

Mark Scheme (Results) January 2011

GCE

GCE Applied Health and Social Care 1 (6938/01)

6938_01
1101

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| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (a) | <p>2 marks max. for correct response, 1 mark for partial response, may be two for 2 marks</p> <ul style="list-style-type: none"> • Between childhood and (early) adulthood (1) • Age range 9-18 yrs (1) • Turn into man/woman/ go through puberty/child into adult(1) • Time period when the body prepares for (sexual) reproduction/ menstruation/produce ova/sperm (2) | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (b) | <p>2 marks for each full response, 1 for a partial response.</p> <p>For example:</p> <p>Physical -Growth of sexual organs/growth spurt/widening of shoulders or hips/onset of menstruation/growth of breasts/ development of body hair/voice breaking</p> <p>Social - friends more important than family/socially independent/intimate friendships/interests as peers</p> <p>Emotional-rebellious/moody/independence/idealistic/fanaticisms</p> <p>Please note: Physical - puberty ALONE = 1 marks Social - not meeting new people alone/ bigger social group = 0 marks</p> | 6 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (c) | <p>2 marks x2 for each full response, 1 each for partial responses.</p> <p>For example:</p> <p>How an individual sees/views/perceives themselves -self image whereas how an individual feels/values themselves is self esteem. Feel good factor / confidence 1 mark</p> <p>NOT thinks 0 marks appearance/looks/pretty/ugly etc or anything to do with mirrors 0 marks</p> <p>If there is anything about how other people see/value them and the rest is correct then 1 mark only UNLESS it refers to seeing/valuing themselves that way gained from other peoples reactions to them (2x2)</p> | 4 |

| Question Number | | Indicative content |
|-----------------|-------|--|
| 1(d) | QWC | <p>Maximum of 4 marks for a one-sided answer For example: Increased/maintain self concept/Positive</p> <ul style="list-style-type: none"> • Time to fully prepare for any interviews /learn new skills / feels he has done his best • Has time to meet with friends/meet new people/develop socially/ makes him feel good • Many other people in same position so self esteem maintained • Able to claim benefits to live on <p>Decreased self concept/Negative</p> <ul style="list-style-type: none"> • Feels dependent on state handouts • May feel depressed • Feels rejected/ worthless/isolated/discriminated against • Angry/resentful/disappointed • Low self esteem/ low self image/doesn't feel good / sees self as failure • No money for clothes/leisure/luxuries • May be tempted/get into trouble/ get into debt • Boredom/unable to progress <p>Points must be qualified by effect on self-image/self-esteem/self concept to gain double marks, otherwise one.</p> |
| Level | Mark | Descriptor |
| 0 | 0 | No rewardable material. |
| Level 1 | 1 - 2 | 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. Only one point made maybe qualified for 2 marks. There is no evaluation. |
| Level 2 | 3 - 5 | There will be fewer omissions and knowledge although still basic, will be explained in more detail. Evaluation will be basic and not balanced. Two -three points made. 1 point qualified +1 point identified = 3 marks, 2 points both qualified = 4marks, 2 points qualified + 1 point identified = 5 marks. Level of explanation will extend simply to other areas of development, but will be weak. |
| Level 3 | 6 - 8 | There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to other developmental areas. 3 points qualified = 6 marks, 3 points qualified + 1 point identified = 7 marks, 4 points qualified = 8 marks. Evaluation leads to conclusions and the work must be coherent and well-structured. |

| Question Number | | Indicative content |
|-----------------|--------|--|
| 1(e) | QWC | <p>For example:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Can progress/Higher education/purpose in life • Secure a better job with more money eventually • Make a new circle of friends • Raise self esteem/self concept • Become more confident • Enhance cognitive skills / communication skills • Join in other activities eg sport <p>Disadvantages</p> <ul style="list-style-type: none"> • Worry that a job that he wants comes after he starts • Anxiety about his intellectual/practical skills/ integrating • Still might be unemployed after college • Levels of debt he might incur • Lose benefits • Anxiety about living expenses • Ties him up for a long time |
| Level | Mark | Descriptor |
| 0 | 0 | No rewardable material. |
| Level 1 | 1 - 3 | The level of knowledge will be basic and there will be omissions. There is little background information. Only one advantage or disadvantage 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. |
| Level 2 | 4 - 6 | There will be fewer omissions and knowledge although still basic, will be explained in more detail. More than one advantage or disadvantage will be considered. Evaluation will be basic and not balanced. Level of explanation will extend simply to other areas, but will be weak. 2 points with no explanation (4 marks), partial explanations (5 marks) and full explanations (6 marks) |
| Level 3 | 7 - 10 | There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to 3-4 points with supporting explanations. There must be consideration of both sides with qualifications. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks. |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 (a) | 1 mark for a correct response Later adulthood | 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (b) | 1 mark for each correct feature For example: <ul style="list-style-type: none"> • Eyesight deteriorates /declines (NOT LOST) because the lens is less elastic/harder and the muscles are weaker • Hearing reduces /declines (NOT LOST) because the small bones/joints become arthritic/stiff • Skin elasticity is less so wrinkles form. Elastic degenerates with time. • Mobility is reduced due to joints becoming stiff as the cartilage wears out /balance deteriorates • Organs become less efficient as tissues age and blood supply gets less / immune system deteriorates • Height decrease/get shorter • Bones become less dense/ weaker/ more liable to fracture <p>NOT brittle/fragile bones, wrinkles, hair grey/white. Bald Accept senses in place of vision/hearing. Hearing/eyesight acceptable as 2 different marks IF on separate lines. Reasons are not necessary for the mark.</p> | 3 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (c) | 2 marks for each point fully explained, one mark for partial explanation. <ul style="list-style-type: none"> • Retired so prevents boredom • Wishes to repay society/give something back • Increase social development by keeping work colleagues • Extend his own knowledge • Use his experience of life • Remain active both mentally and physically • Raise/maintain self-esteem/image/concept • Make new friends • Need to be appreciated/respected • Pleasure/ personal satisfaction | 6 |

| Question Number | | Indicative content |
|-----------------|-------|--|
| 2(d) | QWC | <p>For example: If you wish to use PIES (not essential)</p> <p>Physical</p> <ul style="list-style-type: none"> • Stress / irritable with people • Lack of sleep / tired / can't be bothered / inefficient • Vulnerable to infection / time off work • Weight loss / gain / altered self image <p>Emotional</p> <ul style="list-style-type: none"> • Angry / resentful (anti-men) / judgemental • Sad / tearful / work problems have greater effect • Lowered self-esteem / image/concept / lack of leadership • Withdrawn emotionally / depressed / unhelpful • Disinclined to talk / unhelpful <p>Social</p> <ul style="list-style-type: none"> • Lonely / isolated • Doesn't go out • Withdrawn socially (withdraws from social activities involved with work) <p>Intellectual</p> <ul style="list-style-type: none"> • Unable to concentrate/ distracted / inefficient/ lower work performance • Makes mistakes / inefficient • Loss of interest in work / can't be bothered • Bias/distorted perspective/inappropriate advice |
| Level | Mark | Descriptor |
| 0 | 0 | No rewardable material. |
| Level 1 | 1 - 2 | 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. |
| Level 2 | 3 - 5 | 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 other factor/s, but may be lacking explanation. 1 point qualified +1 point identified = 3 marks, 2 points both qualified = 4marks, 2 points qualified + 1 point identified = 5 marks. |
| Level 3 | 6 - 8 | 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. Considers at least 2 factors in each area. 3 points qualified = 6 marks, 3 points qualified + 1 point identified = 7 marks, 4 points qualified = 8 marks. |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2e | 2 marks for a full explanation, 1 mark for partial explanation The end of a female's fertile period (2 marks) / cannot have more children (1 mark) no viable eggs/produced (1mark) so periods stop (1 mark) Age 45-55 1 mark | 2 |

| Question Number | | Indicative content |
|-----------------|--------|--|
| 2(f) | QWC | <p>For example:</p> <p>Physical</p> <ul style="list-style-type: none"> • Adrenaline release, high blood pressure, heart disease • Digestive disorders, diarrhoea, ulcers • Palpitations, tachycardia (rapid heart rate) • Skin disorders • Sleeplessness • Vulnerability to infection • Headaches/migraines • Loss/gaining weight <p>Emotional</p> <ul style="list-style-type: none"> • Panic attacks • Anxiety • Neuroses • OCD (obsessive compulsory disorder) • Depression • Tiredness due to sleeplessness • Irritability • Anger/aggression • Low self image/esteem/concept |
| Level | Mark | Descriptor |
| 0 | 0 | No rewardable material. |
| Level 1 | 1 - 3 | The level of knowledge will be basic and there will be omissions. There is little background information. Only 1-2 factor will be offered with no (1 mark) or partial (2 marks) explanations. Meaning may be conveyed but in a non-specialist way. There is no evaluation. |
| Level 2 | 4 - 7 | 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 partial explanation (4 marks), partial /full explanations (5 marks) and full explanations (6 marks) |
| Level 3 | 8 - 10 | 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 all developmental areas for level 3. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (a) | <p>2 marks, 1 for each correct group of people</p> <p>For example:</p> <ul style="list-style-type: none"> • Children • Pregnant women • Individuals with health concerns/ reduced immunity | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) | <p>2 marks for identifying each reason (2x2) 1 mark for partial explanation:</p> <ul style="list-style-type: none"> • To prevent a spread throughout the country • Raise awareness and educate / signs and symptoms • To reduce a potential death toll • To relieve pressure on the NHS • To raise confidence in the government • Give advice on what to do / ways to increase personal hygiene <p>NOT stop people getting ill</p> | 4 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (c) | <p>1 mark x2 for identifying educational/behavioural (accept either educational or behavioural for 1 mark but not both for 2 marks) and (bio)medical approaches. Please note - no marks to be awarded for Societal model</p> <p>2 marks x2 for justification of each model. Partial justification 1 mark.</p> <p>For example:</p> <p>Educational/behavioural</p> <ul style="list-style-type: none"> • D of H needed to inform citizens of signs and symptoms of swine flu / raising awareness • D of H needed to explain risks to health • People needed to know what to do to prevent infection by swine flu. • People needed to know how they should behave if infected <p>(Bio) Medical</p> <ul style="list-style-type: none"> • Antiviral drugs will be handed out to individuals who have been close to source of infection. • Immunisations will be offered | 6 |

| Question Number | | Indicative content |
|-----------------|-------|--|
| 3(d) | | <p>For example:</p> <ul style="list-style-type: none"> • To inform people (leaflets to every home) or not at all • To run adverts emphasising what to do or not • Publish up-to-date statistics or not • Make the issue transparent or cover up • Reinforce government guidance regularly or not • Hold the DOH to account or not • Criticism when facilities such as helplines are not ready • Review strategies regularly or not • Publicise personal stories or ignore • Keep public vigilant or lose impact • Issues not treated equally e.g. compare swine flu to HIV • Resources unequal for different campaigns • After an initial campaign, issues tend to be forgotten e.g HIV • Scarcity of vaccine • Bureaucracy |
| Level | Mark | Descriptor |
| 0 | 0 | No rewardable material. |
| Level 1 | 1 - 2 | 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. |
| Level 2 | 3 - 5 | 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 two factors, but may be lacking explanation (3-4 marks) or both well explained (5 marks). |
| Level 3 | 6 - 8 | 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. Considers at least 3 factors (6 marks) with explanations (7-8 marks). |

| Question Number | | Indicative content |
|-----------------|--------|--|
| 3(e) | QWC | <p>For example: relevance to swine flu but extend generically</p> <p>Strengths</p> <ul style="list-style-type: none"> • Raise awareness of expectation/presence of swine flu • Speed of message • Most individuals heard the message • TV adverts reached majority of population even if they didn't read leaflets • Funding was not an issue even in recession • Helplines set up • Internet was used to direct people to drug collection centres • People told to get a flu buddy • Publicise personal stories e.g. celebrities <p>Weaknesses</p> <ul style="list-style-type: none"> • Many were scared even though it was a mild illness overall • Vulnerable people like pregnant women were unsure what to do • Reported side effects (eg Tamiflu) often worse than illness • Individuals were still visiting the GP even when they were told not to. • Helplines were delayed starting • Helplines staffed by unqualified people reading from a sheet • Other illnesses like meningitis were missed <p>Older people living alone had little access to internet or flu buddies</p> |
| Level | Mark | Descriptor |
| 0 | 0 | No rewardable material. |
| Level 1 | 1 - 3 | 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. |
| Level 2 | 4 - 6 | 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 but will be weak. 2 factors with no explanation (4 marks), partial explanations (5 marks) and full explanations (6 marks) |
| Level 3 | 7 - 10 | There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to at least 3 factors with supporting explanations. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks. |

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