



GCSE

Health and Social Care

General Certificate of Secondary Education

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

Mark Scheme for January 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

| Annotation | Meaning |
|------------|---------------------------|
| | Good response/positive |
| | Negative |
| | Benefit of doubt |
| | Cross |
| | Level 1 |
| | Level 2 |
| | Level 3 |
| | Repeat |
| | Noted but no credit given |
| | Tick |
| | Too vague |
| | Omission mark |
| | Development of point |

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| Question | | Answer | Mark | Guidance | | | | | | | | |
|-------------------|--|---|-------------------|--|-----------------|---------------------------------------|-----------|-----------------------------|---------|-----------------------------|----------|--|
| 1 | (a) | <p>One mark for each correct response, THREE required</p> <table> <tr> <td><i>Life stage</i></td><td><i>Expected pattern of development</i></td></tr> <tr> <td>Later adulthood</td><td>Loss of elasticity in the skin</td></tr> <tr> <td>Childhood</td><td>Greater independence</td></tr> <tr> <td>Infancy</td><td>Bonding with parents</td></tr> </table> | <i>Life stage</i> | <i>Expected pattern of development</i> | Later adulthood | Loss of elasticity in the skin | Childhood | Greater independence | Infancy | Bonding with parents | 3x1 3 | <p>These are the only answers that are acceptable.</p> <p>If the candidate has only written in part of the characteristic, eg loss of elasticity / independence mark as correct.</p> |
| <i>Life stage</i> | <i>Expected pattern of development</i> | | | | | | | | | | | |
| Later adulthood | Loss of elasticity in the skin | | | | | | | | | | | |
| Childhood | Greater independence | | | | | | | | | | | |
| Infancy | Bonding with parents | | | | | | | | | | | |
| | (b) | <p>Two aspects are needed for the full two marks. If only one aspect is given, award one mark.</p> <p>Growth – an increase in physical size – height and mass</p> | 2x1 2 | <p>Accept:</p> <ul style="list-style-type: none"> • getting taller • putting on weight • increase in size <p>Use professional judgement related to <i>increase in...</i></p> <p>Do not accept:</p> <ul style="list-style-type: none"> • intellectual / social / emotional development • growth spurt • grow bigger <p>Any reference to going through the life stages</p> | | | | | | | | |

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|--|--|---|--------|--------------|-----------|--|--|--|----------|--|
| 1 | (c) | <p>Two phrases are needed for each aspect of development. The following lists are not definitive.</p> <table border="1"> <thead> <tr> <th>Social</th> <th>Intellectual</th> <th>Emotional</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • co-operation / working together • listening skills • conversation / talk • sharing • interaction • learning the rules of behaviour • support • make new friends </td><td> <ul style="list-style-type: none"> • colours • shapes • people • animals • creative thinking • imagination • self-expression • increase vocabulary • numbers • following instructions • stimulate brain </td><td> <ul style="list-style-type: none"> • proud • excited • confidence • safe way to release negative feelings • raised self-esteem / self-image / self-concept • happy / cheerful • show feelings </td></tr> </tbody> </table> | Social | Intellectual | Emotional | <ul style="list-style-type: none"> • co-operation / working together • listening skills • conversation / talk • sharing • interaction • learning the rules of behaviour • support • make new friends | <ul style="list-style-type: none"> • colours • shapes • people • animals • creative thinking • imagination • self-expression • increase vocabulary • numbers • following instructions • stimulate brain | <ul style="list-style-type: none"> • proud • excited • confidence • safe way to release negative feelings • raised self-esteem / self-image / self-concept • happy / cheerful • show feelings | 3x2 6 | <p>The list of key concepts is not definitive (note that a phrase / short sentence is required). Professional judgement may be applied.</p> <p>Sub-max of 3 for identification only.</p> <p>Specific examples of increased knowledge and skills are acceptable within intellectual development, eg learning about colours and shapes.</p> <p>Answers must relate to the aspect of development.</p> <p>Do not accept vague answers such as 'will learn more' or 'increase skills'.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • bonding • learning to paint |
| Social | Intellectual | Emotional | | | | | | | | |
| <ul style="list-style-type: none"> • co-operation / working together • listening skills • conversation / talk • sharing • interaction • learning the rules of behaviour • support • make new friends | <ul style="list-style-type: none"> • colours • shapes • people • animals • creative thinking • imagination • self-expression • increase vocabulary • numbers • following instructions • stimulate brain | <ul style="list-style-type: none"> • proud • excited • confidence • safe way to release negative feelings • raised self-esteem / self-image / self-concept • happy / cheerful • show feelings | | | | | | | | |

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|----------|-----|--|----------|--|
| 1 | (d) | <p>Two marks for each, TWO required</p> <p>Cause / effect – examples only</p> <ul style="list-style-type: none"> feeling isolated and could feel frightened feeling a sense of loss and could feel anxious sad at the loss of his independence and feels a burden unsure of the people he now lives with and feels anxious feeling unwanted and develops a low self-esteem relieved at having support and has increased confidence becoming withdrawn due to feeling a burden <p>Effect / cause – examples only</p> <ul style="list-style-type: none"> feeling a burden which lowers his confidence increased confidence due to having support happy and contented due to gaining additional support upset at the loss of his independence anxious about what the future holds for him frightened of his new surroundings resulting in him being more isolated loss of self-esteem due to the loss of his independence lonely – because away from friends | 2x2 4 | <p>The verb is to explain – for each full answer there will be two parts: the way effected... the reason why.</p> <p>A cause An effect</p> <p>For cause OR effect award one mark only.</p> <p>The question asks for two different ways that Sandip's emotional development could be affected - do not award any marks for repetition.</p> <p>The examples given for cause and effect can be interchangeable.</p> <p>Answers could be positive or negative.</p> <p>Be aware of repetition – only allow self-esteem, self-image or self-concept once.</p> |

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| Question | | Answer | Mark | Guidance |
|----------|-----|---|----------|---|
| 2 | (a) | <p>One mark for each correct response, TWO required</p> <ul style="list-style-type: none"> • family • working / professional | 2x1 2 | <p>Do not accept</p> <ul style="list-style-type: none"> • friends • sexual / intimate • colleagues <p>NOTE: where more than one answer is given for a one mark question, credit can only be given if ALL answers are correct. One correct answer amid incorrect answers must be marked as wrong.</p> |
| 2 | (b) | <p>One mark for each identification, THREE required</p> <p>The following list is not definitive</p> <ul style="list-style-type: none"> • confident • motivation • socially active • ambitious • driven • self-belief • optimistic • excited / happy / ecstatic / elated • higher self-esteem / self-image • security / secure • easier to make friends / better relationships • socialise more | 3x1 3 | <p>The verb is to identify, therefore it is acceptable to accept one word answers as well as phrases.</p> <p>Having a positive self-concept will invariably lead to experiencing many positive emotions – do not accept similar emotions as separate responses.</p> <p>One mark allocated for each appropriate effect given.</p> |

| Question | | Answer | Marks | Guidance | | | | | | | | | |
|---|---|---|-----------------|---------------|--|---|-----------------|---------------|---|---|---|---|--|
| | | | | Content | Levels of response | | | | | | | | |
| 2 | (c) | <p>Balanced diet</p> <table border="1"> <thead> <tr> <th>Physical health</th> <th>Mental health</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> protein for repair of cell energy healthy immune system prevents dehydration haemoglobin </td><td> <ul style="list-style-type: none"> being more alert / better concentration – due to energy </td></tr> </tbody> </table> <p>Exercising regularly</p> <table border="1"> <thead> <tr> <th>Physical health</th> <th>Mental health</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> stamina strength good body tone muscle development agility fitter releases endorphins </td><td> <ul style="list-style-type: none"> concentration calculating points anticipating actions stress reliever motivated </td></tr> </tbody> </table> | Physical health | Mental health | <ul style="list-style-type: none"> protein for repair of cell energy healthy immune system prevents dehydration haemoglobin | <ul style="list-style-type: none"> being more alert / better concentration – due to energy | Physical health | Mental health | <ul style="list-style-type: none"> stamina strength good body tone muscle development agility fitter releases endorphins | <ul style="list-style-type: none"> concentration calculating points anticipating actions stress reliever motivated | 6 | <p>Do not award any marks to candidates for just re-stating the factors of:</p> <ul style="list-style-type: none"> balanced diet exercising regularly being a nurse <p>This is a levels of response answer so the number of ticks may not necessarily correspond to the marks awarded.</p> <p>It is perfectly possible to have a few negative responses in the answer – stress could arise – even though he enjoys his work he could still have to deal with a certain level of stress.</p> <p>Example of links: <i>Because Daniel has a well-balanced diet this will give him energy to exercise regularly. Exercising will help to relieve stress which will also help him in his job as a nurse.</i></p> | <p>Level 3: 5 – 6 marks Candidates will fully explain all three factors and the effect on physical and mental health. Links will be 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>Level 2: 3 – 4 marks Candidates will identify and briefly explain two factors and the effect on physical and mental health. Attempt made to link the factors. 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 3 for one factor done well.</i> <i>Sub max 3 for either physical or mental health effects done well.</i></p> <p>Level 1: 0 – 2 marks Candidates can identify/attempt to explain at least one factor; basic effects on physical or mental health. 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. Annotation to be used:</p> |
| Physical health | Mental health | | | | | | | | | | | | |
| <ul style="list-style-type: none"> protein for repair of cell energy healthy immune system prevents dehydration haemoglobin | <ul style="list-style-type: none"> being more alert / better concentration – due to energy | | | | | | | | | | | | |
| Physical health | Mental health | | | | | | | | | | | | |
| <ul style="list-style-type: none"> stamina strength good body tone muscle development agility fitter releases endorphins | <ul style="list-style-type: none"> concentration calculating points anticipating actions stress reliever motivated | | | | | | | | | | | | |

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| Question | | Answer | Marks | Guidance | | | | |
|--|--|--|-----------------|---------------|--|--|--|---|
| | | <p>Working as a Nurse</p> <table border="1"> <thead> <tr> <th>Physical health</th> <th>Mental health</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • keeping mobile </td><td> <ul style="list-style-type: none"> • being alert • quick thinking • development of knowledge and skills (anatomy / prescribing medication) • minor stress • communication / interaction </td></tr> </tbody> </table> | Physical health | Mental health | <ul style="list-style-type: none"> • keeping mobile | <ul style="list-style-type: none"> • being alert • quick thinking • development of knowledge and skills (anatomy / prescribing medication) • minor stress • communication / interaction | | <p>Levels checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> • all 3 factors • physical effects • mental health effects • links between effects • QWC high <p>Level 2</p> <ul style="list-style-type: none"> • 2 factors • Physical effects • Mental health effects • Attempt at links • QWC – mid – some errors <p>Level 1</p> <ul style="list-style-type: none"> • 1 factor • physical or mental health effects • low QWC  for physical effects  for mental health effects |
| Physical health | Mental health | | | | | | | |
| <ul style="list-style-type: none"> • keeping mobile | <ul style="list-style-type: none"> • being alert • quick thinking • development of knowledge and skills (anatomy / prescribing medication) • minor stress • communication / interaction | | | | | | | |

| Question | | Answer | Mark | Guidance |
|----------|-----|--|----------|--|
| 2 | (d) | <p>Two marks for each, TWO required. The following lists are not definitive.</p> <p>Causes ignored</p> <ul style="list-style-type: none"> • abused • unloved • left alone • treated differently • unwanted <p>Emotional effects</p> <ul style="list-style-type: none"> • withdrawn • insecure • feels isolated • aggressive - <i>because they don't want it to happen again</i> • oppressed • low self-confidence • low self-esteem / self-image / self-concept • depressed / sad • lack of trust • confused • ashamed | 2x2 4 | <p>The verb is to explain, therefore the candidate needs to give two parts to their response – the effect and its cause.</p> <p>Identification of two key effects – 2 marks only.</p> <p>Patient would feel insecure and unable to trust people Would be withdrawn because they are scared.</p> <p>Cause may not be emotional but effect must be emotional.</p> <p>The cause and effect can be interchangeable.</p> <p>Do not accept responses about the relationship with Daniel.</p> <p>Do not accept answers that are too vague, eg feeling down.</p> |

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| Question | | Answer | Mark | Guidance | | | | | | | | |
|---|---|--|-----------------------|--|---|---|--|--|--|-------------|----------|------------------------------------|
| 3 | (a) | <p>One mark for each correct response, THREE required</p> <table border="1"> <thead> <tr> <th>Role</th> <th>Voluntary organisation</th> </tr> </thead> <tbody> <tr> <td>Helps people who are having marriage / relationship problems</td> <td>Relate</td> </tr> <tr> <td>Helps people who have suffered a bereavement</td> <td>CRUSE / Age UK</td> </tr> <tr> <td>They will give support to single parents</td> <td>Gingerbread</td> </tr> </tbody> </table> | Role | Voluntary organisation | Helps people who are having marriage / relationship problems | Relate | Helps people who have suffered a bereavement | CRUSE / Age UK | They will give support to single parents | Gingerbread | 3x1 3 | Only these answers are acceptable. |
| Role | Voluntary organisation | | | | | | | | | | | |
| Helps people who are having marriage / relationship problems | Relate | | | | | | | | | | | |
| Helps people who have suffered a bereavement | CRUSE / Age UK | | | | | | | | | | | |
| They will give support to single parents | Gingerbread | | | | | | | | | | | |
| 3 | (b) | <p>Two marks for each, TWO required</p> <table border="1"> <thead> <tr> <th>Actions of counsellor</th> <th>Effect on Benjamin, i.e. how it helps Benjamin</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> listens will draw out feelings summarise key facts clarify points made reflection paraphrasing of feelings paraphrasing of meanings showing empathy encourage to talk to ask questions </td> <td> <ul style="list-style-type: none"> able to release feelings to talk to have thinking time to understand own situation talk about memories to cry relieve stress come to terms with... confident – knowing has support reassurance to 'move on' in life </td> </tr> </tbody> </table> | Actions of counsellor | Effect on Benjamin, i.e. how it helps Benjamin | <ul style="list-style-type: none"> listens will draw out feelings summarise key facts clarify points made reflection paraphrasing of feelings paraphrasing of meanings showing empathy encourage to talk to ask questions | <ul style="list-style-type: none"> able to release feelings to talk to have thinking time to understand own situation talk about memories to cry relieve stress come to terms with... confident – knowing has support reassurance to 'move on' in life | 2x2 4 | <p>Two answers required.</p> <p>Each answer is to have two parts – action and effect.</p> <p>Do not accept</p> <ul style="list-style-type: none"> giving advice / provide information for the action help to cope for the effect <p>Do not accept referrals to other agencies.</p> | | | | |
| Actions of counsellor | Effect on Benjamin, i.e. how it helps Benjamin | | | | | | | | | | | |
| <ul style="list-style-type: none"> listens will draw out feelings summarise key facts clarify points made reflection paraphrasing of feelings paraphrasing of meanings showing empathy encourage to talk to ask questions | <ul style="list-style-type: none"> able to release feelings to talk to have thinking time to understand own situation talk about memories to cry relieve stress come to terms with... confident – knowing has support reassurance to 'move on' in life | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance | | | | | |
|--|--|---|----------------------|-----------------------|--|--|---|---|---|
| | | | | Content | Levels of response | | | | |
| 3 | (c) | <p>Aspects of development – not an exhaustive list for emotional</p> <table border="1"> <thead> <tr> <th>Physical development</th> <th>Emotional development</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • growth spurt • breasts • menstruation / periods • hips widen • spots • reproductive organs increase in size • pubic hair / hair underarms • hormone changes </td> <td> <ul style="list-style-type: none"> • anxious • self-esteem – high or low • mood swings • angry • stressed • insecurity • attraction to opposite sex • excited • confidence • embarrassed • self conscious • confused • happy • upset </td> </tr> </tbody> </table> | Physical development | Emotional development | <ul style="list-style-type: none"> • growth spurt • breasts • menstruation / periods • hips widen • spots • reproductive organs increase in size • pubic hair / hair underarms • hormone changes | <ul style="list-style-type: none"> • anxious • self-esteem – high or low • mood swings • angry • stressed • insecurity • attraction to opposite sex • excited • confidence • embarrassed • self conscious • confused • happy • upset | 8 | <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Levels checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> • detailed breakdown of both physical and emotional development • some links / consequences given between physical and emotional development • QWC high <p>Level 2</p> <ul style="list-style-type: none"> • more descriptive (low end), explanatory (upper end) of impacts on physical and emotional development • QWC – mid – some errors <p>Level 1</p> <ul style="list-style-type: none"> • likely to identify effects with little or no description • low QWC <p>Annotation to use</p> <p> for physical effects</p> <p> for emotional effects</p> | <p>Level 3: 7 – 8 marks An analysis of how puberty has affected Katie's physical and emotional development. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4 – 6 marks They will describe (low end) or explain (upper end) how puberty has affected Katie's physical and emotional development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>Sub max of 4 for one (physical / emotional) done well.</i></p> <p>Level 1: 0 – 3 marks One or two effects identified but not clearly described / explained. List like answers should be placed in this level. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> |
| Physical development | Emotional development | | | | | | | | |
| <ul style="list-style-type: none"> • growth spurt • breasts • menstruation / periods • hips widen • spots • reproductive organs increase in size • pubic hair / hair underarms • hormone changes | <ul style="list-style-type: none"> • anxious • self-esteem – high or low • mood swings • angry • stressed • insecurity • attraction to opposite sex • excited • confidence • embarrassed • self conscious • confused • happy • upset | | | | | | | | |

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| Question | | Answer | | | | Mark | Guidance | | | | | | | | | | | | |
|--------------------|--------------------------|--|--|--|--|--------------------|--------------------|---------------------|-----------------|--------------------|--------------------------|--------------------|--|-------|-------------------------|--|--------------------------|----------|---|
| 4 | (a) | <p>One mark for each correct response, FIVE required</p> <table border="1"> <tr> <td>The Denning family</td><td>Current life stage</td><td>Previous life stage</td><td>Next life stage</td></tr> <tr> <td>Charlie and Ayesha</td><td>Adulthood / adult</td><td>Adolescence</td><td>Later adulthood / older adult / elderly</td></tr> <tr> <td>Marie</td><td>Infancy / infant</td><td></td><td>Childhood / child</td></tr> </table> | | | | The Denning family | Current life stage | Previous life stage | Next life stage | Charlie and Ayesha | Adulthood / adult | Adolescence | Later adulthood / older adult / elderly | Marie | Infancy / infant | | Childhood / child | 5x1 5 | <p>For childhood do not accept:</p> <ul style="list-style-type: none"> • toddler <p>For later adulthood do not accept:</p> <ul style="list-style-type: none"> • OAP <p>For adolescence do not accept:</p> <ul style="list-style-type: none"> • teenager <p>For infancy do not accept:</p> <ul style="list-style-type: none"> • baby |
| The Denning family | Current life stage | Previous life stage | Next life stage | | | | | | | | | | | | | | | | |
| Charlie and Ayesha | Adulthood / adult | Adolescence | Later adulthood / older adult / elderly | | | | | | | | | | | | | | | | |
| Marie | Infancy / infant | | Childhood / child | | | | | | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance | | | | | | | | | |
|--|---|--|----------|-----------|--|---|--------|--------------|--|--|----|---|---|
| | | | | Content | Levels of response | | | | | | | | |
| 4 | (b) | <table border="1"> <thead> <tr> <th>Physical</th> <th>Emotional</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> lacking energy – due to lack of focus sleep more – more refreshed increase in exercise – stamina / strength / suppleness increase / decrease in weight self harm </td><td> <ul style="list-style-type: none"> lowered confidence self-esteem – high or low – to qualify feeling a failure lacking motivation feeling dejected frustration anger anxious contented – less pressure reduced stress </td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Social</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> limited social contacts more time for family becomes more isolated poor role model for children better relationships with family </td><td> <ul style="list-style-type: none"> lack of stimulation more reading time writing letters of application preparation for interviews </td></tr> </tbody> </table> | Physical | Emotional | <ul style="list-style-type: none"> lacking energy – due to lack of focus sleep more – more refreshed increase in exercise – stamina / strength / suppleness increase / decrease in weight self harm | <ul style="list-style-type: none"> lowered confidence self-esteem – high or low – to qualify feeling a failure lacking motivation feeling dejected frustration anger anxious contented – less pressure reduced stress | Social | Intellectual | <ul style="list-style-type: none"> limited social contacts more time for family becomes more isolated poor role model for children better relationships with family | <ul style="list-style-type: none"> lack of stimulation more reading time writing letters of application preparation for interviews | 10 | <p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Some candidates will give some positives to this situation – if their response is linked to a particular aspect of development (ie a specific example) this is perfectly acceptable.</p> <p>Finance can be accepted if linked to how development is affected, eg</p> <ul style="list-style-type: none"> lack of money will cause stress lack of money means that they will have to buy cheaper foods which may contain fatter; this could lead to weight gain over time <p>Level 3</p> <ul style="list-style-type: none"> 3 clear aspects of development positives and negatives given QWC high <p>Level 2</p> <ul style="list-style-type: none"> more descriptive (low end), explanatory (upper end) of impacts on two aspects of development positive and negatives given QWC – mid – some errors <p>Level 1</p> <ul style="list-style-type: none"> list-like / little or no description low QWC | <p>Level 3: 8 – 10 marks</p> <p>A well balanced evaluation (positives and negatives) of how unemployment could impact upon Charlie's development. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. <i>For full marks a valid conclusion will be drawn.</i></p> <p>Level 2: 5 – 7 marks</p> <p>They will describe (low end) or explain (upper end) how unemployment can impact upon a person's development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>Sub max of 5 for one aspect of development done well or either positive or negative.</i></p> <p>Level 1: 0 – 4 marks</p> <p>One or two effects identified but not clearly described / explained. List like answers should be placed in this level. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> |
| Physical | Emotional | | | | | | | | | | | | |
| <ul style="list-style-type: none"> lacking energy – due to lack of focus sleep more – more refreshed increase in exercise – stamina / strength / suppleness increase / decrease in weight self harm | <ul style="list-style-type: none"> lowered confidence self-esteem – high or low – to qualify feeling a failure lacking motivation feeling dejected frustration anger anxious contented – less pressure reduced stress | | | | | | | | | | | | |
| Social | Intellectual | | | | | | | | | | | | |
| <ul style="list-style-type: none"> limited social contacts more time for family becomes more isolated poor role model for children better relationships with family | <ul style="list-style-type: none"> lack of stimulation more reading time writing letters of application preparation for interviews | | | | | | | | | | | | |

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