

**General Certificate of Secondary Education**

## A912

**Health and Social Care**

Unit A912: Understanding Personal  
Development and Relationships

**Specimen Paper**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:**

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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### INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 60.

#### FOR EXAMINER'S USE

1	
2	
3	
4	
<b>TOTAL</b>	

This document consists of **9** printed pages and **3** blank pages.

Answer **all** questions.

1 The Lloyd family:

- Kim, 35 years old is a widow
- Zoe, 74 years old is Kim's mother
- Katie, 13 years old is Kim's daughter
- Angus, 8 years old is Kim's eldest son
- James, 2 years old is Angus' brother

(a) Identify the life stage or the age span for each member of the Lloyd family by filling the gaps in the table below

The Lloyd family	Life stage	Age Span for the life stage
Kim, 35 years old		19-65 years
Zoe, 74 years old	Later adulthood	
Katie, 13 years old	Adolescence	
Angus, 8 years old		4-10 years
James, 2 years old	Infancy	

[5]

(b) List **three** gross motor skills a one-year-old infant who develops at the normal rate could have achieved.

1. ....
2. ....
3. .... [3]

(c) What is meant by the term 'expected patterns of growth'?

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 .....  
 ..... [2]



2 Abigail is 6 years old. Examples of the environmental, social, economic and physical factors that have influenced Abigail's development are:

- living in the city near a busy street
- having no friends
- family having a lot of debt
- being short sighted like her father
- living in an overcrowded house
- having few books and toys
- having asthma like her mother
- being bullied by her brother

(a) Complete the table below. Identify **one** factor which is environmental, social, economic or physical. Use the selected example only once.

Factor	Example
Economic factors	.....
Environmental factors	.....
Physical factors	.....
Social factors	.....

[4]

(b) Three other factors that have influenced Abigail's development are:

- being ill quite often
- family having little income
- her parents being separated

Analyse how these **three** factors in Abigail's life could interrelate (work together) to affect her development.

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(c) Explain how neglect could affect Abigail's growth and development.

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Unit A912: Understanding Personal Development and Relationships

**Specimen Mark Scheme**

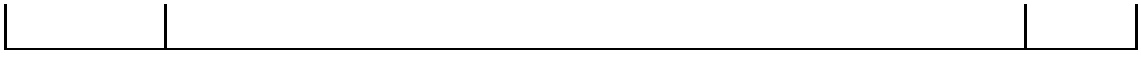
The maximum mark for this paper is 60.

Question Number	Answer	Max Mark																		
<p><b>1(a)</b></p>	<p><b>Identify the life stage and the age span for each of the Lloyd family.</b></p> <p><b>One</b> mark for each correct life stage, <b>TWO</b> required.  <b>One</b> mark for each correct age span, <b>THREE</b> required:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="width: 20%;"></th> <th style="text-align: left;"><b>Lifestage</b></th> <th style="text-align: left;"><b>Age span</b></th> </tr> </thead> <tbody> <tr> <td>• Kim</td> <td><b>adulthood/adult</b></td> <td>19 - 65</td> </tr> <tr> <td>• Zoe</td> <td>old age/older adult/elderly/ later adulthood</td> <td><b>65+</b></td> </tr> <tr> <td>• Katie</td> <td>adolescence/adolescent</td> <td><b>11 - 18</b></td> </tr> <tr> <td>• Angus</td> <td><b>childhood/child</b></td> <td>4 – 10</td> </tr> <tr> <td>• James</td> <td>infant/infancy</td> <td><b>0 - 3</b></td> </tr> </tbody> </table> <p><b>Note:</b> Allow candidates a mark if they are one year either side of those given for age span.</p>		<b>Lifestage</b>	<b>Age span</b>	• Kim	<b>adulthood/adult</b>	19 - 65	• Zoe	old age/older adult/elderly/ later adulthood	<b>65+</b>	• Katie	adolescence/adolescent	<b>11 - 18</b>	• Angus	<b>childhood/child</b>	4 – 10	• James	infant/infancy	<b>0 - 3</b>	<p>[5]</p>
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• James	infant/infancy	<b>0 - 3</b>																		
<p><b>(b)</b></p>	<p><b>List three gross motor skills a one-year-old infant who develops at the normal rate could have achieved.</b></p> <p><b>One</b> mark for each gross motor skill for a one year old, <b>THREE</b> from:</p> <ul style="list-style-type: none"> <li>• lies on back (supine) with head to one side</li> <li>• can lift head</li> <li>• can control head</li> <li>• can hold its head upright when sitting</li> <li>• can pull itself into sitting position</li> <li>• can sit unsupported/sitting up</li> <li>• can use arms to lift head and chest off the ground</li> <li>• can roll over from front to back</li> </ul>	<p>[3]</p>																		

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|---|--|
| <ul style="list-style-type: none"><li>• can move over floor by pulling and pushing</li><li>• can crawl</li><li>• can shuffles</li><li>• grasping</li><li>• can pull itself into standing position/standing up</li><li>• can walk</li><li>• can use hands to throw things/throw toys</li><li>• can point with index finger</li></ul> |  |
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SPECIMEN

Question Number	Answer	Max Mark
(c)	<p><b>What is meant by the term ‘expected patterns of growth’?</b></p> <p><b>Two</b> marks for a correct definition of the term ‘expected patterns of growth’, <b>ONE</b> from:</p> <ul style="list-style-type: none"> <li>• <b>physically</b> growing according to the <b>norm/order/sequence</b></li> <li>• <b>growing</b> the same as the <b>average person</b></li> <li>• <b>developing</b> mass in the same way as <b>others/average</b></li> <li>• <b>height</b> and <b>weight</b> developing according to the <b>norm</b></li> <li>• <b>average</b> way to <b>grow/develop</b></li> </ul> <p><b>Note:</b> These can be interchanged provided they answer the question asked. <i>Sub-max of 1 for identification only.</i></p>	<b>[2]</b>
(d)	<p><b>Describe physical and social changes that are likely to occur in Zoe’s life stage.</b></p> <p><b>High level: 5 marks</b></p> <p>Candidates will give a detailed description of <b>at least two</b> physical and <b>at least two</b> social changes related to Zoe’s life stage (later adulthood). There will be evidence of synthesis within the work.</p> <p><b>Mid-range response: 3-4 marks</b></p> <p>Candidates will outline <b>at least one</b> physical and <b>at least one</b> social change, related to Zoe’s life stage (later adulthood). The answer may be biased towards physical or social change.</p> <p><b>Low response: 0-2 marks</b></p> <p>Candidates will identify <b>at least one</b> physical and/or <b>at least one</b> social change, related to Zoe’s life stage (later adulthood). The answer will be list-like and lack coherence.</p> <p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>• bruises easily</li> <li>• grey hair</li> <li>• loss of hair/baldness</li> <li>• wrinkles/loss of skin elasticity/skin becomes thinner</li> <li>• loss of height/shrink</li> <li>• poor appetite</li> <li>• loss of mobility/developing arthritis or rheumatism/bones become more brittle/stiff joints/osteoporosis/fracture</li> <li>• could find breathing difficult</li> <li>• could have heart disease/condition</li> </ul>	



SPECIMEN



Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> <li>• could be generally slower</li> <li>• eyesight worsens</li> <li>• hearing worsens</li> <li>• more likely to get muscle weakness</li> <li>• taste/smell</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• friends die/not so much contact with friends/family</li> <li>• becomes withdrawn</li> <li>• no longer able to work</li> <li>• may feel lonely</li> <li>• may develop speech problems</li> <li>• may have to give up own home</li> <li>• may be forced to depend on others/family/professionals/ family visit more often</li> <li>• could have more friends because there is time to join clubs</li> <li>• could have grandchildren</li> <li>• may become more housebound/isolated</li> </ul>	<b>[6]</b>
2(a)	<p><b>Complete the table below. Identify one the factor which is environmental, social, economic or physical. Use the selected example only once.</b></p> <p><b>One mark for each correct factor placed in the correct group, FOUR required from</b></p> <p><b>Environmental</b></p> <ul style="list-style-type: none"> <li>• living in a busy street</li> <li>• living in an overcrowded house</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• no friends</li> <li>• bullied by brother</li> <li>• having few books and toys</li> </ul> <p><b>Economic</b></p> <ul style="list-style-type: none"> <li>• family has a lot of debt</li> <li>• few books and toys</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• short-sighted</li> <li>• suffers from asthma (like mother)</li> <li>• being bullied</li> </ul>	<b>[4]</b>

Question Number	Answer	Max Mark
(b)	<p><b>Three other factors that have influenced Abigail's development are:</b></p> <ul style="list-style-type: none"> <li>• being ill quite often</li> <li>• family having little income</li> <li>• her parents being separated</li> </ul> <p><b>Explain how these three factors in Abigail's life could interrelate (work together) to affect her development.</b></p> <p><b>High level: 5 marks</b> Candidates will give a detailed explanation, explicitly linking <b>all three factors</b>, giving reasons and showing how each could affect development. There will be evidence of synthesis within the work.</p> <p><b>Mid-range response: 3-4 marks</b> Candidates will give a basic explanation, linking <b>at least two factors</b>, giving brief reasons and showing how each could affect development. There will be evidence of coherence within the work. Alternatively, they could link three factors briefly and give an affect on development without giving reasons.</p> <p><b>Low response: 0-2 marks</b> Candidates will give a limited explanation, linking <b>at least two factors</b> at a basic level. Alternatively they could link one factor briefly and give one effect on development.</p> <p><b>R = Reasons</b></p> <p>R1 not enough money to buy foods for well balanced meals  R2 not enough money for activities / clubs  R3 worry about lack of money causes illness  R4 family having little money to pay debts / buy food  R5 less income from broken marriage means prone to illness  R6 not enough money to access health service / GP  R7 not enough money to pay for prescriptions  R8 could mean less money coming in as parent may have to take time off work to look after Abigail  R9 less money could cause arguments between parents as they are separated  R10 being ill could make Abigail not feel like doing activities / getting up  R11 not being able to afford luxuries / toys / activities could help to make Abigail feel isolated  R12 Abigail could miss a lot of school  R13 low income could mean restricted educational opportunities  R14 see less of her parents / her parents have to work more  R15 divorce could become a role model and cause a potential</p>	[5]

	<p>cycle</p> <p>R16 house could become less clean / hygienic</p> <p>Note: 'not enough money to support' - too vague (do not accept)</p>	
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SPECIMEN

Question Number	Answer	Max Mark
(c)	<p><b>A = Affect on development</b></p> <p>A1 worry  A2 lower self-esteem / self-concept  A3 illness  A4 stress  A5 not feeling valued / good  A6 not able to trust people / build relationships  A7 becoming withdrawn / isolated  A8 angry / abusive  A9 be bullied  A10 effect her intellectually  A11 make Abigail feel it is unfair / make her angry  A12 not grow / get weaker  A13 may not feel important  A14 could become depressed  A15 could become upset / helpless  A16 Abigail may feel different from others</p> <p><b>Note: The explanation must give:</b></p> <ul style="list-style-type: none"> <li>• the <b>links</b> (three)</li> <li>• the reasons <b>why</b></li> </ul> <p>how it would <b>affect</b> development</p> <p><b>Explain how neglect could affect Abigail's growth and development.</b></p> <p><b>High Level 5-6</b></p> <p>Candidates will explain in detail how Abigail's growth and development could be effected. Explicit reference to <b>at least three</b> aspects of PIES will be included. Answers will include informed decision making and will show evidence of synthesis.</p> <p><b>Mid-range Response 3-4</b></p> <p>Candidates will give a basic explanation of how Abigail's growth and development could be effected, including reference to <b>at least two</b> of PIES. Answers will be clear and will show evidence of coherence.</p> <p><b>Low Level Response 0-2</b></p> <p>Candidates will give a limited explanation, with little or no reference to PIES. Answers are likely to be list-like and muddled.</p>	[6]

Question Number	Answer	Max Mark
	<p><b>H = How neglected</b></p> <p>H1 verbal abuse  H2 lack of physical support e.g. little food, poor living conditions  H3 no encouragement e.g. school work, joining activities / homework  H4 not allowing any friends / difficult to form relationships  H5 not allowed to socialise e.g. go to clubs / activities. have  H6 not clothed correctly e.g. not providing school uniform  H7 not treating illness  H8 isolation e.g. being shut in room  H9 emotional abuse – no love / attention  H10 not have anyone to talk to / discuss things with  H11 she may self-harm and become depressed  H12 living in an overcrowded house could mean that Abigail does not have her own space and she could become depressed / withdrawn / angry / stressed  H13 if she has few toys / books Abigail will have nothing to simulate her interest / learn</p> <p><b>D = Development</b></p> <p>D1 stunted growth / loss of weight / may eat too much / eating disorder  D2 fear  D3 worry  D4 angry / abusive to others / bullying  D5 lack of progress in school  D6 frequently ill / prone to illness  D7 withdrawn / isolated  D8 argumentative / upset  D9 lack of interest  D10 absenteeism from school  D11 lower self-esteem / self-concept / self-image  D12 could make her self-reliant / have a higher self-esteem  D13 could become depressed  D14 not be able to make friends  D15 may not feel important / worthless  D16 could feel undervalued  D17 could not have any confidence could have a lack of trust</p> <p><b>Annotate with:</b></p> <p>P – physical  I – intellectual  E – emotional  S - social</p>	<p>[6]</p>

Question Number	Answer	Max Mark
3(a)	<p><b>Identify one different feature of each relationship given below.</b></p> <p><b>One</b> mark for a different description of a feature or a full example. No repetition accepted. FIVE required e.g.</p> <p><b>Donna and Paul;</b> love, sexual, intimate, mutual support, supportive, protective, family, friendship, sharing, talking to one another</p> <p><b>Paul and his boss;</b> working, colleagues / mates, employer / employee, professional, power, dependency, formal, respect</p> <p><b>Donna and her children (Bryony, Ben);</b> family / parent, supportive, dependent, mother and daughter, friendship, sharing toys / books/games, doing things together, loving, trusting, security, protection, a role model, mother and children relationship, form a bond</p> <p><b>Bryony and Hebbi;</b> friendship, sharing same, same interests, providing support, trusting one another, able to confide / confidentiality, enjoy one another's company, respect one another, informal relationship</p> <p><b>Paul and his father;</b> family, closeness / father and son, supportive, loyalty, dependency, friendship, love, looking after his father</p>	[5]
(b)	<p><b>Identify possible positive and negative relationships within this family. Analyse the effects that these relationships might have on the children's personal development</b></p> <p><b>Level 1: 8-10 marks</b></p> <p>Candidates will analyse in detail positive and negative effects that these relationships might have on the <b>children's</b> development. Reference to PIES will be explicit. Clear understanding will be evident. Answers will show evidence of synthesis.</p> <p><b>Level 2: 5-7 marks</b></p> <p>Candidates will give a basic analysis of positive and negative effects that these relationships might have on the <b>children's</b> development. Reference to PIES may be implicit, although a range will be covered. Some understanding will be evident. Answers will be clear and will show evidence of coherence.</p>	[10]

Question Number	Answer	Max Mark
	<p><b>Level 1: 0-4 marks</b></p> <p>Candidates will give a limited analysis of positive and negative effects that these relationships might have on the <b>children's</b> development. Limited reference to PIES. Limited understanding will be demonstrated. Answers are likely to be list-like and muddled.</p> <p><b>Positive effects:</b></p> <ul style="list-style-type: none"> <li>• improved self-esteem</li> <li>• feeling valued / loved</li> <li>• increased confidence / strong</li> <li>• ability to relate to others / form good relationships</li> <li>• feel good about being accepted</li> <li>• feel wanted</li> <li>• talk to one another</li> <li>• increased socialisation</li> <li>• able to share emotions</li> <li>• become more independent</li> <li>• more relaxed</li> <li>• able to trust one another</li> <li>• have a feeling of security</li> <li>• have a good self-concept / self-worth / self-esteem</li> </ul> <p><b>Negative effects:</b></p> <ul style="list-style-type: none"> <li>• low / decreased self-esteem / self-worth / self-concept</li> <li>• not feeling valued / feeling worthless / negative feelings / feeling upset</li> <li>• lacking in confidence</li> <li>• unhappy / emotionally sad</li> <li>• withdrawn from others / isolated / no one to talk to / no one to share with</li> <li>• could bully others</li> <li>• could become aggressive</li> <li>• could quarrel</li> <li>• lack of concentration</li> <li>• could be moody / depressed / distressed / anxious</li> <li>• could be resentful</li> <li>• could be angry</li> <li>• could break the law</li> <li>• could be scared</li> <li>• feeling neglected</li> </ul>	

Question Number	Answer	Max Mark
	<ul style="list-style-type: none"><li>• loneliness</li><li>• not coping with other relationships</li><li>• could become more dependent on others</li></ul>	

SPECIMEN



Question Number	Answer	Max Mark
4(a)	<p><b>Explain how achieving good examination results and being able to go to university is likely to affect Stephen's self-concept.</b></p> <p><b>High level Response: 5 marks</b></p> <p>The candidate can analyse in detail how achieving good examination grades and going to university is likely to affect Stephen's self-concept. The analysis is developed logically and supported by reasoning and relevant information. <b>At least two ways</b> in which self-concept is likely to be affected will be given in detail. The examples will relate to the case study. There will be evidence of synthesis within the work.</p> <p><b>Mid-range response: 3 – 4 marks</b></p> <p>The candidate can give a basic analysis to show how achieving good examination grades and going to university is likely to affect Stephen's self-concept. There will be a brief analysis, possibly lacking depth. Answers will be developed logically and supported by relevant information. <b>At least two ways</b> in which self-concept is likely to be affected will be given. There will be evidence of coherence within the work.</p> <p><b>Low level response: 0- 2 marks</b></p> <p>The candidate gives a limited analysis of <b>at least one effect</b> on development of Stephen getting good examination results and going to university. Answers are likely to be list-like and muddled.</p> <ul style="list-style-type: none"> <li>• he will feel good / proud / happy, etc. about himself because of the results of the examination</li> <li>• he will feel that his hard work in revising has paid off because he can now go to university</li> <li>• he will know his family will be proud of him and will feel valued</li> <li>• he will be looking forward to the challenge of the university course</li> <li>• he will feel confident that he will be able to do the work when he gets to university because of his achievements in getting good grades</li> <li>• he will have a goal / target in preparing for college – getting books, clothes together / arranging accommodation</li> <li>• he may feel sad / worried at the prospect of leaving his family and not having anyone near by to consult</li> <li>• he may feel anxious / worried because he does not know what to expect when he moves to university</li> <li>• he may be looking forward to meeting new people and be excited at the prospect</li> </ul>	<b>[5]</b>

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|  | <ul style="list-style-type: none"><li>• he may become more independent because he feels more confident through having good results</li></ul> |  |
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SPECIMEN

Question Number	Answer	Max Mark
4(b)	<p><b>Evaluate the effects that meeting people from different cultures might have on Stephen's personal development.</b></p> <p><b>Level 3: 8-10 marks</b></p> <p>The candidate can evaluate (including coverage of a range of both positive and negative affects) in detail how meeting people from other cultures is likely to affect Stephen's personal development. Explicit reference to <b>at least two</b> of intellectual, social and emotional development will be made. The evaluation is developed logically and supported by reasoning and relevant information. There will be evidence of synthesis within the work.</p> <p><b>Level 2: 5-7 marks</b></p> <p>The candidate can evaluate at a basic level (including <b>at least one</b> positive and <b>at least one</b> negative affects) how meeting people from different cultures is likely to affect Stephen's self-concept. Intellectual, social and emotional development is implicit. Answers will be developed logically and supported by relevant information. There will be evidence of coherence within the work.</p> <p><b>Level 3: 0-4 marks</b></p> <p>The candidate gives a limited evaluation; reference to positives and/or negatives may be implicit. Minimal reference to intellectual, social and emotional development. Answers are likely to be list-like and muddled.</p> <p><b>Positive:</b></p> <ul style="list-style-type: none"> <li>• he could have a more positive / respectful attitude to people from other cultures</li> <li>• he will gain more knowledge about the differences between people from other cultures and could learn tolerance / to adapt / make informed decisions</li> <li>• he will be less likely to stereotype people from other cultures and will therefore make more informed decisions / be more tolerant / more accepting</li> <li>• he may be less anxious about working with and living with people from other cultures</li> <li>• he is likely to value all individuals for themselves</li> <li>• he will recognise that people from other cultures have a great deal to contribute and will not be biased / racist</li> </ul> <p><b>Negative:</b></p> <ul style="list-style-type: none"> <li>• he could have a loss of self-confidence because he finds communicating / language difficult</li> <li>• he may feel threatened if they do better than him at university / have more friends than he does</li> <li>• he may feel isolated / left out</li> <li>• accept 'negatives' of the positives above</li> </ul>	[10]
<b>Paper Total</b>		<b>[60]</b>