

GCSE

Health and Social Care

48201 – Unit 1

Mark scheme

4820

June 2015

Version 1: Final Mark Scheme

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	Part	Sub Part	Marking guidance	Mark	Comments
1			1 mark each in any order: <ul style="list-style-type: none"> • Infancy- allow infant. NOT toddler (1) • Childhood- allow child, children (1) • Adolescence- allow adolescent (1) NOT teenager • Adulthood- allow adult (1) • Later adulthood / elderly /old age (1) NOT old age pensioner/OAP/late adulthood max 5	5	Ignore order of stages

Question	Part	Sub Part	Marking guidance	Mark	Comments
2	a		Accept any two of : <ul style="list-style-type: none"> • crawling (1) • running (1) • hopping (1) • climbing (1) • rolling (1) • standing (1) • jumping (1) • skipping (1) • swimming (1) • ride tricycle/bicycle/scooter (1) • kick (a ball) (1) • sitting up (1) max 2	2	Allow: throwing (1) dancing (1) NOT walking
2	b		Accept any two of : <ul style="list-style-type: none"> • picking up <u>small</u> objects (1) • using scissors (1) • using cutlery or example (1) • tying shoelaces (1) • using a zip/doing up/undoing buttons (1) • writing (1) • scribbling/holding a pen (1) • drawing (1) • painting (1) • colouring in (1) • turning doorknobs (1) • building toy towers with blocks (1) • turning a page (1) • pointing (1) • moving object from one hand to another (1) • clapping (1) max 2	2	Allow: Catching a ball (1) NOT: <u>Threading</u> beads/ Needle Ignore: pincer grip or description

Question	Part	Sub Part	Marking guidance	Mark	Comments
3			Ref to: <ul style="list-style-type: none"> Gracie will no longer menstruate – have periods AW (1) no longer produce eggs-ovulate- be able to have children AW (1) due to producing less (sex) hormones(1) Gracie may have hot flushes – night sweats AW (1) max 3	3	Not just change in hormones

Question	Part	Sub Part	Marking guidance	Mark	Comments
4			Ref to: <p>Emotional effects</p> <ul style="list-style-type: none"> Tim likely to have mood swings (1) caused by <u>increase</u> AW of (sex) hormones (1) likely to become very (self)conscious – lack confidence – have low self-esteem - be easily embarrassed AW/worried/anxious/insecure (1) idea of increased confidence with maturity AW (1) be very <u>self- critical</u> (1) develop sense of independence (1) develop feelings for a sexual partner (1) <p>Social effects</p> <ul style="list-style-type: none"> Tim being less influenced by parents or carers- more influenced by his peers (1) form relationship(s) based on sexual attraction AW (1) Allow likely to be independent (1) max 6	Not just maturing ideas 6 Not arguments with family	Allow: ref to sexual partner in both areas Must cover both emotional and social effects to access full marks. Not more friends idea, Not spend more time with friends Ignore: social skills

Question	Part	Sub Part	Marking guidance	Mark	Comments
5			Likely points are: <ul style="list-style-type: none"> Hannah's short term memory is likely to deteriorate (1) her long term memory may remain unaffected (1) she may become <u>slower</u> at problem solving/ especially for problems he has not previously encountered AW (1) she will rely on/develop/wisdom/life experiences AW to problem solve (more than thinking of new solutions) (1) changes caused by deterioration of nervous tissue-in brain (1) she will gain more experience (1) her concentration span may shorten (1) any decline in ability may be slowed if she exercises her mind in retirement/keeps mind active AW/or by example of hobby/interest AW (1) may learn new skills (1) maintain/develop long established skills (1) max 4	4	If no reference to short/long term memory can allow 1 mark for accurate memory comment e.g. memory loss/forgetful NOT poorer problem solving Ignore ref to dementia AW

Question	Part	Sub Part	Marking guidance	Mark	Comments
6	a		Any two of : <ul style="list-style-type: none"> energy-energy storage AW (1) (heat) insulation AW e.g. keep warm (1) (Organ) protection/protect (1) For <u>fat-soluble</u> vitamins (1) max 2	2	
6	b		1 mark for named food component plus 1 mark for appropriate reason. Protein (1) <ul style="list-style-type: none"> for growth (1) repair (1) maintenance of cells AW (1) hormones (1) enzymes (1) Allow: for energy (1) Carbohydrates/Sugars/Starches (1) <ul style="list-style-type: none"> for energy (1) Water (1) <ul style="list-style-type: none"> for hydration Fibre AW (1) <ul style="list-style-type: none"> to avoid constipation/bowel movement (1) Vitamins (1) (if not specific example) <ul style="list-style-type: none"> Prevent illness (1) max 1	6	No reason mark if component incorrect Allow other vitamin examples with correct reason Allow other mineral example with correct reason

			<ul style="list-style-type: none"> • normal body functioning/cell activities AW (1) max 1 <p>Vitamin A (1)</p> <ul style="list-style-type: none"> • for night vision (1) <p>Vitamin C (1)</p> <ul style="list-style-type: none"> • for healthy gums (1) • tissues (1) • prevent scurvy (1) • antioxidant (1) • helps immune system (1) <p>max 1</p> <p>Minerals (1) (if not specific example)</p> <ul style="list-style-type: none"> • for health (1) • normal body functioning (1) <p>Calcium (1)</p> <ul style="list-style-type: none"> • for bones and teeth (1) <p>Iron (1)</p> <ul style="list-style-type: none"> • for red blood cells (1) • haemoglobin (1) • oxygen transport (1) • prevent anaemia (1) <p>3+3= 6 max</p>		Do not award mark for vitamins/minerals if specific e.g.s given
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Question	Part	Sub Part	Marking guidance	Mark	Comments
7			<p>Likely answers will include:</p> <ul style="list-style-type: none"> • hair colour (1) • blood group (1) • height (1) • nose <u>shape</u> (1) • skin colour (1) • attached/non-attached ear lobes (1) • tongue rolling/or not (1) <p>Allow:</p> <ul style="list-style-type: none"> • facial features (1) (not if example given) <p>max 2</p>	2	Not: weight illness size

Question	Part	Sub Part	Marking guidance	Mark	Comments
8	a		Any two of : <ul style="list-style-type: none"> • Rent for his flat (1) • Electricity bill (1) • Water bill (1) • Train fares to work (1) • Food (1) max 2	2	
8	b		Any two of : <ul style="list-style-type: none"> • Mobile phone (1) • Designer clothes (1) • Internet connection (1) • Cinema tickets (1) max 2	2	
8	c		<p>Physical effects:</p> <ul style="list-style-type: none"> • affect Damon’s sleep AW (1) • eating pattern AW (1) • may have aches and pains(without obvious cause) (1) max 2 <p>Intellectual effects:</p> <ul style="list-style-type: none"> • may have difficulty concentrating (due to anxiety) (1) • memory problems (1) • make poor judgements/not think straight (1) max 2 <p>Emotional effects:</p> <ul style="list-style-type: none"> • Damon may worry-be anxious AW (1) • may feel down/sad AW/depressed/upset (1) • lose (self)-confidence (1) • have lowered self-esteem AW (1) • be irritable (1) • embarrassed AW (1) max 2 <p>Social effects:</p> <ul style="list-style-type: none"> • may affect Damon’s <u>contact with friends</u> (if unable to afford activities) (1) • become isolated/lonely – avoid contact (1) max 2	8	Answers must be in correct area to score Ignore: weight changes/not affording food ideas Ignore: stress Ignore positive responses of managing money Ignore ref to family and social life examples Ignore – lose friends/not have friends

Question	Part	Sub Part	Marking guidance	Mark	Comments
9			<p>Positive factors are:</p> <ul style="list-style-type: none"> • gained good qualifications at school • lives in a (small) terraced house • in a quiet area • works as a receptionist • enjoys playing chess <p>Negative factors are:</p> <ul style="list-style-type: none"> • worries because she has a lot of time off work due to illness • house is small • does no exercise <p>Lives alone may be used as either positive or negative factor</p> <p>Likely links are putting 2 or more positive factors together with a combined effect (between positive factors) to cause raised (self)-confidence/ self-esteem make Kiva feel good</p> <p>Identified as emotional effects. Reverse of these points for the negative factors e.g. living alone and worrying about time off work may lower her confidence make her feel down or even depressed/ lowering her self-esteem</p> <p>Counterbalancing of positive and negative factors e.g. Kiva is affected emotionally as her sense of achievement of having a job as a receptionist is reduced by her worries about time off due to illness.</p> <p>Mark Ranges</p> <p>0 marks No response worthy of credit e.g. simply restates the factors.</p> <p>1-3 marks Makes mainly vague statements dealing with individual (non -linked) factors. Lacks explanation and nature of effects probably not included. Answers superficial, lacking structure, with errors in spelling, punctuation and grammar. For 3 marks must cover both positive and negative points with effects.</p> <p>4-6 marks Makes 1 or 2 clear links between factors which are explained in terms of <u>combined</u> effect. Likely to identify the nature of the effects. For 6 marks must include one interrelationship of 3 or more factors.</p>	8	

			Answers are organised, but lack precision. There may be errors in spelling, punctuation and grammar. 7-8 marks Makes 4 or more links between factors, identifying the different nature of the effects. Links are explained in detail. For 8 marks must make 2 or more 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
10	a		Working relationship/Work (1)	1	Ignore Teacher - student
10	b		Any three of : <ul style="list-style-type: none"> • learning/knowledge AW (1) • <u>emotional</u> support/gain confidence (1) • social skill development (1) • someone to talk to/for advice (1) • someone to share with/someone to trust/form a bond (1) max 3	3	Not: just support

Question	Part	Sub Part	Marking guidance	Mark	Comments
11	a		Ref to: <ul style="list-style-type: none"> • making a person feel down-sad-depressed/insecure/upset/worry/anxious AW (1) • lowering (self)-confidence (1) max 2	2	Ignore: Feel worthless/ low self-esteem
11	b		Ref to: <ul style="list-style-type: none"> • making a person feel good AW/ feel proud (1) • raising (self)-confidence (1) max 2	2	Not: feel valued

Question	Part	Sub Part	Marking guidance	Mark	Comments
12			Correct answers: Death of a friend – Unexpected (1) Retirement – Expected (1) Divorce – Unexpected (1) Moving house – Expected (1)	4	

Question	Part	Sub Part	Marking guidance	Mark	Comments
13	a		<p>Any two of the following professional carer's</p> <ul style="list-style-type: none"> • Health Visitor (1) • GP (1) • Community Nurse (1) <p>Allow: Midwife (1)</p> <p style="text-align: right;">max 2 marks</p> <p>linked to help such as: (Health Visitor/Community Nurse/Midwife) –</p> <ul style="list-style-type: none"> • monitoring progress of baby/health of baby (1) • monitoring development of baby (1) • checking on health of Kia (1) • giving advice (on feeding/weaning) (1) • giving medication if needed (1) • refer to GP (1) <p>(GP)</p> <ul style="list-style-type: none"> • checking on health of Kia/baby (1) • prescribing medication (1) • giving advice (1) • referring Kia/baby (if needed) (1) <p style="text-align: right;">max 2 marks 2+2 = 4</p>	4	<p>Not Home Care Assistant AW</p> <p>Not: just Nurse/ Doctor</p> <p>Do not allow help mark if role incorrect</p>
13	b		<p>Any one of the following non-professional carer's:</p> <ul style="list-style-type: none"> • Family/or example (1) • Friends (1) • Volunteers (1) • Neighbours (1) <p style="text-align: right;">max 1 mark</p> <p>linked to help such as –</p> <ul style="list-style-type: none"> • doing practical jobs for Kia (1) • or example – cooking/shopping (1) • advising Kia (1) • babysitting for Kia (1) <p style="text-align: right;">max 1 mark 1+1 = 2</p>	2	<p>Not: support group or example - mum and toddler</p> <p>Not babysitter/ Child-minder</p> <p>Do not allow help mark if role incorrect</p> <p>Not: be there for her Not: just support</p>