

# Mark Scheme (FINAL)

## Summer 2008

GCE

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

## 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.

PRE-STANDARDISATION MARK SCHEME - 6938  
GCSE HEALTH & SOCIAL CARE JUNE 2008

STRICTLY CONFIDENTIAL

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- (1) You must have provisionally marked 15 of every item **ONLINE** before the Standardisation Meeting on **07/06/2008** in order to familiarise yourself with the Pre-standardisation mark scheme.
- (2) At the meeting the mark scheme will be discussed and amplified. It will be amended in the light of the discussion and of marking experience. Assistant Examiners will then be asked to take part in an Agreement Trial. The marks will be compared and discussed. Scripts used in Agreement Trials may be taken away from the meeting for reference purposes; these must be **destroyed** at the conclusion of marking.
- (3) Within **48 hours** of the Standardisation meeting, Assistant Examiners must mark fully, **ONLINE**, a sample of **10** of every item in the light of the amended **FINAL** mark scheme which you will be able to access **ONLINE**. Please note that you will not be able to mark any more responses until after you have received clearance from your Team Leader, and any differences are resolved.
- (4) Once clearance has been received from the Team Leader, you **MUST** start marking and all your marking **MUST** be done by **the completion dates on your contract**.
- (5) Further checks on your marking will be made by your Team Leader at any point throughout the marking period to ensure that your marking is accurate.

Please contact the ePEN helpdesk for technical queries:

**Online Associates Helpdesk**

Telephone 0800 169 9202

Email [UKservicedesk@pearson.com](mailto:UKservicedesk@pearson.com)

**Crossed out work**

If a candidate has crossed out an answer and written new text, the crossed out work can be ignored. If the candidate has crossed out work but written no new text, the crossed out work for that question or part question should be marked, as far as it is possible to do so.

## Assessment Contact Details

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Question Number	Answer	Mark
1(a)(i)	<p>1 mark for the following: Maximum 1 mark</p> <ul style="list-style-type: none"> <li>• Later adulthood</li> </ul> <p>NOT late adulthood, old age, elderly etc.</p>	Total 1 marks

Question Number	Answer	Mark
1(a)(ii)	<p>1 mark for each of the following: Maximum 3 marks</p> <ul style="list-style-type: none"> <li>• Decline of senses - eyesight, hearing, taste, smell (ACCEPT each one for 1 mark each)</li> <li>• Reduced mobility / reduced activity / muscles weaker / stiff joints</li> <li>• Reduced skin elasticity</li> <li>• Reduced bone density / bones weaker</li> <li>• Skin is thinner / drier / flakier</li> <li>• Organ systems less efficient -respiratory, cardiovascular, digestive, renal (ACCEPT each one for 1 mark each)</li> <li>• Immune system less efficient</li> <li>• Balance reduced</li> <li>• Reduced height</li> </ul> <p>NOT wrinkles, grey hair or loss of a "sense". NOT brittle bones.</p>	Total 3 marks

Question Number	Answer	Mark
1(b)	<p><b>1 mark for each of the following: Maximum 4 marks</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• More tired /exhausted</li> <li>• Gradually becoming fitter / healthier / more active / organ systems functioning better</li> <li>• Mobility and balance improves.</li> </ul> <p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• Mental stimulation from contact with younger people / better knowledge</li> <li>• More creative / imaginative</li> <li>• Learning new skills.</li> </ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Anxious / stressed about the family's future / financial implications</li> <li>• Delighted / happy at having more contact with grandchildren</li> <li>• Irritation at lack of space / untidiness / no time to pursue own interests</li> <li>• Change in self-concept / self-image or self-esteem.</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Enhanced family relationships/interaction</li> <li>• Enhanced/ reduced social relationships</li> </ul> <p><b>Response must be an effect not a cause.</b></p>	<p style="text-align: right;"><b>Total 4 marks</b></p>

Question Number	Answer	Mark
1(c)	<p><b>2 marks for each fine and gross point</b></p> <ul style="list-style-type: none"> <li>• Gross motor skills involve large muscle groups whereas fine motor skills involve small muscles</li> <li>• Gross motor skills begin early in infancy whereas fine motor skills develop later</li> <li>• Gross motor skills are basic core motor movements involving head and trunk whereas fine motor skills are precise, manipulated sophisticated movements - fingers, hands</li> <li>• Fine motor skills involve complex nervous control whereas gross motor skills do not.</li> <li>• Climbing trees is a gross motor skill whereas painting is a fine motor skill.</li> </ul>	<p style="text-align: right;"><b>Total 4 marks</b></p>

Question Number	Answer	Mark
1(d)	<p><b>Level One (1 - 2 marks)</b>  The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing.  Candidates will make a few statements such as lack of money to buy things income, but they may be vague. There is unlikely to be any discussion.</p> <p><b>Level Two (3 - 5 marks)</b>  There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced.  Candidates may make one or two links. There should be evidence of some explanation and/or discussion of the factors. <b>Maximum of 4 marks for a one-sided view.</b></p> <p><b>Level Three (6 - 8 marks)</b>  There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.  Candidates should give clear examples accompanied by explanations of the importance of employment to health and well-being. Examples should be drawn both from the case study and elsewhere. There should be clear evidence of discussion of the factors.  Discussion will reflect both sides and present a balanced view.</p> <p><b>For example:</b></p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Provides income for basic necessities - shelter/clothing/food/heat etc</li> <li>• Provides income for pleasure/leisure pursuits</li> <li>• Luxuries</li> <li>• Occupies time/less boredom/intellectual stimulation</li> <li>• Platform to higher social class</li> <li>• Increases education/learning/skills/training/development</li> <li>• Feeling of well-being/being productive/raised self-esteem/self-concept</li> <li>• Supporting family</li> <li>• Independence</li> <li>• Changes social network/relationships</li> <li>• Opportunity for social development</li> <li>• Confidence</li> <li>• Stress.</li> </ul>	

	<p><b>Negative</b></p> <ul style="list-style-type: none"><li>• Dependency on welfare state/handouts</li><li>• Boredom/depression/mental health/failure/rejection</li><li>• No luxuries</li><li>• Low quality accommodation - infections/dampness/accidents</li><li>• Increases health risks</li><li>• Premature death increased</li><li>• Low self-esteem/image/self-concept</li><li>• Stress / frustration / anger</li><li>• Unable to learn new skills.</li></ul>	<p><b>Total 8 marks</b></p>
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Question Number	Answer	Mark
1(e)	<p><b>Level One (1 - 3 marks)</b> The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing.</p> <p><b>Level Two (4 - 7 marks)</b> There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end of the range candidates are likely to focus on points from the case study and examine the possible effects of these on a negative self concept. At the top end of the range candidates are likely to show other aspects of self concept and show insight. Evaluation skills are present. <b>Maximum of 5 marks for a one-sided view of self concept.</b></p> <p><b>Level Three (8 - 10 marks)</b> There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident and the candidate applies information from the case study and their own knowledge. <b>1 mark for a correct definition of self-concept</b> For example:</p> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Unable to find decent employment</li> <li>• Run back home to elderly parents/dependency</li> <li>• No home</li> <li>• Financial difficulties</li> <li>• Children affected by break-up</li> <li>• Failure of intimate relationship/low self esteem/self image</li> <li>• Unhappy/embarrassed/lacking confidence</li> <li>• Stressed</li> <li>• No friends/confidantes/lonely</li> <li>• Difficult to mix again/reluctant to answer questions - children/new acquaintances/neighbours</li> <li>• Problems yet to face-divorce/access</li> <li>• Depressed</li> <li>• Anger.</li> </ul> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Opportunity to make fresh start</li> <li>• Left difficult relationship behind</li> <li>• Meet new people/new social networks</li> <li>• Relief</li> <li>• Happier having made the break</li> <li>• Independence</li> </ul>	<p style="text-align: right;"><b>Total 10 marks</b></p>
		<b>Total 30 marks</b>

Question Number	Answer	Mark
2(a)(i)	<p>One mark for each of the following: 2 maximum</p> <ul style="list-style-type: none"> <li>• A personal view of health</li> <li>• A negative view of health</li> </ul>	Total 2 marks

Question Number	Answer	Mark
2(a)(ii)	<p>One mark for a partial description Two marks for a full description</p> <p>Holistic view of health:</p> <ul style="list-style-type: none"> <li>• Enables a person to achieve their own potential</li> <li>• Empowers people to improve their quality of life</li> <li>• Is a state of complete physical, emotional, mental and social well-being and not just an absence of disease or infirmity</li> </ul> <p>(all aspects of development for 2 marks, anything less 1 mark)</p>	Total 2 marks

Question Number	Answer	Mark
2(b)	<p><b>Level One (1 - 2 marks)</b>  The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way.  The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way.</p> <p><b>Level Two (3 - 4 marks)</b>  There will be a basic level of knowledge. There may be some application of knowledge. 1-2 factors may be identified and explained or 1 factor well explained and links made to other points.</p> <p><b>Level Three (5 - 6 marks)</b>  There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. The response will be coherent and well structured. At least 2 factors well-explained with links made to other points.</p> <p>In this answer, look for the explanations. There are no marks for repeating parts of the scenario such as “stressful occupation”, rather that a stressful occupation results in raised blood pressure for long periods (strong candidates may refer to adrenaline release) causing heart disease.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Working long hours so constantly active and little time for relaxation/exhausted/lack of exercise</li> <li>• High levels of stress/responsibility -raised BP/hypertension leading to heart disease</li> <li>• Poor quality diet high in salt, fat and sugar- blocked arteries (atherosclerosis)/heart disease</li> <li>• Raised cholesterol leading to heart disease.</li> </ul> <p><b>NOT Ceri and the children returning home.</b></p>	<p style="text-align: right;"><b>Total 6 marks</b></p>

Question Number	Answer	Mark
2(c)	<p><b>Level One (1 - 3 marks)</b>  The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing.  The candidate is likely to just identify one approach. This may be vague and not accurately expressed. The response may be specific to one health risk such as smoking or just generally refer to healthier lifestyles.</p> <p><b>Level Two (4 - 7 marks)</b>  There will be a basic level of knowledge. There will be more than one approach considered and examples provided. The evaluation will be basic and will not be balanced.</p> <p><b>Level Three (8 - 10 marks)</b>  There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.  The candidate will mention all three approaches although the biomedical approach will only be useful in a "compliance" concept such as identifying the need to accept screening, monitoring and immunisation to stay healthy.</p> <p><b>Name of approach - x1 mark</b>  <b>For example:</b>  <b>Societal (3 marks)</b></p> <ul style="list-style-type: none"> <li>• Legislation - alcohol/smoking</li> <li>• Local authority - alcohol free zones</li> <li>• Public warnings such as underage purchasing.</li> </ul> <p><b>Educational/Behavioural (4 marks)</b></p> <ul style="list-style-type: none"> <li>• Provide information on health risks (diet, smoking, alcohol etc) so that people can make informed decisions</li> <li>• Empower people/ raise self esteem to make their own decisions</li> <li>• Provide advice/help to encourage change to healthier lifestyles</li> <li>• Use mass media to influence society as a whole</li> <li>• Raising awareness that people have the responsibility for their own lifestyles</li> <li>• Provide statistics to inform individuals about extent of risks</li> <li>• Explore attitudes and behaviour -safe sex, alcohol, and smoking.</li> </ul> <p><b>(Bio) Medical (3 marks)</b></p> <ul style="list-style-type: none"> <li>• Encourage individuals to undergo regular screening, monitoring or immunisation to ensure maintenance of a healthier lifestyle.</li> </ul>	<p style="text-align: right;"><b>Total 10 marks</b></p>

Question Number	Answer	Mark
2(d)(i)	Glasgow	Total 1 mark

Question Number	Answer	Mark
2(d)(ii)	Liverpool	Total 1 mark

Question Number	Answer	Mark
2(d)(iii)	<p><b>Level One (1 - 2 marks)</b> The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Candidates will offer only one idea poorly expressed for campaigns. (1-2 marks)</p> <p><b>Level Two (3 - 5 marks)</b> There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced.</p> <p>At the bottom end of the range there should be at least 2 brief ideas for campaigns (4 marks). [or 3 marks for 1 well explained campaign]. At the top end of the range, candidates should demonstrate a good understanding of 2 of the issues that Health Promoters face in large cities and maybe able to analyse reasons for the low uptake of immunisation. They will offer at least 1 well-explained campaign ideas and 1 brief idea (5 marks).</p> <p><b>Level Three (6 - 8 marks)</b> There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good discussion should be clearly evident and explicit. More than 2 points made should be detailed and relevant, both to large city populations and individuals.(5 marks) These points should be linked to clear explanations. A further 3 marks are available for more than 2 ideas for health promotion campaigns. (6-8 marks)</p>	

	<p><b>Improving health promotion campaigns</b></p> <ul style="list-style-type: none"> <li>• Personalised invitations by 'phone or text</li> <li>• Communication (written/spoken) in different languages</li> <li>• Health professionals from different ethnic groups</li> <li>• Education/information on <u>risks</u> from diseases</li> <li>• Evening or weekend clinics for working parents</li> <li>• Using census, benefit or school lists for information</li> <li>• Use of mass media to publicise importance especially on dedicated channels - Asia, Caribbean etc.</li> <li>• Use of faith-based agencies</li> <li>• Increase in number of GP practices</li> <li>• Positive publicity - posters, leaflets etc.</li> <li>• Interpreters in practices</li> <li>• Targeting pregnant mothers</li> <li>• Improved tracing of movements of families.</li> </ul>	<p><b>Total 8 marks</b></p>
<p style="text-align: right;"><b>Total 30 marks</b></p>		

Question Number	Answer	Mark
3(a)(i)	<p>One mark for the following:</p> <ul style="list-style-type: none"> <li>• Adolescence</li> </ul> <p>ACCEPT no other response, other than a simple misspelling but NOT <u>adolescent</u>.</p>	Total 1 mark

Question Number	Answer	Mark
3(a)(ii)	<p>1 mark for each of the following: Maximum 3 marks</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Growth / enlargement / development of breasts</li> <li>• Development of underarm (axillary) and pubic hair</li> <li>• Onset of menstruation (menarche)/ periods</li> <li>• Widening of hips</li> <li>• Growth <u>spurt</u></li> <li>• Growth of ovaries, uterus, vagina</li> <li>• Start of ovulation</li> <li>• Acne</li> <li>• Female sex hormones increase (or any named one).</li> </ul> <p>NOT puberty or oily skin or boobs.</p>	Total 3 marks

Question Number	Answer	Mark
3(b)(i)	<p>1 mark for each factor and example or qualification Up to 2 factors each</p> <p>Factors: Needs friends/peers to</p> <ul style="list-style-type: none"> <li>• Experience changes in puberty with</li> <li>• Go on outings</li> <li>• Play active sport</li> <li>• Experience different life stages</li> </ul> <p>Can present negative view.</p>	Total 4 marks

Question Number	Answer	Mark
3(b)(ii)	<p>1 mark for each factor and example or qualification Up to 2 factors each</p> <p>Needs friends/peers to</p> <ul style="list-style-type: none"> <li>• Discuss schoolwork</li> <li>• Exchange ideas</li> <li>• Improve communication</li> <li>• Explore world/society</li> <li>• Develop intellectual skills further/stimulation/learn new things.</li> </ul> <p>Accept negative perspective</p>	Total 4 marks

Question Number	Answer	Mark
3(c)	<p><b>Level One (1 - 2 marks)</b> The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Candidates will make a few statements to do with enjoying oneself and being unhappy but they will be vague, without explanation. There is unlikely to be any discussion.</p> <p><b>Level Two (3 - 5 marks)</b> There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Candidates may make one or two links to other developmental areas. There should be evidence of some explanation and/or discussion of at least 2 factors.</p> <p><b>Level Three (6 - 8 marks)</b> There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Candidates should give clear examples accompanied by explanations of the importance of emotional development in adulthood. Several factors will be explained and linked to development in other areas. Examples should be drawn both from the case study and elsewhere. There should be clear evidence of discussion of the factors.</p> <p><b>No more than 5 marks if bullet-pointed.</b></p>	



	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Make social relationships easily</li> <li>• Form intimate relationships</li> <li>• Be independent</li> <li>• Develops constructive plans for the future</li> <li>• Able to make effective decisions by considering all angles</li> <li>• Communicate effectively</li> <li>• Mix with others/socially interact</li> <li>• Confident</li> <li>• Express thoughts and feelings</li> <li>• Develop coping skills in problem situations</li> <li>• Accept new challenges with enthusiasm</li> <li>• Happy with life</li> <li>• Not be afraid of failure</li> <li>• Develop self concept.</li> </ul>	<b>Total 8 marks</b>
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Question Number	Answer	Mark
3(d)	<p><b>Level One (1 - 3 marks)</b>  The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing.</p> <p>The candidate is likely to identify one or two points from the graph but they may be vague. The candidate is unlikely to evaluate the information or make accurate reference to educational/behavioural approach.</p> <p><b>Level Two (4 - 7 marks)</b>  There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced.</p> <p>At the bottom end of the range candidates are likely to identify points from the graph and relate these to ways of preventing pupils from obtaining cigarettes but not to attitudes/values/informed decisions/self-esteem. There is still unlikely to be much evaluation.</p> <p>At the top end of the range, in addition links should be specific and candidates are likely to start to evaluate the information.</p>	

	<p><b>Level Three (8 - 10 marks)</b>  There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.</p> <p>Good evaluation is clearly evident and the candidate makes reference to several aspects of the graph. There should be clear links of each of these to self esteem/responsibility of the individual etc.  For 9-10 points the candidate should be emphasising the links between refusing/not asking for cigarettes from friends/relatives and being empowered to refuse.  <b>No more than 6 marks if bullet points.</b></p> <p><b>For example:</b>  <b>Chart key points</b></p> <ul style="list-style-type: none"> <li>• Occasional smokers are more likely to be given cigarettes by friends/relatives</li> <li>• Occasional smokers are less likely to buy cigarettes probably lack of money/persuaded to stop easily</li> <li>• Regular smokers more likely to buy own cigarettes</li> <li>• Regular smokers buy more from newsagents/tobacconists than anywhere else -less likely to be refused</li> <li>• Only 25% are bought in supermarkets where supervision and warnings more likely.</li> </ul> <p>1 mark for defining educational/behavioural approach</p> <p><b>Approach points:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding -younger start smoking/more cigs. smoked more likely to become ill</li> <li>• Statistics inform pupils about tobacco-related disease</li> <li>• Advice/help about stopping or reducing habit</li> <li>• Empowerment of individuals to say no</li> <li>• Attitudes and values -not macho</li> <li>• Financial consideration</li> <li>• Change views and ideas about smoking</li> <li>• Individual responsible for own health</li> <li>• Change in behaviour/sport/music etc</li> <li>• Taking control of own lives</li> </ul>	<p style="text-align: right;"><b>Total 10 marks</b></p>
		<b>Total 30 marks</b>
		<b>Total for paper: 90 marks</b>