

Mark Scheme (Results) Summer 2007

GCE

GCE Applied Health & Social Care (6941/01)

Questions	Expected Answers	Marks
1ai	<p>One mark for of the following: (2 x 1) Maximum of 2</p> <ul style="list-style-type: none"> • Breakdown of a relationship • Separation • Losing a job • Becoming unemployed • Depression • Exclusion from school 	2
1aii	<p>Level one (1 - 2 marks) Low level response Candidates will make some comments on Jack's emotional development but these will be vague. Explanation will be weak. 1 point extended or 2 points explained.</p> <p>Level two (3 - 4 marks) Medium level response Candidates will clearly link Jack's emotional state to the separation. Explanation will be accurate and clear. Examples can include: A feeling of isolation and rejection. Not having the confidence to make new relationships. Feeling worthless. Low self-esteem. Turning to alcohol to forget what has happened.</p>	4
1bi	<p>2 marks for a complete definition.</p> <p>Peer pressure is being made to do something that you may not want to do by people who are the same age as you or who are friends such as people in your class at school or people that you live near or socialise with.</p>	2
1bii	<p>4 marks can be given for 4 points made. 2 x 2 marks can be given for 2 points made that are fully explained.</p> <p>Explanation to include: No qualifications therefore employers would not interview him. No motivation to apply for a job. No one to help him find any work. Unable to present well at interview. Peer pressure to 'hang out' and not apply for work.</p>	4

<p>1biii</p>	<p>Level one (1 - 2 marks) Low level response Candidates will give some suggestions for support services that can be offered to James but these will not be fully developed and not directly related to his life-style.</p> <p>Level two (3 - 5 marks) Medium level response Candidate will give accurate examples of support services and link these to how James could change his lifestyle but the discussion will not be fully expanded.</p> <p>Level three (6 - 8 marks) High level response Candidates will give clear examples of the support services available to James and these will be clearly linked to how they could help to change his lifestyle. Examples could be: Informal support such as a friend who has stayed on at school to gain qualifications and could encourage James to do the same. Another member of the family who James could go to live with and act as a role model. Formal support such as a youth counsellor, teacher, learning mentor, community police officer, job centre. Taking up a training programme such as an apprenticeship.</p>	<p>8</p>
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1c	<p>Level one (1 - 3 marks) Low level response Candidates will give some comments on problems with heavy drinking but these will be vague and not directly linked to health and well-being.</p> <p>Level two (4 - 7 marks) Medium level response Candidates should give appropriate examples of how heavy drinking can affect health and well-being. There should be some evidence of discussion.</p> <p>Level three (8 - 10 marks) High-level response Candidates should give clear examples of how both well-being and health can be affected by alcohol abuse. There should be clear evidence of discussion. Examples can include: Regular drinking of excessive alcohol increases the risks of developing high blood pressure, CHD, cancers of the mouth and throat, pancreatitis, stroke, liver damage. Can result in obesity. Gives rise to mental problems, including depression. Can lead to breakdown of relationships Causes psychological problems, hang over, problems with getting up in the mornings etc. Financial difficulties giving rise to depression, missed work days, stress due to under performance, cost of alcohol. Death. Violence/aggressive behaviour. Irrational behaviour. Affects self-esteem/self confidence.</p> <p>For full marks at least 5 effects should be given.</p>	10
	Total	30 marks

2ai	1 mark for identifying the following: Professional female	2
2aii	1 mark for identifying the following: Unskilled manual male	2
2aiii	<p>Level one (1 - 2 marks) Candidates will give some explanation of the effects of diet on life expectancy but the explanation will be vague.</p> <p>Level two (3 - 4 marks) Candidates will give accurate links between diet and life expectancy. Full marks can be given for 1 effect if it is fully explained or for explanation of 2 or more factors.</p> <p>Examples include: Diet high in saturated fat linked to coronary heart disease and some cancers Dietary links to obesity, diabetes, cancers and any other relevant explanations. Healthy diet - increase longevity of life, opposite to those diseases listed.</p>	4
2aiv	<p>Low level response (1 - 3 marks) Candidates will make some comments but links between life expectancy and social class will be vague.</p> <p>Medium level response (4 - 6 marks) Candidates will make direct links between life expectancy and social class. Discussion will not be detailed.</p> <p>High level response (7 - 8 marks) Clear and accurate links made supported by detailed discussion.</p> <p>Discussion can include:</p> <ul style="list-style-type: none"> • People from manual groups tend to eat around 50% less fruit and vegetables than professional groups. • Research shows that the lower a person's social class the more likely they are to die prematurely. <ul style="list-style-type: none"> - Black report indicates that the lower a person's social class the more likely they are to die at an earlier age. • Lower social classes have higher percentage of high blood pressure • Can include links to social selection - those people who are fitter and in better health gain better jobs. • People in lower social classes experience lower incomes, poor housing, oppressive work conditions - these conditions can lead to poor health and lower life expectancy. <p>But also:</p> <ul style="list-style-type: none"> • Higher social classes may be more sedentary - eat 	8

	fatty foods and therefore have lower life expectancy or any other relevant factors.	
2bi	1 mark for identifying the following: Bangladeshi women	2
2bii	1 mark for identifying the following: Black Caribbean men	2
2biii	<p>Level one (1 - 3 marks) Low level response Candidates are likely to give some effects of an active lifestyle on health and well-being but these will be vague and discussion will not be evident.</p> <p>Level two(4 - 7 marks) Medium level response At the bottom end of the range there will be some comments on the effects of an active lifestyle and these will be related to health and well-being. At the top end there should be evidence of discussion of these effects.</p> <p>Level three (8 - 10 marks) High level response Accurate discussion of the effects of an active lifestyle on health and well-being will be seen. The discussion should be detailed and specific and clearly demonstrate the candidates in depth knowledge. Examples can include: Exercise has an effect on all PIES: Physical: improves strength and stamina, reduces blood pressure and weight. Brisk walking for 30 mins daily can improve the cardiovascular system as it strengthens cardiac muscle. Intellectual: stimulates thinking and planning skills therefore facilitating good performance at work, study etc. Emotional: Increases self-esteem and confidence therefore improving relationships. Social: develops social circle and provides ways of meeting people. Also accept answers for problems if you don't have an active lifestyle such as: Inactivity can result in obesity, CHD, stroke, diminish a person's quality of life or similar.</p>	10
	Total	30 marks

3ai	<p>Two marks for description of each principle: 2 x 2</p> <p>Examples such as: promoting anti-discriminatory practice, maintaining confidentiality of information, promoting and supporting individuals rights, supporting personal beliefs, allowing equality of opportunity, and any other relevant principles.</p>	4
3aii	<p>Full marks can be given for 4 effects described or 2 effects fully described.</p> <p>Examples only: As he is ignored he will feel worthless Will reduce his confidence, lower his self-esteem Will become more frustrated, behaviour will get worse Lower his self-esteem Give him feelings of rejection, isolation.</p>	4
3aiii	<p>Level one (1 - 2) - Low level response Candidates will give brief reference to the care value base. Points may not be directly related to the case study.</p> <p>Level two(3 - 4) Candidates will demonstrate their knowledge of the care value base and indicate how it can be used to improve the care. Explanation will not be full.</p> <p>Level three (5 - 6) - High level response Full, clear and accurate explanation of how CVB can be used in relation to the care assistant to improve the client's care. Examples can include: Ensuring client has equality of opportunity. Not discriminating against the client. Promoting CVB values. Empowering the client. Giving choice. Encouragement to work to their abilities.</p> <p>At least 3 examples for full marks.</p>	6
3bi	<p>2 marks for complete definition</p> <p>Primary socialisation. The teaching and learning of social attitudes, values and the forms of behaviour that are acceptable in the wider society acquired through the social process carried out within the family.</p>	2
3bii	<p>1 mark for each factor to a maximum of 2</p> <p>Brothers playing with her Parents Care assistant, staff at the school.</p>	2
3ci	<p>2 marks for complete definition</p> <p>Stereotyping. A fixed way of thinking involving</p>	2

	generalisations and expectations about a group of people or an issue.	
3cii	<p>Level one (1 - 3 marks) - Low level response Candidates will make some comments on stereotyping. These may be vague and not directly related to development.</p> <p>Level two (4 - 7) Candidates will demonstrate knowledge of the issues and relate them to development. Discussion will not be fully expanded.</p> <p>Level three (8 - 10) - High level response Candidates will clearly demonstrate a sound and accurate knowledge of stereotyping and be able to relate this to effects on development across all PIES. Discussion will be logical and fully explored.</p> <p>At least 5 effects for full marks.</p> <p><u>Physical</u> Couch potato - may not exercise therefore increasing risk of obesity and CHD. Size zero - choosing not to eat - bodily functions may be affected. Body development may be delayed. Gender issue.</p> <p><u>Intellectual</u> Gender - Boys do less well in education. Referred to as stupid, thick. Poor educational attainment. Job prospects - reduced life chances. Peer pressure.</p> <p><u>Emotional</u> Self- esteem; self-worth. Feeling down, withdrawn, depressed. Undervalued. Resentful. Frustration. Social isolation.</p> <p><u>Social</u> Social isolation. Marginalised. Sexual relationships. Relationships.</p>	10
	Total	30 Marks
Total for paper: 90 marks		