



GCSE

Health and Social Care

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

General Certificate of Secondary Education

Mark Scheme for June 2018

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2018

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>ONE mark for each correct answer:</p> <ul style="list-style-type: none"> • Age • Appearance • Gender • Culture • Emotional development / Emotional • Education • Relationships with others / Family / Friends / sexual and intimate • Sexual orientation / heterosexual / homosexual / lesbian / trans gender • Weight • Ethnicity • Puberty • Bullying / abuse • Religion • Mental health issues • Social media • Loss of job / redundancy • Life events – divorce / marriage <p>Accept any other valid response; apply professional judgement.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Effects of self-concept, e.g. pride, motivated, proud, self-esteem, self-image • Being praised • Life experiences / events – can award if provides an acceptable example • The environment 	4 4 x 1	<p>There may be variations within the specified answers from the specification:</p> <p>Emotional development – candidates may give events that could affect a person's emotional development – please use professional judgement</p> <p>Education – candidates could refer to success or failure within the context of education – please use professional judgement</p> <p>Relationships with others – Candidates could make reference to any of the four types of relationships – please use professional judgement</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 3&4.</p>

Question		Answer/Indicative Content	Marks	Guidance									
				Content	Levels of response								
1	(b)*	<p>Answers given may be positive or negative</p> <p>Examples – not exhaustive lists. Please apply professional judgement</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Weight loss / gain (due to self-image) Lethargic / tired Anorexia / bulimia (must be explicitly linked to SC) Starving one's self / starvation Self-harm Personal hygiene</td><td>Focussed Ability to engage and discuss Developing goals and aspirations Lack of progress / grades Skills knowledge</td></tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Optimistic De – motivated / motivated Determined Proud Vulnerable Self-belief Feeling a failure Self-image Self esteem Determined Loved</td><td>Enhanced interactions Confident Positive relationships Being bullied Isolated Withdrawn</td></tr> </tbody> </table>	Physical	Intellectual	Weight loss / gain (due to self-image) Lethargic / tired Anorexia / bulimia (must be explicitly linked to SC) Starving one's self / starvation Self-harm Personal hygiene	Focussed Ability to engage and discuss Developing goals and aspirations Lack of progress / grades Skills knowledge	Emotional	Social	Optimistic De – motivated / motivated Determined Proud Vulnerable Self-belief Feeling a failure Self-image Self esteem Determined Loved	Enhanced interactions Confident Positive relationships Being bullied Isolated Withdrawn	7	<p>This is a levels of response question – marks must be awarded on the quality of response given</p> <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"> Shows analysis 3 aspects of development Developed answers – dependency of effects / consequences Logical progression. QWC – high. <p>Level 2 checklist</p> <ul style="list-style-type: none"> More descriptive (low end), explanatory (upper end) of impact on development. 2 aspects of development QWC – mid – likely to be some errors. <p>Level 1 – checklist</p> <ul style="list-style-type: none"> List-like response 1 aspect of development Likely to identify effects with little or no description. QWC - likely to be poor. 	<p>Level 3: 6 – 7 marks A well balanced analysis of how self-concept could 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.</p> <p>Level 2: 4 – 5 marks They will describe (low end) or explain (upper end) how self-concept could 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</p>
Physical	Intellectual												
Weight loss / gain (due to self-image) Lethargic / tired Anorexia / bulimia (must be explicitly linked to SC) Starving one's self / starvation Self-harm Personal hygiene	Focussed Ability to engage and discuss Developing goals and aspirations Lack of progress / grades Skills knowledge												
Emotional	Social												
Optimistic De – motivated / motivated Determined Proud Vulnerable Self-belief Feeling a failure Self-image Self esteem Determined Loved	Enhanced interactions Confident Positive relationships Being bullied Isolated Withdrawn												

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>Do not accept:</p> <ul style="list-style-type: none"> • Obesity • Vague answers, such as 'feel good about themselves' 'not learning anything' • Categories of development, e.g. emotional, social, physical and intellectual <p><u>Example</u></p> <p>If a person has a positive self-concept then they will feel proud of who they are. This could mean that they approach life in a more optimistic way enabling them to have greater motivation and wanting to succeed. This could drive them academically and make the more focussed having clear aspirations for their career. Enhanced confidence and self-belief could result in a high self-esteem resulting in the development of better relationships and being able to sustain these in the long term.</p>		<p>Annotation to use:</p> <p> Developed answer – dependency of effects / consequences</p> <p> Effects</p> <p>Please be aware of responses that 'go off on a tangent' – the answer must ultimately be about self-concept. Also be aware of candidates who throw in key effects without making the link to self-concept explicit</p> <p>Do not credit responses that are in reverse, e.g. will be more confident or could be less confident</p>	

Question		Answer/Indicative content	Mark	Guidance
1	(c)	<p>ONE explanation is needed Answers could relate to any life stage – Candidates will specify this. No marks are to be awarded for this identification.</p> <p><u>Examples of answers</u></p> <p>Through parents correcting children at an early age for poor behaviour this means that as they grow older they will adopt positive social skills for example saying please and thank you</p> <p>By discussing news events with their children, children will develop greater confidence when debating with others.</p> <p>Taking elderly parents out on a regular basis will prevent social isolation.</p> <p>Accept confident / confidence for social development</p>	2 1 x 2	<p>The verb is to explain – for candidates' answers there will be two parts – cause and effect</p> <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>Some candidates may give two effects – this is acceptable</p> <p>Only accept responses that are positive and link to social development.</p> <p>If a candidate fails to identify the life stage they are not to be penalised – marking should take into account the active verb and assess the response according to two effects or cause and effect.</p>

Question		Answer/Indicative content	Mark	Guidance
1	(d)	<p>ONE explanation is needed Answers could relate to both paid and unpaid work</p> <p><u>Examples of answers</u></p> <p>Some people may be being bullied by their employer, this could result in a lowering of their self-esteem.</p> <p>Work can be much pressured at times and if your boss demanded too much, mistakes could happen, this would lead to a person feeling frustrated with themselves.</p> <p>People who you work with could be racist and this could significantly impact on a person through feeling scared and intimidated.</p> <p>Do not accept responses linked to infatuation / the development of sexual / intimate relationships</p> <p>Accept feeling confident / confident for emotional development</p>	2 1 x 2	<p>The verb is to explain – for candidates' answers there will be two parts –cause and effect</p> <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>Some candidates may give two effects – this is acceptable</p> <p>Only accept answers that are negative and link to emotional development.</p>

Question		Answer/Indicative content	Mark	Guidance										
2	(a)	<p>ONE mark for each correct response</p> <table border="1"> <thead> <tr> <th>Aspect of physical development</th> <th>Life stage</th> </tr> </thead> <tbody> <tr> <td>Growth spurt</td> <td> <ul style="list-style-type: none"> • Adolescence </td> </tr> <tr> <td>Teeth appear</td> <td> <ul style="list-style-type: none"> • Infancy / infant • Childhood / child • Adulthood / adult </td> </tr> <tr> <td>Eyesight worsens due to developing cataracts</td> <td> <ul style="list-style-type: none"> • Later adulthood / older adulthood • Adulthood </td> </tr> <tr> <td>Can first roll from back to front</td> <td> <ul style="list-style-type: none"> • Infancy / infant </td> </tr> </tbody> </table> <p>Do not accept the word toddler</p>	Aspect of physical development	Life stage	Growth spurt	<ul style="list-style-type: none"> • Adolescence 	Teeth appear	<ul style="list-style-type: none"> • Infancy / infant • Childhood / child • Adulthood / adult 	Eyesight worsens due to developing cataracts	<ul style="list-style-type: none"> • Later adulthood / older adulthood • Adulthood 	Can first roll from back to front	<ul style="list-style-type: none"> • Infancy / infant 	4 4 x 1	<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 3&4.</p> <p>Do not accept age span</p>
Aspect of physical development	Life stage													
Growth spurt	<ul style="list-style-type: none"> • Adolescence 													
Teeth appear	<ul style="list-style-type: none"> • Infancy / infant • Childhood / child • Adulthood / adult 													
Eyesight worsens due to developing cataracts	<ul style="list-style-type: none"> • Later adulthood / older adulthood • Adulthood 													
Can first roll from back to front	<ul style="list-style-type: none"> • Infancy / infant 													

Question		Answer/Indicative content	Mark	Guidance
2	(b)	<p>ONE mark for each correct definition</p> <p>Intellectual development:</p> <ul style="list-style-type: none"> • Is about being able to recognise and remember things. • To consider views, opinions and being able to discuss • Cognition • Development of skills • Learning / learn (may provide an example to illustrate) • Thinking skills • Knowledge <p>Emotional development:</p> <ul style="list-style-type: none"> • Is about feelings and how we deal with them • How we feel • How we understand our emotions • How we control / handle our emotions 	2 2 x 1	<p>Two brief definitions are required – please look for key words</p> <p>The only phrase not to accept for intellectual development is ‘learn new things’ – This is never accepted in any level of response answers so it must not be accepted for this question.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Specific intellectual effects, e.g. increase in vocabulary • Specific emotional effects, e.g. being sad, happy, elated

Question		Answer/Indicative content	Mark	Guidance
2	(c)	<p>ONE mark for the correct response</p> <p>19 – 64</p>	1 1 x 1	<p>Allow one year either side (18 – 65)</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 3&4.</p>

Question		Answer/Indicative Content	Marks	Guidance													
				Content	Levels of response												
2	(d)*	<p>The following lists are not definitive; please apply professional judgement</p> <p>Having two young children</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Tired /fatigued Energised – new role Lack of sleep Weight gain / loss – if qualified</td> <td>Focus / concentration on the requirements of children</td> </tr> </tbody> </table> <p>Started to study</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Gravitation to quick meals – poor balance of nutrients Sleep loss</td> <td>Increase in skills / knowledge Practical application of skills Listening skills</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Anxious Motivated Optimistic</td> <td>Isolation – due to study Support from others</td> </tr> </tbody> </table>	Physical	Intellectual	Tired /fatigued Energised – new role Lack of sleep Weight gain / loss – if qualified	Focus / concentration on the requirements of children	Physical	Intellectual	Gravitation to quick meals – poor balance of nutrients Sleep loss	Increase in skills / knowledge Practical application of skills Listening skills	Emotional	Social	Anxious Motivated Optimistic	Isolation – due to study Support from others	8	<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 4.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • Positives • Negatives • Developed answers – dependency of effects / consequences • 3 aspects of development • All factors considered • Logical development of answer • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Positives • Negatives • 2 aspects of development • 2 factors considered • 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>Level 3: 7 – 8 marks</p> <p>A well balanced evaluation of the impact the factors have upon 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: 4 – 6 marks</p> <p>They will describe (low end) or explain (upper end) of the impact these factors can have on an individual's development. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p>If candidates have only focussed on one aspect, i.e. either positive or negative / or on one aspect of development, then the mark must be limited to the bottom of the mid-range – sub max 4</p> <p>Level 1: 1 – 3 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>
Physical	Intellectual																
Tired /fatigued Energised – new role Lack of sleep Weight gain / loss – if qualified	Focus / concentration on the requirements of children																
Physical	Intellectual																
Gravitation to quick meals – poor balance of nutrients Sleep loss	Increase in skills / knowledge Practical application of skills Listening skills																
Emotional	Social																
Anxious Motivated Optimistic	Isolation – due to study Support from others																

Question		Answer/Indicative Content	Marks	Guidance									
				Content	Levels of response								
		<p>Being a single parent</p> <table border="1"> <tr> <th>Physical</th><th>Intellectual</th></tr> <tr> <td>Poorer diet – less nutrition</td><td>Creativity in managing time and money</td></tr> <tr> <th>Emotional</th><th>Social</th></tr> <tr> <td>Self-reliance Frustration Anger Empowered</td><td>Lack of social interaction</td></tr> </table>	Physical	Intellectual	Poorer diet – less nutrition	Creativity in managing time and money	Emotional	Social	Self-reliance Frustration Anger Empowered	Lack of social interaction		<p>Use the annotation</p>  = positive  = negative	
Physical	Intellectual												
Poorer diet – less nutrition	Creativity in managing time and money												
Emotional	Social												
Self-reliance Frustration Anger Empowered	Lack of social interaction												

Question		Answer/Indicative Content	Marks	Guidance					
				Content	Levels of response				
3	(a)*	<p>Examples – these lists are not exhaustive. Please use professional judgement</p> <p>Being unemployed</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Mental Health – Can consider emotional effects</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Poorer diet – higher in fat / Carbohydrate = weight gain Lack of fresh fruit and vegetables – lack of Vitamins • Addiction – alcohol / drugs • Malnourished • Personal hygiene • Weight gain / obesity • Poor sleep • Hungry </td><td> <ul style="list-style-type: none"> • De-motivated – could lead to stress and ultimately depression • Scared and anxious about the future • Anxiety • Low self esteem • Depression • Worthless • ashamed </td></tr> </tbody> </table>	Physical	Mental Health – Can consider emotional effects	<ul style="list-style-type: none"> • Poorer diet – higher in fat / Carbohydrate = weight gain Lack of fresh fruit and vegetables – lack of Vitamins • Addiction – alcohol / drugs • Malnourished • Personal hygiene • Weight gain / obesity • Poor sleep • Hungry 	<ul style="list-style-type: none"> • De-motivated – could lead to stress and ultimately depression • Scared and anxious about the future • Anxiety • Low self esteem • Depression • Worthless • ashamed 	7	<p>Levels checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> • full explanation • 3 factors • relates explicitly to the effect on physical and mental health • The interrelationship between the factors is evident and shows dependency / link • High level QWC – developed answers showing synthesis. <p>Level 2</p> <ul style="list-style-type: none"> • mostly explained • 2 factors • attempts to relate to effect on physical and mental health. • accurate but lacks depth • some errors – QWC <p>Level 1</p> <ul style="list-style-type: none"> • list-like, more descriptive • 1 factor • lacks understanding • low level QWC • Do not award any marks to candidates for just re-stating the factors 	<p>Level 3: 6 – 7 marks Candidates will fully explain the three factors which relate explicitly to physical and mental health. Link 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: 4 – 5 marks Candidates will identify and briefly explain at least two factors which relate to physical and mental health. 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 of four for one factor done well or physical or mental health done well</i></p> <p>Level 1: 1 – 3 marks Candidates can identify/attempt to explain at least one factor; unlikely to link to the effects on physical and 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.</p>
Physical	Mental Health – Can consider emotional effects								
<ul style="list-style-type: none"> • Poorer diet – higher in fat / Carbohydrate = weight gain Lack of fresh fruit and vegetables – lack of Vitamins • Addiction – alcohol / drugs • Malnourished • Personal hygiene • Weight gain / obesity • Poor sleep • Hungry 	<ul style="list-style-type: none"> • De-motivated – could lead to stress and ultimately depression • Scared and anxious about the future • Anxiety • Low self esteem • Depression • Worthless • ashamed 								

Question		Answer/Indicative Content	Marks	Guidance					
				Content	Levels of response				
		<p>Living in poor housing conditions</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Mental Health – Can consider emotional effects</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Unable to heat – cold / develop more colds • Respiratory problems / asthma • Infections </td> <td> <ul style="list-style-type: none"> • Low self-worth due to living conditions • Anger and embarrassment due to conditions • Anxious • Isolated • Unhappy • Frightened • Scared </td> </tr> </tbody> </table>	Physical	Mental Health – Can consider emotional effects	<ul style="list-style-type: none"> • Unable to heat – cold / develop more colds • Respiratory problems / asthma • Infections 	<ul style="list-style-type: none"> • Low self-worth due to living conditions • Anger and embarrassment due to conditions • Anxious • Isolated • Unhappy • Frightened • Scared 		<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>Please annotate work:</p> <p> Developed answer – dependency of effects / consequences. Showing interrelationship</p> <p> for a briefly explained point</p>	<p>0 marks: no response worthy of credit</p> <p>Please be aware of responses that 'go off on a tangent' – the answer must ultimately be about the three factors. Also be aware of candidates who throw in key effects without making the link to the factors explicit</p> <p>Do not credit responses that are in reverse, e.g. will be more confident or could be less confident</p>
Physical	Mental Health – Can consider emotional effects								
<ul style="list-style-type: none"> • Unable to heat – cold / develop more colds • Respiratory problems / asthma • Infections 	<ul style="list-style-type: none"> • Low self-worth due to living conditions • Anger and embarrassment due to conditions • Anxious • Isolated • Unhappy • Frightened • Scared 								

Question		Answer/Indicative Content	Marks	Guidance					
				Content	Levels of response				
		<p>Having supportive friends</p> <table border="1"> <thead> <tr> <th>Physical</th><th>Mental Health</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Food – enhanced nutrition </td><td> <ul style="list-style-type: none"> Friends who listen and offer guidance – clarifying situations / alleviating concern Embarrassment in accepting support / feelings of inadequacy Sense of belonging Confidence Boost to self-concept Happier </td></tr> </tbody> </table> <p>Do not accept:</p> <ul style="list-style-type: none"> Becoming ill /poorly Feel bad about self Feel good about self Financial support by itself – however if linked to development then accept 	Physical	Mental Health	<ul style="list-style-type: none"> Food – enhanced nutrition 	<ul style="list-style-type: none"> Friends who listen and offer guidance – clarifying situations / alleviating concern Embarrassment in accepting support / feelings of inadequacy Sense of belonging Confidence Boost to self-concept Happier 			
Physical	Mental Health								
<ul style="list-style-type: none"> Food – enhanced nutrition 	<ul style="list-style-type: none"> Friends who listen and offer guidance – clarifying situations / alleviating concern Embarrassment in accepting support / feelings of inadequacy Sense of belonging Confidence Boost to self-concept Happier 								

Question		Answer/Indicative content	Mark	Guidance
3	(b)	<p>ONE mark for each correct response</p> <p>The following list is not definitive; please apply professional judgement</p> <ul style="list-style-type: none"> • Diet • Amount and type of physical activity / exercise • Sexual health • Experience of illness or disease – can specify a named illness / disease • Disability – can specify a disability • Addiction • Menopause • Puberty <p>Do not accept:</p> <ul style="list-style-type: none"> • Life events • Environment • Health • Gender • Overeating / weight gain 	2 2 x 1	<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 3&4.</p>

Question		Answer/Indicative Content	Marks	Guidance								
				Content	Levels of response							
3	(c)*	<p>The following lists are not definitive; please apply professional judgement</p> <p>Answers can be both positive and / or negative</p> <p>Religion and ethnicity can be addressed separately or together</p> <p><u>Religion</u></p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Diet, e.g. vegetarian – may lack Vitamin B12 Fasting – weight loss</td> <td>Knowledge of religious scriptures / ceremonies</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Peace Frustration / frightened / excited – arranged marriages Sense of belonging Self-concept Pray – for inner peace</td> <td>Interaction Sharing of ideas Being rebellious against religious family beliefs Isolation Discrimination Isolation</td> </tr> </tbody> </table>	Physical	Intellectual	Diet, e.g. vegetarian – may lack Vitamin B12 Fasting – weight loss	Knowledge of religious scriptures / ceremonies	Emotional	Social	Peace Frustration / frightened / excited – arranged marriages Sense of belonging Self-concept Pray – for inner peace	Interaction Sharing of ideas Being rebellious against religious family beliefs Isolation Discrimination Isolation	6	<p>This is a levels of response question – marks must be awarded on the quality of response given</p> <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"> • Show analysis • Both ethnicity and religion • 3 aspects of development • Developed answers – dependency of effects / consequences • Logical 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. • Both religion and ethnicity • 2 aspects of development • QWC – mid – likely to be some errors. <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • List-like response • 1 aspect of development • Likely to identify effects with little or no description. • QWC - likely to be poor. <p>Level 3: 5 – 6 marks A well balanced analysis of how ethnicity and religion could 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.</p> <p>Level 2: 3 – 4 marks They will describe (low end) or explain (upper end) how ethnicity and religion could 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 3 for one aspect of development done well or one factor done well.</i></p> <p>Level 1: 1 – 2 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</p>
Physical	Intellectual											
Diet, e.g. vegetarian – may lack Vitamin B12 Fasting – weight loss	Knowledge of religious scriptures / ceremonies											
Emotional	Social											
Peace Frustration / frightened / excited – arranged marriages Sense of belonging Self-concept Pray – for inner peace	Interaction Sharing of ideas Being rebellious against religious family beliefs Isolation Discrimination Isolation											

Question		Answer/Indicative Content	Marks	Guidance									
				Content	Levels of response								
		<p>Ethnicity</p> <table border="1"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Sickle cell anaemia for black ethnicity</td> <td>Knowledge of customs / social norms</td> </tr> <tr> <th>Emotional</th> <th>Social</th> </tr> <tr> <td>Proud Dignified Frightened</td> <td>Isolation Bullying</td> </tr> </tbody> </table> <p>Example – level 3 response</p> <p>Having a particular religious belief, e.g. being Muslim, could cause difficulties in this current climate. Many could feel marginalised and face discrimination resulting in them being afraid and not engaging within society thus becoming isolated and angry. However many will have a sense of dignity in their chosen religion and will gain inner peace because of their beliefs.</p> <p>For particular ethnic groups they will be more susceptible to have a genetic disorder, e.g. sickle cell anaemia is prevalent in black ethnic minority groups. Both ethnicity and religion will impact on intellectual development, they will develop knowledge through customs and religious events</p>	Physical	Intellectual	Sickle cell anaemia for black ethnicity	Knowledge of customs / social norms	Emotional	Social	Proud Dignified Frightened	Isolation Bullying		<p>Annotation to use:</p> <p> Developed answer – dependency of effects / consequences</p> <p> Effects</p>	<p>Please be aware of responses that 'go off on a tangent' – the answer must ultimately be about religion and ethnicity.</p> <p>Do not credit responses that are in reverse, e.g. will be more confident or could be less confident</p>
Physical	Intellectual												
Sickle cell anaemia for black ethnicity	Knowledge of customs / social norms												
Emotional	Social												
Proud Dignified Frightened	Isolation Bullying												

Question		Answer/Indicative Content	Marks	Guidance																											
				Content	Levels of response																										
4	(a)*	<p>The following lists are not definitive</p> <p>Emotional</p> <table border="1"> <thead> <tr> <th>Positives</th> <th>Negatives</th> </tr> </thead> <tbody> <tr> <td>Excited</td> <td>Anxious</td> </tr> <tr> <td>Proud</td> <td>Frustrated</td> </tr> <tr> <td>Optimistic</td> <td>Angry</td> </tr> <tr> <td>Confidence</td> <td>Pessimistic</td> </tr> <tr> <td>Raised self esteem</td> <td>Stress</td> </tr> <tr> <td>Happy</td> <td>Nervous</td> </tr> </tbody> </table> <p>Social</p> <table border="1"> <thead> <tr> <th>Positives</th> <th>Negatives</th> </tr> </thead> <tbody> <tr> <td>Gaining friends</td> <td>Facing discrimination</td> </tr> <tr> <td>Close to family</td> <td>Facing hostility</td> </tr> <tr> <td>Independence</td> <td>Arguments</td> </tr> <tr> <td>Sharing</td> <td>Isolation</td> </tr> <tr> <td>Socialising more</td> <td></td> </tr> </tbody> </table>	Positives	Negatives	Excited	Anxious	Proud	Frustrated	Optimistic	Angry	Confidence	Pessimistic	Raised self esteem	Stress	Happy	Nervous	Positives	Negatives	Gaining friends	Facing discrimination	Close to family	Facing hostility	Independence	Arguments	Sharing	Isolation	Socialising more		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. If a candidate has only given positive or negative responses the maximum that they can achieve is 4.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> • Positives • Negatives • Developed answers – dependency of effects / consequences • Social and emotional development • Logical development of answer • QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Positives • Negatives • Social and emotional 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>Level 3: 6 - 7 marks A well balanced evaluation of the impact moving house has on emotional and social 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: 4 – 5 marks They will describe (low end) or explain (upper end) of the impact moving house could have on emotional and social 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 4</i></p> <p>Level 1: 1 – 3 marks 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>
Positives	Negatives																														
Excited	Anxious																														
Proud	Frustrated																														
Optimistic	Angry																														
Confidence	Pessimistic																														
Raised self esteem	Stress																														
Happy	Nervous																														
Positives	Negatives																														
Gaining friends	Facing discrimination																														
Close to family	Facing hostility																														
Independence	Arguments																														
Sharing	Isolation																														
Socialising more																															

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
				Use the annotation  = positive  = negative  + Developed answer – dependency of effects / consequences	Do not credit responses that are in reverse, e.g. will be more confident or could be less confident

Question		Answer/Indicative content	Mark	Guidance
4	(b)	<p>ONE mark for each professional carer. THREE required ONE mark for each different type of support. THREE required</p> <p>Examples of professional carers:</p> <ul style="list-style-type: none"> • GP / Doctor • Surgeon / Physician • Counsellor • Speech therapist / speech and language therapist • Physiotherapist • Occupational Therapist • Nurse • Health Visitor • Social Worker • District Nurse • Psychologist • Psychiatrist • Domiciliary / Home help / Home Care Assistant / Home Carer • Dietician • Pharmacist <p>Types of support – not a definitive list (you are looking for actions)</p> <ul style="list-style-type: none"> • Prescribe • Pain management • Listen • Give advice • Referrals, e.g. respite care • Aid understanding • Reassurance • Cognitive tests 	6 3 x 1 3 x 1	<p>Watch for repetition for support – the question asks candidates to give different examples of support and different professional carers</p> <p>If the support given is appropriate to the situation then award marks even if the professional carer is incorrect.</p> <p>If the professional carer is correct then the support must be appropriate, e.g. a counsellor would not give advice.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • organisations, e.g. NHS, Social Services • Carer / Care Worker / Care Assistant • Psychotherapy • Speech therapy • Counselling • Cleaner

Question		Answer/Indicative content	Mark	Guidance
		<ul style="list-style-type: none"> • Dietary advice • Meet personal needs • 'check ups' • Manipulation • Exercises / help to walk / help to get muscles strengthened • Home adaptations • Making assessments / check on development • Massage • Exercises to strengthen vocal cords / help to regain speech • Domestic activities, e.g. shopping / cleaning 		

Question		Answer/Indicative content	Mark	Guidance
4	(c)	<p>ONE mark for each correct response</p> <p>Sexual and intimate (For sexual and intimate – either sexual or intimate can be credited)</p> <p>Family / Father</p> <p>Friendship / Friends</p> <p>Do not accept working</p>	2 2 x 1	<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 3&4.</p>

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

 Cambridge
Assessment

