



GCSE MARKING SCHEME

HEALTH AND SOCIAL CARE

JANUARY 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2012 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.

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UNIT 2

Section A

Question	Answer	Mark	AO1	AO3
1. (a)	National Society for the Prevention of Cruelty to Children.	1	1	
2.	Award 1 mark for each correct answer; allow in the following order only: (a) Intimate/personal (b) Friendship (c) Working (d) Family	4	4	
3.	Award a maximum of 2 marks for detailed explanation of human growth. Human growth is the increase in physical size, i.e. height and weight, mass, bigger in size, getting taller, getting heavier (allow gain).	2	2	
4. (a)	Award 1 mark for the identification of a voluntary organisation that offers support during bereavement. CRUSE, Barnardo's, Samaritans, CAB (Citizens Advice Bureau), Childline/NSPCC, Age UK/Age Cymru (Help the Aged/Age Concern); or any other suitable answer.	1	1	
(b)	Award a maximum of 2 marks for detailed description of the support offered by the organisation. Someone to talk to, meet others in the same situation, share problems and feelings of grief; listen, care, show comfort, give guidance/advice, refer to groups, give ways to cope, letting them open up about how they feel, encourage social activities with friends, understand/empathise, teach family/friends how to support.	2	2	
5.	Award a maximum of 2 marks for a detailed description of the PIES development.	2	2	
(i)	Physical – something to get up for, improved diet and health, can pay for membership to a gym, be more active, not sit at home, get fitter.			
(ii)	Intellectual – learn new skills, gain further qualifications, keep mind alert, stimulate brain, learn different things, need knowledge to get job, learning to deal with stress/coping strategies.	2	2	
(iii)	Emotional – feel valued, raised self-esteem, self-worth, happy, useful, feel needed, gives self-confidence, sense of belonging, being believed in, sense of achievement, feeling good.	2	2	
(iv)	Social – meet new people, relationship with employer, improve relationship with family, make new friends, interact with other age groups, able to go out with friends. (Do not allow socialising.) Must relate to positive effects.	2	2	

Question	Answer	Mark	AO1	AO3
6.	<p>Award 1 mark for the correct identification of self-concept factor, and a maximum of 2 marks for the effects on Alice's self-concept.</p> <p>Allow positive and negative effects.</p> <p>Likely answers may include:</p> <p>(i) Education (ii) Gain qualifications access to FE/HE, better job, passing exams and having qualifications gives a sense of achievement, proud, high self-esteem, stressful, feel good/intelligent/confident.</p> <p>(iii) Relationships (allow culture) (iv) Talk to someone, share problems/interests/not socially isolated, someone to contact, to confide in and share/relate experiences/emotional support by having someone to talk to, to listen to her, gives confidence, feel wanted, popular, sense of belonging, loved, trust, feel secure, liked, be herself.</p> <p>(v) Appearance (vi) Identify with peer group, shared interests, the way we look helps individuals to fit, makes them feel good, gains respect/disrespect, feel attractive, not embarrassed, confidence, take pride in their appearance, feel good/pretty, improve self-image, fit in. (Do not allow fashionable.)</p> <p>(vii) Emotional (development) (allow age) (viii) Feel unwanted, feel different, embarrassed with outburst, feel misunderstood, no-one to talk to, frustrated, isolated, unhappy, less important, stressed, sad, no-one likes her, depressed, sensitive, easily hurt, distance from family, upset, angry, low self-esteem, less confident, confused, feeling down. (Do not allow moody.)</p>	12	4	8
	Total for Section A	30	22	8

Section B

Question	Answer	Mark	AO1	AO3
7. (a)	Award 1 mark for the correct identification of the type of family. Extended (family).	1	1	
(b) (i)	Educational (Award 1 mark for each correct example.) No GCSEs/qualifications, had left school, wants to go to college, train to be nursery nurse.	2	2	
(ii)	Environmental (Award 1 mark for each correct example.) Small house, small garden, house near busy road, living with parents.	2	2	
(c)	Award a maximum of 2 marks for a detailed description of negative/positive effects.	2	2	
(i)	Negative effect – likely answers may include any one from: <ul style="list-style-type: none"> • may not have privacy • stress because may feel parents interfere • feel a burden • guilty • overcrowding • cross-infection • no freedom • may become lazy • dependent • pressure/criticism from parents may cause a rift • not have her own life • parents may try to control her/treat her like a child • may argue/feel a failure • over-reliance • may affect bond with child 	2	2	
(ii)	Positive effect – likely answers may include any one from: <ul style="list-style-type: none"> • less stress/happier • company • someone to talk to • advice • confidence • help with Jafar • will get to know grandparents • shared responsibility • security • child gets used to others • parents provide basic essentials • stability • bills are paid • trust/rely on parents 	2	2	
(d) (i)	Award a maximum of 1 mark for the correct identification of a fine motor skill. Any one from: <ul style="list-style-type: none"> • puts all objects to mouth • passes toys from one hand to another • grabs toys using palmar grasp • grip/grasp/hold (rattle) • picking something up using two hands 	1		1

Question	Answer	Mark	AO1	AO3
(ii)	<p>Award a maximum of 2 marks for the correct identification of two examples of gross motor skills.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • lift head and chest clear of the floor, supported by arms • sit for short periods without support but will 'topple' over • when lying on back, grasps legs and puts into mouth • may roll over from back to front • may try/start to crawl • clapping hands • hold head up 	2	1	1
(iii)	<p>Award 1 mark for correct identification of a social milestone.</p> <p>Social – any one from:</p> <ul style="list-style-type: none"> • wave 'bye bye' • recognise carers • (allow) bonding • wary of strangers • interact with mother/family • cry when need something • recognise family • smile at/hug carer 	1		1
(iv)	<p>Award a maximum of 2 marks for correct identification of intellectual milestones.</p> <p>Intellectual – any two from:</p> <ul style="list-style-type: none"> • uses mouth to touch and explore • watches and copies adults • repeats actions, e.g. dropping a rattle or brick • looks for objects which have been taken away • finds an object which has been hidden • places an object in a container when asked • relates to language, i.e. responds to mother's voice, babbling, cooing, gurgling, understands simple words 	2	1	1
	Total for Question 7	15	11	4

Question	Answer	Mark	AO1	AO3
8. (a)	Award 1 mark for correct identification of the type of relationship Nerys and Idris have. Intimate/sexual/personal.	1	1	
(b) (i), (ii)	Award a maximum of 3 marks for a detailed description, including examples of two positive factors. Any two from: Happily married – care for someone, feel loved, happy, feel wanted. Working and good income – learn new skills, sense of responsibility, meet new people, independent, less irritable, afford good health care, sense of achievement/pride, less strain, good housing, own life, time away from each other, less arguments, good diet/health. Going on holiday twice a year – meet new people, learn about new cultures, relaxed, less stress, quality time, able to sort out issues. Being pregnant – excited, looking forward, nervous, strong bond, feel like a family, new skills and responsibilities. Going out with friends – sharing interests, someone to talk to, have fun with, enjoy company, feel wanted/trusted, relieve stress, healthy going out together. (Factors must relate to the text – allow negative effects if appropriate.)	3,3	4	2
(c) (i), (ii)	Award 1 mark for correct identification of health professional, and up to 2 marks for a detailed description. Any one from: GP – diagnose, monitor, blood tests, refer, advice. Midwife – advice, antenatal classes, monitor, offer skills, give confidence, reassure. (Allow obstetrician and health visitor – advice, classes, talking through, offering skills, give confidence, reassure).	1,2	1	2
(d)	0-1 marks: Answers which identify, with little or no explanation, the changes in their lifestyle. May just be a list of lifestyle changes. Little or no use of specialist vocabulary. 2-4 marks: Answers which describe, giving limited explanation, the effect of the changes in their lifestyle. Some reference to the lifestyle. Some reference to the lifestyle and effect. Answers communicate meaning with some use of specialist vocabulary. 5 marks: Answers which explain, with clear evidence of understanding, the effect of the changes in their lifestyle. Accurate link of the lifestyle changes and the effect. Specialist terms are used with ease and accuracy.			

Question	Answer	Mark	AO1	AO3
8. (d) (cont'd)	<p>Likely answers may include:</p> <p>It may put a strain on the relationship because they will be putting baby first, deciding who will give up work to look after baby, less money, not going out as much together.</p> <p>Less income as Nerys will have to give up work for the first few months at least, can't go out as much, will have to pay a babysitter, not able to go on holiday as much, meet fewer new people.</p> <p>Can't go out as much together as need a babysitter, less income, isolated, bored.</p> <p>(Type of) holidays – fewer due to less income, unsettling baby, less relaxation and getting away from stresses as would still have stress of baby, meet fewer new people, fewer new experiences, still have to look after baby, may become tired and exhausted. (Allow positives and negatives; do not allow repetition of answer or scenario.)</p>	5	2	3
	Total for Question 8	15	8	7

Question	Answer	Mark	AO1	AO3
9. (a)	<p>0-2 marks: Answers which identify, with little or no discussion, the effect of retirement on Mary and her husband's emotional and social development. May just be a list of effects. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers which describe, giving limited discussion, the effect of retirement on Mary and her husband's emotional and social development. Answers communicate meaning with some use of specialist vocabulary.</p> <p>5 marks: Answers which discuss, with clear evidence of understanding, the effect (both positive and negative) of retirement on Mary and her husband's emotional and social development. Specialist terms used with ease and accuracy.</p> <p>Must refer to their retirement, not looking after the children.</p> <p>Likely answers may include:</p> <p>(i) Emotional May talk about self-concept. May feel happy, content, settled, relieved, relaxed because have less responsibility, see family and friends more, no pressure of work, can follow interests. May become closer to each other and family. May feel stressed, worried, anxious, because have less income, with each other all the time, missing work colleagues, bored as have not kept up with interests whilst at work, not have anything to do, no routine, feel worthless, not valued, low income, worry about money, isolated, feel lonely as have not kept in touch with friends when working, don't have to worry about work.</p> <p>(ii) Social Will see family and friends more often, will go out together more often, quality time with family and friends, will have company, go on holiday more, meet more people by joining a club, going out and catching up on interests and hobbies. Relationship may improve (be closer, stronger), rediscover relationship, after being busy working and bringing up a family. May miss friends and social events at work. May find it a strain on relationship to be with each other all the time. May become more dependent on each other, cheaper holidays.</p>	5,5	4	6

Question	Answer	Mark	AO1	AO3
9. (b)	<p>0-3 marks: Answers which identify, with little or no evaluation, the effect of looking after grandchildren on their well-being. May just be a list of effects. May not mention PIES, self-concept, or health. Little or no use of specialist vocabulary.</p> <p>4-7 marks: Answers which describe, giving limited evaluation, the effect of looking after grandchildren on their well-being. Positives and negatives may be mentioned. May mention PIES, self-concept or health. Answers communicate meaning with some use of specialist vocabulary.</p> <p>8-10 marks: Answers which evaluate, with clear evidence of understanding, the effect to their well-being of looking after grandchildren. Both positives and negatives will be mentioned. Must mention PIES, self-concept or health. Specialist terms are used with ease and accuracy.</p> <p>(Do not allow reference to grandparents' ageing/characteristics of ageing or grandchildren's well-being.)</p> <p>Likely answers may include reference to PIES and self-concept.</p> <p>Physical</p> <p>Positives Will keep them fitter, going for walks and playing with children. Prepare healthy meals for children and themselves. More energy as with younger people.</p> <p>Negatives May be tired and exhausted, lower immunity, may catch children's coughs and colds, may skip meals because busy.</p> <p>Intellectual</p> <p>Positives Re-ignite skills of caring for children, learn new ideas about child care. Learn new skills, i.e. computer skills, curriculum. Will read to children and remember things in own life and pass on to grandchildren. Watch different programmes on television so learn about grandchildren's generation.</p> <p>Negatives Less time for own interest and hobbies, thinking at a lower level.</p>	10	3	7

Question	Answer	Mark	AO1	AO3
9. (b) (cont'd)	<p>Emotional</p> <p>Positives Feel loved, happy, wanted, proud, worthwhile, sense of responsibility. May feel revitalised with younger people, have great deal of patience with the children, enjoyment.</p> <p>Negatives Nervous, anxious, concerned about caring in way Sue wants them to/doing the right thing. Drained due to effort of looking after children. Due to tiredness, may be irritable with each other and less tolerant. Feel guilty if not available, can't say no.</p> <p>Social</p> <p>Positives Meet other mothers/parents, go to events may not normally go to, take children to different places, e.g. zoo, playgroup, school, parks, etc.</p> <p>Negatives No time for own interests, see friends less, go on holiday less, no time for themselves.</p> <p>Self-concept</p> <p>Age May feel younger doing things with children. May feel older as get tired and exhausted. Different age to parents – may feel odd-ones-out or very proud.</p> <p>Culture May have different opinions and experiences to other carers/children so can share or feel have nothing to contribute. Different ways/standards to daughter's family and others.</p> <p>Life experience May not be enjoying retirement as much because cannot do exactly as they want. May feel important because of responsibility of looking after the children.</p> <p>Emotional development Feel proud, pleased they can help, worthwhile, high self-esteem, important, responsible. May feel odd-ones-out due to age, life experience, standards. May be frustrated as cannot do as they wanted in retirement.</p> <p>Appearance Feel odd-one-out, old-fashioned, or may like some of the fashions so wear them and feel part of the group.</p>			
	Total for Question 9	20	7	13
	Total for Section B	50	26	24
	TOTAL FOR PAPER	80	48	32

GCSE HEALTH AND SOCIAL CARE (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 and personal relationships
- Area 3 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	✓	✓	✓	✓
8		✓	✓	✓
9	✓	✓	✓	✓

Question	Mark	AO1	AO3	QWC
1	1	1	0	-
2	4	4	0	-
3	2	2	0	-
4	3	3	0	-
5	8	8	0	-
6	12	4	8	-
7	15	11	4	✓
8	15	8	7	✓
9	20	7	13	✓
Total	80	48	32	

UNIT 3
Section A

Question	Answer	Mark	AO1	AO3
1. (a)	MRI scan – cancer and other serious conditions.	1	1	
(b)	DXA scan – osteoporosis.	1	1	
2. (a)	Sexually transmitted infection.	1	1	
(b)	Award 1 mark for the correct identification of the clinic. Genitourinary medical clinic/GUM clinic, family planning clinic/FPC, sexual health clinic.	1	1	
3. (a)	Award 1 mark for the correct answer. Yes.	1	1	
(b)	Award 1 mark for each correct identification of a type of movement that can cause injury, up to a maximum of 2 marks. Likely answers may include: Any two from: <ul style="list-style-type: none"> • lifting • lowering • pushing • pulling • supporting • bending • sudden movement (if carer moves too quickly) • stretching • laying down/sitting up (Do not allow punching, kicking, slipping, falling.)	2	2	
(c)	Award a maximum of 3 marks for a detailed explanation of the purpose of mechanical aids in a care setting. Likely answers may include: Any three from: <ul style="list-style-type: none"> • reduce the risk of injury but do not eliminate it • help move an individual safely • prevent slipping • prevent further injury/pain • prevent distress/discomfort • reference to carer and/or individual • make it easy to move • distribute the weight • give independence • provide sense of security (And any other reasonable answer.)	3	3	

Question	Answer	Mark	AO1	AO3
4. (a)	<p>Award 2 marks for one reason and explanation (or two reasons).</p> <p>Likely answers may include:</p> <p>Disposable mask – protects lungs and prevents breathing in dust/gas, passing on infection and germs, can be thrown away/single use.</p>	2	2	
(b)	<p>Award 2 marks for one reason and explanation (or two reasons).</p> <p>Likely answers may include:</p> <p>Disposable aprons – protect the body from and prevent chemicals, fluids, splashes, getting onto body/clothes, can be thrown away/single use.</p>	2	2	
(c)	<p>Award 2 marks for one reason and explanation (or two reasons).</p> <p>Likely answers may include:</p> <p>Safety working boots – protect feet from splashes of chemicals and from stepping on potential hazards on floor, prevent slipping over and damage to toes if heavy object falling/dropping onto them, keep feet dry.</p>	2	2	
5. (a)	<p>Award a maximum of 3 marks for an accurate account of whether a crime is being committed.</p> <p>(No.) No crime of assault because it is in the interest of another individual for the person to get to them to help/the force was said to be reasonable under the circumstances. Emergency, individual in danger, responsible, just, fair, didn't mean harm, unintentional.</p>	3	3	
(b)	<p>Award a maximum of 3 marks for an accurate account of whether a crime is being committed.</p> <p>(Yes.) Crime of assault because the force was unnecessary and unreasonable. Unjust, unfair, violent, intentional, trivial, physical abuse.</p>	3	3	

Question	Answer	Mark	AO1	AO3
6. (a)	Award 1 mark for identification of the correct target group. Children (aged 4-10) (Do not allow infancy.)	1	1	
(b)	0-1 mark: Answers which identify, with little or no explanation of why the campaign will appeal to the target group. Little or no use of specialist vocabulary. 2-4 marks: Answers which describe, giving limited explanation of why the campaign will appeal to the target group. Answers communicate meaning, with some use of specialist vocabulary. 5 marks: Answers which explain, with clear evidence of understanding why the campaign will appeal to the target group. Specialist terms used with ease and accuracy. Use of super-heroes that are big, bold and colourful. Children will be excited and feel special because they have been close to a super-hero. DVD (they know how it works) – can watch on their own. Role model, want to be like the super-hero, copy his behaviour. Answers may relate to pedestrians, cycling or in-car safety.	5	3	2
(c)	Award a maximum of 2 marks for a suggestion of how parents can use the DVDs to ensure their children understand the messages of the campaign. Sit and watch the DVD with their children, talk about it as a shared experience. Answer should relate to the interaction of parents and children.	2		2
	Total for Section A	30	26	4

Section B

Question	Answer	Mark	AO1	AO3
7. (a)	Award 1 mark for the correct identification of cultural factor. Individuals travel abroad on holiday; been to Thailand.	1	1	
(b)	Award a maximum of 2 marks for a detailed explanation of why Paul is not protected by the vaccine. Different strains/types of flu are being experienced and the current flu vaccine is not effective against these new strains (not have the antibodies in body for this strain). (Do not allow 'he did not have vaccine early enough'.)	2	1	1
(c)	Award a maximum of 4 marks for a detailed description of the possible ways Paul became infected with the flu virus. Likely answers may include: <ul style="list-style-type: none"> • He travelled abroad on holiday and became infected with the flu virus and he had no/lowered immunity against it. • He may have been infected by someone on the aeroplane, from door handles, or had been in contact with someone who had the flu virus. • Individuals travelling abroad bring back infections and viruses and pass them on through coughing and sneezing without covering their mouth or nose. • Transmission after not washing hands, preparing food. • Transmission through air conditioning system. • Transmission from aeroplane environment. • Different environment/climate lowers immunity. 	4	2	2

Question	Answer	Mark	AO1	AO3
7. (d)	<p>0-3 marks: Answers which identify with little or no discussion of the way the public health department may overcome the spread of the new strain of flu. May be a list or bullet points. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers which describe, giving limited discussion of the way the public health department may overcome the spread of the new strain of flu. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers which discuss, with clear evidence of understanding of the way the public health department may overcome the spread of the new strain of flu. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Vaccinate vulnerable individuals: the very young, the elderly, those with respiratory conditions. • How immunisation works. • Encourage individuals to cover their mouth and nose when they cough and sneeze. • Recommend people check if the country they are travelling to has incidences of flu and, if it has, cancel their trip. • Produce campaigns to make the general public aware and give information about prevention: posters, leaflets, advertisements, etc. • Reasons for PPE for health professionals and visitors. • Find source and isolate, find out who he has been in contact with. 	8	4	4
	Total for Question 7	15	8	7

Question	Answer	Mark	AO1	AO3
8. (a)	<p>Award 1 mark for the correct identification of the target group.</p> <p>Young men (aged 19-44).</p> <p>Allow young adulthood/adulthood.</p>	1	1	
(b)	<p>Award a maximum of 2 marks for a detailed description of the aims of the campaign.</p> <p>Likely answers may include:</p> <p>It encourages young men to check their testicles for unusual lumps. Treatment is more effective if it is detected early. Testicular cancer is 99% curable and does not have to kill if it is caught early enough, early detection.</p> <p>(Do not allow 'prevents cancer'.)</p>	2	1	1
(c)	<p>0-2 marks: Answers which identify with little or no evaluation of the methods used in the campaign. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers which describe, giving limited evaluation of the methods used in the campaign. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers which evaluate with clear evidence of understanding of the methods used in the campaign, includes positives and negatives. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • The campaign is using laminated shower cards and placed in showers in leisure centres and sporting organisations, as well as posters. • Young men are more active and take part in sport. Most males that take part in sport will shower afterwards, so in the shower they will not be noticed reading the information. The information is laminated to be waterproof, they could check themselves whilst in the shower. • Is not accessed by those males who do not take part in sport or their partners who could encourage them. • Peer role model, toughness, well-known sports personality, want to be like him, want to copy him, 'cool'. • Shock of half-naked man – want to know why/may not want to be seen reading poster with half-naked man on. • May not want to read poster in front of others • Girls can't see poster, so less embarrassed. <p>(And any other reasonable answer.)</p>	6	3	3

Question	Answer	Mark	AO1	AO3
8. (d)	<p>0-2 marks: Answers which identify, with little or confused description of the alternative methods which could be used in the campaign. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers which describe, giving limited discussion of the alternative methods which could be used in the campaign. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers which discuss, with clear evidence of understanding of the alternative methods which could be used in the campaign. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Different methods for people who do not take part in sport. • Make women aware so that they can encourage males in their lives to check their testicles. • Put the information in other places such as youth clubs, public houses, toilets, GP surgeries, etc. • Different methods may be: posters, leaflets, cheque cards, film, DVD, television advertisements, all media. • Presentations in work/schools/universities, etc. • Adverts, magazines, newspapers, social media • Special classes for boys • Using a different celebrity to target other people, e.g. musician. 	6	2	4
	Total for Question 8	15	7	8

Question	Answer	Mark	AO1	AO3
9. (a) (i)	<p>Award a maximum of 2 marks for a detailed explanation of what Adam may have done.</p> <p>Adam has drunk/swallowed something from the bottle, (bleach, dishwasher detergent), dangerous/harmful substance/liquid/chemical.</p>	2	1	1
(ii)	<p>Award a maximum of 2 marks for a detailed description of the harm that Adam may suffer.</p> <p>Chemicals that are swallowed can harm the digestive system or cause damage to organs and tissues if they enter the bloodstream. He may be poisoned. Burnt lips, bleeding, in pain, feverish, could die.</p>	2	1	1
(iii)	<p>0-2 marks: A list of actions with no description. Little or no use of specialist vocabulary.</p> <p>3-4 marks: A limited description of the actions that need to be taken or not. Three or more actions may be mentioned. One or two may be in detail. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers which explain, with clear evidence of the understanding of the actions that need to be taken and not to be taken covering the actions in detail. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Look for symptoms – burning sensation around the mouth. • Identify – what is in the bottle beside the child. • Keep airway open – by putting one hand on the casualty's forehead and lifting the head back gently, then lift the chin with two fingers only. This action moves the tongue away from the back of the mouth. • Maintain breathing – breathing normally: put them in the recovery position. If the casualty is not breathing normally, start CPR. • Remove – any contaminated clothing. • Get the casualty to hospital straight away. • Do not make the person – vomit (because if the substance has burnt on the way down, it will do the same on the way up), drink water or eat. • Check and monitor consciousness and breathing. • Keep warm. 	6	2	4

Question	Answer	Mark	AO1	AO3
9. (b)	<p>0-3 marks: Identification of procedures, with little/confused descriptions of their use. May be a list. Little or no use of specialist vocabulary.</p> <p>4-7 marks: Description of the basic first aid procedures; may give limited reasons why they have been chosen. Answers convey meaning, with some use of specialist vocabulary.</p> <p>8-10 marks: Answers which discuss, with clear evidence of understanding of the basic first aid procedures, qualified with appropriate reasons for their choice. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include any four procedures from:</p> <ul style="list-style-type: none"> • contacting emergency services • bandaging • cleansing • reassuring • Airways, Breathing, Circulation • putting into recovery position • CPR • immobilising <p>In relation to:</p> <ul style="list-style-type: none"> • fractures • bump on the head • unconsciousness • choking • cuts and grazes • sunburn • burns and scalds • nose bleeds • asthma <p>Some examples may include:</p> <ul style="list-style-type: none"> • <i>fractures</i> – strap it, immobilise, reassure • bump on the head – check for consciousness and bleeding, ensure wakefulness, apply cold compress • <i>unconsciousness</i> – check ABC, recovery position • <i>choking</i> – don't panic, ask if choking, pat on back, check airways • <i>cuts and grazes</i> – clean, apply pressure, cover, antiseptic, check circulation • <i>sunburn</i> – cover, shade, cool, sip water, apply after-sun or calamine lotion • <i>burns and scalds</i> – cool, running water, cover with non-fluffy material, use plastic bag/cling film • <i>nose bleeds</i> – head forward, pinch nose to stop bleeding, breathe through mouth • <i>asthma</i> – pump, sit down, encourage steady breathing, reassure <p>(And any other reasonable answer.)</p>	10	4	6
	Total for Question 9	20	8	12
	Total for Section B	50	23	27
	TOTAL FOR THE PAPER	80	49	31

GCSE HEALTH AND SOCIAL CARE (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	✓	✓	✓
9	✓		

Question	Mark	AO1	AO3	QWC
1	2	2	0	-
2	2	2	0	-
3	6	6	0	-
4	6	6	0	-
5	6	6	0	-
6	8	4	4	-
7	15	8	7	✓
8	15	7	8	✓
9	20	8	12	✓
TOTAL	80	49	31	



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk