

**GCSE**

**Health and Social Care**

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

General Certificate of Secondary Education

**Mark Scheme for June 2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Good response/positive
	Negative
	Benefit of doubt
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Repeated answer
	Noted but no credit given (can use on blank pages)
	Tick – correct response or point made
	Too vague
	Omission mark – missing information / more information needed
	Development of point

**Subject-specific marking instructions** 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><b>ONE</b> mark for each correct identification</p> <table border="1"> <thead> <tr> <th>Factor</th> <th>Example of the factor</th> </tr> </thead> <tbody> <tr> <td>Physical</td> <td>genetic inheritance</td> </tr> <tr> <td>Social and emotional</td> <td>educational experiences</td> </tr> <tr> <td>Economic</td> <td>income</td> </tr> <tr> <td>Environmental</td> <td>housing conditions</td> </tr> </tbody> </table>	Factor	Example of the factor	Physical	genetic inheritance	Social and emotional	educational experiences	Economic	income	Environmental	housing conditions	<p>4 4 x 1</p>	<p>Only accept the answers given in the table opposite.</p> <p><b>NOTE:</b> Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 5.</p>
Factor	Example of the factor													
Physical	genetic inheritance													
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1	b		9	<b>Content</b>	<b>Levels of response</b>								
		<p>Examples – not exhaustive lists</p> <table border="1"> <tr> <td><b>Physical</b></td> <td><b>Intellectual</b></td> </tr> <tr> <td>Weight loss / gain High blood pressure Loss of sleep – tired Cold – hypothermia Poor nutrition – obesity / diabetes Malnourished Lowered immune system</td> <td>Lack of concentration / focus Poorer educational attainment - lack of facilities / resources</td> </tr> <tr> <td><b>Emotional</b></td> <td><b>Social</b></td> </tr> <tr> <td>Scared / frightened Lack of motivation Lack of confidence Depression Stress Withdrawn Ashamed Embarrassed Insecure Angry Jealous Humiliated De-motivated</td> <td>Isolation Dependency on others for support Not able to socialise Loss of confidence Loss of friends Loss of cultural experiences Bullying</td> </tr> </table>	<b>Physical</b>	<b>Intellectual</b>	Weight loss / gain High blood pressure Loss of sleep – tired Cold – hypothermia Poor nutrition – obesity / diabetes Malnourished Lowered immune system	Lack of concentration / focus Poorer educational attainment - lack of facilities / resources	<b>Emotional</b>	<b>Social</b>	Scared / frightened Lack of motivation Lack of confidence Depression Stress Withdrawn Ashamed Embarrassed Insecure Angry Jealous Humiliated De-motivated	Isolation Dependency on others for support Not able to socialise Loss of confidence Loss of friends Loss of cultural experiences Bullying		<p>This is a levels of response question – marks must be awarded on the quality of response given</p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>Detailed breakdown of aspects of development.</li> <li>3 aspects of development</li> <li>Developed answers – dependency of effects / consequences</li> <li>Logical progression.</li> <li>QWC – high.</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>More descriptive (low end), explanatory (upper end) of aspects of development.</li> <li>2 aspects of development</li> <li>QWC – mid – likely to be some errors.</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>List-like response</li> <li>1 aspect of development</li> <li>Likely to identify effects with little or no description.</li> <li>QWC - likely to be poor.</li> </ul> <p>Annotation to use:</p> <p> Developed answer – dependency of effects / consequences</p> <p> Effects</p>	<p><b>Level 3: 7 – 9 marks</b> A well balanced analysis of how a low income will impact on a person’s 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><b>Level 2: 4 – 6 marks</b> They will describe (low end) or explain (upper end) how a low income will impact upon a person’s development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. Sub max of 4 for one aspect of development done well.</p> <p><b>Level 1: 1 – 3 marks</b> 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> <p><b>0 marks – no response worthy of credit</b></p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>Food / health / debt / hygiene / crime – unless qualified and linked to development</li> </ul>
<b>Physical</b>	<b>Intellectual</b>												
Weight loss / gain High blood pressure Loss of sleep – tired Cold – hypothermia Poor nutrition – obesity / diabetes Malnourished Lowered immune system	Lack of concentration / focus Poorer educational attainment - lack of facilities / resources												
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Question		Answer	Mark	Guidance
1	ci	<b>ONE</b> mark for identifying that material possessions – <b>are items that someone owns</b>	1	Answers must relate to being owned, e.g. belong, bought
1	cii	<b>ONE</b> mark for identifying a material possession  Examples – not an exhaustive list  Car House Games console Clothes Photographs Mobile phone Lap top / TV	1	Professional judgement will need to be used in assessing the suitability of the example given.  Do not accept : <ul style="list-style-type: none"> <li>• Money</li> <li>• Consumable items</li> <li>• Trade names</li> </ul> <p><b>NOTE:</b> Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 5.</p>

Question		Answer	Mark	Guidance
2	a	<p><b>TWO</b> explanations are needed.</p> <p>Examples – not exhaustive lists</p> <p><b>Self-concept and emotional development</b></p> <ul style="list-style-type: none"> <li>• Feeling confident could mean that Simone will feel more secure</li> <li>• Having a raised self-esteem could result in a more optimistic outlook</li> <li>• Having significant self-belief could translate into a more elated outlook</li> <li>• Simone is unlikely to be depressed due to having a high self-esteem.</li> </ul> <p><b>Self-concept and social development</b></p> <ul style="list-style-type: none"> <li>• A positive self-image could result in more social contacts</li> <li>• Greater security could mean Simone finds it easier to make relationships</li> <li>• Feeling happy could result in Simone find interactions with others more comfortable.</li> <li>• Simone will not be isolated because she is confident in developing social contacts.</li> </ul>	<p>4 2 x 2</p>	<p>The explanation can comprise of either:</p> <ul style="list-style-type: none"> <li>• Two effects on development</li> <li>• Cause and effect on development</li> </ul> <p>For cause or effect award one mark only</p> <p>Cause and effects can be interchangeable – look at how the candidate has written their answer.</p> <p>The question does not use the word different so a candidate may give the same cause; these need to be credited.</p> <p>Do not accept vague answers such as ‘will feel good about herself’</p> <p>Confidence can be credited as both emotional and social, e.g. you can feel confident but equally you can behave in a confident manner.</p> <p>Examiners can accept reversal of negative effects, e.g. will not feel depressed</p>

Question		Answer	Mark	Guidance															
2	b	<p><b>ONE</b> mark for each correct response The examples given for features is not exhaustive</p> <table border="1"> <thead> <tr> <th>Type of relationship</th> <th>Feature</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Family</td> <td><b>Security</b> <b>Trust</b> <b>Love</b> <b>Sharing</b> <b>Dependency</b> <b>Protection</b> <b>Loyalty</b> <b>Bonding</b> <b>Honesty</b></td> <td>Mother and daughter</td> </tr> <tr> <td><b>Sexual / intimate</b></td> <td>Love</td> <td>Civil partnership</td> </tr> <tr> <td>Friendship</td> <td><b>Sharing</b> <b>Trust</b> <b>Honesty</b> <b>Mutual respect</b> <b>Loyalty</b> <b>Reliable</b></td> <td>Isabel and Fiona are best friends</td> </tr> <tr> <td>Working</td> <td>Power</td> <td><b>Teacher / pupil</b> <b>Employer / employee</b> <b>(Work)colleagues</b> <b>Manager / staff</b></td> </tr> </tbody> </table>	Type of relationship	Feature	Example	Family	<b>Security</b> <b>Trust</b> <b>Love</b> <b>Sharing</b> <b>Dependency</b> <b>Protection</b> <b>Loyalty</b> <b>Bonding</b> <b>Honesty</b>	Mother and daughter	<b>Sexual / intimate</b>	Love	Civil partnership	Friendship	<b>Sharing</b> <b>Trust</b> <b>Honesty</b> <b>Mutual respect</b> <b>Loyalty</b> <b>Reliable</b>	Isabel and Fiona are best friends	Working	Power	<b>Teacher / pupil</b> <b>Employer / employee</b> <b>(Work)colleagues</b> <b>Manager / staff</b>	<p>4 4 x 1</p>	<p>Please note:</p> <p><b>NOTE:</b> Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 5.</p> <p>The question does not ask for different features so if a candidate gives love for family then it has to be marked correct. Likewise if a candidate gives trust for both family and friendship both have to be marked as correct.</p> <p>Accept either sexual or intimate.</p> <p>Do not accept marriage / partners for sexual and intimate</p> <p>Do not accept care / caring as a feature</p> <p>Professional judgement should be used when assessing the appropriateness of features not listed.</p> <p>Support by itself as a feature cannot be credited. It must be qualified, e.g. moral support.</p>
Type of relationship	Feature	Example																	
Family	<b>Security</b> <b>Trust</b> <b>Love</b> <b>Sharing</b> <b>Dependency</b> <b>Protection</b> <b>Loyalty</b> <b>Bonding</b> <b>Honesty</b>	Mother and daughter																	
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Question		Answer	Marks	Guidance									
				Content	Levels of response								
2	c	<p>These lists are not definitive. Professional judgement is needed to ensure answers are within the context of family relationships.</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Diet – weight – maintained or obesity Exercise – encouragement or not – level of fitness Attitude to sleep – tired / alert Personal hygiene</td> <td>Support – books / time to complete homework – attainment / concentration Role models – ambition to aspire to be successful = qualifications Discussions Skills / Knowledge</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Love Security / insecure Trust Not afraid to show emotions Scared – abuse / harsh discipline Deprived of affection – unable to show feelings Low / high self-esteem – praise or dismissal from parents Aggression Withdrawn – poor relationships</td> <td>Isolated Effective interactions Able to discuss Poor / good social skills Enhanced social skills Meet new people.</td> </tr> </tbody> </table>	Physical	Intellectual	Diet – weight – maintained or obesity Exercise – encouragement or not – level of fitness Attitude to sleep – tired / alert Personal hygiene	Support – books / time to complete homework – attainment / concentration Role models – ambition to aspire to be successful = qualifications Discussions Skills / Knowledge	Emotional	Social	Love Security / insecure Trust Not afraid to show emotions Scared – abuse / harsh discipline Deprived of affection – unable to show feelings Low / high self-esteem – praise or dismissal from parents Aggression Withdrawn – poor relationships	Isolated Effective interactions Able to discuss Poor / good social skills Enhanced social skills Meet new people.	7	<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><b>Level 3 – checklist</b></p> <ul style="list-style-type: none"> <li>• Positives</li> <li>• Negatives</li> <li>• Developed answers – dependency of effects / consequences</li> <li>• 3 aspects of development</li> <li>• Logical development of answer</li> <li>• QWC – high</li> </ul> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• Positives</li> <li>• Negatives</li> <li>• 2 aspects of development</li> <li>• QWC – mid – likely to be some errors</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• Identification / list like</li> <li>• 1 aspect of development</li> <li>• 1 / 2 positive or negatives</li> <li>• QWC – likely to be poor</li> </ul> <p>Use the annotation</p> <p> = positive       = negative</p> <p> Developed answer – dependency of effects / consequences</p>	<p><b>Level 3: 6 – 7 marks</b> A well balanced evaluation of the impact family relationships can have on an individual's 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><b>Level 2: 3 – 5 marks</b> They will describe (low end) or explain (upper end) of the impact family relationships can have on an individual's 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 – <b>sub max 3</b></i></p> <p><b>Level 1: 1 – 2 marks</b> 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> <p><b>0 marks</b> – no response or no response worthy of credit <i>Do <b>not</b> 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></p>
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3	a	<p><b>ONE</b> mark for each identification  <b>TWO</b> marks for an explanation on how Richard's development is affected.</p> <table border="1"> <thead> <tr> <th>Factors</th> <th>Influences on development</th> </tr> </thead> <tbody> <tr> <td>           Age 24            Unemployed            Move back in with parents            Cannot afford to pay rent            Family and friends have been very supportive            Became a father            Has a girlfriend         </td> <td> <b>Examples:</b>  <b>Recently made unemployed</b> – having no fixed income means that Richard is unable to pay bills and this could cause stress  <b>Moving back home to his parents</b> – He will lose some of his independence and this could result in him becoming angry  <b>Becoming a Father</b> – he will feel very proud to take on this extra responsibility.         </td> </tr> </tbody> </table>	Factors	Influences on development	Age 24 Unemployed Move back in with parents Cannot afford to pay rent Family and friends have been very supportive Became a father Has a girlfriend	<b>Examples:</b> <b>Recently made unemployed</b> – having no fixed income means that Richard is unable to pay bills and this could cause stress <b>Moving back home to his parents</b> – He will lose some of his independence and this could result in him becoming angry <b>Becoming a Father</b> – he will feel very proud to take on this extra responsibility.	9 3 x 1 3 x 2	<p>Do not accept:</p> <ul style="list-style-type: none"> <li>Will 'help physical development' / 'intellectual development', etc. – the aspect on development must be specific.</li> </ul> <p>It is acceptable for candidates to only explain one aspect of development – it is the quality of the response that is important. 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"> <li>Two effects on development</li> <li>Cause and effect on development</li> </ul> <p>The verb is to explain – whilst it is possible for the candidates to gain marks through identifying effects, these must be written within some sentence structure. A candidate who merely identifies effects can only be awarded one mark.</p>
Factors	Influences on development							
Age 24 Unemployed Move back in with parents Cannot afford to pay rent Family and friends have been very supportive Became a father Has a girlfriend	<b>Examples:</b> <b>Recently made unemployed</b> – having no fixed income means that Richard is unable to pay bills and this could cause stress <b>Moving back home to his parents</b> – He will lose some of his independence and this could result in him becoming angry <b>Becoming a Father</b> – he will feel very proud to take on this extra responsibility.							

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3	b	<p><b>ONE</b> mark for identifying professional / voluntary organisation</p> <table border="1"> <thead> <tr> <th>Professional</th> <th>Voluntary organisation</th> </tr> </thead> <tbody> <tr> <td>                     Individual professionals as well as organisations are acceptable                     <ul style="list-style-type: none"> <li>• GP / Doctor</li> <li>• Nurse</li> <li>• Counsellor</li> <li>• Social Worker</li> <li>• Hospital</li> <li>• Clinic</li> <li>• Social Services</li> <li>• NHS</li> <li>• Rehabilitation Centre</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Drink aware</li> <li>• Alcoholics anonymous /AA</li> <li>• Samaritans</li> <li>• Faith based group</li> <li>• Rehabilitation Centre</li> <li>• Citizens Advice Bureau</li> </ul> </td> </tr> </tbody> </table> <p>Support – ensure that the support identified links to the professional / voluntary organisation</p> <p>Professional</p> <ul style="list-style-type: none"> <li>• Prescribe</li> <li>• Refer to other professionals</li> <li>• Carry out tests</li> <li>• Monitor health</li> <li>• Gives advice ( Not acceptable for counsellor)</li> </ul> <p>Voluntary:</p> <ul style="list-style-type: none"> <li>• Listen</li> <li>• Provide information / advice</li> <li>• Show empathy</li> <li>• Reassure</li> <li>• Talk through options</li> <li>• Draw out emotions</li> <li>• Meet other people / group counselling – share thoughts</li> </ul>	Professional	Voluntary organisation	Individual professionals as well as organisations are acceptable <ul style="list-style-type: none"> <li>• GP / Doctor</li> <li>• Nurse</li> <li>• Counsellor</li> <li>• Social Worker</li> <li>• Hospital</li> <li>• Clinic</li> <li>• Social Services</li> <li>• NHS</li> <li>• Rehabilitation Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Drink aware</li> <li>• Alcoholics anonymous /AA</li> <li>• Samaritans</li> <li>• Faith based group</li> <li>• Rehabilitation Centre</li> <li>• Citizens Advice Bureau</li> </ul>	<p>4 2 x 1 2 x 1</p>	<p>The support given must match to the appropriate professional / voluntary organisation</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• Therapy / therapist</li> <li>• Support group unless named</li> </ul> <p>Although some aspects of support are interchangeable, the question asks for <b>different</b> so do not allow repetition.</p> <p>If the professional / voluntary organisation is incorrect then the support must also be assessed as incorrect.</p> <p><b>NOTE:</b> Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 5.</p>
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Question		Answer	Mark	Guidance						
3	c	<p><b>ONE</b> mark for each life stage and 1 mark for age range</p> <table border="1"> <tr> <td>Life stage</td> <td>Age range</td> </tr> <tr> <td>Adulthood</td> <td><b>19 - 64</b></td> </tr> <tr> <td><b>Infancy / infant</b></td> <td>0-3</td> </tr> </table>	Life stage	Age range	Adulthood	<b>19 - 64</b>	<b>Infancy / infant</b>	0-3	2 2 x 1	<p>For the age range, allow one year either side Do not accept toddler / child / babies</p> <p><b>NOTE:</b> Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 5.</p>
Life stage	Age range									
Adulthood	<b>19 - 64</b>									
<b>Infancy / infant</b>	0-3									

Question		Answer	Mark	Guidance
4	a	<p><b>ONE</b> mark for life stage identified</p> <p>Later adulthood / older adulthood / older adult</p>	1	<p>No other answers are acceptable Do not accept elderly</p> <p><b>NOTE:</b> Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 5.</p>

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4	b	<p>Examples – not definitive</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Loss of hearing / eyesight</td> <td>Dementia / Alzheimer's</td> </tr> <tr> <td>Loss of elasticity in skin</td> <td>Loss of memory</td> </tr> <tr> <td>Height reduced</td> <td>Discussions</td> </tr> <tr> <td>Less efficient cardiovascular system / respiratory system / digestive system</td> <td>Reading / crossword puzzles – great stimulation</td> </tr> <tr> <td>More prone to illness</td> <td>Pass on knowledge / wisdom</td> </tr> <tr> <td>Reduced mobility</td> <td></td> </tr> <tr> <td>Frail</td> <td></td> </tr> <tr> <td>Lowered immune system</td> <td></td> </tr> <tr> <td>Any associated diseases with being in later adulthood</td> <td></td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Afraid</td> <td>More / less social contacts</td> </tr> <tr> <td>Secure / insecurity</td> <td>Isolation</td> </tr> <tr> <td>Low / high self esteem</td> <td>Role in family</td> </tr> <tr> <td>Proud</td> <td>Loss of independence / being independent</td> </tr> <tr> <td>Contentment</td> <td></td> </tr> <tr> <td>Feels useless</td> <td></td> </tr> <tr> <td>Scared</td> <td></td> </tr> <tr> <td>Frustrated</td> <td></td> </tr> <tr> <td>Depression</td> <td></td> </tr> </tbody> </table> <p>Answers can be both positive and negative.</p>	Physical	Intellectual	Loss of hearing / eyesight	Dementia / Alzheimer's	Loss of elasticity in skin	Loss of memory	Height reduced	Discussions	Less efficient cardiovascular system / respiratory system / digestive system	Reading / crossword puzzles – great stimulation	More prone to illness	Pass on knowledge / wisdom	Reduced mobility		Frail		Lowered immune system		Any associated diseases with being in later adulthood		Emotional	Social	Afraid	More / less social contacts	Secure / insecurity	Isolation	Low / high self esteem	Role in family	Proud	Loss of independence / being independent	Contentment		Feels useless		Scared		Frustrated		Depression		10	<p><b>Content</b></p> <p>This is a levels of response question – marks must be awarded on the quality of response given</p> <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b> Detailed analysis of aspects of development Developed answers – dependency of effects / consequences 3 aspects of development Logical progression QWC - high</p> <p><b>Level 2 checklist</b> Basic analysis / more descriptive (low end), explanatory (upper end) of aspects of development. 2 aspects of development QWC – mid – some errors</p> <p><b>Level 1 – checklist</b> Likely to identify effects with little or no description 1 aspect of development List-like QWC - poor</p> <p>Annotation to use:</p> <p> Developed answer – dependency of effects / consequences</p> <p> Effects</p>	<p><b>Levels of response</b></p> <p><b>Level 3: 8 – 10 marks</b> A well balanced analysis of how being 80 will affect Harry's 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><b>Level 2: 5 – 7marks</b> They will describe (low end) or explain (upper end) how being 80 will affect Harry's development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. Sub max of 5 for one aspect of development done well</p> <p><b>Level 1: 1 – 4 marks</b> 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> <p><b>0 marks – no response worthy of credit</b></p> <p><i>Do <b>not</b> 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></p>
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