

Health and Social Care (Double Award)

General Certificate of Secondary Education **4871**

Understanding Personal Development and Relationships

Mark Scheme for June 2010

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Question	Expected Answer	Mark	Total	Rationale
1(a)	<p>One mark for each correct answer for physical characteristics for an older adult. Two required.</p> <p>One mark for each correct social characteristic for an older adult. Two required.</p> <p>Physical characteristics</p> <ul style="list-style-type: none"> • grey hair • hair loss • wrinkles • loss of height/ 3 inches approx loss of height/ shrinking • lack of mobility/ difficulty in walking/ slower in movement • poor eye sight/ blind • difficulty hearing/ deaf • difficulty in having sexual relationships • may have difficulty going upstairs • joints may seize up. Joints may be stiff • may put on more weight • muscles weaker • bones more brittle/ osteoporosis • taste/ smell deteriorated • skin has less elasticity/ skin loose. <p>Social characteristics</p> <ul style="list-style-type: none"> • may not go out so much • social life may be affected because of a lack of mobility • may go out more as they are not working • fewer friends • friend may have died • partner may have died • may have made more friends • may not join in leisure activities • may join in more leisure activities • may become isolated/ may prefer their own company 	<p>2x1</p> <p>2x1</p>	[4]	<p>For the physical characteristics for an older adult 1 mark is awarded for each correct answer. Two are required.</p> <p>For the social characteristics for an older adult 1 mark is awarded for each correct answer. Two are required.</p> <p>Answers must be specific for an older adult.</p> <p>Intellectual and emotional characteristics are not acceptable.</p> <p>Note: The command word in the question is, 'give', therefore, a phrase or a one word answer is acceptable.</p> <p>Any answer that reflects a physical characteristic or a social characteristic is acceptable.</p>
1(a)				

Question	Expected Answer	Mark	Total	Rationale
Contd.	<ul style="list-style-type: none"> • may not see the family as much • may see family more/ may have a closer relationship with the family • may be more dependent on family • may be lonely • may have grandchildren • go out on day trips • may meet new friend/ may make friends at day centre/ residential home. 			
1(b)	<p>One mark for each correct life stage. Four required. One mark for each correct age range. Four required.</p> <ul style="list-style-type: none"> • adolescent/ adolescence 11-18 years • infant/ infancy 0-3 years • child/ children/ childhood 4-10 years • adult/ adulthood 19+ or 19-65 years. 	4x1 4x1	[8]	<p>One mark can be allocated for each correct life stage.</p> <p>The term 'baby' is not acceptable for infant/ infancy.</p> <p>The term 'teenager' is not acceptable for adolescent/ adolescence.</p> <p>One mark can be allocated for each correct age span.</p> <p>If the answers have been entered in the wrong columns eg life stage has been entered in age span and visa versa, all answers are incorrect.</p> <p>Note: allow one year either side of the age range given eg adolescent: 10 – 19. It should be noted that both beginning and end of the age span can be one year outside the range.</p>
1(c)	One mark for each way a parent could encourage intellectual development	3x1	[3]	The command word is ' describe ' and

Question	Expected Answer	Mark	Total	Rationale
	<p>in a child who is two years old. Three required.</p> <ul style="list-style-type: none"> • reading stories to help them to be creative/ stimulate the mind • singing to help with words/ vocabulary • playing games to widen their knowledge (interest them) • doing puzzles (to help them think) • making things/ painting (to help them be creative) • talking to the child (to widen their vocabulary) • listening to the child (to help them express their thoughts/ feelings) • showing them pictures and talking about them (to stimulate the mind) • taking them to mix with other children/ letting them attend playgroup (to help them learn new words/ learn to share) • encouraging them to ask questions (to help them to see from different perspectives/ stimulate the mind) • taking them to see interesting places eg farm, zoo • using/ playing with educational toys/ games/ flash cards • counting to help them learn numbers. 			<p>therefore a complete sentence or phrase is required.</p> <p>The candidate is not asked to 'explain' therefore, the part of the answer given within the bracket does not have to be present in the response. It is the way that must be given eg reading stories or talking to the child.</p> <p>One mark is given for each correct way eg reading, puzzles.</p> <p>Note: any reasonable answer accepted that is 'intellectual' and appropriate for the age of two years.</p>
Total [15]				

Question	Expected Answer	Mark	Total	Rationale
2(a)	<p>Two marks for a full explanation of the term peer pressure.</p> <ul style="list-style-type: none"> strain or stress you feel from school mates/ friends/ mates to behave/ look in a certain way to act in a certain way/ as or similar to peers/ to be accepted /people you spend time with to think in the same way as friends/ school mates in order to be accepted/ to impress them. 	2x1	[2]	<p>Any combination of answers accepted, but for 2 marks:</p> <p>a) subject and b) a reason must be given.</p> <p>Example: stress from school friends (subject) because they expect you to behave like them (reason).</p> <p>One mark can be given for a part answer. eg stress from school friends.</p>
2(b)	<p>Two marks for each correct full explanation. THREE required.</p> <ul style="list-style-type: none"> Ali is not accepting the advice given by his parents so he could feel guilty Ali is making his own decisions and so feels more independent/ powerful Ali is not listening to his parents and may feel that he knows better Ali is taking sides/ agreeing with his friends and may think this is being more grown-up Ali is being independent and making his own choices Arguments could developed between Ali and his parents and he may feel unloved/ unwanted unhappy/ miserable/ anxious/ sad/ stressed relationship with parents/ friends may suffer so he may feel unhappy/ stressed/ not wanted Ali is probably angry with his parents for interfering with his plans/ decisions/ not respecting his decisions Ali is not showing any respect for his parents by going against their advice so may feel let down/ not understood/ unloved Ali could be confused because his friends are making suggestions and his parents are making others 	3x2	[6]	<p>The question asks for the emotional effects on Ali if he does not comply with his parents.</p> <p>It should be noted that the command word is 'explain', therefore, the full two marks are awarded if there is a subject and an effect on development eg</p> <p>Ali is making his own decisions (subject) so he feels more independent (effect).</p> <p>'Subjects' or the 'effect' can be come first in the response.</p> <p>The 'effects' can be interchanged.</p> <p>Note: a sub-max of three if only a part of answers is given eg Arguments could develop between Ali and his parents (1 mark).</p>

Question	Expected Answer	Mark	Total	Rationale
2(b) Contd.	<ul style="list-style-type: none"> • Ali may have a low self esteem because he is not getting on with his parents/ not getting on well at school • Ali may be sad as he feels his parents do not understand him • Ali may feel insecure because he feels he is afraid to ask his parents/ friends for advice • Ali may not feel valued because his parents are telling him what to do/ making him do what they want • Ali may find it hard to get along with his parents and could be unhappy/ sad/ feel unloved/ unwanted/ stressed • Ali may become angry with his parents and ignore them/ dislike them/ feel they do not understand • the situation could cause conflict between himself and his family and this may cause a bad atmosphere • Ali may feel happy as he is spending more time with his friends • Ali could be pressured into doing things he does not want to do so that he can get back at his parents • Ali may become depressed/ anxious/ worry because his grades are lower/ down • Ali may take his anger out on other people and his relationships may break up. 			Candidates may not use exactly the same words as given in the mark scheme, but if they mean the same a mark can be awarded.
2(c)	<p>One mark for the correct response to the life event. Two marks for the reason 'why'.</p> <p>Life Event - Unexpected</p> <p>Reason Why</p> <ul style="list-style-type: none"> • he had not previously been suffering from an illness • there was no warning that an accident was likely to happen • the accident had not been predicted to happen/ not planned • the car could have been speeding/ going too fast • Ali's friend could have stepped off the pavement/ been walking in the road • Ali's friend did not see the car • Ali could feel shocked by the accident as he did not expect it • Dying at a young age is not likely to happen. 	1x1 2x1	[3]	<p>Only the 'unexpected' life event can be accepted.</p> <p>For two marks, for the reason why the life event was unexpected, there should be two parts to the answer, eg subject: there was no warning of the accident Reason: as the car was going too fast.</p> <p>For a part answer 1 mark can be awarded. Accept two reasons</p> <p>eg 'he is still young and you don't expect it to happen to someone you know'</p>

Question	Expected Answer	Mark	Total	Rationale
2(d)	<p>Two marks for a full explanation of the likely emotional affects on Ali because of the death of his friend. TWO required.</p> <ul style="list-style-type: none"> • <i>Ali could feel guilty because he had not acted quickly enough to save his friend</i> • <i>Ali could be sad upset as he now has no one to share things with</i> • <i>Ali could become withdrawn/ isolated because he has no one to share things with/ to talk to</i> • <i>Ali could feel angry because the driver was going too fast</i> • <i>Ali could feel angry/ guilty/ because he and his friends were not paying enough attention to crossing the road</i> • <i>Ali could feel depressed/ afraid/ scared/ lack confidence because he has lost his friend/ his friend had died</i> • <i>could have a low self esteem because he could not help his friend</i> • <i>Ali could become lonely and this could make him ill</i> • <i>Ali could become rebellious/ angry towards other people/ towards life because of the accident</i> • <i>Ali could feel depressed/ lonely/ shocked/ stressed/ isolated and become closed of to other people/ not wanting to mix with other people</i> • <i>Ali could feel upset/ sad/unable to cope and want some support/ help</i> • <i>Ali could be relieved/ thankful that he was not in the car.</i> 	2x2	[4]	<p>The command word is 'explain' consequently there must be:</p> <p>a) an 'effect': Ali could feel guilty b) the reason why: because he did not act quickly enough/ the car was going too fast. (The 'effect' and the 'reason' can be in reverse order).</p> <p>The full two marks can only be given if there is an 'effect' on development and the 'reason' why.</p> <p>Partial answers should be awarded one mark each.</p> <p>Reasons and effects can be interchanged.</p>
[Total 15]				

Question	Expected Answer	Mark	Total	Rationale
3(a)(i)	<p>Two marks for the explanation of the term genetic.</p> <p>Explanation of term</p> <ul style="list-style-type: none"> • shared features from <i>others (parents, mother, father, grandparents)</i> • characteristics that are passed down from one generation to another • a feature that is inherited/inherited genes • disease/ problems/ conditions passed on through genes • DNA passed from parents/ grandparents/ mother/ father. 	2x1	[2]	<p>For the full two marks there must be two parts to the answer. For example:</p> <p>Characteristics (1) that are passed on through genes (1).</p> <p>Note: any combination acceptable</p>
3(a)(ii)	<p>Two marks for explaining how the factor can affect Alison's development. ONE required</p> <p>How it affects Alison's development</p> <ul style="list-style-type: none"> • could decrease/ lower self confidence/ self esteem because <i>people call her names/ insult her/ make jokes about her hair/ laugh at her</i> • could cause physical health problems because <i>she could try to alter the colour of her hair</i> • could cause her to worry/ become nervous because <i>she is patronised/ called names/ is the centre of attention</i> • could prevent Alison from participating in an activity because <i>she feels self conscious/ other laugh at her/ others make rude remarks about her hair/ people make jokes about her</i> • can be limiting because <i>she is nervous/ embarrassed when mixing with others</i> • <i>Alison could become withdrawn as she is self conscious of her appearance</i> • Alison may decide she will never fit in and <i>have a lower self esteem/ self confidence/ not feel valued</i> • Alison could feel less confident/ not confident because <i>others do not want to be with her</i> • Alison could feel rejected/ upset/ hurt/ angry because of <i>her red hair and become isolated/ withdrawn</i> • Alison could become depressed because <i>of her hair colour</i> • Alison could be afraid/ scared to go out because <i>of the colour of her hair.</i> 	1x2	[2]	<p>The command word is 'explain', therefore, the answer must have two parts:</p> <p>a) An effect: could cause Alison (her) to worry</p> <p>b) Reason: because she feel self conscious</p> <p>The 'effect' on development should be appropriate for the example given.</p> <p>It does not matter which comes first, the 'reason' or the 'effect' on development.</p> <p>'Reasons' can be interchanged as can 'effects'.</p> <p>One mark is awarded for a partial answer.</p>

Question	Expected Answer	Mark	Total	Rationale
3(a)(iii)	<p>One mark for each example given. TWO required</p> <p>Examples</p> <ul style="list-style-type: none"> • heart conditions • eye conditions (glaucoma, short sight, long sight) • hypertension (high blood pressure) • schizophrenia (personality disorder) • diabetes incipidus • haemophilia (inability for blood to clot) • high cholesterol • achondraplasia (dwarfism) • cystic fibrosis • Downs Syndrome • baldness • colour of eyes • height/short tall • skin colour • similar shaped nose/ ears/ face/ body shape/ freckles • Huntingdon's disease or any other hereditary disease. 	1x2	[2]	One mark for each correct answer.
3(b)	<p>One mark for each correct factor placed correctly. SIX required.</p> <p>One mark for describing one way the factors could have affected Alison's development</p> <p>Environmental</p> <ul style="list-style-type: none"> • living in a village • living in a rural area • no pollution • has a detached house • transport difficulties/ having to go to work by car • able to go on holiday • feels safe/ secure in village/ at home. 	<p>6x1</p> <p>1x3</p>	<p>[6]</p> <p>[3]</p>	<p>The examples for the factors must be specific and appropriate to Text 2 eg environmental: Alison lives in a village.</p> <p>The second part of the answer requires a 'description' which means that there must be a meaningful phrase or complete sentence. One word answers for the description are not acceptable.</p> <p>The description must focus on an 'effect on development', eg she may feel isolated.</p>

Question	Expected Answer	Mark	Total	Rationale
3(b) Contd.	<p>How affected:</p> <ul style="list-style-type: none"> • may feel isolated as she lives away from activities • could be healthy from having no pollution not having pollution would be good for her health • may be less prone to illness/ will not become ill • may be healthy and fit • could have a high self esteem because she lives in a detached house • could be happy/excited because she is going on holiday • breathing could be easier because there is no pollution. <p>Social</p> <ul style="list-style-type: none"> • going to evening classes/ mixing with others/ learning Spanish • has friends/ sees a friend • travels to work with a friend • going on holiday • working in a small retail business • could make new friends by going to evening class. <p>How affected:</p> <ul style="list-style-type: none"> • could provide mental stimulation • could feel wanted/ cared for as she has a friend • has a friend to share the same interests with/ talk to/ communicate with/ confide in • has someone to go on holiday with so may have a high self esteem • could feel fulfilled as she is learning something new/ meeting new people • could feel happy because she has fulfilled her goals/ is doing what she wants to do. 			<p>If the examples are incorrect but the description of the 'effect' is correct one mark can be awarded for this section.</p> <p>One mark is awarded for each correct example.</p> <p>One mark is awarded for each correct 'effect'.</p> <p>Note: 'effects on development' can be interchanged as long as they are valid and appropriate.</p> <p>A sub-max of one mark for each two factors if one word answers are given.</p>

Question	Expected Answer	Mark	Total	Rationale
3(b) Contd.	<p>Economic</p> <ul style="list-style-type: none"> • has a detached house • nearly finished paying the mortgage • has a well paid job • can afford to go to evening class • can afford to go on holiday • manages a retail business/ manager • travels by car/ has a car. <p>How affected</p> <ul style="list-style-type: none"> • could be confident because she has a detached house/ nearly paid the mortgage/ has a job • could have a high self esteem as she is achieving what she wants • could be happy as she has enough money to buy the things she wants/ holiday • content because she is meeting people/ doing new things/ proud/ content • does not have to worry because she does not have enough money • has money to spend on other things/ earns good money can spend it on needs/ wants/ other things/ luxuries • has money so she will have no money worries • independent as she has her own transport/ car. 			

Question	Expected Answer	Mark	Total	Rationale
3(c)	<p>Marks will be given for the quality of this response.</p> <p>High level 5 Candidates will give a detailed account, firmly linking all three factors, showing how each could affect development. There will be evidence of synthesis within the work.</p> <p>Mid-range response 3-4 Candidates will give an overview by linking at least two factors, and showing at least one way development could be affected. There will be evidence of coherence within the work.</p> <p>Alternatively they could give one link briefly giving three effects on development.</p> <p>Low response 0-2 Candidates will give an overview by giving at least one link or one effect on development. Answers are likely to be muddled.</p> <p>Note: Links could be tenuous eg the lead between one and the other may mean that a new sentence is started.</p> <p>R= Reasons R1 lower income from redundancy to buy foods for well balanced meals therefore, may not be fit/ prone to illness R2 not enough money after redundancy for activities/ clubs therefore, miss out on learning new skills/ meeting new people R3 worry about lack of money could causes illness R4 friend dying could mean she has no one to share interests with/ go out with go to evening class with/ go to Spanish lessons with R5 having a divorce could make her feel unloved/ unwanted R6 having a divorce could make Alison feel worthless/ unwanted/ unloved/ under valued/ low self esteem R7 could become bored as she has no work/ has been made redundant/ has nothing to do/ miss her work R8 not able to trust anyone.</p>		[5]	<p>A full explanation will include:</p> <ul style="list-style-type: none"> links how development could be affected. <p>Do NOT award any marks to candidates for just restating the three factors eg Alison and her husband are divorced.</p> <p>Use the annotation LNK to show where a link has been made.</p> <p>Note: Knowledge and effects on development must be linked eg words will be used, such as, so that, because, so, and etc.</p> <p>Ticks can be given to indicate where a 'factor' has been given and an 'effect' on development.</p> <p>Read the answer first and decide whether it is a High, Middle or Low-range response.</p> <p>Look carefully at the descriptors for the three different types of response and decide where the answer 'best fits'.</p> <p>The 'effects on development' are interchangeable provided the answers are valid.</p> <p>Because this is a quality response answer the number of ticks may not necessarily correspond to the marks awarded.</p>

Question	Expected Answer	Mark	Total	Rationale
3(c) Contd.	E = Effect on development E1 worry E2 lower self esteem/ self concept E3 illness E4 stress E5 not feeling valued E6 not being able to build relationships E7 becoming withdrawn/ isolated E8 angry/ abusive E9 feel unloved and unwanted E10 feel happier because of the divorce E11 emotionally upset/ depressed E12 socially isolated E13 intellectually affected E14 lack of security/ not able to have a secure relationship/ insecure E15 lacking/ lack in confidence.			
[Total 20]				

Question	Expected Answer	Mark	Total	Rationale
4(a)	<p>One mark for the identification of each type of relationship. THREE required.</p> <p>One mark for each feature of the relationship. SIX required.</p> <p>Relationship between Pete and Grace</p> <ul style="list-style-type: none"> married/ partner/ spouse/ husband and wife lovers/ intimate/ sexual. <p>Feature</p> <ul style="list-style-type: none"> they are physically attracted/ love one another/ loving friendship/ they share things talk to one another/ tell one another about things/ talk to one another confide in one another protection/ they do not want the other to be hurt mutual support/ help they share jobs/ listen to each other/ work together support/ they give help to each other/ share things/ listen to one another jealousy/ they do not want to share the other person trust one another have a close attachment/ bonding. <p>Relationship between Grace and her colleague</p> <ul style="list-style-type: none"> working employees colleagues professional. <p>Feature</p> <ul style="list-style-type: none"> dependency/ a person needs a job reliability 	1x3	[3]	<p>There are three different types of relationships and therefore, one mark for each type of relationship given. Answers are likely to be one or two word responses for the types.</p> <p>Two different features are required for each relationship. The features must be different for each relationship eg once used they cannot be used again. The features should be 'described' consequently a phrase or sentence will be given.</p> <p>One mark is given for each correct answer.</p>
		1x6	[6]	

Question	Expected Answer	Mark	Total	Rationale
4(a) Contd.	<ul style="list-style-type: none"> • working together/ supporting each other/ achieve the same goals/ outcomes/ mutual support • power/ a person depends on the money for bills/ mortgage • friendship/ the colleagues get on well socialising at work • sharing ideas having the same interests for the benefit of the business • formal relationship while working together • co-operation/ working together • communicating with one another • having trust • can rely on one another • have confidence in one another • having respect for one another • solving problems/ working together to solve problems. <p>Relationship between Sheila and her mates</p> <ul style="list-style-type: none"> • friends/ friendship • peers. <p>Feature</p> <ul style="list-style-type: none"> • sharing the same interests/ going clubbing/ having fun together • being able to talk about/ share problems • providing support • listening to one another • helping to solve one another's problems • having the same interests • jealous of one another • competing with one another • relying on one another • being loyal to one another • are there/ can be called on in an emergency • socialising together/ meeting new people • they form a strong social bond • having trust. 			

Question	Expected Answer	Mark	Total	Rationale
4(b)	<p>One mark will be awarded for each correct description. SIX required TWO from each of the P.I.E.S. given.</p> <p>Physical</p> <ul style="list-style-type: none"> • they are less likely to be ill/ they are fit so they can join in activities/ play/ exercise • could have better balance and co-ordination through using large toys/equipment for playing • will be physically fit through using outdoor equipment/ playing • eating healthily when food is provided will help to prevent illness • developing gross and/ or fine motor skills. <p>Intellectual</p> <ul style="list-style-type: none"> • will be encouraged to widen vocabulary through reading/ listening and will feel confident/ able to make decisions/ have an increased self esteem • will be used to communicating with others, through talking with parents and will feel valued/ confident/ able to make decisions/ have an increased self esteem • will be used to expressing their thoughts and opinions gaining new knowledge and will be confident/ able to make decisions/ feel valued/ have an increased self esteem • will be used to ordering their thoughts through sharing things with their parents and will be able to build up good relationships with others/make friends • pictures will stimulate their thinking so will be confident/ have their mind stimulated/ start thinking about matters • observing others will assist their learning so will copy/ use others as a role model/ example • will learn new skills by copying others/ playing with others/ watching others • may learn to count and so stimulate the mind/ gain knowledge • play may help them to remember more/ learn more. 	[1 x 6]	[6]	<p>The command word is 'describe', therefore a sentence or a phrase should be used.</p> <p>A maximum of 3 marks can be given if all answers are one word responses.</p> <p>The focus of the question is on the effect on development eg Rose (she) will be physically fit.</p> <p>This is not an 'explain' answer so the candidate does not have to give the 'why/ reason'.</p>

Question	Expected Answer	Mark	Total	Rationale
4(b) Contd.	Social <ul style="list-style-type: none"> • will have the ability to communicate/ express themselves, because they have increased confidence/ self esteem/ feel valued • are used to talking with their parents and will communicate and will probably have increased social skills/ be more independent • will feel confident when with others because they will have built up good relationships with their parents friends/ feel valued • will not be afraid of mixing/ going to school with others because they have built up confidence/ feel valued/ have an increased self esteem • will learn to share through playing with others • will become friends with others and form new bonds/ trust/ relationships • will make relationships with other adults/ teachers/ parents so will become more confident. 			
[Total 15]				

Question	Expected Answer	Mark	Total	Rationale
5(a)	<p>Marks will be given for the quality of this response.</p> <p>High level response 5 Candidates will give a detailed account, accurately explaining two positive ways and two negative ways that Pete's self concept could be affected by Eddi moving into a residential home. There will be a high level of understanding shown and evidence of synthesis within the work.</p> <p>Mid-range response 3-4 Candidates will give a short explanation showing two positive and one negative way that moving into the residential home could have affected Pete's self concept by Eddi moving into a nursing home. OR they will show one positive and two negative ways that moving into the residential home could have affected Pete's self concept. There will be evidence of coherence within the work.</p> <p>Low response 0-2 Candidates will give at least one positive or one negative way that Pete's self concept could be affected by Eddi moving into the nursing home. Answers are likely to be muddled.</p> <p>Positive P Pete could think his father will be able to have more specialist care at the residential home and so his needs would be met better/ he would feel more independent P Pete may have more time to go out with his friends/ mates as he had little time while his father lived with the family P Pete may be looking forward to spending more time with his wife P Pete will now have the time to take up new activities and may feel more fulfilled P Pete may enjoy talking to other people at the residential home when he is visiting his father P Pete maybe happier because his father is receiving the care he needs P Pete may feel more relaxed now that he is not responsible for his father/ have to look after his father.</p>		[5]	<p>The question asks for:</p> <ul style="list-style-type: none"> two positive effects and two negative effects <p>The command word is 'explain' therefore a full answer will have two parts eg</p> <p>a) a subject b) an effect</p> <p>The focus of the question is on Pete.</p> <p>Pete could think/ expect his father would receive/ get more specialised help/ professional help (subject) so his needs would be better met/ could feel more independent (effect)</p> <p>To reach the High Level response candidates MUST have TWO positive and TWO negative ways.</p> <p>To reach the mid-level response candidates MUST include TWO positive and ONE negative ways.</p> <p>Note: A sub-max of three can be given for part answers.</p> <p>Because this is a quality response answer the number of ticks may not necessarily correspond to the marks awarded.</p>

Question	Expected Answer	Mark	Total	Rationale
5(a) Contd.	<p>Negative</p> <p>N Pete may have a low self esteem/ confidence because he feels he has let his father down</p> <p>N Pete could be angry with his wife because he may feel she did not do enough for his father</p> <p>N Pete may be angry that he now has to spend time travelling to see his father</p> <p>N Pete may feel angry/ guilty that his father is being difficult by moving into the residential home and that he didn't really need to do so</p> <p>N Pete may feel lonely because his father is not living with them and cannot talk to him or share things with him.</p>			
5(b)	<p>Marks will be given for the quality of this response.</p> <p>High level response 5 Candidates will give a detailed account, accurate explaining two positive ways and two negative ways that Graces' self concept could be affected by Eddi's moving into a residential home. There will be a high level of understanding shown and evidence of synthesis within the work.</p> <p>Mid-range response 3-4 Candidates will give a short explanation showing two positive and one negative way that moving into the residential home could have affected Grace's self concept. OR they will show one positive and two negative ways that moving into the residential home could have affected Grace's self concept. There will be evidence of coherence within the work.</p> <p>Low response 0-2 Candidates will give at least one positive or one negative way that Graces' self concept could be affected by moving into the residential home. Answers are likely to be muddled.</p>		[5]	<p>The question asks for:</p> <ul style="list-style-type: none"> two positive effects and two negative effects <p>The command word is 'explain' therefore a full answer will have two parts eg</p> <p>a) a subject b) an effect</p> <p>The focus of the question is on Grace.</p> <p>Grace will have more time for herself/ her own interests/ to spend with Pete (subject), so she will not be so stressed/ anxious/ worried/ unhappy</p>

Question	Expected Answer	Mark	Total	Rationale
5(b) Contd.	<p>Positive</p> <p>P Grace will have more time to spend with Pete and they will be able to do activities/ things together</p> <p>P Grace will have more time to spend with her daughter for activities/ going out</p> <p>P Grace will have more time for herself so she may not feel so stressed/ anxious/ worried.</p> <p>P Grace may be able to develop new interests or pick up past interests/ so she may have a higher self esteem/ self image/ more confidence</p> <p>P Grace may have an improved self concept/self esteem/ be happier as she can spend more time developing herself/ having more interests/ making new friends/ seeing friends more.</p> <p>P Grace may have less stress now that she does not have to look after Eddi/ do everything for Eddi</p> <p>P Grace may be able to spend more time with Pete now that she does not have the responsibility of looking after Eddi</p> <p>P Grace may enjoy having more space in the house as Eddi has moved out.</p> <p>Negative</p> <p>N Grace may feel guilty/ have a lower self esteem that she could no longer look after Eddi</p> <p>N Grace may feel guilty/ anxious/ worried/ unhappy because she feels she has let Pete down as Eddi is Pete's father</p> <p>N Grace may have a lower self concept/self esteem/ unhappy as she is no longer able to contribute to Eddi's care</p> <p>N Grace may feel guilty/ worthless/ angry/ unhappy because she thinks she could have done more for Eddi</p> <p>N Grace may feel more isolated as she has fewer people to listen to her/ share things with.</p>			<p>To reach the High Level response candidates MUST have TWO positive and TWO negative ways.</p> <p>To reach the mid-level response candidates MUST include TWO positive and ONE negative ways.</p> <p>Note: A sub-max of three can be given for part answers.</p> <p>Because this is a quality response answer the number of ticks may not necessarily correspond to the marks awarded.</p>

Question	Expected Answer	Mark	Total	Rationale
5(c)	<p>Marks will be awarded for the quality of this response.</p> <p>High level response 5 Candidates will give a detailed, accurate account, explaining three effects on Eddi's self concept of moving into a nursing home. There will be a high level of understanding shown and evidence of synthesis within the work.</p> <p>Mid-range response 3-4 Candidates will give a short explanation showing three effects on Eddi's self concept from moving into the nursing home</p> <p>OR they will give two effects in detail on Eddi's self concept of moving into the nursing home. There will be evidence of coherence within the work.</p> <p>Low response 0-2 Candidates will give at least one effect on Eddi's self concept by moving into the residential home. Answers are likely to be muddled.</p> <p>Effects</p> <p>E may feel that he is being looked after better/happier <i>because the staff are trained for this purpose</i></p> <p>E may feel he is no longer a burden to his <i>family now that he is being looked after by professionals</i></p> <p>E may have a higher self esteem <i>now that he is not a burden to his family</i></p> <p>E may enjoy being with other people of his own age <i>and talking to them/taking part in activities with them</i></p> <p>E could feel useless <i>because he is unable to do things for himself</i></p> <p>E <i>may feel he is not able to contribute anything</i> and could feel worthless</p> <p>E may feel a burden <i>as he has to rely on others</i></p> <p>E may feel guilty <i>because he cannot do things for himself</i></p> <p>E may have a low self esteem <i>because he cannot contribute</i></p> <p>E may feel he has let his family down <i>because he can no longer be with them</i></p> <p>E He may get depressed as he misses his family/ does not know anyone at the residential home.</p>	[5]	[5]	<p>The command word is 'explain' therefore a full answer will have two parts eg</p> <p>a) a subject b) an effect</p> <p>The focus of the question is on Eddi.</p> <p>Eddi may fee he is no longer a burden to his family (effect) because he is being looked after/ cared for by professional/ people who are trained (subject).</p> <p>To reach the High Level response candidates MUST have THREE full explanations for the effects.</p> <p>To reach the mid-level response candidates MUST include THREE short explanations OR TWO detailed explanations of the effects.</p> <p>Because this is a quality response answer the number of ticks may not necessarily correspond to the marks awarded.</p>
[Total 15]				

Question	Expected Answer	Mark	Total	Rationale
6(a)	<p>Marks will be given for the quality of this response.</p> <p>High level 5-6 Candidates will make two detailed explanations to show how an abusive husband could have affected Sheila's self concept. Answers will include informed decision making and will show evidence of synthesis.</p> <p>Mid-range response 3-4 Candidates will make two brief explanations to show how an abusive husband could have affected Sheila's self concept. Answers will include be coherent and show a sound understanding of the topic.</p> <p>Low-level response 0-2 Candidates will make a brief explanation to give one way that abuse is likely to affect Sheila's self concept. Answers are likely to be muddled.</p> <p>Knowledge required – A A1 verbal abuse could have an emotional/ social effect A2 lack of physical support eg little food, poor living conditions A3 no encouragement to look nice/ not happy with her appearance/ /have a good experience A4 not feeling able to join in leisure/ recreation activities/ not wanting to mix with others A5 not having any friends/ not feeling confident to have friends A6 not being able to socialise eg go to clubs/ activities. A7 feeling ill/worried/ afraid of being hurt/ not trusting A8 feeling isolated/ not good enough to mix with others A9 due to physical/ verbal/ sexual abuse could feel emotional/not loved/ unwanted/ not valued A10 Sheila may be afraid to express her feelings as she could be less confident A11 Sheila could become a bully because of the treatment she has received/ because of her insecurity</p>		[6]	<p>The command word is 'explain', therefore, each answer given will have:</p> <p>a) a subject b) an effect</p> <p>For example:</p> <p>Being bullied by her husband/ shouted at (subject) could have made Sheila have a low self esteem/ no confidence/ become withdrawn, become isolated, (effects).</p> <p>Note: The effect on development must be accurate in conjunction with the knowledge given.</p> <p>A sub max of 3 for answers that reflect only knowledge with no effect on development.</p> <p>The effects can be interchanged as long as they match with the subject matter given.</p> <p>Because this is a quality response answer the number of ticks may not necessarily correspond to the marks awarded.</p>

Question	Expected Answer	Mark	Total	Rationale
6(a) contd.	<p>A12 Sheila could start harming herself/ blaming herself</p> <p>A13 She may feel depressed because she has been abused.</p> <p>D = Effect on Development</p> <p>D1 physically hurt</p> <p>D2 fear/ frightened</p> <p>D3 worried</p> <p>D3 angry/ abusive to others</p> <p>D4 lack of confidence</p> <p>D5 frequently ill</p> <p>D6 withdrawn/ isolated</p> <p>D7 argumentative</p> <p>D8 lack of interest</p> <p>D9 low self esteem/ self concept</p> <p>D10 resentment</p> <p>D11 not feeling valued</p> <p>D12 not feeling wanted/ feel unwanted</p> <p>D13 unhappy.</p>			
6(b)	<p>Two marks for each full explanation of ways in which a counsellor could help Sheila after the divorce. TWO explanations required.</p> <ul style="list-style-type: none"> a counsellor could encourage Sheila to talk about subjects that she found hurtful <i>so that she could think about these</i> the counsellor could listen to her replies and make thoughtful comments <i>so that she would think more deeply about her feelings</i> the counsellor could liaise with other specialist/ groups <i>so that she could have other specialist treatment/ care</i> <i>the counsellor could write a report</i> to inform others eg GP the counsellor could ask gentle questions <i>to probe</i> into issues/ <i>things that Sheila appeared to be worrying about</i> the counsellor could give her confidence <i>which would help her move on/ accept what has happened.</i> 	2x2	[4]	<p>The command word is 'explain', therefore, each answer given will have:</p> <p>a) a subject</p> <p>b) an effect for example:</p> <p>A counsellor could encourage Sheila to talk about the things she found hurtful (subject), so that she could think about them/ be happier/ have a sense of relief (effect).</p> <p>One mark could be awarded for each part answer given.</p> <p>Note: Answers can be interchanged as long as they match the abuse given.</p> <p>Counsellors DO NOT give advice.</p>

Question	Expected Answer	Mark	Total	Rationale
6(c)	<p>Marks will be given for the quality of the response.</p> <p>High-level of response: 8-10 Three different types/ groups of informal care workers will be given. For each type/ group one way in which support could be provided will be described in detail. At least two ways will be given in detail to explain how the help will enable Sheila to cope.</p> <p>The explanation of how they help is provided is developed logically and supported by reasoning and relevant information.</p> <p>Mid-range response: 5-7 Three different types of informal care workers will be given. For each group one way in which support could be provided will be described. At least one way will be given in to describe how the help will enable Sheila to cope.</p> <p>The description of how they help is provided is developed logically and supported by coherent information.</p> <p>Low-level response 0-4 marks The candidate will briefly identify one type of informal care worker or one way that support that could be provided OR at least one way will help Sheila to cope. These could include:</p> <p>Types of informal support</p> <ul style="list-style-type: none"> I1 close relative/ partner/ mum/ dad/ parents I2 extended family eg aunt, nieces I3 friends I4 faith groups I5 neighbours I6 Network group/ meeting/ support group I7 volunteer group. 		[10]	<p>Three different types of accepted informal carers should be given. One mark is awarded for each type. Marks are NOT awarded for any additional 'types' being given in the response eg going to the gym.</p> <p>The command word is 'describe', therefore, for the High Level response will respond with complete sentences that are developed logically for the three ways that support could be provided.</p> <p>Where there is repetition of the action the informal carer could take only allow this once eg they could talk...</p> <p>Read the answer first and decide whether it is a High, Mid or Low range response.</p> <p>Ticks can be given to indicate where a way is described and how the way will help Sheila to cope.</p> <p>Look carefully at the descriptors for the three different types of response and decide where the answer 'best fits'.</p> <p>Because this is a quality response answer the number of ticks may not necessarily correspond to the marks awarded.</p>

Question	Expected Answer	Mark	Total	Rationale
6(c) Contd.	<p>S = How support would be provided for Sheila</p> <p>S1 take Sheila out/ go for walks with her S2 listen to her S3 talk with her S4 play board games/ cards with her S5 make suggestions about what she could do S6 invite her to join in activities S7 have coffee/ tea with her/ go for a drink with her S8 go with her to a network group/meeting S9 go shopping with her S10 go to a faith group with her S11 help her with housework S12 take her to library S13 go out with Sheila/ go on holiday with her S14 make sure she takes any medication that has been provided S15 provides information S16 gives advice.</p> <p>C = How the support would help her to cope</p> <p>C1 give her confidence C2 help her to come to terms with what has happened C3 help her to talk through the situation C4 take her mind off the problem C5 give her alternatives to think about C6 provide a challenge/ stimulation for Sheila C7 raise her self esteem/ self concept C8 help her to understand what has happened C9 stimulate/ challenge her mind C10 help her to understand her faith C11 help her to feel valued/ wanted C12 help her to stay stable/ well C13 help her to meet new people.</p>			
[Total 20]				

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