



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		ONE mark for each correct identification	4 4 x 1	Only accept the answers given in the table opposite. 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.										
			<table><tr><th>Factor</th><th>Example of the factor</th></tr><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></table>			Factor	Example of the factor	Physical	genetic inheritance	Social and emotional	educational experiences	Economic	income	Environmental	housing conditions
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Question			Answer	Marks	Guidance									
1	b			9	Content	Levels of response								
			Examples – not exhaustive lists		This is a levels of response question – marks must be awarded on the quality of response given	Level 3: 7 – 9 marks A well balanced analysis of how a low income will impact on a person'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 errors of grammar, punctuation and spelling.								
			<table><tr><th>Physical</th><th>Intellectual</th></tr><tr><td>Weight loss / gain High blood pressure Loss of sleep – tired Cold – hypothermia Poor nutrition – obesity / diabetes Malnourished Lowered immune system</td><td>Lack of concentration / focus Poorer educational attainment - lack of facilities / resources</td></tr><tr><th>Emotional</th><th>Social</th></tr><tr><td>Scared / frightened Lack of motivation Lack of confidence Depression Stress Withdrawn Ashamed Embarrassed Insecure Angry Jealous Humiliated De-motivated</td><td>Isolation Dependency on others for support Not able to socialise Loss of confidence Loss of friends Loss of cultural experiences Bullying</td></tr></table>	Physical	Intellectual	Weight loss / gain High blood pressure Loss of sleep – tired Cold – hypothermia Poor nutrition – obesity / diabetes Malnourished Lowered immune system	Lack of concentration / focus Poorer educational attainment - lack of facilities / resources	Emotional	Social	Scared / frightened Lack of motivation Lack of confidence Depression Stress Withdrawn Ashamed Embarrassed Insecure Angry Jealous Humiliated De-motivated	Isolation Dependency on others for support Not able to socialise Loss of confidence Loss of friends Loss of cultural experiences Bullying		<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none">Detailed breakdown of aspects of development.3 aspects of developmentDeveloped answers – dependency of effects / consequencesLogical progression.QWC – high. <p>Level 2 checklist</p> <ul style="list-style-type: none">More descriptive (low end), explanatory (upper end) of aspects of development.2 aspects of developmentQWC – mid – likely to be some errors. <p>Level 1 – checklist</p> <ul style="list-style-type: none">List-like response1 aspect of developmentLikely to identify effects with little or no description.QWC - likely to be poor. <p>Annotation to use:</p> <p> Developed answer – dependency of effects / consequences</p> <p> Effects</p>	<p>Level 2: 4 – 6 marks They will describe (low end) or explain (upper end) how a low income will impact upon a person's development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. Sub max of 4 for one aspect of development done well.</p> <p>Level 1: 1 – 3 marks 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> <p>0 marks – no response worthy of credit Do not accept:</p> <ul style="list-style-type: none">Food / health / debt / hygiene / crime – unless qualified and linked to development
Physical	Intellectual													
Weight loss / gain High blood pressure Loss of sleep – tired Cold – hypothermia Poor nutrition – obesity / diabetes Malnourished Lowered immune system	Lack of concentration / focus Poorer educational attainment - lack of facilities / resources													
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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. 	<p>4 2 x 2</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>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	ONE mark for each correct response The examples given for features is not exhaustive	4 4 x 1	Please note:															
		<table><tr><td>Type of relationship</td><td>Feature</td><td>Example</td></tr><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></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	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.
		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																	
	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.																		
	Accept either sexual or intimate.																		
	Do not accept marriage / partners for sexual and intimate																		
	Do not accept care / caring as a feature																		
	Professional judgement should be used when assessing the appropriateness of features not listed.																		
	Support by itself as a feature cannot be credited. It must be qualified, e.g. moral support.																		

Question			Answer	Marks	Guidance									
					Content	Levels of response								
2	c		<p>These lists are not definitive. Professional judgement is needed to ensure answers are within the context of family relationships.</p> <table><tr><th>Physical</th><th>Intellectual</th></tr><tr><td>Diet – weight – maintained or obesity Exercise – encouragement or not – level of fitness Attitude to sleep – tired / alert Personal hygiene</td><td>Support – books / time to complete homework – attainment / concentration Role models – ambition to aspire to be successful = qualifications Discussions Skills / Knowledge</td></tr><tr><th>Emotional</th><th>Social</th></tr><tr><td>Love Security / insecure Trust Not afraid to show emotions Scared – abuse / harsh discipline Deprived of affection – unable to show feelings Low / high self-esteem – praise or dismissal from parents Aggression Withdrawn – poor relationships</td><td>Isolated Effective interactions Able to discuss Poor / good social skills Enhanced social skills Meet new people.</td></tr></table>	Physical	Intellectual	Diet – weight – maintained or obesity Exercise – encouragement or not – level of fitness Attitude to sleep – tired / alert Personal hygiene	Support – books / time to complete homework – attainment / concentration Role models – ambition to aspire to be successful = qualifications Discussions Skills / Knowledge	Emotional	Social	Love Security / insecure Trust Not afraid to show emotions Scared – abuse / harsh discipline Deprived of affection – unable to show feelings Low / high self-esteem – praise or dismissal from parents Aggression Withdrawn – poor relationships	Isolated Effective interactions Able to discuss Poor / good social skills Enhanced social skills Meet new people.	7	<p>This is a levels of response question so the number of ticks given will not necessarily correlate to the marks awarded. The focus of this question is evaluation.</p> <p>If a candidate has only given positive or negative responses the maximum that they can achieve is 3.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none">• Positives• Negatives• Developed answers –dependency of effects / consequences• 3 aspects of development• Logical development of answer• QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none">• Positives• Negatives• 2 aspects of development• QWC – mid – likely to be some errors <p>Level 1 – checklist</p> <ul style="list-style-type: none">• Identification / list like• 1 aspect of development• 1 / 2 positive or negatives• QWC –likely to be poor <p>Use the annotation</p> <p> = positive  = negative</p> <p> Developed answer – dependency of effects / consequences</p>	<p>Level 3: 6 – 7 marks</p> <p>A well balanced evaluation of the impact family relationships can have on an individual'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 errors, if any, of grammar, punctuation and spelling.</p> <p>Level 2: 3 – 5 marks</p> <p>They will describe (low end) or explain (upper end) of the impact family relationships can have on an individual's development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>If candidates have only focussed on one aspect, i.e. either positive or negative, then the mark must be limited to the bottom of the mid-range – sub max 3</i></p> <p>Level 1: 1 – 2 marks</p> <p>One or two positives or negatives 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> <p>0 marks – no response or no response worthy of credit</p> <p><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>
Physical	Intellectual													
Diet – weight – maintained or obesity Exercise – encouragement or not – level of fitness Attitude to sleep – tired / alert Personal hygiene	Support – books / time to complete homework – attainment / concentration Role models – ambition to aspire to be successful = qualifications Discussions Skills / Knowledge													
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Love Security / insecure Trust Not afraid to show emotions Scared – abuse / harsh discipline Deprived of affection – unable to show feelings Low / high self-esteem – praise or dismissal from parents Aggression Withdrawn – poor relationships	Isolated Effective interactions Able to discuss Poor / good social skills Enhanced social skills Meet new people.													

Question		Answer	Mark	Guidance				
3	a	<p>ONE mark for each identification TWO marks for an explanation on how Richard's development is affected.</p> <table><tr><th>Factors</th><th>Influences on development</th></tr><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></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 developmentCause 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.							

Question		Answer	Mark	Guidance				
3	b	<p>ONE mark for identifying professional / voluntary organisation</p> <table><tr><th>Professional</th><th>Voluntary organisation</th></tr><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></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>
Professional	Voluntary organisation							
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Question			Answer	Mark	Guidance
3	c		ONE mark for each life stage and 1 mark for age range	2 2 x 1	For the age range, allow one year either side Do not accept toddler / child / babies 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.
			Life stage		
			Age range		
			Adulthood		
			19 - 64		
			Infancy / infant		
			0-3		

Question			Answer	Mark	Guidance
4	a		ONE mark for life stage identified	1	No other answers are acceptable Do not accept elderly 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.
			Later adulthood / older adulthood / older adult		

Question			Answer	Marks	Guidance																																					
4	b		Examples – not definitive	10	Content	Levels of response																																				
			<table><tr><td>Physical</td><td>Intellectual</td></tr><tr><td>Loss of hearing / eyesight</td><td>Dementia / Alzheimer's</td></tr><tr><td>Loss of elasticity in skin</td><td>Loss of memory</td></tr><tr><td>Height reduced</td><td>Discussions</td></tr><tr><td>Less efficient cardiovascular system / respiratory system / digestive system</td><td>Reading / crossword puzzles</td></tr><tr><td>More prone to illness</td><td>– great stimulation</td></tr><tr><td>Reduced mobility</td><td>Pass on knowledge / wisdom</td></tr><tr><td>Frail</td><td></td></tr><tr><td>Lowered immune system</td><td></td></tr><tr><td>Any associated diseases with being in later adulthood</td><td></td></tr><tr><td>Emotional</td><td>Social</td></tr><tr><td>Afraid</td><td>More / less social contacts</td></tr><tr><td>Secure / insecurity</td><td>Isolation</td></tr><tr><td>Low / high self esteem</td><td>Role in family</td></tr><tr><td>Proud</td><td>Loss of independence / being independent</td></tr><tr><td>Contentment</td><td></td></tr><tr><td>Feels useless</td><td></td></tr><tr><td>Scared</td><td></td></tr><tr><td>Frustrated</td><td></td></tr><tr><td>Depression</td><td></td></tr></table>		Physical	Intellectual	Loss of hearing / eyesight	Dementia / Alzheimer's	Loss of elasticity in skin	Loss of memory	Height reduced	Discussions	Less efficient cardiovascular system / respiratory system / digestive system	Reading / crossword puzzles	More prone to illness	– great stimulation	Reduced mobility	Pass on knowledge / wisdom	Frail		Lowered immune system		Any associated diseases with being in later adulthood		Emotional	Social	Afraid	More / less social contacts	Secure / insecurity	Isolation	Low / high self esteem	Role in family	Proud	Loss of independence / being independent	Contentment		Feels useless		Scared		Frustrated	
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Question			Answer	Mark	Guidance																	
4	c		ONE mark for each development identified. FOUR required	4 4 x 1	Do not accept any answers that relate to social or emotional development. 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. Do not accept: <ul style="list-style-type: none">• Puberty for physical characteristics.• Growth / increase in size• Learn more things• Independent – must be qualified• Slang terminology																	
			<table><tr><th>Physical developments</th><th>Intellectual developments</th></tr><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></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
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