

GCSE

HEALTH AND SOCIAL CARE

48203 – Unit 3: The Nature of Health and Well-Being

Mark scheme

4820

June 2014

Version:1.0 Final

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

Question 1

Question	Part	Sub Part	Marking Guidance	Mark	Comments
1	a		Accept: <ul style="list-style-type: none"> (A) negative (definition of health and well-being) (1) 	1	
1	b		Accept: <ul style="list-style-type: none"> Either the holistic (definition) (1) OR <ul style="list-style-type: none"> the positive (definition of health and well-being) (1) 	1	
1	c		(If holistic) <ul style="list-style-type: none"> a combination of AW (1) physical, intellectual, emotional and social factors (1) whereas Meisha’s definition does not cover emotional or social factors/ Meisha’s definition only covers physical and intellectual factors (1) OR (If positive) <ul style="list-style-type: none"> the achievement and maintenance (1) of physical fitness and mental stability (1) doing something to become healthy (1) <p style="text-align: right;">max 3</p>	3	

Question 2

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	a		<p>Any three of:</p> <ul style="list-style-type: none"> • keeping him fit AW (1) • developing his strength/stamina (1) • helping him to maintain/ lose weight (1) • lowering the risk of heart disease/ less risk of high blood pressure/better circulation AW (1) • improves/maintains mobility/flexibility (1) • improves immunity (1) • Improved respiratory system/lung working AW (1) • Less cholesterol problems AW (1) <p style="text-align: right;">max 3</p>	3	Ignore: stress
2	b		<p>Accept:</p> <p>Either</p> <ul style="list-style-type: none"> • an Emotional benefit (1) • helping him feel good AW (1) • improves self-concept AW (1) • reduces stress (1) <p style="text-align: right;">max 2</p> <p>And/Or</p> <ul style="list-style-type: none"> • Social benefit (1) • may meet others/ make friends (1) develop social skills (1) <p style="text-align: right;">max 2</p> <p>And/Or</p> <ul style="list-style-type: none"> • Intellectual benefit (1) • clearing his mind (1) improving his concentration (1) <p style="text-align: right;">max 2</p> <p style="text-align: right;">2+2 = 4</p>	4	

			NB No mark for Emotional/Social/ Intellectual unless qualified appropriately.		
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Question 3

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3			<p>Any four of:</p> <ul style="list-style-type: none"> • Adele saying that (“A vaccination will protect you from a lot of different diseases”- is incorrect) – each disease needs its own vaccination AW (1) • (“You only need the vaccination when going on foreign holidays”- is incorrect-) vaccinations are also needed in childhood/ at other times. Allow example. (1) • (“The doctor gives you a strong dose of the disease”- is incorrect-) vaccinations use weakened /dead forms of the disease causing organism/ small/ mild dose(1) • (“some medicine to stop you feeling ill”-is incorrect-) no medicine given/ dose of disease does not cause symptoms AW (1) • (“After this your body won’t let any of the diseases enter”- is incorrect) – vaccinations don’t prevent entry of disease causing organisms/ produce antibodies/ blood cells to protect the body when disease enters (1) <p style="text-align: right;">max 4</p>	4	No marks for identifying incorrect statement. Marks awarded for explanation of why incorrect/ describing vaccinations correctly.

Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	a		<p>Ref to:</p> <ul style="list-style-type: none"> • Nadir will wrap the cuff AW of the digital monitor (1) • around his wrist or upper arm (1) • while sitting <u>still</u> / arm resting on table AW (1) • the machine will inflate/ tighten the cuff (1) • stopping Nadir's blood flow (1) • records the heart beat pressure/systolic pressure (1) • then deflates/releases pressure (1) • and records pressure between beats/diastolic pressure (1) <p style="text-align: right;">max 6</p>	6	<p>Do not award marks for just including systolic and diastolic pressure terms unless correctly identified i.e. Systolic – pressure of heart beat when blood flow stopped Diastolic – pressure between beats when cuff pressure released</p>
4	b		<p>Ref to:</p> <ul style="list-style-type: none"> • the results will indicate if Nadir's blood pressure is high or normal or low (1) • if normal blood pressure range -Nadir's heart/circulation is good (1) • if high blood pressure reading Nadir may be at risk of heart attack/ may have heart/circulatory disease/ stroke AW (1) • he may need to seek medical advice/ treatment (Allow for high or low pressures) AW (1) • if Nadir's blood pressure readings are low - may cause problems/ examples -dizziness or fainting (1) • low blood pressure unlikely to be life threatening/ not as dangerous as high blood pressure AW (1) <p style="text-align: right;">max 4</p>	4	<p>Allow reference to any one blood pressure.</p>

Question 5

Question	Part	Sub Part	Marking Guidance	Mark	Comments
5	a		Ref to: <ul style="list-style-type: none"> • Haemophilia being caused by a faulty/ recessive gene/ Allow allele for gene (1) • on the X chromosome (1) <p style="text-align: right;">max 2</p>	2	Not dominant gene Not sex chromosome
5	b		Ref to: <ul style="list-style-type: none"> • Haemophilia causing problems with blood clotting/ clotting takes longer (1) • due to a lack of clotting factors (1) • proteins in blood (1) • may cause internal bleeding/ around joints (1) <p style="text-align: right;">max 2</p>	2	Not just : will not clot AW
5	c		Ref to: <ul style="list-style-type: none"> • Huntington's disease being caused by a faulty/dominant gene/ Allow allele for gene (1) • mutation (1) <p style="text-align: right;">max 2</p>	2	Not recessive gene
5	d		Any four of : <ul style="list-style-type: none"> • may have memory loss (1) • personality change (1) • become aggressive-violent- antisocial (1) • become clumsy/ lose motor control/ muscle spasms (1) • have uncontrolled jerky movements AW e.g. twitching (1) • become depressed (1) • suffer seizures- rigidity (1) <p style="text-align: right;">max 4</p>	4	

Question 6

Question	Part	Sub Part	Marking Guidance	Mark	Comments
6	a		<p>Ref to: Sharon benefiting from her well –paid job as a GP as:</p> <ul style="list-style-type: none"> • her self-esteem likely to be high AW(1) • also she will have high (self)-confidence (1) • providing a “feel good” effect AW (1) • she will have a sense of achievement/ feel proud AW (1) • feel secure/ not anxious AW (1) • benefitting her emotional health and well-being (1) (last point must be qualified for the mark) <p style="text-align: right;">max 5</p>	5	<p>Ignore: physical/intellectual/social effects Ignore suggestions on how she can spend the money</p>

6	b	<p>Ref to Sharon suffering too much stress causing:</p> <ul style="list-style-type: none"> • disturbed sleep (1) • loss of appetite/ or overeating AW (1) • (tension) headaches (1) • muscle pains (1) • feeling fatigued - tired AW (1) • high blood pressure (1) • possible hair loss (1) • as physical effects (1) • feel depressed/down AW (1) • feeling anxious AW (1) • feeling irritable. Not: angry/ upset AW (1) • as emotional effects (1) • lack concentration AW (1) • as intellectual effect (1) <p>Do not award marks for physical/ emotional/ intellectual unless correctly qualified with one example.</p> <p style="text-align: right;">max 7</p>	7	Ignore social effects
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Question 7

Question	Part	Sub Part	Marking Guidance	Mark	Comments
7	a(i)		Ref to lack of protein causing: <ul style="list-style-type: none"> • Will's growth to be reduced (1) • repair <u>and</u> maintenance of his cells/tissues will be limited AW (1) • may lack sufficient hormones (1) • may not make enough enzymes (1) • reduced immunity AW (1) <p style="text-align: right;">max 3</p>	3	Allow marks if implied that Will negatively affected even if not clearly stated.
7	a(ii)		Ref to Will lacking Iron likely to cause: <ul style="list-style-type: none"> • him to be anaemic (1) • lacking energy/ feeling tired (1) • looking pale (1) • due to lack of red blood cells/ haemoglobin (1) <p style="text-align: right;">max 3</p>	3	Ignore fainting
7	b		Likely answers include: <ul style="list-style-type: none"> • the risk of Will becoming addicted AW (1) • suffering organ damage or example (1) • become infected if sharing needles (1) • may overdose (1) • drugs maybe impure AW/ not as Will believes them to be (1) <p style="text-align: right;">max 4</p>	4	Ignore social/ emotional effects

Question 8

Question	Part	Sub Part	Marking Guidance	Mark	Comments
8			<p>Positive factors and likely effects include:</p> <ul style="list-style-type: none"> • (Jadine is 22 years old) – young/has life ahead of her/ giving her confidence- emotional aspect • (has good educational qualifications)- sense of achievement/ raises self-esteem AW/ helps her be optimistic- emotional aspect/ motivational for further intellectual development. • (has friends / shares a (small)I rented flat with three friends)-- able to share/ be supported/maintains her social skills- social aspect • (enjoys going ice skating with her friends)- helps reduce stress/ creates a feel good effect- emotional aspect- provides exercise- physical aspect <p>Allow – (does not have a boyfriend-) wants to be independent AW- emotional/social effect</p> <p>Negative factors and likely effects include:</p> <ul style="list-style-type: none"> • (she is unemployed / struggling to find a job)- causing frustration/ causing anxiety AW/making her feel down-depressed AW/ reducing (self)-confidence/ lowering self – esteem AW • (sharing a small flat with three friends-) may be overcrowded- lack privacy/cause tensions - affecting social interactions - emotional and social aspects • (she is finding ice skating to be very expensive-) reduces the pleasure she gains from it/ adding to pressure on her AW- emotional aspect/ may affect her relationships with her friends AW- social aspect • (does not have a boyfriend-) may lower her self-esteem AW/ lower her (self)-confidence- emotional effect • (regularly has unprotected sex with different men she meets)- risk of sexually transmitted diseases/ unwanted pregnancy – physical effects 	12	<p>Do not credit suggestions as to what may happen beyond the information given e.g. may not eat a balanced diet/may not be able to pay rent/ may stop going ice-skating.</p> <p>Ignore- ideas of poor hygiene.</p>

		<p>may reduce her status in eyes of her friends- social effect.</p> <p>To evaluate, the candidates can demonstrate the “balancing” effects of the positive and negative aspects of Jadine’s life and/or their relative importance e.g. both positive aspects and negative in her life, but being unemployed and having unprotected sex with men she meets are major issues. Expense of skating is far less important.</p> <p>Mark Ranges</p> <p>0 No response worthy of credit</p> <p>1-4 marks Answers cover 1-3 points mainly statements which are not reasoned, and are vague and/or repetitive. Effects not identified as physical, intellectual, emotional or social. Likely to be more of the negative effects rather than positive and no attempt to evaluate the factors and /or their effects. Answers superficial, lack structure and there will be errors in spelling, punctuation and grammar.</p> <p>5-8 marks Answers cover 4- 6 points with some reasoning as to how they cause their effects. Some effects identified as physical, intellectual, emotional and/or social. Has at least one attempt to evaluate a factor or an effect. Answers are organised but lack precision. There may be some use of appropriate terminology with some errors in spelling, punctuation and grammar.</p> <p>9-12 marks Answers cover at least 7 points in good detail identifying physical, intellectual, emotional and social aspects as appropriate. Attempts made evaluate both positive v negative factors and their effects. Answers are well structured, logical and demonstrate good spelling, punctuation and grammar. There is good use of appropriate terminology.</p>		
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