

Mark Scheme (Results)

January 2010

GCE

GCE Applied Health & Social Care (6938/01)

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January 2010

Publications Code UA022588

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GENERAL INTRODUCTION

Mark schemes are prepared by the Principal Examiners and revised, together with the relevant questions, by a panel of senior examiners and subject teachers. The schemes are further amended at the Standardisation meetings attended by all examiners. The Standardisation meeting ensures as far as possible that the mark scheme covers the candidates' actual responses to questions and that every examiner understands and applies it in the same way.

The schemes in this document are the final mark schemes used by the examiners in this examination and include the amendments made at the meeting. They do not include any details of the discussions that took place in the meeting, nor do they include all of the possible alternative answers or equivalent statements that were considered to be worthy of credit.

It is emphasised that these mark schemes are working documents that apply to these papers in this examination. Every effort is made to ensure a consistent approach to marking from one examination to another but each marking point has to be judged in the context of the candidates' responses and in relation to the other questions in the paper. It should not be assumed that future mark schemes will adopt exactly the same marking points as this one.

Edexcel cannot under any circumstances discuss or comment informally on the marking of individual scripts. Any enquiries about the marks awarded to individual candidates can be dealt with only through the official Enquiry about Results procedure.

Question Number	Answer	Mark
1(a)	<p>1 mark for each correct life stage</p> <p>Julie - Adolescence Ali - Infancy Hassim - Early adulthood</p>	3 marks

Question Number	Answer	Mark
1 (b)	<p>1 mark for each difference</p> <p>For example:</p> <ul style="list-style-type: none"> • girls menstruate, boys don't • girls grow breasts, boys don't • boys voices break, girls don't • girls hips widen, boys don't • boys have "wet dreams" (secretions), girls don't • different hair patterns 	3 marks

Question Number	Answer	Mark
1 (c)	<p>2 marks for an accurate description, 1 mark for a partial description.</p> <p>For example:</p> <p>Social -</p> <ul style="list-style-type: none"> • primary socialisation - norms/values • dependent on a carer's familiar presence • shy with strangers • loving towards carers • plays simple games with people (peek-a-boo, this little piggy, pat-a-cake) • waves bye-bye <p>Emotional -</p> <ul style="list-style-type: none"> • loving towards carers • comfort objects -soft toys, blanket • have moods • cries if main carer disappears <p>Cognitive/intellectual -</p> <ul style="list-style-type: none"> • learns about things by trial and error • follows simple instructions • points and looks when others point showing understanding • has 2 -6 words and gaining more rapidly • use objects in appropriate manner (cuddle soft toy, try to brush hair) 	6 marks

Question Number	Answer	Mark
1 (d)	<p>Level 1 : 1 - 2 marks The level of knowledge will be basic and there will be omissions. There is little background information and only 1 factor considered (1 mark) with weak explanation (2 marks). Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p>Level 2 : 3 - 5 marks There will be fewer omissions and knowledge although still basic, will be explained in more detail. 2 factors considered (2 marks) with 1 well explained (3 marks) 1 well explained and one partial explanation (4 marks) both well explained (5 marks) Evaluation will be basic.</p> <p>Level 3 : 6 - 8 marks There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to other developmental areas. More than 2 factors considered with explanations (6 marks) with 7-8 marks for quality responses. Evaluation leads to conclusions and the work is coherent and well-structured.</p> <p>For example:</p> <ul style="list-style-type: none"> • missing father • picking up on tension when they do meet • sensing conflict between parents • sensing mother's unhappiness • mother young and may not be looking after him well • may not be going out very much • may suffer from malnutrition due to low income • may be ill 	8 marks

Question Number	Answer	Mark
1 (e)	<p>Level 1 : 1 - 3 marks The level of knowledge will be basic and there will be omissions. There is little background information. Only one factor will be offered with no (1 mark), partial (2 marks) or full explanation (3 marks). Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p>Level 2 : 4 - 6 marks There will be fewer omissions and knowledge although still basic, will be explained in more detail. More than one factor will be considered. Evaluation will be basic and not balanced. Level of explanation will extend simply to other areas, but will be weak. 2 factors with no explanation (4 marks), partial explanations (5 marks) and full explanations (6 marks)</p> <p>Level 3 : 7 - 10 marks There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to different factors with supporting explanations. There must be consideration of both positive and negative effects for level3. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks. Maximum 5 for one-sided view.</p> <p>For example: 1 mark for including a definition of self concept. Positive self concept</p> <ul style="list-style-type: none"> • may be relieved that arguments have reduced • feel independent/strong • able to please herself/answer to no-one else • concentrate on baby • low income may go further so pleased • happier/less stressed • raised self esteem/values herself more/confident <p>Negative self concept</p> <ul style="list-style-type: none"> • depressed/sad/miserable • low self esteem/lack of confidence • poor self image • feel abandoned/rejected/worthless/devalued/useless • blames getting pregnant/having baby • loses interest in surroundings/motherhood • poor quality of life • stressed 	10 marks

Question Number	Answer	Mark
2 (a)(i)	<p>1 mark for each different response</p> <p>For example:</p> <ul style="list-style-type: none"> • reduction or cessation of menstruation • no ova (eggs) produced • changes in skin temperature (hot flushes, night sweats) • increase/reduction of female hormones • incapable of childbearing/infertile • sexual organs reduce in size 	3 marks

Question Number	Answer	Mark
2 (a)(ii)	<p>Level 1 (1 - 2 marks) The level of knowledge will be basic and there will be omissions. There is little background information. Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p>Level 2 (3 - 5 marks) There will be fewer omissions and knowledge although still basic, will be explained in more detail. Evaluation will be basic and not balanced. Level of explanation will extend simply to another factor/s, but may be lacking explanation.</p> <p>Level 3 (6 - 8 marks) There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to other factors with detailed explanations. Evaluation leads to conclusions and the work is coherent and well-structured.</p> <p>For example:</p> <ul style="list-style-type: none"> • only child left home • child did not fulfil parents expectations • mother unable to bear more children • menopausal mood swings and irritability may cause conflict • arguments • suddenly grandparents/feel old • unable to see grandchild • ashamed at child's sexual relationship • "empty nest syndrome" • relationship strained/fractured/incompatible 	8 marks

Question Number	Answer	Mark
2 (b)(i)	<p>1 mark for a correct response</p> <p>For example:</p> <ul style="list-style-type: none"> • failure to thrive • poor growth • chest infections • asthma • poor oxygenation of blood • cough • anaemic • slower to achieve norms for age • income spent on cigarettes may lead to poor nutrition/toys/quality of life 	1 mark

Question Number	Answer	Mark
2 (b)(ii)	<p>Level 1 : 1 - 2 marks The level of knowledge will be basic and there will be omissions. There is little background information. Only one factor offered (1 mark) with explanation (2 marks) Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p>Level 2 : 3 - 5 marks There will be fewer omissions and knowledge although still basic, will be explained in more detail. Evaluation will be basic and not balanced. Level of explanation will extend simply to another factor/s, but may be lacking explanation.</p> <p>Level 3 : 6 - 8 marks There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to other factors with detailed explanations. Evaluation leads to conclusions and the work is coherent and well-structured. Maximum of 4 marks for factors not explained</p> <p>For example:</p> <ul style="list-style-type: none"> • chronic bronchitis and emphysema • "smoker's cough" • cancer of lungs/nose/throat/stomach/bladder • poor oxygenation of organs • reduced efficiency of organs • addiction • increased chest infections/asthma • increased blood cholesterol/thrombosis/blood clotting (heart attacks/strokes) • increase miscarriages/stillbirths/foetal growth (premature) death • increased blood pressure • money for cigarettes may cause malnutrition 	8 marks

Question Number	Answer	Mark
2 (c)	<p>Level 1 : 1 - 3 marks The level of knowledge will be basic and there will be omissions. There is little background information. Only one factor will be offered with no (1 mark), partial (2 marks) or full explanation (3 marks). Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p>Level 2 : 4 - 6 marks There will be fewer omissions and knowledge although still basic, will be explained in more detail. More than one factor will be considered. Evaluation will be basic and not balanced. Level of explanation will extend simply to other areas, but will be weak. 2 factors with no explanation (4 marks), partial explanations (5 marks) and full explanations (6 marks)</p> <p>Level 3 : 7 - 10 marks There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to different factors with supporting explanations. There must be consideration of both positive and negative effects with explanation for level 3. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks.</p> <p>For example: Negative</p> <ul style="list-style-type: none"> • poor nutrition -tendency to consume cheap, convenient fatty foods high in sugar • weight change • less likely to buy fresh fruit and vegetables • not able to take pleasure trips • getting about is very difficult as transport expensive • accommodation in high crime areas/fear of going out • accommodation likely to be polluted, basic, damp and uncomfortable • few items of clothing, furniture etc • fuel poverty/cold • unlikely to meet new people/develop relationships/loneliness/poor social development • low self concept/low self esteem • unable to buy intellectually stimulating toys/newspapers etc • depression/withdrawal/isolation • community facilities poor • health and social care poor • stress/anxiety 	

	<p>Positive</p> <ul style="list-style-type: none">• sense of achievement• builds character• increase creativity/imagination• walk/play in parks - healthier lifestyle• cognitive development through free libraries/museums, etc.• encourages thrift/recycling	10 marks
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Question Number	Answer	Mark
3 (a)	<p>1 mark for a correct identification, 2 for a weak link to personal health and 3 for full accurate explanation/example.</p> <ul style="list-style-type: none"> • person's age • social background/social class • cultural heritage/religion • personal experiences particularly of health • circumstances in which they live • income • education <p>For example Social background: relationships (intimate, family or general), social class Cultural heritage: discrimination, cultural practices, tradition Personal experiences: disability, pain, surgery, Chronic illness, allergies Circumstances in which they live: crime area, lack of services, lack of transport Income: poverty, malnutrition, cost of living</p>	6 marks

Question Number	Answer	Mark
3 (b)	<p>2 marks for each accurate description/example x3 1 mark for weak/partial response</p> <ul style="list-style-type: none"> • making people more aware of health issues eg addictions, sexual behaviour • improving fitness levels generally eg exercise, healthy eating • helping prevent ill health eg smoking cessation, reducing alcohol consumption, immunisations 	6 marks

Question Number	Answer	Mark
3 (c)	<p>Level 1 : 1 - 2 marks The level of knowledge will be basic and there will be omissions. There is little background information. Only one aim offered (1 mark) with explanation (2 marks) Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p>Level 2 : 3 - 5 marks There will be fewer omissions and knowledge although still basic, will be explained in more detail. Two aims explained 3-4 marks depending on quality of explanation. Evaluation will be basic and not balanced. Level of explanation will extend simply to another aim, but may be lacking explanation 5 marks.</p> <p>Level 3 : 6 - 8 marks There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to all aims with detailed explanations. Evaluation leads to conclusions and the work is coherent and well-structured.</p> <p>Smoking Ban in confined public places Raising awareness</p> <ul style="list-style-type: none"> • made people more aware of the dangers of passive smoking especially for people who work in bars, theatres and restaurants • made people more aware of the dangers of active smoking such as heart disease, cancers etc. <p>Improving fitness</p> <ul style="list-style-type: none"> • improve people's fitness by better oxygenation of organs • improve fitness levels by less fluid in the lungs, cleaner lungs so breathing improved <p>Prevention of disease</p> <ul style="list-style-type: none"> • helped to prevent ill health by reducing levels of heart disease • help to prevent lung and other cancers 	8 marks

Question Number	Answer	Mark
3 (d)	<p>Level 1 : 1 - 3 marks The level of knowledge will be basic and there will be omissions. There is little background information. Only one approach will be offered with no (1 mark), partial (2 marks) or full explanation (3 marks). Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p>Level 2 : 4 - 6 marks There will be fewer omissions and knowledge although still basic, will be explained in more detail. More than one approach will be considered. Evaluation will be basic and not balanced. Level of explanation but will be weak. 2 approaches with no explanation (4 marks), partial explanations (5 marks) and full explanations (6 marks)</p> <p>Level 3 : 7 - 10 marks There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to all approaches with supporting explanations both positive and negative. There must be consideration of both positive and negative effects for level3. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks.</p> <p>For example: Societal: Advantages</p> <ul style="list-style-type: none"> • applies to all individuals, seen as fair • shapes health environment rather than individuals • may have enforcement attached • authority seen as caring for population • should show reduction in harm • cost less <p>Disadvantages</p> <ul style="list-style-type: none"> • drive practice "underground" • produce rebels who are in denial • "nanny" state takes away rights of people • costly to enforce • need to put support mechanisms in place • compulsory <p>Educational/behavioural Advantages</p> <ul style="list-style-type: none"> • doesn't tell people what to do • offers choice • offers information and support • promotes self esteem • can be used by other professionals not just health 	

	<p>Disadvantages</p> <ul style="list-style-type: none"> • may be short-lived improvement • may be ignored • need to explore values and attitudes • target group must be right one • needs to be interesting/shocking • evaluation can be difficult and long term <p>Medical (Biomedical)</p> <p>Advantages</p> <ul style="list-style-type: none"> • trust in the medical professionals • generally free • prevents ill health • reinforced by scientific principles/research/statistics <p>Disadvantages</p> <ul style="list-style-type: none"> • costly • errors happen • depends on compliance • rumours in media attract attention (MMR) • time off work • difficult to get to centres/transport/appointments • may not be effective (flu jab) • fear of results/needles • staff availability 	<p>10 marks</p>
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Order Code UA022588 January 2010

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