

GCSE

Health and Social Care

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

General Certificate of Secondary Education

Mark Scheme for June 2017

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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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Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Example / reference
	Level 1
	Level 2
	Level 3
	Repeat
	Too vague
	Tick
	Development of point
	Omission mark

Subject-specific marking instructions

Question		Answer	Mark	Guidance									
1	a	<p>One mark for identifying a professional Carer, TWO required</p> <p>One mark for identifying type of support given, TWO required</p> <p>The list for professional carers / support given is not definitive; professional judgement should be used. The support given is interchangeable – use professional judgement</p> <table border="1"> <thead> <tr> <th>Situation</th> <th>Professional Carer</th> <th>Type of Support</th> </tr> </thead> <tbody> <tr> <td>A man has been diagnosed with depression.</td> <td>GP / Doctor Practice Nurse / Nurse Counsellor Psychologist Community Psychiatric Nurse (CPN) Social Worker Psychotherapist</td> <td>Prescribe Listen Give advice Referrals Aid Show understanding Reassurance Show empathy Active listening Draw out feelings</td> </tr> <tr> <td>A woman has been diagnosed with arthritis.</td> <td>GP / Doctor Practice Nurse / Nurse Health Visitor Occupational Therapist Domiciliary / Home help Care Home assistants Counsellor Consultant Physiotherapist</td> <td>Referrals Provide equipment Listen Dietary advice Cook Clean Exercises</td> </tr> </tbody> </table>	Situation	Professional Carer	Type of Support	A man has been diagnosed with depression.	GP / Doctor Practice Nurse / Nurse Counsellor Psychologist Community Psychiatric Nurse (CPN) Social Worker Psychotherapist	Prescribe Listen Give advice Referrals Aid Show understanding Reassurance Show empathy Active listening Draw out feelings	A woman has been diagnosed with arthritis.	GP / Doctor Practice Nurse / Nurse Health Visitor Occupational Therapist Domiciliary / Home help Care Home assistants Counsellor Consultant Physiotherapist	Referrals Provide equipment Listen Dietary advice Cook Clean Exercises	4 (4 x 1)	<p>The number of ticks must match the number of marks awarded.</p> <p>The question does not ask for different answers so allow repetition if applicable, e.g. a candidate could give GP for both professionals</p> <p>Professionals not allowed:</p> <ul style="list-style-type: none"> • Pharmacist • Therapist <p>If the support given is appropriate to the situation then award marks even if the professional carer is incorrect.</p> <p>If the professional carer is correct then the support must be appropriate, e.g. a counsellor would not give advice.</p> <p>Do not accept organisations, e.g. NHS, Social Services</p> <p>Do not accept vague answers for support such as:</p> <ul style="list-style-type: none"> • Physical / emotional / medical support • Talk to them <p>Do not accept how the support helps – the focus of the question is the type of support</p>
Situation	Professional Carer	Type of Support											
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Question	Answer	Mark	Guidance
			<p>For incorrect answers use the cross or appropriate annotation from the following:</p> <p>   </p> <p>Note: 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	Mark	Guidance
1	b	<p>TWO marks for the description given</p> <p>The following examples of support are not definitive:</p> <ul style="list-style-type: none"> • Listening • Encouraging them to apply for other jobs • Transport • Assisting them in writing letters of application / CV • Providing reassurance • Distracting them with leisure activities • Provide advice • Talking • Providing some financial assistance – must link to what for e.g. buying food for them (Do not accept 'give them money') / Lend money – if qualified • Help them to find a new job / employment 	2 (1 x 2)	<p>The number of ticks must match the number of marks awarded.</p> <p>Two marks for a full description One mark for just identifying actions</p> <p>Answers given should be for 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"> • Keep them feeling valued and supported • Providing emotional support • Support them / mutual support • Spend more time with them <p>Answers must apply to being made redundant so do not accept:</p> <ul style="list-style-type: none"> • Socialising, unless linked to being a distraction • Offer them a place to stay • Cleaning house <p>Do not credit the impact of the support e.g. will make them feel valued</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <p> ^ TV REP SEEN </p>

Question		Answer	Mark	Guidance
1	c	<p>One mark for identification of a factor, THREE required Two marks for explanation, THREE required</p> <p>Factors:</p> <ul style="list-style-type: none"> • Given birth / Given birth to a son / having (had) a baby / Birth • Moved house • Divorce • Her mother has moved in with her • Her mother has broken her ankle • Her other child has started nursery <p>Due to how the stem of the Q has been written candidates may identify ‘recently moved house following her divorce’ – explanations can link to either</p> <p>Development – could refer to physical / intellectual / emotional or social. The explanation on development must relate to the factor.</p> <p>Examples:</p> <p>Given birth / Given birth to a son This could cause sleepless nights so could result in Susan being extremely tired and irritable.</p> <p>Moved house She may regard this as a new start and could become very optimistic about the future.</p> <p>Divorce This could have been a very painful experience for Susan and she could feel a sense of loss; her confidence could be lowered. Could cause conflict with her religion, may feel guilty or ashamed.</p> <p>Her mother has moved in with her Having her mother around means that she will have another adult to talk to and this could provide her with more intellectual stimulation though discussions on world events.</p> <p>Her mother has broken her ankle Her mother’s lack of mobility means that Susan will have to assist her and this could, at times, be frustrating and tiresome.</p> <p>Her other child has started nursery Susan will be very proud of her child and will take great delight in discussing their experiences when she comes home every evening.</p>	<p>9 3 x 1 3 x 2</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>The question asks for different explanations so be aware of repetition.</p> <p>Do not accept will ‘help physical development’/ ‘intellectual development’, etc. - the aspect of development given must be specific.</p> <p>It is acceptable for candidates to only explain one aspect of development – it is the quality of the response that is important.</p> <p>If the factor is incorrect, but the explanation accurately links to one of the given factors then please credit.</p> <p>If the factor is identified within the explanation then award marks.</p> <p>Do not credit the explanation if it does not link to the factor.</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"> • two effects on development • cause and effect on development (can be written as a reverse)

					<p>For the identification of the factors:</p> <p>Note: 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> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <p>   </p>
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2	a*	<p>The following points may be included within the candidates' response; this is not a definitive list.</p> <ul style="list-style-type: none"> • Confidence • Feeling belittled • Marginalised • Ashamed • Proud • Feeling dignified • Secure / insecure • Superior • Inferior • Stereotyped • Worthless • Wanted • Self esteem • Self-image • Self-assured • Dejected • Embarrassed • Popular • Do not fit in • Valued / not valued • Respected <p>Do not accept key words linked to emotions:</p> <ul style="list-style-type: none"> • Upset / depressed • Feel better / good about self • Nervous • Lonely / isolated • Sad • Happy • Worried 	7	<p>Levels checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> • comprehensive analysis of the impact on self-concept • culture and friendships • developed answers – dependency of effects / consequences – for top end • clear understanding • high level QWC – developed answers showing synthesis. <p>Level 2</p> <ul style="list-style-type: none"> • sound analysis (upper end) • basic analysis (low end) • culture and friendships • some errors – QWC <p>Level 1</p> <ul style="list-style-type: none"> • either culture or friendships • list like • low level QWC <ul style="list-style-type: none"> • The number of ticks may not necessarily correspond to the marks awarded • Look carefully at the descriptors and decide where the answer 'best fits' • Answers given can be both positive and negative – candidates will not be penalised for focussing solely on one. 	<p>Level 3 (6 - 7 marks) Candidates will fully analyse how both culture and friendships can affect a person's self-concept. Answers will be developed showing dependency of effects / consequences at the top end. 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 (4 – 5 marks) Candidates will give a basic (low end)/sound analysis (upper end) of how culture and friendships 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 culture or friendships analysed</i></p> <p>Level 1 (1 - 3 marks) Candidates can identify (low end)/attempt to analyse (upper end – likely to be more descriptive) how either culture or friendships 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 intrusive.</p>
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		<p>Example level 3 answer: Supportive friendships enable a person to feel comfortable about themselves and the impact of this is higher confidence and self-esteem. Having friends who value you will give you greater self-assurance. On the other hand when friendships deteriorate the impact can be devastating and you can become segregated and you may start to feel inferior to those you once trusted. Many people are proud of their culture and the customs associated with this. However some people in society will degrade people’s customs and ridicule them; resulting in a lowered self-image and, some may start to feel inferior.</p>	<ul style="list-style-type: none"> Do not 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. <p>Examiners should look for key words linked to self-concept and look at the context in how it has been attributed to culture and friendships.</p> <p>Accept low / high self-concept if qualified.</p> <p>Do not credit answers that ‘ go off on a tangent’ Annotation to use:</p> <p> Developed answer – dependency of effects / consequences.</p> <p> Effects</p> <p>For incorrect answers in the answer use appropriate annotation from the following:</p> <p>   </p> <p>Use  if not linked to the Q or if they go off on a tangent</p>	<p>0 marks = no response worthy of credit</p> <p>To award Level 3 candidates must have a minimum of one ; professional judgement is to be applied against the whole answer whether low or high level 3 is awarded.</p>
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Question		Answer/Indicative Content	Marks	Guidance									
2	b*	<p>All key effects given must be placed in the context of a child and how family relationships affect development</p> <p>Positive effects – these lists are not definitive</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Impact of better diet – protein for growth Exercise – stamina / release of energy Dental hygiene – strong teeth Restful sleep Personal hygiene</td> <td>Reading – increased vocabulary Increase in knowledge / exam results / progress To give opinions Increased awareness of other cultures through travel</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Confidence – encouragement given High self-esteem / image Feeling loved Feeling valued Security Sense of belonging Feeling included Bonding Embarrassed</td> <td>Conversations / talking Behaviour – social norms / manners / respect Ability to socialise Feeling like you belong to family/society Build good team work skills/ participation</td> </tr> </tbody> </table>	Physical	Intellectual	Impact of better diet – protein for growth Exercise – stamina / release of energy Dental hygiene – strong teeth Restful sleep Personal hygiene	Reading – increased vocabulary Increase in knowledge / exam results / progress To give opinions Increased awareness of other cultures through travel	Emotional	Social	Confidence – encouragement given High self-esteem / image Feeling loved Feeling valued Security Sense of belonging Feeling included Bonding Embarrassed	Conversations / talking Behaviour – social norms / manners / respect Ability to socialise Feeling like you belong to family/society Build good team work skills/ participation	8	<p>Levels checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> comprehensive evaluation 3 aspects of development developed answers – dependency of effects / consequences Both +ve /-ve considered clear understanding high level QWC – developed answers showing synthesis. <p>Level 2</p> <ul style="list-style-type: none"> sound evaluation (upper end) basic analysis (low end) shows some understanding of the relationship between effects (upper end) 2 aspects of development Both +ve /-ve considered some errors – QWC 	<p>Level 3 (7–8 marks) Candidates will fully evaluate how family relationships could affect a child’s 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>Level 2 (4–6 marks) Candidates will give a basic (low end) sound evaluation (upper end) of how family relationships could affect a child’s 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>
Physical	Intellectual												
Impact of better diet – protein for growth Exercise – stamina / release of energy Dental hygiene – strong teeth Restful sleep Personal hygiene	Reading – increased vocabulary Increase in knowledge / exam results / progress To give opinions Increased awareness of other cultures through travel												
Emotional	Social												
Confidence – encouragement given High self-esteem / image Feeling loved Feeling valued Security Sense of belonging Feeling included Bonding Embarrassed	Conversations / talking Behaviour – social norms / manners / respect Ability to socialise Feeling like you belong to family/society Build good team work skills/ participation												

Question	Answer/Indicative Content	Marks	Guidance				
	<p>Negative effects – these lists are not definitive</p> <table border="1" data-bbox="405 336 918 1054"> <thead> <tr> <th data-bbox="405 336 658 371">Physical</th> <th data-bbox="658 336 918 371">Intellectual</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 371 658 1054"> Poor diet – childhood obesity Diet high in sugar – dental decay Insufficient fruits and vegetables / constipation Sugary drinks Poor hygiene – smelly Inhalation of smoke Physical harm- bullied by siblings Effects of abusive relationships </td> <td data-bbox="658 371 918 1054"> Inarticulate Lacking knowledge Poor vocabulary Reduced exposure to different cultures- discriminatory Lack of understanding </td> </tr> </tbody> </table>	Physical	Intellectual	Poor diet – childhood obesity Diet high in sugar – dental decay Insufficient fruits and vegetables / constipation Sugary drinks Poor hygiene – smelly Inhalation of smoke Physical harm- bullied by siblings Effects of abusive relationships	Inarticulate Lacking knowledge Poor vocabulary Reduced exposure to different cultures- discriminatory Lack of understanding		<p>Level 1</p> <ul style="list-style-type: none"> • basic evaluation • 1 aspect of development • +ve or –ve considered • list like • low level QWC <ul style="list-style-type: none"> • The number of ticks may not necessarily correspond to the marks awarded. • Look carefully at the descriptors and decide where the answer ‘best fits’ • All key effects given must be placed in the context of a child / random effects given should not be credited. <p>Annotation to use:</p> <p> + Developed answer – dependency of effects / consequences.</p> <p> Effects</p> <p> = positive  = negative</p> <p>Level 1 (1–3 marks) Candidates can identify (low end)/attempt to evaluate (upper end – likely to be more descriptive) how family relationships could affect 1 aspect of a child’s 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>0 marks = no response worthy of credit.</p> <p>For incorrect answers in the answer use appropriate annotation from the following:</p> <p>   </p> <p>Use  if not linked to the Q or if they go off on a tangent</p> <p>To award Level 3 candidates must have a minimum of one  ; professional judgement is to be applied against the whole answer whether low or high level 3 is awarded.</p>
Physical	Intellectual						
Poor diet – childhood obesity Diet high in sugar – dental decay Insufficient fruits and vegetables / constipation Sugary drinks Poor hygiene – smelly Inhalation of smoke Physical harm- bullied by siblings Effects of abusive relationships	Inarticulate Lacking knowledge Poor vocabulary Reduced exposure to different cultures- discriminatory Lack of understanding						

Question		Answer/Indicative Content		Marks	Guidance														
		<table border="1"> <thead> <tr> <th>Emotional</th> <th>Social</th> </tr> </thead> <tbody> <tr> <td>Low self esteem</td> <td>Inability to socialise and make friends / Isolation</td> </tr> <tr> <td>Lack of security</td> <td>Poor hygiene – being bullied</td> </tr> <tr> <td>Lowered confidence</td> <td>Poor social skills – difficulty is being accepted by peer group / marginalised</td> </tr> <tr> <td>Feeling afraid</td> <td>Learnt –ve behaviour e.g. smoking</td> </tr> <tr> <td>Jealousy</td> <td></td> </tr> <tr> <td>Embarrassed</td> <td></td> </tr> </tbody> </table>	Emotional	Social	Low self esteem	Inability to socialise and make friends / Isolation	Lack of security	Poor hygiene – being bullied	Lowered confidence	Poor social skills – difficulty is being accepted by peer group / marginalised	Feeling afraid	Learnt –ve behaviour e.g. smoking	Jealousy		Embarrassed				
Emotional	Social																		
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Feeling afraid	Learnt –ve behaviour e.g. smoking																		
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Embarrassed																			

Question		Answer	Mark	Guidance
3	a	<p>ONE mark for correctly identifying the normal height range for an 8 year old:</p> <p>120 – 140cm / 140 - 120 Candidates must provide both figures to be awarded the mark.</p>	1 (1 x 1)	<p>No other answer is acceptable However they can still get the mark if they omit the cm</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <p>   </p> <p>Note: 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>
3	b	<p>ONE mark for correctly identifying the normal height range for a 14 year old:</p> <p>150 – 180cm / 180 - 150 Candidates must provide both figures to be awarded the mark.</p>	1 (1 x 1)	<p>No other answer is acceptable However they can still get the mark if they omit the cm</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <p>   </p> <p>Note: 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	Mark	Guidance										
3	c	<p>ONE mark for a description of growth and ONE mark for a description of development.</p> <p>You will be looking for key words within the description which shows a candidates' knowledge of these two terms</p> <table border="1"> <thead> <tr> <th>Growth</th> <th>Development</th> </tr> </thead> <tbody> <tr> <td>Height</td> <td>Skills</td> </tr> <tr> <td>Weight</td> <td>Abilities</td> </tr> <tr> <td>Increase in size / bigger</td> <td>Emotions</td> </tr> <tr> <td>BMI</td> <td>Reference to PIES if in the context of development</td> </tr> </tbody> </table>	Growth	Development	Height	Skills	Weight	Abilities	Increase in size / bigger	Emotions	BMI	Reference to PIES if in the context of development	2 2 x 1	<p>If a candidate only describes either growth or development, they can only be awarded one mark.</p> <p>List like answers can only be credited with one mark.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <p> ^ TV REP SEEN </p>
Growth	Development													
Height	Skills													
Weight	Abilities													
Increase in size / bigger	Emotions													
BMI	Reference to PIES if in the context of development													

Question	Answer	Mark	Guidance																																										
<p>3</p> <p>d*</p>	<p>All key effects, both positive and negative, given must be placed in the context of George and the specified events:</p> <ul style="list-style-type: none"> • Becoming a grandfather • Being retired • His wife developing cancer <p>Examples of effects – these lists are not exhaustive</p> <table border="1" data-bbox="380 523 896 1002"> <thead> <tr> <th colspan="2" data-bbox="380 523 896 558">Emotional</th> </tr> <tr> <th data-bbox="380 558 638 593">positive</th> <th data-bbox="638 558 896 593">negative</th> </tr> </thead> <tbody> <tr> <td data-bbox="380 593 638 628">Happy</td> <td data-bbox="638 593 896 628">Low self-image</td> </tr> <tr> <td data-bbox="380 628 638 663">Confident</td> <td data-bbox="638 628 896 663">Depressed</td> </tr> <tr> <td data-bbox="380 663 638 699">Secure</td> <td data-bbox="638 663 896 699">Stress</td> </tr> <tr> <td data-bbox="380 699 638 734">Safe</td> <td data-bbox="638 699 896 734">Sad</td> </tr> <tr> <td data-bbox="380 734 638 769">High self esteem</td> <td data-bbox="638 734 896 769">Anxious</td> </tr> <tr> <td data-bbox="380 769 638 804">Optimistic</td> <td data-bbox="638 769 896 804">Pessimistic</td> </tr> <tr> <td data-bbox="380 804 638 839">Love</td> <td data-bbox="638 804 896 839">Rejected</td> </tr> <tr> <td data-bbox="380 839 638 874">Proud</td> <td data-bbox="638 839 896 874">Dejected</td> </tr> <tr> <td></td> <td data-bbox="638 874 896 909">Fearful</td> </tr> <tr> <td></td> <td data-bbox="638 909 896 944">Feel useless</td> </tr> <tr> <td></td> <td data-bbox="638 944 896 979">Sense of loss</td> </tr> <tr> <td></td> <td data-bbox="638 979 896 1002">Bored</td> </tr> </tbody> </table> <table border="1" data-bbox="380 1037 896 1417"> <thead> <tr> <th colspan="2" data-bbox="380 1037 896 1072">Social</th> </tr> <tr> <th data-bbox="380 1072 638 1107">positive</th> <th data-bbox="638 1072 896 1107">negative</th> </tr> </thead> <tbody> <tr> <td data-bbox="380 1107 638 1142">Sharing</td> <td data-bbox="638 1107 896 1142">Isolated</td> </tr> <tr> <td data-bbox="380 1142 638 1177">Discussion</td> <td data-bbox="638 1142 896 1177">Marginalised</td> </tr> <tr> <td data-bbox="380 1177 638 1212">Enhances social contacts</td> <td data-bbox="638 1177 896 1212">Limited interactions</td> </tr> <tr> <td data-bbox="380 1212 638 1248">Communication / talk</td> <td data-bbox="638 1212 896 1248">Withdrawal from social situations</td> </tr> <tr> <td data-bbox="380 1248 638 1283">Socialise</td> <td data-bbox="638 1248 896 1283">Limited communication</td> </tr> </tbody> </table>	Emotional		positive	negative	Happy	Low self-image	Confident	Depressed	Secure	Stress	Safe	Sad	High self esteem	Anxious	Optimistic	Pessimistic	Love	Rejected	Proud	Dejected		Fearful		Feel useless		Sense of loss		Bored	Social		positive	negative	Sharing	Isolated	Discussion	Marginalised	Enhances social contacts	Limited interactions	Communication / talk	Withdrawal from social situations	Socialise	Limited communication	<p>6</p>	<p>Levels checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> • full explanation • 3 experiences • social and emotional • shows dependency / link • high level QWC – developed answers showing synthesis. <p>Level 2</p> <ul style="list-style-type: none"> • mostly explained • 2 experiences • social and emotional • some errors – QWC <p>Level 1</p> <ul style="list-style-type: none"> • list-like, more descriptive • 1 experience • social or emotional • lacks understanding • low level QWC <ul style="list-style-type: none"> • Do not award any marks to candidates for just re-stating the experiences • The number of ticks may not necessarily correspond to the marks awarded • Look carefully at the descriptors and decide where the answer ‘best fits’. <p> Developed answer</p> <p> for a briefly explained point</p> <p>Level 3 (5–6 marks) Candidates will fully analyse the three experiences and how they could affect George’s emotional and 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 identify and briefly explain at least two experiences and how they could affect George’s emotional and social development. 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 three for one experience done well and sub max of three for either emotional or social development done well</i></p> <p>Level 1 (1–2 marks) Candidates can identify/attempt to explain at least one experience; either social or emotional development addressed. 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>
Emotional																																													
positive	negative																																												
Happy	Low self-image																																												
Confident	Depressed																																												
Secure	Stress																																												
Safe	Sad																																												
High self esteem	Anxious																																												
Optimistic	Pessimistic																																												
Love	Rejected																																												
Proud	Dejected																																												
	Fearful																																												
	Feel useless																																												
	Sense of loss																																												
	Bored																																												
Social																																													
positive	negative																																												
Sharing	Isolated																																												
Discussion	Marginalised																																												
Enhances social contacts	Limited interactions																																												
Communication / talk	Withdrawal from social situations																																												
Socialise	Limited communication																																												

Question			Answer	Mark	Guidance
					<p>To award Level 3 candidates must have a minimum of one tick plus; professional judgement is to be applied against the whole answer whether low or high level 3 is awarded.</p> <p>0 marks = no response worthy of credit For incorrect answers use the cross or appropriate annotation from the following:</p> <p>   </p>

Question		Answer	Mark	Guidance																														
3	e	<p>ONE mark for correctly identifying the life stage:</p> <p>Infancy / Infant</p>	1 (1 x 1)	<p>No other answer is acceptable</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <p>   </p> <p>Note: 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>																														
3	f	<p>TWO marks for each different explanation of effect on social development. – can be positive or negative</p> <table border="1"> <thead> <tr> <th>Subject – this list is not definitive</th> <th>Effect – this list is not definitive</th> </tr> </thead> <tbody> <tr> <td>Group work</td> <td>Co-operation</td> </tr> <tr> <td>Parties</td> <td>Sharing</td> </tr> <tr> <td>Trips</td> <td>Listening skills</td> </tr> <tr> <td>Team work – sport</td> <td>Talking / communication / interaction</td> </tr> <tr> <td>Being introduced to new people</td> <td>Deciphering body language</td> </tr> <tr> <td>Being excluded</td> <td>Starting conversations</td> </tr> <tr> <td>Being bullied</td> <td>Social norms – please / thank you</td> </tr> <tr> <td>Meet new people</td> <td>Making friendships / loss of friends</td> </tr> <tr> <td>Initiating conversations</td> <td>Isolated</td> </tr> <tr> <td></td> <td>Marginalised</td> </tr> <tr> <td></td> <td>Socialise / lack of socialising</td> </tr> <tr> <td></td> <td>Independence</td> </tr> <tr> <td></td> <td>Confidence</td> </tr> <tr> <td></td> <td>independence</td> </tr> </tbody> </table>	Subject – this list is not definitive	Effect – this list is not definitive	Group work	Co-operation	Parties	Sharing	Trips	Listening skills	Team work – sport	Talking / communication / interaction	Being introduced to new people	Deciphering body language	Being excluded	Starting conversations	Being bullied	Social norms – please / thank you	Meet new people	Making friendships / loss of friends	Initiating conversations	Isolated		Marginalised		Socialise / lack of socialising		Independence		Confidence		independence	4 2 x 2	<p>The question asks for different ways so be aware of repetition.</p> <p>The verb is to explain – for the full answer there will be two parts:</p> <ul style="list-style-type: none"> • A subject and an effect or • Two effects <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>For incorrect answers use the cross or appropriate annotation from the following:</p> <p>   </p> <p>Do not accept reference to sexual / intimate relationships</p>
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Question		Answer/Indicative Content	Marks	Guidance									
4	a*	<p>All key effects must be placed in the context of income.</p> <p>For level 3 they must show differences so they may have the same effect reversed but if qualified then this is acceptable.</p> <p>Positive effects / examples– these lists are not definitive:</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>High quality housing Warmth Good nutrition – options to choose Finance for gym membership – physical benefits Body shape</td> <td>Travel – extension of knowledge and experiences Ability to pay for educational experiences</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Happy Elated Proud Confident Ability to pay for stress reliever activities – counselling / massage</td> <td>Popular High levels of socialising Open to many differing social events</td> </tr> </tbody> </table>	Physical	Intellectual	High quality housing Warmth Good nutrition – options to choose Finance for gym membership – physical benefits Body shape	Travel – extension of knowledge and experiences Ability to pay for educational experiences	Emotional	Social	Happy Elated Proud Confident Ability to pay for stress reliever activities – counselling / massage	Popular High levels of socialising Open to many differing social events	9	<p>Levels checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> comprehensive evaluation 3 aspects of development developed answers – showing differences clear understanding high level QWC – developed answers showing synthesis <p>Level 2</p> <ul style="list-style-type: none"> sound evaluation (upper end) basic analysis (low end) shows some understanding of the differences between effects (upper end) 2 aspects of development some errors – QWC 	<p>Level 3 (8–9 marks) Candidates will fully evaluate how income could cause differences in a person’s development. 3 aspects of development will be covered. Answers will be developed and show differences. 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 (5–7 marks) Candidates will give a basic (low end) sound evaluation (upper end) of how income could cause differences in a person’s development. 2 aspects of development will be covered. 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 5 if only positive or negative addressed / or one aspect of development done well.</i></p>
Physical	Intellectual												
High quality housing Warmth Good nutrition – options to choose Finance for gym membership – physical benefits Body shape	Travel – extension of knowledge and experiences Ability to pay for educational experiences												
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Question	Answer/Indicative Content	Marks	Guidance								
	<p>Negative effects – these lists are not definitive:</p> <table border="1" data-bbox="416 304 931 954"> <tr> <td data-bbox="416 304 680 336">Physical</td> <td data-bbox="680 304 931 336">Intellectual</td> </tr> <tr> <td data-bbox="416 336 680 612"> Poor quality housing – cold / noise Cheaper food – correlation of higher levels of obesity. Poor body shape </td> <td data-bbox="680 336 931 612"> Inability to pay for additional educational resources – lacking stimulation </td> </tr> <tr> <td data-bbox="416 612 680 644">Emotional</td> <td data-bbox="680 612 931 644">Social</td> </tr> <tr> <td data-bbox="416 644 680 954"> Debt – stress Anxious Embarrassment of living conditions Frustration </td> <td data-bbox="680 644 931 954"> Lack of social opportunities Isolation ‘For some on the edge of society’ Criminal activities to raise more finance </td> </tr> </table> <p>Do not accept any answers linked to hygiene</p>	Physical	Intellectual	Poor quality housing – cold / noise Cheaper food – correlation of higher levels of obesity. Poor body shape	Inability to pay for additional educational resources – lacking stimulation	Emotional	Social	Debt – stress Anxious Embarrassment of living conditions Frustration	Lack of social opportunities Isolation ‘For some on the edge of society’ Criminal activities to raise more finance		<p>Level 1</p> <ul style="list-style-type: none"> • basic evaluation • 1 aspect of development • list like • low level QWC • The number of ticks may not necessarily correspond to the marks awarded. • Look carefully at the descriptors and decide where the answer ‘best fits’ • All key effects given must be placed in the context of a income / random effects given should not be credited. <p>Annotation to use:</p> <p> + Developed answer – showing differences.</p> <p> Effects</p> <p> = positive  = negative</p> <p>For answer not linked to income or ‘going off on a tangent’ use the cross or appropriate annotation from the following:</p> <p>   </p> <p>Level 1 (1–4 marks) Candidates can identify (low end)/attempt to evaluate (upper end – likely to be more descriptive) how income could cause differences in a person’s 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>0 marks = no response worthy of credit.</p> <p>Level 3 can only be awarded if the candidate has been explicit in the differences</p> <p>If candidates have covered high / low income as separate entities they can only be awarded max top of level 2</p> <p>To award Level 3 candidates must have a minimum of one ; professional judgement is to be applied against the whole answer whether low or high level 3 is awarded.</p>
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4	b	Question	Answer/Indicative Content	Marks	Guidance		
			<p>Illness or disease (this list is not definitive):</p> <ul style="list-style-type: none"> • Asthma • Diabetes • Crones disease • Influenza • Cancer • Cerebral palsy • Meningitis • Measles • Chicken pox • Gluten intolerance / Coeliac <p>TWO marks for each different effect on development. Subject and effect are very interchangeable depending upon illness/ disease</p> <table border="1" data-bbox="421 730 1137 1398"> <tr> <td data-bbox="421 730 1137 762">Subject – this list is not definitive -</td> </tr> <tr> <td data-bbox="421 762 1137 1398"> Difficulty breathing Tight chest Wheezing Constant cough Link to eczema Link to allergies Increase in weight High temperature Rash Vomiting High / low insulin Tiredness / lethargy Isolation Loss of weight Pain Tumour Diarrhoea </td> </tr> </table>	Subject – this list is not definitive -	Difficulty breathing Tight chest Wheezing Constant cough Link to eczema Link to allergies Increase in weight High temperature Rash Vomiting High / low insulin Tiredness / lethargy Isolation Loss of weight Pain Tumour Diarrhoea	<p>4 2 x 2</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>The verb is to explain – for the full answer there will be two parts:</p> <ul style="list-style-type: none"> • A subject and an effect or • Two effects <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>No marks are allocated for the identification of illness or disease. Examiners are to assess the explanations given through subject and effect or two effects. If the candidate fails to identify a disease or illness then marks can still be awarded for the explanation – the explanation must be relevant to illness / disease</p> <p>This question is assessing, in part, AO2 therefore examiners need to look for application.</p> <p>Examiners may need to use a search engine if they are unfamiliar with the illness or disease specified.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <p style="text-align: center;"> ^ TV REP SEEN </p>
Subject – this list is not definitive -							
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Question	Answer/Indicative Content	Marks	Guidance								
	<table border="1" data-bbox="421 236 1133 1023"> <tr> <td data-bbox="421 236 779 272">Physical effects</td> <td data-bbox="779 236 1133 272">Intellectual effects</td> </tr> <tr> <td data-bbox="421 272 779 612"> Lack of stamina Tired Sneezing Itchy skin Unable to sleep / insomnia Weight loss / gain Thirsty Sweating Poor body odour </td> <td data-bbox="779 272 1133 612"> Loss of focus Loss of concentration Lowered attainment Poor memory recall </td> </tr> <tr> <td data-bbox="421 612 779 649">Emotional effects</td> <td data-bbox="779 612 1133 649">Social effects</td> </tr> <tr> <td data-bbox="421 649 779 1023"> Frustrated Sad / depressed Low self-esteem / self-image Lowered confidence Embarrassment Shame Guilty Unhappy Jealous Pessimistic </td> <td data-bbox="779 649 1133 1023"> Isolation Loss of friendships Lack of belonging Excluded / left out </td> </tr> </table> <p data-bbox="421 1054 969 1091">The above effects given are not definitive.</p>	Physical effects	Intellectual effects	Lack of stamina Tired Sneezing Itchy skin Unable to sleep / insomnia Weight loss / gain Thirsty Sweating Poor body odour	Loss of focus Loss of concentration Lowered attainment Poor memory recall	Emotional effects	Social effects	Frustrated Sad / depressed Low self-esteem / self-image Lowered confidence Embarrassment Shame Guilty Unhappy Jealous Pessimistic	Isolation Loss of friendships Lack of belonging Excluded / left out		
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Question		Answer	Mark	Guidance
4	c	<p>TWO marks for a description on a child's physical development.</p> <p>The following examples are not definitive:</p> <ul style="list-style-type: none"> • Tooth decay • Mobility issues if overweight • Overweight / obesity • Breathlessness if overweight • Raised blood sugar level • Constantly hungry due to raised blood sugar level. • High / low iron levels – oxygenated blood • Energy – high and low • Prevents deficiency diseases, e.g. rickets, scurvy • Poor skin / good skin • Strong bones and teeth • Maintenance of healthy weight • Better immune system 	2	<p>The number of ticks must match the number of marks awarded.</p> <p>Two marks for a full description One mark for just identification only</p> <p>Answers given could be positive or negative</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <p style="text-align: center;"> ^ TV REP SEEN </p>

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