



**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<br>Emily - Adulthood/ adult<br>James- Infant / Infancy<br>Tara - Adolescence/ adolescent   | 1 mark<br>1 mark<br>1 mark<br>1 mark | 4<br>Not late adulthood<br>allow older adulthood<br>Not toddler<br>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<br>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.<br>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<br/> Grace will miss normal lessons<br/> unable to learn from classmates<br/> illness may affect her energy<br/> maybe unable to concentrate<br/> have a limited range of subjects available to her<br/> lack specialist equipment<br/> only getting a limited time with her tutor<br/> limiting levels she can achieve<br/> may be de motivated as a result<br/> Possible positives may include ref to<br/> Grace benefiting from 1:1 tuition c.f. a class AW- not<br/> distracted by class mates<br/> more opportunity to choose what areas to study<br/> not limited to school subject areas- allow examples<br/> may achieve more than in school by concentrating on<br/> less subjects<br/> may be more motivated to learn as a result</p> <p><b>Mark Ranges</b><br/> <b>0 marks</b> – No response worthy of credit<br/> <b>1-2 marks</b> – Only 1-2 points made with statements<br/> not being reasoned and often vague. Answers are<br/> probably entirely negative, superficial, lacking<br/> structure and may be repetitive. There will be errors<br/> in spelling, punctuation and grammar.<br/> <b>3-6 marks</b> – Answers cover 3 or more points with<br/> some reasoning. For 6 marks answers must include<br/> some positive aspect. Answers will be organised but<br/> lack precision and there may be errors in spelling,<br/> punctuation and grammar.<br/> <b>7-8 marks</b> – Answers cover at least 5 points clearly<br/> reasoned. For 8 marks must have a balance of<br/> positive and negative points. Answers are well<br/> structured, logical and demonstrate good spelling,<br/> punctuation and grammar throughout.</p> | 8    | <p>No credit for 'can't<br/> take GCSEs'.<br/> Allow may fall<br/> behind with school<br/> 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<br>max 7 | 7    | No marks for emotional or physical or social unless qualified with example. If P.I.E.S. example incorrect then X.<br>Ignore stress/ upset/ ashamed.<br>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><br/> <b>0 marks</b> - No response worthy of credit e.g. simply restates the factors.<br/> <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.<br/> <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.<br/> <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 |  |  |
|--|--|--|---|--|--|

### 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<br>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 |