

# Mark Scheme Summer 2009

Principal Learning

## **Society, Health and Development**

### **Level 1 SH106/01**

### **Level 2 SH204/01**

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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.

## Contents

1.	Level 1 Unit 6 Mark Scheme	5
2.	Level 2 Unit 4 Mark Scheme	12

**SH106/01**  
**Health, Wellbeing and Lifestyle**

Question Number	Answer	Mark
1 (a)(i)	IDENTIFY any ONE of the following or eq: Smoking / drinking too much alcohol / unsafe sex / taking drugs / sedentary lifestyle / fatty diet / bad diet / example of specific foods eaten often e.g. fast food	(1)

Question Number	Answer	Mark
1 (a)(ii)	IDENTIFY any ONE of the following or eq: Any form of exercise / named sport / good diet / healthy diet / low fat diet / walking to school or work / safe sex / moderate drinking alcohol	(1)

Question Number	Answer	Mark
1 (b)	IDENTIFY any ONE of the following or eq: Smoking / dietary choice e.g. high in fat / lack of exercise	(1)

Question Number	Answer	Mark
1 (c)	IDENTIFY any ONE of the following or eq: Healthy diet / low fat diet / exercise / any sport	(1)

Question Number	Answer	Mark
1 (d)(i)	IDENTIFY any ONE of the following or eq: Feeling well / feeling good about yourself / increase in self-esteem / nice figure	(1)

Question Number	Answer	Mark
1 (d)(ii)	IDENTIFY any ONE of the following or eq: Weight-loss / increase in fitness / healthy heart / healthy lungs / increase in mental well-being / less likely to die young	(1)

Question Number	Answer	Mark
2 (a)	<b>IDENTIFY</b> any <b>TWO</b> of the following or eq: Football / squash / going to work / giving up smoking / running / socialising with friends/ going to work	(2)

Question Number	Answer	Mark
2 (b)	<b>IDENTIFY</b> any <b>ONE</b> of the following or eq: Giving up smoking / swimming with Ben / exercising and keeping healthy in her pregnancy	(1)

Question Number	Answer	Mark
2 (c)	Swimming / giving up smoking / maternity leave	(1)

Question Number	Answer	Mark
2 (d)	<b>IDENTIFY</b> any <b>ONE</b> of the following or eq: Swimming / giving up smoking / maternity leave <b>Explanation - of one of the above or eq:</b> Swimming good for you, keeps her body flexible and toned, helps to keep her pregnancy weight down, reduces back ache in pregnancy as light in water, good for de-stressing Giving up smoking is a positive thing to do for all round health, good for unborn child, reduce complications in pregnancy, reduces risk of serious illnesses and conditions i.e. CHD, Stroke and Cancer Maternity leave reduces stress from working, gives mother opportunity to rest, reduces swelling of ankles, good for circulatory system, supports overall health of mother and child	(3)

Question Number	Answer	Mark
2 (e)	<b>IDENTIFY</b> any <b>ONE</b> of the following or eq: Nursery / football / swimming <b>Explanation - of one of the above or eq:</b> Going to Nursery positive for social, emotional and intellectual development and health, makes friends, play and similar answers. Football / swimming - good quality time with both parents, emotional and physical development and health, good for developing bones and muscles, socialises him into enjoying sport and a healthy lifestyle for the future	(3)

Question Number	Answer
2 (f)	<b>DESCRIPTION</b> of any of the following or eq: Increase in weight / increase in body fat / possibility of obesity / heart disease / high blood pressure / breathlessness / loss of self esteem / poor self image
<b>Mark</b>	
1	For just identification of any number of effects
2-3	For identification and brief description
4	For full description

Question Number	Answer
2 (g)	<b>DESCRIPTION</b> of any of the following or eq: Any sport not already mentioned / exercise classes / gym / any hobbies / joining a club together / eating healthy food / going on holiday together
<b>Mark</b>	
1	For just identification
2-3	For identification and brief description
4	For full description

Question Number	Answer	Mark
3 (a)	Part-time job leading to a reduced income or death of her husband leading to a reduced income for Rula	(1)

Question Number	Answer	Mark
3 (b)	<b>IDENTIFY</b> any <b>ONE</b> of the following or eq: Being married to Josh / swimming with Ben / being on maternity leave / not at work at the moment and missing her friends and colleagues / living near her mother and sister / going to ante-natal classes	(1)

Question Number	Answer	Mark
3 (c)	<b>IDENTIFY</b> any <b>TWO</b> of the following or eq: Going to work / helping Anya with Ben / Bingo / living near her two daughters and grandson / family closeness	(1)

Question Number	Answer
3 (d)	<b>DESCRIPTION</b> of any of the following or eq, <b>only</b> on Rula: Effects on physical and mental health and wellbeing. more money / improved social network through work and friends / improved self-esteem / affecting quality of food bought with increased income / afford to go to Bingo more often / take up more social activities / holidays / better prospects for retirement / takes her mind off her husband's death
<b>Mark</b>	
1	For just identification of any number of improvements
2-3	For identification and brief description
4	For full description



Question Number	Answer
3 (e)	<p><b>DESCRIPTION</b> of any of the following or eq:  Able to see grandparent and auntie more often - positive for emotional , social and intellectual health and wellbeing / more support for his mum will have an overall effect on Ben's care / emotional health and wellbeing really affected/ emotional bond / closer bond with grandparent and auntie / feeling loved and cared for / even when dad is at work always someone there to care for him / financial help and support.</p> <p>Only 'positive' answers allowed.</p>
Mark	
1	For just identification of any number of positive effects
2-3	For identification and brief description
4	For full description

Question Number	Answer
3 (f)	<p><b>DESCRIPTION</b> of any of the following or eq:  Weight gain / reduced concentration / unsafe sex / involved in crime / damage to body organs &amp; examples of these / no money / getting into dangerous situations / accidents</p>
Mark	
1-2	For just identification of any number of effects
3-4	For identification and brief description
5-6	For full description

Question Number	Answer	Mark
4 (a)	IDENTIFY any TWO of the following or eq: Baseline Measurements / interview / observation / self-reporting	(2)

Question Number	Answer	Mark
4 (b)	Body Mass Index All three must be correct	(1)

Question Number	Answer	Mark
4 (c)	Height Weight	(2)

Question Number	Answer	Mark
4 (d)	Any number between 18 and 25	(1)

Question Number	Answer	Mark
5 (a)	<b>IDENTIFY</b> any <b>TWO</b> of the following: Waist circumference / blood pressure / pulse rate / peak flow / temperature / blood glucose / urine test Do NOT accept BMI	(2)

Question Number	Answer	Mark
5 (b)	<b>DESCRIPTION</b> of any of the following already identified for 5 (a).  Pulse Rate - measures the heart rate / take the pulse rate at the wrist / sometimes either side of the neck / using fingers / beats per minute  Blood Pressure - measures the pressure exerted by the blood on the walls of the blood vessels [or similar wording] / Sphygmomanometer [any spelling] / cuff around the upper arm which is inflated Waist Circumference - measures the size of the waist in inches or cms / tape measure  Peak Flow - measures lung function / measures speed of breathing out [exhalation] / width of bronchioles [any spelling] / blow into tube which measures the speed of the air being blown out of the lungs / do three times and get average score.  If only a description of what the assessment measures and how it is carried out only 2 marks.	(4)

Question Number	Answer
6	<b>ASSESS - only Anya's</b> To include: Physical and Mental Health and Wellbeing, Lifestyle Choices, Baseline Measurement information, ante-natal checkups / scans / Weight Measurement and BMI / Blood Pressure. Doctors view of her health, Anya's own view of her health, swimming and being active with Ben / ex-smoker / assess these measurements and information available, conclude on the health and wellbeing of Anya with own views supported by evidence.
Mark	
1-2	Description / explanation of the above.
3-4	Assessment / analysis done but no conclusion.
5-6	Assessment / analysis and conclusion.

**SH204/01**  
**Growth, Development and Healthy Living**

Question Number	Answer	Mark
1(a)	<p>Identification of any of the following for each area of development.            4 x 2 marks            To get the 2 marks there must be 2 different changes / developments</p> <p>e.g.  <u>Physical</u>            Menopause / child birth / illness</p> <p><u>Intellectual</u>            Improving English / studying at university level / problem solving as husband absent</p> <p><u>Emotional</u>            Bonded with husband / has had children / has learnt to be independent / separation from parents or husband / stress due to family situation</p> <p><u>Social/cultural</u>            Living in different culture or country / assumes role of head of family as husband absent / adapting to changing family norms</p>	(2)

Question Number	Answer	Mark
1(b)(i)	<p>e.g.</p> <ul style="list-style-type: none"> <li>• Family has to respect military ethos</li> <li>• Due to absence of John, Mia has to assume role as head of family</li> <li>• Family often acts as a one-parent family</li> <li>• Live among other army families</li> <li>• Live away from extended family</li> <li>• Possible tension in the family when father away on active service</li> <li>• Feeling of isolation if on an out-of-town base</li> </ul> <p>e.g.            very brief description - feeling isolated            brief description - in addition also lack of freedom            full description - in addition example(s) of lack of freedom such as limited access to entertainment venues</p>	(3)
Mark		
1	very brief description / identification	
2	brief description	
3	full description	

Question Number	Answer	Mark
1(b)(ii)	1 mark each  e.g. <ul style="list-style-type: none"> <li>• Observe Hindu festivals e.g. Divali</li> <li>• Attend Hindu temple</li> <li>• Mia wears a sari</li> <li>• Family do not drink alcohol</li> <li>• Family do not smoke</li> <li>• Diet e.g. no beef</li> <li>• May be vegetarian</li> </ul>	(2)

Question Number	Answer	Mark
2 (a)	1 mark each  e.g. <ul style="list-style-type: none"> <li>• Born into a large family</li> <li>• Father makes decisions / lacked opportunity for developing independence</li> <li>• Bonded with family</li> <li>• Traditional roles so no expected change in behaviour</li> </ul>	(2)

Question Number	Answer	Mark
2 (b)	e.g. <ul style="list-style-type: none"> <li>• Unhappy / feelings of guilt at causing distress to parents</li> <li>• Unhappiness at breaking bond with parents</li> <li>• Bonding with husband</li> <li>• Asserting independence</li> <li>• Gaining in self-confidence</li> <li>• Complete change of behaviour</li> </ul>	(3)
Mark		
1	Identification	
2	Identification + brief description	
3	Identification + full description	

Question Number	Answer	Mark
3 (a)(i)	e.g. <ul style="list-style-type: none"> <li>• Short term foster care</li> <li>• Nursery + foster care at night for younger child</li> <li>• Nursery / primary school / nursery school during the day for older child + foster care at night</li> </ul> Do not accept just 'care' - must be linked to 'foster care'	(4)
Mark		
1	Identification	
2	Identification + brief description	
3	Identification + full description	
4	Identification + full description that fully relates to case study e.g. including either keeping younger children together / meeting up with older children	

Question Number	Answer	Mark
3 (a)(ii)	2 marks for full description only 1 mark for brief description  e.g. <ul style="list-style-type: none"> <li>• Care package / plan written for temporary foster care</li> <li>• Social worker will visit children in foster care &amp; monitor progress</li> <li>• Carers will be CRB checked</li> <li>• Carers are usually annually assessed</li> <li>• Nursery &amp; schools Ofsted inspected</li> </ul>	(2)

Question Number	Answer	Mark
3 (b)(i)	<p>1 mark each</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Uses 50 or more recognisable words</li> <li>• Understands more words than the child says Responds to language spoken to him</li> <li>• Puts 2 or more words together to form simple sentences</li> <li>• Refers to him / herself by name</li> <li>• Talks to him / herself when playing but much is not recognisable by others</li> <li>• Constantly asking names of things or people</li> <li>• Joins in nursery rhymes and songs</li> <li>• Hands &amp; names familiar objects</li> <li>• Carries out simple instructions</li> <li>• Accept asks Why? / What? /Who? /How?</li> </ul>	(2)

Question Number	Answer	Mark										
3 (b)(ii)	<table border="1"> <thead> <tr> <th>Features of social development</th> <th>Tick</th> </tr> </thead> <tbody> <tr> <td>Understands taking turns as well as sharing</td> <td>✓</td> </tr> <tr> <td>Has little idea of sharing</td> <td></td> </tr> <tr> <td>Watches other children play and sometimes joins in for a few minutes</td> <td></td> </tr> <tr> <td>Likes companionship of other children</td> <td>✓</td> </tr> </tbody> </table>	Features of social development	Tick	Understands taking turns as well as sharing	✓	Has little idea of sharing		Watches other children play and sometimes joins in for a few minutes		Likes companionship of other children	✓	(2)
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Question Number	Answer	Mark
4 (a)	<p>2 marks for full description only 1 mark for brief description</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Upset</li> <li>• at not being fully independent</li> <li>• May not be fully self-confident</li> <li>• as not yet 100% well</li> <li>• Has to adapt to change of behaviour / not fully in control of the family</li> <li>• Lowered self-esteem</li> </ul>	(2)

Question Number	Answer	Mark
4 (b)	<p>e.g.</p> <p><u>Helping Mia</u> The children will have to help Mia by doing jobs The older children will have to help to look after the younger children Children will have to do heavy jobs e.g. lifting</p> <p><u>Playing</u> Less free time as they have to help Have to be quiet when Mia is resting Their play may need to be restricted due to time needed for jobs / quietness when Mia resting May not be able to invite friends to play at home</p> <p><u>More time spent at home</u> Less free time to go on visits Mia too tired to go on visits Children may become bored or fractious / may need to adjust to coming home</p>	(3)
Mark		
1	Identification	
2	Identification + brief description	
3	Identification + full description	

Question Number	Answer	Mark
5 (a)	e.g. <ul style="list-style-type: none"> <li>• <u>Physical health</u> weakened by several operations</li> <li>• Poor health may make him vulnerable to infection</li> <li>• Not so mobile so will not be so fit as when on active service</li> <li>• May need regular medical care</li> <li>• Stress of event may affect his <u>mental health</u> e.g. depression</li> <li>• <u>Bonding</u> with family may be strained/family may not fully understand his emotions</li> <li>• <u>Wellbeing</u> - may feel resentment at reduced level of independence</li> <li>• May lack <u>confidence</u> to participate in life outside the home</li> <li>• May feel <u>socially / emotionally isolated</u></li> <li>• May become withdrawn</li> <li>• Has to adapt to a <u>changing pattern of behaviour</u></li> <li>• May see situation as a challenge to overcome his disability</li> </ul>	
	2 x 3 marks	(6)
Mark		
1	very brief description / identification	
2	brief description	
3	full description	

Question Number	Answer	Mark
5 (b)	<p>2 marks for full description only 1 mark for brief description 2 x 2 marks</p> <p>e.g.</p> <p><b>Where he and family live</b></p> <ul style="list-style-type: none"> <li>• House may need adapting to take a wheelchair</li> <li>• If 2 storey may find difficulty going upstairs</li> <li>• May require a bungalow</li> </ul> <p><b>Family interaction</b></p> <ul style="list-style-type: none"> <li>• More quality time with family</li> </ul> <p><b>Leisure</b></p> <ul style="list-style-type: none"> <li>• Leisure activities may have to change</li> <li>• Less emphasis on physical leisure activities</li> <li>• May have more time to develop other types of leisure e.g. intellectually challenging such as chess</li> </ul> <p><b>Expenditure</b></p> <ul style="list-style-type: none"> <li>• If unemployed, pattern of spending may have to change</li> <li>• May have reduced income &amp; have to live on benefits / pension from army</li> </ul> <p><b>Source of income</b></p> <ul style="list-style-type: none"> <li>• May need new role within army (away from frontline)</li> <li>• May need to leave army for new career</li> <li>• Disabled benefits</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Re-training for new job in/outside army</li> </ul>	(4)

Question Number	Answer	Mark
6 (a)(i)	<p>2 marks for full description only 1 mark for brief description</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Blurred vision / slurred speech / lowering of inhibitions / sense of euphoria might put him at risk of making unsound judgements which result in accidents affecting his physical health</li> <li>• Fatal heart problems</li> <li>• Nausea, vomiting,</li> <li>• Brain / kidney / liver damage</li> <li>• Death</li> </ul> <p>ACCEPT Appropriate references to emotional wellbeing e.g. paranoia / irrational behaviour</p>	(2)

Question Number	Answer	Mark
6 (a)(ii)	<p>1 mark each</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Due to brain damage / medical treatment may not be able to achieve previous potential</li> <li>• May affect job / educational potential</li> <li>• Low aspirations</li> <li>• May affect future earning capacity</li> <li>• May need frequent hospital visits so reducing other opportunities</li> <li>• Death</li> <li>• May need kidney transplant / dialysis</li> <li>• Peer pressure may result in poorly considered actions e.g. risky ventures, getting into trouble with the law, anti-social behaviour</li> <li>• May put himself at risk of physical / mental harm</li> </ul>	(2)

Question Number	Answer	Mark
6 (b)(i)	<p>1 mark each</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• May put on weight</li> <li>• Less fit to cope with children</li> <li>• More risk of diabetes</li> <li>• Be less stimulated as she is a "cabbage potato" - more prone to depression</li> <li>• Lowered life expectancy</li> <li>• Feel more stressed / 'low'</li> </ul>	(2)

Question Number	Answer	Mark
6 (b)(ii)	<p>2 marks for full description only 1 mark for brief description 2 x 2 marks</p> <p>e.g.</p> <p><u>Cooking ready-made meals</u></p> <ul style="list-style-type: none"> <li>• Will be spending more money on food, could cause stress as short of money</li> <li>• If spending more money on food, less money available for other things</li> <li>• Meals will contain more additives than home-cooked meals</li> <li>• Ready-made meals may not be so nutritious / balanced as home-cooked</li> <li>• May be high in fat / salt / sugar</li> <li>• Don't accept not healthy unless qualified</li> </ul> <p>ACCEPT positive affects e.g. more time with family</p> <p><u>Not cleaning or tidying house</u></p> <ul style="list-style-type: none"> <li>• Runs risk of more accidents</li> <li>• More chance of infections</li> <li>• Inefficient use of time by family in trying to find things - can be frustrating</li> <li>• Children may be less inclined to invite friends home to play</li> <li>• Unpleasant living environment for family - affects self-esteem</li> </ul>	(4)

Question Number	Answer	Mark
6 (c)(i)	<p>Observation e.g. attitude, pallor, presentation (untidy, disorganised), lethargic</p> <p>Interview e.g. asks, pertinent questions, notes responses</p> <p>Baseline measurements e.g. BMI, blood pressure, peak flow, waist measurement, temperature</p>	(3)
Mark		
1	Identification	
2	Identification + brief description	
3	Identification + full description	

Question Number	Answer	Mark
6 (c)(ii)	<p>1 mark for identification 1 mark for description 2 x 2 marks</p> <p>e.g.</p> <p><b>Dietician</b> - help loose weight / eat a balanced diet</p> <p><b>Counsellor</b> - to discuss her problems / improve her mental health</p> <p><b>Physiotherapist/keep fit instructor</b> - to encourage her to exercise and get fit - promote physical and/or mental health</p> <p><b>GP</b> - to monitor her general physical and mental health</p> <p><b>Practise nurse</b> - monitor blood pressure, BMI, cholesterol</p> <p><b>Community Mental Health Nurse</b> - help her cope with her depression</p> <p><b>NHS Health Coach</b> - for information, discussion about treatment plans, help to schedule and prepare for appointments and tests</p>	(4)



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