

Health and Social Care

General Certificate of Secondary Education

Unit **A912/01**: Understanding Personal Development and Relationships

Mark Scheme for June 2013

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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.

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Annotations

Annotation	Meaning
	Positive
	Negative
	Benefit of the doubt
	Cross
	Example / reference
	Level 1
	Level 2
	Level 3
	Repeat
	Too vague
	Tick
	Development of point
	Omission mark

Question		Answer	Marks	Guidance									
1	(a)	<p>One mark for each correct response, FOUR required</p> <p><u>Growth</u> 1. increase in mass / weight 2. increase in height</p> <p><u>Development</u> 1. skills 2. abilities</p>	4	No other answers will be accepted – answers must come from the information given									
	(b)	<p>One mark for the correct response</p> <p>Percentile</p>	1	Do not accept height and weight charts Accept centile charts									
	(c)	<p>(i) One mark for each definition, TWO required (ii) One mark for each example, TWO required</p> <table border="1"> <thead> <tr> <th></th> <th>Definition</th> <th>Example – not a definitive list</th> </tr> </thead> <tbody> <tr> <td>Gross Motor</td> <td>The use of large muscles/involves movement of the whole body</td> <td>Running Walking Jumping Crawl Kicks ball Ride a bike Throwing a ball Climbing stairs</td> </tr> <tr> <td>Fine motor</td> <td>Involves precise use of hands and fingers/the use of small muscles</td> <td>Writing Palmer grasp Pincer grip Painting Scribbles Points with one finger Tie shoe laces</td> </tr> </tbody> </table>		Definition	Example – not a definitive list	Gross Motor	The use of large muscles/involves movement of the whole body	Running Walking Jumping Crawl Kicks ball Ride a bike Throwing a ball Climbing stairs	Fine motor	Involves precise use of hands and fingers/the use of small muscles	Writing Palmer grasp Pincer grip Painting Scribbles Points with one finger Tie shoe laces	4	<p>Given that only one mark is allocated for the definitions, look for key phrases, eg ‘large muscles’ ‘small muscles’</p> <p>No marks to be awarded for identifying physical development in either of the definitions</p> <p>If the example is correct but the definition incorrect, award the mark. The same applies vice versa.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> Reflexes, e.g. sucking, rooting, grasping, Moro etc... Uses a lot of muscles – candidates must qualify
	Definition	Example – not a definitive list											
Gross Motor	The use of large muscles/involves movement of the whole body	Running Walking Jumping Crawl Kicks ball Ride a bike Throwing a ball Climbing stairs											
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1	(d)	<p>The following lists are not definitive:</p> <table border="1"> <thead> <tr> <th>Social</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Develop new friendships</td> <td>Enhanced knowledge</td> </tr> <tr> <td>meeting new people</td> <td>Discussions of book themes</td> </tr> <tr> <td>More people to interact / talk with</td> <td>Reading</td> </tr> <tr> <td>Able to go out to different social events / socialise</td> <td>Enhancing vocabulary</td> </tr> <tr> <td>Team work</td> <td>Formulate own opinions/ideas</td> </tr> <tr> <td>Social norms</td> <td>Map reading</td> </tr> <tr> <td>Ability to listen</td> <td>Internet skills to research</td> </tr> <tr> <td>Confidence</td> <td>Imagination</td> </tr> <tr> <td>Will not feel isolated</td> <td>Stimulate brain</td> </tr> <tr> <td></td> <td>Problem solving skills</td> </tr> <tr> <td></td> <td>Concentration</td> </tr> <tr> <td></td> <td>Communication skills</td> </tr> <tr> <td></td> <td>Memory</td> </tr> </tbody> </table>	Social	Intellectual	Develop new friendships	Enhanced knowledge	meeting new people	Discussions of book themes	More people to interact / talk with	Reading	Able to go out to different social events / socialise	Enhancing vocabulary	Team work	Formulate own opinions/ideas	Social norms	Map reading	Ability to listen	Internet skills to research	Confidence	Imagination	Will not feel isolated	Stimulate brain		Problem solving skills		Concentration		Communication skills		Memory	6	<p>Levels checklist</p> <p>Level 3 comprehensive analysis social and intellectual development Some links between effects (upper end) clear understanding high level QWC</p> <p>Level 2 sound analysis (upper end) basic analysis (low end) loose links between effects social and intellectual development some errors – QWC</p> <p>Level 1 1 aspect of development list like low level QWC</p> <ul style="list-style-type: none"> The number of ticks may not necessarily correspond to the marks awarded Look carefully at the descriptors and decide where the answer 'best fits' 	<p>Level 3 (5–6 marks) Candidates will fully analyse how both being in a book club and a walking group can impact upon a person's social and intellectual development. More able candidates may link the two aspects of development to show greater analysis. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Candidates will give a basic (low end)/sound analysis (upper end) of how both being in a book club and a walking group can impact upon a person's social and intellectual development. Answers will be factually correct but still need some developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>A sub max of 3 if only social or intellectual development.</i></p> <p>Level 1 (0–2 marks) Candidates can identify (low end)/attempt to analyse (upper end – likely to be more descriptive) how being in a book club or a walking group can impact upon a person's development. The candidate will only look at one aspect of development. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>
Social	Intellectual																																
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Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> • Do not accept – will 'help social development'/'intellectual development' etc. • Answers given can be both positive and negative – candidates will not be penalised for focussing solely on one. • Do not accept will learn more skills / will learn more things – must qualify • <i>Do not award marks for reversing the same answer from positive in the first response to negative in the second. Annotate with 'Rep' for the second response.</i> 	



Question		Answer	Marks	Guidance
2	(a)	<p>One mark for identification of a factor, TWO required Two marks for explanation, TWO required</p> <p>Factors:</p> <ul style="list-style-type: none"> • Lives with Mother • One parent family • Never known her Father • A-levels/education • Plays football • Strong religious beliefs • Does not drink alcohol. <p>Development – could refer to physical/intellectual/emotional or social. The explanation on development must relate to the factor.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Lives with her Mother – they could have a very close and trusting relationship; this will give Megan security; • One parent Family – this could impact on the money that they have; money could be tight. A consequence of this is not being able to buy top fashion clothing; this could cause Megan to be frustrated; • Never known her Father – this could cause great anguish and a sense of loss for Megan; • A-levels – Being successful at this examination could result in Megan progressing onto University; this will greatly impact upon her confidence; • Playing football – this involves significant running and so will increase her stamina; • Strong religious beliefs – having a faith gives Megan peace and security in herself; • Does not drink alcohol – this could mean that she does not socialise so much and could begin to feel isolated from her friends. 	6	<p>Do not accept:</p> <ul style="list-style-type: none"> • Will help physical development/intellectual development etc – the aspect on development given must be specific. <p>It is acceptable for candidates to only explain one aspect of development – it is the quality of the response that is important.</p> <p>If the factor is incorrect but the explanation accurately links to the scenario, please credit.</p> <p>If the factor is identified within the explanation then award marks.</p> <p>Both positive and negative responses can be accepted.</p> <p>The explanation can comprise of either:</p> <ul style="list-style-type: none"> • Two effects on development • Cause and effect on development. <p>Do not accept any of the following as factors:</p> <ul style="list-style-type: none"> • Physical • Intellectual • Emotional • Social

Question		Answer	Marks	Guidance
	(b)	<p>Genetic inheritance – the genes (DNA) an individual inherits from their parents. Same features /characteristics as parents</p> <p><u>Examples</u> – this list is not exhaustive</p> <ul style="list-style-type: none"> • Height • Eye colour • Artistic ability • Predisposition to heart disease / other • Inherited conditions – downs syndrome, haemophilia, cerebral palsy. 	2	<p>Look for key word(s) in the definition – genes (DNA) / inherit , features, characteristics</p> <p>Do not accept ‘what you get from your parents’ / ‘passed down’ – unless either is qualified by any of the 4 key words given above.</p> <p>For the example the candidates may give an example of a genetic disorder; if the examiner is unfamiliar with the example given they may have to carry out a quick search to verify the condition.</p> <p>If the explanation of the term is incorrect, but the example is correct marks can be awarded. The same applies vice versa.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>Examples – this list is not exhaustive</p> <p>Works as a social worker</p> <ul style="list-style-type: none"> • Proud of her achievement • Confident in the work she does • Respects herself and values her work • Challenging cases – could cause anxiety and could question her role – reduced confidence. • Frustrated with some clients – reduced satisfaction in role • People depend on her – could question her ability to cope. <p>Is buying her own house</p> <ul style="list-style-type: none"> • Independence • A sense of achievement • Big responsibility – could question her ability to cope / feeling useless • Enhanced confidence • Not as much money to socialise – lowered self esteem <p>Socialises regularly with friends and family</p> <ul style="list-style-type: none"> • Feeling wanted/valued • Feeling respected • People around her who she can trust • Motivation and encouragement • People to talk to – self worth • People to trust - valued • Talk to people to alleviate problems/issues at work - security • Constant support – feels valued 	7	<p>Levels checklist</p> <p>Level 3 full explanation 3 factors relates explicitly to the effect on self esteem Links made between factors. fluent and coherent high level QWC</p> <p>Level 2 mostly explained 2 factors attempts to relate to effect on self esteem accurate but lacks depth some errors – QWC</p> <p>Level 1 list-like, more descriptive 1 factor lacks understanding low level QWC</p> <ul style="list-style-type: none"> • Do not award any marks to candidates for just re-stating the factors • The number of ticks may not necessarily correspond to the marks awarded • Look carefully at the descriptors and decide where the answer 'best fits'. 	<p>Level 3 (6–7 marks) Candidates will fully explain three factors which relate explicitly to the effect on her self-esteem. Links made between the factors. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–5 marks) Candidates will identify and briefly explain at least two factors and the effect on her self-esteem. Answers will be factually correct but still need developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of three if no reference to effects on self-esteem but understanding is evident.</i></p> <p>Level 1 (0–3 marks) Candidates can identify/attempt to explain at least one factor; unlikely to link to the effects on her self-esteem. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Please annotate work:</p> <p> for a fully explained point</p> <p> for a briefly explained point</p> <p>Example answer showing links between the factors (Level 3)</p> <p>As Jayne has a good job she will be able to pay off the mortgage on her house more quickly. A consequence of this is that she will feel more confident and independent. Her income as a Social Worker allows her to be able to afford to go out with her friends and develop closer bonds, making her feel valued.</p>		<ul style="list-style-type: none"> Do not award marks for reversing the same answer from positive in the first response to negative in the second. Annotate with 'Rep' for the second response. <p>The effect on self-esteem can be positive and negative. The candidate is not to be penalised for focussing in solely on the positive effects or the negative effects.</p> <p>Examiners should look for key words linked to self-esteem and look at the context in how it has been attributed to Jayne.</p>	

Question		Answer	Marks	Guidance
3	(a)	<p>One mark for each correct response, TWO required</p> <ul style="list-style-type: none">• Adulthood/adult• Adolescence.	2	<p>Do not accept teenager for adolescence</p> <p>Do not accept age ranges.</p>

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3	(b)	<p>Positive effects – this list is not definitive</p> <table border="1"> <thead> <tr> <th>Emotional</th> <th>Social</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Security</td> <td>Norms of behaviour</td> <td>Vocabulary</td> </tr> <tr> <td>Safe</td> <td>Enhanced social contacts</td> <td>Numbers</td> </tr> <tr> <td>Being wanted</td> <td>Differing social activities</td> <td>Reading</td> </tr> <tr> <td>Loved</td> <td>Independence</td> <td>Writing</td> </tr> <tr> <td>Raised self esteem</td> <td></td> <td>Developing imagination</td> </tr> <tr> <td>Motivation</td> <td></td> <td>Knowledge</td> </tr> <tr> <td>confidence</td> <td></td> <td>skills</td> </tr> </tbody> </table> <p>Negative effects – this list is not exhaustive</p> <table border="1"> <thead> <tr> <th>Emotional</th> <th>Social</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Scared</td> <td>Too dependent</td> <td>Forced into activities - disengagement</td> </tr> <tr> <td>Frightened</td> <td>Isolated from friends</td> <td>Lack of challenge – not fulfilling potential.</td> </tr> <tr> <td>Low self esteem</td> <td>‘Smothered’</td> <td>Lack of stimulation – lack of attainment</td> </tr> <tr> <td>Angry</td> <td>Un-cooperative</td> <td></td> </tr> <tr> <td>Frustrated</td> <td>Rebellious</td> <td></td> </tr> <tr> <td>Guilty</td> <td></td> <td></td> </tr> </tbody> </table> <p>Please use the annotation:</p> <p> = positive</p> <p> = negative</p>	Emotional	Social	Intellectual	Security	Norms of behaviour	Vocabulary	Safe	Enhanced social contacts	Numbers	Being wanted	Differing social activities	Reading	Loved	Independence	Writing	Raised self esteem		Developing imagination	Motivation		Knowledge	confidence		skills	Emotional	Social	Intellectual	Scared	Too dependent	Forced into activities - disengagement	Frightened	Isolated from friends	Lack of challenge – not fulfilling potential.	Low self esteem	‘Smothered’	Lack of stimulation – lack of attainment	Angry	Un-cooperative		Frustrated	Rebellious		Guilty			9	<p>Levels checklist</p> <p>Level 3 Comprehensive balanced evaluation 3 aspects of development – emotional, social and intellectual Shows understanding of the relationship between effects. clear understanding high level QWC</p> <p>Level 2 sound evaluation (upper end) basic analysis (low end) Shows some understanding of the relationship between effects (upper end) 2 aspects of development – any two of emotional, social or intellectual some errors – QWC</p> <p>Level 1 1 aspect of development list like low level QWC</p> <ul style="list-style-type: none"> The number of ticks may not necessarily correspond to the marks awarded. Look carefully at the descriptors and decide where the answer ‘best fits’ 	<p>Level 3 (7–9 marks) Candidates will fully evaluate how relationships between parents and children can impact upon children’s emotional, social and intellectual development. Answers will be balanced. More able candidates may show understanding of the relationship between effects. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–6 marks) Candidates will give a basic (low end) sound evaluation (upper end) of how relationships can impact upon two aspects of development. Answers will be factually correct but still need some developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>A sub max of 4 if only positive or negative addressed / or one aspect of development done well.</i></p>
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					<ul style="list-style-type: none"> Do not accept – will ‘help physical development’/‘intellectual development’ etc. Do not accept responses linked to physical development. <p>Be aware of candidates ‘going off on a tangent’ – The focus of the question is about relationships between parents and children. Do not give credit when candidates develop answers linked to other relationships and / or events.</p>	<p>Level 1 (0–3 marks) Candidates can identify (low end)/attempt to evaluate (upper end – likely to be more descriptive) how relationships can impact upon children’s development. The candidate will only look at one aspect of development. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance
3	(c)	<p>One mark for each subject, TWO required One mark for each effect, TWO required</p> <p>Subject – this list is not exhaustive</p> <ul style="list-style-type: none"> • Angry at what has happened • Depressed • Intense sadness • Loss of confidence • Embarrassed • Afraid of what people may think • Absolute confidence – fully accepts self. • Feels isolated • Being bullied <p>Effect – this list is not exhaustive</p> <ul style="list-style-type: none"> • Lowered self esteem • Lowered self-image • Loss of respect for self • No self-worth • Loss of confidence • Feeling inadequate • Loss of pride in self • Pride in who they are. • Paranoid • Stress • Insecure • Shy • Feels lonely 	4	<p>The verb is to explain – for each full answer there will be two parts:</p> <ul style="list-style-type: none"> • A subject and an effect or • Two effects <p>Some candidates will give just a ‘subject’ or an ‘effect’ Such an answer can be awarded a mark each time a part correct answer is given.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Low / high self-concept. <p>Subject and effect can be interchangeable Answers can be both positive and negative</p>

Question		Answer	Marks	Guidance												
4	(a)	<p>One mark for identifying a professional Carer, THREE required One mark for identifying support given, THREE required</p> <p>The list for professional carers / support given is not definitive; professional judgement should be used.</p> <table border="1"> <thead> <tr> <th>Situation</th> <th>Professional Carer</th> <th>Support given</th> </tr> </thead> <tbody> <tr> <td>A woman has been diagnosed with cervical cancer</td> <td>Oncologist Counsellor GP / Doctor Nurse Gynaecologist Consultant</td> <td>Prescribe Listen Give treatment Give advice Referrals Aid understanding Reassurance</td> </tr> <tr> <td>An older person develops dementia</td> <td>GP / Doctor Nurse District Nurse Social Worker Mental Health Nurse Occupational Therapist Counsellor Consultant Psychologist Psychiatrist Domiciliary / Home help Care Home assistants</td> <td>Cognitive tests Prescribe Give treatment Give advice Referrals Dietary advice Liaise with family Meet personal needs Reminiscence activities</td> </tr> <tr> <td>A child has had his plaster removed after breaking his leg</td> <td>Physiotherapist / physio GP / Doctor Nurse District Nurse Sports physio practitioner Consultant Paediatrician</td> <td>Manipulation Exercises Massage Listen prescribe</td> </tr> </tbody> </table>	Situation	Professional Carer	Support given	A woman has been diagnosed with cervical cancer	Oncologist Counsellor GP / Doctor Nurse Gynaecologist Consultant	Prescribe Listen Give treatment Give advice Referrals Aid understanding Reassurance	An older person develops dementia	GP / Doctor Nurse District Nurse Social Worker Mental Health Nurse Occupational Therapist Counsellor Consultant Psychologist Psychiatrist Domiciliary / Home help Care Home assistants	Cognitive tests Prescribe Give treatment Give advice Referrals Dietary advice Liaise with family Meet personal needs Reminiscence activities	A child has had his plaster removed after breaking his leg	Physiotherapist / physio GP / Doctor Nurse District Nurse Sports physio practitioner Consultant Paediatrician	Manipulation Exercises Massage Listen prescribe	6	<p>Watch for repetition for both professional Carer and support – the question asks candidates to give different examples in both categories. i.e. cannot give GP / Doctor 3 times</p> <p>Professionals not allowed: Teacher Pharmacist</p> <p>If the support given is appropriate to the situation then award marks even if the professional carer is incorrect.</p> <p>If the professional carer is correct then the support must be appropriate, e.g. a counsellor would not give advice.</p> <p>Do not accept organisations, e.g. NHS, Social Services</p>
Situation	Professional Carer	Support given														
A woman has been diagnosed with cervical cancer	Oncologist Counsellor GP / Doctor Nurse Gynaecologist Consultant	Prescribe Listen Give treatment Give advice Referrals Aid understanding Reassurance														
An older person develops dementia	GP / Doctor Nurse District Nurse Social Worker Mental Health Nurse Occupational Therapist Counsellor Consultant Psychologist Psychiatrist Domiciliary / Home help Care Home assistants	Cognitive tests Prescribe Give treatment Give advice Referrals Dietary advice Liaise with family Meet personal needs Reminiscence activities														
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Physical	Intellectual												
<ul style="list-style-type: none"> Weight loss Weight gain Self harming Physical effects of mental health issues – stress headaches/panic attacks/loss of sleep. 	<ul style="list-style-type: none"> Lack of concentration Distraction Loss of focus. 												
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Question			Answer	Marks	Guidance	
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					<p><i>second. Annotate with 'Rep' for the second response.</i></p> <p>Effects given can be both positive and negative</p> <p>The answers given must link to the effects of bereavement. Please be aware of candidates going off on a tangent' - only give credit to answers that are linked to the focus of the question.</p>	<p>Level 1 (0–3 marks)</p> <p>Candidates can identify (low end)/attempt to analyse (upper end – likely to be more descriptive) how David's death can impact upon Siobhan's development. The candidate will only look at one aspect of development. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

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