



**General Certificate of Secondary Education
January 2013**

Health and Social Care

48201

(Specification 4820)

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

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Question	Part	Sub Part	Marking Guidance	Mark	Comments												
1			<p>1 mark for each correct box. If more than 1 different life stage given, disqualifies the mark.</p> <table border="1" data-bbox="562 405 1319 842"> <thead> <tr> <th data-bbox="562 405 943 445">Life stage</th> <th data-bbox="943 405 1319 445">Age Range (years)</th> </tr> </thead> <tbody> <tr> <td data-bbox="562 445 943 517">Infancy/infant (1) Not toddler</td> <td data-bbox="943 445 1319 517"></td> </tr> <tr> <td data-bbox="562 517 943 588">Childhood/children/child (1)</td> <td data-bbox="943 517 1319 588"></td> </tr> <tr> <td data-bbox="562 588 943 660"></td> <td data-bbox="943 588 1319 660">11-18 (1) both needed for mark</td> </tr> <tr> <td data-bbox="562 660 943 740"></td> <td data-bbox="943 660 1319 740">19-65 (1) both needed for mark</td> </tr> <tr> <td data-bbox="562 740 943 842">Later adulthood/elderly (1) Not OAP/Pensioner/Late adulthood</td> <td data-bbox="943 740 1319 842"></td> </tr> </tbody> </table> <p style="text-align: right;">max 5</p>	Life stage	Age Range (years)	Infancy/infant (1) Not toddler		Childhood/children/child (1)			11-18 (1) both needed for mark		19-65 (1) both needed for mark	Later adulthood/elderly (1) Not OAP/Pensioner/Late adulthood		5	
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2	a		<p>Ref to Nikki being able to:</p> <ul style="list-style-type: none"> • walk with help-cruise/walk without help (1) • crawl <u>upstairs</u> (1) • climb (1) • run (1) • kick a ball (1) • stand on one foot (1) • ride a tricycle- scooter (1) NOT ride a bicycle Allow ride bicycle with stabilisers • hop (1) • dance (1) • Allow throwing (1) • Jump (1) <p style="text-align: right;">max 3</p>	3	Ignore skipping												

2	b	<p>Ref to Nikki being able to:</p> <ul style="list-style-type: none"> • develop the pincer grip AW-pick up <u>small</u> objects/ or example (1) Not palmar grip • turn pages of a book/ doorknob (1) • eat with a spoon/ fork/ cutlery (1) NOT use a knife • build up to a six block tower/ use Duplo (1) • brush her teeth (1) NOT dress herself/ fasten buttons/shoelaces • pass objects hand to hand (1) • thread beads (1) • unwrap small objects (1) • clap (1) • use children scissors (1) • hold pen- crayon/draw/scribble/paint (1) Not colour in <p style="text-align: right;">max3</p>	3	
3	a	<p>Ref to:</p> <ul style="list-style-type: none"> • Chris likely to develop friendships (1) • develop social skills (1) • examples – sharing - taking turns (1) • form relationships with extended family – teachers-examples of other adults/enlarge social circle (1) • weaken his attachment to parents AW / growing independence(1) <p style="text-align: right;">max 3</p>	3	<p>Ignore social activities Ignore meet new people unless qualified</p>
3	b	<p>Ref to:</p> <ul style="list-style-type: none"> • Chris likely to have more control of his emotions/ less tantrums (1) • develop more independence (1) • further develop self-concept/ self-esteem (1) • develop empathy AW- allow example (1) • develop self-confidence (1) • experience more emotions or example (1) <p style="text-align: right;">max 3</p>	3	

4		<p>Ref to:</p> <ul style="list-style-type: none"> • Malik will lose the stimulation of work • and his short term memory is likely to deteriorate • but his long term memory may remain unaffected • he may become slower at problem solving • especially for problems he has not previously encountered AW • he will rely on wisdom- life experiences AW to problem solve more than thinking of new solutions • changes caused by deterioration of nervous tissue-in brain • he will however gain more wisdom – experience • his concentration span may shorten • his decline in ability may be slowed if he exercises his mind in retirement • may learn new skills • maintain long established skills <p>credit evaluation points such as – lifestyle may have an effect, all individuals differ</p> <p>Mark Ranges</p> <p>0 marks No response worthy of credit.</p> <p>1-2 marks Only 1-4 points made with statements of the changes not being reasoned and often vague. Answers are superficial, lacking structure and may be repetitive. There will be errors in spelling, punctuation and grammar.</p> <p>3-6 marks Answers cover 5-8 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.</p> <p>7-8 marks Answers cover at least 9 points clearly reasoned. For 8 marks must include how effects are being caused as well as a positive aspect. Answers are well structured, logical and demonstrate good spelling, punctuation and grammar throughout.</p>	8	
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5		<p>Ref to Lynn:</p> <ul style="list-style-type: none"> • will no longer menstruate AW (1) • due to less (sex) hormones produced AW(1) • no longer able to have children/ no longer produce eggs/ become infertile (1) • may have hot flushes – night sweats AW • may have increased risk of osteoporosis AW (1) • as physical effects (1) <p style="text-align: right;">max 4</p>	4	
6	a	<p>Any two of:</p> <ul style="list-style-type: none"> • Electricity bill (1) • Rent (1) • Bus fares to work (1) • Food (1) • Clothes for work (1) <p style="text-align: right;">max 2</p>	2	
6	b	<p>Any two of:</p> <ul style="list-style-type: none"> • Sports club membership (1) • Mobile phone bill (1) • Cinema tickets (1) <p style="text-align: right;">max 2</p>	2	
6	c	<p>Likely points may include :</p> <ul style="list-style-type: none"> • Jade may be concerned AW (1) • making her feel down AW or depressed or ashamed (1) • lowering her self-confidence/making insecure (1) • lower her self-esteem (1) • as emotional effects (1) • may lose some contact with friends (if cannot afford activities with them) (1) • so affecting her socially (1) • may affect her sleep (1) • disturb her eating pattern AW (1) • as physical effects (1) <p>Allow reasoned positive points as opposites of the above e.g.</p> <ul style="list-style-type: none"> • feel good AW can cope (1) as emotional effect (1) <p style="text-align: right;">max 8</p>	8	<p>Ignore stress, isolated, lonely.</p> <p>P.E.S. marks only when qualified.</p>

7		<p>Ref to positive factors:</p> <ul style="list-style-type: none"> • Mick is happily married to Safah/lives in a large semi-detached house • works as a health visitor • enjoys racing pigeons <p>negative factors:</p> <ul style="list-style-type: none"> • Mick lives in a noisy area • does not eat a balanced diet • little time for exercise • worried about health • family history of heart disease. <p>Mark Ranges</p> <p>0 marks No response worthy of credit e.g. simply restates the factors.</p> <p>1-3 marks Makes mainly vague statements dealing with individual (non- linked) factors. Lacks reasoning and nature of effect as physical, intellectual, emotional and/or social probably not included. For 3 marks must have at least one link and effect. Answers superficial, lacking structure, with errors in spelling, punctuation and grammar.</p> <p>4-6 marks Makes 2 or 3 links between factors. Likely to identify the physical, intellectual, emotional and/or social nature of their effects. For 6 marks must include one interrelationship of 3 or more factors. Answers are organised but lack precision. There may be errors in spelling, punctuation and grammar.</p> <p>7-9 marks Makes 4 or more links between factors, identifying the physical, intellectual, emotional and/or social nature of their effects. Links are detailed and reasoned. For 9 marks must make 2 or more links of 3 or more factors or clear counterbalance of positive and negative effects caused by factors. Answers are well structured and logical with good spelling, punctuation and grammar throughout.</p>	9	
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8	a	Working/work (1)	1													
8	b	Friends/friendship (1)	1													
8	c	Family (1)	1													
8	d	<p>Ref to Dania and Earl:</p> <ul style="list-style-type: none"> • may feel upset or angry or unhappy (1) • making them feel down – depressed- sad (1) • may become anxious – worried (1) • lose self-confidence (1) • may affect their relationships with others (1) • quality of work affected/ unable to concentrate (1) <p style="text-align: right;">max 3</p>	3	<p>Not can't work together unless qualified e.g. last bullet</p> <p>Ignore stress</p>												
9		<p>mark for each of the 2 factors identified plus 1 mark for the correct explanation of the possible effect of each of the 2 factors identified</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Factor</th> <th style="text-align: left;">Effect</th> </tr> </thead> <tbody> <tr> <td>Mature (1)</td> <td>feel respected / gain (self) confidence/feel good (1)</td> </tr> <tr> <td>20 year old (1)</td> <td>have (self) confidence as life ahead/ lack confidence as young AW(1)</td> </tr> <tr> <td>Male (1)</td> <td>if feel good about expected gender role raising (self) confidence OR if not comfortable with expected gender role lower (self) confidence (1)</td> </tr> <tr> <td>abused as a child (1)</td> <td>feel down/sad/depressed/upset/angry/guilty-ashamed AW / lowering (self) confidence- makes insecure (1)</td> </tr> <tr> <td style="text-align: right;">max 2</td> <td style="text-align: right;">max 2</td> </tr> </tbody> </table> <p style="text-align: right;">2+2 max 4</p>	Factor	Effect	Mature (1)	feel respected / gain (self) confidence/feel good (1)	20 year old (1)	have (self) confidence as life ahead/ lack confidence as young AW(1)	Male (1)	if feel good about expected gender role raising (self) confidence OR if not comfortable with expected gender role lower (self) confidence (1)	abused as a child (1)	feel down/sad/depressed/upset/angry/guilty-ashamed AW / lowering (self) confidence- makes insecure (1)	max 2	max 2	4	
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10		<p>Any 3 of:</p> <ul style="list-style-type: none"> • puberty (1) • retirement (1) • moving house (1) • starting work (1) <p style="text-align: right;">max 3</p>	3																			
11	a	<p>1 mark for each of the 2 professional carers given plus 1 mark for each way the 2 carers given could help.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Professional carer</th> <th style="width: 50%; text-align: left;">Could help by</th> </tr> </thead> <tbody> <tr> <td>Social worker (1)</td> <td>assess Roxanne's needs (1) arrange support (1)</td> </tr> <tr> <td>Home care assistant/Care assistant/ Home Carer (1)</td> <td>help Roxanne get up- go to bed (1) dress (1) go to toilet (1)</td> </tr> <tr> <td>Occupational Therapist (1)</td> <td>provide aids/adaptations (1)</td> </tr> <tr> <td>GP (1) Not Doctor</td> <td>provide medication (1) advice (1) refer Roxanne to other services (1)</td> </tr> <tr> <td>Community/ District Nurse (1)</td> <td>Routine checks AW (1)</td> </tr> <tr> <td>Physiotherapist (1)</td> <td>mobility exercises (1)</td> </tr> <tr> <td style="text-align: right;">max 2</td> <td style="text-align: right;">max 2</td> </tr> <tr> <td colspan="2" style="text-align: right;">2+2 max 4</td> </tr> </tbody> </table>	Professional carer	Could help by	Social worker (1)	assess Roxanne's needs (1) arrange support (1)	Home care assistant/Care assistant/ Home Carer (1)	help Roxanne get up- go to bed (1) dress (1) go to toilet (1)	Occupational Therapist (1)	provide aids/adaptations (1)	GP (1) Not Doctor	provide medication (1) advice (1) refer Roxanne to other services (1)	Community/ District Nurse (1)	Routine checks AW (1)	Physiotherapist (1)	mobility exercises (1)	max 2	max 2	2+2 max 4		4	If carer not correctly identified, no help mark possible.
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11	b	<p>1 mark for any one of:</p> <ul style="list-style-type: none"> • friends (1) • volunteers (1) • neighbours (1) • family (1) <p>plus any 2 of:</p> <ul style="list-style-type: none"> • taking Roxanne out (1) • going shopping for Roxanne (1) • cooking – preparing meals (1) • gardening for her (1) • spending time with her/ talking with her (1) • cleaning her house (1) • doing her washing (1) • checking up on her (1) <p style="text-align: right;">max 3</p>	3	Not being there, advising her or comforting her, or emotional support or help with everyday living tasks as in question stem.																		

