

Mark Scheme (Final)

January 2009

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.

Question Number	Answer	Mark
1(a)	<p>1 mark for the identification (name of reflex) and 2 for description. 1 mark for partial description and 2 for a full description. Can gain description marks without identification.</p> <ul style="list-style-type: none"> • Rooting or suckling reflex -stroking one side of cheek or mouth results in head turning to that side and mouth pursing • Grasp reflex - hand grasps any object or finger touching the palm of the hand • Swallowing or sucking reflex- anything placed in the mouth is sucked/swallowed • Stepping or walking reflex- in upright position and slightly forward with feet on a firm surface, forward stepping movements • Startle reflex - loud noises or bright lights cause arms to fling outwards with elbows bent and hands clenched • Moro or falling reflex - arms fling outwards with open hands and then come together over chest as if catching hold of something, occurs with sudden neck movement. • Asymmetric tonic neck reflex - when head turned to one side, the arm and leg on that side open outwards but the other side is bent. <p>Candidates are more likely to give one of the first three bullets. Take care to distinguish between suckling and sucking reflexes.</p>	Total 3 marks

Question Number	Answer	Mark
1(b)	<p>3 marks for all letters in the correct position i.e. CBF ADE</p> <p>2 marks if one letter out of sequence e.g. CFADEB.</p> <p>1 mark if two letters out of sequence e.g. CADEBF</p>	Total 3 marks

Question Number	Answer	Mark
1(c)(i)	<p>1 mark for partial definition, 2 marks for full definition.</p> <p>An increase / gain in physical size / height / weight / mass.</p> <p>There must be increase or similar word AND size/height /weight/mass for the second mark. An example may be offered for 1 mark if correct. (max 2 marks) Do not credit using 'grow' or just 'change' instead of increase.</p>	Total 2 marks

Question Number	Answer	Mark
1(c)(ii)	<p>1 mark for partial definition, 2 marks for full definition.</p> <p>A progression/increase in skills, capacities or abilities An example may be offered for 1 mark if correct. (max 2 marks)</p> <p>Do not credit using 'develop' or 'change' instead of increase/progression</p>	<p>Total 2 marks</p>

Question Number	Answer	Mark
1(d)	<p>Level One (1 - 3) Candidate's knowledge will be basic and there may be major gaps or omissions. Only 1 or 2 points presented. There will be little application and limited application of information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.</p> <p>Level Two (4 - 6) Candidate will demonstrate a basic knowledge with some application of knowledge of at least 2 or 3 points. Evaluation will be basic but attempted and points may be one sided rather than balanced between cognitive and language.</p> <p>Level Three (7 - 10) Few if any omissions at least 4 points will be presented. Depth of understanding and links will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <p>Intellectual development includes both cognitive or thinking skills and language acquisition. (1 mark) Maximum of 5 marks if one not considered.</p> <p>Likely responses to include:</p> <p>Cognitive- Apt candidates will describe theories of Piaget accurately.</p> <ul style="list-style-type: none"> • Young infants - cry in response to physical stimuli hungry, wet, cold ,etc • If objects or people are not seen, they do not exist • Older infants learn that objects exist even when not seen and look for them • Tend to base thinking on what things look like (pre-logical) • Begin to reason and think more logically. <p>Language acquisition- apt candidates will add a sense of timing.</p> <ul style="list-style-type: none"> • Young infants vocalise followed by "babbling" sounds • By 1yr some infants have single / simple words • By 2 yrs, 2-word statements • Short phrases • Asking questions • Sentences • 5-6yrs good sentences and fair vocabulary • Use and understand speech, increasing vocabulary. <p>Focus must be infancy / early childhood. Not physical, emotional or social development.</p>	<p style="text-align: right;">Total 10 marks</p>

Question Number	Answer	Mark
1(e)	<p>Level One (1 - 3) Candidate's knowledge will be basic and there may be major gaps or omissions only 1 or 2 points vaguely presented. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.</p> <p>Level Two (4 - 6) Candidate will demonstrate a basic knowledge making at least 2/3 simple points. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced.</p> <p>Level Three (7 - 10) Few if any omissions, at least 4 points will be presented and explained or described. Depth of understanding and links between will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <p>Likely response include:</p> <ul style="list-style-type: none"> • Develops confidence /self esteem / self-concept • Improves sense of security • Develops the imagination and creativity • Sense of values and right from wrong • Enhances social skills and ability to make relationships • Interpretation of the world around them • Makes sense of things • Realisation of potential • Develops competence • Control of emotions • Improves motor skills / motor control / strength / stamina / fitness • Enhances cognitive skills/problem-solving/reading/writing • Develops language and communication skills <p>Some candidates may only provide different types of play - solo, parallel, associative etc Maximum 2 marks if no points made Do not accept negatives as it is the importance of play</p>	<p style="text-align: right;">Total 10 marks</p>
		Total 30 marks

Question Number	Answer	Mark
2(a)	<p>1 mark for each aim</p> <ul style="list-style-type: none"> • making people more aware of health issues • improve fitness levels generally • help prevent ill-health <p>Do not credit 'healthy lifestyles'</p>	Total 3 marks

Question Number	Answer	Mark
2(b)(i)	<p>1 mark for a partial description, 2 for a full description. Credit one mark for a correct example Max.2 marks</p> <p>The medical approach to health focuses on the prevention (1 mark) of disease or illness (1 mark)</p>	Total 2 marks

Question Number	Answer	Mark
2(b)(ii)	<p>1 mark for identification and 2 marks for description. (1 for partial and 2 for full)</p> <p>Likely responses include:</p> <ul style="list-style-type: none"> • Childhood immunisation programme - to prevent childhood infections • 'Flu immunisation for vulnerable sick, essential workers and people in later adulthood - to prevent influenza • Mammography - type of X-ray to detect breast abnormalities • Cervical smear tests - microscopy to detect cell abnormalities <p>Do not expect a timetable for child immunisation but a mention of at least 3 diseases covered for 2 marks (less than this 1 mark)</p>	Total 3 marks

Question Number	Answer	Mark
2(c)(i)	<p>1 marks for the correct identification. 2 marks for explanation. 1 mark for partial explanation</p> <p>Candidates are likely to choose from:</p> <ul style="list-style-type: none"> • ban on smoking in enclosed public places • raising of age to purchase tobacco/alcohol products • wearing car seat belts • ban on sale of fireworks, alcohol under certain age 	Total 3 marks

Question Number	Answer	Mark
2(c)(ii)	<p>The benefits should relate to the societal health promotion identified, however, any type of promotion offered can give 1 mark if benefit linked to population. 1 mark for each point made, max 3 marks</p> <ul style="list-style-type: none"> • healthier population • reduce costs to the NHS • reduce numbers of deaths and injuries • reduce pollution • reduction in cancer statistics • reduction in heart disease statistics • average life expectancy may rise 	<p>Total 3 marks</p>

Question Number	Answer	Mark
2(c)(iii)	<p>Level One (1 - 2) Candidate's knowledge will be basic and there may be major gaps or omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.</p> <p>Level Two (3 - 5) Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced.</p> <p>Level Three (6 - 8) Few if any omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <p>1 mark for identification of health promotion</p> <p>The benefits must relate to a health promotion identified.</p> <p>Likely responses of individual benefits:</p> <ul style="list-style-type: none"> • increase in health and well-being / self-esteem / confidence / self-concept • improved fitness/ better breathing etc • greater stamina • reduction in likelihood of developing coronary heart disease/heart attacks • less likely to develop cancer of lungs/bladder/throat/mouth/breast/liver • not dependent on chemical substances • better role model for family • more money available • live longer • make friends / meet new people • explore different activities, e.g. sport • increased awareness of health issues 	<p style="text-align: right;">Total 8 mark</p>

Question Number	Answer	Mark
2(d)	<p>Level One (1 - 2) Candidate's knowledge will be basic and there may be major gaps or omissions, only 1 aim addressed. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.</p> <p>Level Two (3 - 5) Candidate will demonstrate a basic knowledge and address at least 2 aims. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced.</p> <p>Level Three (6 - 8) Few if any omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately; points will address all 3 aims. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <p>1 mark for identifying health promotion</p> <p>Responses likely to include:</p> <p>Aim - making people more aware of health issues</p> <ul style="list-style-type: none"> • publicity follows introduction and anniversaries of ban • health promotion campaigns intensify before a ban • relevant products build up advertising / publicity • law-breakers punishments highlight issue <p>Aim - improve fitness levels</p> <ul style="list-style-type: none"> • cardiovascular and lung function improves/less chest infections/less asthma attacks/less heart attacks • better weight control • more time and motivation to participate in exercise • more oxygen and less carbon mono/dioxide available <p>Aim - help prevent ill-health</p> <ul style="list-style-type: none"> • less heart disease • BP lowered • less bronchitis and emphysema • less lung and other cancers 	<p style="text-align: right;">Total 8 marks</p>
		Total 30 marks

Question Number	Answer	Mark
3(a)(i)	<p>1 mark for each correct response</p> <p>Maura - middle adulthood Yana - later adulthood</p>	Total 2 mark

Question Number	Answer	Mark
3(a)(ii)	<p>2 marks for each feature of the menopause 1 for partial description, 2 for full description.</p> <p>Likely responses include:</p> <ul style="list-style-type: none"> • ovarian hormones decrease due to no more eggs • menstruation declines and finally stops • inability to bear children/become pregnant / no more eggs • night sweats/hot flushes due to hormones increasing • primary and secondary sexual organs shrink <p>Only accept physical effects, so reject mood swings, stress, irritability, etc.</p>	Total 6 marks

Question Number	Answer	Mark
3(b)	<p>Level One (1 - 2) Candidate's knowledge will be basic and there may be major gaps or omissions, only 1 development addressed. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.</p> <p>Level Two (3 - 5) Candidate will demonstrate a basic knowledge and address at least 2 developments. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced.</p> <p>Level Three (6 - 8) Few if any omissions will be presented. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately; points will address all developments. Candidate can evaluate and draw conclusions. Work is coherent and well structured.</p> <p>Responses likely to include:</p> <p>Physical</p> <ul style="list-style-type: none"> • Risk of serious disease such as gastro-enteritis, cholera etc • Risk of dehydration due to conserving water • Poor hygiene <p>Emotional</p> <ul style="list-style-type: none"> • Anxiety / fear • Stress • Anger • Depression • Loss of self-esteem • Despair/feeling of being trapped <p>Social</p> <ul style="list-style-type: none"> • Unable to meet friends, family etc • Unable to go to work • Feel isolated • relationship between mother and daughter may deteriorate <p>Intellectual</p> <ul style="list-style-type: none"> • No stimulation • Boredom • Inability to concentrate <p>Do not award any marks for naming physical, emotional, social or intellectual.</p>	<p style="text-align: right;">Total 8 marks</p>

Question Number	Answer	Mark
3(c)(i)	<p>2x2 for full explanations, 1 mark for partial explanation</p> <p>Answers may be drawn from the following:</p> <ul style="list-style-type: none"> • Symptoms of the menopause interfering with daily living • Job role • Repeated flooding and destruction of property • Mother in early stages of dementia • Effects of flood such as lack of water, sewerage problems etc. • Reduced personal time <p>Value of property declining/difficulties with insurance/financial problems in cost of repairs and replacement / looting</p>	<p style="text-align: center;">Total 4 marks</p>

Question Number	Answer	Mark
3(c)(ii)	<p>Level One (1 - 3) Candidate's knowledge will be basic and there may be major gaps or omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non-specialist way.</p> <p>Level Two (4 - 6) Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and may be one sided rather than balanced.</p> <p>Level Three (7 - 10) Physical and emotional effects will be presented in a balanced way. Depth of understanding will be demonstrated and the candidate will be able to accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured. Maximum of 5 points if only one development is covered.</p> <p>Answers may be drawn from:</p> <p>Physical</p> <ul style="list-style-type: none"> • Unable to sleep/tired/restless • Indigestion/digestive problem/ulcers • Bowel problems • Raised blood pressure • Tremors/nervous tics • Muscles tense/unable to relax/aches • Heart disease/palpitations • Skin problems -eczema/psoriasis etc • Substance abuse • Poor/absent sexual activity/affection • Headache • Weight changes <p>Emotional</p> <ul style="list-style-type: none"> • Anxious/tense • Depressed/negative about life events • Irritable/short-tempered • Inability to concentrate • Unhappiness / sad / tearful • Negative self-control / low self-esteem / lack of confidence <p>Do not accept any points relating to social or intellectual development.</p>	<p style="text-align: right;">Total 10 marks</p>
		Total 30 marks
TOTAL FOR PAPER: 90 MARKS		