

# Mark Scheme (RESULTS) January 2008

GCE

## GCE Applied Health and Social Care (6941/01)

Question Number	Answer	Mark
1 (a)	<ul style="list-style-type: none"> <li>Starting school</li> <li>Marriage/partnership formation</li> <li>Employment</li> <li>Death</li> </ul>	max 2

Question Number	Answer	Mark
1 (b)	<p>Statement for 1 mark e.g.</p> <ul style="list-style-type: none"> <li>May not know many people</li> </ul> <p>Amplification for 1 mark e.g.</p> <ul style="list-style-type: none"> <li>Will not go out as much</li> </ul>	2

Question Number	Answer	Mark
1 (c)	<p><b>Level One (1 - 2 marks)</b>  Gives brief example of financial difficulty.  Gives brief example of how physical development might be affected.  Explanation or clear linkage is not clearly evident.</p> <p><b>Level Two (3 - 4 marks)</b>  Good example or examples of financial difficulty.  Clear explanation of how financial difficulty affects physical development in either a negative or a positive way.</p> <p><b>Financial difficulty e.g.</b></p> <ul style="list-style-type: none"> <li>Spending more money than earning</li> <li>Not enough money for everyday needs</li> <li>Being in debt</li> </ul> <p><b>Physical development e.g.</b></p> <ul style="list-style-type: none"> <li>Fruit and vegetables, essential for minerals/vitamins is expensive, so poor growth</li> <li>High fat/fast food is cheaper and people likely to put on weight</li> <li>Not enough money to join health clubs</li> <li>Worry about money can cause people to have eating problems</li> <li>Walking more as it costs nothing, so health could improve</li> </ul>	max 4

Question Number	Answer	Mark
1 (d)	<p><b>Level One (1 - 2 marks)</b> Identifies one feature of a close relationship and its effect on emotional development <b>OR</b> Only identifies features of a close relationship with no explanation of effects.</p> <p><b>Level Two (3 - 4 marks)</b> Identifies two features of a close relationship or identifies and describes one feature. Makes a clear link of feature(s) to emotional development. Link(s) could be positive or negative.</p> <p><b>Feature of close relationship e.g.</b></p> <ul style="list-style-type: none"> <li>• Someone to share experiences with</li> <li>• Someone to discuss problems with</li> <li>• Doing everyday tasks for each other</li> </ul> <p><b>Effect on emotional development e.g.</b></p> <ul style="list-style-type: none"> <li>• People are happier/unhappier</li> <li>• Raises/lowers self-esteem</li> <li>• Gives confidence/makes less confident</li> </ul>	max 4

Question Number	Answer	Mark
1 (e)(i)	<ul style="list-style-type: none"> <li>• Employment rate decreased (slightly)</li> <li>• Unemployment rate stayed the same from 2004 to 2005, but increased in 2006/only increased in 2006</li> <li>• Only increased from 2005 to 2006</li> <li>• Only increased from 2006</li> </ul>	max 2

Question Number	Answer	Mark
1 (e)(ii)	<p><b>Level One (1 - 2 marks)</b> The candidate is likely to just identify only of some consequences of being unemployed and make basic statements about self-esteem being lowered. These statements may be vague.</p> <p><b>Level Two (3 - 4 marks)</b> Candidates should give relevant detailed examples, but explanation or discussion may be lacking.</p> <p><b>Level Three (5 - 6 marks)</b> Candidates should give relevant detailed appropriate examples, accompanied by explanations. There should be clear evidence of discussion.</p> <p><b>Consequences of being unemployed e.g.</b></p> <ul style="list-style-type: none"> <li>• No income</li> <li>• Not enough money for basic needs e.g. food</li> <li>• Not enough money for leisure</li> <li>• Not enough money for going out socially.</li> </ul> <p><b>Effect on self-esteem e.g.</b></p> <ul style="list-style-type: none"> <li>• Lowered</li> <li>• Because bored as no work to go to</li> <li>• Feels unworthy as not able to get a job</li> <li>• Feels less worthy than peers/friends</li> <li>• Positive</li> <li>• Feels now able to pursue other interests</li> <li>• Feels now able to pursue another career</li> <li>• Sense of loss from not socialising with colleagues</li> </ul>	<p style="text-align: right;">max 6</p>

Question Number	Answer	Mark
1 (e)(iii)	<p><b>Level One (1 - 3 marks)</b> The level of knowledge will be basic and there will be omissions. There will be limited application of knowledge. Meaning may be conveyed but in a non-specialist way. Evaluation will be missing. Candidates are likely to identify the types of support only.</p> <p><b>Level Two (4 - 7 marks)</b> There will be a basic level of knowledge, perhaps with some application. Evaluation will be basic and will not be balanced. At the bottom of the range candidates may identify and describe the different methods of support, perhaps giving examples. There may be a limited connection to being made redundant. At the top of the range connection to being made redundant will be evident. There should be some evidence of evaluation skills, although this may be limited.</p> <p><b>Level Three (8 - 10 marks)</b> There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident, with candidates discussing the merits of each type of support.</p> <p><b>Methods of support e.g.</b></p> <ul style="list-style-type: none"> <li>• Informal</li> <li>• Family</li> <li>• Range of named family members named</li> <li>• Friends / neighbours / peers</li> <li>• Formal</li> <li>• Professionals</li> <li>• Named professionals, e.g. counsellors</li> <li>• Self-supporting</li> <li>• Books / internet</li> </ul> <p><b>Further descriptions of each method of support e.g.</b></p> <ul style="list-style-type: none"> <li>• Talk to the person being made redundant</li> <li>• Involve them in their activities</li> <li>• Give ideas for retraining</li> <li>• Give ideas for occupying their time</li> </ul> <p><b>Relative merits of different types of support e.g.</b></p> <ul style="list-style-type: none"> <li>• Informal methods involve people the person knows, so they may feel more comfortable</li> <li>• Formal methods involve people who are trained, so person may feel that the help is better</li> <li>• Self-support methods involve the person taking control themselves, so may have more effect</li> </ul>	<p style="text-align: right;"><b>max 10</b></p>

Question Number	Answer	Mark
2 (a)(i)	<ul style="list-style-type: none"> <li>Idea of set of rules/practices care practitioners should employ</li> <li>That ensure quality of care (when working with clients)/example e.g. respect/dignity/equality of treatment</li> </ul> <p><i>1 mark for a partial description</i>  <i>2 marks for a full description</i>  <i>0 marks for listing the Care Value Base</i></p>	max 2

Question Number	Answer	Mark
2 (a)(ii)	<ul style="list-style-type: none"> <li>Give them choice</li> <li>Example of choice, e.g. in what they would like to wear or eat</li> <li>Letting them to be involved in their own care</li> <li>Let them decide how much help they need to do things</li> </ul> <p><i>1 mark for a partial description</i>  <i>2 marks for a full description</i></p>	4

Question Number	Answer	Mark
2 (b)	<p><b>Level One (1 - 2 marks)</b>  Candidates are likely to make a basic statement about each type of poverty or say that absolute poverty is worse than relative poverty.</p> <p><b>Level Two (3 - 4 marks)</b>  Candidates will have a clear view of both absolute and relative poverty, supported by examples.</p> <p><b>Absolute poverty</b></p> <ul style="list-style-type: none"> <li>Not able to buy basic necessities</li> <li>Examples of basic necessities - food and shelter</li> </ul> <p><b>Relative poverty</b></p> <ul style="list-style-type: none"> <li>Idea of not as well off as most other people</li> <li>Not able to afford things that most people have, such as TV / mobile phone, etc</li> </ul>	max 4

Question Number	Answer	Mark
2 (c)(i)	<p>The answer must be linked to the service users who live at Pine Villas e.g.</p> <ul style="list-style-type: none"> <li>• Old people can not longer do things for themselves</li> <li>• Example e.g. dress/feed</li> <li>• All old people are stupid</li> <li>• Not capable of thinking for themselves</li> </ul> <p><i>1 mark for a partial description</i> <i>2 marks for a full description</i></p>	<p>max 4</p>

Question Number	Answer	Mark
2 (c)(ii)	<p><b>Level One (1 - 2 marks)</b> Candidates are likely to just identify simple effects of stereotyping. These statements may be vague.</p> <p><b>Level Two (3 - 4 marks)</b> Candidates are likely to give detailed effects of stereotyping, perhaps linking to just one area of development, but explanation is likely to be missing.</p> <p><b>Level Three (5 - 6 marks)</b> Candidates should give detailed effects of stereotyping, linking to more than one area of development, with clear explanations of examples of negative stereotyping.</p> <p><b>Effects of negative stereotyping e.g.</b></p> <ul style="list-style-type: none"> <li>• Make them unhappy</li> <li>• Make them frightened</li> <li>• So that they won't talk/interact with anyone</li> <li>• So that they are afraid to ask for help</li> <li>• So that they won't eat</li> <li>• Resulting in them becoming frail</li> </ul> <p><b>Explanation e.g.</b></p> <ul style="list-style-type: none"> <li>• Examples of what it is that is making them unhappy or frightened, e.g. being talked to as if they were stupid or being made to feel useless</li> </ul>	<p>max 6</p>

Question Number	Answer	Mark
2 (d)	<p><b>Level One (1 - 3 marks)</b> Candidates are likely to give some general advice on how services could be improved, but it is likely to be vague and may not relate directly to institutions like Pine Villa. Discussion is unlikely to be evident.</p> <p><b>Level Two (4 - 7 marks)</b> At the bottom end of the range there should be some specific advice but it may not be appropriate to institutions like Pine Villa. At the top end there should be evidence of some discussion but the links to equality of care for all clients may not be clear, however should relate to Pine Villas.</p> <p><b>Level Three (8 - 10 marks)</b> Good discussion should be clearly evident and explicit. The advice should be specific, detailed and relevant to the case study. At the top end there should be a clear link of all advice to the equality of care for all clients.</p> <p><b>Possible areas of advice e.g.</b></p> <ul style="list-style-type: none"> <li>• Matching the ages and sex of staff to the clients</li> <li>• Implementing the care value base</li> <li>• Empowering the clients</li> <li>• Building the clients self-esteem by making them feel as good about themselves as they can</li> <li>• Staff training and development</li> </ul>	max 10



Question Number	Answer	Mark
3 (a)	<ul style="list-style-type: none"> <li>• Rises and falls for both males and females</li> <li>• Highest at 46-65 for males and 26-45 for females</li> </ul> <p><i>1 mark for a partial description</i> <i>2 marks for a full description</i></p>	2

Question Number	Answer	Mark
3 (b)(i)	<ul style="list-style-type: none"> <li>• Equal for females / 1:1 / 16:16</li> <li>• Less for males / 1:11</li> </ul> <p><i>1 mark for a partial description</i> <i>2 marks for a full description</i></p>	2

Question Number	Answer	Mark
3 (b)(ii)	<p><b>Level One (1 - 3 marks)</b> The level of knowledge will be basic and there will be omissions. There will be limited application of knowledge. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. The candidate is likely to make general statements such that it will not be so good or it will be slow.</p> <p><b>Level Two (4 - 7 marks)</b> There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end of the range candidates are likely to identify and describe the different effects, possibly on just one area of development (emotional or physical). There may be a limited connection to alcoholism or dependency. At the top end of the range connection to alcoholism and dependency will be evident. Material should be relevant to more than one area of development. There should be some evidence of evaluation skills, although this may be limited.</p> <p><b>Level Three (8 - 10 marks)</b> There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident, with candidates discussing the positive aspects, as well as the negative aspects of such an imbalance.</p> <p><b>Valid points e.g.</b></p> <ul style="list-style-type: none"> <li>• Male service users may not relate well to female care staff</li> <li>• They may be embarrassed</li> <li>• Male service users may relate particularly well to female care staff</li> <li>• They see woman as more caring</li> <li>• They see woman as less aggressive/less of a threat</li> <li>• If they are unhappy about being cared for by a woman, then they will be less motivated to stop drinking alcohol or converse</li> <li>• If they are not motivated, then they are less likely to discuss reasons why they drank too much in the first place or converse</li> <li>• If they are unhappy, then their bodies will take longer to adjust to not having alcohol or converse</li> </ul>	max 10

Question Number	Answer	Mark
3 (c)(i)	Secondary	1

Question Number	Answer	Mark
3 (c)(ii)	<p><b>Level One (1 - 2 marks)</b> Identifies one feature of socialisation and its effect on rehabilitation</p> <p><b>OR</b> Only identifies features of socialisation or effects on rehabilitation.</p> <p><b>Level Two (3 - 4 marks)</b> Identifies a feature of socialisation and its effects on rehabilitation.</p> <p><b>Features of socialisation e.g.</b></p> <ul style="list-style-type: none"> <li>• Talking to people e.g. friends and family</li> <li>• Talking to professionals</li> <li>• Interacting with other alcoholics</li> </ul> <p><b>Effects on rehabilitation e.g.</b></p> <ul style="list-style-type: none"> <li>• Family and friends make them feel wanted etc</li> <li>• Professionals offer proven advice</li> <li>• Other alcoholics make them feel that they are not alone/unique/it can happen to anyone</li> <li>• Support</li> <li>• Encouragement</li> </ul>	max 4

Question Number	Answer	Mark
3 (d)(i)	Occupation / job / type of employment / wealth	1

Question Number	Answer	Mark
3 (d)(ii)	<p><b>Level One (1 - 3 marks)</b> The level of knowledge will be basic and there will be omissions. There will be limited application of knowledge. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. The candidate is likely to just make general statements about low social class, little money leading to stress.</p> <p><b>Level Two (4 - 7 marks)</b> There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end of the range candidates are likely to identify and describe some ways in which stress may arise, mainly linking these to money / jobs. They are likely to concentrate on the lower social classes. At the top end of the range there should be evidence of stress relating to more than one area of development. There should be some evidence of evaluation skills, although this may be limited.</p> <p><b>Level Three (8 - 10 marks)</b> There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be a balanced evaluation and conclusions will be drawn. The response will be coherent and well structured. The candidates should present arguments that stress can arise in all social classes, and not just be present in the lower classes. There should be detailed examples of how stress might arise, relating to more than one area of development.</p> <p><b>Ways in which stress may arise e.g.</b></p> <ul style="list-style-type: none"> <li>• Working too hard / stressful job</li> <li>• In higher social classes with professional jobs</li> <li>• In lower social classes where people do long hours/hard manual labour</li> <li>• Not earning enough money</li> <li>• Cannot buy nutritious food, leading to obesity</li> <li>• Cannot afford good housing</li> <li>• Not able to go out and socialise</li> <li>• Dampness / overcrowding leading to ill health</li> <li>• Worry about becoming ill</li> <li>• Worry about lack of friends / leisure time</li> <li>• Idea that stress arises from different things in different social classes</li> </ul>	<p style="text-align: right;"><b>max 10</b></p>

**TOTAL FOR PAPER: 90 MARKS**