

# Mark Scheme (RESULTS) January 2009

GCSE

## GCSE Applied Health & Social Care (5323/01)

## 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.

Question Number	Answer	Mark
1(a)	1 mark for correctly stating <ul style="list-style-type: none"> <li>• Adulthood</li> </ul>	1 mark

Question Number	Answer	Mark
1(b)	3 x 1 mark for correctly stating <ul style="list-style-type: none"> <li>• Expected</li> <li>• Unexpected</li> <li>• Expected</li> </ul>	3 marks

Question Number	Answer	Mark
1(c)	2 x 1 mark for correctly identifying the following <ul style="list-style-type: none"> <li>• Periods stop</li> <li>• Hot flushes</li> <li>• Ovaries stop producing eggs</li> <li>• Can't get pregnant as less oestrogen and progesterone is produced</li> <li>• Night sweats</li> </ul>	2 marks

Question Number	Answer	Mark
1(d)(i)	1 x 1 mark awarded for identification of formal source 1 mark for brief explanation of how support would benefit her 2 marks for accurate explanation of how the source would benefit Pat.  <b>Formal</b> <ul style="list-style-type: none"> <li>• CAB</li> <li>• Solicitor / Lawyer</li> <li>• GP</li> <li>• Counsellor /therapist / psychologist or Relative</li> </ul> <b>Explanation</b> <ul style="list-style-type: none"> <li>• Can refer individuals on to other professionals</li> <li>• Can talk to listen, advise professionally</li> <li>• Can help individuals look at problems in a different way</li> <li>• Is an expert and therefore can provide specialist knowledge</li> <li>• GP can prescribe medication</li> <li>• Devise strategies for coping</li> </ul>	3 marks

Question Number	Answer	Mark
1(d)(ii)	<p>1 x 1 mark awarded for identification of informal source  1 mark for brief explanation of how support would benefit Pat  2 marks for accurate explanation of how the source would benefit Pat.</p> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>• Family e.g. children</li> <li>• Friends</li> <li>• Work colleagues</li> </ul> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Provide emotional support</li> <li>• Provide advise / listen</li> <li>• Provide help with everyday tasks</li> <li>• Encourage Pat to develop new interests</li> <li>• Help them get out and about</li> <li>• Talk / advise</li> <li>• Provide child care e.g. baby sitting</li> <li>• Spend time with her so she does not feel lonely</li> </ul>	<p style="text-align: right;"><b>3 marks</b></p>

Question Number	Answer	Mark
1(e)	<p>1 - 2 marks for max 2 factors, or 1 factor identified and described</p> <p>3 - 4 marks for up to 2 factors explained: will focus on negative - limited argument, unbalanced</p> <p>5 - 6 marks for factors explained. Candidates must have made valid links and work must be coherent and fluent can demonstrate how divorce could affect Kay's self concept - can be both sides.</p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• New chapter in her life</li> <li>• Develop new friends</li> <li>• Develop new interests</li> <li>• Opportunity to get out of an unhappy marriage</li> <li>• Will feel happy</li> <li>• Increased independence</li> <li>• Increase self confidence</li> <li>• Increased self image / esteem</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Become depressed</li> <li>• Pressure of becoming a single parent</li> <li>• May feel she may never meet anyone</li> <li>• No partner to talk to</li> <li>• May feel different to her friends</li> <li>• Feels worthless / unattractive</li> <li>• Feels less of herself / low self esteem</li> <li>• Loss of confidence</li> <li>• Lonely /isolation / inactivity</li> <li>• Stressed</li> <li>• Financial pressure of being a single parent</li> </ul>	6 marks
<b>Total 18 marks</b>		

Question Number	Answer	Mark
2(a)	<p>1 mark for correctly stating</p> <ul style="list-style-type: none"> <li>• Adulthood</li> </ul>	1 mark

Question Number	Answer	Mark
2(b)	<p>3 x 1 for correctly identifying</p> <ul style="list-style-type: none"> <li>• Intimate and sexual</li> <li>• Family</li> <li>• Friends/Friendship</li> </ul>	3 marks

Question Number	Answer	Mark
2(c)	<p>1 x 1 mark for identification of factor  1 mark for weak / brief explanation  2 marks for full explanation (must relate to factor identified).</p> <p>Identification and explanation can be together but explanation must accurately relate to identification.</p> <p><b>Factors</b></p> <ul style="list-style-type: none"> <li>• Less tension and arguments</li> <li>• Sean will be happier and more content</li> <li>• something to look forward to / can plan ahead</li> <li>• Socially less restricted in going out</li> <li>• Intellectually he has new challenges or opportunity to develop skills</li> <li>• Self concept good</li> <li>• Boost confidence</li> <li>• Self image / self esteem - positive</li> </ul> <p><b>Identification and explanation</b></p> <ul style="list-style-type: none"> <li>• Earning money</li> <li>• Fitter physically / health lifestyle</li> <li>• Positive self concept</li> <li>• High self esteem</li> <li>• Meets new people / new girlfriend</li> <li>• Get back to old girlfriend</li> <li>• More stressed as not used to working</li> </ul>	6 marks

Question Number	Answer	Mark
2(d)	<p>1 - 3 marks for very general description given, or max of 2 points identified</p> <p>4 - 6 marks for two or more points identified and explained but no linkage provided, limited balance to response</p> <p>7 - 8 marks for a balanced discussion with links made. Good vocational language used. Negative side included e.g. if he didn't have a job then he couldn't do hobbies etc.</p> <p><b>Lifestyle effect</b></p> <ul style="list-style-type: none"> <li>• Can afford to do more things e.g. holiday / feel good factor</li> <li>• Can afford to buy more luxuries</li> <li>• Can contribute to house / Pat to make him feel good</li> <li>• Could move out and rent or buy</li> <li>• Can develop new hobbies</li> <li>• See his friends more often and meet new friends / gives him confidence</li> <li>• Becomes more independent</li> <li>• Helps prevents drinking as he is more motivated and happier</li> <li>• Learns new skills</li> <li>• Shift work may not see friends</li> <li>• Stress / pressure</li> </ul>	8 marks
<b>Total 18 marks</b>		

Question Number	Answer	Mark
3(a)	<p>2 x 1 mark for correctly stating</p> <ul style="list-style-type: none"> <li>• Infancy</li> <li>• Childhood</li> </ul>	2 marks

Question Number	Answer	Mark
3(b)	<p>4 x 1 mark for the following</p> <ul style="list-style-type: none"> <li>• B</li> <li>• D</li> <li>• C</li> <li>• A</li> </ul>	4 marks

Question Number	Answer	Mark
3(c)(i)	<p><b>Explanation</b>  1 mark for brief / vague explanation  2 marks for full explanation. Response clearly demonstrates an understanding of self image - how the person sees themselves</p> <p><b>Identification from text</b></p> <ul style="list-style-type: none"> <li>• Knows he is popular</li> <li>• Has a good circle of friends</li> <li>• Has a girlfriend</li> <li>• Pat is delighted with his progress</li> </ul> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Sees himself positively</li> <li>• Good self concept</li> <li>• Mixes easily with others</li> <li>• Sociable</li> <li>• Can form relationships - intimate and sexual</li> </ul>	3 mark



Question Number	Answer	Mark
3(c)(ii)	<p><b>Explanation</b>            1 mark for brief / vague explanation            2 marks for full explanation. Response clearly demonstrates an understanding of self esteem - value he places on himself - self efficacy</p> <p><b>Identification from text</b></p> <ul style="list-style-type: none"> <li>• Doing well in subjects/school</li> <li>• Skilled at football</li> <li>• Selected to join academy</li> </ul> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• He values himself</li> <li>• Has a good sense of worth</li> <li>• Positive self concept</li> <li>• Raises his confidence levels</li> <li>• He believes in his abilities</li> </ul>	3 marks

Question Number	Answer	Mark
3(d)	<p>1 - 3 marks: very general description given e.g. accurate definition of the peer group and their importance as a secondary agent of socialisation during adolescence            4 - 6 marks: discussion focuses on self concept and how the peer group may influence it - little linkage and points generally stated - limited balance            7 - 8 marks: discussion will focus on self concept and how it could affect PIES and other relationships and overall development - coherent and well structured and balanced</p> <p><b>Factors</b></p> <ul style="list-style-type: none"> <li>• Influence identity and appearance</li> <li>• Acceptance is important</li> <li>• Influence attitudes, beliefs and norms</li> <li>• Change result in change in personality</li> <li>• Can lead to conflict between peer and parent</li> <li>• Can influence behaviour - risk behaviours - smoking, alcohol and drugs</li> <li>• Lack of acceptance can lead to change in personality - depressed etc</li> <li>• Bullying and rejection</li> <li>• Peer group - trust situation - can confide problems and issues</li> <li>• Impact on self concept (positively / negatively)</li> <li>• Can lead to successful development into adulthood</li> <li>• Can boost confidence</li> <li>• Can learn skills</li> </ul>	8 marks

Total 20 marks

Question Number	Answer	Mark
4(a)	<p>1 x 1 mark for correctly identifying</p> <ul style="list-style-type: none"> <li>• Childhood</li> </ul>	1 mark

Question Number	Answer	Mark
4(b)	<p>2 x 1 mark for correctly identifying</p> <ul style="list-style-type: none"> <li>• Adolescence</li> <li>• Adulthood</li> </ul>	2 mark

Question Number	Answer	Mark
4(c)(i)	<p>1 x 1 mark for identifying</p> <ul style="list-style-type: none"> <li>• Family</li> </ul> <p>1 mark for brief explanation 2 marks for accurate explanation</p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Family is there to provide emotional support because the child is dependent</li> <li>• Family is there for socialisation of values, attitudes</li> <li>• Provides a spring board from which the individual can explore the world</li> <li>• Provides security and physical care</li> <li>• Bonding and attachment /trust</li> </ul>	3 marks

Question Number	Answer	Mark
4(c)(ii)	<p>1 x 1 mark for identifying</p> <ul style="list-style-type: none"> <li>• Friends</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Teachers</li> </ul> <p>1 mark for brief explanation 2 marks for accurate explanation</p> <p><b>Explanation</b></p> <p>Friends can provide a support, friends to talk to / play with, growing friendship /peer group circle becomes important etc.</p> <p>Teachers provide formal training and skills needs to solve problems and develop intellectually</p> <p>Teachers provide pastoral care</p>	3 marks

Question Number	Answer	Mark
4(d)(i)	<p>1 x 1 mark for identifying following: enjoys being with her friends / school choir  1 mark for vague general explanation  2 marks for full answer.</p> <p><b>Explanation</b>  Confident, can interact and talk to others, happy go lucky, has both female and male friends, can build relationships e.g. socialise, enjoys companionship, develops social skills.</p>	3 marks

Question Number	Answer	Mark
4(d)(ii)	<p>1 x 1 mark for identifying following: doing well in subjects or identify specific subjects e.g. number work, English communication, reading / memorising songs for choir  1 mark for vague general explanation  2 marks for full answer.</p> <p><b>Explanation</b>  Developing skills, reinforcement from teachers motivates, new skills development more structured and logical thinking can think problems through, she will develop her intellectual skills, develop her understanding and confidence.</p>	3 marks

Question Number	Answer	Mark
4(e)	<p>1 - 2 marks - max of 2 factors identified  3 - 4 marks for 2 factors explained will perhaps focus either positively or negatively, limited balance  5 - 6 marks for coherent and fluent answer which demonstrates links between factors identified - can argue both sides factors will possibly relate to all PIES.</p> <p><b>Positive emotional development</b></p> <ul style="list-style-type: none"> <li>• Helps provide identity</li> <li>• Support and comfort</li> <li>• Develop bond/attachment</li> <li>• Good for future long term relationships</li> <li>• Affects other physical, social and intellectual development</li> <li>• Make stronger</li> <li>• Helps individual mature through experience</li> <li>• Emotional stability / instability</li> <li>• Able to talk and express themselves</li> <li>• Trust</li> </ul> <p><b>Negative emotional development</b></p> <ul style="list-style-type: none"> <li>• Child can become withdrawn</li> <li>• Inability to develop other relationships</li> <li>• Can lead to psychological problems in later life</li> <li>• Affects other physical, social and intellect development</li> <li>• Loose trust</li> <li>• Can effect future relationship if it is not successful</li> <li>• Individual can become isolated / lonely</li> <li>• Poor emotional development can lead to a jealous personality</li> </ul>	6 marks
<b>Total 21 marks</b>		

Question Number	Answer	Mark
5(a)	<p>1 x 1 mark for correctly stating</p> <ul style="list-style-type: none"> <li>• Later adulthood</li> </ul>	1 mark

Question Number	Answer	Mark
5(b)	<p>3 x 1 mark for physical features</p> <ul style="list-style-type: none"> <li>• Skin loses its elasticity</li> <li>• Senses decline or dim</li> <li>• Bone density deteriorates</li> <li>• Cardiovascular system weakens</li> <li>• Short term memory and reaction timing slows</li> <li>• Mobility decreases</li> </ul>	3 marks

Question Number	Answer	Mark
5(c)	<p>1 mark for mark for identification  1 mark for brief explanation - weak and value  2 marks for explanation effect on self esteem, self image, self concept, she is beating the stereotype of old age, no restriction as she is now retired, no controls being placed on her and she has time.</p> <ul style="list-style-type: none"> <li>• Keeps active / is healthy</li> <li>• Has a feel good factor</li> <li>• Can plan for future</li> <li>• Can afford to undertake different activities / holiday</li> <li>• Has time now</li> </ul>	3 marks

Question Number	Answer	Mark
5(d)	<p>1 - 2 marks - max of 2 factors identified  3 - 4 marks for 2 factors explained will perhaps focus either positively or negatively, limited balance  5 - 6 marks for coherent and fluent answer which demonstrates links between factors identified - can argue both sides factors will possibly relate to all PIES.</p> <ul style="list-style-type: none"> <li>• Exercises regularly - feel good factor, keeps her fit and healthy, reduced level of ill health</li> <li>• Organises book club - keeps her focused, busy, development of skills</li> <li>• Holidays - promotes independence, chances to meet new people, learn new culture</li> <li>• Attends clinic - monitor health, highlights problem, chance to talk through worries</li> <li>• Watches her diet - good for her self image, keeps healthy prevents obesity, diabetes</li> <li>• Confidence is maintained / proud</li> <li>• Not feeling old age</li> </ul>	6 marks
Total 13 marks		
TOTAL FOR PAPER: 90 MARKS		