



# **GCSE MARKING SCHEME**

**HEALTH AND SOCIAL CARE**

**JANUARY 2013**

## **INTRODUCTION**

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

<b>Unit</b>	<b>Page</b>
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## UNIT 2

### SECTION A

Question	Answer	Mark	AO1	AO3															
1.	<p>Award 1 mark for the identification of each correct answer, up to a maximum of 4 marks; allow in the following order only:</p> <p>(i) Positive (ii) Negative (iii) Negative (iv) Positive</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Positive</th> <th style="text-align: center;">Negative</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">(i)</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td style="text-align: center;">(ii)</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">(iii)</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">(iv)</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		Positive	Negative	(i)	✓		(ii)		✓	(iii)		✓	(iv)	✓		4	4	
	Positive	Negative																	
(i)	✓																		
(ii)		✓																	
(iii)		✓																	
(iv)	✓																		
2. (a)	<p>Award 1 mark for the identification of each correct answer, up to a maximum of 2 marks.</p> <p>(i) Homosexual (ii) Heterosexual</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Heterosexual</th> <th style="text-align: center;">Homosexual</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">(i)</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">(ii)</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		Heterosexual	Homosexual	(i)		✓	(ii)	✓		2	2							
	Heterosexual	Homosexual																	
(i)		✓																	
(ii)	✓																		
(b)	<p>Award a maximum of 2 marks for a detailed description of why John may have difficulty coming to terms with his sexual orientation.</p> <p>Likely answers may include any <b>one</b> from:</p> <ul style="list-style-type: none"> <li>• Worried/anxious/stressed about reaction of parents and friends.</li> <li>• Feel different from others which may make him feel isolated/lonely.</li> <li>• Have lack of self-worth which may make him feel depressed.</li> <li>• Feeling like he is being judged/others making decisions about him.</li> <li>• May worry about telling David of difficulty in coming to terms with his feelings.</li> <li>• Not used to feeling different.</li> </ul>	2	1	1															

Question	Answer	Mark	AO1	AO3
3. (a) (b)	Award 1 mark for the correct identification of the relationship and a maximum of 2 marks for the characteristic of the relationship (not development).			
	(i) Friendship	1	1	
	(ii) Share an interest, honesty, trust, support, valued, loyal, confidence, company.	2	1	1
	(iii) Working (allow work, not colleagues)	1	1	
	(iv) In workplace, rules, clear roles and responsibilities, co-operation, tolerance, leadership, partnership, communication with others, teamwork, respect, working with others, reliability, loyalty, trustworthy.	2	1	1
	(v) Family	1	1	
	(vi) Share values of society, influence attitudes and beliefs, support, stability, security, protection, love, bonding, caring, respect, trust.	2	1	1
	(vii) Intimate/personal/sexual.	1	1	
	(viii) Know each other well/being close, share an interest, physically attracted, trust, honesty, feel wanted/sense of belonging, loved, content, companionship, supportive.	2	1	1

Question	Answer	Mark	AO1	AO3
4. (a)	Award 1 mark for the correct answer: Expected (life event)	1	1	
(b)	Award a maximum of 2 marks for a detailed description of the positive effect of having children on a couple's personal development.  Likely answers may include:  (i) <b>Positive</b> <ul style="list-style-type: none"> <li>• Worthwhile because brought another life into the world.</li> <li>• Fulfilling because the parents nurture the child/feel trusted, loved, wanted, happy.</li> <li>• Wonderful, with many joyful moments.</li> <li>• Parents are proud and have a sense of belonging.</li> <li>• Brings couples closer as they share responsibility.</li> <li>• Social – meeting new group of people.</li> </ul>	2	1	1
(ii)	Award a maximum of 2 marks for a detailed description of the negative effect of having children on a couple's personal development.  Likely answers may include:  <b>Negative</b> <ul style="list-style-type: none"> <li>• See friends less as looking after children, so may feel isolated.</li> <li>• Tired due to lack of sleep because have disturbed nights due to feeding, illness, child has nightmares, increased stress.</li> <li>• Less time along together so relationship could deteriorate.</li> <li>• One parent may give up work and feel less independent, less worthwhile, less income so not able to do things would like to do.</li> <li>• Stress, worry</li> <li>• May disagree on decisions about the children, may worry more.</li> <li>• May spend less on themselves, as have to spend more on children.</li> </ul> (Any other reasonable health and social care answer.)	2	1	1
(c)	Award a maximum of 2 marks for a detailed explanation of what is meant by the term 'patterns (or milestones) of development'.  Likely answers may include:  The average age most children will have reached a particular stage of development/milestone of development (norms).  Should be able to do expected things at certain age (expected event).	2	2	
(d) (i),(ii)	Award 1 mark for each correct answer, up to a maximum of 2 marks.  Any <b>two</b> from:  Height/length, weight, head circumference/head, in any order.	2	2	
(e)	Award 1 mark for any <b>one</b> correct answer from list above (must be different from those listed in (d) (i), (ii)).	1	1	
<b>Total for Section A</b>		<b>30</b>	<b>23</b>	<b>7</b>

## SECTION B

Question	Answer	Mark	AO1	AO3
5. (a)	(i) <b>Appearance</b> Award 1 mark for the identification of the correct self-concept factor.	1	1	
	(ii) Award a maximum of 3 marks for a detailed description of the positive effect on Kate and Tim.  Likely answers may include:  <b>Positive</b> – Identify with a group who dress the same and like same music have same beliefs. Feel good about themselves, sense of belonging, do not worry about what people think, may be more confident, have a sense of identity, feel individual/unique.	3	2	1
	(iii) Award a maximum of 3 marks for a detailed description of how the self-concept factor affects how others see Kate and Tim.  Likely answers may include:  They are different, because of the way they dress and their body piercings, they are extreme, not part of community, stereotyped as something they are not, may be judged, experience prejudice because of their appearance, into illegal drugs, drop-outs, strange/odd.	3	2	1
(b)	(i) Award 1 mark for each correct identification of abuse, up to a maximum of 2 marks.  Likely answers may include any <b>two</b> from: Verbal, physical, bullying.  (No repetition from the text).	2	2	
	(ii) <b>0-2 marks:</b> Answers that identify the effect of bullying on Kate and Tim's development, with little or no explanation. May just be a list of effects. Little or no reference to the development factors. Little or no use of specialist vocabulary. <b>3-4 marks:</b> Answers that describe the effect of bullying on Kate and Tim's development, giving limited explanation. May be some reference to development factors. <b>5-6 marks:</b> Answers that discuss the effect of bullying on Kate and Tim's development, with clear evidence of understanding. Effects correctly linked to the development factors. Specialist terms used with ease and accuracy.  Likely answers may include:  <b>Verbal abuse</b> <b>Physical</b> – exhausted by the constant abuse, may not eat/may overeat. <b>Intellectual</b> – lack of concentration. <b>Emotional</b> – low self-esteem as may believe abuse, sad and nervous, angry because people do not understand, humiliated, lack of confidence. <b>Social</b> – afraid to voice their own opinion, social isolation.  Allow marks for intellectual development if appropriately related to the life stage.  <b>Physical abuse</b> <b>Physical</b> – injuries. <b>Emotional</b> – upset, afraid, confused. <b>Social</b> – isolated, not want to go out.  Allow positives if relevant, e.g. emotional - makes them stronger.	6	2	4
<b>Total for Question 5</b>		<b>15</b>	<b>9</b>	<b>6</b>

Question	Answer	Mark	AO1	AO3
6. (a)	<p>Award 1 mark for the correct identification of the economic and environmental factors.</p> <p>Likely answers may include:</p> <p>(i) <b>Economic</b> Any <b>one</b> from:</p> <ul style="list-style-type: none"> <li>• both go out to work</li> <li>• good income</li> </ul> <p>(ii) <b>Environmental</b> Any <b>one</b> from:</p> <ul style="list-style-type: none"> <li>• detached house</li> <li>• large garden</li> <li>• nice part of town</li> </ul>	1	1	
(b)	<p><b>0-2 marks:</b> Answers that identify the effect of a good income on Daisy's emotional and intellectual well-being, with little or no explanation. May just be a list of effects. Little or no reference to emotional and intellectual well-being. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers that describe the effect a good income on Daisy's emotional and intellectual well-being, giving limited explanation. Some reference to emotional and intellectual well-being. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5-6 marks:</b> Answers that explain the effect of a good income on Daisy's emotional and intellectual well-being, with clear evidence of understanding. Correctly linked to the emotional and intellectual well-being. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p><b>Emotional</b></p> <p><b>Privacy:</b> less stress, content, happy, can follow own interest, have friend around, makes her happy and feel less isolated, may feel lonely as parents out working/neglected as busy at home – may reduce self-esteem.</p> <p><b>Less stress:</b> from money problems, so atmosphere more peaceful, content, happy and feels stable.</p> <p><b>Security:</b> free of fear, safe place to enjoy recreational activities.</p> <p><b>Local services:</b> in the area, less stress for gaining access to health services, schools and shops.</p> <p><b>Space:</b> not overcrowded, so less stress.</p> <p><b>Intellectual</b></p> <p>Can afford luxury items such as a holiday, school trips so is able to meet new people, take part, not be socially isolated, sense of belonging, learn about different cultures and the language. Books and a PC, can do her homework and learn about the world around her. Can afford private tuition/schools.</p> <p><b>Privacy:</b> Daisy can be quiet on her own to follow own interests, do her homework.</p>	6	2	4

Question	Answer	Mark	AO1	AO3
6. (c)	<p><b>0-2 marks:</b> Answers that identify how a 'good home' can improve Daisy and/or her parents' physical and social well-being, with little or no explanation . May just be a list of improvements on their physical and social well-being. Little or no use of specialist vocabulary.</p> <p><b>3-5 marks:</b> Answers that describe how a 'good home' can improve Daisy and/or her parents' physical and social well-being giving limited explanation. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>6-7 marks:</b> Answers that explain how a 'good home' can improve Daisy and her parents' physical and social well-being, with clear evidence of understanding. Accurate link of the improvements to physical and social well-being. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p><b>Physical</b></p> <p><b>Privacy:</b> physical - relax. Nutrition/good, healthy, balanced diet (lean cuts of meat, fresh fruit and vegetables) increases immunity, shelter and warmth, therefore, good immune system, less illness and disease.</p> <p><b>Safe:</b> dry and clean - free from hazards - less injury and illness.</p> <p><b>Local services</b> in the area, such as health services – can access easily if unwell or for check-ups and vaccinations. Can afford medical services.</p> <p><b>Space:</b> safe place to play, enjoy recreational activities with friends, improving physical development such as running - stamina co-ordination and balancing. Not overcrowded, so less stress, stronger immune system may not pass on illness so easily as not all in the same space when ill. Exercise, fitness, improve health and well-being.</p> <p><b>Social</b></p> <p><b>Privacy:</b> social, develop relationships. Security – free of fear to play out or go to local amenities. Links with community to develop relationships. Own space, not 'on top of each other' – less stress, promotes good relationships.</p> <p><b>Local services</b> in the area such as public transport, social amenities, shops, can meet new people and maintain relationships. Can afford to join clubs, meet new people, parents meet other parents.</p> <p><b>Space:</b> safe place to play and enjoy recreational activities with friends and family. Parents can have friends round. Can invite Daisy's friends for sleepovers, etc.</p>	7	2	5
	<b>Total for Question 6</b>	<b>15</b>	<b>6</b>	<b>9</b>



Question	Answer	Mark	AO1	AO3
7. (a)	<p><b>0-1 mark:</b> Answers that identify the formal and informal support available to Raza to help him cope with the change in his circumstances, with little or no explanation. May just be a list of support. Little or no use of specialist vocabulary.</p> <p><b>2-4 marks:</b> Answers that describe the formal and informal support available to Raza, and include limited explanation. Some reference to how they help him cope. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5 marks:</b> Answers that explain the formal and informal support available to Raza, with clear evidence of understanding. Accurate link to the support available to help him cope with the change in his circumstances. Specialist terms used with ease and accuracy.</p> <p>(i) Likely answers may include:</p> <p><b>Formal support</b></p> <p><b>Physiotherapist</b> – will massage and manipulate the affected parts and will give him exercises to do at home. Will try to get him to walk again and gain his balance by observing and getting him to stand with physical support such as rails and walking frames. May suggest changes to lifestyle.</p> <p><b>Occupational therapist</b> – will observe Raza in a rehabilitation facility to assess his limitations and capability of doing everyday living tasks. Will then discuss with Raza the support they can offer him at home and in work. Will visit his home and plan alterations and supply aids so that Raza can be as independent as possible in his everyday life, e.g. rails, a seat in a walk-in shower, ramps to get into his home, widened doorways for wheelchair, a hoist to get in and out of bed.</p> <p><b>GP</b> – will be available for health and well-being check-ups, to prescribe medication, offer advice and refer Raza to other health and social care professionals.</p> <p><b>Counsellor</b></p> <p><b>Hospital</b> – will monitor Raza’s condition and provide additional medical advice and treatments. If new ideas or approaches are developed. will apply them to Raza to help improve his quality of life.</p> <p><b>Social services</b> – could provide carers to help him maintain his personal hygiene and get him in and out of bed each day.</p>	5	2	3
	<p>(ii) <b>Informal support</b></p> <p><b>Sophie</b> – could stand by Raza and get married, as they were going to before the accident, showing she still loves him. Maintain the same emotional attachment. Encourage Raza to continue keeping in touch with friends by driving him to go out to see his friends and picking him up afterwards. Keep him motivated to be as independent as possible and to take up interests that are within his current abilities. Reassure him that he can continue with his job and learn to drive. May become a carer.</p>	5	2	3

Question	Answer	Mark	AO1	AO3
7. (a) (ii) (cont'd)	<p><b>Friends</b> – visit him at hospital and at home. Encourage him to go out with them and make sure he is safe and not left alone or isolated when they are out. Reassure him that he can still go out with friends and that they are still friends with him.</p> <p><b>Family</b> – being there so that he knows they still love and care for him. Help with everyday living whilst Sophie is at work. Visit and take him out and about to keep him occupied, stimulated and motivated. Reassure him that he is still wanted and loved, no matter what has happened.</p>			
(b)	<p><b>0-2 marks:</b> Answers that identify the effects the accident has had on Raza's lifestyle, with little or no discussion. May just be a list of effects. Little or no use of specialist vocabulary.</p> <p><b>3-7 marks:</b> Answers that describe the effects the accident has had on Raza's lifestyle, with some attempt to discuss. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>8-10 marks:</b> Answers that discuss the effects the accident has had on Raza's lifestyle, with clear evidence of understanding. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Raza will have spent a long period of time in hospital so he will be out of touch with work colleagues and other acquaintances. He will have to adapt to his lack of abilities and find out what he can and cannot do. At times, this will be frustrating for him but as he manages to do more he will have a sense of achievement.</p> <p><b>Difficulty getting to his job:</b> at first, he may need someone to take him to work as he will not be able to drive – he will need to learn how to cope with getting in and out of the car and driving with his disabilities. He may lack confidence in his ability and will need reassuring. He may need to have his car adapted or buy a car adapted for his needs.</p> <p><b>Difficulties at work:</b> Raza would be able to continue his job as a computer programmer. However, his employers would need to be convinced that he can continue and they would have to adapt the height of his desk as he would need to be able to use his wheelchair whilst working. They will need to make sure he has easy access to the toilets, canteen and other areas of the building. He may feel embarrassed and lack confidence facing his work colleagues. His employers need to make sure everything is as easy as possible for him to continue working.</p> <p><b>Lack of independence:</b> Raza may find at first he needs help with most everyday living tasks, e.g. maintaining his personal hygiene, preparing food and drink, getting about, shopping, going to work. He may feel dependant on others and a burden. As he becomes more skilful he will realise his limitations but also know his abilities and will be able to regain some independence. He may rely on Sophie, friends and family to take him places as he will not be used to going places on his own in a wheelchair. He may feel vulnerable and afraid because he is dependent on others.</p>	10	4	6

Question	Answer	Mark	AO1	AO3
7. (b) (cont'd)	<p><b>Social life:</b> he may not go out as much at first because he will not know where he will be able to gain access, or how to get to different places. He would not have the confidence to try going places, which will make him anxious. As he gets used to his capability in the wheelchair and he gains confidence, he will venture out on his own to meet up with friends. He will learn the places he can access easily and become skilled at going out and about.</p> <p><b>Relationships:</b> his relationship with Sophie may change, as he is more dependent upon her and may feel he cannot look after her as he did before. He may feel she may not want to be with him as part of the attraction may be because he was physically fit when he played rugby. He may rely on her to look after him and take him out. His friends will have to consider where they go out with him and may want to do things that he cannot do. Therefore, he may feel left out and a burden to his friends. He will not be able to play rugby but he could go and watch and then meet with his team mates afterwards. He may not be able to enjoy the achievements as much as he is not part of the team. Eventually, as he comes to terms with his disability, he will learn how to get from one place to another and be able to look after himself. His family and friends will get used to adapting to the situations and make sure he is fully involved.</p> <p><b>Physical development:</b> he will not be able to play rugby and keep fit as he used to, which means he could gain weight which can cause heart disease. If he discusses the problem with other wheelchair users, he may find out about activities that would keep him fit and sport that he can play with other wheelchair users. (May integrate PIES – physical – upper body strength may improve so maintain his fitness and health.)</p>			
	<b>Total for Question 7</b>	<b>20</b>	<b>8</b>	<b>12</b>
	<b>Total for Section B</b>	<b>50</b>	<b>23</b>	<b>27</b>
	<b>Total for the Paper</b>	<b>80</b>	<b>46</b>	<b>34</b>

## 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 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		✓	✓	✓

Question	Mark	AO1	AO3	QWC
1	4	4	0	
2	4	3	1	
3	12	8	4	
4	10	8	2	
5	15	9	6	✓
6	15	6	9	✓
7	20	8	12	✓
<b>Total</b>	<b>80</b>	<b>46</b>	<b>34</b>	

## UNIT 3

### SECTION A

Question	Answer	Mark	AO1	AO3
1.	Award 1 mark for the correct answer: Joint enterprise	1	1	
2. (a)	Award 1 mark for the identification of the correct term: True	1	1	
(b)	Award 1 mark for each correct answer up to a maximum of 3 marks.  Any <b>three</b> from: <ul style="list-style-type: none"> <li>• to detect/find problems/abnormalities early</li> <li>• to prevent a disease spreading</li> <li>• to increase survival rate</li> </ul>	3	1	2
(c)	Award a maximum of 1 mark for the correct answer: <ul style="list-style-type: none"> <li>• reduced incidence/numbers of TB</li> <li>• TB not common any more; no longer a major threat</li> </ul>	1	1	
3. (a)	Award 1 mark for each correct answer up to a maximum of 3 marks:  Likely answers may include any <b>three</b> from: <ul style="list-style-type: none"> <li>• height</li> <li>• weight</li> <li>• breathing</li> <li>• pulse</li> <li>• general examination</li> <li>• development tests</li> <li>• hearing</li> <li>• vision</li> </ul> (Allow 'growth' if height/weight not mentioned.) (Any other reasonable answer.)	3	3	
(b)	Award 1 mark for each correct answer up to a maximum of 2 marks:  Likely answers may include any <b>two</b> from: <ul style="list-style-type: none"> <li>• healthy diet</li> <li>• breast feeding</li> <li>• toileting</li> <li>• sleeping</li> <li>• hazards</li> <li>• cot death prevention</li> <li>• immunisation</li> <li>• common illnesses and diseases</li> <li>• general health</li> <li>• patterns of expected development</li> <li>• behaviour</li> </ul> (Any other reasonable answer.) (Do not allow 'exercise'.)	2	2	

Question	Answer	Mark	AO1	AO3
3. (c)	Award 1 mark for each correct answer, up to a maximum of 3 marks: Likely answers may include: <b>Stop</b> - stop before the kerb/where the traffic can be seen. <b>Look</b> - look around/both ways for any oncoming traffic. <b>Listen</b> - listen for any oncoming traffic/vehicle noise.	3	3	
4. (a)	Award 1 mark for each correct answer, up to a maximum of 3 marks.			
	(i) Allows blood to drain from her nose/may block airways.	1	1	
	(ii) Has a calming effect. Could be difficult to breathe/could choke because of blood in nose.	1	1	
	(iii) Stops blood flow.	1	1	
(b)	Award a maximum 2 marks for a detailed explanation of why Mrs Smith did not put Lucy's head back. Likely answers may include: Blood may run down her throat and cause her to vomit/have breathing difficulties/choke.	2	1	1
5.	Award a maximum of 2 marks for detailed description of what is meant by the term 'target group'. Likely answers may include: A group of people that a campaign/guideline is aimed at, e.g. same: gender, age group, marital status, lifestyle choices, needs.	2	1	1
6. (a) (i)	Award 1 mark for the identification of the correct answer: Preventable	1	1	
(ii)	Award 1 mark for the correct answer. Likely answers may include any <b>one</b> from: <ul style="list-style-type: none"> <li>• eat healthily/balanced diet</li> <li>• eat recommended number of Kcal</li> <li>• exercise</li> <li>• weigh themselves regularly</li> </ul>	1	1	
(b) (i)	Award 1 mark for each correct answer from any of the following, up to a maximum of 2 marks: Any <b>two</b> from: <ul style="list-style-type: none"> <li>• eat less: fat, sugar, salt, reduce alcohol intake</li> <li>• eat more: fruit, vegetables, fibre, oily fish</li> <li>• eat: five-a-day of fruit and vegetables</li> <li>• drink: more water</li> </ul>	2	2	

Question	Answer	Mark	AO1	AO3
6. (b) (ii)	<p>Award a maximum of 3 marks for a detailed explanation of the aims of the guidelines for healthy eating.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> <li>• reduce one lifestyle disease (obesity, cancer, type 2 diabetes, CHD, high blood pressure/hypertension)</li> <li>• longer, healthier life</li> <li>• parents pass on good practice to children</li> <li>• do not pass disease on to future generations</li> <li>• lower death rate</li> <li>• increased cost to NHS for treatment</li> </ul> <p>(Allow 'long-term aims'.)</p> <p>Answer to indicate that a reduction in obesity results in a reduction in lifestyle diseases, <b>for example</b>, for 3 marks:</p> <p>'To reduce obesity because those individuals who are obese have a greater risk of developing type 2 diabetes, fatty liver disease, CHD, cancer and high blood pressure, and there is an increased cost to the NHS for treatment of these diseases. To encourage parents to pass on good practice to children and so avoid passing on diseases to future generations. To help individuals live longer, healthier lives, resulting in lower death rates.'</p> <p>(Allow positives.)</p>	3	1	2
(c)	<p>Award 1 mark for each correct answer, up to a maximum of 2 marks:</p> <p>Likely answers may include any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• produce healthier foods</li> <li>• follow healthy food code</li> <li>• products should contain less fat, less salt, less sugar</li> <li>• reduce portion sizes</li> <li>• front of pack labelling</li> <li>• 'traffic light' system of labelling</li> <li>• clear calorie labelling</li> <li>• lower prices for healthy food OR higher prices for unhealthy food</li> </ul> <p>(Any other reasonable answer.)</p>	2	2	
<b>Total for Section A</b>		<b>30</b>	<b>24</b>	<b>6</b>

## SECTION B

Question	Answer	Mark	AO1	AO3
7. (a)	<p>Award a maximum of 2 marks for a detailed description.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> <li>• drinking too much alcohol over a short period of time/at the same time, e.g. over the course of an evening</li> <li>• drinking over 6 units a day for women</li> <li>• drinking over 8 units a day for men</li> <li>• drinking more than the recommended amount</li> </ul>	2	1	1
(b)	<p>Award 2 marks for each detailed explanation of the risk of binge drinking, up to a maximum of 4 marks.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> <li>• may harm her physical and mental health, e.g. liver damage, cirrhosis, stress or aggression.</li> <li>• may engage in unprotected sex – at risk of STIs</li> <li>• lack of awareness (may not know what she is doing/not be able to look after herself – dangerous as may have accident/ be injured/swallow vomit, choke)</li> <li>• may be more vulnerable</li> <li>• may become unconscious</li> </ul>	4	2	2
(c) (i)	<p><b>0-1 mark:</b> Answers that identify the actions to take if an individual is conscious, with little or no description. May be a list of actions. Little or no use of specialist vocabulary.</p> <p><b>2-3 marks:</b> Answers that give limited description of the actions to take if an individual is conscious. May make some reference as to why the action should be taken. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>4 marks:</b> Answers that describe the actions to take if an individual is conscious, with clear evidence of understanding. May make reference as to why the action should be taken. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p><b>Conscious:</b></p> <ul style="list-style-type: none"> <li>• keep them warm</li> <li>• assess injuries</li> <li>• monitor vital signs</li> <li>• ensure they don't put their head back as they may vomit and could choke</li> <li>• keep them awake</li> <li>• reassure them</li> <li>• call emergency services</li> <li>• ask them what/how much they've drunk</li> <li>• keep them sitting up.</li> </ul>	4	2	2



Question	Answer	Mark	AO1	AO3
7. (c) (ii)	<p><b>0-2 marks:</b> Answers that identify DRABC or recovery position, with little or no description. May be a list of the five actions. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers that give limited description of DRABC and/or recovery position. May refer to why the action is taken. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5 marks:</b> Answers that describe DRABC and recovery position, with clear evidence of understanding. Reference may be made as to why the action should be taken. Specialist terms used with ease and accuracy.</p> <p><b>Unconscious:</b></p> <ul style="list-style-type: none"> <li>• open airway</li> <li>• check breathing</li> <li>• DRABC recovery position</li> <li>• call emergency services (dial 999, or 112 from a mobile)</li> <li>• CPR (must be qualified with 'if not breathing')</li> <li>• reassure them</li> <li>• ask others what/how much they've drunk</li> </ul>	5	2	3
	<b>Total for Question 7</b>	<b>15</b>	<b>7</b>	<b>8</b>

Question	Answer	Mark	AO1	AO3
8. (a) (i)	Award a maximum of 1 mark for the identification of the correct vaccination:  MMR (measles, mumps and rubella).	1	1	
(ii)	Award 1 mark for the correct answer.  Likely answers may include any <b>one</b> from: <ul style="list-style-type: none"> <li>• mumps</li> <li>• rubella</li> </ul>	1	1	
(b)	Award 1 mark for the correct identification of a vulnerable group and 1 mark for an explanation of why they have a reduced/lowered immune system.  Likely answers may include any <b>two</b> from: <ul style="list-style-type: none"> <li>• pregnant women – immune system low because body is using energy for the growing foetus</li> <li>• the elderly – because their immune system is deteriorating due to age</li> <li>• individuals who are seriously ill, e.g. with cancer, because their immune system is fighting their illness/disease</li> <li>• infants/babies – immune system not fully developed</li> </ul>	1,1, 1,1,	2	2
(c) (i)	Award 1 mark for identification of the correct government target for immunising the population against measles:  <ul style="list-style-type: none"> <li>• 100%/everybody</li> <li>• to reduce the incidence of measles</li> </ul>	1	1	
(ii)	Award a maximum of 2 marks for a detailed explanation of the best action a government can take.  Likely answers may include: <ul style="list-style-type: none"> <li>• immunise everyone who has not been vaccinated</li> <li>• isolate those affected so the disease does not spread</li> </ul>	2	1	1

Question	Answer	Mark	AO1	AO3
8. (d)	<p><b>0-2 marks:</b> Answers that identify why some children have not been vaccinated and the risk to the whole population, with little or no explanation. May just be a list of reasons. May only refer to either why they are not vaccinated or the risk to the whole population. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers that describe why some children have not been vaccinated and the risk to the whole population, giving a limited explanation. May only refer to either why they are not vaccinated or the risk to the whole population. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5-6 marks:</b> Answers that explain why some children have not been vaccinated and the risk to the whole population, with clear evidence of understanding. Must refer to why they are not vaccinated and the risk to the whole population. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>There was a suggested link with autism and so some parents did not let their children have the MMR vaccination. This is dangerous for us all as not everyone is protected so they can contract measles and have dangerous illnesses. The other diseases can spread to those who have been vaccinated.</p> <p>Some complications of measles:</p> <ul style="list-style-type: none"> <li>• pneumonia</li> <li>• meningitis</li> <li>• eye and ear infections which can affect sight and hearing</li> <li>• mental illness</li> <li>• hepatitis</li> <li>• fits</li> <li>• encephalitis</li> <li>• bronchitis</li> <li>• croup</li> <li>• death</li> </ul> <p>Groups most at risk of serious illness associated with measles:</p> <ul style="list-style-type: none"> <li>• children: <ul style="list-style-type: none"> <li>- under the age of five years old</li> <li>- who already have a serious illness</li> <li>- who were ill at time of vaccination and have missed their appointment</li> <li>- who have a poor diet</li> <li>- whose parents decide not to have child vaccinated as currently low risk</li> <li>- whose parents won't let them have vaccination on cultural grounds</li> </ul> </li> <li>• adults over the age of twenty</li> <li>• individuals who are allergic</li> </ul>	6	2	4
	<b>Total for Question 8</b>	<b>15</b>	<b>8</b>	<b>7</b>

Question	Answer	Mark	AO1	AO3
9. (a) (i)	<p>Award 1 mark for a correct description of why diseases related to smoking are preventable.</p> <p>Likely answers may include:</p> <p>It is a lifestyle choice - individuals choose/have an option to smoke and they accept the risk associated with it/can stop smoking.</p>	1	1	
(ii)	<p>Award 1 mark for each correct identification of a disease caused by smoking, up to a maximum of 2 marks, and 1 mark for a correct explanation, up to a maximum of 2 marks.</p> <p>Likely answers may include:</p> <p>Any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• lung cancer/lung failure</li> <li>• mouth/throat cancer</li> <li>• emphysema</li> <li>• heart disease</li> <li>• bronchitis (irritation due to accumulation of tar)</li> </ul> <p>Explanation:</p> <p>Because cigarettes contain 4,000 chemicals and gases that are harmful to people such as carcinogens causing cancer/mutations.</p> <p>The tar paralyses cilia in lungs which prevents mucous and unwanted particles being removed from the lungs causing respiratory problems.</p>	4	2	2

Question	Answer	Mark	AO1	AO3
9. (b)	<p><b>0-1 mark:</b> Answers that identify why passive smoking causes diseases or what the government has done to reduce the effect, with little or no explanation. May be just a list. Little or no use of specialist vocabulary.</p> <p><b>2-4 marks:</b> Answers that give limited explanation of why passive smoking causes diseases and what the government has done to reduce the effect. There may be some link between the effects and the government action. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5 marks:</b> Answers that explain why passive smoking causes diseases and what the government has done to reduce the effect, with clear evidence of understanding. Correctly linked to government action and effect. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Explanation:</p> <p>Individuals breathe in the smoke from people's cigarettes which contain the harmful chemicals and which will cause the diseases in the same way as smoking does, e.g. lung cancer, respiratory problems.</p> <p>The smoking ban in public places is there to prevent workers and non-smokers being exposed to second-hand smoke, thus reducing the incidence of diseases associated with smoking.</p> <p>What the government has done to reduce the effect on the general public:</p> <ul style="list-style-type: none"> <li>• increased price of cigarettes</li> <li>• warnings/images on packets</li> <li>• 'no smoking' adverts</li> <li>• 'no smoking' day</li> <li>• no tobacco advertising</li> <li>• tobacco not on display in supermarkets</li> <li>• stop smoking helplines.</li> </ul>	5	1	4

Question	Answer	Mark	AO1	AO3
9. (c)	<p><b>0-3 marks:</b> Answers that have little or no discussion of how images can be used to convey anti-smoking messages. Little or no link of the images or messages they convey or vice versa. May be a list or bullet points. Little or no use of specialist vocabulary.</p> <p><b>4-7 marks:</b> Answers that describe how images can be used to convey anti-smoking messages, with some attempt to discuss. Some link of the images and the message they convey. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>8-10 marks:</b> Answers that discuss how images can be used to convey anti-smoking messages, with clear evidence of understanding. Accurate links of the images and messages. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Images are used to raise awareness of dangers reduce incidence of lifestyle choice diseases and reduce cost to NHS.</p> <p>The images may be unusual, clear, precise, clever, strong, to draw attention and have an impact, to show how serious the effects of smoking are on a smoker.</p> <p>The images above show that smoking can cause tooth decay, it kills and destroys lungs.</p> <p>They are designed to stop people from smoking by using shock tactics to inform and give knowledge about smoking.</p> <p>May comment on each individual image; likely answers may include:</p> <p><b>Image 1</b> – tooth decay/yellowing/appearance of teeth shown as cigarettes with ash as decay.  <b>Image 2</b> – a gun loaded with cigarettes represents death image.  <b>Image 3</b> – putting an ashtray of cigarette butts and ash into the body, resulting in harmful damage of the lungs.</p> <p>(Allow reference to other images and the effects.)</p>	10	3	7
	<b>Total for Question 9</b>	<b>20</b>	<b>7</b>	<b>13</b>
	<b>Total for Section B</b>	<b>50</b>	<b>22</b>	<b>28</b>
	<b>TOTAL FOR PAPER</b>	<b>80</b>	<b>46</b>	<b>34</b>

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

Question	Mark	AO1	AO3	QWC
1	1	1	0	
2	5	3	2	
3	8	8	0	
4	5	4	1	
5	2	1	1	✓
6	9	7	2	✓
7	15	7	8	✓
8	15	8	7	✓
9	20	7	13	✓
<b>Total</b>	<b>80</b>	<b>46</b>	<b>34</b>	



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