



GCSE MARKING SCHEME

HEALTH AND SOCIAL CARE

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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.	<p>Award 1 mark for each correct answer up to a maximum of 4 marks; allow in the following order only:</p> <p>(i) Positive (ii) Negative (iii) Positive (iv) Negative</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">Effect</th> <th style="text-align: center;">Positive</th> <th style="text-align: center;">Negative</th> </tr> </thead> <tbody> <tr> <td>(i) Safe</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>(ii) Rejected</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>(iii) Loved</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>(iv) Lonely</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	Effect	Positive	Negative	(i) Safe	✓		(ii) Rejected		✓	(iii) Loved	✓		(iv) Lonely		✓	4	4	
Effect	Positive	Negative																	
(i) Safe	✓																		
(ii) Rejected		✓																	
(iii) Loved	✓																		
(iv) Lonely		✓																	
2.	<p>Award 1 mark for each correct answer, up to a maximum of 4 marks; allow in the following order only:</p> <p>(i) No (ii) No (iii) Yes (iv) Yes</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">Factor</th> <th style="text-align: center;">Yes/No</th> </tr> </thead> <tbody> <tr> <td>(i) Physical</td> <td style="text-align: center;">No</td> </tr> <tr> <td>(ii) Intellectual</td> <td style="text-align: center;">No</td> </tr> <tr> <td>(iii) Education</td> <td style="text-align: center;">Yes</td> </tr> <tr> <td>(iv) Sexual orientation</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table>	Factor	Yes/No	(i) Physical	No	(ii) Intellectual	No	(iii) Education	Yes	(iv) Sexual orientation	Yes	4	4						
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(i) Physical	No																		
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(iv) Sexual orientation	Yes																		
3. (a)	<p>Award 1 mark for the correct answer: Unexpected.</p>	1	1																
(b)	<p>Award 1 mark for each correct answer, up to a maximum of 2 marks (must be different answers).</p> <p>Likely answers may include any one from:</p> <p>(i) Guilt, failure, despair, unwanted, unloved, lonely, ill, upset, sad, stressed, rejected, financial considerations, may have to move, sad.</p> <p>(ii) Think it is her fault one or other of the parents does not love her, rejected, confused, upset, stressed, no sense of belonging, may feel divided loyalty, depressed, named negative emotion.</p> <p>(Any other reasonable answer.)</p>	1		1															
(c)	<p>Award 1 mark for the correct answer: Step-brother and sister/step-siblings.</p>	1	1																

Question	Answer	Mark	AO1	AO3
4. (a)	<p>Award a maximum of 2 marks for a detailed explanation and 1 mark for an appropriate example.</p> <p>Likely answers may include:</p> <p>Fine motor skills Development and control of smaller muscles of the hands, fingers and feet, little/small movements.</p> <p>Example: reference to using hands in any way, pincer/palmar grasp, picking up toys, bricks, able to use scissors, turning a door handle, writing, drawing, colouring, etc.</p> <p>(Any other appropriate example of a controlled action.)</p>	3	2	1
(b)	<p>Gross motor skills Development and control of the whole body and the larger muscles, legs, arms and body, big/large movements.</p> <p>Example: lifting head, crawling, walking, running, climbing, kicking a ball, riding a bicycle, etc.</p> <p>(Any other appropriate example of a controlled action.)</p>	3	2	1
5.	<p>Award 1 mark for the correct identification of the type of ill-treatment and a maximum of 2 marks for the effect of the ill-treatment on each individual.</p>			
(a) (i)	Verbal.	1	1	
(a) (ii)	Low self-esteem, sad, nervous, humiliated, confused, believe what they say, afraid to talk to people, isolated, lack confidence, withdrawn, embarrassed, upset, may make stammer worse, devalued, frightened to go out, not fit in, hard to make friends.	2	1	1
(b) (i)	Emotional.	1	1	
(b) (ii)	Humiliated, low self-esteem, unloved, unwanted/rejected, worthless, not valued, isolated, unsure of himself, believe he is no good, unhappy, depressed.	2	1	1
(c) (i)	Physical.	1	1	
(c) (ii)	Injuries such as: bruising, fractures, cuts, broken bones, death; could be afraid, think it is her fault, lack confidence, low self-esteem, afraid to go out as people may see injuries, afraid to seek medical help as GP would see injuries, afraid of husband, embarrassed.	2	1	1
(d) (i)	Sexual.	1	1	
(d) (ii)	STIs, pregnancy, behaviour change, physically hurt, upset, depressed, confused, afraid to make relationships, low self-esteem, guilt, not feeling good about herself, lack self-respect, may feel it is her fault, ashamed, may blame themselves.	2	1	1
	Total for Section A	30	22	8

Section B

Question	Answer	Mark	AO1	AO3
6. (a)	<p>Award 1 mark for each correct identification of three environmental factors.</p> <p>Likely answers may include any three from: ground floor flat, flat in good condition, lives near a factory, lives close to a main road, windows closed, polluted air, traffic noise (allow pollution if air or traffic pollution specifically not mentioned), close to shops and health centre.</p>	3	3	
(b) (i), (ii)	<p>Award a maximum of 2 marks for the correct description of the positive effects of Rees's living conditions on his health and well-being. (Allow 1 mark for identification of positive factor.) (2 x 2)</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • His flat is on the ground floor, so he will not struggle to gain access to the flat. • All rooms are on the level so he does not have to use stairs, less risk of falling. • It will make life easier now and in the future if his mobility deteriorates. • He will be ill less often because his flat is in a good condition, it is not damp or draughty, so less chance of respiratory problems • Close to health centre – if ill, can get medical attention and medication more easily. • Close to shops – can get food, etc more easily so look after himself. <p>(Any other reasonable answer.)</p>	2,2	2	2
(c)	<p>0-1 mark Answers which identify the effect of air/noise pollution on Rees's health and well-being, with little or no description. May just be a list of effects or a confused answer. Little or no use of specialist vocabulary.</p> <p>2-3 marks Answers which give limited description of the effect of air/noise pollution on Rees's health and well-being. May refer to long and/or short-term effects. Some link between the inhaling of particles/damaging the ear drum. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>4 marks Answers which describe the effect of air/noise pollution on Rees's health and well-being with clear evidence of understanding. May mention long and/or short-term effects. Correctly linking the inhaling of particles/damaging of the ear drum. Answers are well structured and clearly communicate meaning. Specialist terms used with ease and accuracy.</p>			
(i)	<p>Effects of air pollution</p> <p>Likely answers may include reference to respiratory system, inhaling polluted air, chemicals, fumes, CO₂, causing:</p> <p>Short-term effects – irritation to the eyes, respiratory infections such as bronchitis and pneumonia, headaches, lack of sleep, sickness, allergic reaction.</p> <p>Long-term effects – chronic respiratory disease, asthma, lung cancer, heart disease, damage to liver, brain or kidneys.</p>	4	2	2
(ii)	<p>Effects of noise pollution</p> <p>Likely answers may include reference to loud noise, damaging the ear drum, causing:</p> <p>Short-term effects – irritability, angry, unable to concentrate, no peace and quiet to work, so make irrational decisions, impaired hearing.</p> <p>Long-term effects – tinnitus, permanently damaged hearing, loss of hearing, high blood pressure, stroke, heart attack.</p>	4	2	2
Total for Question 6		15	9	6

Question	Answer	Mark	AO1	AO3
7. (a)	<p>Award a maximum of 2 marks for the correct suggestion of ways in which Jameel’s parents may be supporting him and how it helps Jameel lead a good quality of life. (1 mark for identifying support; 1 mark for describing how support helps Jameel.)</p> <p>Likely answers may include:</p> <p>Pay for utilities, not ask for rent, does his washing and feeds him so that he can spend his money on what he wants.</p> <p>They are there for him and look after him so that he feels secure and can relax.</p> <p>They feed him, which means he has a balanced diet which keeps him healthy.</p> <p>They do his washing so his clothes are clean and hygienic, making him feel clean, tidy and respectable.</p> <p>Basic needs, shelter, warmth and food.</p>	2,2	2	2
(b)	<p>0-2 marks Answers which identify how leaving home will have a positive effect on Jameel, with little or no reference to self-concept. May just be a list. May be a confused answer. Little or no use of specialist vocabulary.</p> <p>3-4 marks Answers which give limited description of how leaving home will have a positive effect on Jameel’s self-concept. Some link between the self-concept factor and effect on Jameel’s self-concept may be evident. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5 marks Answers which describe how leaving home will have a positive effect on Jameel’s self-concept, with clear evidence of understanding. Correctly link named self-concept factors with the effect on self-concept. Answers are well structured and clearly communicate meaning. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Emotional development – feels a sense of achievement, self-confidence, content and happy living with friends. Feels he has responsibility</p> <p>Age – feels mature and not dependent on parents.</p> <p>Life experience – will learn how to look after himself, to budget and be responsible. Independent to make his own decisions as to what he wants to do, can stay up late, listen to his music any time. Has his own room, privacy, own space, learn how to look after himself, feels independent and less stressed. Will feel more in control of his own life, living as he wants to.</p> <p>Relationships – shared interest, co-operation with others in the living spaces, sense of belonging, fits in, someone to go out with, company, can have friends around. Independent, live own life, have friends around, stay up as late as he wants to, privacy, own space, with peers and share an interest, can have music loud.</p> <p>Gender – feeling more masculine, because paying and providing for himself.</p>	5	2	3

Question	Answer	Mark	AO1	AO3
7. (c)	<p>0-2 marks Answers which identify the effect of low income on Jameel's health and well-being, with little or no description. May just be a list of effects. Little or no use of specialist vocabulary.</p> <p>3-4 marks Answers which give limited description of the effect of low income on Jameel's health and well-being, with clear evidence of understanding. Some link between the features of low income and the effect on Jameel's health and well-being. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5-6 marks Answers which describe the effect of low income on Jameel's health and well-being with clear evidence of understanding. Correctly link features of low income with the effect on Jameel's health and well-being. Answers are well structured and clearly communicate meaning. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Physical – poor diet which can lead to illness due to lowered immunity and lack of essential nutrients. May lose weight due to lack of food or may put on weight because fatty foods and carbohydrates are cheaper and he eats more of them. May not be as physically fit because of lack of energy as not eating very much/may not be able to be physically fit because of being overweight.</p> <p>Intellectual – may not be able to concentrate as he lacks energy due to lack of food/hungry. May miss work due to illness because of lowered immunity.</p> <p>Emotional – may not feel as good as everybody else. May be unkempt so may feel less attractive. Feel depressed as feeling hungry. May feel that life is pointless as he is hungry and lacks energy.</p> <p>Social – may be isolated because he cannot afford to go out with friends. Friends may reject him because he is unkempt and has no enthusiasm to take part due to lacking energy from lack of food.</p> <p>(Any other reasonable answer.)</p>	6	2	4
	Total for Question 7	15	6	9

Question	Answer	Mark	AO1	AO3
8.	<p>0-2 mark Answers which identify how school supports Mya and the effect on Mya’s development, with little or no discussion. May just be a list of effects. Little or no use of specialist vocabulary.</p> <p>3-4 marks Answers which give limited discussion of how school supports Mya and the effect on Mya’s development. Some link between the support school offers and effect on Mya’s development. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5 marks Answers which discuss how school supports Mya and the effect on Mya’s development, with clear evidence of understanding. Correctly link support from school with effect on Mya’s development. Answers are well structured and clearly communicate meaning. Specialist terms are used with ease and accuracy.</p> <p>(a) Physical – her physical development will improve because she will be running around in the playground with the other children. The school has PE lessons where she will be learning physical skills: gross motor skills such as jumping, hopping, climbing, etc. She will also learn fine motor skills such as hand-eye co-ordination, threading beads, manipulating objects in her hands, doing up buttons, tying shoe laces, etc; She will have school meals, learn about healthy eating, balanced diet, crossing the road and cycling safety.</p> <p>(b) Intellectual – she will learn what she is good at and what she is weak at. She will learn to read, write and do arithmetic and learn about the ‘green cross code’. School will stretch her ability and she will gain knowledge about the world around her.</p> <p>(c) Emotional – she will experience achievement, success and failure and learn how to cope. She will feel happy and content because she is in a secure environment and is learning. She will learn to cope with stressful situations such as assessment or taking part in a play or reading aloud. She may be anxious sometimes because she has not done so well or has fallen out with a friend or has an assessment coming up. Praise and approval will boost her self-esteem. The school could support her through any concerns by talking to the teacher or attending peer support groups.</p> <p>(d) Social – she will meet new friends and learn how to get on with different people at different life stages (other pupils, staff). She will meet up with friends out of school and go and play at their homes or they will come to her home. She will learn to give in to a friend’s wishes so that they can get along. She will expect her friends to give in to her sometimes too. She may fall out with friends and make new friends and she will learn how to cope with changing situations and how to behave and react appropriately. School will encourage participation in group activities/teamwork and learning to share.</p>	5,5, 5,5	8	12
	Total for Question 8	20	8	12
	Total for Section B	50	23	27
	TOTAL FOR PAPER	80	45	35

UNIT 3

Section A

Question	Answer	Mark	AO1	AO3
1.	Award 1 mark for each correct answer, up to a maximum of 2 marks.			
(a)	Unreasonable	1	1	
(b)	Reasonable	1	1	
2.	Award 1 mark for each correct answer, up to a maximum of 2 marks. 50-64 years: every 5 years 25-49 years: every 3 years (NB: 3 years and 3 years in Wales)	1 1	1 1	
3.	Award 1 mark for each correct answer, up to a maximum of 2 marks.			
(i)	Before the birth of child/baby/during pregnancy.	1	1	
(ii)	After the birth of a child/baby/pregnancy up to 6-8 weeks after birth.	1	1	
4.	Award 1 mark for each correct answer, up to a maximum of 2 marks. Likely answers may include any two from: Feeling faint, dizziness, shakes, weak, hungry, thirsty, palpitations, pulse quick and strong, muscle tremors, strange behaviour, nasty temper, un-coordinated movements, confused, sweating and cold, clammy skin, may look pale, tiredness, unresponsive, sweet smell of breath.	2	2	
5.	Award 1 mark for the correct answer.			
(a)	Increased/risen/more (anything that means this)	1		1
(b) (i)	Maintain weight	1	1	
(b) (ii)	Lose weight	1	1	
(b) (iii)	Gain weight	1	1	
	Must use the words provided.			
(c)	Award a maximum of 3 marks for a detailed explanation. Likely answers may include: Food is cheaper and there is plenty of it so individuals eat more than they need; can eat what they want when they want; food is plentiful; eat bigger portions; healthy food and fruit and vegetables more expensive; rationing. Individuals eat more convenience and fast foods which contain more fat, sugar and salt. Individuals have less physically demanding work/sedentary jobs/lifestyle, exercise less, have more leisure time. Technological advances in entertainment so individuals sit at the computer and television, snacking more and using less energy. Labour-saving devices such as washing machine, electric iron, vacuum cleaner, car, so individuals walk and cycle less, have less physical lifestyle.	3	1	2

Question	Answer	Mark	AO1	AO3
5. (d)	Award 1 mark for each correct answer, up to a maximum of 2 marks.			
	(i) 5 a day	1	1	
	(ii) 30 minutes/half an hour, five times a week or 2½ hours per week or 150 minutes per week or 5 x 30 (not 5 x 60 – wrong target group).	1	1	
	(Must be accurate.)			
6. (a)	Award a maximum of 2 marks for a detailed description of cross-contamination and 1 mark for a correct example from the text. When harmful organisms/bacteria/germs pass from one body/food to another. Not washing hands before handling lettuce/tomatoes/salad/food.	3	2	1
	(b) (i), (ii), (iii) Award 1 mark for each different correct answer, up to a maximum of 3 marks.	3	3	
	Likely answers may include: <ul style="list-style-type: none"> • Using the same utensils to serve contaminated foods and uncontaminated foods. • People have bacteria in their nose, mouth, intestine and skin which are transferred to food by poor hygiene whilst handling food, e.g. touching nose, dirty fingernails, not covering hair or combing hair near food, bracelets, watches and long sleeves preventing hands from being washed properly. • Jewellery and buttons falling into the food. • Long sleeves, bracelets, long necklaces and watches touching the food. • Skin infections and cuts not covered. • Coughing, sneezing and spitting around food. • Not cleaning utensils and dishes thoroughly. • Uncovered food: pests and pets such as flies, cockroaches, beetles, moths, rats, mice and household pets (e.g. dogs, cats, hamsters) all carry food poisoning bacteria and can transfer them to food. • Infected cows – bacteria can be passed on in milk and meat. • Contaminated water. • Soil and dust – soil contains bacteria, so raw vegetables can contaminate other foods, pesticides. • Raw food such as meat, poultry, eggs and shellfish might contain bacteria. • Not wearing protective clothing. • Temperature of storing, cooking and thawing food. (Any other reasonable answer.) Do not allow not washing hands after visiting the toilet, as already given.			

Question	Answer	Mark	AO1	AO3
7. (a) (i), (ii)	Award 1 mark for each correct answer, up to a maximum of 2 marks. Likely answers may include: Reddened skin, pain, soreness, blistering, dehydration, shivers, itching, stinging.	2	2	
(b)	<p>0-2 marks Answers which identify the treatment that Delyth should receive, with little or no description, possibly a list. Little or no use of specialist vocabulary.</p> <p>3-4 marks Answers which give limited description of the treatment that Delyth should receive. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5 marks Answers which clearly describe the treatment that Delyth should receive, covering most of the suggested answers. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Cover with light cloth. • Wear loose, cotton clothing. • Stay in a cool, shady place, not return to the sunlamp or go out into the sun. • Cool skin with cool water or soak affected area in cold bath or cold shower. • Give sips of water; drink plenty of water. • Apply: calamine lotion, if mild; after-sun lotion; moisturiser. • Seek medical advice if blistering. • Not scratching or picking. 	5	2	3
	Total for Section A	30	23	7

Section B

Question	Answer	Mark	AO1	AO3
8. (a)	<p>Award 1 mark for each correct answer, up to a maximum of 2 marks for a qualified answer.</p> <p>Likely answers may include:</p> <p>Contact with someone who has influenza, which can be passed on by coughs and sneezes, hands, airborne droplets, touching surfaces, tissues left around, not washing hands, air conditioning.</p>	2	2	
(b)	<p>Award a maximum of 3 marks for a detailed explanation of the message of the campaign.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • To promote hygiene. • To stop the spread of germs by covering up when coughing and sneezing. • Throw away tissue to get rid of germs and wash hands to reduce the incidence of flu. <p>Or correct references to the information on the poster.</p>	3	2	1
(c)	Award 1 mark for a correct answer.			
(i)	Vaccination/immunisation.	1	1	
(ii)	<p>Award a maximum of 2 marks for a detailed explanation of why individuals in later adulthood are offered protection against pneumonia.</p> <p>Likely answers may include:</p> <p>Immune system has deteriorated, therefore a normal cough or flu can turn to pneumonia, having difficulty keeping warm, vulnerable to pneumonia.</p>	2	1	1
(iii)	<p>Award a maximum of 2 marks for a detailed explanation of why children and pregnant women are considered to be vulnerable.</p> <p>Likely answers may include:</p> <p>Children – their immune system is not fully developed; flu spreads more easily amongst children. Pregnant women – are carrying a baby, so their immune system is coping for two.</p>	2		2
(d)	<p>0-2 marks Answers which identify the effectiveness of the campaign poster, with little or no description, possibly a list. Little or no use of specialist vocabulary.</p> <p>3-4 marks Answers which give a limited description of the effectiveness of the campaign poster. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5 marks Answers which clearly describe the campaign poster, covering a range of the suggested answers. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Positive Large writing which stands out from a distance, supported by a picture that makes the message clear and an explanation of why the action is important – images assist understanding. Makes you want to know what it means when it says 'Catch it, Bin it, Kill it'. Straightforward, uncluttered, clear message. Reduces incidence of flu.</p> <p>Negative One colour, small pictures and writing. Slogan 'Catch it, Bin it, Kill it' does not seem to relate at first glance.</p>	5	3	2
Total for Question 8		15	9	6

Question	Answer	Mark	AO1	AO3
9. (a)	<p>Award a maximum of 3 marks for a detailed description of the phrase.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • If the individuals keep healthy they will be able to reduce the likelihood of becoming seriously ill. • By leading a healthy lifestyle and having regular check-ups, any illness or disease can be detected early (treatment is more effective when detected early) and may not occur as the body is kept healthy. • It is better to stop illnesses happening than to deal with it after it has happened. <p>Allow examples of prevention, e.g. MMR, going to GP, screening.</p>	3	2	1
(b)	<p>0-2 marks Answers which identify the purpose of the measurements, tests and questions with reference to the benefit to Jack, with little or no explanation. May just be a list or confused answer. Little or no use of specialist vocabulary.</p> <p>3-4 marks Answers which give limited explanation of the purpose of the measurements, tests and questions. May make some reference to specific measurements, tests and questions with some reference to how these may be of benefit to Jack. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5 marks Answers which explain the purpose of the measurements, tests and questions with reference to specific measurements, tests and questions, as well as the benefit to Jack. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Purpose Assess Jack's health and his risk of illness and disease later on in life.</p> <p>Jack Can be advised about a healthier lifestyle to delay/prevent serious illness/disease by early detection. As he gets older, can reduce the onset of serious illness/disease or detect it earlier so that treatment can begin.</p> <p>Questions about his lifestyle choices, e.g. smoking, alcohol, exercise, diet, sleep pattern. The advice given will help to reduce the risk of developing diabetes, stroke or heart disease later in life.</p> <p>Discuss male health issues such as prostate condition and testicular examination to detect cancer/abnormalities early. They check:</p> <ul style="list-style-type: none"> • blood pressure – to reduce heart problems/disease • height and weight to calculate BMI, to advise about obesity • cholesterol to prevent heart disease • urine to check for diabetes • hearing test to see how good hearing is • vision – eye test to see how good eyesight is • muscle strength/joint flexibility • lung function – indicators of asthma or respiratory disease • ECG (electro-cardiogram) to check for heart problems • chest X-ray for heavy smokers to check condition of lungs 	5	2	3

Question	Answer	Mark	AO1	AO3
9. (c)	<p>0-2 marks Answers which identify the other preventative health services available to adults with little or no discussion. May just be a list of services or a confused answer. Little or no use of specialist vocabulary.</p> <p>3-5 marks Answers which give limited discussion of the other preventative health services available to adults. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>6-7 marks Answers which discuss in detail the other preventative health services available to adults. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Breast awareness/scan (women aged between 50-70) to detect abnormalities/cancer early so that treatment can start early; treatment is more effective when detected early and can prevent the cancer spreading to other parts of the body.</p> <p>Cervical smear test can detect abnormal cells before cancer has a chance to develop.</p> <p>Contraception to avoid pregnancy if a couple have decided to delay having a family or they do not want any more children. Advice about STI prevention if the individuals have more than one sexual partner, provision of condoms.</p> <p>Immunisations: flu for vulnerable individuals, those with long-term illness, e.g. asthmatics, look after vulnerable individual/healthcare workers, pregnant women at any stage of pregnancy, injecting drug users; travel/holiday vaccinations for those who are going to travel to areas that have life-threatening infectious diseases.</p> <p>DXA scan to measure bone density to assess the likelihood of osteoporosis, particularly post-menopausal women.</p> <p>Bowel screening to detect cancer early when treatment is more effective. It reduces the risk of dying from bowel cancer by 16%.</p> <p>Dentist – regular dental checks to detect tooth decay and gum disease and treat before it becomes a problem.</p> <p>Any other reasonable answer.</p>	7	3	4
	Total for Question 9	15	7	8

Question	Answer	Mark	AO1	AO3
10. (a) (i)	<p>0-1 mark Answers which identify the advice the NCMP will give to parents, with little or no description. May be a list or a confused answer. Little or no use of specialist vocabulary.</p> <p>2-3 marks Answers which give limited description of the advice the NCMP will give to parents. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>4 marks Answers which clearly describe the advice the NCMP will give to parents, covering a range of the suggested answers. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Look at Change4Life website, which encourages change to lifestyle as a family, including:</p> <p>Advice – may make parents aware of the disease risk and advise on healthy lifestyle and suggest exercise and direct them to sports activities.</p> <p>Exercise – more, put in touch with activities, children need 60 minutes of exercise every day, such as jumping, skipping, dancing, running swimming, cycling. It will make them feel good as well as make their bones stronger and protect against brittle bone disease later in life. Do activities together as a family. Limit the time that children sit about and get them up. Walk to school with them or catch a bus part of the way and walk the rest.</p> <p>Healthy eating – change as a family, provide ‘me-size’ meals, do not give children adult-size portions. Eat five portions a day of fruit and vegetables – fresh, canned, frozen, dried, juiced are all good. Make a recipe/meal book. Limit snacking to one in the morning and one in the afternoon, make the snacks healthy, not chocolate or crisps, could be fresh or dried fruit. Have regular meal patterns for the whole family. Sugar swap – swap sugary drinks for water, milk and sugar-free drinks. Sportacus is a children’s programme for 2-5 year olds which encourages them to be more active and eat healthily. Parents setting an example by having a balanced diet, eating healthily, reducing fat, sugar and salt and eating five fruit and veg a day.</p>	4	2	2

Question	Answer	Mark	AO1	AO3
10. (a) (ii)	<p>0-2 marks Answers which identify the importance of the NCMP and/or link to the NHS, with little or no explanation. May be a list or a confused answer. Little or no use of specialist vocabulary.</p> <p>3-5 marks Answers which give some explanation of the importance of the NCMP to the NHS. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>6-8 marks Answers which explain the importance of the NCMP to the NHS, with clear evidence of understanding, giving sensible reasoning. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>It is important that children are measured so that the local PCT can see how children are growing to enable them to plan and provide children's services in the local area OR the NHS information service uses the anonymous information to look at trends in children's height and weight to enable it to plan the delivery and development of services. By the NHS knowing the BMI of children, they can protect the health of children now and in the future. Overweight children are more likely to become overweight adults. This has a knock-on effect of worsening health problems as they get older. The NCMP feeds into the 'healthy weight, healthy lives' strategy. Monitoring and examples of changes that may be made may affect government guidelines, reduce obesity and lifestyle diseases which takes strain off NHS, enables government to devise new initiatives/targeted campaigns, save money to spend on non-preventable diseases, research and other services.</p>	8	3	5

Question	Answer	Mark	AO1	AO3
10. (b)	<p>0-2 marks Answers which identify what the road safety officer may include in her talk, with little or no discussion. May be a list or a confused answer. Little or no use of specialist vocabulary.</p> <p>3-5 marks Answers which give limited discussion of what the road safety officer may include in her talk. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>6-8 marks Answers which discuss what the road safety officer may include in her talk, with clear evidence of understanding. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Songs or badges to help remember, pestering parents about speed limit.</p> <p>Crossing the road</p> <p>Pavements:</p> <ul style="list-style-type: none"> • Should be used, avoid standing with their back to the traffic. <p>If there is no pavement:</p> <ul style="list-style-type: none"> • Walk on the right-hand side, facing the oncoming traffic, walk in single file, keep close to the side of the road, cross the road before a sharp bend so that oncoming traffic can see you, cross back over after the bend. <p>In poor daylight:</p> <ul style="list-style-type: none"> • Wear or carry something light coloured, bright or fluorescent. <p>In the dark:</p> <ul style="list-style-type: none"> • Wear something reflective, e.g. armbands, sashes, waistcoats, jackets, footwear, as these can be seen easily by a vehicle's headlamps. <p>Young children:</p> <ul style="list-style-type: none"> • Should not walk alone on the pavement. A responsible individual should hold a child's hand and walk between them and the traffic. <p>The Green Cross code – children should not be allowed out alone until they understand it properly.</p> <p>Find a safe place to cross and make sure there is a pavement on the other side. Always keep looking and listening as some vehicles may not stop. On light-controlled crossings, cross when the green figure shows.</p> <p>Use a crossing, if available, or a place where all directions can be seen clearly or a place where drivers can see the pedestrian clearly.</p> <p>Do not cross diagonally.</p> <p>Examples of crossings:</p> <ul style="list-style-type: none"> • subway • footbridge • zebra crossing (have flashing beacons) • pelican crossing (pedestrian-operated push button which activates the traffic signal, when the green flashing figure is shown do not start to cross) • puffin crossing (red and green figures are on the crossing (light-controlled with a push button, cyclists and pedestrians share the same crossing the cyclist can cycle across) • traffic light (only start to cross the road when the green figure is showing) • controlled – by a police officer, school crossing control (lollipop person) or a traffic warden • pedestrian safety barriers – should cross in the gap provided (do not climb over). 	8	3	5

Question	Answer	Mark	AO1	AO3									
10. (b) (Cont'd)	<p>Avoid</p> <ul style="list-style-type: none"> • Crossing between parked vehicles, a blind bend, close to the brow of a hill. <p>Stop</p> <ul style="list-style-type: none"> • Stop before the kerb. Stop where you can see traffic coming. <p>Look and Listen</p> <ul style="list-style-type: none"> • Look around for traffic in all directions. • Listen for traffic as it can sometimes be heard before it is seen. • If traffic is coming, let it pass, then Look and Listen again. <p>Cross</p> <ul style="list-style-type: none"> • Cross when it is safe. Go straight across, do not run, keep looking and listening, look out for cyclists and motorcyclists. <p>Statistics of deaths and casualties</p> <ul style="list-style-type: none"> • Around 1,500 children aged 0-11 are killed or seriously injured on Britain's roads every year, equivalent to almost 29 children every week. <p>(Approximate figures may be used.)</p> <table border="1" data-bbox="531 936 1059 1088"> <thead> <tr> <th>Year</th> <th>Fatalities</th> <th>Casualties</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>560</td> <td>14,370</td> </tr> <tr> <td>2007</td> <td>460</td> <td>14,480</td> </tr> </tbody> </table> <p>(Any other relevant answer.)</p>	Year	Fatalities	Casualties	2006	560	14,370	2007	460	14,480			
Year	Fatalities	Casualties											
2006	560	14,370											
2007	460	14,480											
	Total for Question 10	20	8	12									
	Total for Section B	50	24	26									
	TOTAL FOR PAPER	80	47	33									



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