



**General Certificate of Secondary Education  
January 2012**

**Health and Social Care 48201**

**(Specification 4820)**

**Unit 1: Understanding Personal Development  
and Relationships**

**Final**

***Mark Scheme***

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**Mark Scheme**

**Question 1**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
1	a		Stan - Later adulthood/ elderly/ old age <b>not</b> pensioner/OAP 1 mark Emily - Adulthood/ adult 1 mark James- Infant / Infancy 1 mark Tara - Adolescence/ adolescent 1 mark	4	Not late adulthood allow older adulthood Not toddler Not teenager
1	b		19 /Nineteen	1	
1	c		Any three of Tara will be able to run/walk/jump/cycle/climb/swim/hop <b>better-faster –further</b> AW/ lift/ throw/ <b>better- than James</b> AW	3	Must be comparative
1	d		Ref to James becoming more independent-parental attachment weakens-friends more influential/ form relationships with extended family/ form relationships with teachers- staff at school/ make friends/develop social skills/allow example – sharing – cooperate - taking turns – manners max 4	4	No mark for social activity examples. Relationships mark needs qualifying ie – not just other people.
1	e		Ref to Tara being able to reproduce AW/ periods starting/ breasts growing- body- pubic hair developing/hips widening/body weight increasing greatly- growth spurt/ vagina increases in size. Ref. to (sex) hormones causing changes.	3	
1	f		Ref to Tara is likely to have mood swings/ caused by (sex) hormones/ become very self-conscious – lack confidence – low self-esteem -easily embarrassed AW/ be very self critical/develop her independence /develop feelings for a sexual partner. max 4	4	Allow worry about body image for self critical mark. Feeling uncomfortable not enough.
1	g		Ref to any five of Stan becoming weaker AW/ losing height/ losing weight/ less stamina/ stiffer AW/ lose hair – turns grey/ lose teeth/ eyesight weakens (not go blind)/ lose <b>some</b> hearing AW/ skin becomes transparent – bruises easily – wrinkles – “liver spots”/ organs- body systems lose efficiency or examples- lungs- breathing/ less immune/ reduced sense of taste / bones weaken – brittle bones	5	allow joints not as good – less mobility for the stiffer mark

**Question 2**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2			<p>Likely negative points may include ref to that  Grace will miss normal lessons  unable to learn from classmates  illness may affect her energy  maybe unable to concentrate  have a limited range of subjects available to her  lack specialist equipment  only getting a limited time with her tutor  limiting levels she can achieve  may be de motivated as a result  Possible positives may include ref to  Grace benefiting from 1:1 tuition c.f. a class AW- not  distracted by class mates  more opportunity to choose what areas to study  not limited to school subject areas- allow examples  may achieve more than in school by concentrating on  less subjects  may be more motivated to learn as a result</p> <p><b>Mark Ranges</b>  <b>0 marks</b> – No response worthy of credit  <b>1-2 marks</b> – Only 1-2 points made with statements  not being reasoned and often vague. Answers are  probably entirely negative, superficial, lacking  structure and may be repetitive. There will be errors  in spelling, punctuation and grammar.  <b>3-6 marks</b> – Answers cover 3 or more points with  some reasoning. For 6 marks answers must include  some positive aspect. Answers will be organised but  lack precision and there may be errors in spelling,  punctuation and grammar.  <b>7-8 marks</b> – Answers cover at least 5 points clearly  reasoned. For 8 marks must have a balance of  positive and negative points. Answers are well  structured, logical and demonstrate good spelling,  punctuation and grammar throughout.</p>	8	<p>No credit for 'can't  take GCSEs'.  Allow may fall  behind with school  work.</p>

**Question 3**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	a		Any two of: Gas bill/ Mortgage payment/Food/Rail fares to work	2	
3	b		Any two of: Taxi fares to gym/Gym membership/Mobile phone/Designer shirts/Restaurant meals	2	
3	c		Likely points may include Wayne may worry-anxious AW/may feel down - sad AW/ depressed/lose (self)-confidence/ lower his self-esteem/ as <b>emotional</b> effects/ may affect him <b>socially</b> /affecting contact with friends/ isolated if cannot afford activities with them/may affect him <b>physically</b> /affect his sleep/ eating pattern AW max 7	7	No marks for emotional or physical or social unless qualified with example. If P.I.E.S. example incorrect then X. Ignore stress/ upset/ ashamed. Allow – may feel good – sense of achievement if manages debt.

**Question 4**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4			<p>Positive points are: attractive/ 24-young/ blonde-blue eyes/has job/ boyfriend/ lots of friends/ enjoys time with friends/ shopping.</p> <p>Negative points are: did not do well at school/ struggled to get a job/ finds job boring/ does not get on with parents having argued with them about her future.</p> <p>Effects caused on Martine’s intellectual, emotional and social aspects e.g. affecting confidence, self-esteem, feel good-down-depressed, social skills, intellectual development</p> <p><b>Mark Ranges</b>  <b>0 marks</b> - No response worthy of credit e.g. simply restates the factors.  <b>1-2 marks</b> - Makes mainly vague statements dealing with individual (non -linked) factors. Lacks reasoning and nature of effect as intellectual, emotional and/or social probably not included. For 2 marks must have at least two effects. Answers superficial, lacking structure, with errors in spelling, punctuation and grammar.  <b>3-4 marks</b> - Makes 1 to 3 links between factors. Likely to identify the intellectual, emotional and/or social nature of their effects. For 4 marks is likely to include interrelationships (with P.I.E.S). Answers are organised but lack precision. There may be errors in spelling, punctuation and grammar.  <b>5-6 marks</b> - Makes 3 or more links between</p>	6	

			factors, probably identifying the intellectual, emotional and/or social nature of their effects. Links are detailed and reasoned. For 6 marks must make 1 or more links of 3 or more factors or clear counterbalance of positive and negative effects caused by linked factors. Answers are well structured and logical with good spelling, punctuation and grammar throughout. 6 marks		
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### Question 5

Question	Part	Sub Part	Marking Guidance	Mark	Comments
5	a		Friends-friendship/work-working (1) peers/ work colleagues (1)	2	
5	b		Any two of: emotional support/ social skill development/able to share/ feel good / develop self-confidence/ someone to talk to	2	

### Question 6

Question	Part	Sub Part	Marking Guidance	Mark	Comments
6	a		Ref to a person losing self esteem as they become anxious AW about a limited life span (1) lose self confidence (1) OR feel sense of satisfaction AW -feel experienced through life's achievements/ wisdom (1) feel confident (1) max 2	2	Ignore 'feels useless'
6	b		Ref to feel good (1)/ feeling – sense of achievement - proud AW (1) raising self- confidence (1) max 2	2	

### Question 7

Question	Part	Sub Part	Marking Guidance	Mark	Comments
7	a		Any two of: starting school/ starting work/ puberty/ menopause/ leaving home/marriage- having a partner/having children/ moving house	2	Not retirement
7	b		Any two of: redundancy/ divorce/ accident - victim of crime/ <b>serious</b> injury – illness/ disability/large lottery win	2	Not bereavement
7	c		Any three of: talking with him/ spending time with him/ taking him out- socialising/ listening to him/ helping with funeral arrangements/ checking that he is eating - help with meals – shopping – household tasks/ advise him	3	Comfort needs qualifying ignore finance
7	d		Any two of: neighbours/ friends/ volunteers	2	Not family (in stem of question)
7	e		Counsellor (1) could listen/talk with/advise (1) 2 marks G.P. (1) advise/treat – prescribe medicine/refer to counsellor (1) 2 marks	4	If carer is wrong, then 0 marks for help. Not doctor