

# Mark Scheme (RESULTS) January 2008

GCE

## GCE Applied Health and Social Care (6938/01)

Question Number	Answer	Mark
1 (a)	<ul style="list-style-type: none"> <li>• Mutation - faults occur during the copying of genes, DNA, RNA or chromosomes</li> <li>• One or both parents possess an abnormal gene/allele</li> <li>• An extra chromosome is present (position 21) / trisomy</li> </ul> <p><i>1 - 2 marks for a partial description. 3 marks for a full description.</i></p>	3

Question Number	Answer	Mark
1 (b)(i)	<ul style="list-style-type: none"> <li>• Growth - increase/change in size, height, weight, mass</li> <li>• Development- increase in complexity / specialisation / skills / abilities / capacities</li> <li>• Getting taller, heavier, head circumference etc</li> <li>• Reading, writing, puberty, etc</li> </ul> <p><i>1 mark for accurate definition of each term. 2 marks for accurate examples included.</i></p>	4

Question Number	Answer	Mark
1 (b)(ii)	<ul style="list-style-type: none"> <li>• Cephalo-caudal, proximo-distal patterns</li> <li>• Some candidates might offer gross motor skills followed by fine motor - maximum (2)</li> <li>• Sitting, crawling, walking - (1)</li> </ul> <p><i>1 mark for identification of simple pattern and 1 mark for description 2 marks for identification using specialist language and 1 mark for description</i></p>	3

Question Number	Answer	Mark
1 (b)(iii)	<ul style="list-style-type: none"> <li>• Sexual organs - C</li> <li>• Head and brain - A</li> </ul>	2

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. (1) for 1 point, (2) if point is explained.</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. 2 points (2 x 2) or 1 point and explanation (3) if link made to another point.</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. Above 5 marks, need further links to several points and structure.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Language acquisition / wider vocabulary / coherent speech patterns</li> <li>• Communicate with others fluently</li> <li>• Express creativity / develop original ideas</li> <li>• Express thoughts and feelings</li> <li>• Explain needs of self and others</li> <li>• Develop social relationships and networks</li> <li>• Initiate and maintain intimate relationships</li> <li>• Acquire new skills for further development</li> <li>• Structured / logical thinking / further knowledge</li> <li>• Abstract thinking</li> <li>• Problem solving</li> <li>• Consideration of consequences of actions or experiences</li> <li>• Future prospects / progression in education / job/ career</li> <li>• Develop moral values / know right from wrong</li> <li>• Self-esteem / self-concept development</li> <li>• Helps to develop confidence</li> </ul>	max 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 approach will be mentioned (1) and explained (2 - 3). If only approaches are identified, (1 x 3). 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 / explained (5 - 6). Evaluation will be basic and not balanced. Level of explanation will extend simply to other areas, but will be weak.</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 approaches with at least one valid bullet point for each. Evaluation leads to conclusions and the work is coherent and well-structured.</p> <p><b>For example:</b> (2 mark for each approach defined accurately) (1 mark for each approach identified)</p> <p><b>Societal approach</b></p> <ul style="list-style-type: none"> <li>• New food labelling by manufacturers</li> <li>• Reduction in fat, sugar and salt content in food processing or ready meal production</li> <li>• Reduction in advertising of snack foods and confectionery during children's viewing and listening periods</li> <li>• Changes to school / hospital meals</li> <li>• Encouragement to participate in Healthy Schools programmes</li> </ul>	

	<p><b>Educational / Behavioural approach</b></p> <ul style="list-style-type: none"> <li>• Raise awareness resulting in changed behaviour to improve diet / health</li> <li>• Educate, so that individual makes informed decisions to improve diet / health</li> <li>• Use of statistical information to inform individuals e.g. amount of fat, sugar etc in popular foods</li> <li>• Use of statistics on diet-related disorders</li> <li>• Responsibility of individuals to develop skills for healthier meals, particularly parents for children</li> <li>• Change views and ideas</li> <li>• Provide advice on healthy diets</li> <li>• Explore attitudes and values related to meal management</li> </ul> <p><b>Biomedical approach</b></p> <ul style="list-style-type: none"> <li>• Role of health professionals in providing expert advice on food management</li> <li>• Use of statistics to inform public of diet-related illness</li> </ul>	<p><b>max 10</b></p>
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Question Number	Answer	Mark
2 (a)(i)	<ul style="list-style-type: none"> <li>• Ensure that she maintains a low-cholesterol diet (not healthy diet)</li> <li>• Have blood cholesterol checked at regular intervals</li> <li>• Have regular medical check-ups</li> <li>• Takes regular exercise (with the advice /approval of her GP) - not necessary</li> </ul>	max 2

Question Number	Answer	Mark
2 (a)(ii)	<ul style="list-style-type: none"> <li>• Do not smoke</li> <li>• Avoids environments where people smoke</li> <li>• Avoids air-polluted areas.</li> <li>• Seek advice from health professional</li> </ul>	max 2

Question Number	Answer	Mark
2 (b)	<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. 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. Evaluation will be basic and not balanced. Level of explanation will extend simply to other areas, but will be weak.</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 points. Evaluation leads to conclusions and the work is coherent and well-structured.</p> <p><b>For example:</b>  <b>Accurately define of nature and nurture: 1 mark each</b>  <b>Full explanation: 3 marks, provided nature and nurture are specified.</b>  <b>Partial explanation: 1 - 2 marks</b></p> <ul style="list-style-type: none"> <li>• Confident that advice and medical support are there to overcome the genetic disposition of heart disease</li> <li>• Environment (nurture) can be used to counter inherited conditions (nature)</li> <li>• Environment can be used to reduce effects of non-inherited illness</li> <li>• Support and protection given will enhance self- esteem/ self-concept</li> <li>• Will be as physically fit as possible by maintaining activity levels</li> <li>• Confidence as a result of regular monitoring</li> </ul>	<p style="text-align: right;"><b>max 10</b></p>

Question Number	Answer	Mark
2 (c)	<ul style="list-style-type: none"> <li>• Chronic bronchitis</li> <li>• Emphysema</li> <li>• "Smoker's cough"</li> <li>• Cancer of lungs / nose / mouth / throat / stomach / bladder (can offer two)</li> <li>• Poor oxygenation of organs</li> <li>• Reduced efficiency of organs</li> <li>• Addiction</li> <li>• Increased chest infections / asthma</li> <li>• Increased thrombosis / blood clotting / amputations</li> <li>• Poor growth in children</li> <li>• Increased miscarriages / stillbirths / foetal growth</li> <li>• Increased blood pressure</li> </ul> <p><i>1 mark for partial description of each effect (1 x 2)</i>  <i>2 marks for full description (2 x 2)</i></p>	max 4

Question Number	Answer	Mark
2 (d)	<ul style="list-style-type: none"> <li>• New legislation</li> <li>• Taxation</li> <li>• Awareness raising</li> <li>• Use of mass media</li> <li>• Statistical evidence to drive change</li> <li>• Informed decisions</li> <li>• Help and advice through the NHS</li> <li>• Access to NHS services</li> <li>• Empowerment</li> <li>• Adoption of healthier lifestyles</li> <li>• Improve fitness levels</li> </ul> <p><i>1 - 2 marks for partial explanation</i>  <i>3 - 4 marks for full accurate explanation</i></p>	max 4



Question Number	Answer	Mark
2 (e)	<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 and this is superficial. One type of development will be mentioned and the application of knowledge is basic. Meaning may be conveyed but in a non-specialist way. There is no evaluation.</p> <p><b>Level 2 (4 - 5 marks)</b> There will be fewer omissions and knowledge although still basic, will be explained in more detail. Both social and emotional development will be considered and there will be some application of knowledge. Evaluation will be basic and not balanced. Level of explanation may extend simply to other areas, but will be weak. <b>Max of 4 marks for only social or emotional points.</b></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 different ideas. There will be excellent application of knowledge Evaluation leads to conclusions and the work is coherent and well-structured.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Neighbours likely to be decreasing - death / moving away</li> <li>• Lonely / socially isolated</li> <li>• Visitors unlikely as area has no facilities</li> <li>• Withdrawal from society / family</li> <li>• Lives in fear / afraid to venture out</li> <li>• Depressed</li> <li>• Low self-esteem / negative self-concept</li> <li>• Stressed</li> <li>• Lack of interest in home / surroundings due to vandalism</li> <li>• Unable to fulfil potential</li> <li>• Community support poor or absent</li> <li>• Poor health and social care facilities</li> <li>• Quality of life poor</li> <li>• Transport networks poor or lacking</li> <li>• Social networks inadequate</li> </ul>	<p style="text-align: right;"><b>max 8</b></p>

Question Number	Answer	Mark
3 (a)(i)	Adolescence	1

Question Number	Answer	Mark
3 (a)(ii)	<ul style="list-style-type: none"> <li>• Mood swings</li> <li>• Rebelliousness</li> <li>• Idealism</li> <li>• Interest in opposite sex / sexual relationships</li> </ul>	max 1

Question Number	Answer	Mark
3 (a)(iii)	<ul style="list-style-type: none"> <li>• Facial and body hair develops</li> <li>• Skeletal growth spurt</li> <li>• Muscular development</li> <li>• Penis and testes/scrotum grow</li> <li>• Sperm production begins</li> <li>• Shoulders broaden</li> <li>• Voice breaks</li> <li>• Accessory glands begin to secrete - so-called "wet dreams"</li> <li>• Acne</li> </ul>	max 2

Question Number	Answer	Mark
3 (b)(i)	<p>Generally carried out through contact with peers, friends, teachers and work colleagues - learning social rules and behavioural norms outside the family. Understanding relationships with others in a non-family setting.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• May be anxious to maintain skills/motivated</li> <li>• Might be afraid/not afraid of failure</li> <li>• Good self esteem due to success so far</li> <li>• Proud to have been selected</li> <li>• Feels "wanted" for himself and skills</li> <li>• Confidence because belongs to two close groups - school/ club team</li> <li>• Learning norms through teachers and coaches</li> <li>• Success in school/sport may lead to being popular.</li> <li>• Feeling of well-being</li> </ul> <p>Perspective can be reversed</p> <p><i>1 mark for including accurate definition of secondary socialisation</i>  <i>1 mark for accurate contacts</i>  <i>1 mark for a partial explanation of a point and two marks for full explanation</i>  <i>1 - 2 marks for linking effects</i></p>	<p>max 6</p>

Question Number	Answer	Mark
3 (b)(ii)	<ul style="list-style-type: none"> <li>• Improvement in cardio-vascular /respiratory / nervous system function (can be credited separately)</li> <li>• Less likely to develop cardio-vascular /respiratory disorders</li> <li>• Increases muscle tone / strength / stamina / keep fit</li> <li>• maintain correct weight for height / reduce obesity / "burn off" fats / cholesterol</li> <li>• Feeling of well-being/time for self</li> <li>• Increases confidence and self-esteem</li> <li>• Increases range of joint movement / co-ordination / flexibility</li> <li>• Reduces stress levels / time to think</li> <li>• Relaxation and improved sleep patterns</li> <li>• Reduces risk of chronic diseases</li> <li>• Social networks / belonging</li> <li>• Commitment</li> </ul> <p><i>1 mark for a partial explanation of a point 2 marks for full explanation or 2 points made and linked to other effects (x 3)</i></p>	<p>max 6</p>

Question Number	Answer	Mark
3 (c)	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Becomes more independent / mature</li> <li>• Becomes more helpful</li> <li>• Bonds / plays / cares for / loves Daniel</li> <li>• Protective: baby has Down's syndrome</li> <li>• Role of elder brother</li> <li>• Increases positive self concept, self-image</li> <li>• Feels more responsible</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Embarrassed / ashamed / Down's syndrome / Mother getting pregnant again / Mother too old to be having babies</li> <li>• Does not bond with baby</li> <li>• Feels left out / rejected / jealous of attention</li> <li>• Changed behaviour / less time at home / rebellious</li> <li>• Rejects the idea of responsibility for younger brother with learning difficulties / different appearance</li> <li>• Self-concept / esteem / image becomes more negative as brother has genetic condition</li> <li>• Concern for parents</li> </ul> <p><i>1 - 2 marks for max of two factors identified.  2 marks for one factor identified and explained  4 marks for two factors identified and explained or linked to PIES.  Award maximum of 4 marks if discussion positive or negative only.  5 - 6 marks for range of positive and negative factors discussed coherently and linked to other points.</i></p>	<p>max 6</p>

Question Number	Answer	Mark
3 (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 and this is superficial. One or two benefits will be mentioned and the application of knowledge is basic. Meaning may be conveyed but in a non-specialist way. There is no evaluation.  <i>1 mark for a definition of self-concept</i></p> <p><b>Level 2 (4 - 5 marks)</b>  There will be fewer omissions and knowledge although still basic, will be explained in more detail. Two or three benefits will be considered and there will be some application of knowledge. Evaluation will be basic and not balanced. Level of explanation may extend simply to other areas, 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 different points. There will be excellent application of knowledge. Evaluation leads to conclusions and the work is coherent and well-structured</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Make social relationships easily</li> <li>• Form intimate relationships</li> <li>• Be independent</li> <li>• Develops constructive plans for the future</li> <li>• Able to make effective decisions by considering all angles</li> <li>• Communicate effectively</li> <li>• Mix with others/ socially interact</li> <li>• Confident</li> <li>• Express thoughts and feelings</li> <li>• Develop coping skills in problem situations</li> <li>• Accept new challenges with enthusiasm</li> <li>• Happy with life</li> <li>• Not be afraid of failure</li> </ul> <p><b>NB Answer must be positive: no negatives</b></p>	max 8

TOTAL FOR PAPER: 90 MARKS