



**General Certificate of Education (A-level)
January 2013**

Health and Social Care

HSC03

**(Specification
1821/1822/2821/2822)**

Unit 3: Life as a Challenge

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.

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Question 1

Question	Part	Sub Part	Marking Guidance	Mark	Comments
1	a		<p>Allow 1 mark for: Osteoarthritis is a form of arthritis/ genetic/environmental/ age-related(1)</p> <p>Plus any 3 of the following:</p> <ul style="list-style-type: none"> • damage to ligaments or tendons (1) • wear and tear on joints/bone (1) • joint injury/operation (1) • damage to cartilage (1) • thickening and broadening of the bones (1) • build-up of fluid in your joints because of inflammation(1) <p style="text-align: right;">max 4</p>	4	Don't accept 'injury' without reference to 'joint' Max 3 for causes.
1	b	(i)	<p>For physical impact accept any 2 of:</p> <ul style="list-style-type: none"> • excruciating pain (1) • lack of mobility (1) • stiffness in joints (1) • lack of flexibility (1) <p style="text-align: right;">max 2</p>	2	2 marks can be awarded for a brief description of 2 points or a single point which is very well described.
1	b	(ii)	<p>For financial impact accept the following:</p> <ul style="list-style-type: none"> • lack of income (1) • living on benefits (1) • had to retire early (1) • Some aids/adaptations not provided free (1) <p style="text-align: right;">max 2</p>	2	2 marks can be awarded for a brief description of 2 points or a single point which is very well described.

1	c	<p>Accept any 1 of the following:</p> <ul style="list-style-type: none"> • Isolation (1) • Stress (1) 	1	Only accept the first answer except isolation/social exclusion as these linked in specs.
1	d	<p>Accept GP/Occupational Therapist work in partnership (1)</p> <p>Appropriate care provided by a GP (Max 3 marks)</p> <ul style="list-style-type: none"> • monitors condition (1) • refer (1)(to rheumatology clinic/OT/physiotherapy/consultant) (1) • prescribes pain killers/anti-inflammatory (1) <p>Appropriate care provided by an Occupational Therapist (Max 3 marks)</p> <ul style="list-style-type: none"> • assesses Kathleen (1), • advises on/provides aids/adaptations (1) • demonstrates how to do everyday tasks (1) <p style="text-align: right;">max 4</p>	4	Full marks cannot be gained from outlining the appropriate care provided by only 1 of the practitioners.
1	e	<p>Accept any 2 of the following:</p> <ul style="list-style-type: none"> • stimulation (1) • effective communication (1) • social contact (1) • social support (1) • psychological security (1) <p style="text-align: right;">max 2</p>	2	

Question 2

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	a		<p>Likely answers:</p> <p>Emotional (Max 4 marks for this area)</p> <ul style="list-style-type: none"> • Down/sad/upset (1) • Anxious/worried/stress(1) • Reduced self-esteem/self-worth/self-concept (1) • Self-confidence (1) • Depression (1) • Resentment/guilt <p>Socially (Max 4 marks for this area)</p> <ul style="list-style-type: none"> • Effect of relationship with mum – if appropriately described (1) • Not spending as much time with friends as she would like (1) • To some extent feeling isolated from others (1) <p style="text-align: right;">max 5</p>	5	<p>Full marks cannot be gained from describing impact on only 1 of emotional or social development. Suitable elaboration should be rewarded.</p>
2	b		<p>Possible barrier - Education (1)</p> <p>Plus 3 marks for any 3 of the following:</p> <ul style="list-style-type: none"> • lack of awareness and support (1) • so young carer falls behind due to absences/missed lessons/poor concentration (1) • effect on future opportunities (1) • affects relationships with staff at school (who may not know her young carer status) (1) <p>Possible barrier - Societal (1)</p> <p>Plus 3 marks for any 3 of the following:</p> <ul style="list-style-type: none"> • socially excluded (1) • teachers lack of understanding/lack of awareness(1) • lack of support (1) • prejudice/discrimination(1) 	4	<p>1 mark for naming the barrier and 3 marks for appropriate elaboration.</p> <p>If a detailed description is given of any point then this can be awarded up to 2 marks.</p>

			<p>Possible barrier - Economic (1) Plus 3 marks for any 3 of the following:</p> <ul style="list-style-type: none"> • loss of earnings (if mother used to work) (1) • require specialist support which might not be provided by the state (1) • problem accessing benefits (1) • if not able to complete forms (1) • lack of knowledge about how to access benefits (1) • unable to access part-time work • less money for herself <p style="text-align: right;">max 4</p>		
2	c		<p>Accept any 2 of:</p> <ul style="list-style-type: none"> • Stress (1) • Isolation (1) • Social Exclusion (1) • Bullying (1) • Self-harm (1) <p style="text-align: right;">max 2</p>	2	

2	d	<p>1 mark for the method of support identified plus up to 3 marks for analysing the support. Likely answers:</p> <p>School pastoral system (1)</p> <ul style="list-style-type: none"> • provides coaching (1) • mentoring (1) • someone to talk to (1) • buddy system AW(1) • may have young carers support group at school (1) <p>Educational welfare officer (1)</p> <ul style="list-style-type: none"> • working with staff at the school to raise their awareness of Jayde’s situation (1) • provision of personalised curriculum (1) • reduced school day (1) <p>Class teachers (1)</p> <ul style="list-style-type: none"> • sending work home when Jayde has to be at home (1) • providing lunch time catch up sessions (1) <p>Social services (1)</p> <ul style="list-style-type: none"> • providing a carer for Jayde’s mother (1) • providing respite care for Jayde’s mother (1) • providing access to support for Jayde (1). • Someone to talk to/emotional support <p>Counsellor</p> <ul style="list-style-type: none"> • Someone to talk to/emotional support • Provide support • Provide strategies to help her come to terms with her feelings • Refer to young carers 	4	<p>2 marks can be award for a point which is analysed in detail.</p> <p>Some points may be relevant to different ‘methods of support’</p>
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			<p>Local groups Websites which are set up to support young carers (1)</p> <ul style="list-style-type: none"> • Events (1) • training (1) • young carers festivals (1) • web chats (1) • local carers projects (1) • local services such as sports clubs (1) • support groups (1) <p style="text-align: right;">max 4</p>		<p>Accept name of a website (1) – e.g. www.Family-action.org.uk, www.youngcarer.com, www.barnardo's.org.uk etc.</p>
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Question 3

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	a		<p>Accept:</p> <ul style="list-style-type: none"> • Brain development condition (1) • variety of physical(1)environmental factors (1) • genetic factors are responsible for some forms of autism (1) • multiple genes may be responsible (1) <p style="text-align: right;">max 3</p>	3	<p>Allow: - it is not due to emotional deprivation or the way a person has been brought up. (1)</p> <p>Do not allow MMR</p>

3	b	<p>Likely answers:</p> <p>Impact on Jonathan</p> <ul style="list-style-type: none"> • education – may not be able to access the curriculum AW/may not have specialist support to meet his needs • may be isolated as condition affects ability to build relationships • intellectual development impaired by learning disability • societal barriers – resulting from ignorance of condition • Any appropriate reference to P.I.E.S.F <p>Impact on family</p> <ul style="list-style-type: none"> • societal barriers - resulting from ignorance • social exclusion - other families may not want Jonathan around due to possible disruptive behaviour • Any appropriate reference to P.I.E.S.F <p>Banding</p> <p>0 Marks Nothing worthy of credit</p> <p>1-2 marks Answers cover 1-2 points with a basic explanation of the impact on Jonathan and his family or which focus on only Jonathan or his family. A single point explained in detail can be awarded 2 marks.</p> <p>3-4 marks Answers cover 3-4 points with a reasonable explanation of the impact on both Jonathan and his family. A single point explained in detail can be awarded 2 marks.</p> <p>5-6 marks Answers cover 5-6 points with a detailed explanation of the impact on both Jonathan and his family. A single point which reveals detailed and accurate understanding can be awarded 2 marks.</p>	6	
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3	c	<p>Award marks for specific knowledge about statementing or SEN provision IEP (Individual Education Plan) and Equality Act requirements for pupils with disabilities.</p> <p>Both physical and psychological impact and their implications for the school should be considered.</p> <p>Likely answers:</p> <ul style="list-style-type: none"> • The autistic child may have behavioural issues which may impact on the safety of the other children and themselves. Have clear strategies in place for managing Jonathan. • Ensure specific differentiation occurs for Jonathan. • Involve Jonathan in as many class activities as possible. • Removing the child from class will impact his learning but may help his settling in. • Ensure the SENCO is aware of the child prior to starting school. • Train teaching assistants/teachers to know about autism in particular Jonathan’s needs • If not statemented, support the statementing process. • Have regular meetings with parents on his progress. • Set boundaries for Jonathan and ensure all staff are aware. • Involve outside agencies if appropriate. • Liaise with parents prior to him starting. 	6	<p>Not physically disabled so no marks for suggesting adaptations such as ramps for wheelchairs etc.</p>
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			<p>Banding</p> <p>0 Marks Nothing worthy of credit</p> <p>1-2 marks Discussion of provision is limited showing some basic relevant knowledge which covers 1-2 points. The answer may be very brief/fail to tackle the question/or have irrelevant details/inaccuracies. Does not use terminology for statements IEP.</p> <p>3-4 marks Discussion of provision is in some detail and will contain 3 -4 points. There may be provision suggested but it may not be autism specific. There may be a mention of SEN but not in any detail.</p> <p>5-6 marks Discussion of provision is detailed and accurate and will clearly show an understanding of 5-6 points. Provision will be mentioned relating to autism issues such as behaviour and learning needs. Statements will be mentioned and understood.</p>		
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Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	a		<p>Any 2 of the following barriers plus 1 mark for an explanation of each of the two barriers. Max 3 if only one barrier discussed.</p> <p>Employment (1)</p> <ul style="list-style-type: none"> • lack of flexibility due to absences when unwell (1) • lack of opportunities due to discrimination(1). <p>Societal barriers (1)</p> <ul style="list-style-type: none"> • resulting from ignorance/ not understanding mental ill health (1) • prejudice (1) • discrimination (1) • social exclusion (1) <p>Economic barriers (1)</p> <ul style="list-style-type: none"> • potential loss of earnings (1) • when manic individual can overspend (1) • requirement for support not provided by the state (1) <p style="text-align: right;">max 4</p>	4	
4	b		<p>Accept:</p> <ul style="list-style-type: none"> • Mental Health Act (1) • Mental Capacity Act (1) • Equality Act (1) 	1	
4	c		<p>Likely answers:</p> <p>Reference to the practitioners Stephen might use</p> <ul style="list-style-type: none"> • G.P. • Psychiatrist • Community Mental Health nurse • Healthcare assistant/support worker <p>The risks which may exist for Stephen are:</p> <ul style="list-style-type: none"> • bullying • abuse 	10	

			<ul style="list-style-type: none"> • stress • self-harm • isolation • social exclusion. <p>These may be met by the employer and/or Stephen’s medical practitioners by:</p> <ul style="list-style-type: none"> • Using legislation such as Mental Health Act/ Mental Capacity Act/ Care Standards Act/Equality Act • Policies/procedures including workplace bullying policy/workplace equal opportunities policy. <p>Reference to appropriate life quality factors and caring skills are essential. (See pages 6-7 of the specification.)</p> <p>Banding</p> <p>0 marks Nothing worthy of credit.</p> <p>1-3 marks Evaluation may be vague and lack specific detail on the risks faced by Stephen. There may be omissions e.g. no mention of caring skills and/or life quality factors. There may be inaccuracies about which legislation/policies are applicable.</p> <p>4-6 marks Evaluation is done in some detail and identifies appropriate caring skills which the employer and/or the practitioners can use to support Stephen’s life quality factors. There will be some mention of relevant legislation/policies but it will not be well applied to Stephen’s scenario. The risks to Stephen have been identified.</p> <p>7-10 marks Evaluation shows a detailed understanding of appropriate care skills and Stephen’s life quality factors. The risks for Stephen will be described effectively and the candidate will be able to discuss policies/legislation which exists to support him and his colleagues. Answers will be well expressed and clearly structured.</p>		
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