

APPLIED GCE

Edexcel GCE

Health and Social Care (6941)

Summer 2006

Mark Scheme

| Unit 6941: Social Aspects and Lifestyle Choices | | | | |
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| Questions | | | Expected Answers | Marks |
| 1 | a | i | <p>One mark for each of the following: Maximum 2 marks</p> <ul style="list-style-type: none"> • Birth • Death • School (starting/attending/going to) • Employment/work (starting/having/going to) • retirement/being retired | 2 |
| | | ii | <p>One mark for a partial description Two marks for a full description</p> <ul style="list-style-type: none"> • Moved house • To the outskirts of the city | 2 |
| | b | i | <p>One mark for each of the following: Maximum 2 marks</p> <ul style="list-style-type: none"> • Father lives 50 miles away/she has no family nearby • (difficult to get into the city as) public transport is not good/reliable • She does not own a car • No shops nearby • Not knowing anyone as recently moved | 2 |
| | | ii | <p>1-2 marks for partial explanation 3-4 marks for full explanation</p> <ul style="list-style-type: none"> • Primary socialisation is interactions with the family • Ged interacting with his mother or grandfather • Secondary socialisation is interactions with people outside the family / at school / at work • Ged interacting with the older youths or his peers/teachers at school | 4 |
| | c | i | <p>One mark for a partial description Two marks for a full description</p> <ul style="list-style-type: none"> • Idea of being forced to do things (you don't want to do) • By people you go around with (like class mates or friends) | 2 |

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| 1 | c | ii | <p>Level One (1 - 2 marks) 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>Candidates will make a few statements about how someone may be persuaded not to take drugs, either from the case study or elsewhere, but they may be vague. There is unlikely to be any discussion.</p> <p>Level Two (3 - 5 marks) 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>Candidates should give appropriate examples of how someone may be persuaded not to take drugs, using the case study and other examples. There should be evidence of some explanation and/or discussion of the factors.</p> <p>Level Three (6 - 8 marks) 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>Candidates should give clear examples accompanied by explanations of how someone may be persuaded not to take drugs. Examples should be drawn both from the case study and elsewhere. There should be clear evidence of discussion of the factors.</p> <p>For example:</p> <ul style="list-style-type: none"> • Show the dangers of taking drugs - videos, TV campaigns, examples of people who have taken them • Tell someone the cost of taking drugs and what else they could do with their money • The school could get someone in to talk to the students about the bad experiences they have had • The police could come into school and talk to the students about the problems that arise when people take drugs. | 8 | |
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| 1 | d | <p>Level One (1 - 3 marks) 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. The candidate is likely to identify a few points from the case study or elsewhere. The candidate is unlikely to make clear links between the low social class and healthy lifestyle.</p> <p>Level Two (4 - 7 marks) 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 healthy life styles. At the top end of the range candidates are likely to show other aspects of low social class and link these to healthy or otherwise life styles. Evaluation skills are present.</p> <p>Level Three (8 - 10 marks) 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 elsewhere. The effects of low social class on various aspects of healthy life styles should be clear. There should be some statement, coupled with explanation, that it is still possible to have a healthy life style even if in a low social class. Factors associated with low social class include:</p> <ul style="list-style-type: none"> • Less money for healthy food • Less money for organised exercise • Less money for social activities • Less well educated so may not know how to keep healthy • More likely to be unemployed leading to boredom/stress • Poor housing so more prone to infections/accidents/mental health problems • Overcrowding/polluted areas leading to illness/stress • Positive social/emotional aspects relating to people in similar situations | 10 | Total 30 marks |
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| 2 | a | i | <p>One mark for a partial description Two marks for a full description 2 max</p> <ul style="list-style-type: none"> • She dresses blue for Rory and pink for Lisa; • Idea that these are 'gender' colours; • She does not like to dress Lisa in trousers; • Idea that trousers should be just for boys | 2 | |
| | | ii | <p>One mark for a partial description Two marks for a full description</p> <ul style="list-style-type: none"> • Rory is given toys typical for boys / Lisa is given toys typical for girls; • Further description such as Rory is given trains or cars / Lisa is given dolls or a toy ironing board | 2 | |

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| 2 | a | iii | <p>Level One (1 - 2 marks) 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>Level Two (3 - 5 marks) 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>Level Three (6 - 8 marks) 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>In this answer, look for the identification of ways of stereotyping, amplification of each of these ways and the effect on the different areas of development, giving a mark for each of these up to a maximum of eight marks.</p> <p>Possible ways of stereotyping with amplification</p> <ul style="list-style-type: none"> • The way they are talked to • Boys may be spoken to more roughly than girls • The types of activities they are allowed to do • Boys may be allowed to be more boisterous and run around • The interactions of the nursery nurses with the children • Girls may get more hugs <p>Possible effects on development eg</p> <ul style="list-style-type: none"> • Physical - boys may become even stronger if they are allowed to run around more • Emotional - children may be unhappy that they are not allowed to do what the other sex is allowed to do • Social - children associate certain activities with the one sex and this may affect the way they interact with others. | | |
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| 2 | b | i | <p>One mark for a partial description Two marks for a full description</p> <ul style="list-style-type: none"> • Idea of set of rules/practices care practitioners should employ • That ensure quality of care (when working with clients)/example eg respect/dignity/equality of treatment. | 2 | |
| | | ii | <p>Level One (1 - 2 marks) The candidate is likely to just identify only of some ways of raising self-esteem. These may be vague and not be particularly relevant to young people with special needs.</p> <p>Level Two (3 - 4 marks) Candidates should give relevant detailed examples, but explanation or discussion may be lacking.</p> <p>Level Three (5 - 6 marks) Candidates should give relevant detailed appropriate examples, accompanied by explanations. There should be clear evidence of discussion.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Talk to them in a sympathetic way; • Listen to what they have to say • Encouragement • Empower them to make their own decisions • Tell them how well they are doing / praise them • Bring in good role models into the school | 6 | |

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| 2 | c | <p>Level One (1 - 3 marks) 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>Candidates demonstrate an understanding of social and emotional development, but may fail to pick up on empowerment or relate their answers specifically to a teenager with specific needs.</p> <p>Level Two (4 - 7 marks) 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 some specific points made that are relevant to a teenager with special needs. There may also be some mention of empowerment, but the explanations may be unclear. At the top end of the range, candidates should demonstrate a good understanding of some of the social and emotional issues that Henry will face at this stage. There should also be some understanding of empowerment.</p> <p>Level Three (8 - 10 marks) 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 discussion should be clearly evident and explicit. Points made should be detailed and relevant, both to a teenager and also to one with special needs. These points should be linked to clear explanations. All the points should be linked clearly to a good understanding of empowerment.</p> <p>Factors relating to this stage include:</p> <ul style="list-style-type: none"> • Less direct support • A wider range of opportunities • Becoming an adult • Unfamiliar situations • Challenging situations <p>Empowerment eg</p> <ul style="list-style-type: none"> • Given the chance to make decisions • Being asked for a view or opinion • Being listened to • Views respected • Contributing to and making decisions | 10 | Total 30 marks |
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| | | | Importance to social and emotional development, eg <ul style="list-style-type: none">• Self worth• Self esteem• Confidence to meet new people• Feel accepted in society• Able to form relationships with others• Making good decisions leading to more good decisions being made | | |
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| 3 | a | <p>One mark for a partial description Maximum 3 marks Two marks for a full description Maximum 6 marks</p> <p>In each set of three a maximum of two marks</p> <ul style="list-style-type: none"> • Family • Grandson and partner • Visiting/going out for the day • Friends • Other residents • Entertaining • Care practitioners; • Staff of the Sheltered Accommodation • Example of interaction eg talking to him/looking after him • idea of casual relationships • meeting people on walks/at shops • idea of on a regular basis | 6 | |
| | b | <p>Level One (1 - 2 marks) The candidate is likely to just identify only of some ways of ensuring a positive self-concept. These may be vague and not be particularly relevant to an older person like Willie living in Sheltered Accommodation..</p> <p>Level Two (3 - 4 marks) Candidates should give relevant detailed examples, but explanation may be lacking.</p> <p>Level Three (5 - 6 marks) Candidates should give relevant detailed appropriate examples, accompanied by explanations. It should be clear that the candidate understands what a positive self-concept means.</p> <p>Ways of raising self-concept include:</p> <ul style="list-style-type: none"> • They should listen to what Willie has to say • They should praise him • They should make him feel important • They should encourage his independence; • They should make him feel confident in his own abilities • Empower them to make their own decisions | 6 | |

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| 3 | c | i | <p>One mark for each of the following Maximum 2 marks</p> <ul style="list-style-type: none"> • He goes for walks • He does his own shopping • He eats healthily • He enjoys cooking • He has never smoked | 2 | |
| | | ii | <p>Level One (1 - 2 marks) The candidate is likely to give description of the different effects only. Explanation will not be clearly evident and there will be no clear links to health & well-being.</p> <p>Level Two (3 - 4 marks) Candidates may well support description of the different effects with explanation or make links to health and well-being.</p> <p>Level Three (5 - 6 marks) Candidates should describe effects and explain their relevance. They should also make clear links to health and well-being. For full marks there should be reference to other aspects of health and well-being other than physical.</p> <p>Examples of effects include:</p> <ul style="list-style-type: none"> • Lung cancers/ bronchitis/emphysema • Because of tar in the cigarettes; • Addiction/ can't give up; • Because of the nicotine; • Lack of energy; • Because of damage to respiratory system • Emotional effects such as depressed; • Because can't give up • Could find it pleasurable/calming; • Idea of 'steading the nerves' • Financial aspects • Leading to stress/spending money on more food thus overeating • Socially acceptable / unacceptable; • Explanation - peers smoke / most people don't smoke now | 6 | |

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| 3 | d | <p>Level One (1 - 3 marks) 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 reference to healthier life styles.</p> <p>Level Two (4 - 7 marks) 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 healthier life styles. 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>Level Three (8 - 10 marks) 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 all four aspects of the graph. There should be clear links of each of these to lifestyles with comments about whether the evidence supports that fact they are healthier or not. To gain 9/10 marks, the candidates should make reference to the fact that the graph only refers to males / does not go beyond 1998 etc. / idea there is no clear cause and effect</p> <p>Points from the graph:</p> <ul style="list-style-type: none"> • Lung, trachea and bronchus cancers have decreased, • slowly at first, then more rapidly/reference to numbers • Evidence of less smoking, perhaps • Stomach cancers have decreased • Steadily/reference to numbers • Evidence of better diet or less stress | | |
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| | | | <ul style="list-style-type: none"> • Colon, rectum and anus cancers have decreased • only slightly/reference to numbers • Evidence of slightly increased or not much change in fibre consumption, perhaps • Prostate cancers have increased • hen decreased/reference to numbers • Any sensible suggestion here eg men more aware now and seek help earlier | 10 | Total 30 marks |
| | | | TOTAL FOR PAPER: 90 MARKS | | |

