

## **GCSE**

### **Health and Social Care**

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

General Certificate of Secondary Education

### **Mark Scheme for June 2015**

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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.

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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/Indicative content	Mark	Guidance								
1	a	<p>One mark for each correct response. <b>THREE</b> required.</p> <table border="1"> <thead> <tr> <th>Relationship</th> <th>Type of relationship</th> </tr> </thead> <tbody> <tr> <td>brother and sister</td> <td>Family / siblings</td> </tr> <tr> <td>A social worker liaising with a nursery nurse</td> <td>Professional / working (accept either)</td> </tr> <tr> <td>Linda and Andy who have just got married.</td> <td>Sexual and intimate (accept either)</td> </tr> </tbody> </table>	Relationship	Type of relationship	brother and sister	Family / siblings	A social worker liaising with a nursery nurse	Professional / working (accept either)	Linda and Andy who have just got married.	Sexual and intimate (accept either)	3	<p>No other answers will be accepted.</p> <p>Sexual or intimate can be accepted as independent entities.</p> <p>For professional / working do not accept work / co-worker / colleague(s)</p> <p>For sexual and intimate do not accept partners or husband and wife</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. See page 4 for further guidance.</p>
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brother and sister	Family / siblings											
A social worker liaising with a nursery nurse	Professional / working (accept either)											
Linda and Andy who have just got married.	Sexual and intimate (accept either)											
1	b	<p>One mark for the correct response</p> <p>Friend(s) / friendship(s)</p>	1	<p>No other answers will be accepted.</p> <p>Do not accept friendly</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. See page 4 for further guidance.</p>								

Question		Answer/Indicative content	Mark	Guidance												
1	c	<p>One mark for identification of a factor. <b>TWO</b> required One mark for description of the factor on Greg's self-concept. <b>TWO</b> required</p> <p>Factors:</p> <ul style="list-style-type: none"> <li>• Age / 57</li> <li>• Civil partnership / sexual relationship / relationship / with someone he loves / Partner</li> <li>• Emotional development / secure with emotions / secure about his life</li> <li>• Sexuality / homosexual / being Gay</li> <li>• Celebrated anniversary / anniversary</li> </ul> <p>Brief description of how each factor could positively affect self-concept. The following answers are not definitive / they are interchangeable when applicable.</p> <table border="1"> <thead> <tr> <th>Factor</th> <th>How the factor could affect self-concept</th> </tr> </thead> <tbody> <tr> <td>Age / 57</td> <td>Secure Happy</td> </tr> <tr> <td>Civil partnership / sexual relationship /with someone he loves</td> <td>Proud Optimistic Sense of belonging</td> </tr> <tr> <td>Emotional development / secure with emotions</td> <td>Feeling safe Able to trust Free from fear</td> </tr> <tr> <td>Sexuality / homosexual / being Gay</td> <td>Confident Raised self-esteem Positive self-image</td> </tr> <tr> <td>Celebrated anniversary</td> <td>Empowered Respect /respected</td> </tr> </tbody> </table>	Factor	How the factor could affect self-concept	Age / 57	Secure Happy	Civil partnership / sexual relationship /with someone he loves	Proud Optimistic Sense of belonging	Emotional development / secure with emotions	Feeling safe Able to trust Free from fear	Sexuality / homosexual / being Gay	Confident Raised self-esteem Positive self-image	Celebrated anniversary	Empowered Respect /respected	4	<p>The question asks for a <b>different</b> positive effect on Greg's self-concept. Please do not award marks for any repetition of factors or effects.</p> <p>Effects on self-concept must be positive; do not give any credit for negative responses.</p> <p><b>If the factor is not provided or is inaccurate then the description cannot be credited. However if the factor is given as part of the description, then the mark can be credited.</b></p> <p><b>Do not credit self-concept</b></p> <p>As this is a description do not credit one word answers.</p> <p>Examples of possible answers:</p> <p>Having reached the age of 57, Greg could feel <b>happy</b> about his self-image.</p> <p>Being in a civil partnership could mean that Greg is feeling <b>optimistic</b> about the future.</p> <p>As Greg is emotionally secure he will feel <b>safe</b>.</p> <p>He will feel <b>confident</b> with his sexuality.</p>
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Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	d	<p>The following points may be included within the candidates' response; this is not a definitive list.</p> <ul style="list-style-type: none"> <li>• Value of self</li> <li>• Confidence</li> <li>• Feeling belittled</li> <li>• Worthless</li> <li>• Worthy</li> <li>• Secure</li> <li>• Fear of failure</li> <li>• Proud</li> <li>• Marginalised</li> <li>• Self-esteem</li> <li>• Self-image</li> <li>• Assured of self</li> <li>• Anxious</li> <li>• Disappointed</li> <li>• Stereotyped</li> <li>• Inferior</li> <li>• Inequality</li> <li>• Ashamed</li> </ul> <p><b><u>Example level 3 answer:</u></b> A female could feel belittled by work colleagues; this, in turn, may mean that she feels incapable of progressing in her career and will ultimately feel disappointed with her achievements. On the other hand, a woman may feel confident about her gender and this could motivate her to extend her qualifications and her career, resulting in greater security. Men may feel secure in their gender and this means that they would value themselves and</p>	7	<p><b>Levels checklist</b></p> <p><b>Level 3</b> comprehensive analysis of the impact on self-concept gender and education developed answers – dependency of effects / consequences clear understanding high level QWC – developed answers showing synthesis.</p> <p><b>Level 2</b> sound analysis (upper end) basic analysis (low end) gender and education some errors – QWC</p> <p><b>Level 1</b> either gender or education list like low level QWC</p> <ul style="list-style-type: none"> <li>• The number of ticks may not necessarily correspond to the marks awarded</li> <li>• Look carefully at the descriptors and decide where the answer 'best fits'</li> <li>• Answers given can be both positive and negative – candidates will not be penalised for focussing solely on one.</li> <li>• <i>Do <b>not</b> award marks for reversing the same answer from positive in the first response to negative in the</i></li> </ul>	<p><b>Level 3 (6 - 7 marks)</b> Candidates will fully analyse how both gender and education can affect a person's self-concept. Answers will be developed showing dependency of effects / consequences. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4 – 5 marks)</b> Candidates will give a basic (low end)/sound analysis (upper end) of how gender and education can affect a person's self-concept. 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 gender or education analysed.</i></p> <p><b>Level 1 (1 - 3 marks)</b> Candidates can identify (low end)/attempt to analyse (upper end – likely to be more descriptive) how either gender or education can affect a person's self-concept. 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</p>

Question		Answer/Indicative Content	Marks	Guidance		
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		have greater confidence.		<p><i>second. Annotate with 'Rep' for the second response.</i></p> <p><b>Examiners should look for key words linked to self-concept and look at the context in how it has been attributed to gender and education.</b></p> <p><b>Accept low / high self-concept and sexuality if qualified.</b></p> <p><b>Do not credit answers that 'go off on a tangent' e.g. attractive</b></p> <p><b>Annotation to use:</b></p> <p> Developed answer – dependency of effects / consequences.</p> <p> Effects</p>	intrusive.	<b>0 marks</b> = no response worthy of credit

Question		Answer/Indicative content	Mark	Guidance								
2	a	<p>The following lists illustrate appropriate responses – these lists are not definitive.</p> <p><u>Infancy</u></p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Walking Running Climbing on play equipment / stairs Picking up objects Palmar grasp Keeping balance</td> <td>Practise making sounds Use of words / simple sentences Understanding commands Carry out simple conversations / talking Counting / numbers Drawing / scribbling Colours Begin to know right from wrong Develop vocabulary</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Shy towards strangers Can get angry if unable to express self Tantrums Secure around main carer Separation anxiety Showing jealousy Showing different emotions</td> <td>Able to share Co-operation Parallel / solitary and co-operative play Socialise / play with other children Making friends Interact /talking with others Shy around others Will know basic manners</td> </tr> </tbody> </table>	Physical	Intellectual	Walking Running Climbing on play equipment / stairs Picking up objects Palmar grasp Keeping balance	Practise making sounds Use of words / simple sentences Understanding commands Carry out simple conversations / talking Counting / numbers Drawing / scribbling Colours Begin to know right from wrong Develop vocabulary	Emotional	Social	Shy towards strangers Can get angry if unable to express self Tantrums Secure around main carer Separation anxiety Showing jealousy Showing different emotions	Able to share Co-operation Parallel / solitary and co-operative play Socialise / play with other children Making friends Interact /talking with others Shy around others Will know basic manners	8 4 x 2	<p>Marks must be awarded for an accurate description of the expected development for a two year old within infancy.</p> <p><b>List like responses can only gain one mark per section – the verb is to describe.</b></p> <p><b>Candidates do not necessarily have to make two points within each aspect of development; it is the quality of the description.</b></p> <p>Simple sentences should be awarded one mark, whereas complex sentences should be awarded two marks. Examiners must look for key effects within the description.</p> <p>The answers given must be within the context of a two year old, for example being upset / smiling / being able to think can be attributed to any life stage; the context must be conveyed within the candidate's answer.</p> <p>The answers given must relate specifically to the aspect of development, e.g. climbing on play equipment placed in emotional development is incorrect</p> <p>Do not accept answers that are linked to growth</p>
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Question		Answer/Indicative content	Mark	Guidance
2	b	<b>One</b> mark for correctly identifying the age span:  65+ / over 65	1 1 x 1	No other answer is acceptable  <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. See page 4 for further guidance.

Question		Answer/Indicative content	Mark	Guidance				
2	c	<p><b>One</b> mark for identification of a negative intellectual effect</p> <p>Examples – not definitive</p> <ul style="list-style-type: none"> <li>• Loss of memory / not being able to remember</li> <li>• Forgetfulness</li> <li>• Confused</li> <li>• Poor concentration</li> <li>• Disease associated with cognitive functioning – see guidance notes.</li> </ul> <p><b>One</b> mark for each subject, <b>ONE</b> required <b>One</b> mark for each effect, <b>ONE</b> required</p> <table border="1"> <thead> <tr> <th>Subject – this list is not exhaustive</th> <th>Effect - this list is not exhaustive</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Will forget how to cook</li> <li>• Will get frustrated at loss of ability</li> <li>• Will become confused</li> <li>• Will not remember to drink</li> <li>• Will lose ability for own personal care</li> <li>• Unaware of danger</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Dehydration</li> <li>• Poor personal hygiene, e.g. body odour</li> <li>• Dietary deficiencies</li> <li>• Could injure themselves</li> <li>• Reduction in fine and gross motor skills.</li> </ul> </td> </tr> </tbody> </table>	Subject – this list is not exhaustive	Effect - this list is not exhaustive	<ul style="list-style-type: none"> <li>• Will forget how to cook</li> <li>• Will get frustrated at loss of ability</li> <li>• Will become confused</li> <li>• Will not remember to drink</li> <li>• Will lose ability for own personal care</li> <li>• Unaware of danger</li> </ul>	<ul style="list-style-type: none"> <li>• Dehydration</li> <li>• Poor personal hygiene, e.g. body odour</li> <li>• Dietary deficiencies</li> <li>• Could injure themselves</li> <li>• Reduction in fine and gross motor skills.</li> </ul>	<p>3</p> <p>1 x 1 1 x 2</p>	<p>Some candidates may give an example of a disease that has an effect on a person's intellectual development for example:</p> <ul style="list-style-type: none"> <li>• Dementia</li> <li>• Alzheimer's</li> <li>• Parkinson's disease</li> </ul> <p>If the examiner is unfamiliar with the example given, they may have to carry out a quick search, to verify the disease and its effects on intellectual development.</p> <p>The verb is to explain – for the full answer there will be two parts:</p> <ul style="list-style-type: none"> <li>• A subject and an effect or</li> <li>• Two effects</li> </ul> <p>Some candidates may just give a 'subject' or an 'effect'. Such an answer can be awarded a mark. However this still needs to be in the context of the question</p> <p>Subject and effect can be interchangeable.</p> <p>If the negative intellectual effect is wrong then the explanation must be marked as incorrect.</p> <p>Do not accept any reference to not being able to work / loss of skills and knowledge.</p> <p><u>Example answer:</u></p> <p>A person in later adulthood could develop dementia. This could cause memory loss; they could forget to drink and become dehydrated.</p>
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			<b>10</b>					

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2	d	<p><b>One</b> mark for identification of physical effect.</p> <p>Examples – not definitive</p> <ul style="list-style-type: none"> <li>• Reduced / poor mobility</li> <li>• Breathing difficulties</li> <li>• Unable to chew food</li> <li>• Limited fine motor skills</li> <li>• Disease that has a physical effect – see guidance notes</li> <li>• Diarrhoea and sickness</li> <li>• Grey hair / loss of hair</li> <li>• Wrinkles / loss of elasticity</li> <li>• Reduction in height</li> <li>• Loss of sensory abilities</li> <li>• Weakened bones / Osteoporosis</li> <li>• Deterioration of strength</li> <li>• Increasingly becoming less physically active</li> </ul> <p><b>One</b> mark for each subject, <b>ONE</b> required  <b>One</b> mark for each effect, <b>ONE</b> required</p> <table border="1"> <thead> <tr> <th><b>Subject</b> – this list is not exhaustive</th> <th><b>Effects</b> – this list is not exhaustive</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Gets tired very easily</li> <li>• Breathlessness</li> <li>• Limited mobility</li> <li>• Aching joints</li> <li>• Aching muscles</li> <li>• Heart palpitations</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Scared / frightened</li> <li>• Low self-esteem / self-image / self-concept</li> <li>• Loss of confidence</li> <li>• Anxious</li> <li>• Angry</li> <li>• Frustrated</li> </ul> </td> </tr> </tbody> </table>	<b>Subject</b> – this list is not exhaustive	<b>Effects</b> – this list is not exhaustive	<ul style="list-style-type: none"> <li>• Gets tired very easily</li> <li>• Breathlessness</li> <li>• Limited mobility</li> <li>• Aching joints</li> <li>• Aching muscles</li> <li>• Heart palpitations</li> </ul>	<ul style="list-style-type: none"> <li>• Scared / frightened</li> <li>• Low self-esteem / self-image / self-concept</li> <li>• Loss of confidence</li> <li>• Anxious</li> <li>• Angry</li> <li>• Frustrated</li> </ul>	<p>3</p> <p>1 x 1 1 x 2</p>	<p>Some candidates may give an example of a disease that has an effect on a person's physical development for example:</p> <ul style="list-style-type: none"> <li>• Cancer</li> <li>• Osteoporosis</li> <li>• Heart disease</li> <li>• High blood pressure</li> <li>• Obesity</li> <li>• Arthritis</li> </ul> <p>If the examiner is unfamiliar with the example given, they may have to carry out a quick search, to verify the disease and its effects on physical development.</p> <p>The verb is to explain – for the full answer there will be two parts:</p> <ul style="list-style-type: none"> <li>• A subject and an effect or</li> <li>• Two effects</li> </ul> <p>Some candidates may just give a 'subject' or an 'effect'. Such an answer can be awarded a mark. However this still needs to be in the context of the question</p> <p>If the negative physical effect is wrong then the explanation must be marked as incorrect.</p> <p>Subject and effect can be interchangeable.</p> <p><u>Example answer:</u></p> <p>A person in later adulthood could have hearing loss. Not being able to take part in discussions, due to background noise, could be very frustrating.</p>
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			11					

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	a	<p><b>Examples – these lists are not exhaustive</b></p> <p><u>She has just left school with 8 GCSE's at grade C</u></p> <ul style="list-style-type: none"> <li>Shows a level of competency / good grades / Attainment at a high level</li> <li>In current climate grades may not be good enough</li> <li>Develop of language skills</li> <li>Numeracy skills</li> <li>Shows an aptitude to study</li> <li>Able to progress onto further study</li> <li>Increase job opportunities.</li> </ul> <p><u>Her parents are very supportive</u></p> <ul style="list-style-type: none"> <li>Encouragement to work hard</li> <li>Provide the necessary study resources</li> <li>Pay for additional tuition</li> <li>Help with applications / CV</li> <li>Discuss possible interview questions</li> <li>Provide advice</li> <li>Give reassurance</li> <li>Motivate</li> <li>Boost confidence / self esteem</li> </ul> <p><u>She recently completed some voluntary work in a children's nursery.</u></p> <ul style="list-style-type: none"> <li>Shows initiative</li> <li>Development of skills, e.g. ICT</li> <li>Shows a willingness to develop self</li> <li>Increase knowledge of 'work'</li> <li>Shows ability to integrate with</li> </ul>	7	<p><b>Levels checklist</b></p> <p><b>Level 3</b> full explanation 3 factors relates explicitly to the effect on employment prospects the <b>interrelationship</b> between the factors is evident and shows dependency / link high level QWC – developed answers showing synthesis.</p> <p><b>Level 2</b> mostly explained 2 factors attempts to relate to effect employment prospects accurate but lacks depth some errors – QWC</p> <p><b>Level 1</b> list-like, more descriptive 1 factor lacks understanding low level QWC</p> <ul style="list-style-type: none"> <li>Do <b>not</b> award any marks to candidates for just re-stating the factors</li> </ul>	<p><b>Level 3 (6–7 marks)</b> Candidates will <b>fully explain the three</b> factors which relate explicitly to <b>employment prospects</b>. Interrelationship 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><b>Level 2 (4–5 marks)</b> Candidates will identify and <b>briefly explain at least two factors</b> which relate to her <b>employment prospects</b>. 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 four for one factor done well.</i></p> <p><b>Level 1 (1–3 marks)</b> Candidates can <b>identify/attempt to explain at least one</b> factor; unlikely to link to <b>the effects</b> on her employment prospects. 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><b>0 marks</b> = no response worthy of credit Please annotate work:</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>others</p> <ul style="list-style-type: none"> <li>• Experience</li> <li>• Shows responsibility</li> <li>• Shows commitment</li> <li>• Strong work ethic</li> <li>• Looks good on reference</li> </ul>		<ul style="list-style-type: none"> <li>• The number of ticks may not necessarily correspond to the marks awarded</li> <li>• Look carefully at the descriptors and decide where the answer 'best fits'.</li> <li>• Do not accept parents will find you a job.</li> </ul> <p>  + Developed answer – Showing interrelationship   for a briefly explained point         </p>

Question		Answer/Indicative content	Mark	Guidance
3	b	<p><b>One</b> mark for a correct definition of neglect.</p> <p>Any of the following are acceptable:</p> <ul style="list-style-type: none"> <li>• Fail to care for</li> <li>• Lack of caring / care</li> <li>• Failure to provide for physical needs</li> <li>• Failure to provide for emotional needs</li> <li>• Examples that illustrate neglect, e.g. withdrawal of food / love</li> <li>• Being treated inhumanely</li> <li>• Abandoning</li> </ul>	1	<p>Please apply professional judgement when assessing whether the definition given portrays an understanding of the word neglect.</p> <p>Please note that examples of neglect can be accepted.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• Being ignored</li> <li>• Any reference to abuse</li> </ul>

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						<p>spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = no response worthy of credit</p> <p><u>Example level 3 response</u>            Many physical activities can develop the physical attributes of stamina and strength, particularly aerobic activities such as swimming and skiing. These will both require concentration and a level of independence. Some other activities will be part of a team, e.g. netball; these will require listening to one another and sharing ideas regarding tactics. Occasionally there can be conflict in team sports and this could result in conflict and arguments could follow, leaving people to feel frustrated and disheartened.</p>

Question		Answer/Indicative content	Mark	Guidance
4	a	<p><b>Two</b> marks for each description, <b>TWO</b> required</p> <p>Physical effects – this list is not exhaustive</p> <ul style="list-style-type: none"> <li>• No menstrual cycle / no periods / no longer able to have children</li> <li>• Night sweats</li> <li>• Weight gain</li> <li>• Muscle and joint pain</li> <li>• Headaches</li> <li>• Hormone imbalance</li> <li>• Hot flushes</li> <li>• Dry skin</li> <li>• Loss of libido</li> <li>• Poor sleep patterns</li> <li>• Lethargy / tiredness</li> </ul> <p>Emotional effects – this list is not exhaustive</p> <ul style="list-style-type: none"> <li>• Moody</li> <li>• Irritability</li> <li>• Anxiety</li> <li>• Anxiousness</li> <li>• Anger</li> <li>• Happy no longer menstruating / become pregnant</li> <li>• Sad due to end of fertility</li> <li>• Insecure</li> <li>• Nervous</li> </ul>	<p>4 2 x 2</p>	<p>Professional judgement will be needed to judge whether the description given is worthy of two or one mark.</p> <p>Simple sentences should be awarded one mark, whereas complex sentences should be awarded two marks. Examiners must look for key effects within the description.</p> <p>One / two word answers can only be credited with one mark.</p> <p>The answers given must relate specifically to the aspect of development, e.g. irritability if described under physical effects would be incorrect</p> <p>Two effects given within the description can be awarded 2 marks.</p> <p>The effects given must be within context.</p>

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4	b	<p>Positive effects – these lists are not definitive</p> <table border="1"> <thead> <tr> <th>Social</th> <th>Emotional</th> </tr> </thead> <tbody> <tr> <td>Confident Sharing Discussion Enhanced social contacts</td> <td>Secure Safe High self esteem Trust Proud Develop a closer bond Feeling supported</td> </tr> </tbody> </table> <p>Negative effects – these lists are not definitive</p> <table border="1"> <thead> <tr> <th>Social</th> <th>Emotional</th> </tr> </thead> <tbody> <tr> <td>Isolated from others Withdrawing from other people Limited conversation / interactions Dependency Arguments</td> <td>Stress Anxious Feeling smothered Guilty Bored</td> </tr> </tbody> </table> <p><b>Annotation to use:</b></p> <p> + Developed answer – dependency of effects / consequences.</p> <p> Effects</p>	Social	Emotional	Confident Sharing Discussion Enhanced social contacts	Secure Safe High self esteem Trust Proud Develop a closer bond Feeling supported	Social	Emotional	Isolated from others Withdrawing from other people Limited conversation / interactions Dependency Arguments	Stress Anxious Feeling smothered Guilty Bored	7	<p><b>Levels checklist</b></p> <p><b>Level 3</b> comprehensive <b>evaluation</b> both social and emotional development developed answers – dependency of effects / consequences clear understanding high level QWC – developed answers showing synthesis.</p> <p><b>Level 2</b> sound <b>evaluation</b> (upper end) basic analysis (low end) shows some understanding of the relationship between effects ( upper end) social and emotional development some errors – QWC</p> <p><b>Level 1</b> either emotional or social development list like low level QWC</p> <ul style="list-style-type: none"> <li>The number of ticks may not necessarily correspond to the marks awarded.</li> <li>Look carefully at the descriptors and decide where the answer ‘best fits’</li> </ul> <p>If only one person is addressed do not penalise, the full amount of</p>	<p><b>Level 3 (6–7 marks)</b> Candidates will fully evaluate how co-habiting can affect both social and emotional development. Answers will be developed and show dependency between the effects / consequences. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4–5 marks)</b> Candidates will give a basic (low end) sound evaluation (upper end) of how co-habiting can affect both social and emotional 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> <p><b>Level 1 (1–3 marks)</b> Candidates can identify (low end)/attempt to evaluate (upper end – likely to be more descriptive) how co-habiting can affect either social <b>or</b> emotional 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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4	c	<p><b>One</b> mark for identifying support given, <b>FOUR</b> required. Answers are inter-changeable in the correct context</p> <table border="1"> <thead> <tr> <th>Situation</th> <th>Example of support – these lists are not definitive</th> </tr> </thead> <tbody> <tr> <td>A relative has had a stroke</td> <td>Feeding Bathing Preparing food Giving them their tablets Call an ambulance / medical assistance</td> </tr> <tr> <td>A friend has recently had a knee replacement operation</td> <td>Encouragement to do exercises Assisting them with exercises Taking to physiotherapy Help with transport / walk</td> </tr> <tr> <td>Your sister has had a third baby; her other children are 2 and 5 years</td> <td>Shopping Babysitting Keeping company Taking older children out Providing advice Financial assistance</td> </tr> <tr> <td>A neighbour has been in a car accident and will be in hospital for at least 3 months</td> <td>Talking Giving reassurance Taking in correspondence from home – taking care of this Listening Giving encouragement – helping them to complete exercises Taking in magazines Reading to them Visit them in Hospital Looking after their house</td> </tr> </tbody> </table>	Situation	Example of support – these lists are not definitive	A relative has had a stroke	Feeding Bathing Preparing food Giving them their tablets Call an ambulance / medical assistance	A friend has recently had a knee replacement operation	Encouragement to do exercises Assisting them with exercises Taking to physiotherapy Help with transport / walk	Your sister has had a third baby; her other children are 2 and 5 years	Shopping Babysitting Keeping company Taking older children out Providing advice Financial assistance	A neighbour has been in a car accident and will be in hospital for at least 3 months	Talking Giving reassurance Taking in correspondence from home – taking care of this Listening Giving encouragement – helping them to complete exercises Taking in magazines Reading to them Visit them in Hospital Looking after their house	4 4 x 1	<p>Watch for repetition – the question asks candidates for a different example of support for each of the situations.</p> <p>Answers given should be for family and friends – do not accept any answer that is clearly linked to a professional, e.g. prescribing medication/ making a formal assessment of their needs</p> <p>Do not accept vague answers:</p> <ul style="list-style-type: none"> <li>• Keep them feeling valued and supported</li> <li>• Providing emotional support</li> <li>• Support them / mutual support</li> </ul>
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