



GCSE MARKING SCHEME

SUMMER 2016

**HEALTH AND SOCIAL CARE - UNIT 2
4722/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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 - UNIT 2

SUMMER 2016 MARK SCHEME

Question	Answer	Mark	AO1	AO3																														
1.	<p>Award 1 mark for each correct answer, up to a maximum of 4 marks.</p> <table border="1"> <thead> <tr> <th></th> <th>Example of self-concept factors</th> <th>Gender</th> <th>Culture</th> <th>Age</th> <th>Appearance</th> </tr> </thead> <tbody> <tr> <td>(i)</td> <td>Young people feel that older people ...</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>(ii)</td> <td>Women stopped working because ...</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(iii)</td> <td>Jan is poor and wears shabby clothes.</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>(iv)</td> <td>Individuals have shared beliefs.</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>		Example of self-concept factors	Gender	Culture	Age	Appearance	(i)	Young people feel that older people ...			✓		(ii)	Women stopped working because ...	✓				(iii)	Jan is poor and wears shabby clothes.				✓	(iv)	Individuals have shared beliefs.		✓			4	4	
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2.	<p>Award 1 mark for each correct answer, up to a maximum of 3 marks.</p> <table border="1"> <thead> <tr> <th>Order</th> <th>Stages of learning</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Being read to</td> </tr> <tr> <td>2</td> <td>Linking letters to pictures</td> </tr> <tr> <td>3</td> <td>Recognising words</td> </tr> </tbody> </table>	Order	Stages of learning	1	Being read to	2	Linking letters to pictures	3	Recognising words	3	3																							
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1	Being read to																																	
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3.	<p>Award up to 2 marks for a detailed explanation of human development:</p> <p>The way individuals increase their skills, abilities and emotions.</p>	2	1	1																														
4.	<p>Award up to 2 marks for each detailed description of the type of support, and 1 mark for a correct example.</p>																																	
(a)	<p>Formal support.</p>																																	
(i)	Carers who are qualified and paid.	2	2																															
(ii)	Example – GP, nurse, social worker, counsellor (accept any other reasonable answer).	1		1																														
(b)	<p>Informal support.</p>																																	
(i)	People who are unpaid and want to help because they care.	2	2																															
(ii)	Example – family, friends or neighbours.	1		1																														
(c)	<p>Voluntary support.</p>																																	
(i)	Charities or faith-based groups that are non-profit making. People who choose to carry out the care.	2	2																															
(ii)	Example – ChildLine, Age UK, Citizens Advice (accept any other reasonable answer).	1		1																														

Question	Answer	Mark	AO1	AO3
5.	Award 1 mark for the correct identification of the main area of development and a maximum of 2 marks for the effect of the life experience.			
(a)	Stopped going to school			
(i)	Intellectual	1	1	
(ii)	Likely answers may include: Will not learn as much. Will not pass his examinations and will not get a good job due to poor qualifications.	2	1	1
(b)	Having a girlfriend			
(i)	Emotional	1	1	
(ii)	Likely answers may include: Felt a sense of belonging, being loved and wanted.	2	1	1
(c)	Being hit by his girlfriend			
(i)	Physical/emotional	1	1	
(ii)	Likely answers may include: He may be seriously hurt (physically/mentally), have bruises or broken bones, feel scared, vulnerable, lose self-esteem.	2	1	1
(d)	Having a best friend			
(i)	Social	1	1	
(ii)	Someone to talk to, confide in and get advice.	2	1	1
	Total for Section A	30	22	8

Section B

Question	Answer	Mark	AO1	AO3
6. (a)	<p>0-2 marks: Answers that identify, with little or no explanation, how Helen's busy life affects her development. May just be a list of effects. Little or no use of specialist vocabulary</p> <p>3-4 marks: Answers that give some explanation of how Helen's busy life affects her development. May be some link to Helen's development. Answers convey meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers that explain, with clear evidence of understanding, how Helen's busy life affects her development. More than one effect is correctly linked to development. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Physical – exhausted/tired so lower immunity and may become ill. May not be able to sleep as thinking about her busy day and the family.</p> <p>Intellectual – no time to read or expand her knowledge.</p> <p>Emotional – upset she is too busy to spend quality time with children and husband. Emotionally drained as coping with all family problems and work so has no time to think how she feels.</p> <p>Social – may not be able to have quality time with the family and do activities with them as she is busy and tired. Isolated from family and friends as is busy with work and family life.</p> <p>(Accept any other relevant effect.)</p>	6	2	4
(b)	<p>0-1 mark: Answers that identify, with little or no description, how Helen might feel after being elected. May just be a list of effects. Little or no use of specialist vocabulary.</p> <p>2-3 marks: Answers that give a limited description of how Helen might feel after being elected. May be some link between Helen's election and emotional effects. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>4 marks: Answers that describe, with clear evidence of understanding, how Helen might feel after being elected. Accurate link between Helen being elected and emotional effects. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Excited, delighted, has feelings of self-worth and high self-esteem. Feels as though she deserved it as had worked hard. Feels successful. May be concerned about the responsibility she has just taken on. Looking forward to carrying out her duties.</p>	4	4	

Question	Answer	Mark	AO1	AO3
6. (c) (i)	Award 1 mark for the correct answer: Verbal	1	1	
(ii)	Award up to 2 marks for a detailed description. Likely answers may include: (I) Gender – a woman may feel unwelcome on the governing body. May feel her role is important as will represent all women/girl pupils, therefore higher self-esteem. May feel degraded and self-conscious as a woman. (Answers may refer to either gender.) (Accept any other reasonable answer.) (II) Emotional – upset about the comments which may make a woman feel less confident about her views/opinions. She may feel her views/opinions and who she is are not as valued as a man's. May make her feel stronger about her views/opinions. She may feel her views and who she is are just as valued as a man's. (Accept any other reasonable answer.)	2	1	1
		2	1	1
	Total for Question 6	15	9	6

Question	Answer	Mark	AO1	AO3
7. (a)	<p>0-2 marks: Answers that identify, with little or no explanation, how a carer could help Len with his everyday living tasks and how this benefits him. May just be a list of everyday living tasks or benefits. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that give some explanation of how a carer could help Len with his everyday living tasks and how this benefits him. May be some link between the everyday living tasks and the benefit to Len. Answers convey meaning, with some use of specialist vocabulary.</p> <p>5 marks: Answers that explain, with clear evidence of understanding, how a carer could help Len with his everyday living tasks and how this benefits him. The everyday living tasks and benefits to Len are accurately linked. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Get him up in the morning, wash and dress him. Ensure that he is up and about so more active, rather than staying in bed.</p> <p>Wash – maintains personal hygiene so less risk of infection and keeps him clean.</p> <p>Dress him – encourages mobility of limbs, looks tidy and cared for, symbolises that the day has begun.</p> <p>Help get him to bed – symbolises the end of the day and a time to rest and sleep to have energy for the following day.</p> <p>Toileting/incontinence pads – decreases the indignity/embarrassment of soiling himself and maintains his personal hygiene.</p> <p>(Accept any other reasonable answer.)</p>	5	3	2

Question	Answer	Mark	AO1	AO3
7. (b) (i)	<p>0-2 marks: Answers that identify how the move will affect Len's development. May just be a list of effects. Little or no link to the move and the effect on Len. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that give some explanation of how the move will affect Len's development. May make some link between the move and the effect on Len's development. Answers convey meaning, with some use of specialist vocabulary.</p> <p>5 marks: Answers that explain how the move will affect Len's development, with clear evidence of understanding, by linking the move to the effect on Len's development. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Physical – well looked after – personal hygiene and food. May not have his favourite food, may be prone to illness due to mixing with more people. Any illness will be detected early and sorted out.</p> <p>Intellectual – more stimulation as there are activities and more people around to talk to. May feel can't carry on with his hobbies. Does not have his wife to talk to.</p> <p>Emotional – confused as doesn't know where his wife is and may feel insecure as unfamiliar with his surroundings. May feel safer and secure as always someone to help him. Less independent as more reliant on carers. Grateful as carers are looking after him.</p> <p>Social – missing his wife and doesn't know anybody. More people to get to know so may be withdrawn. May make friends with other residents; may get to know carers and feel confident. Daughter able to visit so will be pleased to see her.</p> <p>(Accept any other reasonable answer.)</p>	5	3	2

Question	Answer	Mark	AO1	AO3
7. (b) (ii)	<p>0-2 marks: Answers that identify how the move will affect Dorothy's development. May just be a list of effects. Little or no link to the move and the effect on Dorothy. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that give some explanation of how the move will affect Dorothy's development. May make some link between the move and the effect on Dorothy's development. Answers convey meaning, with some use of specialist vocabulary.</p> <p>5 marks: Answers that explain how the move will affect Dorothy's development, with clear evidence of understanding, by linking the move to the effect on Dorothy's development. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Physical – less tired and stressed due to not having to look after Len. Is able to look after herself better. May not become as ill due to not being exhausted, and able to prepare food for herself. Nearer daughter so will have support for shopping, visiting Len.</p> <p>Intellectual – may feel less stimulated because not have Len there to talk to. May join in activities at the sheltered accommodation. May be more involved with daughter's family.</p> <p>Emotional – may miss Len and feel lonely. May have a sense of guilt that Len is in a care home. May feel better as less stressed. Happy that Len is safe and looked after. May be happy because see daughter more often.</p> <p>Social – may have time to visit Len, visit daughter or daughter able to visit her. May miss friends and community so may feel socially isolated. May make new friends in the complex and join in with any activities.</p> <p>(Accept any other reasonable answer.)</p>	5	3	2
	Total for Question 7	15	9	6

Question	Answer	Mark	AO1	AO3
8. (a)	<p>0-2 marks: Answers that identify, with little or no explanation, the effect on Hugo's emotional development. May just be a list of effects. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that give some explanation of the effect on Hugo's emotional development. May be some reference to Hugo not being promoted. Answers convey meaning, with some use of specialist vocabulary.</p> <p>5 marks: Answers that explain, with clear evidence of understanding, the effect on Hugo's emotional development. Effects are correctly linked to Hugo not being promoted. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>He may feel:</p> <ul style="list-style-type: none"> • a failure because he did not get promoted before his wife, rejected and frustrated as he is not able to work to his ability level • pleased that he is considered good enough to be promoted and that his potential and abilities are being recognised • resentful of his wife because her working at the same place is preventing him from gaining promotion • positive because they are still at home together 	5	2	3
(b)	<p>0-2 marks: Answers that identify, with little or no explanation, the effect on the residents if Isabel leaves the care home. May just be a list of effects. Little of no use of specialist vocabulary.</p> <p>3-4 marks: Answers that give some explanation of the effect on the residents if Isabel leaves the care home. May be some reference to Isabel leaving. Answers convey meaning, with some use of specialist vocabulary.</p> <p>5 marks: Answers that explain, with clear evidence of understanding, the effect on the residents if Isabel leaves the care home. Effects are correctly linked to Isabel leaving the care home. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>The residents may feel:</p> <ul style="list-style-type: none"> • neglected and abandoned as they may not understand why Isabel is no longer there to support them • sad because they liked her and got on with her very well • less confident as they will have to build a relationship with her replacement • upset and confused that they may not see her again • relieved because they did not like her <p>(Accept any other reasonable answer.)</p>	5	2	3

Question	Answer	Mark	AO1	AO3
8. (c)	<p>0-4 marks: Answers that identify the effect of the couple's work life on their self-concept. May just be a list of effects of self-concept factors. Little or no reference to self-concept factors. Little or no use of specialist vocabulary.</p> <p>5-8 marks: Answers that give some discussion of the effect of the couple's work life on their self-concept. May make some reference to the appropriate self-concept factors (negative and/or positive) and a link to their work life. Answers convey meaning, with some use of specialist vocabulary.</p> <p>9-10 marks: Answers that discuss the effect of the couple's work life on their self-concept. Clear evidence of understanding by reference to the appropriate self-concept factors (negative and positive) and linking them to the couple's work life. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Self-concept – how a person sees themselves.</p> <p>Economic – they will have more money and can afford a better lifestyle, so will see themselves as doing well, being a success, e.g. they may be able to afford a new home and luxury goods. They can go on holiday, meet new people, experience different cultures; they may see themselves as being more educated and more knowledgeable of different cultures and travel. They may have money to take up a new hobby, sport or past-time – they may see themselves as being skilled in this new area.</p> <p>Relationships – as they have time off together they can do things as a couple – this may strengthen their relationship. They may see themselves as having a strong marriage and feel that their role as husband or wife is one they are doing well, i.e. they are a caring, loving husband/wife. They may be able to spend more quality time as a family and with friends; this may mean they see themselves as sociable and a good friend and parent, etc.</p> <p>Emotional – they may feel a sense of self-worth as they are both working hard and they have both achieved promotion. They may see themselves as being capable in their jobs. They will view their job skills positively, e.g. seeing themselves as perhaps a good listener, manager, an organised, caring person, etc. They have positions of responsibility so they may see themselves as being valued and important which may create positive feelings about how they view themselves.</p> <p>Gender – they will both contribute to the family income; Hugo may see himself as more valued or more equal than when his income was less. Isabel may feel that her role is equally financially important in their marriage; this will make her feel valued.</p>	10	6	4

Question	Answer	Mark	AO1	AO3
8. (c) (Cont'd)	Appearance – they may be able to buy better quality clothes. Isabel may get her nails manicured and hair styled more often. This may make them both feel good about the way they look – they may feel they are fashionable, stylish, that they look good, have good dress sense.			
	Total for Question 8	20	10	10
	Total for Section B	50	28	22
	TOTAL FOR PAPER	80	50	30