

Health and Social Care

General Certificate of Secondary Education

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

Mark Scheme for January 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.














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

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



OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

| Annotation | Meaning |
|---|----------------------|
|  | Positive |
|  | Negative |
|  | Benefit of the doubt |
|  | Cross |
|  | Example / reference |
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Repeat |
|  | Too vague |
|  | Tick |
|  | Omission mark |
|  | Development of point |

| Question | | | Answer | Marks | Guidance | | |
|----------|-----|--|---|-------------------------------------|----------|--|-----------|
| 1 | (a) | | One mark for each correct answer; 4 x 1 | | 4 | Allow candidates a mark if they are one year either side of those given for the age span. For later adulthood do not accept OAP For infancy do not accept baby or toddler 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. | |
| | | | The Woodburn family | Life stage | | | Age range |
| | | | Susan | Later adulthood/elderly/older adult | | | 65+ |
| | | | Andrew | Adulthood / adult | | | 19–65 |
| | | | Maisie | Childhood / child | | | 4–10 |
| | | | Archie | Infancy/infant | | | 0–3 |
| | | | | | | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| (b) | <p>Effects give can be positive and / or negative. Emotional effects – this list is not exhaustive</p> <ul style="list-style-type: none"> • Frustrated • Angry • Upset/sad • Distress/distraught • Stress • Depression • Feeling helpless • Feeling useless • Bereaved • Guilty. • Closer bond • Reduced self-esteem / self-image / self-concept • Confidence • Lonely <p>Please annotate work:</p> <p> + for a fully explained point</p> <p> for a briefly explained point</p> | 5 | <p>Levels checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> • Full explanation • 2 effects – emotional development only • Fluent and coherent • High level QWC. <p>Level 2</p> <ul style="list-style-type: none"> • Basic explanation • 2 effects – emotional development only • Lacks depth • Some errors – QWC. <p>Level 1</p> <ul style="list-style-type: none"> • List like/more descriptive • 1 effect – emotional development only • Lacks understanding • Low level QWC. <p>The number of ticks may not necessarily correspond to the marks awarded.</p> <p>Look carefully at the descriptors and decide where the answer 'best fits'</p> <p>The emotions felt by Andrew must relate to his mother and not other members of the family.</p> <p>Level 3 (5 marks) Candidates will fully explain two effects on Andrew's emotional 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 two effects on Andrew's emotional development. Answers will be factually correct but still need some developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. Sub max of 3 for one effect explained well.</p> <p>Level 1 (1–2 marks) Candidates can identify/attempt to explain at least one effect on Andrew's emotional development. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling will be noticeable and intrusive</p> <p>0 marks – no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|---|
| | (c) | <p>One mark for each way/action, TWO required One mark for each effect, TWO required</p> <p>Way/action – this list is not exhaustive</p> <ul style="list-style-type: none"> • Reading activities • Drawing activities • Story time • Outdoor play • Having meals • Writing activities • Educational visits • Role models – staff • Peers – secondary socialisation • Arithmetic activities • Cooking • Water play • Sand play • Computers. <p>Effect – this list is not exhaustive</p> <ul style="list-style-type: none"> • Vocabulary • Sentence structure • Knowledge • Skills – must give specifics • Numbers – addition/subtraction • Telling the time • Concepts of size/weight/hard or soft • How to pronounce words • Conversational skill / communication • Spelling. • Aid memory / retention • Brain is active / stimulated • Creativity • Alphabet • Counting | 4 | <p>The verb is to explain – for each full answer there will be two parts</p> <ul style="list-style-type: none"> • A way/action • An effect <p>Some candidates will give just a 'subject' or 'an effect'. Such an answer can be awarded a mark each time a part correct answer is given.</p> <p>Do not accept the same effect/subject twice</p> <p>Do not accept</p> <ul style="list-style-type: none"> • will learn more things • skills – unless qualified |

| Question | | | Answer | Marks | Guidance |
|----------|--|--|---|-------|----------|
| | | | <ul style="list-style-type: none">• Writing• Making decisions• Being focussed | | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|--|
| | (d) | <p>Two marks for a well-developed response – shows a clear understanding of the concept of percentile charts. One mark for identification of key aspects To compare/check a child's growth to the average/normal growth rates</p> <p>You may come across answers which show an understanding of how some health care professionals would use this data – please use professional judgement in this instance</p> | 2 | <p>Do not accept:</p> <ul style="list-style-type: none"> To measure height. <p>The basic rule for allocating one or two marks would be: One mark for compare/check Two marks for additionally identifying average/normal</p> <p>Do not accept any answer which describes the method to use the chart.</p> |



| Question | | | Answer | Marks | Guidance | |
|----------|-----|--|---|-------|--|--|
| 2 | (a) | | One mark for each correct answer | 2 | No other answers are to be marked correct 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. | |
| | | | Definition | | | Term |
| | | | The shared identity which arises from a common culture, religion or tradition. | | | Ethnicity |
| | | | The psychological and social development of male and female roles in society. | | | Gender |
| | | | | | | |
| | (b) | | Actions – this list is not exhaustive <ul style="list-style-type: none">• Collective worship• Ideology to follow• The power of prayer• Strong faith• Moral guidelines. Effects on social and emotional development – these lists are not exhaustive | 4 | The verb is to explain – for each full answer there will either be <ul style="list-style-type: none">• two parts - A way/action and effect• two effects Some candidates will give just a ‘subject’ or ‘an effect’. Such an answer can be awarded a mark each time a part correct answer is given. Do not accept the same effect/subject twice Do not accept any negative responses. | |
| | | | Social development | | | Emotional development |
| | | | Support network Inclusion to a group Sense of identity Common goals Friendship Sense of belonging Sharing ideas / values Resistant to peer pressure | | | Confidence Self-esteem / self-image / self-concept Feelings of worth Happy Feeling proud Feeling safe / secure |
| | | | | | | |
| | | | | | | |

| Question | | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|-----------------------|--|---|-----------------|---------------------|--------------------|----------------------|----------|------------------|------------|-----------------------|------------------|------------|------------|-----------------------|-----------------|-----------------------|------------------|--------|---------------|--|-------------------------|--|-------------------|--|-----------------|--|-------|--|--------------|--|------------------|--|-----------------------|--|---------------|--|-----------------------|--|------------------|---------------|----------------------|-----------------|--------|---------------------|------------------|------------|-------------------------|---------------------|-------|--------------------|---------|--|-----------|--|---------------|--|-------------|--|-----------|--|-----|--|----------|--|-------------|--|----------|--|-------------|--|---|---|---|
| | | | | | Content | Levels of response | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | (c) | | <p>The following lists are not exhaustive:</p> <table><tr><td>Physical</td><td>Intellectual</td></tr><tr><td>Weight loss</td><td>Calculating calories</td></tr><tr><td>Vomiting</td><td>Being distracted</td></tr><tr><td>Being cold</td><td>Unable to concentrate</td></tr><tr><td>Lethargic/tired/</td><td>Less focus</td></tr><tr><td>sleep more</td><td>Too ill to study/work</td></tr><tr><td>Fine downy hair</td><td>Not able to learn new</td></tr><tr><td>(lanugo) growing</td><td>skills</td></tr><tr><td>on their body</td><td></td></tr><tr><td>More hair on their face</td><td></td></tr><tr><td>Stop menstruation</td><td></td></tr><tr><td>Under-nourished</td><td></td></tr><tr><td>Death</td><td></td></tr><tr><td>Self-harming</td><td></td></tr><tr><td>Loss of appetite</td><td></td></tr><tr><td>Loss of energy / weak</td><td></td></tr><tr><td>Fragile bones</td><td></td></tr><tr><td>More prone to illness</td><td></td></tr><tr><td>Emotional</td><td>Social</td></tr><tr><td>Distorted body image</td><td>Social isolated</td></tr><tr><td>Afraid</td><td>Loss of interest in</td></tr><tr><td>Low self-esteem/</td><td>activities</td></tr><tr><td>self-image/self-concept</td><td>Hospitalised – Loss</td></tr><tr><td>Angry</td><td>of social contacts</td></tr><tr><td>Worried</td><td></td></tr><tr><td>Depressed</td><td></td></tr><tr><td>Hide feelings</td><td></td></tr><tr><td>Empowerment</td><td></td></tr><tr><td>Obsessive</td><td></td></tr><tr><td>Shy</td><td></td></tr><tr><td>Stressed</td><td></td></tr><tr><td>Embarrassed</td><td></td></tr><tr><td>Suicidal</td><td></td></tr><tr><td>Introverted</td><td></td></tr></table> | Physical | Intellectual | Weight loss | Calculating calories | Vomiting | Being distracted | Being cold | Unable to concentrate | Lethargic/tired/ | Less focus | sleep more | Too ill to study/work | Fine downy hair | Not able to learn new | (lanugo) growing | skills | on their body | | More hair on their face | | Stop menstruation | | Under-nourished | | Death | | Self-harming | | Loss of appetite | | Loss of energy / weak | | Fragile bones | | More prone to illness | | Emotional | Social | Distorted body image | Social isolated | Afraid | Loss of interest in | Low self-esteem/ | activities | self-image/self-concept | Hospitalised – Loss | Angry | of social contacts | Worried | | Depressed | | Hide feelings | | Empowerment | | Obsessive | | Shy | | Stressed | | Embarrassed | | Suicidal | | Introverted | | 9 | <p>Levels checklist</p> <p>Level 3 comprehensive analysis 3 aspects of development link factors (upper end) clear understanding high level QWC</p> <p>Level 2 sound analysis (upper end) basic analysis (low end) 2 aspects of development some errors – QWC</p> <p>Level 1 1 aspect of development list like low level QWC</p> <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’Do not accept – will ‘help physical development’/ ‘intellectual development’ etc. | <p>Level 3 (7–9 marks) Candidates will fully analyse how anorexia can affect a person’s development. They will refer to three aspects of development. More able candidates may link aspects of development to show understanding of the effects of anorexia. 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 analysis (upper end) of how anorexia can affect a person’s development. They will refer to two aspects of 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. Sub max of 4 if one aspect of development analysed well.</p> <p>Level 1 (1–3 marks) Candidates can identify (low end)/attempt to analyse (upper end – likely to be more descriptive) how anorexia can affect a person’s development. The candidate will only look at one aspect of development. Answers are likely to be muddled and lack specific detail. List like answers</p> |
| Physical | Intellectual | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Weight loss | Calculating calories | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vomiting | Being distracted | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Being cold | Unable to concentrate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lethargic/tired/ | Less focus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| sleep more | Too ill to study/work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine downy hair | Not able to learn new | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (lanugo) growing | skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| on their body | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| More hair on their face | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stop menstruation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Under-nourished | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Death | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Self-harming | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Loss of appetite | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Loss of energy / weak | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fragile bones | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| More prone to illness | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emotional | Social | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Distorted body image | Social isolated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Afraid | Loss of interest in | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low self-esteem/ | activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| self-image/self-concept | Hospitalised – Loss | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Angry | of social contacts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Worried | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Depressed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hide feelings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Empowerment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Obsessive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stressed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Embarrassed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Suicidal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introverted | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|--|---|
| | | | | | Content | Levels of response |
| | | | | | <ul style="list-style-type: none"> The aspect of development given must be specific Answers given can be both positive and negative – candidates will not be penalised for focussing solely on one. <i>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.</i> | <p>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> |

| Question | | | Answer | | Marks | Guidance |
|----------|-----|--|--|---|-------|---|
| 3 | (a) | | One mark for each feature, FOUR required | | 4 | <p>A feature can only be awarded once – the question asks for a different feature for each type of relationship.</p> <p>Do not accept:</p> <ul style="list-style-type: none">• Socialising/company/having fun• Formal/informal• Bonding• Look out for you• Partnership (too vague)• Care/caring (too vague)• Sharing (too vague). <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> |
| | | | Type of relationship | Feature | | |
| | | | Friendship | Trust/co-operate/honesty/loyalty / commitment | | |
| | | | Working | Dependency/reliability/respect/ power/trust | | |
| | | | Sexual/intimate | Physical attraction/love/security/ trust | | |
| | | | Family | Protection/support/love | | |
| | | | The above lists are not definitive. Some of the features are interchangeable. Please use professional judgement. | | | |
| | (b) | | One mark for each definition | | 2 | Look for key words |
| | | | Self esteem | How a person feels about themselves | | |
| | | | Self image | How a person sees themselves | | |
| | | | | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|--|---|-------|--|---|
| | | | | | Content | Levels of response |
| | (c) | | <p>The following lists are not definitive:</p> <p>Physical</p> <ul style="list-style-type: none"> • Unable to sleep • Tired • Energised • Alert. • Self harm <p>Intellectual</p> <ul style="list-style-type: none"> • Conversational skills • Not able to concentrate <p>Emotional</p> <ul style="list-style-type: none"> • Loved • Secure • Frightened • Ashamed • Feeling smothered / restricted • Useless • Loss of identity • Contented • Frustrated • Wanted • Valued. • Confidence • Lack of motivation • Low self esteem / self image / self concept <p>Social</p> <ul style="list-style-type: none"> • Feeling included • Different social activities • Sharing the same interests • No independence • Lack of commitment. • Socialising • Discussion / talking | 9 | <p>Levels checklist</p> <p>Level 3 comprehensive evaluation – to include positive and negative effects 3 aspects of development 3 relationships high level QWC</p> <p>Level 2 attempts evaluation – to include positive and negative effects 2 aspects of development 2 relationships some errors – QWC</p> <p>Level 1 lacks depth/understanding identifies positives and/or negatives one aspect of development list like low level QWC</p> <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’. | <p>Level 3 (7–9 marks) A well balanced evaluation of the effects of relationships both positively and negatively. Three aspects of development will be considered. Reference will be made to all three relationships. 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 attempt to evaluate (likely to be more descriptive in nature – low end) or (near evaluative – upper end) positive and negative effects on development. Two aspects of development will be considered. Reference will be made to two relationships. Some correct terminology will be used. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 can be awarded if only one relationship is discussed/only negatives or positives/only one aspect of development covered.</i></p> <p>Level 1 (1–3 marks) Positives or negatives identified but not clearly described/explained. The candidate may only refer to one aspect of development. Errors of grammar, punctuation and spelling may be noticeable and intrusive. 0 marks – no response worthy of credit</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|---|-------|--|--------------------|
| | | | | | Content | Levels of response |
| | | | Please use the annotation  = positive  = negative | | <i>Do not accept marks for reversing the same answer from positive in the first response to negative in the second. Annotate with rep for the second response.</i> | |

| Question | | | Answer | Marks | Guidance | | | | | |
|--|---|--|--|---------|----------|--|---|---|---|--|
| | | | | | Content | Levels of response | | | | |
| 4 | (a) | | <ul style="list-style-type: none">Professional Carers – this list is not exhaustiveGP / DoctorOncologistOccupational therapistCounsellorPractice NurseDistrict NurseHomeopath/alternative therapiesMcMillan NurseMarie Curie NurseSocial worker. <table><tr><th>Support</th><th>Cope</th></tr><tr><td><ul style="list-style-type: none">PrescribeListenTalkGive adviceReferralsGive specific treatments.Give reassurance</td><td><ul style="list-style-type: none">Feeling reassuredEnhanced confidence ‘feels listened to’Alleviate symptoms/pain reliefIndependenceWill not feel aloneReduces stressBetter understandingOptimism/hopeCome to terms</td></tr></table> | Support | Cope | <ul style="list-style-type: none">PrescribeListenTalkGive adviceReferralsGive specific treatments.Give reassurance | <ul style="list-style-type: none">Feeling reassuredEnhanced confidence ‘feels listened to’Alleviate symptoms/pain reliefIndependenceWill not feel aloneReduces stressBetter understandingOptimism/hopeCome to terms | 6 | Levels checklist Level 3 Aspects of support explained Some explanation of coping High level QWC Level 2 Brief description of support Reference to coping – brief Mid-level QWC Level 1 Support or cope List like answers 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’. Please ensure that the support given is appropriate to a professional carer, e.g. a counsellor would not prescribe medication. | Level 3 (5–6 marks) A detailed explanation of the support given by a professional carer. Some explanation of how the support enables Richard to cope. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling. Level 2 (3–4 marks) A reasonable explanation of support given by a professional carer. Brief explanation of how the support enables Richard to cope. 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. Sub max of 3 for only support or cope explained well. Level 1 (1–2 marks) Brief descriptions of support or cope given. 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. |
| Support | Cope | | | | | | | | | |
| <ul style="list-style-type: none">PrescribeListenTalkGive adviceReferralsGive specific treatments.Give reassurance | <ul style="list-style-type: none">Feeling reassuredEnhanced confidence ‘feels listened to’Alleviate symptoms/pain reliefIndependenceWill not feel aloneReduces stressBetter understandingOptimism/hopeCome to terms | | | | | | | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--|-------|----------|--|
| | | | | | Content | Levels of response |
| | | | Please use the annotation  for support  + for cope | | | 0 marks – no response worthy of credit No marks are allocated for the professional carer. Examiners are to assess the quality of response based upon support and coping. |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|--|--|-------|--|--|
| | | | | | Content | Levels of response |
| | (b) | | <p>Physical Tiredness Loss of sleep Stress related headaches Back ache Weight loss / gain Exhausted Energised</p> <p>Intellectual Unable to focus More alert New skills – to be qualified Increase knowledge</p> <p>Emotional Security Stress Anxiety Anger Frustration Moody Happy Depression / post natal Low / high self esteem/self image/self concept</p> <p>Social Loved Security Proud Confidence Loss of social contacts/increase in social contacts Isolation</p> | 6 | <p>Levels checklist</p> <p>Level 3 comprehensive analysis 3 aspects of development link development (upper end) clear understanding high level QWC</p> <p>Level 2 sound analysis (upper end) basic analysis (low end) 2 aspects of development some errors – QWC</p> <p>Level 1 1 aspect of development list like low level QWC</p> <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’ Do not accept – will ‘help physical development’/ ‘intellectual development’ etc The aspect of development given must be specific | <p>Level 3 (5–6 marks) Candidates will fully analyse how having twins/a new sibling can impact upon Melissa’s development. They will refer to three aspects of development. More able candidates may link aspects of development to show understanding of the effects of having twins. 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 give a basic (low end)/sound analysis (upper end) of how having twins can impact upon a Melissa’s development. They will refer to two aspects of 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>Sub max of 3 for one aspect of development analysed well.</i></p> <p>Level 1 (1–2 marks) Candidates can identify (low end)/attempt to analyse (upper end – likely to be more descriptive) how having twins can impact upon a Melissa’s development. The candidate will only look at one aspect of development. Answers are likely to be muddled and lack specific detail. List like answers</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|---|--|
| | | | | | Content | Levels of response |
| | | | | | <ul style="list-style-type: none"> Answers given can be both positive and negative – candidates will not be penalised for focussing solely on one. Any response which is linked to finance or work is not to be accepted. | <p>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> |

| Question | | | Answer | Marks | Guidance |
|----------|-----|--|---|-------|---|
| | (c) | | <p>Three from any of the following</p> <ul style="list-style-type: none"> • Marriage • Divorce • Living with a partner • Death / bereavement • Accident or injury • Moving house • Starting school / college / job • Retirement • Redundancy • Unemployment • Puberty • Menopause | 3 | <p>Do not accept</p> <ul style="list-style-type: none"> • winning the lottery • any answers related to birth or serious illness <p>Do accept examples of accidents / injuries</p> |

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