

# Mark Scheme (RESULTS) Summer 2008

GCE

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

Question Number	Answer	Mark
1(a)	<p>1 mark for each of the following: Maximum 3 marks</p> <ul style="list-style-type: none"> <li>• Diet</li> <li>• Amount of exercise / inactivity</li> <li>• Alcohol use</li> <li>• Drugs</li> <li>• Any other sensible suggestion</li> </ul>	3 marks

Question Number	Answer	Mark
1(b)(i)	<p>One mark for a partial description Two marks for a full description</p> <ul style="list-style-type: none"> <li>• Number of people who smoke is greatest in the 20 - 24 age group</li> <li>• Idea of increases, then decreases</li> <li>• Men peak earlier than women</li> </ul>	2 marks

Question Number	Answer	Mark
1(b)(ii)	<p>1 mark for identifying the following:</p> <p>16-19</p>	1 mark

Question Number	Answer	Mark
1(c)	<p><b>Level 1 : 1 - 2 marks</b> The candidate is likely to give description of the different effects only. Explanation will not be clearly evident and there will be no clear links to health &amp; well-being.</p> <p><b>Level 2 : 3 - 4 marks</b> Candidates may well support description of the different effects with explanation or make links to health and well-being.</p> <p><b>Level 3 : 5 - 6 marks</b> Candidates should describe effects and explain their relevance. They should also make clear links to health and well-being. For full marks there should be reference to other aspects of health and well-being other than physical.</p> <p>Examples of effects include:</p> <ul style="list-style-type: none"> <li>• Lung cancers / bronchitis /emphysema</li> <li>• Because of tar in the cigarettes</li> <li>• Raised blood pressure and heart disease.</li>   <li>• Addiction / can't give up</li> <li>• Because of the nicotine.</li>   <li>• Lack of energy</li> <li>• Because of damage to respiratory system.</li>   <li>• Emotional effects such as depressed</li> <li>• Because can't give up.</li>   <li>• Could find it pleasurable / calming</li> <li>• Idea of 'steadying the nerves' .</li>   <li>• Financial aspects</li> <li>• Less money for food</li> <li>• Leading to stress / spending money on more food thus overeating.</li>   <li>• Socially acceptable / unacceptable</li> <li>• Explanation - peers smoke / most people don't smoke now</li> </ul>	6 marks

Question Number	Answer	Mark
1(d)	<p><b>Level 1 : 1 - 2 marks</b>  The level of knowledge will be basic and there will be omissions. There will be limited application and the methods suggested may not be specific. Meaning may be conveyed but in a non-specialist way. Discussion will be missing. Candidates will make a few statements about how someone may be persuaded not to take smoke, but they may be vague.</p> <p><b>Level 2 : 3 - 5 marks</b>  There will be a basic level of knowledge. There may be some application of knowledge. The discussion will be basic and will not be balanced. Candidates should give appropriate examples of how someone may be persuaded not to smoke. There should be evidence of some explanation and/or discussion of the factors. There should be a clear understanding of peer pressure.</p> <p><b>Level 3 : 6 - 8 marks</b>  There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. Discussion should be balanced. The response will be coherent and well structured. Candidates should give clear examples accompanied by explanations of how someone may be persuaded not to smoke linked to peer pressure. There should be clear evidence of discussion of the factors.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Young people uncertain about what they believe and where they stand</li> <li>• Values and attitudes look to peer group to promote alternative to those provided by family</li> <li>• Young people spend a lot of time in groups either in school or leisure so group values and behaviour can very influential</li> <li>• Teenagers are experimental with smoking etc. Whenever they take up something new they look to their peers for guidance. Not all teenagers respond in the same way to peer group pressure, some (11 to 14) appear to be more influenced than others.</li> <li>• Some teenagers are more independent than others and can withstand pressure better</li> <li>• Teenagers who receive little support at home are the most likely to be influenced by the peer group</li> </ul>	8 marks

Question Number	Answer	Mark
1(e)	<p><b>Level 1 : 1 - 3 marks</b> The level of knowledge will be basic and there will be omissions. Points made may not be relevant to early bereavement. The evaluation will be missing. The candidate is unlikely to make clear links between early bereavement and health and well being.</p> <p><b>Level 2 : 4 - 7 marks</b> There will be a basic level of knowledge, and most points made should be relevant to early bereavement. The effect on family members will be considered. The evaluation will be basic and will not be balanced. At the bottom end, candidates are likely to focus on just a few family members or make generic points. There should be some links to at least one area of health and well being. At the top end, candidates are likely to focus on a extended network of family members and/or make links to more than one area of health and well being. There should be some evidence of discussion.</p> <p><b>Level 3 : 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. Points made will be specific, clear and relevant. An extended range of family members will be considered and the effects on more than one area of health and well being.</p> <p><b>Relevant factors include:</b></p> <ul style="list-style-type: none"> <li>• Grieving for loss of son / daughter, father / mother, brother / sister, husband / wife</li> <li>• Unfulfilled life</li> <li>• Lack of money if breadwinner dies leading to various financial problems</li> <li>• Loss of companionship leading to feeling lonely</li> <li>• Older person may have been dependent on the younger person</li> <li>• Lack of someone to go out with leading to negative social development / social isolation</li> <li>• Lack of someone to talk to leading to negative intellectual / social development</li> <li>• Possible positive aspects if other members of a family did not get on with the person</li> <li>• Feeling of guilt from not supporting / persuading the family member to give up</li> <li>• May become dependant on substances e.g. alcohol, drugs</li> </ul>	10 marks
<b>Total 30 marks</b>		

Question Number	Answer	Mark
2(a)(i)	<p>1 - 2 marks for partial description 3 - 4 marks for full description</p> <ul style="list-style-type: none"> <li>• Primary socialisation is interactions with the family</li> <li>• Nina lived at home with her family</li> <li>• Secondary socialisation is interactions with people outside the family / at school / at work</li> <li>• Nina lives with friends/interacts with people at university</li> </ul>	4 marks

Question Number	Answer	Mark
2(a)(ii)	<p>1 - 2 marks for partial explanation of one or two factors 3 - 4 marks for full explanation of one or two factors</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Nina is away from home</li> <li>• She might be lonely / frightened / unhappy</li> <li>• Friends will look after her / give her emotional support</li> <li>• Friends will help her social development</li> <li>• May base answer on PIES</li> </ul>	4 marks

Question Number	Answer	Mark
2(a)(iii)	<p>1 - 2 marks for partial description 3 - 4 marks for full description</p> <p>Answer must be how they would help her - not the effects</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Idea of emotional support</li> <li>• Phone her / write to her / encourage her with her studies</li> <li>• Idea of physical support</li> <li>• Send her money to buy food / clothes (to supplement her student grant / loan)</li> <li>• Idea of intellectual support</li> <li>• Discuss her studies with her / fund trips etc.</li> <li>• Visit her</li> </ul>	4 marks

Question Number	Answer	Mark
2(b)	<p><b>Level 1 : 1 - 2 marks</b> The candidate is likely to give description of the different effects only. Explanation will not be clearly evident and there will be no clear links to health &amp; well-being.</p> <p><b>Level 2 : 3 - 4 marks</b> Candidates may well support description of the different effects with explanation or make links to health and well-being.</p> <p><b>Level 3 : 5 - 6 marks</b> Candidates should describe effects and explain their relevance. They should also make clear links to health and well-being.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Problem with housing e.g. damp walls</li> <li>• Linking the housing problem with health e.g. affects her lungs</li> <li>• Problem with lack of income e.g. poor food/clothing not warm enough</li> <li>• Linking the income problem with health e.g. overweight/malnutrition/anorexic</li> </ul> <p><b>Must link to physical development</b></p>	6 marks

Question Number	Answer	Mark
2(c)(i)	<p><b>1 mark for each of the following:</b> <b>Maximum 2 marks</b></p> <ul style="list-style-type: none"> <li>• A way of grouping people</li> <li>• According to occupation / profession / job they do / wealth</li> </ul>	2 marks

Question Number	Answer	Mark
2(c)(ii)	<p><b>Level 1 : 1 - 3 marks</b>  The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. The candidate is likely to identify one or two points from the table but they may be vague. The candidate is unlikely to evaluate the information or make reference to trends in social class.</p> <p><b>Level 2 : 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, candidates are likely to identify points from the table and relate these to trends in social class. There is still unlikely to be much evaluation. At the top end, in addition, links should be specific and candidates are likely to start to evaluate the information.</p> <p><b>Level 3 : 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 and the candidate makes reference to three or more aspects of the table. There should be clear comments about trends and to what extent the evidence supports the trends.</p> <p><b>Points from the table:</b></p> <ul style="list-style-type: none"> <li>• Heart disease (for men) increases the lower the social class</li> <li>• Specific details of decrease - e.g. much higher in social class 5</li> <li>• Links with poorer diet in lower social classes</li> <li>• Data only refers to men</li> <li>• Lung cancer (for men) increases the lower the social class</li> <li>• Bigger difference than heart disease</li> <li>• Links with more smoking in lower social classes</li> <li>• Data only refers to men</li> <li>• Breast cancer decreases the lower the social class</li> <li>• Not as marked difference as heart disease or lung cancer</li> <li>• Possible links to less breast feeding in higher social classes</li> <li>• Cervical cancer increases the lower the social class</li> <li>• Reference to numbers / largest differences</li> <li>• Perhaps more promiscuity in lower social classes</li> <li>• Suicide decreases the lower the social class</li> <li>• Reference to numbers / not as much difference as the rest</li> <li>• More stress the higher the social class</li> <li>• Result not as expected</li> <li>• Data is old and may be different now</li> </ul>	10 marks
	<b>Total 30 marks</b>	



Question Number	Answer	Mark
3(a)	<p>1 mark for identifying the following:</p> <ul style="list-style-type: none"> <li>• 5</li> </ul>	1 mark

Question Number	Answer	Mark
3(b)(i)	<p>1 mark for each of the following: Maximum 2 marks</p> <p>Examples only:</p> <ul style="list-style-type: none"> <li>• Infirm/unwell</li> <li>• Unable to do things/or example</li> <li>• Past it</li> <li>• Stupid</li> </ul>	2 marks

Question Number	Answer	Mark
3(b)(ii)	<p>1 mark for each of the following: Maximum 2 marks</p> <p>Examples only:</p> <ul style="list-style-type: none"> <li>• Immature</li> <li>• Reckless/eq - sleeping around</li> </ul>	2 marks

Question Number	Answer	Mark
3(b)(iii)	<p>1 mark for identification of the group 2 marks for description</p> <p>Group: Adolescents / teenagers / children / young adults / binge drinkers / football hooligans / 'chavs'</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Ethnic minority</li> <li>• Name calling</li> <li>• Exclusion or example</li> <li>• Disabled</li> <li>• Assumption that they are not intelligent/cannot do things</li> <li>• Exclusion or example</li> </ul>	3 marks

Question Number	Answer	Mark
3(c)	<p><b>Level 1 : 1 - 2 marks</b>  The candidate is likely to give description of the different ways only. Explanation will not be clearly evident and there will be no clear links to health &amp; well-being.</p> <p><b>Level 2 : 3 - 4 marks</b>  Candidates may well support description of the different ways with explanation or make links to health and well-being. There should be some reference to both sets of users.</p> <p><b>Level 3 : 5 - 6 marks</b>  Candidates should describe ways and explain their relevance. They should also make clear links to health and well-being. For full marks there should be reference to both sets of users and to other aspects of health and well-being other than physical.</p> <p><b>Points include:</b></p> <ul style="list-style-type: none"> <li>• The young mothers talk to the older people, this would help the older people feel young/in touch with young people</li> <li>• The young mothers could bring the babies to visit the older people, this would give enjoyment to the older people</li> <li>• The older people could give advice to the young mothers as they were probably mothers themselves</li> <li>• As the young mothers are of mixed ethnic origin, they could interest the older people about other cultures</li> <li>• Benefits to social development as they are interacting</li> <li>• Benefits to intellectual development as they are learning from each other</li> <li>• Benefits emotionally as they will be happier</li> <li>• They could encourage the older people to visit Newholme, helping their mobility and provide an additional interest</li> </ul>	6 marks

Question Number	Answer	Mark
3(d)(i)	<p><b>Level 1 : 1 - 2 marks</b></p> <p>The candidate is likely to identify the different ways of implementing the care value base. Explanation will not be clearly evident and there will be no clear links to care value base.</p> <p><b>Level 2 : 3 - 4 marks</b></p> <p>Candidates may well support brief description of the different methods of implementation care value base with an explanation.</p> <p><b>Level 3 : 5 - 6 marks</b></p> <p>Candidates should describe ways in which to explain their relevance . For full marks there should be reference to the different methods of implementing care value base and linked to older service users</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Legislation</li> <li>• Codes of practice</li> <li>• Organisational policy</li> <li>• Charters and national guidelines</li> <li>• Care practice</li> <li>• Confidentiality</li> <li>• Dignity</li> <li>• Respect</li> <li>• Communication</li> <li>• Anti-discrimination</li> <li>• Empowerment</li> <li>• Choice</li> <li>• Independence</li> </ul>	6 marks

Question Number	Answer	Mark
3(d)(ii)	<p><b>Level 1 : 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. Candidates are likely to give some general points about the importance of the care value base, but it is likely to be vague and may not relate directly to institutions like Medvale and Newholme. Discussion is unlikely to be evident</p> <p><b>Level 2 : 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, points made should be specific, but may not be appropriate to institutions like Medvale or Newholme. At the top end, there should be evidence of some benefit to the service users</p> <p><b>Level 3 : 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 discussion should be clearly evident and explicit. The points made should be specific, detailed and relevant to the case study. At the top end there should be a clear link to the benefit of all the service users in more than one area of development.</p> <p><b>Points include:</b></p> <ul style="list-style-type: none"> <li>• Empowerment makes the service user feel involved / increased knowledge / part of the process. This will enhance their emotional / intellectual / social development.</li> <li>• Treating clients with dignity / respect, makes them feel important / valued which will enhance their emotional development.</li> <li>• Choice and independence will enable the service users to feel empowered which will make them feel that they have the ability to make decisions thereby increasing their confidence and self-concept.</li> </ul>	10 marks
<b>Total 30 marks</b>		
<b>Total for paper: 90 marks</b>		