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# General Certificate of Secondary Education

## **Health and Social Care**

48201

Mark scheme

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4820

June 2013

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Version/Stage: Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

### Quality of written communication

In GCSE specifications which require candidates to produce written material in English, candidates must ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear select and use a form and style of writing appropriate to purpose and to complex subject matter organise information clearly and coherently, using specialist vocabulary when appropriate.

Question	Part	Sub Part	Marking Guidance	Mark	Comments
1	a		Adulthood/adult/young adult/mid adult (1)	1	Not late/later adulthood
1	b		Childhood/ child (1)	1	
1	c		Adolescence/adolescent NOT teenager (1)	1	
1	d		19/nineteen (1)	1	
1	e		66/ 65+/over 65 AW Allow in words (1)	1	Not just 65

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	a		Any <b>two</b> of: <ul style="list-style-type: none"> <li>• walk on tiptoe (1)</li> <li>• pedal a tricycle (1)</li> <li>• hop on one foot (1)</li> </ul> <p style="text-align: right;">max 2</p>	2	Not other examples Not walk/cycle
2	b		Any <b>two</b> of: <ul style="list-style-type: none"> <li>• use a fork and spoon (1)</li> <li>• draw simple shapes (1)</li> <li>• undo buttons (1)</li> </ul> <p style="text-align: right;">max 2</p>	2	Not other examples Not just draw/dress/feed

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3			<p>Any <b>four</b> of:</p> <ul style="list-style-type: none"> <li>• Jade being able to reproduce/have children/ovulates AW (1)</li> <li>• having periods/menstruates AW (1)</li> <li>• her breasts growing (1)</li> <li>• body or pubic hair developing (1)</li> <li>• her hips widening (1)</li> <li>• her body weight increasing <b>greatly</b>- growth <b>spurt</b> AW(1)</li> <li>• Vagina increases in size AW (1)</li> </ul> <p style="text-align: right;">max 4</p>	4	Not just hormones but allow increased hormones or sex hormones released

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	a		<p>Ref to Rhys:</p> <ul style="list-style-type: none"> <li>• having the opportunity to learn more/gain knowledge AW (1)</li> <li>• developing existing skills or example such as numeracy, language (1)</li> <li>• learning in <b>new</b> subject areas- example such as foreign language (1)</li> <li>• developing ability to solve <b>more complex</b> problems AW (1)</li> <li>• improving his concentration span (1)</li> <li>• improving his memory (1)</li> <li>• gain qualifications or example such as GCSE (1)</li> </ul> <p style="text-align: right;">max 5</p>	5	Ignore P.E.S comments Not just sit or working towards exams
4	b		<p>Ref to Rhys:</p> <ul style="list-style-type: none"> <li>• making new friends (1)</li> <li>• forming relationships with teachers or other staff at school AW(1)</li> <li>• developing his social skills (1)</li> <li>• becoming more independent (1)</li> <li>• parental influence weakening /peer group influence growing (1)</li> <li>• form relationships based on sexual attraction AW (1)</li> </ul> <p style="text-align: right;">max 4</p>	4	

Question	Part	Sub Part	Marking Guidance	Mark	Comments
5			<p>Likely points are that Flora:</p> <ul style="list-style-type: none"> <li>• will continue to enjoy/feel good from the support of her friends/being active</li> <li>• maintaining her (self) confidence/self-esteem</li> <li>• but may worry AW as she ages due to physical weakness</li> <li>• more likely to be ill AW which affects her emotionally AW</li> <li>• may prevent her seeing friends or friends seeing her causing loneliness</li> <li>• may feel down- depressed</li> <li>• start to lose (self) confidence/self-esteem</li> <li>• some friends may die</li> <li>• suffer grief AW</li> <li>• she may start to feel vulnerable</li> </ul> <p><b>Mark Ranges</b></p> <p><b>0</b> No response worthy of credit.</p> <p><b>1-3marks</b> Only 1-3 points made with statements not being reasoned and often vague. Answers are probably entirely negative, superficial, lacking structure and may be repetitive. There will be errors in spelling, punctuation and grammar.</p> <p><b>4-6 marks</b> Answers cover 4 or more points with some reasoning. For 6 marks answers must include some positive aspect. Answers will be organised but lack precision and there may be errors in spelling, punctuation and grammar.</p> <p><b>7-9 marks</b> Answers cover at least 6 points clearly reasoned. For 8/9 marks must have a consideration of the relative impact of the positive and negative points. Answers are well structured, logical and demonstrate good spelling, punctuation and grammar throughout.</p>	9	

Question	Part	Sub Part	Marking Guidance	Mark	Comments
6	a		Any <b>three</b> of: <ul style="list-style-type: none"> <li>• rent for his smart flat (1)</li> <li>• gas bill (1)</li> <li>• food (1)</li> <li>• new clothes for work (1)</li> </ul> <p style="text-align: right;">max 3</p>	3	
6	b		Ref to Pablo: <p><b>emotional</b> effects:</p> <ul style="list-style-type: none"> <li>• feeling good AW about his job (1)</li> <li>• raising his (self) confidence (1)</li> <li>• raising his self-esteem (1)</li> <li>• have no money worries AW (1)</li> </ul> <p><b>socially</b></p> <ul style="list-style-type: none"> <li>• allows opportunities to do what friends do (1)</li> </ul> <p><b>physically</b></p> <ul style="list-style-type: none"> <li>• allows improved access to healthcare through private services which would benefit him (1)</li> </ul> <p style="text-align: right;">max 5</p>	5	No mark for P.E.S

Question	Part	Sub Part	Marking Guidance	Mark	Comments
7			<p><b>Ref to positive factors:</b></p> <ul style="list-style-type: none"> <li>• Britney left school with good qualifications</li> <li>• at university studying to be a physiotherapist</li> <li>• own room (in rented flat)</li> <li>• has three flat mates</li> <li>• has boyfriend</li> <li>• good health</li> <li>• eats balanced diet.</li> </ul> <p><b>negative factors:</b></p> <ul style="list-style-type: none"> <li>• rent and bills leave her with little spare cash</li> <li>• does not see boyfriend often</li> <li>• does not take regular exercise</li> <li>• worries about not being able to get a job after university</li> </ul> <p><b>Mark Ranges</b></p> <p><b>0 marks</b> No response worthy of credit e.g. simply restates the factors.</p> <p><b>1-3 marks</b> Makes mainly vague statements dealing with individual (non-linked) factors. Lacks reasoning and nature of effect as physical, intellectual, emotional and/or social probably not included. For 3 marks must have at least one link <b>and effect</b>. Answers superficial, lacking structure, with errors in spelling, punctuation and grammar.</p> <p><b>4-6 marks</b> Makes 2 or 3 links between factors. Likely to identify the physical, intellectual, emotional and/or social nature of their effects. For 6 marks must include one interrelationship of 3 or more factors. Answers are organised but lack precision. There may be errors in spelling, punctuation and grammar.</p> <p><b>7-9 marks</b> Makes 4 or more links between factors, identifying the physical, intellectual, emotional and/or social nature of their effects. Links are detailed and reasoned. For 8/9 marks must make 2 or more</p>	9	<p>Allow idea of coping with little cash (positive)</p> <p>Allow sharing flat may be difficult idea (negative)</p>

			links of 3 or more factors or clear counterbalance of positive and negative effects caused by factors. Answers are well structured and logical with good spelling, punctuation and grammar throughout.		
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Question	Part	Sub Part	Marking Guidance	Mark	Comments
8	a		Any combination of two or more of: <ul style="list-style-type: none"> <li>• Mr Gillies</li> <li>• Sister Banks</li> <li>• Patrick</li> <li>• Andrea</li> </ul>	1	Any order
8	b		Patrick and Andrea	1	Any order
8	c		Any combination of two or all three of: <ul style="list-style-type: none"> <li>• Sister Banks</li> <li>• Patrick</li> <li>• Lynn</li> </ul>	1	Any order
8	d		Lynn and Andrea (1)	1	Any order
8	e		Patrick and Lynn (1)	1	Any order



Question	Part	Sub Part	Marking Guidance	Mark	Comments
9	a		Ref to lots of friends: <ul style="list-style-type: none"> <li>• gives a “feel good” effect/feel approved of/valued AW (1)</li> <li>• raises (self) confidence (1)</li> </ul>	2	No mark for self-esteem
9	b		Ref to being thought of as immature: <ul style="list-style-type: none"> <li>• not being respected (1)</li> <li>• may feel down or depressed / upset AW (1)</li> <li>• lowers (self) confidence/feel insecure AW(1)</li> </ul> <p style="text-align: right;">max 2</p>	2	No mark for self-esteem

Question	Part	Sub Part	Marking Guidance	Mark	Comments
10			Any <b>four</b> of: <ul style="list-style-type: none"> <li>• Serious illness (1)</li> <li>• Being in a road accident (1)</li> <li>• Promotion at work (1)</li> <li>• Death of a relative (1)</li> <li>• Redundancy (1)</li> </ul> <p style="text-align: right;">max 4</p>	4	

Question	Part	Sub Part	Marking Guidance	Mark	Comments
11	a		<p>Any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>• may make Kenny unhappy/sad/down/depressed AW (1)</li> <li>• lose some of his (self) confidence (1)</li> <li>• lower his self- esteem/self-concept/feel worthless (1)</li> <li>• may feel lonely or unsupported (1)</li> <li>• may feel vulnerable/anxious/worry AW (1)</li> </ul> <p style="text-align: right;">max 2</p>	2	
11	b		<p>Any <b>one</b> of:</p> <ul style="list-style-type: none"> <li>• may make Kenny feel relieved AW (1)</li> <li>• opportunity to find new partner / fresh start (1)</li> <li>• feel good AW(1)</li> <li>• allow may have been abused (1)</li> </ul>	1	Not make new friends Not : free or independence ideas
11	c		<p><b>Counsellor (1)</b> <b>Could help by:</b></p> <ul style="list-style-type: none"> <li>• listening/talking/advising (1)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>GP/General Practitioner (1)</b> <b>Could help by:</b></p> <ul style="list-style-type: none"> <li>• advising/referring/prescribe medication (1)</li> </ul> <p style="text-align: right;">max 2</p>	2	Not Councillor / financial adviser / lawyer AW Allow faith based professional or example  Not Doctor Allow practice nurse

11	d	<p>Any <b>two</b> of: (max 2)</p> <ul style="list-style-type: none"> <li>• family (1)</li> <li>• friends (1)</li> <li>• volunteers (1)</li> <li>• neighbours (1)</li> </ul> <p style="text-align: right;">2 marks</p> <p><b>Could help by:</b> (max 2)</p> <ul style="list-style-type: none"> <li>• spending time with Kenny/socialising (1)</li> <li>• listening (1)</li> <li>• talking with Kenny (1)</li> <li>• advising him (1)</li> <li>• checking up on him AW (1)</li> </ul> <p style="text-align: right;">2 marks</p> <p style="text-align: center;"><b>NOT</b> practical jobs for him</p> <p style="text-align: right;">2+2 = max 4</p>	4	
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