



GCSE MARKING SCHEME

HEALTH AND SOCIAL CARE

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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)	Award 1 mark for the correct answer. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Definition</th> <th style="text-align: left;">Tick (✓)</th> </tr> </thead> <tbody> <tr> <td>When someone you know lies</td> <td></td> </tr> <tr> <td>When someone you know dies</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>When someone you know cries</td> <td></td> </tr> </tbody> </table>	Definition	Tick (✓)	When someone you know lies		When someone you know dies	✓	When someone you know cries		1	1	
Definition	Tick (✓)											
When someone you know lies												
When someone you know dies	✓											
When someone you know cries												
(b)	Award 1 mark for the correct answer: Unexpected.	1	1									
2. (a)	Award 1 mark for each correct answer. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Order</th> <th style="text-align: left;">Intellectual development</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Repeats actions like dropping a rattle</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Matches three colours</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Understands letters in writing</td> </tr> </tbody> </table>	Order	Intellectual development	1	Repeats actions like dropping a rattle	2	Matches three colours	3	Understands letters in writing	3	3	
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Order	Social development											
1	Watches parent/main carer's face											
2	Shy of strangers and needs a familiar adult nearby											
3	Chooses their own friends											
3. (a)	Award up to 2 marks for a correct description. Likely answers may include: Feeling good about yourself and others feeling good about you. Respect and high regard for self, a view that is favourable. Realising own value, good as a benefit to themselves and others.	2	1	1								
(b)	Award 1 mark for each correct self-concept factor identified.											
(i)	Education	1	1									
(ii)	Age	1	1									
(iii)	Relationships	1	1									
(iv)	Culture	1	1									
4 (a) (i)	Award 1 mark for each correct answer. Likely answers may include reference to the number of people: Increasing/greater/going up/being more.	1		1								
(ii)	Award 1 mark for an appropriate suggestion. Likely answers may include: People are living longer/better health care/better diet. (Any other reasonable answer.)	1		1								

Section B

Question	Answer	Mark	AO1	AO3
6. (a) (i)	Award 1 mark for the correct identification of factor: Genetic inheritance/inherited.	1	1	
(ii)	Award 1 mark only for a list; up to 2 marks for a description. Likely answers may include: Education – James may have low self-esteem/lack of self-worth because he underachieves due to his lack of concentration and behaviour. He underachieves because he is lacking development in his skills and communication and not getting things right.	2	1	1
(b)	Award 1 mark only for a list; up to 3 marks for a detailed description. Likely answers may include: Kristina may be depressed due to stress, anxiety, a feeling of failure and that it is her fault because she feels she is unable to cope with James. She may not eat and lose weight or comfort eat and become overweight. She may feel tired. She may experience social isolation.	3	1	2
(c) (i)	Award 1 mark for identifying the source of support. Award up to 2 marks for a description of the support provided to James and his family. Award 1 mark only for a list of support. Likely answers may include: Formal support Medical: GP, paediatric consultant, health visitor, CAMHS The health practitioners will diagnose, treat, prescribe medication, refer to other practitioners and monitor. Education: educational psychologist, teacher, learning support assistant, SENCO Give extra help, one-to-one, monitor, learn routine, help follow instructions and rules, experience acceptable social skills, identify concern – write statement – draw up plan. Social: social worker, family support group, counsellor Listen, give coping strategies, make referrals.	3	2	1
(ii)	Award 1 mark for identifying the source of support. Award up to 2 marks for a description of the support provided to James and his family. Award 1 mark only for a list of support. Likely answers may include: Informal support Family/friends/neighbours Can help by operating same coping strategy, comfort the family, be there, help out, someone to talk to.	3	2	1

Question	Answer	Mark	AO1	AO3
6. (c) (iii)	<p>Award 1 mark for identifying the source of support. Award up to 2 marks for a description of the support provided to James and his family. Award 1 mark only for a list of support.</p> <p>Likely answers may include:</p> <p>Voluntary support</p> <p>Support groups Share experience/not the only one/share strategies/talk to/listen/give advice. Named: ChildLine Barnardo's NSPCC Samaritans</p>	3	2	1
	Total for Question 6	15	9	6

Question	Answer	Mark	AO1	AO3
7. (a)	Award 1 mark for the correct example of a social factor. Any one from: Relationships/finding it hard to get on with people/education/ bullying/trying to fit in/inappropriate comments.	1	1	
(b) (i)	Award 1 mark for a list; up to 2 marks for a description. Likely answers may include: Physical Natalie may be hurt and injured. She may suffer with depression, an eating disorder or harm herself. May eat more, leading to obesity.	2	1	1
(ii)	Award 1 mark for a list; up to 2 marks for a description. Likely answers may include: Social Natalie may feel she does not fit in, has less friends, has nothing in common with others, leading to social isolation.	2	1	1
(c) (i)	Award 1 mark for a list and 2 marks for a description. Likely answers may include: Intellectual Her brain is active and she has learnt good knowledge. Better qualifications give her better opportunities, e.g. job, higher education.	2	1	1
(ii)	Award 1 mark for a list and 2 marks for a description. Likely answers may include: Emotional She has high self-esteem, is happy and confident because she is successful, has achieved, feels proud.	2	1	1
(d) (i)	Award up to 3 marks for a detailed description of the way Natalie sees herself. Likely answers may include: Natalie sees herself as having good emotional development because she is successful, because it makes her feel worthwhile and valued. Relationships She may feel socially isolated, may not fit in with others because she is better/cleverer than others. Life experience She has high self-esteem and is confident because her employers recognise her abilities and achievement. (May refer to initial scenario.)	3	1	2

Question	Answer	Mark	AO1	AO3
7. (d) (ii)	<p>Award up to 3 marks for a detailed description of the way others see Natalie.</p> <p>Likely answers may include:</p> <p>Relationships A loner, nothing common with her, not knowing her well, see her as shy or reserved.</p> <p>Emotional development Jealous of Natalie because she is picking up what they miss. She gained the high performance award and is clever. Regarded highly because of having an award. May be seen as critical. Life experience – feels they help her and she is important to their work (mutual respect).</p> <p>(Any other reasonable answer.)</p>	3	1	2
	Total for Question 7	15	7	8

Question	Answer	Mark	AO1	AO3
8. (a)	<p>Award up to 4 marks for a detailed explanation of how the family support Tegan's emotional development. Award up to 2 marks for a list of support.</p> <p>Emotional Developing a bond by praising when she does something, cuddling when she is upset or frightened, being patient when she is explaining her feelings or does not understand something, listening when she wants to say something, providing a distraction when she is not happy or does not agree with a decision.</p>	4	1	3
(b)	<p>0-3 marks: Answers which identify how a family can provide an environment to encourage physical, intellectual and social development, with little or no discussion. May just be a list of effects. Little or no reference to development milestones. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers which explain how a family can provide an environment to encourage physical, intellectual and social development, with limited discussion. May make some reference to developmental milestones. Answers convey meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers which discuss how a family can provide an environment to encourage physical, intellectual and social development, with clear evidence of understanding by referring to the developmental milestones. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>A happy childhood is when the main carers provide opportunity for a child to develop to the best of their ability. They do this by encouraging:</p> <p>Physical Clean, safe environment.</p> <p>Gross motor skills By providing space for the child to crawl; things to hold onto to give confidence to walk; support when sitting; opportunity to play; to develop from walking to running, hopping and climbing.</p> <p>Fine motor skills Given things to hold from a baby; let them hold in whichever hand they prefer; encourage drawing, fastening buttons and threading beads.</p> <p>Intellectual Given an opportunity to copy, explore, repeat actions, question, trial and error, doing a variety of activities, looking at a variety of objects and surrounding, allowing role play, encourage listening skills, playing, being read to, looking at books, being shown letters and picture symbols, being talked to, listened to.</p> <p>Social Spend time with people, family, extended family, peers, holidays (different culture), play.</p>	8	2	6

Question	Answer	Mark	AO1	AO3
8. (c)	<p>0-3 marks: Answers which identify ways adoption affects Tegan’s self-concept, with little or no discussion. May just be a list of effects. Little or no reference to self-concept factors. Little or no use of specialist vocabulary</p> <p>4-6 marks: Answers which explain ways adoption affects Tegan’s self-concept, with limited discussion. May make some reference to the appropriate self-concept factors. Answers convey meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers which discuss how adoption may affect Tegan’s self-concept, with clear evidence of understanding by referring to the appropriate self-concept factors. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Tegan’s self-concept is likely to be affected in a negative way because she has the following feelings:</p> <p>Life experience Living a lie, betrayed, nothing around her is as it was. She may have lack of trust/respect for those who knew she was adopted. She may feel she has missed an opportunity to meet her birth mother. Grief for mother not known. Could result in her lacking self-esteem and identity.</p> <p>Relationships She may no longer trust those around her and this may weaken/break her bond with them. She may have less respect for relatives that knew and become suspicious/untrusting of her aunt. She may lack identity with adopted family/lack something in common with them.</p> <p>Emotional development She may feel sad, let down, upset, angry, abandoned, anxious, rejected, unwanted, because she had been living a lie and did not know her birth mother. Grief for mother not known.</p> <p>Culture Her mother not being her birth mother may make her feel different, as if she’s not part of the family. Curious as she does not know why she was adopted. May want to know the culture of the birth family/extended family and wonder who she is like in the birth family. Concerned that she lacks genetic/health information from the birth family.</p> <p>Appearance Embarrassed, upset, lack of confidence.</p>	8	2	6
	Total for Question 8	20	5	15
	Total for Section B	50	21	29
	TOTAL FOR PAPER	80	42	38

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		✓		✓
8	✓	✓	✓	

Question	Mark	AO1	AO3	QWC
1	2	2	0	
2	6	6	0	
3	6	5	1	
4	4	2	2	
5	12	6	6	
6	15	9	6	✓
7	15	7	8	✓
8	20	5	15	✓
Total	80	42	38	

UNIT 3

Section A

Question	Answer	Mark	AO1	AO3								
1. (a)	Award 1 mark for the correct answer: Cancer.	1	1									
(b)	Award 1 mark for a correct reason. Any one from: <ul style="list-style-type: none"> • more likely that women will keep their appointments because it is easy to access/convenient • women can attend appointment, then go shopping • access women more easily as going to the user 	1	1									
2.	Award 2 marks for a detailed description. Likely answers may include: Won't have to travel so far and will spend less time travelling, reducing stress and anxiety and saving money.	2	2									
3. (a)	Award 1 mark for the correct answer: Driving after drinking an alcoholic drink. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: center;">Tick (✓)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Driving after drinking an alcoholic drink</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		Tick (✓)					Driving after drinking an alcoholic drink	✓	1	1	
	Tick (✓)											
Driving after drinking an alcoholic drink	✓											
(b)	Award up to a maximum of 4 marks for a detailed description. Likely answers may include: Alcohol impairs a driver's judgement because they find it difficult to judge speed, distance and risk. Alcohol slows down a driver's reactions, reduces their field of vision, and impairs their co-ordination. It makes a driver more prone to risk-taking because they are more confident.	4	2	2								

Question	Answer	Mark	AO1	AO3
4.	<p>0-3 marks: Answers which give a basic or confused description or a list of the ways to keep a child safe in a car. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-5 marks: Answers which give a detailed description of the ways to keep a child safe in a car. Answers convey meaning, with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <p>Children should travel in securely fitted baby seats, child seats or booster seats that are suitable for their size and weight and the vehicle, to prevent them from being able to distract the driver by moving around in the car. They should not share a seatbelt or sit on an adult's lap. Rear-facing baby seats should only be used if the air bag is disabled. Second-hand car seats should not be used.</p> <p>They will prevent the child and others from being injured during an accident by stopping them being thrown about in the car or ejected out of the car.</p> <p>The seats should be fitted correctly, suitable for the car and in a safe condition so that the seat is secure and the buckle and belts do not harm the child.</p> <p>They keep the child in one position and unable to open doors and windows or distract the driver.</p> <p>Child locks on doors and windows so that the child cannot open them and fall out/be strangled by an automatic window/put their head out of the window as a vehicle may drive too close to objects or other vehicles and injure the child.</p> <p>(Any other reasonable answer.)</p>	5	3	2

Question	Answer	Mark	AO1	AO3
5. (a)	<p>Award 1 mark for each correct identification of the ways poison can enter the body, up to a maximum of 3 marks.</p> <p>Any three from:</p> <ul style="list-style-type: none"> • absorbed through the skin • inhaled • splashed into eyes • injected • swallowed 	3	3	
(b)	<p>Award 1 mark for each correct sign or symptom of drug overdose, up to a maximum of 4 marks.</p> <p>Any four from:</p> <ul style="list-style-type: none"> • vomiting • level of consciousness/drowsiness • unresponsiveness • dilated pupils • pain • containers or wrapping nearby give a clue • dizziness • erratic behaviour • slurred speech • delirium 	4	4	
(c)	<p>Allow 1 mark for correct identification of: <i>Do not ... make the casualty vomit/eat/drink</i></p>	1	1	
(d)	<p>0-3 marks: Answers which identify the actions a first-aider should take, with little or no explanation. May be a list of actions. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers which give limited explanation of the actions a first-aider should take. Answers convey meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers which give a detailed explanation, with clear evidence of understanding of the actions a first-aider should take. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • check for danger to themselves • monitor vital signs, response, pulse and breathing (RPB) to detect condition and deterioration • keep airway open so that the casualty can breathe • maintain breathing and circulation so that oxygen is taken in and carried around the body/put in recovery position • comfort and reassure so that the casualty is not frightened or agitated. • dial 999 (or 112 mobile) for an ambulance so that the casualty can get to the hospital straightaway and receive appropriate treatment quickly • ask the casualty what they have taken and look for evidence that might help to identify the drug taken, e.g. empty containers • give the emergency services as much information as possible so they can treat the casualty accordingly • collect sample of vomit in empty container for paramedics <p>(Allow reference to CPR.)</p>	8	3	5
Total for Section A		30	21	9

Section B

Question	Answer	Mark	AO1	AO3
6. (a)	(i) Award 1 mark for the correct type of force and 1 mark for the correct explanation. Reasonable – because it was accidental/not on purpose.	2	1	1
	(ii) Award 1 mark for the correct type of force and 1 mark for the correct explanation. Unreasonable – because it was deliberate/on purpose.	2	1	1
(b)	(i) Award 1 mark for identifying a reason and 1 mark for a correct explanation. Likely answers may include: Prevent cross-contamination. Prevents any infection passing to and from the patient. Only used once to reduce risk of infection.	2	1	1
	(ii) Award 1 mark for each correct action, up to a maximum of 2 marks. Award 2 marks for one correct action and a reason. Likely answers may include: <ul style="list-style-type: none"> • apply pressure to the cut so that the flow is reduced, giving time for the blood to clot • lift the cut above the heart; this will reduce the amount of blood lost because the heart has to pump uphill/against gravity and should slow down the blood flow • clean the wound to prevent contamination/infection • apply sterile dressing/plaster/bandage 	2	1	1
(c)	(i), (ii) Award 1 mark for each correct answer: 999 and 112.	2	2	

Question	Answer	Mark	AO1	AO3
6. (d)	<p>0-1 marks: Answers which identify CPR with rescue breaths, with little or no description. May be a list of actions. Little or no use of specialist vocabulary.</p> <p>2-3 marks: Answers which give a limited explanation of the procedure for CPR with rescue breaths. Answers convey meaning, with some use of specialist vocabulary.</p> <p>4-5 marks: Answers which explain the procedure, with clear evidence of understanding of CPR with rescue breaths. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Hands-only/chest compression-only CPR – limit to a maximum of 2 marks.</p> <p>Likely answers may include:</p> <p>CPR with rescue breaths:</p> <ol style="list-style-type: none"> 1. Place your hands on the centre of the person’s chest with the heel of your hand, press down by 5-6 cm at a steady rate, slightly faster than one compression a second. 2. After every 30 chest compressions, give two breaths. 3. Clear the airway. Tilt the casualty’s head gently and lift the chin up with two fingers. Pinch the person’s nose. Seal your mouth over their mouth and blow steadily and firmly into their mouth. Check that their chest rises. Give two rescue breaths, each over one second. 4. Continue with cycles of 30 chest compressions and two rescue breaths until they begin to recover or emergency help arrives. <p>(Give credit for reference to calling emergency services before starting.)</p>	5	1	4
	Total for Question 6	15	7	8

Question	Answer	Mark	AO1	AO3
7. (a) (i)	Award 1 mark for identification of an appropriate health promotion campaign. Likely answers may include: Alcohol – consumption/effects/advice/dangers/recommended amounts.	1		1
(ii)	Award 1 mark for identification of an appropriate reason. Likely answers may include: It would attract someone’s attention because most people drink alcohol and want to know about the different types of alcohol. When drunk, it is more likely for an individual to have unprotected sex, thus possibly passing on or getting an STI.	1		1
(iii)	Award 1 mark for the correct answer: Sexually transmitted infection.	1	1	
(b) (i)	Award 1 mark for the correct answer: Under 25-year-olds. (Accept appropriate age range or group, e.g. adolescents and young adults.)	1	1	
(ii)	Award 1 mark for each correct service identified, up to a maximum of 2 marks. Any one from: <ul style="list-style-type: none"> • GP surgery • pharmacy • sexual health clinic, GUM clinic • contraceptive clinic, family planning clinic • gynaecology department/hospital • youth centre • military base 	2	2	
(iii)	Award up to 2 marks for an explanation. Likely answers may include: Early detection prevents it getting worse. Chlamydia has no visible symptoms so individuals do not know they have it. There is a danger that chlamydia can be passed on to another individual if they are unaware they have it. Individuals may experience pain when they urinate (pee), unusual discharge from the penis, vagina or rectum or, in women, bleeding between periods or after sex. Individuals may have long-term effects such as: In women: infertility, infection of the uterus, ovaries and fallopian tubes, pain, miscarriage, bleeding between periods, vaginal discharge. In men: infertility, infection in the urethra and testicles, pain when urinating, discharge, irritation and soreness around the penis, reactive arthritis and conjunctivitis.	2		2

Question	Answer	Mark	AO1	AO3
7. (c) (i)	<p>Award 1 mark for a correct answer:</p> <p>Any one from:</p> <p>Unprotected sexual intercourse (including anal/oral) Unprotected sexual contact</p>	1	1	
(ii)	<p>0-2 marks: Answers which identify how individuals can protect themselves against an STI, with little or no explanation. A list. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers which describe how individuals can protect themselves against an STI, giving limited explanation. Answers convey meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers which explain how individuals can protect themselves against an STI, with clear evidence of understanding. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • reduce the number of sexual partners • do not have unprotected sex (sexual intercourse, including anal/oral, or sexual contact) • use condoms or appropriate barrier consistently and correctly during sex • abstain from sex if infected with an STI until treatment is completed and they are free from infection • every time an individual has a new sexual partner, both individuals should have an STI check • if an individual has an STI, they should tell their sexual partner(s) and tell them to be checked • do not get drunk because less aware, less inhibition and may have unprotected sex with someone not known who may be infected with an STI; do not have a 'one night stand' as the individual may be infected with an STI 	6	2	4
	Total for Question 7	15	7	8

Question	Answer	Mark	AO1	AO3
8. (a) (i)	Award 1 mark for a correct answer: UK.	1	1	
(ii)	Award 1 mark for a correct answer: Preventable.	1	1	
(b)	<p>0-3 marks: Answers which identify the causes or consequences of Sam's lifestyle on his health and well-being, with little or no explanation. May just be a list. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers which describe the causes and/or consequences of Sam's lifestyle on his health and well-being, giving limited explanation. Answers convey meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers which explain the causes and consequences of Sam's lifestyle on his health and well-being, with clear evidence of understanding. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Sam is inactive because he has a sedentary (sitting down) job and does not exercise and drives to work.</p> <p>His misses breakfast, so gets hungry and eats more.</p> <p>His diet is high in fat and carbohydrate which provides more energy than he needs.</p> <p>He does not burn off the calories he takes in which results in him storing the surplus energy as fat, making him obese.</p> <p>Being obese causes layers of fat around the heart and in the arteries which will lead to CHD.</p> <p>Being obese means that he will also be prone to having type 2 diabetes and cancer. Both of these diseases will shorten Sam's life expectancy.</p> <p>Drinking excess alcohol will add to his obesity because alcohol has a high calorific value and he does not exercise so he is not burning off the excess calories.</p> <p>Drinking excess alcohol damages the liver cells, causing it to scar. The scar tissue replaces healthy tissue in a damaged liver and prevents the liver from functioning/working properly which will increase the likelihood of Sam having a diseased liver/cirrhosis.</p>	8	2	6

Question	Answer	Mark	AO1	AO3
8. (c)	<p>0-3 marks: Answers which give basic description of how health campaigns could motivate Sam to change his lifestyle and/or improve his health and well-being. May be a list. Little or no use of specialist vocabulary.</p> <p>4-7 marks: Answer which give limited discussion of how health campaigns could motivate Sam to change his lifestyle and/or improve his health and well-being. Answers convey meaning, with some use of specialist vocabulary.</p> <p>8-10 marks: Answers which discuss, with clear evidence of understanding, how health campaigns could motivate Sam to change his lifestyle and improve his health and well-being. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Identifying problem areas: fatter, unhealthy diet, lack of exercise and excess alcohol consumption.</p> <p>Raising awareness and giving relevant information about the effects that is hard hitting and realistic – a reminder of the importance of changing lifestyle.</p> <p>Motivating: target-setting, making suggestions and reminding the individual of their targets and effects, suggesting support available.</p> <p>Giving information:</p> <p>Diet:</p> <p>Advice on calorific value, fat, sugar and salt content, calorie counter, recipes, foods to buy that are healthy, 5-a-day, recommended number of Kcals per day.</p> <p>Reduce:</p> <ul style="list-style-type: none"> • salt to no more than 6g/teaspoonful per day • fat to no more than 30g per day of saturated fat • sugar – 5g of sugar or less in 100g <p>Eat more: fruit, vegetables, fibre, oily fish.</p> <p>Have 'me size' meals and feel satisfied, not full.</p> <p>Exercise: amount needed, frequent, activities, getting to work. Adults should do 30 minutes of exercise five times per week, catch a bus and walk part of the way to work, make time to go to the gym, go for a walk at lunchtime.</p> <p>Alcohol: reduce intake to 21 units per week or less. Units, tips to cut down.</p> <p>Support: from friends, GP surgery, health promotion resources such as leaflets, posters, TV advertisements, websites, groups (e.g. Weight Watchers).</p> <p>Reference may be made to specific campaigns.</p>	10	3	7
	Total for Question 8	20	7	13
	Total for Section B	50	21	29
	TOTAL FOR PAPER	80	42	38

GCSE HEALTH AND SOCIAL CARE (Single/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	✓	✓	✓

Question	Mark	AO1	AO3	QWC
1	2	2	0	
2	2	2	0	
3	5	3	2	
4	5	3	2	
5	16	11	5	✓
6	15	7	8	✓
7	15	7	8	✓
8	20	7	13	✓
Total	80	42	38	

GCSE Health and Social Care MS - Summer 2014



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