



GCSE MARKING SCHEME

HEALTH AND SOCIAL CARE

SUMMER 2011

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2011 examination in GCSE HEALTH AND SOCIAL CARE. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

UNIT 2

Section A

Question	Answer	Mark	AO1	AO3
1. (a) (i) (ii) (b) (c) (i) (ii) (iii)	Retirement Later adulthood He will be able to see his grandchildren more often Age UK Samaritans CAB	1 1 1 3	1 1 1 3	
2. (i) (ii) (iii) (iv)	Gross Fine Gross Fine	4	4	
3.	Hopping - 5 Standing - 2 Running - 4 Crawling - 1 (already completed) Walking - 3	4	4	
4. (a) (i) (ii) (iii) (iv) (b) (i) (ii) (iii) (iv) (v) (vi) (vii) (viii)	Family - Lewis and his sister/brother/mother/father – but may refer to Lewis's sister or Lewis/named family member and another family member. Intimate/personal - Lewis's mother and father, husband and wife, Julia and her boyfriend (or one relationship, e.g. boyfriend Sam). Friendship - Lewis and Tom (or best friend Tom) Working - Julia and other playgroup workers/Lewis/Lewis's mother (or one relationship). 1 mark for identifying the area of development and up to 2 marks for a list of help (or 1 mark for the help + 1 mark for the description). Social Learn to share, give confidence, understand others' feelings and points of view, meet new people, make friends, interact. Emotional Helps to encourage better understanding of the feelings of other children and show concern/understands that his actions cause feelings in others. Physical Develops muscles, co-ordination, balance, stamina, develop gross motor skills, strength. Intellectual Matching, sorting, colour, memory, concentration, problem solving.	4 12	4 8	 4
	Total for section A	30	26	4

Section B

Question	Answer	Mark	AO1	AO3
5. (a)	Lone/single/one parent family	1	1	
(b)	<p>Award a maximum of 3 marks for a comprehensive description of the support a midwife will be able to offer Kate.</p> <p>Likely answers may include:</p> <p>Look after the health and well-being of the pregnant woman and baby before and after the birth, will check and monitor progress of pregnancy and baby for up to 28 days after the birth.</p> <p>Give advice and guidance on feeding, bathing, hygiene, anything related to looking after the baby, etc.</p> <p>Reference to support groups.</p> <p>Reassure and ask questions.</p> <p>Advice on contraception. (Need all three to award full marks.)</p>	3	2	1
(c)	<p>Accept appropriate alternatives to the following:</p> <p>Food - milk Shelter - home, pram Warmth - clothing Other acceptable answers: love, hygiene, cleanliness</p>	3	3	
(d)	<p>Award a maximum of 2 marks for a comprehensive description of each of the following:</p>	2,2, 2,2	4	4
(i)	Age - not what happens at this age, still growing yet foetus growing as well, should be out enjoying self with friends instead planning for baby and altering lifestyle, gets tired easily, can't stay out as late clubbing. Unable to socialise with friends, reference to education (accept positives).			
(ii)	Gender - hormones, feel like a woman (physical changes), more feminine, have role to play, unattractive to opposite sex, discrimination, comparison to father/male, reference to stereotyping.			
(iii)	Life experience - unexpected, changes attitude, more responsible, mature, career prospects.			
(iv)	Relationships - not fit in with friends, not do the same thing, not want boyfriend, rejected by peers, opposite sex and family, looked down upon, develop new friends with other young women in same situation, rejection by women with partners, family may or may not support, unable to socialise with friends. Any positives, e.g. meet new people/women/girls in the same situation. Allow reference to the child after birth and reference to self-concept.			

Question	Answer	Mark	AO1	AO3
6. (a)	Any one from: So that all children feel the same/equal not different, gives a sense of identity or belonging, raises self-esteem, not bullied/teased/reference to cost/fashion.	1	1	
(b) (i)	Neglect.	1	1	
(ii)	Award up to a maximum of 3 marks for a full and comprehensive description. Likely answers may include: Illness, moody, irrational, irritable, lack of energy, lack of concentration, fall behind in school due to tiredness and lack of food. May be bullied due to lack of personal hygiene which will cause stress, low self-esteem, lack of concentration.	3		3
(c) (i)	Award up to a maximum of 2 marks for a full and comprehensive description. Likely answers may include: Foster care - providing a family life for children who cannot live with their families. Registered with social services who will monitor care. Temporary, until parents can provide care/until they can be moved to another carer.	2	1	1
(ii)	0-2 marks: Answers which identify, with little or no explanation of the positive effect on Ella's development by being in foster care. 3-5 marks: Answers which describe, giving limited explanation of the positive effect on Ella's development by being in foster care. May mention PIES. 6-8 marks: Answers which describe, with clear evidence of understanding of the positive effect on Ella's development by being in foster care. Must relate to PIES. Likely answers may include: Physical - good personal hygiene, balanced diet so less prone to illness, clean and tidy like everyone else, enough sleep. Gain weight/balanced diet (less illness), rested, more relaxed. Intellectual - will be able to concentrate more as not getting into trouble because getting enough sleep. Grades may improve. Emotional development - less tired so more successful, less irritable, feel more secure, feels better/confident, fit in, loved/cared for/stability. Social - make friends, others will be happy to be with her now personal hygiene improved, not being bullied/teased. Allow long-term effects on Ella's development.	8	4	4

Question	Answer	Mark	AO1	AO3
7. (a)	<p>0-2 marks: Answers which identify, with little or no explanation of the effect of Debbie and Luke's lifestyle on Debbie's health and well-being.</p> <p>3-4 marks: Answers which describe, giving limited discussion of the effect of Debbie and Luke's lifestyle on Debbie's health and well-being.</p> <p>5-6 marks: Answers which discuss, with clear evidence of understanding of the effect of Debbie and Luke's lifestyle on Debbie's health and well-being.</p> <p>Likely answers may include:</p> <p>Debbie may get run down/become ill - because exhausted, lowered immune system/become socially isolated.</p> <p>Stressed - due to pressure of work/running a home, over-tired.</p> <p>Upset and angry about lifestyle may cause depression, lose weight/lack of sleep/may eat more/gain weight, may become aggressive.</p>	6	2	4
(b)	<p>0-2 marks: Answers which identify, with little or no explanation of the effect of the unbalanced lifestyle on Debbie and Luke's relationship.</p> <p>3-4 marks: Answers which describe, giving limited evaluation of the effect of the unbalanced lifestyle on Debbie and Luke's relationship.</p> <p>5-6 marks: Answers which evaluate, with clear evidence of understanding of the effect of the unbalanced lifestyle on Debbie and Luke's relationship.</p> <p>Likely answers may include:</p> <p>Strained, resentment, cause arguments, fall out, less love, move apart, resentment.</p> <p>Debbie feels less valued, frustration at Luke's attitude so less loving towards him.</p> <p>Luke may feel that life is good and that he is enjoying married life as he has everything done for him and he can continue watching football and play on the computer. He feels less loved because Debbie is moody and bad tempered.</p> <p>May be in or has another relationship.</p>	6	2	4

Question	Answer	Mark	AO1	AO3
(c)	<p>0-2 marks: Answers which identify, with little or no explanation of the lifestyle changes that could be made and/or how they will improve Debbie and Luke's relationship.</p> <p>3-5 marks: Answers which describe, giving limited discussion of the lifestyle changes that could be made and/or how they will improve Debbie and Luke's relationship.</p> <p>6-8 marks: Answers which discuss, with clear evidence of understanding of the lifestyle changes that could be made and how they will improve Debbie and Luke's relationship.</p> <p>Likely answers may include:</p> <p>Luke could help with cooking, the washing, housework, walking the dog so that Debbie is less tired and has more time to spend with him.</p> <p>Sharing tasks will show he cares and that they are doing things together. Take up activities together. Could walk the dog with Debbie to get exercise/unwind together. This would give Debbie more time to relax with Luke, unwind.</p> <p>Luke should spend less time on computer games and watching football on television. He might lose weight and get fitter so will have more energy to go out with Debbie.</p> <p>Go out for meals occasionally to save Debbie cooking, providing gifts.</p>	8	2	6
	Total for section B	50	23	27
	Total for the paper	80	49	31

(Single/Double Award)

Table to show coverage of content in question paper

Content

Area 1 The stages and patterns of human growth and development

Area 2 The different factors that can affect human growth and development

Area 3 The development of self-concept

Area 4 Major life changes and how people deal with them

Question	Area 1	Area 2	Area 3	Area 4
1	✓		✓	✓
2		✓		
3	✓			
4	✓	✓		
5		✓	✓	✓
6	✓	✓	✓	✓
7		✓	✓	✓

Assessment Objectives

Question	AO1	AO3	Total	QWC
1	6	-	6	-
2	4	-	4	-
3	4	-	4	-
4	12	4	16	-
5	10	5	15	-
6	7	8	15	✓
7	6	14	20	✓
Total	49	31	80	

UNIT 3

Section A

Question	Answer	Mark	AO1	AO3
1. (a) (i)	Personal Protective Equipment (PPE)	1	1	
(b) (i)	Reasonable force	1	1	
(ii)	Unreasonable force	1	1	
(c)	In any order: the child's size, their weight, height, safety approved, specialist fittings, the vehicle it is being used in. (Any reasonable answer.)	3	3	
2. (a)	Any three from; Airways Breathing Circulation Response, check if conscious, in danger, situation, serious injury.	1 1 1	1 1 1	
(b)	Any three from: Find out reasons for becoming addicted, cost - how much? Make a calendar for reducing number smoked/cut down, long- and short-term targets, contact smokeline, web chat, local groups to talk to others wanting to give up smoking, patches, dummy cigarettes, ask friends and family to help, gum, advice from GP/health promotion officer.	3	3	
3. (a)	It reduces loss of balance and injury to an individual.	1	1	
(b)	These are used to turn an individual without the carer having to twist, no injury, easier to dress, turn/sit.	1		1
(c)	To move an individual up or across a bed, to sit them up, to turn them and to help them get out of bed without pulling at the individual's body, arms or legs. Less pain, do not have to move, more relaxed, can be still.	1	1	
(d)	To move an individual up or across a bed, to sit them up, to turn them and to help them to get out of bed without the carer having to lift/less strain on the carer.	1		1
(e)	These assist individuals with independent movement. They are useful to get individuals from sitting to standing, from lying down to sitting.	1	1	
(f)	The individual is independent, releasing the carer to assist others, less strain on the carer, carer does not have to help/assist.	1		1

Question	Answer	Mark	AO1	AO3
4. (a)	1.25-1.5 units (accept 1-2 units).	1	1	
(b)	Any three in any order from: weight, gender, age, metabolism, current stress levels, whether they have eaten recently, amount of alcohol, binge drinking, what was eaten, medication, medical conditions/illness.	3	3	
5. (a)	Award a maximum of 4 marks for an accurate description of four ways a food handler could contaminate food with bacteria. Likely answers may include: Using the same utensils to serve contaminated foods and uncontaminated foods. Lack of personal hygiene whilst handling food, e.g. touching nose, not washing hands after visiting the toilet, dirty fingernails, not covering hair or combing hair, skin infections and cuts not covered, coughing, sneezing and spitting, being ill and working with food. Not cleaning utensils and dishes/cloths/aprons/clothes thoroughly. Not allowing animals/pests in the kitchen. High temperature of food, leaving food out. Foreign objects in food.	4	4	
(b)	Award a maximum of 4 marks for an accurate description of four ways a food handler could prevent bacteria contaminating food. Likely answers may include: Clean clothes; wear protective over clothes when appropriate (hairnet, gloves, etc). Have good personal hygiene; make it a habit to wash hands when handling food, never smoke in food handling areas. Report illness such as diarrhoea, vomiting, infected wounds, skin infections, the individual should be removed from food handling areas. Food handlers must not let uncooked poultry come in direct contact with ready-to-eat foods or use the same work surface or utensil. Put food in containers (airtight). Keep animals/pests out of the kitchen. Wear clean aprons/overalls/clothes/use clean cloths. Use plasters to cover cuts/sores. Store food at the correct temperature. Cover/remove jewellery. Use different coloured chopping boards/utensils. Any other reasonable answers.	4	4	
	Total for section A	30	27	3

Section B

Question	Answer	Mark	AO1	AO3
6. (a)	<p>Award a maximum of 4 marks for an accurate description of the general health check that both Martha and Aron will be given.</p> <p>Likely answers may include: Offer general advice: Discuss lifestyle choices to reduce the risk of developing diabetes, stroke or heart disease. They may offer other tests: Hearing, vision, muscle strength, joint flexibility, lung function. ECG (electrocardiogram) to check for heart problems. Chest X-ray for heavy smokers. Family planning - review contraception. Height/weight. Blood pressure, BMI, peak flow, cholesterol, blood test, sugar/glucose levels.</p>	4	2	2
(b)	<p>Award up to a maximum of 2 marks for a detailed outline of what additional advice Martha may be given.</p> <p>Likely answers may include: Any two from: Well woman clinic: Health advice - gynaecological problems. Breast disease, breast awareness. Menopause - review HRT (hormone replacement therapy). Cervical smears to monitor cervical cancer incidence. Fitting of IUD for contraception/review contraception.</p>	2	2	
(c) (i)	45-75 years of age/(50+)	1	1	
(ii)	<p>Award up to a maximum of 2 marks for a detailed description of the type of test that is performed. Likely answers may include: Mammogram is an X-ray image of the breast tissue. (description of test).</p>	2	2	
(iii)	<p>Award a maximum of 2 marks for a detailed explanation of the purpose of a breast screening test. Likely answers may include: It is used to identify changes in breast tissue and for early detection of cancer, abnormalities, lumps, checking for breast cancer, prevention of cancer spreading.</p>	2		2
(iv)	<p>Award a maximum of 4 marks available for an accurate description of how Martha can monitor her breasts. Likely answers may include: A woman will get to know the conformity (shape and feel) of her breasts and it is easier to detect anything unusual. It is not necessarily lumps that a woman is looking for but the difference between her normal breast conformity and the unusual. Feeling under the arm and method of how they feel the breast (in the shower) Looking in the mirror before/after menstruation. Looking for changes in size/colour/shape of breast and nipple. Soreness/pain.</p>	4	3	1

Question	Answer	Mark	AO1	AO3
7. (a)	<p>Up to 2 marks for an accurate description of what Carys did wrong: Crossed road between two cars and ran across without looking. Didn't look both ways. Didn't look for a 'crossing'. Didn't stop and assess the speed of the car. Didn't use the 'green cross code'.</p>	2	2	
(b)	<p>0-2 marks: Answers which identify the correct safety procedures when crossing the road.</p> <p>3-4 marks: Answers which identify and describe, with limited assessment of the importance of knowing the correct safety procedures when crossing the road.</p> <p>5-6 marks: Answers which clearly assess the importance of knowing the correct safety procedures when crossing the road.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> Children develop risk management skills. Children become independent. Keep safe. Consider choices. Build on understanding. Develop skills. Save a life, reduce deaths. Being able to make a judgement of road conditions. Adults setting examples. <p>Any other reasonable answer.</p>	6	2	4
(c)	<p>0-2 marks: Answers which identify, with little or no explanation of the purpose of the actions of the first aider.</p> <p>3-5 marks: Answers which describe, giving limited explanations of the purpose of the actions of the first aider.</p> <p>6-7 marks: Answers which explain, with clear evidence of understanding of the purpose of the actions of the first aider.</p> <p>Likely answers may include:</p> <p>Asking her name to seek a response to find out if she was conscious.</p> <p>Lifting her arm higher than heart to reduce bleeding by reducing the pressure.</p> <p>Pressing hard on cut to stop the bleeding by preventing the flow, giving it time to congeal.</p> <p>Communication - telling her she had a cut - giving/gathering information.</p> <p>Telling her she will be all right - reassurance.</p>	7	2	5

Question	Answer	Mark	AO1	AO3
8. (a)	<p>0-2 marks: Answers which identify, with little or no explanation of the safe options available to Eva with no reference to drink driving.</p> <p>3-4 marks: Answers which describe, giving limited discussion of the safe options available to Eva and/or some reference to drink driving.</p> <p>5-6 marks: Answers which discuss, with clear evidence of understanding the safe options available to Eva, related accurately to drink driving.</p> <p>Likely answers may include:</p> <p>Safe options: Not to drink alcohol/only drink non-alcoholic drinks if driving. Order a taxi/organise a lift from someone not drinking alcohol to get home. Not to take the car into work/leave the car at home/use public transport/organise a lift to get into work. Number of units allowed. Know how long after drinking alcohol it is safe to drive. Leave keys at home. Stay with a friend.</p> <p>Any reasonable answer.</p>	6	2	4
(b)	<p>0-2 marks: Answers which identify, with little or no explanation of the effects of alcohol on an individual's driving.</p> <p>3-4 marks: Answers which describe, giving limited explanations of the effects of alcohol on an individual's driving.</p> <p>5-6 marks: Answers which explain, with clear evidence of understanding of the effects of alcohol on an individual's driving.</p> <p>Likely answers may include:</p> <p>Any amount of alcohol affects a driver: reduces co-ordination slows down reactions/slow to respond reduces field of vision/blurred affects how individuals judge speed, distance and risk</p> <p>Alcohol can also make individual over-confident, unable to assess own impairment.</p> <p>Likely to take risks, creating dangerous situations for other people, as well as the driver.</p> <p>False sense of confidence so believe in control when they are not.</p>	6	2	4

Question	Answer	Mark	AO1	AO3
(c)	<p>0-2 marks: Answers which identify, with little or no explanation of the reasons and effectiveness of the campaign.</p> <p>3-5 marks: Answers which describe, giving limited discussion of the reasons and effectiveness of the campaign.</p> <p>6-8 marks: Answers which discuss, with clear evidence of understanding of the reasons and effectiveness of the campaign.</p> <p>Likely answers may include:</p> <p>The target audience - anyone who drives and may be tempted to have an alcoholic drink.</p> <p>The message - don't drink and drive, it ruins lives, kills/injures/leaves behind distressed relatives and friends.</p> <p>The reason - why the campaign has been produced - raise awareness of the effects of drink driving, individuals have more to drink over Christmas, parties, number of deaths caused by drink driving increases over Christmas, bad weather, drunk individuals crossing road/out and about, lack of judgement.</p> <p>Effectiveness - make aware of the reality of lost lives. Creates guilt/pressure on individual. More personal ("your"). Blames driver/pressure on the driver. Consequences. Deters drink driving. (Do not allow prison sentences and fines.)</p> <p>Any other reasonable answer.</p>	8	2	6
	Total for section B	50	22	28
	Total for the paper	80	49	31

(Double Award)

Table to show coverage of content in question paper

Content

- Area 1 The factors that contribute to the safety and protection of individuals
- Area 2 The government guidelines that exist to promote health and well-being
- Area 3 The way individuals can be motivated and supported to improve their health

Question	Area 1	Area 2	Area 3
1	✓	✓	
2	✓		✓
3	✓		
4		✓	
5	✓		
6	✓	✓	✓
7	✓	✓	
8	✓	✓	✓

Assessment Objectives

Question	AO1	AO3	Total	QWC
1	6	-	6	-
2	6	-	6	-
3	3	3	6	-
4	4	-	4	-
5	8	-	8	-
6	10	5	15	-
7	6	9	15	✓
8	6	14	20	✓
Total	49	31	80	



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