



**General Certificate of Secondary Education
June 2012**

Health and Social Care

48201

(Specification 4820)

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

Final

Mark Scheme

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Question 1

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|--|------|---|
| 1 | | | 0-3 years both needed 1 mark Childhood/child/ children 1 mark Adolescence/ adolescent NOT teenager 1 mark Adulthood/adult 1 mark 65+ AW 1 mark | 5 | Allow: zero/nought to three Allow: over sixty five |

Question 2

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|--|------|--|
| 2 | a | | Ref to Louis handling skills improving-become more precise AW draw in more detail thread –use needles to sew colour in more accurately hand writing develops tie shoelaces/tie knots manage buttons-zips play instruments- piano- guitar | 3 | Not: fine motor skills develop Ignore feeding Max 3 |
| 2 | b | | Ref to Louis speech will develop- vocabulary increases AW writing- spelling skills develop – learn alphabet reading skills develop numeracy skills improve/or example - addition memory develops problem solving skills/thinking logically develops/work out equations concentration span increases sense of right and wrong develops Allow – may learn a foreign language | 6 | Max 6 Not just solve Maths questions needs idea of complex or harder questions Ignore learn about other subjects or examples |

Question 3

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|--|------|---|
| 3 | a | | Ref to Marie maintaining her social skills/being supported/able to share with friends / prevents loneliness - isolation | 3 | Ignore ref. to emotional Ignore – talk about problems. Max 3 |
| 3 | b | | Ref to Marie may maintain her emotional stability but may lose some self-confidence/ lose independence and lose some self-esteem AW due to physical/intellectual decline/social changes or e.g. (bereavement) – [reason mark] she may become more anxious AW/ vulnerable | 4 | Allow positive argument for each point eg. despite physical change may maintain self-esteem (2) Allow idea of great life experience/wisdom. Max 4 |

Question 4

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|--|------|--|
| 4 | | | <p>Likely positive points may include: Warren will benefit from regular exercise <u>physically</u> (must be qualified correctly) become fitter AW gain strength improve his stamina improve his flexibility raised confidence/self-esteem/self-concept/feel good</p> <p>Likely negative points may include: not eating enough food will make Warren lack energy/tired/fatigue lose weight due to exercise lacking vitamins-minerals may affect his health (Vit A) his eyesight- night vision may deteriorate (Vit C) his bones-teeth weaken (Iron) - his red blood cells- oxygen supply reduced (Calcium) his bones and teeth weaken</p> <p>Mark Ranges 0 marks - No response worthy of credit 1-2 marks - Only 1-3 points made, not reasoned or detailed and mainly negative in effect. Answers tend to be vague and superficial. There will be errors in spelling, punctuation and grammar. 3-4 marks - Makes 3 or more points with some reasoning of how the effect(s) are caused. For 4 marks must make reference to the combination effect of regular exercise and under eating. Answers are organised but lack precision. There may be errors in spelling, punctuation and grammar. 5-6 marks - Answers cover at least five points, all reasoned logically showing understanding of the positive and negative factors and how they have an effect. For 6 marks must include physiological points of explanation e.g. energy release, vitamin –mineral effects.</p> | 6 | <p>Ignore ref. to anorexia/eating disorders/illness No credit for just naming vitamin or mineral. If named must be correct effect for that vitamin/mineral.</p> <p>Max 6</p> <p>Answers unbalanced – one sided.</p> <p>Some balance but maybe more detail on one side.</p> <p>Balanced answers.</p> |

Question 5

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|-----------------|-------------|-----------------|--|-------------|---|
| 5 | a | | Any two of; mortgage/ electricity bill/ food/ new clothes for work. | 2 | Not: house. Allow new clothes/clothes |
| 5 | b | | Any two of: TV license/ tennis club membership/car insurance/new clothes for work. | 2 | Not: house. Allow new clothes/clothes |
| 5 | c | | Ref to Ali having the money to afford to pay for private health and social care either by paying directly or buying insurance (both needed for mark) as well as his rights to state funded/NHS services so may not need to wait for any treatment he may need. | 3 | Ignore references to quality of care Max 3 |

Question 6

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|---|------|---|
| 6 | | | <p>Positive points are: lives in large terraced house/ has friends/likes going t dancing lessons/ enjoys shopping for new clothes</p> <p>Negative points are: lives in noisy part of town/ argues with friends over cooking and cleaning/ worried about her health/ often ill with coughs and colds</p> <p>Effects caused on Gemma’s emotional health and well-being/ affecting her confidence/ feeling good or down or even depressed/ raising-maintaining-lowering her self-esteem</p> <p>Mark Ranges 0 marks - No response worthy of credit e.g. simply restates the factors. 1-2 marks - Makes mainly vague statements dealing with individual (non -linked) factors. Lacks reasoning and effects as emotional probably not included. For 2 marks must have at least one link and effect. Answers superficial, lacking structure, with errors in spelling, punctuation and grammar. 3-4 marks - Makes 2 or 3 links between factors. Likely to identify emotional nature of the effects. For 4 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. 5-6 marks - Makes 4 or more links between factors, identifying the emotional nature of the effects. Links are detailed and reasoned. For 6 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> | 6 | <p>Must link to self-esteem to gain any credit i.e. not just describe effects in general or link factors. Max 6</p> |

Question 7

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|--|------|---|
| 7 | a | | Ref to neglect as lack of care/ attention AW (1) plus one of: lack of food- comfort AW- social interaction- lack of cleanliness (1) | 2 | Ignore: no bonding/attachment effects. Ignore abuse. |
| 7 | b | | Ref to Paul is likely to be affected emotionally / reducing his self-concept lowering self-confidence / may feel 'guilty' / feel anxious – stressed AW /anger-frustration-upset-down-low-sad-depressed affecting him socially / he may be withdrawn-lonely / lack social skills / find it hard to make friends - trust - play with others/ may affect him intellectually / may not do well at school <u>Physically</u> / not enough food for growth / catch diseases (not clean) | 6 | P.I.E.S must be qualified correctly. Ignore abuse. Allow: seeks <u>a lot</u> of attention. Ignore term 'abuse'. Max 6 |

Question 8

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|--|------|----------|
| 8 | a | | Isla and Harrison OR Keira and Joan both names needed in either case | 1 | |
| 8 | b | | Isla and Keira | 1 | |
| 8 | c | | Keira and Ellie | 1 | |
| 8 | d | | Isla and Harrison | 1 | |

Question 9

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|--|------|----------|
| 9 | a | | Ref to feeling respected-trusted-responsible AW (1) raising self-confidence (1) | 2 | |
| 9 | b | | Ref to feeling down-depressed about gender role (1) lowering self-confidence (1) | 2 | |
| 9 | c | | Ref to looking forward to life/ life opportunities AW (1) raising self-confidence (1) OR feeling inexperienced AW (1) lowering self- confidence (1) | 2 | |

Question 10

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|--|------|----------|
| 10 | | | Any four of: accident/ redundancy/ bereavement/promotion at work/ serious illness. | 4 | Max 4 |

Question 11

| Question | Part | Sub Part | Marking Guidance | Mark | Comments |
|----------|------|----------|---|------|---|
| 11 | a | | <p>Professional carers- teachers/ learning mentors/ teaching-classroom assistants AW/councillor. Mark first response for each role.</p> <p>Could help by- monitoring Marc/ advising- guiding him/ helping him with work AW/ talking with him/ praise him-encourage-motivate . No mark if repeat how -</p> | 4 | <p>Must be clearly different roles eg. Classroom assistant and learning support same role. Not SEN roles. Max 2</p> <p>Must identify correct carer to access help marks. Do not accept vague response eg. support, watch out for him. Max 2</p> |
| 11 | b | | <p>Non- professional carers- family/friends/voluntary workers/neighbours.</p> <p>Could help by – talking with/listening to/advising/helping problem solve/supporting learning AW/ praise him-encourage-motivate. Allow (friend) keep him company.</p> | 4 | <p>Not Childline/Samaritans. Must identify correct carer to access help marks. Max 2</p> <p>Do not accept vague response eg. support, watch out for him, cheer him up. Max 2</p> |