms • Pubic hair grows • Menstruation / periods begin • Develop spots • Hormonal changes • Growth spurt. 	<p>4x1</p>
<p>4(b)</p>	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • Seek support from friends/parents/school nurse • Obtain further information on puberty changes from Nurse or other source • Obtain advice on personal hygiene/skin care • Obtain/implement advice on sanitary wear • Learn to adapt to changing physical needs e.g. establish regular/ appropriate sleep, diet and exercise pattern • <i>Other relevant/appropriate strategy (way).</i> 	<p>3x1</p>

Question	Answer	Mark
4(c)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • Identifying hormonal changes/hormones as cause of physical change • Explanation that refers to pituitary and/or thyroid gland as source of growth hormones • Identifying the role of testosterone and/or progesterone hormones in development of reproductive organs. 	3x1
4(d)	<p><i>Five from:</i></p> <ul style="list-style-type: none"> • Age • Appearance • Gender • Culture • Emotional development • Education • Relationships with others • Sexual orientation • Life experiences. <p><i>Plus one mark for each appropriate description of impact/effect on personal development.</i></p>	5x1
5(a)	<p><i>Three from:</i></p> <ul style="list-style-type: none"> • Receives emotional support • Helps maintain self-esteem when threatened by forgetfulness • Provides source of guidance/advice • Receives practical help (e.g. shopping) • Receives companionship/social contact • Gets help with decision making • Protects her dignity/sense of usefulness • <i>Other appropriate/reasonable benefits accepted.</i> 	3x1
5(b)	<p><i>Two from:</i></p> <ul style="list-style-type: none"> • Joan may feel disempowered/useless • Loss of sense of independence • Joan may resent Maureen's ability to remain independent • Joan may become more aware of her own loss of ability • May become dependent (practically and emotionally) on Maureen • May feel Maureen is imposing/interfering/taking advantage. 	2x1

Question	Answer	Mark
5(c)	<p><i>High level answer 5 marks:</i> Candidates will identify at least three consequences of Joan's poor memory. They will support these with logical reasons why this will affect areas of development.</p> <p><i>Mid-range answer 3-4 marks:</i> Candidates will identify at least two consequences of Joan's failing memory. Explanation of the effects on development will be limited/weak.</p> <p><i>Low level answer 0-2 marks:</i> Candidates will identify at least one consequence of Joan's failing memory. Little or no relevant explanation of the possible effect on development will be given.</p> <p><i>Possible consequences:</i></p> <ul style="list-style-type: none"> • She may forget to eat regularly/become malnourished • She may neglect personal hygiene/develop physical illness • She may forget to pay bills/get services cut off • She may forget to lock the house/poor security • Loss of self-confidence • Feel frightened • May feel that life is not worth living • May not be able to cope • May no longer recognise people • May get lost and forget where she is • May have financial problems • May become a safety risk (e.g. cooker/fire). 	5
5(d)	<p><i>Two from:</i></p> <ul style="list-style-type: none"> • Social Services – Assessment • Community Nursing – Direct care • Home Help services – Domestic help/support • Mental health services – Monitoring • GP services – Provision of regular carer. <p><i>One mark for each service identified plus one mark for description of their support.</i></p>	2x2
5(e)	<p><i>Four from:</i></p> <ul style="list-style-type: none"> • Advice • Guidance • Befriending • Companionship • Shopping / practical help • Social activity • Meals on wheels • <i>Other relevant suggestions acceptable.</i> 	4x1

Question	Answer	Mark
5(f)	<p><i>Two from:</i></p> <ul style="list-style-type: none"> • Stigma associated with care • Sense of shame/pride • Desire to protect privacy • Not recognising the problems • <i>Other relevant suggestions acceptable.</i> 	2x1

Total mark available: 100

Assessment Grid

Question	AO1	AO3	Totals
1a	1		1
1b	4		4
1c	6		6
1d	3		3
1e		6	6
2a	4		4
2b		6	6
2c		4	4
2d		3	3
2e		3	3
3a	4		4
3b		6	6
3c		5	5
3d		5	5
4a	4		4
4b	3		3
4c	3		3
4d		10	10
5a	3		3
5b	2		2
5c		5	5
5d		4	4
5e		4	4
5f		2	2
Totals	37	63	100