

Health and Social Care

General Certificate of Secondary Education

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

Mark Scheme for June 2012

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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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Annotations to be used

Annotation	Meaning
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Repeat
	Noted but no credit given
	Tick
	Too vague
	Omission mark
	Development of point

Subject-specific Marking Instructions that apply across the whole question paper to be included here.

Where a candidate has attempted a response but the response is not worthy of credit, 0 marks should be given and a **SEEN** annotation should be used on the script. Where a candidate has included unrelated material e.g. doodle a No Response should be selected. Where candidates have used the additional space a **SEEN** annotation should be included to verify the response has been marked.

Question		Answer	Mark	Guidance										
1	(a)	<p>ONE mark for each correct identification</p> <table border="1"> <thead> <tr> <th>Situation</th> <th>Type of development</th> </tr> </thead> <tbody> <tr> <td>Becoming independent</td> <td>Social</td> </tr> <tr> <td>Discussing views and opinions</td> <td>Intellectual / social</td> </tr> <tr> <td>Being able to skip and jump</td> <td>Physical</td> </tr> <tr> <td>A child expressing jealousy</td> <td>Emotional</td> </tr> </tbody> </table>	Situation	Type of development	Becoming independent	Social	Discussing views and opinions	Intellectual / social	Being able to skip and jump	Physical	A child expressing jealousy	Emotional	4 4 x 1	<p>Only accept those answers that are given in the opposite chart.</p> <p>NOTE: where more than one answer is given for a one mark question, credit can only be given if ALL answers are correct. One correct answer amid incorrect answers must be marked as wrong.</p>
Situation	Type of development													
Becoming independent	Social													
Discussing views and opinions	Intellectual / social													
Being able to skip and jump	Physical													
A child expressing jealousy	Emotional													
1	(b)	<p>ONE mark for the correct identification</p> <table border="1"> <thead> <tr> <th>Milestones</th> <th>Order</th> </tr> </thead> <tbody> <tr> <td>Holds spoon and finger foods</td> <td>4</td> </tr> <tr> <td>Begins to use pincer grip</td> <td>3</td> </tr> <tr> <td>Begins to use palmar grasp</td> <td>2</td> </tr> <tr> <td>Moves head to follow person</td> <td>1</td> </tr> </tbody> </table>	Milestones	Order	Holds spoon and finger foods	4	Begins to use pincer grip	3	Begins to use palmar grasp	2	Moves head to follow person	1	4 4 x 1	<p>If the responses are slightly out of sequence then only award for those that are in the correct position, e.g.</p> <ol style="list-style-type: none"> 1. begins to use palmar grasp 2. moves head to follow person 3. begins to use pincer grip 4. holds spoon and finger foods <p>The final two are in the correct position so two marks can be awarded.</p>
Milestones	Order													
Holds spoon and finger foods	4													
Begins to use pincer grip	3													
Begins to use palmar grasp	2													
Moves head to follow person	1													
1	(c)	<p>ONE mark for the correct identification</p> <p>Adulthood / adult</p>	1 1 x 1	No other response is acceptable										

Question		Answer	Marks	Guidance		
1	(d)	These lists are not definitive:	6	<p>This is a levels of response question so the number of ticks given will not necessarily correlate to the marks awarded. The focus of this question is evaluation.</p> <p>If a candidate has only given positive or negative responses the maximum that they can achieve is 3.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • Positives • Negatives • Logical development of answer • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Positives • Negatives • QWC – mid – likely to be some errors <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Identification / list like • 1 / 2 positive or negatives • QWC –likely to be poor 	<p>Level 3: 5 – 6 marks A well balanced evaluation of exercise of both positive and negative aspects upon physical development. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p>Level 2: 3 – 4 marks They will describe (low end) or explain (upper end) both positive and negative aspects upon physical development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>If candidates have only focussed on one aspect, i.e. either positive or negative, then the mark must be limited to the bottom of the mid-range – sub max 3</i></p> <p>Level 1: 1 – 2 marks One or two positives or negatives identified but not clearly described / explained. List like answers should be placed in this level. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>	
		Positives - physical				Negative - physical
		Heart – more efficient				Dehydration
		Muscles – stronger / toned				Shin splints
		Lungs more efficient				May get injured from too much exercise
		Suppleness / joints				
		Strength				
		Stamina / endurance				Significant weight loss
		Better flexibility				Tired
		Will sleep better				Strained muscles
		Toilet more efficiently				Death
		Prevent osteoporosis				
		Bone density improved				
		More energy				
		Maintain weight				
Fitter						
Raising heart beat – cardiovascular						
Enhanced immunity system						
Improve life expectancy						
Increase metabolism / burning calories						
Do not accept:						
<ul style="list-style-type: none"> • Getting healthy • Preventing diseases (unless qualified) 						
Use the annotation						
 = positive  = negative						

Question			Answer	Marks	Guidance	
					Content	Levels of response
						0 marks – no response or no response worthy of credit

Question		Answer	Mark	Guidance
2	(a)	<p>ONE mark for each identification TWO marks for an explanation on how Gary's development is affected</p> <p>Identification:</p> <ul style="list-style-type: none"> • Mountaineering • Serious accident • Broken leg / injury • Being in hospital • Supportive friends / family • Not being able to work • Physical • Intellectual • Emotional • Social • Gender • Income <p>Explanations must give either:</p> <ul style="list-style-type: none"> • cause and effect • subject and effect or • two effects <p>Examples of possible answers:</p> <p>Identification: Physical Explanation: He <u>broke his leg</u> and this prevents him from exercising and so could <u>gain weight</u>.</p>	6 (1+2) x2	<p>For effects do not accept will help physical development / intellectual development. The aspect of development given must be specific.</p> <p>It is perfectly possible for the candidate to only explain one aspect of development within both explanations – it is the quality of the response that is important.</p> <p>The identification and explanation must link.</p> <p>Please award marks for the identification if the candidate has given this within the explanation.</p> <p>Do not accept 2 causes for the explanation</p>

Question		Answer	Mark	Guidance
		<p>Identification: Family and friends Explanation – They can <u>encourage and support</u> Gary with his rehabilitation. This will give him the necessary <u>motivation</u> to succeed.</p> <p>Identification: Not being able to work Explanation: This could <u>reduce his income</u> and could cause him to <u>worry</u> about how he is going to pay his bills.</p> <p>Identification: Social Explanation: <u>Supportive friends will visit him</u> and prevent him from feeling <u>isolated</u></p> <p>Identification: Broken leg Explanation: He is <u>angry</u> with himself because of his <u>reduced mobility</u></p>		

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(b)	<p>Examples of the effects on Jason's level of education:</p> <p>The following examples are not definitive: Has to have a lot of time off school</p> <ul style="list-style-type: none"> Falling behind on work due to absences Having to catch up on work – causing slight stress and anxiety – could influence work rate and attainment Constantly distracted due to skin condition – loss of concentration = poorer grades 	6	<p>This is a levels of response question – marks must be awarded on the quality of the response given. The number of ticks will not necessarily correspond with the number of marks awarded</p> <p>Do not award any marks for repeating the factors:</p> <ul style="list-style-type: none"> Year 10 – time off school Parents are financially secure Supportive friends 	<p>Level 3: 5 – 6 marks Candidates will explain how all three factors affect Jason's level of education. They will make clear links 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: 3 – 4 marks Candidates will attempt to explain (upper end) describe (lower end) how at least two factors effect</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> May not want to go to school due to embarrassment / feeling self-conscious = resulting in reduced knowledge <p>Parents – both have well paid jobs</p> <ul style="list-style-type: none"> Could pay for some private tuition Pay for books / Lap top <p>Supportive friends</p> <ul style="list-style-type: none"> Give encouragement to catch up on work Collaborate - work together Test one another Collect work and take to him Listen / talk – give support / clarify with respect to school work Explain some of the work <p>Answers must be qualified and linked to Jason's level of education</p>		<p>Examples:</p> <p>Jason's friends will be able to explain the work to him and can support him in completing assignments so he will be able to catch up.</p> <p>Jason's parents can pay for additional tuition for both Jason and his friends so they can support one another.</p> <p>Jason's parents can take both Jason and his friends to local museums / places of interest to expand their knowledge.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> Does not need to study since parents will give financial assistance Parents are able to send him to another school 	<p>Jason's level of education. There will be some attempt to link factors. Answers will be factually correct but still need developing. Some correct terminology will be used. There will be some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 – 2marks Candidates can identify /describe 1 / 2 factors and the effect on Jason's level of education. 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 will be noticeable and intrusive</p> <p>0 marks – no response or no response worthy of credit</p>

Question		Answer	Mark	Guidance
2	(c)	<p>ONE Mark for each identification – THREE required</p> <p>Effects of a negative self concept:</p> <ul style="list-style-type: none"> Lack of motivation Low self-esteem / self-image Lacking confidence Low self worth Feeling a burden on his family 	<p>3 3x1</p>	<p>The verb is to identify, therefore it is acceptable to accept one word answers as well as phrases.</p> <p>Do not allow repetition of emotions</p> <p>Do not accept answers referring to being bullied , self harming or eating disorders</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Pessimistic outlook • Isolated / anti social • Feeling insecure • Anxious about his future • Pulling away from friends / family / difficult relationships / difficulty in talking to people • Lonely / Scared / frightened • Angry / Frustrated • Sad / upset • Worried • Shy / embarrassed / self conscious • Withdrawn • Depression • Jealous 		

Question			Answer	Marks	Guidance	
					Content	Levels of response
3	(a)	6	<p>Examples – list is not definitive. Professional judgement must be applied</p> <p>Physical development</p> <ul style="list-style-type: none"> • Cystitis (pain when passing urine), • Itching / tingling / burning around the genitals • White spots or lumps • A change in her vaginal discharge • Lower abdominal pain • Pain and/or bleeding during sexual intercourse • Bleeding after sex, or 	<p>6</p> <p>L3</p> <p>L2</p> <p>L1</p>	<p>This is a levels of response question so the number of ticks given will not necessarily correlate to the marks given.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • Physical and emotional development • Logical progression • QWC – High- look for technical vocabulary <p>Level 2 checklist</p> <ul style="list-style-type: none"> • Physical and emotional development • QWC – mid – likely to be some errors 	<p>Level 3: 5 – 6 marks Candidates will clearly explain the effects of having a sexually transmitted infection on both her physical and emotional development. Answers will be factually correct, using correct terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: 3 – 4 marks Candidates will attempt to explain (upper end), describe (lower end) the effects of having a sexually</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
	<ul style="list-style-type: none"> • Bleeding between periods or heavier periods. • If left untreated the Chlamydia infection can spread to the womb, and cause Pelvic Inflammatory Disease (PID). PID is a major cause of infertility, ectopic pregnancy and miscarriage. • Lowered immune system • Rashes • Weight loss • Death <p>Emotional development</p> <ul style="list-style-type: none"> • Anxious • Worried • Scared / frightened • Depressed • Humiliated • Embarrassed / ashamed • Low self esteem / self image / self concept • Stress • Anger • Loss of confidence • Insecurity • Lack of trust • Sad / upset • Guilty <p>Do not accept:</p> <ul style="list-style-type: none"> • Physical effects if they are linked to the consequences of emotions e.g. 		<p><i>Sub max of 3 if only one aspect of development is included</i></p> <p>Level 1 checklist</p> <ul style="list-style-type: none"> • Identification / list like • QWC – likely to be poor <p>Do not award any marks for identifying a sexually transmitted infection, e.g. herpes, gonorrhoea, HIV</p> <p>Annotation to use</p> <p> = physical effects</p> <p> = emotional effects</p>	<p>transmitted infection on both her physical and emotional development. Answers will be factually correct but still need developing. Some correct terminology will be used. There may be some noticeable errors of grammar, punctuation and spelling. <i>A sub max of 3 can be awarded if only one aspect of development is included</i></p> <p>Level 1: 1 – 2 marks Candidates can identify / describe the effects on either physical or emotional development of having a sexually transmitted infection. Answers are likely to be muddled. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks – no response or no response worthy of credit</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			weight loss linked to being stressed <ul style="list-style-type: none"> Feeling ill 			

Question		Answer	Marks	Guidance						
3	(b)	<p>ONE mark for identifying the Professional Carer TWO marks for the explanation</p> <p>Professionals</p> <ul style="list-style-type: none"> GP / Doctor Practice Nurse Counsellor Sexual Health Nurse Sexual Health Consultant Gynaecologist <p>Examples of support – these could be interchangeable between professional carers</p> <table border="1"> <tr> <td>GP / Sexual Health Consultant / Gynaecologist</td> <td>Practice Nurse / Sexual Health Nurse</td> <td>Counsellor</td> </tr> <tr> <td>Diagnose Prescribe Listen Refer to sexual Health Clinic / Counsellor Provide information / advice Carry out tests</td> <td>Listen show empathy Provide information / advice Reassure Monitoring health Talk through options</td> <td>Listen Show empathy Draw out emotions</td> </tr> </table>	GP / Sexual Health Consultant / Gynaecologist	Practice Nurse / Sexual Health Nurse	Counsellor	Diagnose Prescribe Listen Refer to sexual Health Clinic / Counsellor Provide information / advice Carry out tests	Listen show empathy Provide information / advice Reassure Monitoring health Talk through options	Listen Show empathy Draw out emotions	<p>3 1 x 1 1 x 2</p>	<p>The support given must match to the appropriate professional</p> <p>Please accept Dr / Nurse</p> <p>Do not accept:</p> <ul style="list-style-type: none"> services, e.g. Sexual Health Clinic / GUM Clinic /Counselling the word support without qualification therapist <p>Allocation of marks for the explanation:</p> <p>Accurate and showing understanding = 2 marks Simple with limited understanding = 1 mark</p> <p>If the professional carer is incorrect then the explanation is to be marked as incorrect.</p> <p>NOTE: where more than one answer is given for a one mark question, credit can only be given if ALL answers are correct. One correct answer amid incorrect answers must be marked as wrong.</p>
GP / Sexual Health Consultant / Gynaecologist	Practice Nurse / Sexual Health Nurse	Counsellor								
Diagnose Prescribe Listen Refer to sexual Health Clinic / Counsellor Provide information / advice Carry out tests	Listen show empathy Provide information / advice Reassure Monitoring health Talk through options	Listen Show empathy Draw out emotions								

Question		Answer	Marks	Guidance																									
				Content	Levels of response																								
3	(c)	Examples – not exhaustive lists	6	This is a levels of response question – marks must be awarded on the quality of response given	Level 3: 5 – 6 marks A well balanced analysis of how being promoted impacts on a person’s intellectual and social development. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.																								
		<p>Intellectual development</p> <table border="1"> <thead> <tr> <th>Positives</th> <th>Negatives</th> </tr> </thead> <tbody> <tr> <td>Higher order thinking skills required</td> <td>Difficulty in comprehending challenges</td> </tr> <tr> <td>Offering more stimulating challenges</td> <td>Unable to cope with additional workload</td> </tr> <tr> <td>Solving problems</td> <td>Making more errors due to lack of comprehension</td> </tr> <tr> <td>Developing skills</td> <td></td> </tr> <tr> <td>Increased knowledge</td> <td></td> </tr> <tr> <td>Additional qualifications</td> <td></td> </tr> </tbody> </table> <p>Social development</p> <table border="1"> <thead> <tr> <th>Positives</th> <th>Negatives</th> </tr> </thead> <tbody> <tr> <td>Increase of social contacts</td> <td>Loss of social contacts</td> </tr> <tr> <td>Increase of social activities</td> <td>Loss of friendships</td> </tr> <tr> <td>Increased responsibility – could cause conflict</td> <td>Less time for social activities with friends</td> </tr> <tr> <td>Increased confidence</td> <td></td> </tr> <tr> <td>More interactions</td> <td></td> </tr> <tr> <td>Greater independence</td> <td></td> </tr> </tbody> </table>	Positives			Negatives	Higher order thinking skills required	Difficulty in comprehending challenges	Offering more stimulating challenges	Unable to cope with additional workload	Solving problems	Making more errors due to lack of comprehension	Developing skills		Increased knowledge		Additional qualifications		Positives	Negatives	Increase of social contacts	Loss of social contacts	Increase of social activities	Loss of friendships	Increased responsibility – could cause conflict	Less time for social activities with friends	Increased confidence		More interactions
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			L2	The number of ticks will not necessarily correspond to the marks awarded.																									
			L1	<p>Level 3 checklist</p> <ul style="list-style-type: none"> Detailed breakdown of both intellectual and social development Logical progression QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> More descriptive (low end), explanatory (upper end) of impacts on intellectual and social development QWC – mid – likely to be some errors <p>Level 1 – checklist</p> <ul style="list-style-type: none"> Likely to identify effects with little or no description QWC - likely to be poor <p>Answers could be both negative and positive</p> <p>Annotation to be used:</p> <p> = intellectual</p> <p> = social</p>	<p>Level 2: 3 – 4 marks</p> <p>They will describe (low end) or explain (upper end) how being promoted will impact upon a person’s intellectual and social development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. Sub max of 3 for one (intellectual/ social) done well</p> <p>Level 1: 1 – 2 marks</p> <p>One or two effects identified but not clearly described / explained. List like answers should be placed in this level. Errors of grammar, punctuation and spelling may be noticeable and intrusive</p>																								

Question			Answer	Marks	Guidance	
					Content	Levels of response
					Do not accept: <ul style="list-style-type: none"> Will learn more Feel smarter 	0 marks – no response or no response worthy of credit

Question		Answer	Mark	Guidance	
4	(a)	ONE mark for each correct identification	3 3x1	Only accept the responses given opposite Do not accept: <ul style="list-style-type: none"> Formal or informal education <p>NOTE: where more than one answer is given for a one mark question, credit can only be given if ALL answers are correct. One correct answer amid incorrect answers must be marked as wrong.</p>	
		Relationship			Type of relationship
		Mother and son			Family
		Teacher and pupil			Working / professional
		A married couple	Sexual / intimate		
4	(b)	One mark for each aspect <ul style="list-style-type: none"> Self esteem / how a person feels about himself/ herself Self image / how a person sees himself / herself 	2	Do not accept: How others see us	

Question		Answer		Marks	Guidance	
					Content	Levels of response
4	(c)	Examples – not definitive		10	<p>This is a levels of response question so the number of responses will not necessarily correlate to the marks awarded.</p> <p>Level 3 – checklist Three of the following:</p> <ul style="list-style-type: none"> • physical development • intellectual development • emotional development • social development • logical progression • QWC - high <p>Level 2 – checklist Two of the following:</p> <ul style="list-style-type: none"> • physical development • intellectual development • emotional development • social development • QWC – mid – likely to be some errors <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Identification / list like • QWC - likely to be poor 	<p>Level 3: 8 - 10 marks A well balanced analysis of how bullying has affected development. At least three aspects of development will be covered. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors, if any, of grammar, punctuation and spelling</p> <p>Level 2: 5 - 7 marks They will describe (low end) or explain (upper end) how bullying has affected development. At least two aspects of development will be covered. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>If candidates have only focussed in one aspect of development then the mark must be limited to the bottom end of the mid-range – sub max of 5</i></p> <p>Level 1: 1 - 4 marks One or two effects identified but not clearly described/explained. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>
		Physical	Intellectual			
		Self harming Suicide Not eating / weight loss / weight gain / comfort eating Bed wetting Loss of sleep Cuts and bruises Pain	Unable to concentrate Poor educational attainment due to not attending school Verbally abusive to others			
		Emotional	Social			
		Scared / frightened Lack of motivation Lack of confidence / enhanced confidence Timid / shy Showing more aggression Regression Loss of trust Confusion Depressed Self esteem / self image / self concept Guilty	Will isolate from others Unable to form friendships Bullying			

Question			Answer	Marks	Guidance	
					Content	Levels of response
						0 marks – no response or no response worthy of credit

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