

Mark Scheme (Results)

January 2013

GCE Health and Social Care (6938)

Paper 01

Human Growth and Development

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)(i)	Early adulthood	(1)

Question Number	Answer	Mark
1(a)(ii)	Adolescence	(1)

Question Number	Answer	Mark
1(b)	<p>2 marks for each friendship benefit fully described, 1 mark if a weak description (2x2) DO NOT ACCEPT: Learning socialisation/social skills, communication, known for a while, prevents loneliness/isolation.</p> <p>For example:</p> <ul style="list-style-type: none"> • People to confide in about issues(1) and receive emotional support(1) example (1) • Share common interests, sports and hobbies (2) example (1) • People to go out to places (2) example (1) • Meet other people through contact with friends (2) example (1) • Sharing of resources (1) example (1) • Sense of belonging (1) example (1) • Learning new skills/ knowledge (2) example (1) • Higher self esteem/self concept (2) example (1) <p>Any other accurate description reflecting the question stem.</p>	(4)

Question Number	Answer	
1(c)	<p>2 marks for each physical feature fully explained, 1 mark if a weak explanation (3x2) Do not accept emotional features. Beware of repeats and reverses.</p> <p>Explanations of the physical features of stress: For example:</p> <p>Stress causes release of adrenaline/hormone and increased nervous system activity (sympathetic n.s.) This is mainly responsible for the following:</p> <ul style="list-style-type: none"> • Faster and stronger heart beat/palpitations • Raised blood pressure/ adrenaline release • Increased risk of heart attacks and strokes • Faster rate of breathing • Sweating • Diarrhoea (internal muscles working faster) • Problems with digestion (reduced blood flow to gut), loss of appetite • Disturbed sleep pattern/tiredness/fatigue • Greater risk of illness due to lower immunity/poor diet • Change in weight(1) with reason (1) • Increased risk of substance abuse • Headaches/migraines (1) due to tension (1) • Skin- stress- related skin disorders eg psoriasis, eczema <p>Any other accurate point which addresses the question stem</p>	(6)

Question Number		Indicative Content
1(d) QWC		<p>Candidates are required to assess the importance of family relationships to an individual. They are likely to go through a PIES process.</p> <p>For example:</p> <p>Positive</p> <ul style="list-style-type: none"> • Provide safety and security • Provide food, clothing, play/activities and shelter • Provide comfort, love and affection • Create high self esteem, good self image, positive self concept • Provide support and advice in times of trouble • Financial help when needed • Benefit of experience/wisdom • Care when ill • Prevent loneliness and isolation • Increased communication skills • Encourage independence • Acquire norms/values through socialisation <p>Negative</p> <ul style="list-style-type: none"> • May create conflict and stress • May be dependent • May cause anxiety • May put members down/low self esteem/ poor self image/ negative self concept • Lack privacy • May be restrictive/clinging/ prevent independence <p>Any other accurate point which addresses the question stem</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no assessment. (1 factor)
2	3-5	Fewer omissions and knowledge may still be basic at the lower end but is explained in more detail. There may be simple links to other points but some specialist terms are used with an attempt at assessment. Some accuracy of spelling, punctuation and grammar. (2-3 factors). Maximum of 5 marks if one-sided.
3	6-8	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. There must be consideration of both sides. The work is coherent and well-structured accurately reflecting the question stem. Assessment is present. Considerable accuracy in spelling, punctuation and grammar. (3-4 factors)

Question Number		Indicative Content
1(e) QWC		<p>Consideration of short and long term effects of noise pollution</p> <p>For example:</p> <p>Short term</p> <ul style="list-style-type: none"> • Irritability/ bad tempered • Headaches • Lack of concentration/poor performance • Conflict • Stress • Lack of sleep/tiredness • Pain • Temporary deafness <p>Long Term</p> <ul style="list-style-type: none"> • Increasing permanent deafness, starting with high tones. • Disability • Social isolation • Ringing in the ears/tinnitus • Poor performance in employment/education <p>Any other accurate point which addresses the question stem</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no examination. (1 factor)
2	4-6	Fewer omissions and knowledge may still be basic at the lower end but is explained in more detail. There may be simple links to other points but some specialist terms are used with an attempt at examination. Some accuracy of spelling, punctuation and grammar. (2-3 factors)
3	7-10	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Examination is present. Considerable accuracy in spelling, punctuation and grammar. (at least 3 factors)

Question Number	Answer	Mark
2(a)(i)	<p>Definition of holistic health 2 marks for full definition and 1 for a partial/weak definition.</p> <p>For example:</p> <ul style="list-style-type: none"> • May give old WHO definition as a state of complete / whole or similar physical, mental and social well-being (1) not merely the absence of disease or infirmity (1) • May refer to the whole person when thinking about health (1) • May extend bullet above by qualifying it with comments about whether a person feels happy and content and has a good social and emotional well-being as well as an absence of illness and infirmity. (2) • May refer to including culture, religion, occupation etc (2) • May include fulfilment of potential or similar (2) 	(2)

Question Number	Answer	Mark
2(a)(ii)	<p>Name and explain model used in the smoking ban</p> <p>1 mark for identification and 2 for a full explanation (1 mark for weak explanation)</p> <p>Identification Societal model/approach (1)</p> <p>Explanation</p> <ul style="list-style-type: none"> • Change society / population rather than individuals (2) • Political decisions / laws (local/national) (1) to change physical, social or economic environments for greater health of the population (1) • Enforced by legislation (2) <p>Not just a reference to Government as this is in the stem</p>	(3)

Question Number		Indicative Content –
2(b)		<p>Reasons for concern about smoking. Do not accept improve health or cosmetic effects</p> <p>For example:</p> <ul style="list-style-type: none"> • Smoking is addictive so is difficult to stop • Dangerous to health –bronchitis and emphysema/heart disease/lung cancer/other cancers • Causes early death • Passive smoking equally dangerous eg in the home • Often associated with other forms of substance abuse • Expensive –has no income <p>Any other accurate point which addresses the question stem.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Phrases listing one/two reasons only
2	3-4	Two reasons with supporting brief explanations
3	5-6	Coherent well-structured response identifying two reasons with accurate explanations and links for 6 marks

Question Number	Answer	Mark
2(c)	<p>General aims of health promotion campaigns. 1 mark for each correct aim. (1x3) Not just awareness or prevention without reference to health. Not just improve health</p> <ul style="list-style-type: none"> • Raising awareness by giving knowledge/ teach / educate so people are aware of dangers to their health (1) • Prevent / reduce/ protect ill health (by immunisation, screening, scans, tests etc.) (1) • Improving general fitness (by encouraging increased activity levels). (1) 	(3)

Question Number		Indicative Content
2(d)		<p>Match how smoking ban legislation has addressed the aims of health promotion or not</p> <p>2 marks for each match related to an aim discussed fully, 1 mark for a weak answer (can be positive or negative)</p> <p>For example:</p> <ul style="list-style-type: none"> • Raising awareness –TV adverts for smoking cessation products, warnings on tobacco products, no smoking notices. Deterred people from smoking (1) • Preventing ill health –lower hospital emergencies and admissions, less exposure in pubs, restaurants to passive smoking so safer for population • Fitness improvement – not directly but indirectly people will feel better so may take up more physical activities. <p>Any other accurate point which addresses the question stem</p> <p>NB Candidate is asked to apply knowledge but may give more than one point per aim or not address all aims and still obtain full marks if well thought through.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Phrases listing one point only
2	3-4	Two points with supporting brief explanations
3	5-6	Coherent well-structured response identifying three reasons with accurate explanations and links for 6 marks

Question Number	Indicative Content
<p>2(e)</p> <p>QWC</p>	<p>Will the Tobacco Control Plan be effective for young smokers? For example:</p> <p>Ending shop displays of tobacco products</p> <ul style="list-style-type: none"> • Existing smokers will always know that products are available and ask for them • Younger children and adolescents may not have the courage to ask for them so may be put off • Those below the legal age for purchase will still ask older people to get the product as they do now. • Out of sight, out of mind may be effective. <p>Keeping the price of tobacco products high with tax</p> <ul style="list-style-type: none"> • Likely to be very effective for those on no or low income • Addiction may result in families cutting essentials like food to buy tobacco products which is not desirable • May result in begging for loose cigarettes off others for young people. • May result in more petty crime <p>Encourage more people to quit using the NHS services</p> <ul style="list-style-type: none"> • Young people less likely to access NHS services as many do so secretly away from home • NHS services are free so older people may take advantage and less visible smokers of all ages will discourage younger people from starting or accessing products. • More advertising of NHS services may prove effective in encouraging all ages to stop. • Young people use GP services less. • Ostrich attitude of young people –it won't happen to me, I'm young and fit. <p>Control marketing strategies from tobacco companies</p> <ul style="list-style-type: none"> • Tobacco companies get little opportunity to advertise now so will the public notice any further reduction? Unlikely. • Unlikely to affect the individual already smoking. • Only effective in the U.K., many people buy bulk from other countries. <p>Any other accurate point which addresses the question stem</p>

Level descriptors for 2(e) continue on the next page.

Level	Mark	Descriptor
	0	No rewardable material
1	1-3	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no examination. (1-2 factors)
2	4-6	Fewer omissions and knowledge may still be basic at the lower end but is explained in more detail. There may be simple links to other points but some specialist terms are used with an attempt at examination. Some accuracy of spelling, punctuation and grammar. (2-3 factors)
3	7-10	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Examination is present. Considerable accuracy in spelling, punctuation and grammar. (at least 3 factors –must include some positive and negative points).

Question Number	Answer	Mark
3(a)(i)	Letter	Part of the body
	A	Head, Head and neck, Brain, Skull
	B	Body, Trunk, limbs, arms, legs, hands, feet
	C	Reproductive organs, ovaries, uterus, breasts, vagina, testes, scrotum, penis, genitals
	There may be other correct versions of these body parts but do not accept non-technical terms such as boobs , or systems e.g. nervous system One mark for each correct box.	(3)

Question Number	Answer	Mark
3(a)(ii)	Line A	(1)

Question Number	Answer	Mark
3(b)	<p>2 marks for full explanation, 1 mark for a partial explanation.</p> <p>For example:</p> <ul style="list-style-type: none">• Allows the body to grow and develop before being able to produce offspring (2)• Reproductive /named / sexual hormones are not being produced until then (1), hormones cause the reproductive organs to grow and develop (1)• Because puberty / adolescence doesn't start until that age (1)• Reproductive organs don't grow until puberty/adolescence (1)	(2)

Question Number	Indicative Content –	Mark
3(c)	<p>For each physical change given, 1 mark for identification and 2 marks for a full description or 1 mark for partial description (2x3). May give male or female features or both. Credit both description and explanation if given. Physiological detail not required.</p> <p>Candidates are giving short answers - if bare facts are given such as pubic hair grows, these can be added up to a maximum of 3; when multiple answers are given over and above these maximum of 4. When hormones are mentioned these should be qualified by male/female/sex/or reproductive or named.</p> <ul style="list-style-type: none"> • Voice becomes deeper/breaks because the larynx/voice box/Adam's apple suddenly grows rapidly and this affects the vocal cords/ due to male hormone/testosterone production. • Growth spurt as sex hormones stimulate skeletal and muscle growth making shoulders broaden in males and hips widen in females. • Eggs/ova and sperm are produced and released as sex hormones stimulate their production. • Menstruation/periods begin as ripening ova produce female hormones causing cyclical replacement of the uterine lining. • Breast growth (or penis, uterus , vagina, testes)as a result of female hormone/oestrogen production. • Facial and body hair growth – pubic/chest/leg/beard growth by male/female hormones. • Acne –spots caused by increased stimulation of skin/sebaceous glands by sex hormones. • Wet dreams increased interest in sexuality results in practice emissions from penis and associated glands.- • Weight/height changes (1) 	(6)

Question Number		Indicative Content
3(d) QWC		<p>For example:</p> <ul style="list-style-type: none"> • Willing to try something new • A challenge • Can make decisions and justify why • Cope with personal issues • Solve problems to own satisfaction • Comfortable in social situations • Confidence • Motivation • Makes successful intimate relationship • Reasons appropriately in difficult circumstances • Works with enthusiasm • Knows themselves/identity • Has friends –makes new friends easily • Is not afraid of failure or rejection <p>Beware of repeats and reverses and obvious statements about self esteem/self image</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no discussion. (1 benefits)
2	3-5	Fewer omissions and knowledge may still be basic at the lower end but is explained in more detail. There may be simple links to other points but some specialist terms are used with an attempt at discussion. Some accuracy of spelling, punctuation and grammar. (2-3 benefits)
3	6-8	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Discussion is present. Considerable accuracy in spelling, punctuation and grammar. (3-4 benefits)

Question Number		Indicative Content
3(e) QWC		<p>Change in social development in later adulthood</p> <p>For example:</p> <p>Positive</p> <ul style="list-style-type: none"> • Meet new people by taking up new hobbies such as painting, bowls • Join community groups/ visit day centres • Travel –often to see/stay with family or relatives or places to see before they die • Not bound by convention anymore/ please themselves who they talk to • Some widows/widowers find new partners <p>Negative</p> <ul style="list-style-type: none"> • Social circle decreases as friends of same age die • Partner may die before them • Finance may be a difficulty so cannot go out much • Mobility may be reduced • Frailty/illness may restrict socialising • Prefer their own home • Feel isolated and cannot be bothered to do anything about it. • Apathy in general • Loss of confidence to meet new people
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no examination. (1factor)
2	4-6	Fewer omissions and knowledge may still be basic at the lower end but is explained in more detail. There may be simple links to other points but some specialist terms are used with an attempt at examination. Some accuracy of spelling, punctuation and grammar. (2-3 factors) Maximum of 6 marks for a one-sided answer.
3	7-10	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Examination is present. Considerable accuracy in spelling, punctuation and grammar. (at least 4 factors –both sides)

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