

# Mark Scheme (Results)

June 2010

GCE

GCE Applied Health and Social Care  
(6938/01)

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Summer 2010

Publications Code US023453

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Question Number	Answer	Mark
1 (a)(i)	<p>1 mark for correct response</p> <p>Later adulthood</p> <p>NOT late adulthood, elderly, old age</p>	1

Question Number	Answer	Mark												
1 (a)(ii)	<p>1 mark for each CORRECT double column in order.</p> <table border="1"> <thead> <tr> <th>Life stage in order</th> <th>Age range (in years)</th> </tr> </thead> <tbody> <tr> <td>Infancy</td> <td>0 - 2</td> </tr> <tr> <td>Early childhood</td> <td>2/3 - 8</td> </tr> <tr> <td>Adolescence</td> <td>9 - 18</td> </tr> <tr> <td>Early adulthood</td> <td>18/19 - 45</td> </tr> <tr> <td>Middle adulthood</td> <td>46 - 65/65+/66</td> </tr> </tbody> </table>	Life stage in order	Age range (in years)	Infancy	0 - 2	Early childhood	2/3 - 8	Adolescence	9 - 18	Early adulthood	18/19 - 45	Middle adulthood	46 - 65/65+/66	5
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1 (b)	<p>1 mark for identification plus 2 marks for the explanation (only 1 mark for a partial/weak explanation) 2x3 marks</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Eyesight deteriorates because the lens is less elastic/harder and the muscles are weaker</li> <li>• Hearing reduces because the small bones/joints become arthritic/stiff</li> <li>• Skin elasticity is less so wrinkles form. Elastic degenerates with time.</li> <li>• Mobility is reduced due to joints becoming stiff as the cartilage wears out</li> <li>• Organs become less efficient as tissues age and blood supply gets less</li> <li>• Muscles become weaker as less used and lower blood supply</li> <li>• Height reduces. The discs become compressed so spine shorter. Spine curvature increased/stooped</li> <li>• Bones less dense, more easily fractured. ACCEPT weaker/less strong, REJECT brittle/have osteoporosis</li> </ul> <p>NOTE Sensory loss can be accepted for both points - mp1 &amp; mp2 Do NOT accept hair loss/change of colour</p>	6

Question Number	Answer	Mark
*1 (c)	<p><b>Level 1 (1 - 2 marks)</b>  The level of knowledge will be basic and there will be omissions. There is little background information. Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p><b>Level 2 (3 - 5 marks)</b>  There will be fewer omissions and knowledge although still basic, will be explained in more detail. Evaluation will be basic and not balanced. Level of explanation will extend simply to other areas of development, but will be weak.</p> <p><b>Level 3 (6 - 8 marks)</b>  There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to other developmental areas. Evaluation leads to conclusions and the work is coherent and well-structured.</p> <p><b>1 mark for correct definition of self-concept</b>  <b>Maximum of 4 marks for a one-sided answer</b>  <b>Only half the points if bullet points used in answer</b></p> <p><b>For example:</b></p> <p><b>Increased self-concept/Positive</b></p> <ul style="list-style-type: none"> <li>• Down-sizing will decrease workload for Lily</li> <li>• He will be able to move around easily and not be so dependent</li> <li>• Get rid of accumulated clutter</li> <li>• Help is present if needed</li> <li>• Meet new people</li> <li>• Part of a community</li> </ul> <p><b>Decreased self-concept/Negative</b></p> <ul style="list-style-type: none"> <li>• Recognises age/getting older</li> <li>• Admits disability affecting quality of life</li> <li>• Regrets leaving home/neighbourhood for 30 years</li> <li>• Sorry for Lily losing home because of him</li> <li>• Having to get rid of loved possessions</li> <li>• Feels more dependent</li> <li>• May feel depressed</li> </ul>	8

Question Number	Answer	Mark
*1 (d)	<p><b>Level 1 (1 - 3 marks)</b>  The level of knowledge will be basic and there will be omissions. There is little background information. Only one difference will be offered with no (1 mark), partial (2 marks) or full explanation (3 marks)  Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p><b>Level 2 (4 - 6 marks)</b>  There will be fewer omissions and knowledge although still basic, will be explained in more detail. More than one difference will be considered. Evaluation will be basic and not balanced. Level of explanation will extend simply to other areas, but will be weak.  2 differences with no explanation (4 marks), partial explanations (5 marks) and full explanations (6 marks)</p> <p><b>Level 3 (7 - 10 marks)</b>  There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to differences with supporting explanations. There must be consideration of the effects on health and well-being and comparisons for level3. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks.  <b>Only half the points if bullet points used in answer</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Lily and Sam do very little exercise making them prone to heart attacks and strokes whereas Tom and Mary love to dance and take part in activities. Dancing is a very good exercise for older people helping them to keep fit and retain sense of balance</li> <li>• Lily and Sam like intellectual exercises whereas Tom and Mary don't bother. This is likely to offer some protection against Dementia and Alzheimer's disease</li> <li>• Tom and Mary love eating rich food and may have a tendency to be overweight ( although dancing will help) this may make them prone to arthritis, heart disease and strokes</li> <li>• Tom and Mary drink more than the recommended limits of alcohol leading to obesity, liver damage, strokes etc whereas Lily and Sam eat frugally</li> <li>• Tom and Mary enjoy meeting new people on cruises and live a very social life with many outside interests; this will keep them socially and emotionally happy</li> <li>• Lily and Sam do not have a wide social circle or outside interests they may be happy emotionally but only have each other</li> </ul>	10

Question Number	Answer	Mark
2 (a)(i)	<p>1 mark for each different response x2</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Liver damage/cirrhosis/failure/disease</li><li>• Increased risk of some cancers</li><li>• Increased risk of accidents</li><li>• Increased blood pressure</li><li>• Obesity</li><li>• Depression/dependency</li><li>• Heart disease</li><li>• Strokes</li><li>• Stomach ulcers</li><li>• Kidney problems</li><li>• Premature death</li></ul> <p>NOT alcohol poisoning or diabetes</p>	2

Question Number	Answer	Mark
2 (a)(ii)	<p>1 mark for the identification and up to 3 marks for the quality of the explanation. Maximum of 2 marks if the benefit to their quality of life not included.</p> <p><b>For example:</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Dancing and/or swimming - very good physical exercise and improves sense of balance. Will strengthen muscles and benefit the cardiovascular and respiratory systems by preventing some diseases</li> </ul> <p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• Various activities and learning new dance steps will assist in maintaining intellectual skills and keeping brain active</li> <li>• Entertainment will keep them up to date with current affairs</li> <li>• They love meeting new people and this improves communication skills</li> </ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Happy and content with leading a social life</li> <li>• Laughter from the entertainment will create happiness</li> <li>• Enjoy the togetherness of holidays and entertainment making them content in their intimate and sexual relationship</li> <li>• Raised self-concept and confidence</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• They love meeting new people and this improves communication skills</li> <li>• When not on holiday they still like to entertain and develop their social skills with family and friends</li> </ul>	4

Question Number	Answer	Mark
*2 (b)	<p>1 mark for recognising and explaining that the two families were in different social classes. Learners can still achieve full marks if social class not mentioned with good quality explanations.</p> <p>1 mark for identifying a factor and 2 marks for a good explanation how this impacts on their health and well-being (only 1 for partial explanation). 4 marks for a further factor and explanation or link (5-6 marks).</p> <p><b>For example:</b> Tom is in S.C. 2 whereas Sam is in 5</p> <ul style="list-style-type: none"> <li>• More illness generally in lower class therefore life expectancy lower</li> <li>• More lung cancer, strokes and heart disease in lower classes</li> <li>• Higher classes make more use of preventative health measures</li> <li>• Better nutrition in higher classes</li> <li>• Better exercise regimes in higher classes</li> <li>• More confidence/self esteem to ask questions about health</li> <li>• Less obesity in higher classes</li> <li>• Better research skills/more likely to read about illness</li> <li>• Larger income/less waiting/private health</li> </ul> <p>Candidates may make personal references directly to Tom and Sam</p> <ul style="list-style-type: none"> <li>• Sam was physically active in his occupation and this might have led to overuse of joints, accidents, etc.</li> <li>• Tom's job was intellectual and challenging. This would have offered some protection against mental deterioration</li> <li>• Social interaction was significantly more in Tom's job than Sam's so communication and emotional confidence came easily to Tom</li> <li>• Sam had contact with toxic materials which could have long-term health risks. Tom did not.</li> <li>• Tom's higher income gave him more time for leisure and pleasure. Sam's did not.</li> <li>• Intellectual skills enabled Tom to research and understand aspects of health</li> <li>• Tom likely to have good nutrition. Sam likely to be overweight after retirement</li> <li>• Tom likely to use preventive health measures</li> </ul>	6



Question Number	Answer	Mark
*2 (c)	<p><b>Level 1 (1 - 2 marks)</b>  The level of knowledge will be basic and there will be omissions. There is little background information. Only one factor offered (1 mark) with explanation (2 marks) Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p><b>Level 2 (3 - 5 marks)</b>  There will be fewer omissions and knowledge although still basic, will be explained in more detail. Evaluation will be basic and not balanced. Level of explanation will extend simply to other factor/s, but may be lacking explanation. Two factors with explanations.</p> <p><b>Level 3 (6 - 8 marks)</b>  There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to other factors with detailed explanations. Evaluation leads to conclusions and the work is coherent and well-structured. Considers at least 3 factors.</p> <p><b>Only half the points if bullet points used in answer</b></p> <p><b>For example:</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Adrenaline release, high blood pressure, heart disease</li> <li>• Digestive disorders, diarrhoea, ulcers</li> <li>• Palpitations, tachycardia (rapid heart rate)</li> <li>• Skin disorders</li> <li>• Sleeplessness</li> <li>• Menstrual cycle affected</li> <li>• Change in weight</li> <li>• Immunity weakened</li> </ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Panic attacks</li> <li>• Anxiety</li> <li>• Neuroses</li> <li>• OCD (obsessive compulsory disorder)</li> <li>• Depression</li> <li>• Tiredness due to sleeplessness</li> <li>• Irritability</li> <li>• Anger/aggression</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Isolation</li> <li>• Breakdown of relationships</li> </ul> <p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• Unable to concentrate/focus on work</li> <li>• Makes errors</li> </ul>	8

Question Number	Answer	Mark
*2 (d)	<p><b>Level 1 (1 - 3 marks)</b>  The level of knowledge will be basic and there will be omissions. There is little background information. Only one factor will be offered with no (1 mark), partial (2 marks) or full explanation (3 marks).  Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p><b>Level 2 (4 - 6 marks)</b>  There will be fewer omissions and knowledge although still basic, will be explained in more detail. More than one factor will be considered. Evaluation will be basic and not balanced. Level of explanation will extend simply to other areas, but will be weak.  2 factors with no explanation (4 marks), partial explanations (5 marks) and full explanations (6 marks)</p> <p><b>Level 3 (7 - 10 marks)</b>  There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to different factors with supporting explanations. There must be consideration of both positive and negative effects for level 3. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks.  <b>Only half the points if bullet points used in answer</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Can discuss life problems with friends</li> <li>• Can do activities/sport with friends</li> <li>• Friends will offer support in times of trouble/give advice</li> <li>• Help to achieve independence</li> <li>• Meet new people and extend social circle</li> <li>• Promote creativity and imagination</li> <li>• Counter loneliness/isolation</li> <li>• Boost self esteem/self image/self concept</li> <li>• Promote communication</li> <li>• Create new opportunities</li> <li>• Make people happier</li> <li>• Share secrets/ culture</li> <li>• Help to form attitudes and beliefs</li> <li>• Offer conformity/fitting in to society</li> <li>• Confidence</li> <li>• Safety and security</li> </ul>	10

Question Number	Answer	Mark
3 (a)(i)	<p>2 marks for one accurate definition, 1 mark for partial explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Individuals most likely to benefit from the health promotion campaign</li> <li>• Individuals selected from research who are most at risk from <b>not</b> having the health promotion campaign.</li> </ul>	2

Question Number	Answer	Mark
3 (a)(ii)	<p>2 marks for identifying two of the following (2x1):</p> <ul style="list-style-type: none"> <li>• infants</li> <li>• children</li> <li>• adolescents</li> <li>• parents</li> </ul> <p>2 marks for explaining one factor well or 1x2 marks for two partial explanations (max 2 marks)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• sun damage takes a long time to develop into skin cancer</li> <li>• infants and young children cannot protect themselves</li> <li>• sun safety needs to begin early in life</li> <li>• adolescents tend to sunbathe to excess to gain a tan and look attractive</li> </ul>	4

Question Number	Answer	Mark
*3 (b)	<p>1 mark x 2 for stating why medical and societal approaches not appropriate. Up to 4 marks for stating reasons why educational/behavioural approach is most suitable.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Parents, teachers and young people need to be presented with information on risks</li> <li>• Target groups need to change attitudes to sun exposure</li> <li>• Statistics/research to support facts</li> <li>• Options need to be explored</li> <li>• Self-esteem needs to be enhanced</li> <li>• Informed choice</li> </ul>	6

Question Number	Answer	Mark
*3 (c)(i)	<p><b>Level 1 (1 - 2 marks)</b>  The level of knowledge will be basic and there will be omissions. There is little background information. Only one factor offered (1 mark) with explanation (2 marks) Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p><b>Level 2 (3 - 5 marks)</b>  There will be fewer omissions and knowledge although still basic, will be explained in more detail. Evaluation will be basic and not balanced. Level of explanation will extend simply to two factors, but may be lacking explanation (3-4 marks) or both well explained (5 marks).</p> <p><b>Level 3 (6 - 8 marks)</b>  There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to other factors with detailed explanations. Evaluation leads to conclusions and the work is coherent and well-structured. Considers at least 3 factors (6 marks) with explanations (7-8 marks).  <b>Only half the points if bullet points used in answer</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• May not be aimed at the correct target group, eg parents of infants and young children</li> <li>• May not be interesting enough to combat appearance</li> <li>• May be denial</li> <li>• Peer pressure</li> <li>• May be forgotten if taking place in Autumn/Winter</li> <li>• Not enough media interest</li> <li>• Leaflets not at right intellectual level/colourful/interesting to catch attention.</li> <li>• Poor aims and objectives</li> <li>• Facts and statistics too complex/boring</li> <li>• Celebrities seen with tans</li> </ul>	8

Question Number	Answer	Mark
*3 (c)(ii)	<p><b>Level 1 (1 - 3 marks)</b>  The level of knowledge will be basic and there will be omissions. There is little background information. Only one factor will be offered with no (1 mark), partial (2 marks) or full explanation (3 marks).  Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p><b>Level 2 (4 - 6 marks)</b>  There will be fewer omissions and knowledge although still basic, will be explained in more detail. More than one approach will be considered. Evaluation will be basic and not balanced. Level of explanation but will be weak.  2 factors with no explanation (4 marks), partial explanations (5 marks) and full explanations (6 marks)</p> <p><b>Level 3 (7 - 10 marks)</b>  There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to at least 3 factors with supporting explanations. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks.  <b>Only half the points if bullet points used in answer</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• To improve practice for another time</li> <li>• Learn from successes and from mistakes</li> <li>• To help other people doing similar promotions not to make same errors</li> <li>• To provide evidence for the campaign</li> <li>• Justify use of resources</li> <li>• Support the case for repeating the campaign</li> <li>• Provide satisfaction in job role</li> <li>• Identify any unexpected outcomes</li> <li>• So changes can be made to improve the campaign</li> <li>• Justify funding</li> <li>• Determine whether aims and objectives were met</li> <li>• Measure the interest shown by the target group</li> <li>• Measure the knowledge gained</li> <li>• Measure the change in behaviour</li> <li>• Measure the impact on health/reduction in skin cancer etc</li> <li>• Analyse trends in statistics</li> </ul>	10

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