OCR
RECOGNISING ACHIEVEMENT

GCSE

# Health and Social Care

General Certificate of Secondary Education **A912/01**

Understanding Personal Development and Relationships

# Mark Scheme for June 2010

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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)** | **One** mark for the correct identification of the member of the Taylor family, ONE required<br>**One** mark for the age span, ONE required<br>**One** mark for each correct life stage, THREE required<br><br>**The Taylor family** / **Life stage** / **Age range**<br>**Shaun** / adolescence / 11-18<br>Christopher / infancy / ***0-3**<br>Emily / **childhood / child** / 4 -10<br>Sharon / **adulthood / adult** / 18 – 65<br>William / **later adulthood / older adult / elderly** | 5x1 | **[5]** | *Allow candidates a mark if they are one year either side of those given for the age span<br><br>For childhood – do not accept toddler |
| **(b)** | **Two** aspects are needed for the full TWO marks<br>If only **one** aspect is given, award ONE mark<br><br>Growth – an **increase** in **physical size** – **height** and **mass** | 2x1 | **[2]** | Accept:<br>• getting taller<br>• putting on weight<br>• increase in size<br>Use professional judgement related to *increase in…*<br><br>Do not accept:<br>• intellectual / emotional / social development<br>• any reference to going through the life stages |
| **(c)** | **Two** marks for a well-developed response – shows a clear understanding of the concept of centile charts<br>**One** mark for identification of key aspects<br><br>• to **check** if a child's **height** is within the **normal range**<br>• to **compare** a **child's growth** to the **average growth rates** | 2 x 1 | **[2]** | Do not accept:<br>• to measure height |

| Question | Expected Answer | Mark | Total | Rationale |
|---|---|---|---|---|
| 1 (d) | **One** mark for each correct social change, THREE required<br><br>• continue to develop friendships<br>• interactions with family<br>• interactions / socialise with work colleagues<br>• interactions / socialise with the family of children's friends<br>• limited social contacts due to the demands of children<br>• loss of social contacts / fewer or less friends<br>• socialise more with one another | 3 x 1 | **[3]** | The verb is to identify, therefore it is acceptable to accept one word answers as well as phrases.<br><br>Accept:<br>• leisure activities which involve interaction with other people – only allow once<br><br>Do not accept:<br>• may find it difficult to make friends<br>• divorce<br>• marriage<br>• children leaving home<br>• form new relationships |

| Question | Expected Answer | Mark | Total | Rationale |
|---|---|---|---|---|
| 1 (e) | **One** mark for each correct emotional change, THREE required<br><br>• leaving parents – distressing<br>• feeling more confident<br>• can hide feelings<br>• able to say how she / he feels<br>• understand the feelings of others<br>• are sensitive to criticism in front of people<br>• do not respond well to being told off<br>• form close friendships with friends / trust<br>• more able to control emotions<br>• less egocentric<br><br>*Plus any other acceptable response.* | 3 x 1 | **[3]** | The verb is to identify, therefore it is acceptable to accept one word answers as well as phrases.<br><br>Candidates will often give a range of emotions that a child could feel – please mark as correct.<br>Emotions can be both negative and positive.<br><br>***Positive*** ***Negative***<br>happy anxious<br>excited scared<br>frightened<br>jealous<br>angry<br><br>Candidates will possible be thinking of how a child will face certain events in this life stage, e.g. having a younger / older sibling / starting school – many of the emotional changes that they give will relate to these events.<br><br>Do not accept:<br>• feels loved<br>• temper tantrums |

| Question | Expected Answer | Mark | Total | Rationale |
|---|---|---|---|---|
| 2 (a) | **One** mark for each identification of a factor, TWO required<br>**Two** marks for an explanation on development, TWO required<br><br>**Factors**<br>• genetic – having a son with Down's Syndrome<br>• work – giving it up / unemployed<br>• friends – loss of contact / unable to socialise<br>• reduced income / financial<br>• poor diet / diet<br>• weight increase<br><br>**Development** – could refer to physical / intellectual / emotional or social. The explanation on development **MUST** relate to the factor.<br><br>*For example:*<br><br>• **the loss of contact with her friends** will sometimes leave Amanda *isolated* from adult company<br>• **having a reduced income** will mean that she may have to buy cheaper foods; these foods may be higher in fat content and result in her *putting on weight* | 2 x 1<br>2 x 2 | **[6]** | If the factor is written within the explanation then the mark can be awarded.<br><br>If factor is not given but the explanation is correct, credit, and vice versa.<br><br>Do not accept:<br>• giving birth<br>• 'Jack' without genetic/DS |

| Question | Expected Answer | Mark | Total | Rationale |
|---|---|---|---|---|
| 2 (b) | **One** mark for each identification, THREE required<br><br>**Effects of a negative self-concept:**<br>• self-conscious due to weight gain<br>• low self-esteem<br>• poor self-image<br>• isolated<br>• frustrated<br>• low self-worth<br>• low confidence<br>• feels insecure<br>• pessimistic outlook<br>• not being a good mother<br><br>*Plus any other acceptable response.* | 3 x 1 | **[3]** | The verb is to identify, therefore it is acceptable to accept one word answers as well as phrases.<br><br>Having a negative self-concept will invariably lead to experiencing many negative emotions; accept such emotions, e.g.<br>• lonely<br>• stressed / depressed – allow one only<br>• anxious<br>• angry<br>• frustrated<br>• guilty<br>• sad<br><br>Accept:<br>• not looking after herself |

| Question | Expected Answer | Mark | Total | |
|---|---|---|---|---|
| 2 (c) | **Two** marks for identifying the support given, TWO required<br>**Two** marks for explaining how this support would help Amanda to cope, TWO required<br><br>**Support given** – accept any reasonable answer if the support is relevant to both Amanda and her son, e.g.:<br><br>• taking both of them out for a day trip<br>• listening to Amanda's concerns<br>• taking Jack for a few hours giving Amanda some time for herself<br>• playing with Jack<br>• financial support<br><br>How this will help Amanda to cope – accept any reasonable answer, e.g.:<br><br>• to alleviate fear<br>• to alleviate anxiety<br>• providing encouragement<br>• interacting with other people will aid Jack's development<br>• reduced pressure for Amanda<br>• enhanced confidence<br>• reduced stress | 2 x 1<br>2 x 2 | **[6]** | The verb is to identify, therefore it is acceptable to accept one word answers as well as phrases.<br><br>Do not accept:<br>• family or friends as examples of support<br>• looking after Jack so Amanda can return to work<br><br>If the example of support is given within the explanation, then please award the marks.<br><br>If the example of support given is repeated, only award once<br><br>Accept:<br>• giving advice (if qualified) |

| Question | Expected Answer | Mark | Total | Rationale |
|---|---|---|---|---|
| 3 (a) | **One** mark for each feature, FOUR required<br><br>**Relationship** — **Features**<br>family — protection / support / love<br>friendship — trust / co-operate / honesty / loyalty<br>intimate / sexual — physical attraction / love / security<br>working — dependency (reliability) / respect / power / trust<br><br>*Plus any other acceptable response.*<br>*Can be interchangeable, eg support as a feature for friendship instead of family.* | 4 x 1 | **[4]** | A feature can only be awarded once – the question asks for a **different feature** for each type of relationship.<br><br>Do not accept:<br>• socialising / company / having fun<br>• formal / informal<br>• bonding<br>• look out for you<br>• partnership (too vague)<br>• care / caring (too vague) |

| Question | Expected Answer | Mark | Total | Rationale |
|---|---|---|---|---|
| 3 (b) | **Level 3: 6 - 7 marks**<br>A well-balanced analysis of how negative relationships have affected a person's emotional **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.<br><br>**Level 2: 3 - 5 marks**<br>They will describe (low end) or explain (upper end) how negative relationships have affected a person's emotional and social development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. *Sub-max of 4 for one (emotional/social) done well.*<br><br>**Level 1: 0 - 2 marks**<br>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.<br><br>**Characteristics** of negative relationships – this list is not exhaustive<br>• loss of trust<br>• anxiety<br>• isolation<br>• feeling helpless<br>• low self-esteem<br>• poor communication skills<br>• aggressive behaviour<br>• no self-respect<br>• limited sharing skills<br>• not feeling valued<br>*Plus any other acceptable response.* | 7 | **[7]** | This is a levels question – marks must be awarded on the quality of the response given.<br><br>This is a quality response so the number of ticks will not necessarily correlate to the score awarded.<br><br>Do not accept:<br>• will help physical development / intellectual development<br><br>**Level 3 - checklist**<br>Detailed breakdown of both emotional and social impact on development.<br>QWC high in this level.<br><br>**Level 2 - checklist**<br>More descriptive (low end), explanatory (upper end) of impacts on development.<br>QWC mid – some errors.<br><br>**Level 1 - checklist**<br>Likely to identify impact(s) with little or no description.<br>QWC likely to be poor. |

| Question | Expected Answer | Mark | Total | Rationale |
|---|---|---|---|---|
| 3 (c) | **One** mark for factor, TWO required<br>**One** mark for effect on self-concept, TWO required<br><br>***Factors***<br>• education – A Levels<br>• going to university<br>• sexual orientation / homosexual / sexuality<br><br>***Self-concept – positive – linked to A levels and University***<br>• higher self-esteem<br>• confidence<br>• proud<br>• highly motivated<br>• self-worth<br>• values self<br>• positive self-image<br><br>***Self-concept – positive or negative – linked to sexual orientation***<br>• any of the above positive values<br>• confused<br>• frightened<br>• ashamed<br>• relieved (having told parents)<br><br>*Accept any other responses with respect to self-concept if appropriate* | 2 x 1<br>2 x 1 | **[4]** | If the factor is given within the description, please award the marks.<br><br>If an effect on self-concept is given but no factor has been identified, please award marks.<br><br>Do not accept:<br>• feeling nervous<br>• feeling excited |

| Question | Expected Answer | Mark | Total | Rationale |
|---|---|---|---|---|
| 4 (a) | **Level 3: 8 - 10 marks**<br>A well balanced evaluation of retirement of **both** positive and negative aspects upon 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<br><br>**Level 2: 5 - 7 marks**<br>They will describe (low end) or explain (upper end) **at least one** positive and one negative upon 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. *If candidates have only focussed in one aspect, ie either positive or negative, then the mark must be limited to the bottom of the mid range.*<br><br>**Level 1: 0 - 4 marks**<br>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.<br><br>***Examples of positive aspects:***<br>• reduced stress<br>• more time to socialise with friends and family<br>• more time to go on holiday take up more hobbies<br>• greater flexibility in life<br><br>***Examples of negative aspects:***<br>• more demands on their time from family<br>• less income (if it's qualified with an aspect of development)<br>• loss of contact with work colleagues<br>• more arguments between themselves<br>• isolation<br>• stress<br>• loss of status | | **[10]** | This is a levels question so the number of responses will not necessarily correlate to the score awarded.<br><br>If a candidate has only given negative or positive responses the maximum that they can achieve is 5.<br><br>**Level 3 – checklist**<br>• positives<br>• negatives<br>Three of the following:<br>• physical development<br>• intellectual development<br>• emotional development<br>• social development<br>*QWC - high*<br><br>**Level 2 – checklist**<br>• 1 x positive<br>• 1 x negative<br>Two of the following:<br>• physical development<br>• intellectual development<br>• emotional development<br>• social development<br>*QWC – mid – likely to be some errors*<br><br>**Level 1 – checklist**<br>Identification / list like<br>1 / 2 positives or negatives<br>*QWC – likely to be poor* |

| Question | Expected Answer | Mark | Total | Rationale |
|---|---|---|---|---|
| 4 (b) | **Level 3: 5 marks**<br>Candidates will clearly explain **at least two** effects of obesity on **at least two** different aspects of development. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.<br><br>**Level 2: 3 - 4 marks**<br>Candidates will attempt to **explain** (upper end), **describe** (lower end) **at least two** effects of obesity on 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.<br><br>**Level 1: 0- 2 marks**<br>Candidates can identify / describe at least one effect of obesity on development. 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.<br>Answers could include the following:<br><br>**Physical**<br>• cardiovascular disease<br>• high blood pressure<br>• poor mobility<br>• diabetes<br>**Social**<br>• isolation<br>• being bullied<br>**Emotional**<br>• frightened<br>• low self-esteem<br>• stress / depression<br><br>*Plus any other acceptable response.* | | **[5]** | This is a banded question – marks must be awarded on the quality of the response given.<br><br>**Level 3 - checklist**<br>• detailed explanation x2<br>Two of the following:<br>• physical development<br>• emotional development<br>• social development<br>*QWC - high*<br><br>**Level 2 - checklist**<br>• explanation x2 (upper end)<br>• description x2 (lower end)<br>One of the following:<br>• physical development<br>• emotional development<br>• social development<br>*QWC – mid – likely to be some errors*<br><br>**Level 1 – checklist**<br>Identification / list like<br>1 / 2 effects<br>*QWC – likely to be poor*<br><br>Do not accept:<br>• giving up work<br>• not able to get a job<br>• to learn more about obesity |

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