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# **GCSE MARKING SCHEME**

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**HEALTH AND SOCIAL CARE**

**SUMMER 2015**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2015 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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**GCSE HEALTH AND SOCIAL CARE – UNIT 2**

**Section A**

<b>Question</b>	<b>Answer</b>	<b>Mark</b>	<b>AO1</b>	<b>AO3</b>
1. (a)	Award 1 mark for the correct answer.			
(i)	Expected	1	1	
(ii)	Unexpected	1	1	
(iii)	Expected	1	1	
(iv)	Unexpected	1	1	
(v)	Unexpected	1	1	
2.	Award 1 mark for the correct answer: Menopause	1	1	
3. (a)	Award 1 mark for each correct answer.			
(i)	Infancy	1		1
(ii)	0-3 years	1		1
(iii)	Family	1		1
(iv)	Father and son	1		1
(b)	Award 1 mark for each correct answer.			
(i)	Physical – catching a ball	1	1	
(ii)	Intellectual – asks a lot of questions	1	1	
(iii)	Emotional – concerned about his friend	1	1	
(iv)	Social – playing with other children	1	1	
(c)	Award a maximum of 2 marks for a detailed explanation of one benefit of wearing school uniform.  Likely answers may include:  All look the same so creates equality; no differentiation accordingly to social status, not being left out, sense of belonging, can identify with other children. Reduces bullying as there is no fashion statement. Community will recognise where pupil is from if needs help or if being naughty. Gives a sense of responsibility.	2	1	1
(d)	Award a maximum of 2 marks for a detailed description of how having a faith may support Christopher's family.  Likely answers may include:  Shared beliefs and/or religion, giving them a sense of belonging and being valued. Meeting others who have same beliefs to talk to. Making friends. Giving hope. Having confidence to face challenges.	2	1	1

Question	Answer	Mark	AO1	AO3
4.	<p>Award 1 mark for the correct example from the text. Award up to 2 marks for a detailed description of how each factor affects Sarah's self-concept.</p> <p>Likely answers may include:</p> <p>(a) <b>Positive</b></p> <p>(i) Has a boyfriend.</p> <p>(ii) Feels attractive, wanted and loved. Has someone who believes in her. Makes her feel more confident; improved self-esteem; aware of her sexuality.</p> <p>(iii) Has a close group of friends; lives with a family.</p> <p>(iv) Someone to share an interest with. Has someone to talk to and confide in. Someone to trust and feel comfortable with. Feel safe/protected/has confidence; improved self-esteem.</p> <p>(b) <b>Negative</b></p> <p>(i) Failed her examinations.</p> <p>(ii) Not fit in as friends gone to university. Not reach potential. Not get a job. May feel a failure, lose confidence and hope for the future, feel ashamed.</p> <p>(iii) Sees herself as overweight.</p> <p>(iv) Feels unattractive, ugly, awkward, self-conscious, self-critical. May be unhappy, feel ashamed, lack confidence.</p>			
	<b>Total for Section A</b>	<b>30</b>	<b>20</b>	<b>10</b>

## Section B

Question	Answer	Mark	AO1	AO3
5. (a)	<p>Award 1 mark for a correct answer.</p> <p>Likely answers may include:</p> <p>Christians, having beliefs that they live by in their daily life. Go to a church service every Sunday.</p>	1	1	
(b) (i), (ii), (iii)	<p>Award 1 mark for the correct basic essential and up to 2 marks for a correctly linked effect. (3 x 3)</p> <p>Likely answers may include any three from:</p> <p><b>Food</b> Effect: hungry; lowered immune system; lack energy; lose weight; deficiency diseases.</p> <p><b>(Clean) water</b> Effect: always thirsty; lowered immune system; dehydration; dirty water can lead to disease.</p> <p><b>Shelter</b> Effect: lack security – may be frightened – stress due to not feeling safe.</p> <p><b>Warmth/clothes/shoes</b> Effect: always cold/damp – frequent illness; hypothermia, pneumonia.</p> <p><b>Water/shower/bath</b> Effect: lack of personal hygiene leading to infections and illness, disease from bacteria – may experience rejection from other people because of body odour.</p>	9	6	3

Question	Answer	Mark	AO1	AO3
5. (c)	<p><b>0-2 marks:</b> Answers which identify, with little or no explanation of the positive effect of helping out at the homeless centre on Gwen and Morgan’s personal development. May just be a list of effects. Little or no reference to personal development. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers which describe, giving limited explanation of the positive effect of helping out at the homeless centre on Gwen and Morgan’s personal development. May be some reference to personal development. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5 marks:</b> Answers which explain, with clear evidence of understanding, the positive effect of helping out at the homeless centre on Gwen and Morgan’s personal development. Effects correctly linked to personal development. Specialist terms used with accuracy.</p> <p>Likely answers may include:</p> <p><b>Emotional</b> – seeing individuals homeless with nowhere to go and having less than them may make them feel grateful for what they’ve got. Feel that they’re doing something worthwhile by helping individuals who are less well off.</p> <p><b>Social/relationships</b> – meet new people, make friends. Work co-operatively with others.</p> <p><b>Culture</b> – see how others’ lives have turned out and accept this happens.</p> <p><b>Life experience</b> – learn how to be out of their comfort zone, learn about other people, sense of supporting others and trying to help. Make them grateful for what they have in their own life.</p> <p><b>Physical</b> – more aware of waste and improve own diet.</p> <p><b>Intellectual</b> – may learn new skills and keep mind active.</p>	5	2	3
	<b>Total for Question 5</b>	<b>15</b>	<b>9</b>	<b>6</b>

Question	Answer	Mark	AO1	AO3
6. (a)	Award 1 mark for each correct answer: Eating breakfast, riding his scooter, going to the park with his parents.	2	2	
(b)	<p><b>0-1 marks:</b> Answers which identify, with little or no description of the effect on Jack's parents' emotional development. May just be a list of effects. Little or no use of specialist vocabulary.</p> <p><b>2-3 marks:</b> Answers which give a limited description of the effect on Jack's parents' emotional development. May be only some or no link between the effect and Jack. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>4 marks:</b> Answers which describe, with clear evidence of understanding, the effect on Jack's parents' emotional development. Accurate link to the parents' emotional development and Jack having gone missing. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>They would have been very upset (and possibly angry/annoyed) as they would have felt it was their fault and have feelings of guilt. They would be regretting having let him play outside for so long without checking on him. They would have been distraught and anxious at the thought of him being outside alone in the dark. They would have feelings of stress, not knowing what had happened to him, not knowing if he was safe and if they would ever see him again. They may feel they had not kept him safe enough and should not have let him out in the street. They would feel useless because they searched for him, asked neighbours and friends if they had seen him and just had to wait for the police to do their job.</p>	4	1	3
(c)	<p>Award 1 mark for a list and up to 3 marks for a detailed explanation of the term 'neglected'.</p> <p>Likely answers may include:</p> <p>Not having personal needs met - lack of personal hygiene; dirty clothes and skin; cold, shivering; hungry – had not eaten all day; not been looked after properly; being left alone, lack of attention, feeling unwanted.</p>	3	1	2

Question	Answer	Mark	AO1	AO3
6. (d)	<p><b>0-2 marks:</b> Answers which identify, with little or no explanation of the importance to Jack’s development of playing outside. May just be a list of effects. Little or no reference of the effect on the development area. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers which give a limited explanation of the importance to Jack’s development of playing outside. May be some reference to the development of area. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5-6 marks:</b> Answers which explain, with clear evidence of understanding of the importance to Jack’s development of playing outside. Effects correctly linked to the development area. Specialist terms used with accuracy.</p> <p>Likely answers may include:</p> <p><b>Physical:</b> fresh air – improves immune system – riding scooter – strengthens muscles – fitter – controls weight – uses gross motor skills – legs – safety on the road – exercise</p> <p><b>Intellectual:</b> learns about surroundings – develops skills on scooter/balance – knows where he is – Improves imagination – gives a wider experience to learn from – learns road skills</p> <p><b>Emotional:</b> excited - happy to have freedom – have parents' trust.</p> <p><b>Social:</b> plays with friends – makes new friends.</p>	6	2	4
	<b>Total for Question 6</b>	<b>15</b>	<b>6</b>	<b>9</b>



Question	Answer	Mark	AO1	AO3
7. (a)	<p><b>0-2 marks:</b> Answers which identify, with little or no description of how the benefits of being happily married could affect their well-being. May just be a list of effects. Little or no reference of the effect on the well-being factors. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers which describe, giving limited description of how the benefits of being happily married could affect their well-being. May be some reference to the effect on their well-being. Answers communicate meaning, with some use of special vocabulary.</p> <p><b>5-6 marks:</b> Answers which describe, with clear evidence of understanding of how the benefits of being happily married could affect their well-being. Effects correctly linked to well-being. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p><b>Well-being factors</b></p> <p><b>Gender:</b> made to feel like a man or woman because they had a partner – attractive because loved. High income gives Omar a sense of providing for his family.</p> <p><b>Emotional:</b> loved and cared for, secure, confident, happy to look after each other (<i>can only appear once, either under self-concept or development</i>). High income gives a sense of security, reducing stress and anxiety.</p> <p><b>Appearance:</b> high income helps them have a good appearance and they look after their appearance because they care for each other.</p> <p><b>Relations:</b> strength because in a relationship, more confident, secure because someone there to talk to about concerns, shared interests and friends so have something in common – strengthens bond. High income reduces strain on relationship as have no money problems.</p> <p><b>Culture:</b> accepted because married. High income gains them respect in their community, gives them stability and less stress. Having children gives them a shared experience and purpose in life.</p> <p><b>Age:</b> someone of same age so can grow old together.</p> <p><b>Life experience:</b> high income enables them to have wider life experiences. They have done a variety of things together so have shared experiences and more to talk about and learn together. Having children gives them a shared experience and purpose in life.</p> <p><b>Physical:</b> feel safe, have someone to look after you, being intimate.</p>	6	2	4

Question	Answer	Mark	AO1	AO3
7. (a) (Cont'd)	<p><b>Development areas</b></p> <p><b>Intellectual:</b> learn about each other's interests and joint Interests. Share opinions. High income enables them to buy books, e-books and visit places to learn about their interests or other cultures.</p> <p><b>Emotional:</b> loved and cared for, secure, confident – happy to look after each other (<i>can only appear once, either under self-concept or development</i>). High income gives a sense of security reducing stress and anxiety. Increased self-esteem.</p> <p><b>Social:</b> someone to go out with so not socially isolated. Has a companion so does not feel lonely. High income enables them to be able to go on holiday, pursue interests and go out with friends. Meet new people and make friends when on holiday together or out walking. Go out with friends so have others to talk to and share opinions. Can talk to each other.</p>			
(b)	<p><b>0-2 marks:</b> Answers which identify, with little or no explanation of the effects on Omar's social and/or physical development. May just be a list of effects. Little or no reference to development factors. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers which describe, giving limited explanation of the effects on Omar's social and/or physical development factors. May be some reference to the development factors. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5-6 marks:</b> Answers which explain, with clear evidence of understanding, the effects on Omar's social and physical development. Effects correctly linked to development factors. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p><b>Social:</b> has no-one to go on holiday or walking with so he will reduce his life experience. His friends are in couples so may feel awkward going out with them so may become socially isolated. May become withdrawn and not want to go out as he no longer has someone he loves to share the experience. May have closer relationship with his children.</p> <p><b>Physical:</b> may become overweight from eating convenience food, comfort eating. May lose weight due to no focus, not able to prepare food, loss of interest in self. May lack sleep by thinking about loss. All these would result in lethargy, lack of energy, tiredness, loss of concentration. Lowered immune system so prone to illness.</p>	6	2	4

Question	Answer	Mark	AO1	AO3
7. (c)	<p><b>0-3 marks:</b> Answers which identify, with little or no discussion of the different sources of support that are available for Omar after his bereavement. May just be a list of types or specific named support or support offered. Little or no use of specialist vocabulary.</p> <p><b>4-6 marks:</b> Answers which give limited discussion of the different sources of support that are available for Omar after his bereavement. May limit answer to type of support and/or specific named support and/or support offered. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>7-8 marks:</b> Answers which discuss, with clear evidence of understanding the three different sources of support that are available for Omar after his bereavement. The type of support will be qualified by specific named support and the support offered. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Type of support – <b>informal</b>.</p> <p><b>Friends and family:</b> could help Omar by cooking food for him and showing him how to cook. Visit and keep him company, take him out to take his mind off his bereavement. Help and show him how to clean his home. Talk about good times with wife, share experience of mother/friend and say better she is not suffering.</p> <p>Type of support – <b>formal</b>.</p> <p><b>GP:</b> prescribe medication, refer to another professional/support groups.</p> <p><b>Counsellor:</b> talk about bereavement and strategies to cope.</p> <p>Type of support – <b>voluntary</b>.</p> <p><b>Cruse:</b> talk about their wives and suggest ways to cope.</p> <p><b>Support group:</b> meet others in same situation and talk about how they coped.</p> <p><b>Samaritans:</b> someone to talk to about their concerns.</p> <p><b>Citizens Advice Bureau:</b> financial and legal support.</p>	8	3	5
	<b>Total for Question 7</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>42</b>	<b>38</b>

**GCSE HEALTH AND SOCIAL CARE – UNIT 3**

**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.	2	2													
(i) (ii)	Smoking Alcohol	<table border="1"> <thead> <tr> <th><b>Alcohol</b></th> <th><b>Smoking</b></th> </tr> </thead> <tbody> <tr> <td></td> <td>✓</td> </tr> <tr> <td>✓</td> <td></td> </tr> </tbody> </table>	<b>Alcohol</b>	<b>Smoking</b>		✓	✓									
<b>Alcohol</b>	<b>Smoking</b>															
	✓															
✓																
2. (a)	Award 1 mark for each correct answer.  Any two from: GP Dentist Optician	2	2													
(b)	Award 1 mark for each correct answer.  Any two from: Self-referral Third party referral Professional referral	2	2													
(c)	Award 1 mark for each correct answer:	3	3													
(i) (ii) (iii)	Day patient Outpatient Inpatient	<table border="1"> <thead> <tr> <th><b>Out</b></th> <th><b>Day</b></th> <th><b>In</b></th> </tr> </thead> <tbody> <tr> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>✓</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>	<b>Out</b>	<b>Day</b>	<b>In</b>		✓		✓					✓		
<b>Out</b>	<b>Day</b>	<b>In</b>														
	✓															
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		✓														
(d) (i)	Award 1 mark for the correct answer: Allowed to go home.	1	1													
(ii)	Award 1 mark for each correct point made, up to a maximum of 3 marks.  Likely answers may include:  Reason for being in hospital. The medication that has been prescribed. The treatment the patient has received. Result of the treatment. Any future care needs/tests.	3	3													

Question	Answer	Mark	AO1	AO3
3. (a)	<p><b>Award 0-1</b> mark for a list, basic explanation or a confused answer.  <b>Award 3</b> marks for a detailed explanation of why a GP would ask Rhoslyn questions about her lifestyle.</p> <p>Likely answers include may include:</p> <p>By finding out about Rhoslyn's lifestyle, to understand any of her current health problems and if she is at risk of possible future health problems; and to give advice on how to improve her lifestyle and make her aware of possible future problems.</p>	3	1	2
(b)	<p>Award 1 mark for each correct answer.</p> <p>(i) Heart disease  (ii) Asthma or respiratory problems, e.g. emphysema/lung cancer  (iii) Obesity</p>	3	3	
(c)	<p>Award 1 mark for the correct answer.</p> <p>Any one from:  Diabetes  STI  HIV  Anaemia</p> <p>(Allow any other reasonable answer.)</p>	1	1	
4. (a)	<p>Award 1 mark for each correct answer.</p> <p>(i) Blood pressure  (ii) Prostate cancer  (iii) Breast cancer</p>	3	3	
(b)	<p><b>Award 0-1</b> mark for a list, basic description or a confused answer.  <b>Award 3</b> marks for a detailed description of the purpose of health campaigns.</p> <p>Likely answers may include:</p> <p>To communicate a health message that will:</p> <ul style="list-style-type: none"> <li>• raise awareness of the health problem</li> <li>• give advice on prevention of related health problems</li> <li>• encourage a change in behaviour</li> <li>• reach a specific target audience/group</li> <li>• raise money for research/cure</li> <li>• encourage people to check themselves</li> </ul>	3	1	2

Question	Answer	Mark	AO1	AO3
4. (c)	<p><b>Award 0-2</b> marks for a list, basic description or a confused answer.</p> <p><b>Award 3-4</b> marks for a detailed description of techniques that are used to make health campaigns effective.</p> <p>Likely answers may include:</p> <p>The use of images to attract attention, make an impact and make aware of consequences.</p> <p>Brief and to-the-point to get the information over in a short space of time by just glancing.</p> <p>Slogans to be catchy and memorable.</p> <p>Colour to attract attention.</p> <p>Symbols to wear and be part of a group.</p> <p>Use of statistics raises awareness of susceptibility to disease.</p> <p>Participatory fund-raising events to raise awareness.</p> <p>Reach a wider audience, e.g. television adverts/posters/social media.</p>	4	2	2
	<b>Total for Section A</b>	<b>30</b>	<b>24</b>	<b>6</b>

## Section B

Question	Answer	Mark	AO1	AO3
5. (a)	Award up to 2 marks for a detailed description of the purpose of each PPE.			
(i)	To protect their head – from falling objects or bumping into low, protruding equipment.	2	1	1
(ii)	To protect their feet – from splashes, heavy objects and sharp objects, and to have a good grip so they do not slip.	2	1	1
(b) (i)	<p>Award up to 2 marks for a detailed description.</p> <p>Likely answers may include:</p> <p>Look for danger – observe and ask the question, “Does the situation pose any danger to the casualty or first aider?”            Make the situation safe by removing the hazard or, as a last resort, moving the casualty.            Assess the casualty.</p>	2	2	
(ii)	<p>Award up to 2 marks for a detailed description.</p> <p>Likely answers may include:</p> <p>By calling their name or shouting, “What is your name?”, “Open your eyes” or “Can you hear me?” and/or gently shake their shoulders or nudge them to try and get a response to establish if the casualty is conscious.</p>	2	2	
(iii)	<p>Award 1 mark for stating ‘open airway’ or a limited description.            Award up to 3 marks for a detailed description of the sequence of realistic actions the first aider should take.</p> <p>Likely answers may include:</p> <p>Look at the chest to see if it is rising and falling.</p> <p>Listen for breathing.</p> <p>Feel for breath on cheek.</p> <p>Open airway.</p> <p>The airway can be opened by putting one hand on the casualty’s forehead and lifting the head back gently, then lifting the chin with two fingers only. This action moves the tongue away from the back of the mouth.</p>	3	2	1

Question	Answer	Mark	AO1	AO3
5. (b) (iv)	<p><b>0-1 marks:</b> Answers which identify, with little or no explanation of the action the first aider should take before starting CPR. May just be a list of actions or a confused answer. Little or no use of specialist vocabulary.</p> <p><b>2-3 marks:</b> Answers which give limited explanation of the action the first aider should take before starting CPR. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>4 marks:</b> Answers which explain in detail, with clear evidence of understanding, the action the first aider should take before starting CPR. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>In order not to delay the life-saving techniques, check for any bleeding wounds because if CPR is started, blood will be lost through the wounds. These wounds need to be plugged with a sterile dressing. The pulse is no longer looked for because it may be difficult to find on the casualty.</p> <p>The first aider must instruct another worker to dial 999 (or 112) for an ambulance immediately.</p>	4	2	2
	<b>Total for Question 5</b>	<b>15</b>	<b>10</b>	<b>5</b>



Question	Answer	Mark	AO1	AO3
6. (a)	Award 1 mark for each correct answer.			
(i)	April	1	1	
(ii)	July	1	1	
(b) (i)	Award 1 mark for using information given and 2 marks if qualified.  Likely answers may include:  There was a scare in 1998 that the MMR vaccination was linked to autism so parents chose not to have their children vaccinated to reduce the risk. Parents did not let their children have the vaccination as it was part of the MMR and they may not have been able to afford the single vaccination.  Some individuals may have cultural objections.	2	1	1
(ii)	Award 1 mark for a list, basic explanation or confused answer. Award 3 marks for a detailed explanation of why extra drop-in clinics were open on Saturdays.  Likely answers may include:  To give a chance for those who are at work in the week to take children to the clinic to be vaccinated.  Drop-in so that individuals don't have to make an appointment, they can gain access quickly, they don't have to wait, and other clinics may be busy.  Children not in school on a Saturday.	3	1	2
(iii)	Award 1 mark for a list, basic explanation or confused answer. Award up to 3 marks for a detailed explanation of why it is important to encourage individuals to be vaccinated against measles.  Likely answers may include:  Individuals can build up antibodies and defence against measles so it cannot spread/individuals won't contract measles as easily.  To make people aware of the measles outbreak and the risk to the whole population if individuals are not vaccinated. The risk is that those not vaccinated can carry and pass on the virus to others which will increase the number of people who can be infected. The MMR vaccination is 99% effective so there is a small chance that someone who has been vaccinated could also become infected with measles. If only a small number of people are not vaccinated the virus will die out as there are less people to pass it on to.  The risks of measles:  Common risks: Pneumonia, bronchitis, croup, diarrhoea, vomiting, earache (middle ear infection), conjunctivitis, laryngitis, seizures.  Uncommon risks: Hepatitis, a squint, meningitis, encephalitis.  Rare risks: In pregnancy: stillbirth, miscarriage, premature birth, low birth weight.	3	1	2

Question	Answer	Mark	AO1	AO3
6. (b) (iv)	<p><b>0-2 marks:</b> Answers which identify, with little or no explanation of why the campaign was aimed at different target groups. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers which give a limited discussion of why the campaign was aimed at different target groups. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5 marks:</b> Answers which discuss, with clear evidence of understanding of why the campaign was aimed at different target groups. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Target audiences:</p> <ul style="list-style-type: none"> <li>• parents or babies and children that are due for their first or second jab because they are not protected or not fully protected and immune system not fully developed</li> <li>• those who have not been vaccinated and are seriously ill and elderly because their immune systems are weaker due to their illness or because it is declining due to age</li> <li>• pregnant women because they are providing for a growing foetus which weakens their immune system</li> <li>• carers of vulnerable individuals because their immune system is exposed to a variety of ailments and is already working hard to protect the carer</li> <li>• unvaccinated young people, children, teenagers and adults – anyone not vaccinated – because they are likely to become infected with measles, carry the virus and pass it on to others who are not vaccinated</li> </ul>	5	2	3
	<b>Total for Question 6</b>	<b>15</b>	<b>7</b>	<b>8</b>

Question	Answer	Mark	AO1	AO3
7. (a)	<p><b>0-2 marks:</b> Answers which identify, with no explanation of the first aid procedure to stop Tracy's leg bleeding. May be a list or bullet points. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers which give a limited explanation of the first aid procedure to stop Tracy's leg bleeding. May give some reasoning. May be lacking all of the procedure or be confused. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5-6 marks:</b> Answers which explain, with clear evidence of understanding of the first aid procedure to stop Tracy's leg bleeding. The procedure is in the correct order, with reasoning. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> <li>• wash and dry hands before administering treatment</li> <li>• individual to cover cuts on their hands and put on disposable gloves (prevents cross-infection)</li> <li>• apply pressure</li> <li>• clean the cut – if it is dirty, put it under running water</li> <li>• pat dry with a sterile dressing or clean, lint-free material</li> <li>• raise the wounded area above the heart (see below)</li> <li>• cover the cut whilst cleaning the surrounding area with soap and water, and pat dry</li> <li>• cover the cut with a sterile dressing or plaster</li> </ul> <p>Raising Tracy's leg above the heart will reduce the amount of blood being lost. This happens because the heart will find it difficult to pump the blood upwards against gravity and so the flow will slow down to the wounded area and there is more chance of stopping the flow.</p>	6	4	2

Question	Answer	Mark	AO1	AO3
7. (b)	<p><b>0-2 marks:</b> Answers which identify, with little or no explanation of how safe lifting equipment could be used to get Tracy back into bed. May just be a list of equipment. Little or no use of specialist vocabulary.</p> <p><b>3-4 marks:</b> Answers which describe, giving a limited explanation of how safe lifting equipment could be used to get Tracy back into bed. May give confused answers where the equipment does not match the support. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>5-6 marks:</b> Answers which explain, with clear evidence of understanding, how safe lifting equipment could be used to get Tracy back into bed. Must correctly link the equipment to the support. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Transfer belt: worn by the client. Has handles for the carer to hold to support the patient. The handling belt can be used with turntables, transfer boards and sheets to provide a comfortable, secure and dignified way of gripping a client.</p> <p>Hoist: the client is placed in a hammock and lifted into place. For lifting patients out of bed into a wheelchair, chair, commode, etc, preventing the carer lifting and straining.</p> <p>Inflatable lifting cushion: brings the client up level with the bed so can be transferred easily.</p> <p>(Accept any other relevant equipment.)</p>	6	2	4

Question	Answer	Mark	AO1	AO3
7. (c)	<p><b>0-3 marks:</b> Answers which identify, with little or no discussion, the types of ill treatment and/or the effects on Tracy's well-being. May just be a list of effects or types of ill treatment. Little or no use of specialist vocabulary.</p> <p><b>4-6 marks:</b> Answers which give a limited discussion of the types of ill treatment and/or the effects on Tracy's well-being. May link the type of ill treatment to the effect. Answers communicate meaning, with some use of specialist vocabulary.</p> <p><b>7-8 marks:</b> Answers which discuss, with clear evidence of understanding, the types of ill treatment and the effects on Tracy's well-being. Must correctly link the type of ill treatment with appropriate effects. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Emotional abuse: Making Tracy feel worthless by not looking after her or speaking to her properly. She may feel humiliated, looked down on, immature, which will make her feel devalued and lead to her having low self-esteem, and she may feel embarrassed and ashamed. Can cause Tracy to feel frightened and in danger.</p> <p>Verbal abuse: Shouting at her and telling Tracy, who is a vulnerable individual, that she is silly and inadequate, giving Tracy low self-esteem because she believes the insult and feels worthless. Sad and nervous because she is feeling hurt and humiliated. Afraid to ask to go to the toilet again.</p> <p>Physical or neglect: Imposing expectations on Tracy that are inappropriate for her physical ability. The carer is not meeting Tracy's basic needs. Inadequate care because she has lack of help to go to the toilet. Putting Tracy in danger by inadequate supervision. This may make her feel stressed as she may be left lying in her own urine, causing a spread of infection, lack of personal hygiene and embarrassment.</p> <p>(Any other reasonable answer.)</p>	8	3	5
	<b>Total for Question 7</b>	<b>20</b>	<b>9</b>	<b>11</b>
	<b>Total for Section B</b>	<b>50</b>	<b>26</b>	<b>24</b>
	<b>TOTAL FOR PAPER</b>	<b>80</b>	<b>50</b>	<b>30</b>



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