



GCSE

Health and Social Care

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

General Certificate of Secondary Education

Mark Scheme for June 2014

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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
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Good response/positive
	Negative
	Benefit of doubt
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Repeated answer
	Noted but no credit given (can use on blank pages)
	Tick – correct response or point made
	Too vague
	Omission mark – missing information / more information needed
	Development of point

Subject-specific marking instructions Where a candidate has attempted a response but the response is not worthy of credit, 0 marks should be given and a **SEEN** annotation should be used on the script. Where a candidate has included unrelated material e.g. doodle a No Response should be selected. Where candidates have used the additional space a **SEEN** annotation should be included to verify the response has been marked.

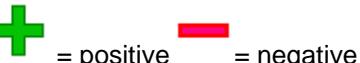
Question		Answer	Mark	Guidance										
1	a	<p>ONE mark for each correct identification</p> <table border="1"> <thead> <tr> <th>Factor</th> <th>Example of the factor</th> </tr> </thead> <tbody> <tr> <td>Physical</td> <td>genetic inheritance</td> </tr> <tr> <td>Social and emotional</td> <td>educational experiences</td> </tr> <tr> <td>Economic</td> <td>income</td> </tr> <tr> <td>Environmental</td> <td>housing conditions</td> </tr> </tbody> </table>	Factor	Example of the factor	Physical	genetic inheritance	Social and emotional	educational experiences	Economic	income	Environmental	housing conditions	4 4 x 1	<p>Only accept the answers given in the table opposite.</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. Further guidance on this is given on page 5.</p>
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Question		Answer	Mark	Guidance
1	ci	ONE mark for identifying that material possessions – are items that someone owns	1	Answers must relate to being owned, e.g. belong, bought
1	cii	ONE mark for identifying a material possession Examples – not an exhaustive list Car House Games console Clothes Photographs Mobile phone Lap top / TV	1	Professional judgement will need to be used in assessing the suitability of the example given. Do not accept : <ul style="list-style-type: none"> • Money • Consumable items • Trade names 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. Further guidance on this is given on page 5.

Question		Answer	Mark	Guidance
2	a	<p>TWO explanations are needed.</p> <p>Examples – not exhaustive lists</p> <p>Self-concept and emotional development</p> <ul style="list-style-type: none"> • Feeling confident could mean that Simone will feel more secure • Having a raised self-esteem could result in a more optimistic outlook • Having significant self-belief could translate into a more elated outlook • Simone is unlikely to be depressed due to having a high self-esteem. <p>Self-concept and social development</p> <ul style="list-style-type: none"> • A positive self-image could result in more social contacts • Greater security could mean Simone finds it easier to make relationships • Feeling happy could result in Simone find interactions with others more comfortable. • Simone will not be isolated because she is confident in developing social contacts. 	4 2 x 2	<p>The explanation can comprise of either:</p> <ul style="list-style-type: none"> • Two effects on development • Cause and effect on development <p>For cause or effect award one mark only</p> <p>Cause and effects can be interchangeable – look at how the candidate has written their answer.</p> <p>The question does not use the word different so a candidate may give the same cause; these need to be credited.</p> <p>Do not accept vague answers such as 'will feel good about herself'</p> <p>Confidence can be credited as both emotional and social, e.g. you can feel confident but equally you can behave in a confident manner.</p> <p>Examiners can accept reversal of negative effects, e.g. will not feel depressed</p>

Question		Answer		Mark	Guidance														
2	b	<p>ONE mark for each correct response The examples given for features is not exhaustive</p> <table border="1"> <thead> <tr> <th>Type of relationship</th> <th>Feature</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Family</td> <td>Security Trust Love Sharing Dependency Protection Loyalty Bonding Honesty</td> <td>Mother and daughter</td> </tr> <tr> <td>Sexual / intimate</td> <td>Love</td> <td>Civil partnership</td> </tr> <tr> <td>Friendship</td> <td>Sharing Trust Honesty Mutual respect Loyalty Reliable</td> <td>Isabel and Fiona are best friends</td> </tr> <tr> <td>Working</td> <td>Power</td> <td>Teacher / pupil Employer / employee (Work)colleagues Manager / staff</td> </tr> </tbody> </table>	Type of relationship	Feature	Example	Family	Security Trust Love Sharing Dependency Protection Loyalty Bonding Honesty	Mother and daughter	Sexual / intimate	Love	Civil partnership	Friendship	Sharing Trust Honesty Mutual respect Loyalty Reliable	Isabel and Fiona are best friends	Working	Power	Teacher / pupil Employer / employee (Work)colleagues Manager / staff	4 4 x 1	<p>Please note:</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. Further guidance on this is given on page 5.</p> <p>The question does not ask for different features so if a candidate gives love for family then it has to be marked correct. Likewise if a candidate gives trust for both family and friendship both have to be marked as correct.</p> <p>Accept either sexual or intimate.</p> <p>Do not accept marriage / partners for sexual and intimate</p> <p>Do not accept care / caring as a feature</p> <p>Professional judgement should be used when assessing the appropriateness of features not listed.</p> <p>Support by itself as a feature cannot be credited. It must be qualified, e.g. moral support.</p>
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3	a	<p>ONE mark for each identification TWO marks for an explanation on how Richard's development is affected.</p> <table border="1" data-bbox="361 314 1102 811"> <thead> <tr> <th>Factors</th> <th>Influences on development</th> </tr> </thead> <tbody> <tr> <td>Age 24 Unemployed Move back in with parents Cannot afford to pay rent Family and friends have been very supportive Became a father Has a girlfriend</td> <td> Examples: Recently made unemployed – having no fixed income means that Richard is unable to pay bills and this could cause stress Moving back home to his parents – He will lose some of his independence and this could result in him becoming angry Becoming a Father – he will feel very proud to take on this extra responsibility. </td> </tr> </tbody> </table>	Factors	Influences on development	Age 24 Unemployed Move back in with parents Cannot afford to pay rent Family and friends have been very supportive Became a father Has a girlfriend	Examples: Recently made unemployed – having no fixed income means that Richard is unable to pay bills and this could cause stress Moving back home to his parents – He will lose some of his independence and this could result in him becoming angry Becoming a Father – he will feel very proud to take on this extra responsibility.	9 3 x 1 3 x 2	<p>Do not accept:</p> <ul style="list-style-type: none"> Will 'help physical development' / 'intellectual development', etc. – the aspect on development must be specific. <p>It is acceptable for candidates to only explain one aspect of development – it is the quality of the response that is important. If the factor is identified within the explanation then award marks.</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 <p>The verb is to explain – whilst it is possible for the candidates to gain marks through identifying effects, these must be written within some sentence structure. A candidate who merely identifies effects can only be awarded one mark.</p>
Factors	Influences on development							
Age 24 Unemployed Move back in with parents Cannot afford to pay rent Family and friends have been very supportive Became a father Has a girlfriend	Examples: Recently made unemployed – having no fixed income means that Richard is unable to pay bills and this could cause stress Moving back home to his parents – He will lose some of his independence and this could result in him becoming angry Becoming a Father – he will feel very proud to take on this extra responsibility.							

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3	b	<p>ONE mark for identifying professional / voluntary organisation</p> <table border="1"> <thead> <tr> <th>Professional</th> <th>Voluntary organisation</th> </tr> </thead> <tbody> <tr> <td>Individual professionals as well as organisations are acceptable <ul style="list-style-type: none"> GP / Doctor Nurse Counsellor Social Worker Hospital Clinic Social Services NHS Rehabilitation Centre </td> <td> <ul style="list-style-type: none"> Drink aware Alcoholics anonymous /AA Samaritans Faith based group Rehabilitation Centre Citizens Advice Bureau </td> </tr> </tbody> </table> <p>Support – ensure that the support identified links to the professional / voluntary organisation</p> <p>Professional</p> <ul style="list-style-type: none"> Prescribe Refer to other professionals Carry out tests Monitor health Gives advice (Not acceptable for counsellor) <p>Voluntary:</p> <ul style="list-style-type: none"> Listen Provide information / advice Show empathy Reassure Talk through options Draw out emotions Meet other people / group counselling – share thoughts 	Professional	Voluntary organisation	Individual professionals as well as organisations are acceptable <ul style="list-style-type: none"> GP / Doctor Nurse Counsellor Social Worker Hospital Clinic Social Services NHS Rehabilitation Centre 	<ul style="list-style-type: none"> Drink aware Alcoholics anonymous /AA Samaritans Faith based group Rehabilitation Centre Citizens Advice Bureau 	4 2 x 1 2 x 1	<p>The support given must match to the appropriate professional / voluntary organisation</p> <p>Do not accept:</p> <ul style="list-style-type: none"> Therapy / therapist Support group unless named <p>Although some aspects of support are interchangeable, the question asks for different so do not allow repetition.</p> <p>If the professional / voluntary organisation is incorrect then the support must also be assessed as incorrect.</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. Further guidance on this is given on page 5.</p>
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3	c	<p>ONE mark for each life stage and 1 mark for age range</p> <table border="1"> <tr> <td>Life stage</td> <td>Age range</td> </tr> <tr> <td>Adulthood</td> <td>19 - 64</td> </tr> <tr> <td>Infancy / infant</td> <td>0-3</td> </tr> </table>	Life stage	Age range	Adulthood	19 - 64	Infancy / infant	0-3	2 2 x 1	<p>For the age range, allow one year either side Do not accept toddler / child / babies</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. Further guidance on this is given on page 5.</p>
Life stage	Age range									
Adulthood	19 - 64									
Infancy / infant	0-3									

Question		Answer	Mark	Guidance
4	a	<p>ONE mark for life stage identified</p> <p>Later adulthood / older adulthood / older adult</p>	1	<p>No other answers are acceptable Do not accept elderly</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. Further guidance on this is given on page 5.</p>

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Afraid Secure / insecurity Low / high self esteem Proud Contentment Feels useless Scared Frustrated Depression	More / less social contacts Isolation Role in family Loss of independence / being independent											

Question		Answer	Mark	Guidance																						
4	c	<p>ONE mark for each development identified. FOUR required</p> <table border="1"> <thead> <tr> <th>Physical developments</th> <th>Intellectual developments</th> </tr> </thead> <tbody> <tr> <td>Growth spurt</td> <td>Abstract thinking</td> </tr> <tr> <td>Hips widen</td> <td>Ability to discuss</td> </tr> <tr> <td>Breasts develop</td> <td>Assimilate information</td> </tr> <tr> <td>Penis enlarges</td> <td>Increase vocabulary</td> </tr> <tr> <td>Shoulders widen</td> <td>Development of knowledge / skills</td> </tr> <tr> <td>Menstruation / periods</td> <td>Develop own opinions / ideas / independent thought.</td> </tr> <tr> <td>Spots / acne</td> <td>Develop more of a moral code</td> </tr> <tr> <td>Facial hair</td> <td></td> </tr> <tr> <td>Pubic hair</td> <td></td> </tr> <tr> <td>Voice deepens</td> <td></td> </tr> </tbody> </table>	Physical developments	Intellectual developments	Growth spurt	Abstract thinking	Hips widen	Ability to discuss	Breasts develop	Assimilate information	Penis enlarges	Increase vocabulary	Shoulders widen	Development of knowledge / skills	Menstruation / periods	Develop own opinions / ideas / independent thought.	Spots / acne	Develop more of a moral code	Facial hair		Pubic hair		Voice deepens		4 4 x 1	<p>Do not accept any answers that relate to social or emotional development.</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. Further guidance on this is given on page 5.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Puberty for physical characteristics. • Growth / increase in size • Learn more things • Independent – must be qualified • Slang terminology
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