

Health and Social Care

General Certificate of Secondary Education

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

Mark Scheme for January 2011

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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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Question		Expected Answer	Mark	Total	Rationale
1	(a)	<p>One mark for each identification, THREE required</p> <ul style="list-style-type: none"> • Sheila and Thomas – later adulthood / older adult / elderly • Charlotte – adolescence • Jessica – infancy/infant 	[3 x 1]	[3]	For later adulthood do not accept OAP.
1	(b)	<p>One mark for correct characteristic, THREE required</p> <p>Physical characteristics – infancy</p> <ul style="list-style-type: none"> • lies on back with head to one side • by one month can lift head • can turn from side to side • good head control • sit without support • can roll from back to side • reaches for objects • opens hand to grab finger • moves head to follow person • holds rattle • will use palmer grasp • they will be able to crawl • they will be able to walk • kneels without support • climbs upstairs • kicks a ball • jumps from low step • running 	[3 x 1]	[3]	<p>The examples can be taken from any point within infancy.</p> <p>The active verb is to identify so it is acceptable for the candidate to give one word answers for example:</p> <ul style="list-style-type: none"> • crawling / crawl • walking • grasping <p><i>Do not accept any response that is not linked to physical development.</i></p> <p>The list opposite is not exhaustive.</p> <p>Do not accept answers linked to</p> <ul style="list-style-type: none"> • growth, ie height / weight / growth of hair/ teeth <p>Do not accept answers that are vague and ambiguous, eg</p> <ul style="list-style-type: none"> • can move head, holding, gross motor skills, fine motor skills

Question		Expected Answer	Mark	Total	Rationale
1	(c)	<p>One mark for each correct response, FOUR required</p> <p>Gross Motor run up and down stairs rides a bicycle</p> <p>Fine (manipulative) motor able to tie laces writes letters of the alphabet</p>	[4 x 1]	[4]	No other examples are acceptable – the correct answers must come from the given text.

Question		Expected Answer	Mark	Total	Rationale
1	(d)	<p>Level 3: 5 marks Candidates will fully describe at least two effects on Thomas's intellectual development. 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 identify and briefly describe two effects on Thomas's 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.</p> <p>Level 1: 0-2 marks Candidates can identify/describe at least one effect on Thomas's intellectual 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> <p>Intellectual effects – this list is not exhaustive</p> <ul style="list-style-type: none"> • he will be able to debate with others / talking / interaction • he will read newspapers/books • he will be able to form different opinions • be more able to take part in discussions • increased vocabulary • increased skills • completion of comprehension questions • additional qualifications • consideration of other peoples' opinions • increase in knowledge • brain will be stimulated / helps memory 		[5]	<p>This is a levels response question – marks must be awarded on the quality of the response given.</p> <p>Specific examples of increased knowledge and skills are acceptable, eg,</p> <ul style="list-style-type: none"> • developing an understanding of the world economy / developing ICT skills <p>Do not accept vague responses such as</p> <ul style="list-style-type: none"> • will learn more <p>Do not accept</p> <ul style="list-style-type: none"> • getting a job <p>as a stand alone statement. If reference is made to intellectual development and this is linked to getting a job credit can be given.</p> <p>Do not award marks for emotional or social effects on development.</p>

Question		Expected Answer	Mark	Total	Rationale
2	(a)	<p>One mark for each identification of a factor – THREE required Two marks for an explanation on development – SIX required</p> <p>Factors</p> <ul style="list-style-type: none"> • skiing • seriously ill • hospitalised • unable to work • full time work • spending time with family and friends • making a full recovery <p>Development – could refer to physical/intellectual/emotional or social. The explanation on development must relate to the factor.</p>	<p>[3 x 1] [3 x 2]</p>	<p>[3] [6]</p>	<ul style="list-style-type: none"> • Do not accept will help physical development / intellectual development etc... the aspect of development given must be specific. • If the factor is identified within the explanation then award marks. • It is acceptable for candidates to explain one aspect of development – it is the quality of the response that is important. • Both positive and negative responses can be accepted. <p>The explanation can comprise of either</p> <ul style="list-style-type: none"> • two effects on development • cause and effect on development <p>Factor: seriously ill - Some candidates within their explanation may give specific facts about a particular illness, eg having a high temperature / having severe diarrhoea – these must be assessed as correct (physical development) Skiing will help Jacqui to remain fit; she will be burning calories (physical) and she will become more toned (physical) = 2 marks or Skiing will increase Jacqui's stamina (physical) and will enable her to have increased confidence in her own abilities (emotional) = 2 marks Being seriously ill may make Jacqui feel depressed (emotional). The illness may mean Jacqui will not be able to breathe very easily (physical) = 2 marks Having <i>full time work</i> will enable Jacqui to stretch herself mentally; she will be conversing with colleagues and will have a sense of achievement = 2 marks</p>

Question	Expected Answer	Mark	Total	Rationale
2 (b)	<p>Level 3: 5-6 marks Candidates will fully explain effects that abuse can have upon development. The candidate will look at at least two aspects of development. 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 identify and describe effects that abuse can have upon development. The candidate will look at 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 3 to be awarded if only one aspect of development is referred to.</i></p> <p>Level 1: 0-2 marks Candidates can identify/describe effects that abuse can have upon development. The candidate may only describe one aspect of development or list several aspects. 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> <p>Development – could refer to physical/intellectual/emotional or social.</p> <p>Examples of effects – this is not an exhaustive list – effects can be both positive and negative.</p>		[6]	<ul style="list-style-type: none"> • This is a levels response question – marks must be awarded on the quality of the response given. • The number of ticks will not necessarily correlate with the mark being awarded. • Within the response we are looking for the effects of abuse on development • Answers could be negative or positive. <p>Level 3 example <i>A person who is constantly being hit will suffer with extensive bruising. This is going to lower their self-confidence. This person is unlikely to want to socialise with their friends and will become withdrawn. They will be very self-conscious; a consequence of this could be not going to school due to embarrassment. This could impact negatively on their academic achievement.</i> Full marks awarded – two aspects of development referred to. A fluent response with no grammatical errors.</p> <p>Level 2 example <i>I think that if they have been hit a lot and shouted at they will feel hurt and depressed. They may not want to go out with their friends. They could have bruising and broken bones. I think that they will be sad.</i> Four marks awarded. Two aspects of development referred to. Some grammatical errors.</p> <p>Level 1 example <i>They could be very sad and cry a lot.</i> One mark given – an identification answer.</p>

Question	Expected Answer	Mark	Total	Rationale
	<p>Emotional</p> <ul style="list-style-type: none"> • loss of confidence • lowered self-esteem • scared/frightened • withdrawn • angry • depression • stressed • anxious • ashamed • becoming more determined and self-assured <p>Social</p> <ul style="list-style-type: none"> • becoming socially isolated • withdrawing from social events • being aggressive in social situations <p>Physical</p> <ul style="list-style-type: none"> • bruising • broken bones • death • self harm <p>Intellectual</p> <ul style="list-style-type: none"> • unable to concentrate • having low expectations • poor examination results 			

Question		Expected Answer	Mark	Total	Rationale
3	(a)	<p>One mark for each correct response, TWO required</p> <p>Definition Term</p> <p>Beliefs, practices, dress, language and religious beliefs culture</p> <p>The psychological and social development of male and female roles in society. gender</p>	[2 x 1]	[2]	<p>Do not accept</p> <ul style="list-style-type: none"> • sexual orientation

Question		Expected Answer	Mark	Total	Rationale
3	(b)	<p>Age - examples of 'subject' feeling</p> <ul style="list-style-type: none"> • too old • too young • mature • wise • useless/worthless <p>Appearance - examples of 'subject'</p> <ul style="list-style-type: none"> • developing wrinkles • scar tissue • receding hairline • going grey • feeling embarrassed • feeling ugly • feeling ashamed • feeling confident with looks • weight issues <p>Examples of effect on self-concept</p> <ul style="list-style-type: none"> • raised / lowered self-esteem • feelings of belonging • enhanced value of self • confidence • self-worth • happy / unhappy • feeling de-valued • lowered self-image / raised self-image 	[2 x 2]	[4]	<p>The verb is to explain – for each full answer there will be two parts.</p> <p>The explanation can comprise of either</p> <ul style="list-style-type: none"> • two effects on self concept, or • cause and effect on self concept <p>Answers could be negative or positive.</p> <p>The same answers can be given for the effect on self-concept.</p> <p>Do not accept usage of the terms 'high self-concept' / 'low self-concept' – these answers need to be qualified to gain credit.</p>

Question		Expected Answer	Mark	Total	Rationale
3	(c)	<p>One mark for each correct response, THREE required</p> <ul style="list-style-type: none"> • family • friendships • working / professional • sexual / intimate 	[3 x 1]	[3]	<p>The emphasis here is on the different types of relationship – do not accept examples, eg</p> <ul style="list-style-type: none"> • brother and sister / parent and child • employee / employer • marriage / partner / lover <p>Marks can be awarded if the responses are written on the same line.</p>

Question	Expected Answer	Mark	Total	Rationale
3 (d)	<p>Level 3: 5-6 marks Candidates will analyse in detail how relationships can have a positive impact on a person's social development. 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 analyse (more descriptive in nature) how relationships can have a positive impact on a person's social 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.</p> <p>Level 1: 0-2 marks Candidates can identify/describe how relationships can have a positive impact on a person's social development. upon 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> <p>Effect on social development – this list is not exhaustive</p> <ul style="list-style-type: none"> • greater circle of friends / meet new people • enhanced confidence in social situations • awareness of other people's needs in social situations • wider variety of activities to pursue • greater self-awareness • ability to start conversations • ability to listen • ability to interpret body language • reliance • trust • support <p>Any type of relationship can be used.</p>		[6]	<ul style="list-style-type: none"> • This is a levels response question – marks must be awarded on the quality of the response given. • The number of ticks will not necessarily correlate with the mark being awarded. • Do not accept responses that refer to a negative effect on a person's social development. <p>Accept eg</p> <ul style="list-style-type: none"> • not being isolated

Question			Expected Answer	Mark	Total	Rationale
4	(a)	(i)	<p>One mark awarded for the identification of professional support, ONE required</p> <ul style="list-style-type: none"> • GP / doctor • health visitor • nurse (district / maternity / practice) • midwife • homeopath / alternative therapists 	[1 x 1]	[1]	<p>Accept on this occasion</p> <ul style="list-style-type: none"> • social worker • counsellor • nanny <p>Do not accept</p> <ul style="list-style-type: none"> • financial advisors / loan companies

Question			Expected Answer	Mark	Total	Rationale
4	(a)	(ii)	<p>Two marks awarded for an explanation of the support given (ACTION), TWO required Two marks awarded for explaining how this support would help Surinder to cope, TWO required</p> <p>Action*</p> <ul style="list-style-type: none"> • make referrals • liaise with other professionals (multi – disciplinary) • monitor health • prescribe medication • take blood pressure • check infants development • advise on feeding • listen / talk to • provide information / advice / guidance • educate / teach techniques • give treatments: acupuncture/reflexology/massage • practical assistance <p>Cope</p> <ul style="list-style-type: none"> • reassurance • enhanced confidence • more informed • feels listened to • increased self-esteem • empowered • alleviate pain • relieve stress • giving time <p>Accept any other relevant actions and examples of how Surinder will cope.</p>	[2 x 2]	[4]	Credit appropriate descriptions of support / cope even if the professional is incorrect.

Question	Expected Answer	Mark	Total	Rationale
4 (b)	<p>Level 3: 8-10 marks A well balanced evaluation of both positives and negatives upon development. The candidate will refer to at least three aspects of 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> <p>Level 2: 5-7 marks They will describe (low end) or explain (upper end) one positive and one negative upon development. The candidate will refer to at least two aspects of development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: 0-4 marks One or two positives or negatives identified but not clearly described/explained. The candidate may only refer to one aspect of development. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Examples of negative aspects – this list is not exhaustive</p> <ul style="list-style-type: none"> • loss of confidence • less income • lowered self-esteem • stress • isolation • loss of social contacts • feeling worthless <p>Examples of positive aspects – this list is not exhaustive</p> <ul style="list-style-type: none"> • able to pursue other hobbies • more time to spend with family • reduced stress • time for self-reflection 		[10]	<ul style="list-style-type: none"> • This is a levels response question – marks must be awarded on the quality of the response given. • The number of ticks will not necessarily correlate with the mark being awarded. • Look carefully at the descriptors and decide where the answer ‘best fits’. <p>Check lists</p> <p>Level 3</p> <ul style="list-style-type: none"> • positives • negative • three aspects of development • accurate QWC <p>Level 2</p> <ul style="list-style-type: none"> • positives • negatives • two aspects of development • some errors – QWC <p><i>Sub max of 5 if only positives or negatives included.</i></p> <p>Level 1</p> <ul style="list-style-type: none"> • positives and/or negatives • one aspect of development • list-like

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