

New
Specification



Rewarding Learning

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**General Certificate of Secondary Education
2011**

**Health and Social Care:
Double Award**

Unit DA2: Promoting Quality Care

[GHS41]

TUESDAY 21 JUNE, AFTERNOON

**MARK
SCHEME**

1 Belinda, age five, lives with her parents, her older brother Nicky, aged seven, and her younger sister Anna, aged two. (AO1)

(a) Childhood is from 4 years to 10 years.
(2 × [1])

[2]

(b) Complete the table below by writing three other ways you would expect Belinda to develop physically during childhood. (AO1, AO2)

Any three of the following points:

- able to climb and descend stairs
- skilful at using the equipment in the playground
- improved coordination demonstrated in the ability to button coat or throw ball to another or aim at target
- improved sense of balance demonstrated by standing on one foot for 8–10 seconds
- can skip, dance, hop and jump/development of gross motor skills
- learns to ride a two-wheeled bicycle
- grow taller and weight increases
- increased control of fine motor skills, e.g. handwriting/drawing/painting
- lose baby teeth, grow permanent teeth
- must show an increase in development of physical skill.

All other valid points will be given credit

(3 × [1])

[3]

(c) Belinda will form different types of relationships throughout childhood. (AO1, AO2, AO3)

(i) Complete the table below by writing down the types of relationships that Belinda may have.

Belinda and her mother	Family
Belinda and her classroom assistant	Working
Belinda and her friend	Friendship

(3 × [1])

[3]

- (ii)** Starting school is a major life change for Belinda.
Explain two ways Belinda's mother may help her cope with starting school.

Answers may address any two of the following points:

- visit the school to meet teacher and familiarise
- talk to Belinda about school in a positive way
- read stories about starting school
- settling in period – parent stays
- teach Belinda to use the toilet independently
- encourage Belinda to dress herself/tie shoes
- answer all questions about school openly and honestly and be patient
- allow Belinda to use her comfort toys if there is any anxiety around school and reassure her that she will be keeping them safe for her return
- never use the threat of school in a negative way, for example, in managing difficult behaviour
- allow Belinda to choose foods for lunchbox ensuring they comply with any school healthy eating policies
- ensure a good bed time routine is established before term begins and recognise and deal with tiredness
- involve Belinda in the experience by taking her shopping for uniform and school equipment.

All other valid points will be given credit

Must explain one way fully to gain [2]

(2 × [2])

[4]

- (iii)** Explain two other ways Belinda's teacher may help her cope.

Answers may address any two of the following points:

- emotional support, e.g. reassure, encourage, praise and support
- introduce her to other children, e.g. games, ice breakers
- reassure her that her parents will be back to collect her
- involve her in activities
- organise a day for newcomers to visit school
- staggered start to give individual attention.

All other valid points will be given credit

Must explain one way fully to gain [2]

(2 × [2])

[4]

- (iv)** Explain one positive effect of starting school on Belinda's emotional and social development. (AO1, AO2, AO3)

Effect on emotional development

Answers may address any one of the following points:

- it increases her self-confidence/self-esteem
- develops a sense of belonging
- it enables her to feel more independent
- sense of achievement.

All other valid points will be given credit

Must explain one way fully to gain [2]

(1 × [2])

[2]

Effect on social development

Answers may address any one of the following points:

- it broadens her relationships, e.g. with staff and children
- it helps her make new friends
- it helps the development of social skills, e.g. sharing and being a member of a team
- opportunities to meet new people.

All other valid points will be given credit

Must explain one way fully to gain [2]

(1 × [2])

[2]

- (d)** Mrs Kerr is Belinda's teacher.

- (i)** Write down four skills or qualities she needs to work with young children. (AO1)

Any four of the following points:

- good communication skills, e.g. oral, written and listening
- patience
- respect for different people's beliefs and values
- energy and stamina
- imaginative/creative
- enthusiastic
- calm
- caring/kind
- knowledge of child development
- observational skills
- ability to work alone and in teams
- knowledge and understanding of the school curriculum
- organisational skills, e.g. ability to carry out daily, weekly and yearly plans for the delivery of the curriculum.

All other valid points will be given credit

(4 × [1])

[4]

- (ii) Explain two different ways Mrs Kerr may apply each of the following values and principles of the early years sector in her work. (AO1, AO2, AO3)

Welfare of the child is paramount

Answers may address any two of the following points:

- she must give precedence to the rights and well-being of the children in her care
- she must listen to the child's opinions
- she must treat the child's concerns seriously
- she must encourage and reward positive behaviour
- she must never slap, smack, shake or humiliate, belittle or isolate a child in her care.

All other valid points will be given credit

Must explain fully to gain [2]

(2 × [2])

[4]

Keep children safe

Answers may address any two of the following points:

- she must help prevent accidents to children
- she helps protect their health
- she follows emergency procedures including record keeping
- she must protect children from abuse and exploitation
- she must report any suspicious abuse, neglect or ill treatment
- she must try to maintain a healthy, safe environment.

All other valid points will be given credit

Must explain fully to gain [2]

(2 × [2])

[4]

Work in partnership with families and parents

Answers may address any two of the following points:

- she must listen to parents as they are the experts on their own children
- she must share information on child's development openly with parents
- she must respect family traditions and childcare practices
- she must comply with parents' wishes for their children.

All other valid points will be given credit

Must explain fully to gain [2]

(2 × [2])

[4]

- (iii) Claire, who is 18, would like to become a primary school teacher. Write down two different ways she can become qualified to teach. (AO1)

Answers should address any two of the following points:

- any three/four year degree level course in a curriculum subject, followed by a PGCE
- Early Childhood Studies degree followed by a PGCE
- Bachelor of Education/teaching degree.

All other valid points will be given credit

(2 × [1])

[2]

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2 (a) Thomas, aged 8, is a member of the local football team.

- (i) Explain two ways being a member of this team may have a **positive** effect on Thomas' social development. (AO1, AO2, AO3)

Answers may address any two of the following points:

- developing friendships with other members of the team
- developing team-building skills
- developing a range of social skills, e.g. talking to others and social norms
- opportunities to meet new people
- increased opportunities for social outings
- developing relationships with adults such as coach and trainer.

All other valid points will be given credit

Explanations must be applied to Thomas and team membership to gain [2]

(2 × [2])

[4]

- (ii) Self-concept develops throughout the lifecycle. Explain how education may have a **positive** effect on Thomas' self-concept. (AO1, AO2, AO3)

- meeting learning challenges gives him a sense of achievement
- mixes with other children and can compare himself positively to them
- success at school improves his self-esteem
- positive relationships at school help to build self-confidence.

All other valid points will be given credit

Explanations must be applied to Thomas

Must explain fully to gain [2]

(1 × [2])

[2]

- (b) The NSPCC came to Thomas' school to talk to the pupils about bullying. Write down four ways a voluntary organisation such as the NSPCC may be funded. (AO1)

Any four of the following points:

- fund raising, e.g. cake sales, events in school, flag days, charity boxes, charity shops
- private donations/Prince's Trust
- government grants
- government contracts
- lottery funding
- employee schemes
- bequests
- donation in lieu of flowers
- sponsorship by companies.

All other valid points will be given credit

(4 × [1])

[4]

- (c) Thomas attends Lakeview Primary School. The school has policies in place to promote quality care.

Discuss what may be included in each of the following policies in Thomas' school. (AO1, AO2, AO3)

Confidentiality policy

Answers may address some of the following points:

- identifies categories of information that should be kept confidential, e.g. names, addresses, medical details
- outlines ways of maintaining confidentiality – computer passwords, interview facilities, hard copies kept in locked cabinet
- outlines procedures for accessing and sharing information
- outlines guidelines for disclosure/exemptions
- outlines procedures for reporting breaches of confidentiality.

All other valid points will be given credit

Complaints Policy

Answers may address some of the following points:

- outlines the procedures for complaints
- lets parents know who will deal with their complaints and how
- promises to inform complainants of the outcome
- explains the appeals procedure.

All other valid points will be given credit

Health and safety policy

Answers may address some of the following points:

- includes procedures for fire drill and fire alarm sounding
- outlines procedures for storing and distributing children's medication
- sets out procedures for risk assessments
- identifies how legislation should be followed, e.g. COSHH and RIDDOR
- outlines First Aid procedures
- outlines procedures for school trips
- outlines hygiene procedures
- outlines procedures for checking safety of equipment, e.g. PAT tests.

All other valid points will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic

- may list points rather than discuss content of policies
- quality of written communication is basic
- the candidate makes only a limited selection and use of appropriate form and style of writing
- the organisation of material may lack clarity and coherence
- there is little use of specialist vocabulary
- presentation, spelling, punctuation and grammar may be such that meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate

- discussion of all three policies or competent discussion of two at the top of this band
- quality of written communication is adequate
- the candidate makes a reasonable selection and use of appropriate form and style of writing
- relevant material is organised with some clarity and coherence
- there is use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: competent

- discussion of all three policies
- quality of written communication is competent
- the candidate successfully selects and uses the most appropriate form and style of writing
- relevant material is organised with a high degree of clarity and coherence
- there is widespread and accurate use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear. [9]

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- 3 (a) Johnny, aged 10, his friend Fred and the other pupils in his class had a visit from the school nurse, to monitor their health and development. Their height and weight were measured and are shown in the table below.

School Child	Height	Weight
Average 10 year old	1.25 m	28 kg
Johnny	1.10 m	22 kg
Fred	1.25 m	36 kg

Discuss why the school nurse might be concerned about Johnny's and Fred's physical health. (AO1, AO2, AO3)

Answers may address some of the following points:

Johnny

- is underweight and small for his age
- he may have an undiagnosed illness
- he may be suffering from neglect

Fred

- is carrying too much weight for his height
- he will be at risk in the long term
- overweight children can become overweight adults and may be at risk of cardiovascular diseases, high blood pressure, and diabetes
- his diet may be unbalanced
- he may be at risk of bullying.

All other valid points will be given credit

[1] for key phrase(s), [2] for explanation, [3] for fuller discussion

(2 × [3])

[6]

- (b) As part of its healthy eating programme, Lakeview Primary School is producing a leaflet for parents entitled "Healthy Eating in Childhood". Analyse the advice that should be included in this leaflet. (AO1, AO2, AO3)

Answers may address some of the following points:

- consume a wide variety of foods to provide adequate intakes of vitamins, minerals, protein, dietary fibre, fat and carbohydrate to reduce the risk of deficiency diseases
- limit the intake of sugary foods and drinks to lessen the risk of dental decay/caries
- limit salt intake to reduce the risk of hypertension
- eat at least five portions of fruit and vegetables a day – ensures intake of the nutrients Vitamin C, carotenes, fibre, etc. The consumption of five a day also reduces the risk of bowel-related disorders
- look at labels for nutrient content
- must apply to childhood

- nutrients, e.g. protein for growth, calcium and vitamin D for bones and teeth
- eat 2–3 servings of milk and dairy foods to ensure sufficient intake of calcium, zinc, protein, vitamin A, etc. to help in the development of bones and teeth and prevention of osteoporosis
- limit intake of food containing fat especially saturated fats as this reduces cholesterol, gives a healthier heart and helps maintain an acceptable weight
- drink plenty of water – to help remove toxins from the body
- eat plenty of foods rich in fibre to provide carbohydrate, fibre iron, etc.

All other valid points will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic

- may list rather than analyse points
- displays limited knowledge and understanding of healthy eating in childhood
- quality of written communication is basic
- the candidate makes only a limited selection and use of appropriate form and style of writing
- the organisation of material may lack clarity and coherence
- there is little use of specialist vocabulary
- presentation, spelling, punctuation and grammar may be such that meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- level of analysis is adequate
- displays adequate knowledge and understanding of healthy eating in childhood
- quality of written communication is adequate
- the candidate makes a reasonable selection and use of appropriate form and style of writing
- relevant material is organised with some clarity and coherence
- there is use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([9]–[12])

Overall impression: competent

- level of analysis is competent
- displays good knowledge and understanding of healthy eating in childhood
- quality of written communication is competent
- the candidate successfully selects and uses the most appropriate form and style of writing
- relevant material is organised with a high degree of clarity and coherence
- there is widespread and accurate use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear. [12]

(c) Fred is living with a foster family.

(i) Explain two reasons why some children may be placed in foster care. (AO1, AO2)

Answers may address any two of the following:

- the child's parents or carers are unable to look after the child because of, e.g. illness, addiction
- the child has been abused in some way (either physically or mentally)
- the child has been neglected.

All other valid points will be given credit

Full explanation for [2]

(2 × [2])

[4]

(ii) Explain what is meant by long term foster care.

- a child will never return home for a variety of reasons.

All other valid points will be given credit

Full explanation for [2]

(1 × [2])

[2]

(iii) Fostering is a statutory service. Write down one way a statutory service may be funded.

Answers may address any of the following:

- direct payment by clients
- National Insurance contributions
- other government taxes.

All other valid points will be given credit

(1 × [1])

[1]

(d) The Oral Health Strategy for Northern Ireland outlines three factors which increase the chances of an individual developing dental decay.

Explain these factors. (AO1, AO2)

Answers should address:

- their diet contains a large amount of sugary foods and/or drinks
- they consume (even small amounts) of sugary foods and/or drinks frequently throughout the day
- they don't brush their teeth at least twice per day with fluoride toothpaste.

Full explanation for [2]

(3 × [2])

[6]

- (e) Based on the information set out in the Oral Health Strategy for Northern Ireland, discuss how dental caries may be prevented. (AO1, AO2, AO3)

Answers should include some of the following:

Individual

- improve diet (i.e. reducing the amount and the frequency of sugary snack consumption)
- brush teeth more frequently
- regular visits to the dentist.

Dental Practitioners

- provide dietary advice
- apply fluoride to teeth
- fissure sealants.

School-based intervention

- breakfast clubs
- healthy break time initiatives
- fresh fruit in schools
- increase the availability of less erosive drinks/water
- school-based tooth brushing and rinse programmes.

Population Intervention

- worldwide water fluoridation is considered by public health experts to be the method of choice to improve population oral health. Its effectiveness and safety is endorsed by all reputable health bodies including the World Health Organisation.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic

- displays limited knowledge and understanding of prevention of dental decay
- may list rather than discuss points
- quality of written communication is basic
- the candidate makes only a limited selection and use of appropriate form and style of writing
- the organisation of material may lack clarity and coherence
- there is little use of specialist vocabulary
- presentation, spelling, punctuation and grammar may be such that meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

Adequate discussion of three aspects achieves top of band

- displays adequate knowledge and understanding of prevention of dental decay
- adequate discussion
- quality of written communication is adequate
- the candidate makes a reasonable selection and use of appropriate form and style of writing
- relevant material is organised with some clarity and coherence
- there is use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([9]–[12])

Overall impression: competent

Candidates achieving at the top of this band discuss all four aspects

- displays a good knowledge and understanding of prevention of dental decay
- quality of written communication is competent
- the candidate successfully selects and uses the most appropriate form and style of writing
- relevant material is organised with a high degree of clarity and coherence
- there is widespread and accurate use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear. [12]

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