



**General Certificate of Secondary Education
June 2011**

Health and Social Care

48201

(Specification 4820)

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

Final

Mark Scheme

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On this mark scheme, a (1) indicates a marking point; a / (slash) indicates points worthy of a mark; a dash – indicates alternatives within a marking point.

Question 1

Question	Part	Sub Part	Marking Guidance	Mark	Comments
1	a	i	Infancy/infant NOT toddler	1	
1	a	ii	Adolescence/adolescent NOT teenager	1	
1	a	iii	19/nineteen	1	
1	b	i	Ref to Carly will have developed the ability to walk/run/stand on one foot/ride tricycle - scooter/throw (a ball)/climb (stairs)/kick a ball/hop/sit up /cruise/crawl/dance/jump max 3	3	Not skip/ride bicycle/lift head Allow early movement of gross skill of roll over
1	b	ii	Ref to Carly will have developed the ability to/use a palmar grip – hold bottle/use pincer grip – hold a pen-pencil/paint-draw-scribble/turn pages/build a six block tower/thread beads/unwrap small objects/push levers/twist dials/pass objects hand-to-hand/point/clap/pick up small object – ball/eat with spoon – fork/catch a ball/brush teeth/drop objects purposely max 3	3	Not eat with knife and fork/feed herself/dress/fasten buttons

Question 2

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	a		Any 4 of: Matt will have erections/produce sperm/have wet dreams/have larger testes/genitals – penis/grow pubic – facial – underarm hair/voice 'breaks'/growth ' spurt ' AW/shoulders widen/more hormones - testosterone	4	N.B. Mark first answer against each number Not spots/increased sweating AW

2	b	<p>Likely points will include: Matt's affected intellectually/reduced learning – understanding – skill development/not achieving qualifications he could have got/affecting career opportunities/affecting him socially/not interacting with peers – teachers/affecting him emotionally/may feel lonely – isolated/may lose social skills/may lose confidence/but – may gain some knowledge from television programmes/may benefit from not being influenced by peers.</p> <p>Mark Ranges 0 No response worthy of credit</p> <p>1-3 marks Covers 1-5 points but vague and possibly repetitive, probably restricted to intellectual aspects. Generally superficial answers lacking structure with errors in spelling, punctuation and grammar.</p> <p>4-5 marks Covers 6 or more effects including either social and/or emotional as well as the more obvious intellectual effects. Answers are organised but lack precision. There will be some use of appropriate terminology but there may be errors in spelling, punctuation and grammar.</p> <p>6-7 marks Answers cover at least 9 points in detail, including the possible positive benefit of television. Answers are well structured and logical with good use of appropriate terminology, spelling, punctuation and grammar.</p>	7	
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Question 3

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3			Ref to Paula will feel good AW (1) sense of achievement AW (1) as she has choices (1) gives her confidence (1) raised self-esteem (1) knows she can have quick access to healthcare (1) giving her peace of mind – no worries (1) as emotional effects (1) max 5	5	Ignore examples of activities, e.g. can go out more. Ignore negative effects Not get better – best treatment

Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4			<p>Positive points: regular exercise/has a job as a salesman/eats a balanced diet/enjoys restoring old motorbikes. Negative points: has few friends/would like a girlfriend/works long hours/worried about losing his job. Lives alone as either positive or negative.</p> <p>Mark Ranges</p> <p>0 marks No response worthy of credit.</p> <p>1-3 marks Answers make mainly non interrelated statements of the individual factors and effects. Effects not detailed or reasoned and unlikely to identify the physical, intellectual, emotional and/or social nature of the effects. For 3 marks must include at least one link and subsequent effect. Answers are superficial, lack structure and may be repetitive. There will be errors in spelling, punctuation and grammar.</p> <p>4-6 marks Answers include two or three links between factors. Likely to identify physical, intellectual, emotional and/or social nature and may give some detail about how the effects are caused. For 6 marks must include one interrelationship of three or more factors. Answers are organised but lack precision and there may be errors in spelling, punctuation and grammar. There will be some use of appropriate terminology.</p> <p>7-9 marks Answers link the majority of the factors in different ways. Effects and how they are caused are in good detail including their physical, intellectual, emotional and/or social nature. For 9 marks must include two or more links of 3 or more factors and causal degree of effects or counterbalance of positive and negative factors.</p>	9	

Question 5

Question	Part	Sub Part	Marking Guidance	Mark	Comments
5	a		Working (relationship) (1) teacher – form tutor and pupils-students (1)	2	Ignore repeats of question stem information
5	b		Friendship (relationship) (1) peers (1)	2	Ignore repeats of question stem information
5	c		Family relationship (1) Parents – husband and wife and child - son (1)	2	Ignore repeats of question stem information
5	d		Ref to Shona and Diane being upset or angry/feel down – sad – unhappy - depressed/may become anxious – worried/lose self-confidence/affect their relationships (with others)/not want to go to school – may not do well at school AW max 3	3	

Question 6

Question	Part	Sub Part	Marking Guidance	Mark	Comments
6	a		Ref to: sense of pride – achievement (1) raising (self)-confidence (1)	2	No mark for self-concept – esteem goes up
6	b		Ref to feel happy - good (about expected gender role) (1) raising (self)-confidence (1)	2	No mark for self-concept – esteem goes up
6	c		Ref to: not feeling respected AW (1) lowering (self)-confidence (1)	2	No mark for self-concept – esteem goes up

Question 7

Question	Part	Sub Part	Marking Guidance	Mark	Comments
7			Ref to Lucy likely to be affected emotionally (1) reducing self-concept (1) lowering self-confidence (1) may feel 'guilty' (1) feel anxious – scared AW (1) affect her socially (1) may be withdrawn - isolated – lonely – unloved (1) lack social skills (1) find it hard to make friends (1) affect her intellectually (1) may not do well at school - not want to go – miss lessons (1) Affect her physically (1) damaged – hurt – pain – bruised (1) dirty – unhygienic AW – underweight (1) max 8	8	NB Lonely can qualify emotional of social effect – but allow once only. NB Must say how affected, not just is affected, e.g. confidence lost = 1, confidence affected = 0

Question 8

Question	Part	Sub Part	Marking Guidance	Mark	Comments
8			Any 2 of: starting - leaving school/starting work/moving house/getting married – finding a partner/having children/retirement/menopause	2	Not puberty

Question 9

Question	Part	Sub Part	Marking Guidance	Mark	Comments
9			Any 2 of: redundancy/divorce/ serious illness/being disabled/death of relative – other person/ bereavement/miscarriage/ large lottery win	2	Not accident/just death/victim of crime/expelled AW

Question 10

Question	Part	Sub Part	Marking Guidance	Mark	Comments
10	a		The G.P. could help Brian by – diagnose/prescribing medication/given advice/referring Brian to other services max 2	2	Not just give treatment/check ups
10	b		Any two with linked help: Community Nurse AW (1) – monitoring Brian/treating him (1) Physiotherapist (1) – mobility exercises (1) Occupational Therapist (1) – aids/adaptations/advice (1) Home Care Assistant (1) practical help in home AW or example max 2 + 2	4	Allow health visitor (1) for Community Nurse Not just 'nurse'/doctor – GP/chemist/councillor If 'cover' mark not gained, then do not award 'help' mark
10	c		Friends/Volunteers/Neighbours max 1 Plus Any 2 of: shopping for Brian/Cooking – preparing meals/gardening for him/spending time with him – talking with him/cleaning his house/doing his washing/taking him out max 2	3	Not family members Not advice/make laugh