



# **GCSE MARKING SCHEME**

**HEALTH AND SOCIAL CARE**

**JANUARY 2014**

## **INTRODUCTION**

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

## Online marking

WJEC will be using a method of marking examination scripts known as e marker ® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead, scripts are divided into segments by question (item), and are transmitted to examiners in this form. Therefore each candidate's script will be marked by a number of different examiners.
- Examiners are required to complete an online standardising exercise. This involves the marking of a number of common candidate responses (roughly 30 of each item) which will be included in examiners' allocations at regular intervals during the process. Should marks given to these items fall outside the tolerance agreed by senior examiners on more than one occasion, examiners will be prevented from further marking of that item until the team leader has been able to resolve the issue.

In terms of technical requirements, examiners participating will need a personal computer running on Windows XP, Vista or Version 7 and a broadband internet connection. With an Apple Mac, a Windows emulator is required.

For further details, please see the user guide available on e marker ® when you log on. Instructions on how to log on to the system and your username and password have been sent separately.

**GCSE HEALTH AND SOCIAL CARE MARK SCHEME**

**UNIT 2**

**Section A**

<b>Question</b>	<b>Answer</b>	<b>Mark</b>	<b>AO1</b>	<b>AO3</b>
1.	Award 1 mark for each correct answer.	5	5	
(a)	0 - 3			
(b)	Later/older adulthood			
(c)	4 - 10			
(d)	Adulthood			
(e)	11 - 18			
2.	Award 1 mark for identification of each correct answer:			
(a)	(i) The conditions people live in	1	1	
(b)	(ii) About money	1	1	
3. (a)	Award 1 mark for each correct answer, up to a maximum of 2 marks. Any two from: Share interests, honesty, trust, mutual support, feel valued, loyalty, respect, reliability.	2	2	
(b)	Award 1 mark for each correct answer. Likely answers may include:			
(i)	Physical: relax, de-stress, take part in activities, catch some sun, vitamin D, reduced likelihood of illnesses, different diet, new foods.	1	1	
(ii)	Intellectual: learn different culture/language/currency, reading different language.	1	1	
(iii)	Emotional: enjoy each other's company, happy, bonding, de-stress.	1	1	
(iv)	Social: spend more time together, communicate, do things together, meet other people, do different activities.	1	1	
4. (a)	Award 1 mark for correct answer: Puberty	1	1	
(b) (i)	Award 1 mark for each correct answer, up to a maximum of 2 marks. Any two from: Boys only: penis size increases, larger Adam's apple, voice breaks, growth of facial hair, ejaculation of sperm, muscles develop/stronger, chest and shoulders broaden, testosterone is activated/develops/increases.	2	2	
(ii)	Award 1 mark for each correct answer, up to a maximum of 2 marks. Any two from: Girls only: breasts develop/enlarge/grow, hips widen, menstruation/periods begin.	2	2	

Question	Answer	Mark	AO1	AO3
5.	Award 1 mark for each correct answer.			
(a)	Solitary play: plays on their own, not with others.	1		1
(b)	Parallel play: will play near/alongside other children.	1		1
(c)	Co-operative play: plays with other children/together/in a group.	1		1
6. (a)	Award 1 mark for a correct answer for type of development and up to 2 marks for an explanation of the different ways the toys help development.  EITHER:			
(i)	Physical	1	1	
(ii)	Improved co-ordination, improved balance, child will have exercise, keep fit, develop gross motor skills, active, helps control weight.	2		2
	OR:			
(i)	Social			
(ii)	Child will learn to play with friends, co-operate, take turns.			
(b)	Award 1 mark for a correct answer for type of development and up to 2 marks for an explanation of the different ways the toys help development.  EITHER:			
(i)	Intellectual	1	1	
(ii)	Child will learn shapes and colour, stimulation/get the brain thinking, improve concentration.	2		2
	OR:			
(i)	Physical			
(ii)	Picking up and placing small pieces will improve fine motor skills, hand/eye co-ordination.			
(c)	Award 1 mark for a correct answer for type of development and up to 2 marks for an explanation of the different ways the toys help development.  EITHER:			
(i)	Physical	1	1	
(ii)	Will improve hand-eye co-ordination, grasping, fine motor skills.	2		2
	OR:			
(i)	Intellectual			
(ii)	Child will learn different colours, shapes, patterns, sizes, improved concentration.			
	<b>Total for Section A</b>	<b>30</b>	<b>21</b>	<b>9</b>

## Section B

Question	Answer	Mark	AO1	AO3
7. (a) (i)	Award 1 mark for each correct identification of motor skill: Gross motor skills. (Accept 'gross' on its own.)	1	1	
(ii)	Award 1 mark for correct identification of relationship: Family.	1	1	
(iii)	Award 3 marks for a detailed description; up to 2 marks for a list. Likely answers may include:  Positive: Bethan would trust her father, they would be close to each other so a strong bond would develop between them, they would get to know each other better. They would have a shared interest, something in common to talk about, so would understand each other.	3	2	1
(b)	Award up to 2 marks for a list and up to 4 marks for a correct explanation.  Likely answers may include:  Bethan may not feel good enough and feel a failure because she is always being left behind. This would leave her feeling alone, lonely, scared, upset (because she thinks he doesn't care about her), angry, leading to lack of self-worth, low self-esteem, a feeling of being inadequate.	4	2	2
(c)	<b>0-2 marks:</b> Answers which identify the positive effects of cycling on David's health and well-being, with little or no explanation. May just be a list of effects. Little or no use of specialist vocabulary.  <b>3-4 marks:</b> Answers which describe the positive effects of cycling on David's health and well-being on at least two <del>physical</del> aspects of PIES, giving limited explanation. Answers convey meaning, with some use of specialist vocabulary.  <b>5-6 marks:</b> Answers which explain the positive effects of cycling on several aspects of David's health and well-being and PIES, with clear evidence of understanding. Effects correctly linked to health and well-being. Specialist terms used with ease and accuracy.  Likely answers may include:  <b>Physical:</b> cycling is an active hobby, it will help David keep fit and develop muscles keeping his heart healthy and strong. He will have good respiration, flexibility and balance. It will help him maintain health, weight, improve his immunity and reduce stress.  <b>Intellectual:</b> David will learn about maintenance of a bicycle and the techniques of riding. May learn to read a map, gain a sense of direction, learn the highway code, road signs.  <b>Emotional:</b> he will feel a sense of achievement, have good self-esteem, feel good about himself.  <b>Social:</b> David may meet others who share the same interest.	6	2	4
<b>Total for Question 7</b>		<b>15</b>	<b>8</b>	<b>7</b>

Question	Answer	Mark	AO1	AO3
8. (a)	<p>Award 1 mark for a list and up to 2 marks for a correct description.</p> <p>Likely answers may include:</p> <p>The children will not be joining in with friends so do not have the same experience which can lead to them losing friends/not making new friends and being socially isolated/left out.</p>	2	1	1
(b)	<p>Award 1 mark for a list and up to 3 marks for a correct description.</p> <p>Likely answers may include:</p> <p>Rachel will lack energy which will make her tired and listless. She may lose weight/develop anorexia/periods may become irregular or stop and her immune system will be lowered which will make her prone to illness.</p>	3	1	2
(c)	<p>Award 1 mark for a list of feelings and 2 marks for a correct explanation.</p> <p>Likely answers may include:</p> <p>(i) <b>Negative:</b> Rachel may feel embarrassed because she feels inadequate and helpless because she is taking a free meal and free food.</p> <p>(ii) <b>Positive:</b> Rachel may feel grateful, relieved and pleased that she is no longer hungry and that she can feed the family, and that she has someone to talk to and share experiences so feel she is not the only one in that situation.</p>	2	1	1
		2	1	1

Question	Answer	Mark	AO1	AO3
8. (d)	<p><b>0-2 marks:</b> Answers which identify why John is annoyed or the effect on his self-concept factors, with little or no explanation. May just be a list of effects. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers which describe why John is annoyed or the effect on his self-concept factors, giving limited explanation. Effects correctly linked to self-concept factors. Answers convey meaning, with some use of specialist vocabulary.</p> <p><b>5-6 marks:</b> Answers which explain why John is annoyed and the effect on his self-concept factors, with clear evidence of understanding. Effects correctly linked to identified self-concept factors. Answers are well structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Maximum of 3 marks if only one self-concept factor mentioned.</p> <p>Likely answers may include:</p> <p><b>Culture:</b> in this family, the male’s role is to provide food, shelter and warmth. They are hungry so he feels he is unable to look after them properly.</p> <p><b>Life experience:</b> John has always seen himself as being able to look after his family; if he feels he is unable to do this adequately and has to rely on support from others, this will lower his self-esteem and he will not feel good about himself; not want others to know they’re poor.</p> <p><b>Gender:</b> he may feel less masculine as he is not able to fulfil his role as provider and protector.</p> <p><b>Emotional development:</b> he may be embarrassed in case anyone finds out that he is poor/unable to feed his family. He will feel inadequate because he cannot fulfil his role. He may feel anxious and frustrated that he is not a good husband and father.</p> <p><b>Relationship:</b> he may no longer have respect from his family because he will have let his family down as a provider. His family are dependent on him and now may rely on others so this will cause tension between the family members, in particular Rachel.</p> <p><b>Appearance:</b> he may be embarrassed because he thinks he might look like someone who is begging because he is poor – people may judge him by his appearance.</p>	6	2	4
	<b>Total for Question 8</b>	<b>15</b>	<b>6</b>	<b>9</b>



Question	Answer	Mark	AO1	AO3
9. (a)	<p><b>0-1 marks:</b> Answers which identify the negative effects on Jack's social and physical development from looking after his wife, with little or no explanation. May just be a list of effects. Little or no use of specialist vocabulary.</p> <p><b>2-3 marks:</b> Answers which describe the negative effect on Jack's social and/or physical development from looking after his wife, with limited explanation. Answers convey meaning, with some use of specialist vocabulary.</p> <p><b>4 marks:</b> Answers which explain the negative effect on Jack's social and physical development, with clear evidence of understanding. Answers give an accurate link to Jack's social and physical development and looking after his wife. Specialist terms with ease and accuracy.</p> <p>Maximum of 2 marks if only social or development addressed.</p> <p>Likely answers may include:</p> <p><b>Physical:</b> Jack may suffer with back problems, lack sleep/feel tired and drained which will lower his immune system, making him prone to illness; may lose or gain weight due to comfort eating.</p> <p><b>Social:</b> Jack may be unable to meet up with friends so he will lose contact with them and come to feel socially isolated.</p>	4	2	2

Question	Answer	Mark	AO1	AO3
9. (b)	<p><b>0-2 marks:</b> Answers which identify how being unable to look after herself could affect Susan’s health and well-being, with little or no explanation. May just be a list of effects. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers which describe how being unable to look after herself could affect Susan’s health and well-being, giving limited explanation. Answers convey meaning, with some use of specialist vocabulary.</p> <p><b>5-6 marks:</b> Answers which explain, with clear evidence of understanding, how being unable to look after herself could affect Susan’s health and well-being, with appropriate reference to aspects of PIES and/or self-concept. Answers are well structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p><b>Personal hygiene:</b> Susan is unable to wash/bathe/shower herself so she would be unable to keep clean. This will affect her physical development and health and well-being because she may develop a strong body odour/smell which can lead to infection.</p> <p><b>Sitting down/going to bed/getting up:</b> Susan is unable to get out of her chair or bed on her own – if she tries she may fall, causing physical injury. She cannot turn in bed or get out of the chair which may lead to bedsores which may become infected.</p> <p><b>Moving about her home:</b> she may gain weight because she is unable to move about and use up her energy. Physically she may gain weight and become obese. This will affect her health and well-being because obesity can lead to heart disease, diabetes and respiratory problems. She may fall and not be able to get up, leading to distress.</p> <p><b>Preparing food:</b> Susan is unable to cook food for herself because she lacks mobility. This will lead to lack of nutrition which may result in lack of energy and a lowered immune system, which would make her more prone to illness. She may lose weight and become hungry or starve, which can be fatal.</p> <p><b>Toileting:</b> Susan is unable to access her bathroom on her own which results in her being incontinent. This can lead to urine infections and make her unwell. She may feel embarrassed and lack dignity because she is unable to go to the toilet by herself in case she falls and needs help in the bathroom.</p> <p><b>Social:</b> she may be unable to get out of the house and meet people.</p> <p><b>Emotional:</b> she may be concerned about being alone and looked after by strangers, and so feel embarrassed and lose dignity. She may lack confidence. If in a care home, she may be upset because of being away/isolated from Jack.</p>	6	2	4

Question	Answer	Mark	AO1	AO3
9. (c)	<p><b>0-3 marks:</b> Answers which identify the support that the social worker may suggest to improve Susan’s health and well-being, with little or no discussion. Little or no use of specialist vocabulary.</p> <p><b>4-7 marks:</b> Answers which discuss a limited range of support that the social worker may suggest to improve Susan’s health and well-being. Answers convey meaning, with some use of specialist vocabulary.</p> <p><b>8-10 marks:</b> Answers which discuss a range of support that the social worker may suggest to improve Susan’s health and well-being, with clear evidence of understanding. Answers are well structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Occupational therapist.</p> <p>Personal hygiene – rails in bathroom, walk-in bath, shower, seat in shower/bathroom, raised toilet seat.</p> <p>Rails and ramps in and around the house so that she can balance and get about her home, including kitchen and bathroom. Chair that will tip so less strain standing. Raised height of chair/bed. Reclining bed, grab to pull up on. Stairlift/move to a bungalow/ground floor flat. Lowered worktop, no high cupboards, a seat when preparing food.</p> <p>Electric wheelchair/mobility scooter/stroller/Zimmer frame.</p> <p>Meals on wheels or pre-prepared meals for the freezer.</p> <p>Care assistant to help Susan get up and go to bed.</p> <p>Home help to clean and wash up.</p> <p>Incontinence pads/commode.</p> <p>Respite care – to give her a break from struggling at home and feeling guilty about Jack looking after her.</p> <p>Day centre – meet different people and make new friends. Meet people in a similar situation and talk about problems and how to cope, maintain social skills, improved confidence. Can have hot meal, bath, and access various other services.</p> <p>Physiotherapy – exercise strengthens muscles and bones, improves balance, may teach efficient ways of doing everyday tasks and recommend equipment/aids.</p>	10	3	7

Question	Answer	Mark	AO1	AO3
9. (c) (Cont'd)	<p><b>PIES</b></p> <p>The suggestions will mean that Susan will have greater independence and be able to look after herself.</p> <p><b>Physical:</b> Susan would be able to move about more easily on her own as a bungalow/flat would be on one level/the grab rails will support her. Susan will have to be careful with her diet as travelling on a mobility scooter/electric wheelchair does not require a lot of energy. However, being able to move about the house will use more energy and she may lose some weight/be less obese. Having a main meal provided by meals on wheels/frozen pre-prepared meals will mean that there is less work and reduce the hazard for Susan and Jack and at least they will have one balanced meal per day. Being able to get to the bathroom/having assistance maintains Susan's personal hygiene and reduces the likelihood of infections and body odour. The stairlift/moving to a bungalow/flat will enable Susan to sleep in her bedroom, get more rest so may be less irritable. The care assistant can help Susan get to bed and get up and Susan will feel less dependent. Incontinence pads/commode will mean that Susan is able to toilet herself at night.</p> <p><b>Intellectual:</b> Susan will have to get used to using rails and ramps. She will learn how to drive a mobility scooter/electric wheelchair safely, the limitations and where she can drive them in relation to the pavement and road. May be stimulating due to being in a different environment, meeting new people and doing different activities.</p> <p><b>Emotional:</b> Susan will be happier because she is less dependent and not feel so much of a burden; she may be happier because she is meeting people who are in the same position, which may make her feel better. She will gain confidence doing things for herself and will feel less guilty. She will feel less stressed.</p> <p><b>Social:</b> Susan will not feel so much of a burden on her husband which may improve their relationship. Susan can get out and about on her own. She can go shopping, visit friends and go to activities without affecting her husband's social life. She may meet new people and maintain friendships so that she is not socially isolated.</p> <p><b>Self-concept</b></p> <p><b>Relationship:</b> her relationship with her husband will improve because he can go out on his own without worrying. She is also less of a burden and is safer at home on her own which will reduce her stress levels as her husband is not so worried. She may feel that they are doing things together from choice rather than because he is caring for her.</p> <p><b>Life experience:</b> she has more freedom and independence to do things she wants to do when she wants to do them.</p> <p><b>Culture:</b> she can become part of the community again as she is less disabled and more enabled.</p> <p>Do not give credit for reference to benefits to Jack.</p>			
	<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>21</b>	<b>29</b>
	<b>TOTAL FOR PAPER</b>	<b>80</b>	<b>42</b>	<b>38</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	✓	✓	✓	
8	✓	✓	✓	✓
9		✓	✓	✓

Question	Mark	AO1	AO3	QWC
1	5	5	0	
2	2	2	0	
3	6	6	0	
4	5	5	0	
5	3	0	3	
6	9	3	6	
7	15	8	7	✓
8	15	6	9	✓
9	20	7	13	✓
<b>Total</b>	<b>80</b>	<b>42</b>	<b>38</b>	

1.GCSE HEALTH & SOCIAL CARE - MS January 2014



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