

# Mark Scheme (Results)

June 2011

GCE Applied Health & Social Care  
(6938) Paper 01  
Human Growth & Development

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Publications Code US027342

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Question Number	Answer	Mark
1 (a)	<p><b>1 mark for identification 3 for explanation</b></p> <ul style="list-style-type: none"> <li>• Non-identical(1)</li> <li>• Because they have different chromosomes X and Y (2)</li> <li>• Or might give XX/girl and XY/boy (2)</li> <li>• One is a girl and one a boy/different genders (1)</li> <li>• This means that they cannot share exactly the same DNA/genetic make-up (1) Max 3</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
1 (b)	<p><b>2 marks for a full explanation, 1 mark for a partial explanation</b></p> <ul style="list-style-type: none"> <li>• To have a benchmark so that monitoring can take place to see if the baby is thriving/growing</li> <li>• To check against centiles/charts etc</li> <li>• To identify early problems</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
1 (c)	<p><b>2 marks for a full explanation, 1 mark for a partial explanation</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• A norm is the average age at which a skill or ability or a certain growth size is reached</li> <li>• Reference to milestones (1 or 2 if full)</li> <li>• Accept one mark if a correct example given</li> <li>• Need time reference and or skill/growth reference</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
1(d)	<p><b>1 mark for each skill and 1 mark for each timing (x2)</b></p> <p><b>Times should be relevant but not exactly as given (can allow 6 months forward but not back)</b></p> <p><b>For example:</b></p> <p><b>Fine motor skill</b></p> <ul style="list-style-type: none"> <li>• Using a spoon 12-18 months</li> <li>• Tying shoelaces 60 -72 months</li> <li>• Holding a crayon 12-24 months</li> <li>• Picking up a pea 10m-15m</li> </ul> <p><b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>• Sitting up unaided 6-8m</li> <li>• Crawling 9-10m</li> <li>• Walking 12-15m</li> <li>• Tricycle/Bicycle 24-60m</li> </ul>	<b>(4)</b>

	<b>May be other correct answers If fine/gross is incorrect but named skill and time is appropriate give 1 mark</b>	
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Question Number	Indicative Comment	
<b>1 (e)</b>  <b>(QWC)</b>	<b>For example:</b> <ul style="list-style-type: none"> <li>• Bonding/attachment</li> <li>• Learning social behaviour/ manners/politeness</li> <li>• Safety and security from love/affection</li> <li>• Enable relationships with other family members/friends</li> <li>• Develop communication skills</li> <li>• Primary socialisation/accepted norms and values</li> <li>• Family support during difficulties enable problems to be shared and solved</li> <li>• Leads to improvement in other developmental areas such as emotional and intellectual development – confidence/high self esteem</li> <li>• Good mental health</li> </ul>	
Level	Mark	Descriptors
<b>0</b>	<b>0</b>	No rewardable material
<b>Level 1</b>	<b>1 – 3</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.
<b>Level 2</b>	<b>4 – 6</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)
<b>Level 3</b>	<b>7 – 10</b>	There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to 3 different factors with supporting explanations. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks.

Question Number		Indicative Comment
1 (f)  (QWC)		<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Differences in pattern of body hair growth</li> <li>• Differences in timing of pubertal changes</li> <li>• Differences in voice deepening/ larynx/voice box growth</li> <li>• Differences in body shape changes / shoulders/hips/muscles etc</li> <li>• Differences in sexual organ maturation/ menstruation/growth of penis/testes</li> <li>• Differences in release of gametes/ ovulation/wet dreams etc</li> <li>• Differences in release of hormones/ oestrogen (progesterone)/ testosterone</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 2	The level of knowledge will be basic and there will be omissions. There is little background information. One or two factors are stated without clear differences Meaning may be conveyed but in a non-specialist way. There is no evaluation.
Level 2	3 – 5	There will be fewer omissions and knowledge although still basic, will be explained in more detail. 1 difference + 1 factor = 3 marks. At least two clear differences are made between the sexes (4) and another fact may be mentioned but not differentiated (5). Evaluation will be basic and not balanced. Level of explanation will extend simply to other areas of development, but will be weak.
Level 3	6 – 8	There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to other developmental areas. At least four differences will be made (8) Three differences (6) and a further fact (7) Evaluation leads to conclusions and the work is coherent and well-structured.

Question Number	Answer	Mark
2 (a)(i)	<b>1 mark for a correct response</b> Later adulthood	<b>(1)</b>

Question Number	Answer	Mark
2 (a)(ii)	<p><b>1 mark for each correct response (explanations not required)</b></p> <p><b>For example:</b></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. Elastic degenerates with time.</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>• Hair texture changes</li> <li>• Immune system less efficient</li> <li>• Reduction in height/ disc compression</li> <li>• Less dense/weaker bones</li> </ul> <p><b>NOT</b> brittle bones, osteoporosis, wrinkles, lack of hair, hair colour changes, reduced mobility, loss of senses/skin elasticity</p>	<b>(3)</b>

Question Number	Answer	Mark
2 (b)	<p><b>2 marks for each full explanation (3x2)</b></p> <p><b>1 mark for a partial explanation</b></p> <p><b>For example:</b></p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Built in baby sitter</li> <li>• Advice in baby care</li> <li>• Worries shared</li> <li>• Company</li> <li>• Experience</li> <li>• Share household tasks</li> </ul> <p>Do not accept advantages to Kate</p>	<b>(6)</b>

Question Number	Answer	Mark
2(c)	<p><b>1 for each correct response (x2)</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Maintains activity/mobility</li> <li>• Has a social circle outside the family/ meets new people</li> <li>• Keeps up-to-date with world/local affairs</li> <li>• Improves cognitive function</li> <li>• Feels included/ feels included/belonging</li> <li>• Stimulates communication</li> <li>• Raises self esteem/image/concept</li> <li>• Enhances confidence</li> <li>• Shares anxieties</li> <li>• Feels supported</li> <li>• Some independence</li> </ul>	(2)

Question Number	Indicative Comment	
2(d) (QWC)	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Miss intimate moments with father</li> <li>• Missing important milestones in children's lives</li> <li>• Feel emotionally anxious/troubled when "stranger" suddenly appears</li> <li>• Mother does not have so much time for them when Father appears</li> <li>• Lack of bonding with Father</li> <li>• Only used to females in the house</li> <li>• Just get used to him when he disappears again so any bonding interrupted</li> <li>• Not there as a male role model especially for Tim</li> <li>• May not like him as he may be stricter</li> <li>• He may spoil children when at home then go away</li> <li>• May be confused due to lack of understanding</li> </ul>	
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 2	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.
Level 2	3 – 5	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. Considers at least 2 factors
Level 3	6 – 8	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.

Question Number		Indicative Comment
2(e) (QWC)		<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Anxiety about getting close to other people/faithful</li> <li>• Resentment at Kate being there when opportunity for intimacy limited</li> <li>• Reduce opportunity for physical intimacy/ frustration/ feels less attractive/ not worried</li> <li>• Lose track of small events in family life</li> <li>• Tony does not share twins milestones with Kate</li> <li>• Tony may feel an outsider in family</li> <li>• Cathy may feel neglected</li> <li>• Likely to be arguments as Tony wants to socialise/relax when home</li> <li>• Tony may feel like he provides money only</li> <li>• Cathy may not be comfortable with changes in routine when Tony is home</li> <li>• They may not know each other's friends</li> <li>• Cathy is not aware of Tony's work issues</li> <li>• Marriage/ childcare is not shared responsibilities</li> <li>• Tony may criticise the childcare/noise/sleepless nights which puts Cathy on defensive.</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 3	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.
Level 2	4 – 6	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)
Level 3	7 – 10	There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to 3 different factors with supporting explanations. There must be consideration of both positive and negative effects for level3. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks.

Question Number	Answer	Mark
3 (ai)	<p><b>1 mark for each correct response</b></p> <p><b>Infancy and childhood</b> –Measles, Mumps, Rubella, Meningitis, Diphtheria,( Smallpox-allow), Poliomyelitis, Tetanus, Influenza, Pneumonia ( Max2) (MMR = 1 mark)</p>	



	<p><b>Adolescence-</b> Cervical cancer (max1) (Also booster for Tetanus, Diphtheria and Polio -MMR)  <b>Later adulthood-</b> Influenza, Pneumonia (Max1)</p> <p>Please note ignore first answer policy</p>	<b>(4)</b>
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<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>3 (aii)</b>	<b>1 mark for the correct response</b> Biomedical/Medical approach	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>3 (b)</b>	<b>1 mark for correct response</b>  Preventing ill health/disease	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>3 (c)</b>	<p><b>2 marks for any full point below or 1 for a partial explanation max=6</b></p> <p><b>Candidates might define herd immunity (1 mark for definition)</b></p> <p>Herd immunity is the spread of a disease in a community based on the proportions of non-immune and immune individuals within that community.</p> <p>Candidates are more likely to say that it is the level of immunity which protects individuals.</p> <ul style="list-style-type: none"> <li>• The importance of herd immunity is that epidemics/outbreaks occur when the proportion of non-immune individuals is high and they disappear when the proportion of immune individuals is high.</li> <li>• This is because it is difficult to control spread with low herd immunity</li> <li>• Each disease has a different target level of herd immunity.</li> <li>• In the example given, there needs to be a target population of 97% of immune individuals</li> <li>• Diseases can be eradicated in this way.</li> <li>• Prevents epidemics and pandemics</li> <li>• Reduced morbidity and mortality rates</li> </ul>	<b>6</b>

Question Number		Indicative Comment
3(d) (QWC)		<b>For example:</b> <ul style="list-style-type: none"> <li>• Worry over bad publicity</li> <li>• Worry over side effects / allergies</li> <li>• Hatred of needles</li> <li>• Mobility of the population / homelessness</li> <li>• Working people have no time</li> <li>• Ignorance / lack of awareness</li> <li>• Language difficulties</li> <li>• Religious beliefs</li> <li>• General practices fail to follow through</li> <li>• No G.P.</li> <li>• Lack of health visitors, doctors etc in some areas</li> <li>• Costs of getting to location</li> <li>• Belief that it is ineffective</li> <li>• It will not happen to me syndrome</li> <li>• Uncaring/irresponsible parents</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 2	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.
Level 2	3 – 5	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. Considers at least 2 factors
Level 3	6 – 8	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.

Question Number		Indicative Comment
3(e) QWC		<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Some scientists state that the 'flu vaccine does not prevent older people from getting the disease</li> <li>• Can be a waste of money</li> <li>• Immunisation reduces morbidity and mortality rates</li> <li>• Saves the NHS money in treating illness</li> <li>• Drug companies make huge profits</li> <li>• Disasters are widely publicised and disrupt programmes eg Cervical cancer, MMR</li> <li>• Only a small proportion will actually get the disease</li> <li>• Saves thousands of lives world-wide</li> <li>• No way of telling who would get the diseases</li> <li>• Immunisation against diseases is the future</li> <li>• Difficult to know how many immunisations can be given in total.</li> <li>• Side effects tend to put people off.</li> <li>• People tend to dislike needles.</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 3	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.
Level 2	4 – 6	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)
Level 3	7 – 10	There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to 3 different factors with supporting explanations. Evaluation leads to conclusions and the work must be coherent and well-structured to gain 9 -10 marks. There must be consideration of both positive and negative effects for level 3. <b>One-sided view max of 6 marks</b>

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Order Code US027342 June 2011

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