

# Mark Scheme (Results) Summer 2007

GCE

## GCE Applied Health & Social Care (6938/01)

6938: Human Growth and Development

Question	Expected answer	Mark
1a	<p>1 mark for each of the following: Maximum 2 marks</p> <ul style="list-style-type: none"> <li>• Onset of menstruation/periods</li> <li>• Breast growth / enlargement</li> <li>• Hips broaden/ widen</li> <li>• Growth of pubic/underarm / body hair</li> <li>• Ovulation/ production of ova, eggs</li> <li>• Growth of primary genital organs</li> <li>• Growth spurt</li> </ul>	2
1b	<p>1-2 marks for 1 factor identified and described accurately or 2 factors presented. 3 marks for 2 factors presented with one fully explained. 4 marks for 1 or 2 factors identified and fully explained. Perhaps with an example and linked to self-image, self esteem, self concept appropriately.</p> <p>1-2 marks for brief explanation which is vague 3-4 marks for fuller explanation may link factors together. Self-concept can be either positive or negative depending on factors such as:</p> <p>Factors:</p> <ul style="list-style-type: none"> <li>• Appearance</li> <li>• Weight</li> <li>• Social acceptance/ how others think of you</li> <li>• Circle of friends</li> <li>• Progress at school</li> <li>• Home situation</li> <li>• Confidence</li> <li>• Mood swings / insecurities</li> </ul>	4

1c	<p>1-2 marks - max of 2 factors identified or 1 factor described or definition of peer group given. May also state that they spend more time with friends rather than family.  3-4 marks - factors identified which link to each other or 2 factors well explained.  5-6 marks - 2 factors explained and links made.  Can be positive or negative</p> <ul style="list-style-type: none"> <li>• Fitting in</li> <li>• Acceptance</li> <li>• Can share feelings and ideas, problems</li> <li>• Greater influence on behaviour than family</li> <li>• Helps individual develop identity and sense of who they are</li> <li>• Link made to self-concept/self-esteem.</li> <li>• Increase motivation</li> <li>• Important to be part of the group rather than be excluded/ marginalised with the effects e.g. bullying, isolation, loneliness etc.</li> </ul>	6
1d	<p><b>Level 1 (1-2 marks)</b>  Candidate's knowledge will be basic and there may be major gaps or omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.  3 factors identified (with no explanation) - maximum 2 marks</p> <p><b>Level 2 (3-5 marks)</b>  Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced</p> <p><b>Level 3 (6-8 marks)</b>  Few, if any, omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <p><b>Responses for effects can be positive or negative. Avoid repetition - different effects for each response. Avoid reverses.</b></p> <p>Likely responses include:</p> <ul style="list-style-type: none"> <li>• Sexual behaviour</li> <li>• Work/education/unemployment - sense of responsibility, motivation, income, maturity, independence, self-worth, mental health, stimulation</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Drugs</li> <li>• Exercise</li> <li>• Diet (<b>NOT</b> food components / exercise regimes)</li> <li>• Feeling of maturity, peer group belonging, release of inhibitions, unacceptable behaviour, positive and negative well-being, effects on physical health.</li> </ul>	8

1e	<p><b>Level 1 (1-3 marks)</b> Candidate's knowledge will be basic and there may be major gaps or omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.</p> <p><b>Level 2 (4-7 marks)</b> Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced</p> <p><b>Level 3 (8-10 marks)</b> Few, if any, omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <p>Factors can be positive/negative</p> <ul style="list-style-type: none"> <li>• <b>Physical</b> - less active / take up new hobbies/ relaxed/less tired</li> <li>• <b>Social</b> - can cut one self off / gain new friends through new hobbies/ reduced social network/more time with family and activities(inc. holidays)</li> <li>• <b>Emotional</b> - loss of role/status relationships with partner or social circle / happiness, no stress depression or new change of lifestyle</li> <li>• <b>Intellectual</b> - loss of occupational role/less involved or can take up new hobbies and learn new skills / stimulation levels.</li> </ul> <p>Other factors</p> <ul style="list-style-type: none"> <li>• Income</li> <li>• Housing</li> <li>• Environment.</li> </ul>	10
	<b>Total</b>	<b>30 marks</b>

2a	<p>1 mark for partial description  2 marks for full description  Change people's attitudes and or behaviour - only 1 mark so that they adopt a healthier lifestyle 1 mark.</p>	2
2b	<p>1-2 marks for 1 factor identified and described accurately or 2 factors presented.  3 marks for 2 factors presented with one fully explained.  4 marks for 1 or 2 factors identified and fully explained.</p> <p>Factors:</p> <ul style="list-style-type: none"> <li>• Poorly planned/ not right audience</li> <li>• Poorly resourced/financial</li> <li>• Not enough information and stats to make a convincing argument for changing behaviour</li> <li>• Target audience disinterested or doesn't take it seriously</li> <li>• Not enough backing or support from other health/social care agencies.</li> </ul>	4
2c	<p>1-2 marks for 1 factor identified and described accurately or 2 factors presented.  3-4 marks for 2 factors presented with one fully explained.  5 marks for 2 factors identified and fully explained.  6 marks for links to other points.</p> <p>Responses likely to include:</p> <ul style="list-style-type: none"> <li>• Change in behaviour/ improve concentration/ reduce hyperactivity</li> <li>• Enjoy learning about health/ nutritional values.</li> <li>• Educate/spread family</li> <li>• Overall physical wellbeing/ energy levels/ feel good</li> <li>• Further changes - to continue to adopt healthy lifestyles</li> <li>• Less reliance on health services/ fitter/ less illness</li> </ul>	6

2d	<p><b>Level 1 (1-2 marks)</b> Candidate's knowledge will be basic and there may be major gaps or omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way. Will perhaps give one definition of one model.</p> <p><b>Level 2 (3-5 marks)</b> Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced. Will present both definitions.</p> <ul style="list-style-type: none"> <li>• Strengths educational model over the medical model - individual is informed and consciously makes the change - medical model focuses on absence of disease.</li> <li>• Medical model reliant on screening and medical procedures.</li> </ul> <p><b>Level 3 (6-8 marks)</b> Few, if any, omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured. Balanced argument whereby:</p> <ul style="list-style-type: none"> <li>• The strengths of both are highlighted</li> <li>• Response also focuses on how if both are used together they can be beneficial to the individual both in the short and long terms.</li> </ul>	8
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Up to 4 marks for correct identification of the two models.  
5 - 8 must involve comparisons

**Education Model**

Individual receives information  
Decisions to change is individual  
Health is a holistic interpretation  
Freedom of choice is a positive

**Medical Model**

Information not complete  
Individual is not necessarily involved  
Health is absence of disease  
Freedom of choice is negative

2e	<p><b>Level 1 (1-3 marks)</b> Candidate's knowledge will be basic and there may be major gaps or omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.</p> <p><b>Level 2 (4-7 marks)</b> Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced.</p> <p><b>Level 3 (8-10 marks)</b> Few, if any, omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <p><b>Beware of reverses</b></p> <p>Responses likely to include:</p> <ul style="list-style-type: none"> <li>• Social class</li> <li>• Occupation/employment status</li> <li>• Cultural background</li> <li>• Attitudes and values held</li> <li>• Income/wealth</li> <li>• Housing/environment</li> <li>• Levels of pollution</li> <li>• Conflict within the home</li> <li>• Stress levels.</li> </ul> <p>Candidates may use examples such as:</p> <ul style="list-style-type: none"> <li>• An individual may feel healthy when removed from domestic conflict or negative response.</li> <li>• An individual will feel they are healthy when they are in employment or negative response.</li> </ul>	10
	<b>Total</b>	<b>30 marks</b>

3a	<p>1 mark for each of the following Maximum 2 marks</p> <ul style="list-style-type: none"> <li>• School children, teacher</li> <li>• Friends, family</li> <li>• Swimming</li> <li>• Football - team sport</li> <li>• Arts and Crafts class</li> </ul> <p>Link with people or must specify activity</p>	2
3b	<p>1-2 marks for one definition of either term 3 marks for both terms accurately defined but no explanation of how they are inter-linked 4 marks for explaining the inter-dependence of each - this may be completed through the use of an example.</p> <p>Likely responses include: Swimming, football, art and crafts class all develop fine and gross motor skills which help to promote social and emotional development - confidence, language skills etc.</p> <p>Development/skills and abilities can only occur as growth of skeleton, muscles, nervous system and other systems are reaching maximum.</p>	4
3c	<p>1-2 marks - max of 2 factors identified or 1 factor described or definition of term given. 3-4 marks - factors identified which link to each other or 2 factors well explained. 5-6 marks - 2 factors explained and links made.</p> <p>Likely responses include: Socialisation - process by which individual learns the culture of the society in which they live. In early childhood primary socialisation (1mark) is the family and parents (1 mark) as main socialising influence. In later life stages, the peer group, work, education and religious institutions (1 mark) have greater influence called secondary socialisation (1 mark)</p> <ul style="list-style-type: none"> <li>• Important process as individual needs to learn the social rules/expectations of society (difference between right and wrong)</li> <li>• Helps us to 'fit in' to our own society</li> <li>• Helps us to be accepted</li> <li>• Essential if we are to develop social relationships with others</li> <li>• Develop a sense of identity / self concept/ self esteem/ self image</li> <li>• Development of other skills of communication, intellectual</li> </ul>	6



<p>3d</p>	<p><b>Level 1 (1-2 marks)</b>  Candidate's knowledge will be basic and there may be major gaps or omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way. Will perhaps give one definition of one term.</p> <ul style="list-style-type: none"> <li>• May present the idea of how biological / inheritance/ genes <u>or</u> social factors influence human growth and development (must be accurate)</li> </ul> <p>Not specified, maximum of 3 marks.</p> <p><b>Level 2 (3-5 marks)</b>  Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced.</p> <ul style="list-style-type: none"> <li>• Will talk about biological inheritance <u>and</u> environment influences - socio-economic backgrounds etc.</li> </ul> <p><b>Level 3 (6-8 marks)</b>  Few, if any, omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <ul style="list-style-type: none"> <li>• Will present definitions of both terms and explain how individual is influenced by both.</li> <li>• Will give a balanced argument of how both are equally important and perhaps give an accurate example - inherited diseases/behaviours can be eradicated through environment - counselling/medication/ reinforcement.</li> </ul>	<p>8</p>
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3e	<p><b>Level 1 (1-3 marks)</b> Candidate's knowledge will be basic and there may be major gaps or omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.</p> <p><b>Level 2 (4-7 marks)</b> Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced.</p> <p><b>Level 3 (8-10 marks)</b> Few, if any, omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <p>Likely responses include the importance for:</p> <ul style="list-style-type: none"> <li>• Developing relationships</li> <li>• Self-concept / self-esteem etc</li> <li>• Feeling good / confidence</li> <li>• Mental health</li> <li>• Being able to plan ahead for future</li> <li>• Socialising</li> <li>• Undertaking social roles with competence</li> <li>• Developing intimate relations</li> <li>• Bonding/ attachment</li> </ul> <p>Responses may be positive and negative</p>	10
	<b>Total</b>	<b>30 marks</b>
	<b>Total marks for paper 90</b>	

NB The following is for question 2d for the Welsh option only.

2d	<p><b>Level 1 (1-2 marks)</b>  Candidate's knowledge will be basic and there may be major gaps or omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way. Will perhaps give one definition of one model. Sandra finds it difficult to use a combination of models etc. Compare educational and medical models.</p> <p><b>Level 2 (3-5 marks)</b>  Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced. Will present both definitions.  Difficulties with education model.</p> <ul style="list-style-type: none"> <li>• People aren't interested/ don't listen</li> <li>• Poor presentation</li> <li>• Lack of resources</li> <li>• Not enough information/ data wrong level</li> <li>• Language used</li> <li>• Don't make right lifestyle choice</li> <li>• Don't maintain change</li> </ul> <p><b>Level 3 (6-8 marks)</b>  Few, if any, omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured. Balanced argument whereby:  Difficulties with medical model.</p> <ul style="list-style-type: none"> <li>• Only delivered by health care professional</li> <li>• Access more difficult(rural locations)</li> <li>• Needs more facilities and equipment (findings)</li> <li>• People ignore the opportunities presented</li> <li>• Considers only physical aspects of health and ignores emotional and social</li> <li>• Focuses on absence of disease</li> </ul>	8
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Individual receives information  
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**Medical Model**

Information not complete  
Individual is not necessarily involved  
Health is absence of disease  
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