Surname	Centre Number	Candidate Number
Other Names		2



GCE AS/A level

1626/01

HEALTH AND SOCIAL CARE

UNIT 6: Understanding Common Illnesses, Diseases and Disorders

P.M. FRIDAY, 6 June 2014

1 hour 30 minutes

For Exa	aminer's us	e only
Question	Maximum Mark	Mark Awarded
1.	25	
2.	25	
3.	25	
4.	25	
Total	100	

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page. Answer **all** questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the continuation page at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

Each question carries 25 marks.

The number of marks is given in brackets at the end of each question or part-question.

You are reminded of the need for good English and orderly, clear presentation in your answers. Assessment will take into account the quality of written communication used in your answers.

Answer all questions in the spaces provided.

1. (a) For each vehicle of transmission in the table below, identify **one** possible infection and list ways of minimising the transmission of disease.

Vehicle of transmission	Possible infection	Ways to minimise the transmission of disease
Food	(i)	(ii)
	[1]	
		[4]
Blood	(iii)	(iv)
	[1]	
		[3]
Air	(v)	(vi)
	[1]	
		[3]

(b) Water is a hugely important vehicle for the transmission of infectious diseases across the world. Read the following, based on an article published by the World Health Organisation (WHO) and answer the questions below:

A recent report concluded that poor water sanitation and a lack of safe drinking water kills more people than war, terrorism and weapons of mass destruction combined.

Experts say there are both short-term and long-term measures that can be taken to prevent the spread of waterborne illnesses. In the short term, they say people should wash their hands as much as possible, use a toilet even if it's a hole in the ground, and boil water for drinking and cooking.

Analysts estimate that, for every £1 spent on eliminating deaths by waterborne diseases, there would be an economic return of between £3 and £34, depending upon the country.

(i)	Explain how the short-term solutions suggested above work to reduce the sof waterborne illnesses.	pread [6]
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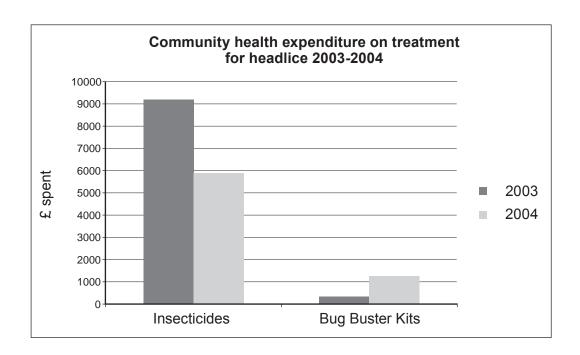
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(ii)	Discuss the social and economic benefits to poor countries of projects set up to eliminate waterborne diseases. [6])
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2.			are organisms that infect the human race. Minimising these infections is an imponent	rtan
	(a)	(i)	State how parasites differ from microbes.	[1]
		(ii)	Explain the difference between endo and ecto parasites.	[2]
	(b)	Two (i)	common parasites in modern populations are head lice and tapeworms. For either head lice or tapeworms, describe how the parasite is transmitted.	[2]
		(ii)	Identify two symptoms of infection by either headlice or tapeworms.	[2]

(c) The chart below shows the impact of a local campaign introduced in England in April 2003 to involve the community in the use of Bug Buster Kits. The kits contained a number of specific combs with detailed instructions for their use, for the wet combing elimination of head lice in schoolchildren. They also contained background information about head lice. Infections with head lice are usually treated using insecticides.



Using the information in the chart:

(i)	Explain how the amount of money spent on Bug Buster Kits has changed.	[2]
(ii)	Explain how the campaign has affected the amount of money spent on insect treatments.	icide [2]
(ii)		

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(iii)	Assess the cost effectiveness of the Bug Buster Kit campaign.	[6]
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(iv)	Discuss the health benefits likely to emerge from the Bug Buster Kit campaign. [8]

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(a)	(i)	Describe the type of immunity induced by a vaccination.	[2]
	(ii)	Describe what a vaccine contains.	[2]
	(iii)	Explain how lymphocytes respond to a vaccination.	
	(***)	Explain flow lymphocytes respond to a vaccination.	[4]
		Explain now lymphocytes respond to a vaccination.	[4]
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		Explain now lymphocytes respond to a vaccination.	[4]
		Explain now lymphocytes respond to a vaccination.	[4]
		Explain now lymphocytes respond to a vaccination.	

(i)	Identify one vaccination and state the stage of life at which it is likely to be offer
(ii)	Discuss the benefits of scheduled immunisation programmes to an individual to wider society.

(111)	scale immuni	sation pro	gramme.	, com los va		ay 3till benk	siit iiOiii e	[3]
(iv)	Discuss the vaccinations.	issues o	f concern	which n	nay discour	age the u	ptake of	some [6]

strategy might be expected to achieve its aims. [6]	strategy might be expected to achieve its aims. [6	(i)	Explain the term sexually transmitted infection (STI). [3
strategy might be expected to achieve its aims. [6]	strategy might be expected to achieve its aims. [6]		
		(ii)	Describe one strategy aimed at reducing the incidence of STIs and explain how th strategy might be expected to achieve its aims.

(iii)	STIs are regarded as 'lifestyle diseases'. Discuss the extent to which an individua can reduce the risk of contracting STIs by modifying their lifestyle. [6]	
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)	The World Health Organisation (WHO) defines the concept of health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.
	This definition encourages a holistic approach to the management and promotion of health.
	Discuss the meaning of the term 'holistic' in the context of the WHO definition. [10]

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END OF PAPER

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