

# Mark Scheme (Results)

June 2012

GCE Health and Social Care (6938)

Paper 01

Human Growth and Development

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

[www.pearson.com/uk](http://www.pearson.com/uk)

June 2012

Publications Code US031563

All the material in this publication is copyright

© Edexcel Ltd 2012

Question Number	Answer	Mark
<b>1(a)(i)</b>	Michael -Early adulthood Liam-Adolescence Do not accept any variations except adolescents (1x2)	<b>(2)</b>

Question Number	Answer	Mark
<b>1(a)(ii)</b>	<ul style="list-style-type: none"> <li>• Facial / body hair growth must have a location of body hair for second mark</li> <li>• Enlarged sexual organs</li> <li>• Acne/spots</li> <li>• Growth spurt must have an indication of increased rate for second mark</li> <li>• Muscular development</li> <li>• Shoulders widen</li> <li>• Voice deepens</li> <li>• Sperm production/wet dreams</li> <li>• Release of hormones (1) testosterone (2)</li> </ul> <p>No slang only appropriate terminology Needs to have an element of description for 2 marks e.g. not simply growth; not testicles dropping. Partial description merits 1 mark.</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Close relationship with family /holidays/activities/work place</li> <li>• Intimate relationship with wife</li> <li>• Business contacts</li> <li>• Internet contacts</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Works long hours</li> <li>• Works alone / no colleagues</li> <li>• Doesn't meet many real people</li> </ul> <p>No credit for wealth as such with social development, only for social activities that can result from wealth and involve meeting other people or having a close relationship with family</p>	<b>(6)</b>

Question Number		Indicative Content
<b>1(c)</b> <b>QWC</b>		<ul style="list-style-type: none"> <li>• Genetic faults</li> <li>• Birth injuries</li> <li>• Long term illness</li> <li>• Severe acute infection such as meningitis</li> <li>• Sensory impairment</li> <li>• Lack of stimulation, toys / books/ human interaction etc</li> <li>• Poor environment</li> <li>• Mal nutrition</li> <li>• Weak primary and secondary socialising agents / or the opposite</li> <li>• Substance abuse during pregnancy</li> </ul> <p>Candidates may look at response from an opposite view point eg. If mothers didn't smoke during pregnancy the baby is likely to be a good birth weight</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Knowledge is basic; only one factor offered with no discussion (1 mark) or two with no discussion/one with minimum discussion (2 marks). Meaning conveyed but no specialist language used. Many omissions. Spelling, punctuation and rules of grammar have limited accuracy.
2	<b>3-5</b>	Fewer omissions and although knowledge is still basic, more detail is forthcoming. Two factors with some explanation 3-4, three factors with some discussion 5 marks. Some specialist vocabulary used and spelling, punctuation and rules of grammar have some accuracy.
3	<b>6-8</b>	Student has good understanding and gives details of at least three factors often illustrated with examples. Specialist vocabulary is used meaningfully and there is structure and coherence in the response. Spelling, punctuation and rules of grammar have considerable accuracy. Maximum of 4 marks for bullet points.

NB. 1 MARK FOR A FACTOR

2 MARKS FOR A FACTOR AND LIMITED DESCRIPTION

3 MARKS FOR A FACTOR AND A DETAILED DESCRIPTION

Question Number		Indicative Content
<b>1(d)</b> <b>QWC</b>		<p>1 mark for definition of self concept</p> <ul style="list-style-type: none"> <li>• Beginning of adolescence able to state how they are feeling – happy, sad etc</li> <li>• Then begin to compare with others in peer group</li> <li>• As puberty arrives, begin to be touchy with rapid mood swings</li> <li>• Rebellious and angry</li> <li>• Friends replace family as main source of support</li> <li>• Many experience low self esteem and confidence</li> <li>• Depression is common</li> <li>• Idealism/fanaticism is apparent</li> <li>• Sense of self is strong</li> <li>• Gradually confidence builds up again as adulthood is reached.</li> </ul> <p>The opposite might be appropriate</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	The knowledge is basic with omissions. One point is offered with no (1 mark), partial (2 marks) or a full explanation (3 marks). Two points in brief may be awarded 2/3 marks depending on qualifying details. Little specialist vocabulary used and spelling, punctuation and rules of grammar have limited accuracy.
2	<b>4-6</b>	Knowledge is still basic but with some accompanying detail. There are more than 2 points raised but little structure at the bottom end of the mark band, tendency to isolate facts such as periodic mood swings. Top end will show some coherence and structure with increasing knowledge and detail. Bullet points 5 maximum. Some specialist vocabulary evident with some accuracy in spelling, punctuation and grammar.
3	<b>7-10</b>	Work is logical and well-explained although there may be a few omissions at least four points are covered with qualifying details. Mark will depend on detail used and the accuracy of spelling, punctuation and grammar will be considerable. The work will flow and be coherent for the top of the mark band. Appropriate specialist vocabulary used.

Question Number	Answer	Mark
<b>2(a)(i)</b>	<ul style="list-style-type: none"> <li>• Passed on from parents / inherited</li> <li>• Inherited units/genes / characteristics</li> <li>• May contain faults in DNA / genes</li> </ul> May provide examples of diseases or characteristics – credit where accurate <div style="text-align: right;">(1x2)</div>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(a)(ii)</b>	<ul style="list-style-type: none"> <li>• Diet</li> <li>• Substance abuse such as passive smoking</li> <li>• Pollution- can accept more than one type eg noise, air, water</li> <li>• Water quality</li> <li>• Stress</li> <li>• Income</li> <li>• Education</li> <li>• Housing</li> </ul> Beware of confusing lifestyle factors with environmental must be different identification Any other valid factor. Second mark must refer to the influence on growth and development. <div style="text-align: right;">(2x2)</div>	<b>(4)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<ul style="list-style-type: none"> <li>• Happiness</li> <li>• High self esteem/self concept</li> <li>• Less worries / material possessions / finance</li> <li>• Confident</li> <li>• More trusting</li> <li>• Stress / tired</li> <li>• Anxious if business fails</li> </ul> No evidence of reasons for depression / suicide etc. Any other valid emotional factor. Up to 3 marks max Second / third mark given for partial / full explanation <div style="text-align: right;">(2x3) or(3x2)</div>	<b>(6)</b>

Question Number		Indicative Content
<b>2(c) QWC</b>		<p><b>Acceptable to treat parents and siblings separately</b> <b>Candidate might present opposite view</b></p> <p><b>Positive effects</b></p> <ul style="list-style-type: none"> <li>• Parents/siblings will feel proud of success</li> <li>• May feel material benefits</li> <li>• Feel looked after</li> <li>• Raised self esteem of family due to Michaels' wealth</li> <li>• Talk about achievements to friends</li> <li>• Less financial stress</li> <li>• Michael pleased to help the family</li> </ul> <p><b>Negative effects</b></p> <ul style="list-style-type: none"> <li>• Jealous of his good fortune</li> <li>• Resent that he doesn't understand their way of life/dissatisfied</li> <li>• Feel they are poor relations/low self esteem</li> <li>• Criticise his lifestyle eg extravagance</li> <li>• Feel he may not want to know them now</li> <li>• Left his ( working class) roots.</li> <li>• Feels their home is unworthy on visits.</li> <li>• Michael might resent family dependency</li> <li>• Michael might resent time spent on family issues / problems</li> <li>• Feels superior to family</li> <li>• He does not fit in anymore</li> <li>• Feels responsibility for family</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Unable to use initiative and mainly involve aspects of jealousy. Work is of poor quality regarding spelling, punctuation and rules of grammar. Very little understanding of relationships shown.
2	<b>3-5</b>	Able to use some initiative and make one or two points with explanations. Work shows some accuracy in terms of spelling, punctuation and rules of grammar, but on the whole is thin in substance. <b>One-sided viewpoint maximum of 4. Bullet points maximum of 4.</b>
3	<b>6-8</b>	Uses initiative well and is insightful regarding relationships. <b>Must look at positive and negative effects on relationships with some evaluation at top end of mark band.</b> Work must flow and have a coherent structure with considerable accuracy in spelling, punctuation and rules of grammar.

Question Number	Indicative Content	
<b>2(d)</b> <b>QWC</b>	<p>Response can be treated holistically allowing up to 3 marks for each factor, positive negative or both</p> <p>1 mark for a definition of social class</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Welfare benefits</li> <li>• Health</li> <li>• Mortality</li> <li>• Education</li> <li>• Healthcare</li> <li>• Nutrition</li> <li>• Leisure</li> <li>• Housing</li> <li>• Environment</li> <li>• Safety</li> </ul>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
1	<b>1-3</b>	One simple factor likely to be diet, private/NHS health care. The work is very basic and lacks explanation relating to effect on health and well-being. The work shows little evidence of good spelling, punctuation and rules of grammar. No attempt at evaluation and everyday language is used.
2	<b>4-6</b>	At least two well-explained factors at the top end of the mark band with effects on health and well-being. Work shows some attempt at organisation and spelling, punctuation and rules of grammar are partly accurate. Some evaluation present. Maximum of 5 marks with bullet points.
3	<b>7-10</b>	Three or more well-explained influences with their effects on health and well-being at the top end of the mark band. The work is coherent and well-organised with evaluation. There is considerable evidence of good spelling, punctuation and rules of grammar. Specialist vocabulary is evident. Bottom - middle of the mark band for less well-explained work.

Question Number	Answer	Mark
<b>3(a)(i)</b>	<ul style="list-style-type: none"> <li>• Children</li> <li>• Families</li> <li>• Ethnic groups / or specifically named ethnic group</li> <li>• Pregnant or expectant mothers/females / women or mothers to be</li> <li>• Babies / toddlers / pre schoolers / under 5's / nursery children</li> </ul> <p style="text-align: right;">(2x1)</p>	<b>(2)</b>



Question Number	Answer	Mark
<b>3(a)(ii)</b>	<ul style="list-style-type: none"><li>• Educational/behavioural model (1 mark)</li><li>• Focus on information giving (1)</li><li>• To change behaviour (1)</li><li>• Free choice of individual (1)</li><li>• Raising awareness (1)</li></ul>	<b>(4)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p>Identification (1) and partial / full explanation = 2 / 3 Up to 3 marks max Can have opposite view</p> <ul style="list-style-type: none"> <li>• Start off positively</li> <li>• Stereotyping of individuals taking part</li> <li>• May be offensive</li> <li>• Malnutrition and inactivity may occur in people considered underweight or normal size</li> <li>• Less inclined to take part</li> <li>• Lowers self esteem at start</li> <li>• Think it is/not targeted at them</li> </ul>	(2x3) or (3x2) <b>(6)</b>

Question Number	Indicative Content	
<b>3(c)</b>	<ul style="list-style-type: none"> <li>• Observational visits / follow up meetings etc</li> <li>• Questionnaires / surveys</li> <li>• Interviews</li> <li>• Analysis of shopping</li> <li>• Meal plans</li> <li>• Take up of activities</li> <li>• Number of groups joining</li> <li>• Survey of people who have heard of campaign</li> <li>• Reports from health professionals</li> <li>• Obesity statistics / health checks eg BMI's, BP etc</li> <li>• Mortality statistics</li> </ul>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Unable to use initiative and mainly involve answering questionnaires. Work is of poor quality regarding spelling, punctuation and rules of grammar. Very little understanding of methods of evaluation of campaigns or the named model shown.
2	<b>3-5</b>	<b>Able to use some initiative and make one or two points with explanations.</b> Work shows some accuracy in terms of spelling, punctuation and rules of grammar, but on the whole is thin in substance. Bullet points maximum of 4.
3	<b>6-8</b>	Uses initiative well and is insightful regarding how the model could be evaluated. <b>There should be at least 3 points covered for this band</b> and variation within band depends on details and explanations. Must have some general evaluation at top end of mark band. Work must flow and have a coherent structure with considerable accuracy in spelling, punctuation and rules of grammar.

Question Number		Indicative Content
<b>3(d)</b>		<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Reach- % achieved so excellent result</li> <li>• Awareness- exceeded target so advertising very effective</li> <li>• Logo recognition- doubled the target so very effective advertising</li> <li>• Total responses- nearly 2 million groups gave feedback</li> <li>• Sign-up –more than doubled the target</li> <li>• Sustained interest- 33% more than target kept going</li> <li>• Last 2 points covered numbers of groups so actual number of people much greater</li> <li>• Campaign appears very successful</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• First 3 positive points were % so if number targeted was modest then this was not so good.</li> <li>• First 3 points did not mean that the people took notice of the campaign aims just the advertising.</li> <li>• The % targeted for sustained interest was only 16.5% of number signed up, quite low.</li> <li>• The % achieved from the actual sign up was only just over 10% quite a low figure</li> <li>• Some of the total responses might have been negative</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Work reflects positive points <b>only</b> and concludes that a successful campaign has taken place. The work shows little evidence of good spelling, punctuation and rules of grammar. No attempt at evaluation and limited analysis. Everyday language is used.
2	<b>4-6</b>	<b>At least two positive points and one negative is explained.</b> There is an attempt at analysis but this is weak. Work shows some attempt at organisation and spelling, punctuation and rules of grammar are partly accurate. Some evaluation present. Maximum of 5 marks with bullet points.
3	<b>7-10</b>	<b>There is a good attempt at analysis with more than one negative point raised.</b> The work is coherent and well-organised with evaluation. There is considerable evidence of good spelling, punctuation and rules of grammar. Specialist vocabulary is evident. Bottom - middle of the mark band for less well-explained work.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code US031653 June 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

