

Mark Scheme

Summer 2014 (Results)

GCE Health and Social Care (6938)

Unit 1: Human Growth and
Development

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Question Number	Answer	Mark
1(a)(i)	<p>Definition of growth, 2 marks for a full definition 1 mark for a partial definition, maximum 2 marks For example:</p> <ul style="list-style-type: none"> • Increase in size (1), in height/mass (1) • Increase in size of body cells (1) and the number of cells (1) <p>Accept other appropriate responses.</p> <p>Beware of change instead of increase.</p>	(2)

Question Number	Answer	Mark
1(a)(ii)	<p>Description of ways to monitor infant progress (2x2) For example:</p> <ul style="list-style-type: none"> • Regular weighing (1) to check for increase in mass/size/growth(1) • Checking for milestones (1) such as lifting head, smiling etc (1) • Checking for increase in gross and fine motor skills (1) such as holding a rattle (1) • Monitoring vocalisation (1) such as babbling, first words etc (1) • Monitoring senses (1) such as responding to voices, following objects with eyes etc (1) <p>Accept any other appropriate response.</p>	(4)

Question Number	Answer	Mark
1(b)(i)	<p>Definition of development, 2 marks for a full definition and 1 mark for a partial definition or an example: For example:</p> <ul style="list-style-type: none"> • Process of changing, or progressing(1) to a more complex state (1) • Acquiring/increasing skills (1), abilities or capacities (1), PIES (1) • Increasing motor skills(1) such as being able to ride a tricycle(1) • An increase in a person's skills (1) or capabilities(1), PIES (1) <p>Accept any other appropriate response.</p>	(2)

Question Number	Answer	Mark
1 (b) (ii)	<p>Description of one pattern of development. Max 2 marks for a full description and 1 mark for a partial description:</p> <p>For example:</p> <ul style="list-style-type: none"> • Gross motor skills develop(1) before fine motor skills (1) • Milk/deciduous teeth develop(1) before permanent teeth (1) • Upper body chiefly head/brain develops(1) faster than lower body(1) • Cephalocaudal(1) meaning head to tail (1) • The middle of the body develops(1) before the sides such as the limbs(1) • Proximodistal(1) means middle outwards(1) <p>Accept any other appropriate response.</p>	(2)

Question Number	Answer	Mark
1 (c)	<p>Physical characteristics of later adulthood -1 mark for each accurate response.</p> <p>For example:</p> <ul style="list-style-type: none"> • Reduced vision (1) • Reduced hearing (1) • Reduced mobility (1) • Reduced strength/stamina (1) • Lower immunity to infection (1) • Reduced efficiency of organs –heart, lungs etc (1) • Raised blood pressure (1) • Lower skin elasticity (1) • Lower bone density (1) • Increased hair texture (1) • Joint stiffness (1) • Decrease in height (1) <p>Do not accept "loss of" each sense, baldness, wrinkles or hair colour loss or osteoporosis or brittle bones.</p> <p>Accept any other appropriate response.</p>	(2)

Question Number		Indicative Content
1(d) QWC		<p>Discussion of effects of a weak arm on Bill's emotional development. For example:</p> <ul style="list-style-type: none"> • Feeling of bereavement • Disbelief or numbness • Continually forgetting that the arm is almost useless and attempting to use it • Frustration/tearful • Anger -why me? • Angry at himself for not realising he had diabetes and was at risk • Angry at others for not being able to put it right • Depression at getting old • May feel unwanted, no use to anyone/suicidal • Feels a burden on Jan and carers • Embarrassment at becoming disabled. • Impact on self-concept/self-image/self-esteem • Determination to overcome disability • Feeling of security arising from support given <p>Accept any other accurate emotional effect.</p>
Level	Mark	Descriptor
	0	Non rewardable material
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is limited discussion. Likely to offer 1-2 emotional effects.
2	3-5	Fewer omissions and although knowledge at the lower end is still basic there is more explanation. There may be simple links to other points beginning to attempt discussion. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy. Likely to offer 2-3 emotional effects.
3	6-8	A thorough discussion demonstrating in-depth knowledge and accurate use of specialist terms. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar. Discussion is clearly evident.

Question Number		Indicative Content
1(e) QWC		<p>Examination of the positive factors of ageing. For example:</p> <ul style="list-style-type: none"> • Lowered work stress levels • Indulge in hobbies for pleasure eg gardening, golf, • Travel in non-peak periods so cheaper to go further and less people around • No necessity to live by others' rules, please oneself. • Make own choices • Uninhibited by convention eg conversation/meals/dress • Senior discounts bus/tram/train/TV licence • Socialise with who you like not with those you have to • Contentment • Free prescriptions/eye tests • Learning for pleasure not work-driven • Sleep/relaxation when tired/naps • Enjoy grandchildren without the stress • Take up voluntary work • Not time-constrained • Experience and wisdom give status • Increased/reduced self esteem <p>Accept any other accurate positive factor.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there will be little examination. Likely to offer 1-2 positive effects. Candidates are likely just to focus on Bill.
2	4-6	Fewer omissions and although knowledge at the lower end is still basic there is more explanation. There may be simple links to other points beginning to attempt examination. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy. Likely to offer 2-3 positive effects. Candidates appreciate that this question does not just refer to Bill.
3	7-10	A detailed examination of the positive effects and an understanding that ageing has many benefits for. Depth of knowledge and specialist terms used with accuracy. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar. Examination is clearly evident.

Question Number	Answer	Mark
2(a)(i)	<p>1 mark for each correct answer:</p> <p>Type II diabetes – Environmental/nature/lifestyle(1) Breast cancer – Genetic/nature/inherited (1)</p> <p>Accept other alternative answers.</p>	(2)

Question Number	Answer	Mark
2(a)(ii)	<p>Implications for Bill's GP</p> <p>Each response gains 2 marks for a full response and 1 mark for a partial response</p> <p>For example:</p> <ul style="list-style-type: none"> • Bill needs to be carefully monitored at regular intervals(1) for regular checks on his blood sugar/glucose and his blood pressure(1) • Increase in workload for the doctor(1) e.g. The GP might refer Bill to a practice nurse/diabetic clinic/specialist community services(1) The GP will need to refer Bill to a diabetic clinic or other specialist community services • The GP will need to keep up to date on test results (1) GP will issue prescriptions for lowering blood pressure and blood sugar and make sure these are suiting Bill and fit for purpose (1). • Dietary advice (1) to lose weight (1). <p>Candidates do not need to show specialist knowledge to gain both marks.</p> <p>Accept any other appropriate response.</p>	(4)

Question Number		Indicative Content
2(a)(iii)		<p>How being a widower has contributed to Bill's ill health. For example:</p> <p>Diet Bill did not think it was worth cooking a balanced diet or may have been unable to do so. Bill ate mainly ready/convenience meals which are high in fat, sugar and salt these may-</p> <ul style="list-style-type: none"> • Raise his BP –stroke risk • Make him put on weight- increased risk of diabetes • Provide an unbalanced diet which is not a healthy diet and increases the risk of developing diabetes • Increase atheroma/fatty deposits in his blood vessels causing a blockage to blood flow and resulting in a stroke <p>Exercise Bill was less likely to exercise by going out by himself so fats and sugars were not being used to provide energy, this may-</p> <ul style="list-style-type: none"> • Maintain a high BP –stroke risk • Result in being overweight and therefore even less likely to exercise • Become a couch potato, blood flow not stimulated • Increase fatty deposits in blood vessels <p>Emotional State Bill may have been depressed and lonely and may have resorted to drinking more than the recommended units of alcohol which-</p> <ul style="list-style-type: none"> • Made him overweight • Increased the likelihood of a stroke • Increased the likelihood of developing diabetes <p>Candidates may not group as above but demonstrate an understanding of the effects of life events on his health. Candidates do not have to write about all 3 areas in order to achieve maximum marks.</p>
Level	Marks	Descriptor
	0	No rewardable material
1	1-2	Basic knowledge which is incomplete or muddled. Poor structure which determines mark awarded within this band.
2	3-4	Good knowledge and understanding shown with an attempt at a logical approach. There is an attempt to link to Bill's ill health to life events.
3	5-6	Demonstrates excellent knowledge and understanding with a coherent logical explanation.

Question Number		Indicative content
2(b) QWC		<p>Discuss the importance of education for Bill in managing his health and well-being.</p> <p>For example:</p> <ul style="list-style-type: none"> • Bill must be educated on eating a balanced diet and understand how food groups are important • Bill needs to understand his medication thoroughly and to know what happens if he misses meals or taking medication • Bill needs to know what to do if he feels unwell • Bill must keep appointments for checks/tests and understand the reasons why these are important. • The risks of too much alcohol must be understood • Bill must be educated in the importance of some regular exercise and weight reduction to keep his diabetes under control • Bill needs to understand that healthcare staff will offer him support and answer any questions so he does not feel embarrassed or ignorant • Education is vital for Bill to remain as independent as possible and remain healthy despite his problems • If Bill does not have the knowledge and understanding of his diabetes he could become seriously ill. <p>Accept other accurate valid points. Specialist knowledge of Diabetes and Stroke not required for full marks.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is limited discussion.
2	3-5	Fewer omissions and although knowledge at the lower end is still basic there is more discussion . There may be simple links to other points beginning to attempt discussion. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy.
3	6-8	A thorough discussion demonstrating in-depth knowledge and accurate use of specialist terms. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar. Discussion is clearly evident.

Question Number		Indicative content
2(c) QWC		<p>Examination of psychological factors on Bill's health and well-being.</p> <p>Psychological factors consist of self esteem, self concept, relationship with family and stress (spec.)</p> <p>For example:</p> <ul style="list-style-type: none"> • Self esteem –increased due to attention given and feeling important • Self esteem –decreased due to knowing illness was in part self-inflicted • Self concept – may be more positive now as he has to come to terms with a new lifestyle and may feel a lot better for it • Self concept may be more negative as he sees himself as a vulnerable old man. • Depression • Relationship with granddaughter – may be closer as Jan is a significant source of support • Relationship with granddaughter – may be worried what would happen if she stops supporting him/ may also resent being dependent on her. • Relationship with great-granddaughter may be closer as sees a lot more of her • Stress – may be greater as anxious about health and all the things he has to remember • Stress – may be less now that Jan and the carers have taken a lot of the daily tasks away from him <p>Accept any other accurate valid points or reversals such as how Bills health and wellbeing may affect his psychological state.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there will be little examination. Likely to offer 1-2 factors.
2	4-6	Fewer omissions and although knowledge at the lower end is still basic there is more explanation. There may be simple links to other points beginning to attempt examination. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy. Likely to offer 2-3 factors.
3	7-10	A detailed examination of the possible psychological factors and how they affect his health and well-being. Depth of knowledge and specialist terms used with accuracy. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar. Examination is clearly evident.

Question number	Answer	Mark
3(a)(i)	<p>Explain one definition of health. 1 mark for identification, 2 marks for a full explanation or 1 mark for a partial definition.</p> <p>For example:</p> <ul style="list-style-type: none"> • Holistic view(1) –WHO, a complete state of physical, mental and social well-being(1) not merely an absence of disease or infirmity(1) • Biomedical(1) this is a negative view(1) which refers to an absence of disease(1) • Personal view(1) – varies according to a person's circumstances and state of health(1), such as feeling healthy when arthritis pain is bearable and I can go to the shops/day centre/pub etc(1). • Positive view(1) – focuses on positive aspects(1) such as fitness, pulse rate/BP within normal range, BMI within correct range etc(1) <p>Accept other appropriate responses.</p>	(3)

Question number	Answer	Mark
3(a)(ii)	<p>1 mark for each correct aim of health promotion campaigns</p> <p>For example:</p> <ul style="list-style-type: none"> • Raising awareness of health issues(1) • Improving fitness levels generally(1) • Helping prevent ill health(1) <p>Do not accept improving health</p>	(3)

Question number		Indicative content
3(b)		<p>Explain the advantages of the societal model.</p> <p>For example:</p> <ul style="list-style-type: none"> • Can be legally actioned so has authority/compulsory • Applies to all members of the population • Generally respected • Punishable so may be more effective • Moves away from personal responsibility • Attempts to improve the nation's health (or environment) for citizens of a particular area <p>Accept any other valid point which is an advantage.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Basic knowledge which is incomplete or muddled. Poor structure which determines mark awarded within this band.
2	3-4	Good knowledge and understanding shown with an attempt at a logical approach to explain the advantages of the societal model.
3	5-6	Demonstrates excellent knowledge and understanding with a coherent logical explanation of the advantages of the societal model.

Question number		Answer
3(c) QWC		<p>Discuss how effect of smoking ban improves health of the population.</p> <p>For example:</p> <ul style="list-style-type: none"> • People became more aware of dangers of smoking as a result of media publicity • Public made aware of dangers of workers being exposed to smoky atmosphere • Public places became safer for families • Large numbers quit smoking as a result • Those who still smoked had to go outside- smoked less? • Less chest infections/bronchitis/emphysema as a result of ban • Less heart disease and people suffering from heart attacks • As people became fitter, more inclined to exercise • People felt better and had a sense of achievement- raised self esteem • Some people smoked and drank more at home rather than go to a pub – negative • Children more/less exposed to passive smoking • More hospital beds freed up - less pressure on NHS/NHS would have more resources to treat other conditions <p>Be aware that candidates may look at positive and negative and other factors in their discussion, particularly in level 3.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is limited discussion.
2	3-5	Fewer omissions and although knowledge at the lower end is still basic there is more explanation. There may be simple links to other points beginning to attempt discussion. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy.
3	6-8	A thorough discussion demonstrating in-depth knowledge and accurate use of specialist terms. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar. Discussion is clearly evident.

Question Number		Indicative content
3(d) QWC		<p>Evaluation of the educational/behavioural approach to health promotion.</p> <p>For example:</p> <ul style="list-style-type: none"> • Educational is often compulsory in schools/colleges which is not in the spirit of the model • People may not listen/find it boring • People may not understand data presented • Model is more successful in middle classes • Resources may be useful for reinforcement • Resources may not be used and destroyed • People can make informed/uninformed choices • Rarely followed up • Awareness/Interest may/ may not be generated • May listen but not change or change behaviour • Very difficult to achieve long term outcomes • Short term outcomes may be good • Information may not be or be well presented by informed trainers • Not so trusted if information not given by a health professional • No "punishment" for lapses. • Peer group influence to do opposite very powerful • Evaluation of campaigns using the model is difficult as people may tell you what you want to hear. <p>Do not accept that it only takes place in schools Accept other valid accurate points</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there will be little evaluation.
2	4-6	Fewer omissions and although knowledge at the lower end is still basic there is more evaluation. There may be simple links to other points beginning to attempt evaluation. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy.
3	7-10	A detailed evaluation of the approach will be presented. Depth of knowledge and specialist terms used with accuracy. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar. Evaluation is clearly evident.

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