

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE Health and Social
Care (6938/01)

Unit 1: Human Growth & Development

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)(i)	<ul style="list-style-type: none"> • Three infants/babies/children born to the same mother/parent (1) at the same time/one after the other (1) 	(2)

Question Number	Answer	Mark
1(a)(ii)	<p>Two features from table that are controlled by genetics.(2x1)</p> <ul style="list-style-type: none"> • Gender • Eye colour • Hair colour • Accept length/height 	(2)

Question Number	Answer	Mark
1(b)	<p>Feature:</p> <ul style="list-style-type: none"> • weight (1) • length(1) • physical disorder, e.g. deafness, blindness (1) • head circumference (1) <p>Explanation:</p> <ul style="list-style-type: none"> • diet of the mother (1) • mother's exercise (1) • dependent on the other siblings (1) • mother substance abuse, e.g. smoking/drugs/alcohol (1) • disease during pregnancy, e.g. prematurity/Rubella (1) • Environmental factor (1) • placental function (1) • lifestyle factor/personal choice <p>Accept accurate alternative responses.</p>	(4)

Question Number	Answer	Mark
1(c)(i)	<ul style="list-style-type: none"> • Use of large muscles (groups) to complete a basic action (2) • Using limb muscles (1) • Examples might include sitting, crawling, standing, walking(1) • Develop first/early (1) <p>Accept accurate alternative responses.</p>	(3)

Question number	Answer	Mark
1(c)(ii)	<ul style="list-style-type: none"> • Use of small muscles (groups) to complete a precise action (2) • Using finger muscles (1) • Examples might include holding pen/pencil/crayon, tying shoelaces, and fastening buttons/using cutlery (1) • Develop later in infancy (1) <p>Accept accurate alternative responses.</p>	(3)

Question Number	Answer	Mark
1(d)	<p>The importance of exercise in childhood. For example:</p> <ul style="list-style-type: none"> • Use excess calories/joules from diet • Maintain a healthy weight • Stimulate blood flow to organs • Stimulate breathing • Maintain a healthy blood pressure • Keep joints flexible and supple • Develop strength and stamina • Develop skills • Increase concentration and cognitive ability • Develop social skills/friendships • Feel good factor/endorphin production • Work off aggression <p>Accept accurate alternative points.</p>	(6)
Level	Mark	Descriptor
	0	No assessment objectives
1	1-2	Basic level of knowledge with little or no application.
2	3-4	2-3 points made with some application.
3	5	Coherent explanation with at least 3 points well applied.
4	6	Excellent response that addresses the question stem and has clarity and organisation.

Question number	Answer	Mark
1(e)*	<p>Discuss socialisation in childhood.</p> <p>For example:</p> <ul style="list-style-type: none"> • Able to differentiate between primary and secondary socialisation and discuss positive and negative outcomes <p>Positive features</p> <ul style="list-style-type: none"> • Acquire norms and values from parents • Acquire norms and values from teachers, spiritual leaders, other children • Learn rules applicable to home, society and school • Increase vocabulary and communication skills • Build self-concept, acquire self-confidence and self-worth • Acquire social skills, manners, politeness • Emotional stability/security • Share problems • Become part of a social group • Common interests such as music, sport, fashion or schoolwork <p>Negative features</p> <ul style="list-style-type: none"> • Acquire unacceptable values from undesirable friends/group • Lose norms and values of home, school or society • Disrespect parents, teachers. Family, school culture • Less motivation, loss of interest in family, education etc. • Less sociable, less communicative. <p>Accept other accurate and relevant points.</p>	(10)
Level	Mark	Descriptor
	0	No assessment objectives met.
1	1-3	<p>Level of knowledge is basic with omissions, limited application and knowledge demonstrated. Meaning is conveyed in a non-specialist way and there is only one side presented.</p> <p>No evaluation offered and limited discussion. Topic likely to be about importance of having friends. Spelling, punctuation and grammar likely to be weak.</p>
2	4-6	<p>Knowledge may still be basic but likely to be more applied. A weak attempt at evaluation can follow some discussion.</p>

		May be a few links to other points but likely to be familiar with both types of socialisation and be able to offer good specialist vocabulary and knowledge at the top end. Some accuracy with spelling, punctuation and grammar.
3	7-8	Knowledge, concepts and vocabulary are applied with understanding and a coherent response with few errors of spelling, punctuation and grammar is presented. There is clear evidence of discussion with well-represented positive and negative points made. Conclusions will be drawn and evaluation attempted. There is evidence that the candidate has a sound knowledge of both primary and secondary socialisation processes which address the question stem.
4	9-10	Excellent response demonstrating accurate knowledge and understanding of different types of socialisation. Issues are developed with relevant evidence presented and coherent chains of reasoning apparent. Evaluation is sound and conclusions are drawn. Logical and balanced discussion given with clarity, organisation and excellent use of language.

Question number	Answer	Mark
2(a)(i)	<p>Two named diseases that infants are routinely immunised against in the UK (AO12x1).</p> <p>Choice from:</p> <ul style="list-style-type: none"> • Diphtheria • Tetanus • Whooping cough (pertussis) • Poliomyelitis (accept abbreviation) • Influenza • Measles • Mumps • Rubella • Pneumonia • Rotavirus • Meningitis 	(2)

Question	Answer	Mark
2(a)(ii)	<p>For example: One reason why newborn babies don't require immunisation.(1)</p> <ul style="list-style-type: none"> • Newly born babies have antibodies against common diseases passed to them from the mother's blood via the placenta (1)/ breast milk (1) • Not vulnerable to some childhood diseases at this stage (1) 	(1)

Question number	Answer	Mark
2(a)(iii)	<p>For example: One reason why young babies do require immunisation. (1)</p> <ul style="list-style-type: none"> • Antibodies from mother's blood have deteriorated (1) • Have become vulnerable to childhood diseases (1) • Prevent disease (1) • Low immunity/immature immune system (1) 	(1)

Question number	Answer	Mark
2(b)	<p>For example: Identify and give key features of health promotion approach. Identification Medical or biomedical approach/model (1) Key features (x1 each valid point to a maximum of 5)</p> <ul style="list-style-type: none"> • Based on science • Trusted • Run by health professionals • Followed up • Element of choice • Free from NHS • Responds to outbreaks of diseases 	(6)

Question number	Answer	Mark
2(c)*	<p>The importance of public health campaigns for the health of the nation.</p> <p>For example:</p> <ul style="list-style-type: none"> • Reduces absenteeism from school or work • Raises awareness of potential health risks • Ignorance of benefits • Ignorance of risks from disease • Peer pressure • Herd immunity • Risks of infection • Epidemics more likely, local or regional • Incomplete schedule therefore ineffective • Increased demand on the NHS <p>May illustrate using specific examples of health promotion campaigns, e.g. breast screening, immunisation, and drink aware.</p> <p>Accept accurate alternative responses.</p>	(10)
Level	Mark	Descriptor
	0	No assessment objectives met
1	1-3	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no examination of the factors affecting health promotion campaigns.
2	4-6	Fewer omissions and knowledge may still be basic at the lower end but is explained in more detail. There may be simple links to other points but some specialist terms are used with an attempt at examination. Some accuracy of spelling, punctuation and grammar.
3	7-8	Knowledge, concepts and vocabulary are applied with understanding and a coherent response with few errors of spelling, punctuation and grammar is presented. There is clear evidence of examination with well-represented positive and negative points made. Some conclusions will be drawn and evaluation attempted. There is evidence that the candidate has a sound knowledge of the importance of the health promotion campaigns, which address the question stem.

4	9-10	Excellent response demonstrating accurate knowledge and understanding of different factors affecting the success of health promotion campaigns. Issues are developed with relevant evidence presented and coherent chains of reasoning apparent. Evaluation is sound and conclusions are drawn. Logical and balanced examination given with clarity, organisation and excellent use of language.
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Question number	Answer	Mark
2(d)*	<p>Examine the factors affecting the success of a health promotion campaign.</p> <p>For example:</p> <p>Positive</p> <ul style="list-style-type: none"> • Correct target group • Sound research and statistics • Interesting presentation • Sound aims • SMART objectives • Non-threatening discussions • Treated seriously • Understandable language/not too technical/jargon • More sociologically based than biological or medical • Evaluation to build on good points <p>Negative</p> <ul style="list-style-type: none"> • Boredom/lacks variety • Embarrassment due to topic • Annoyance or anger if not relevant to them • Compulsory attendance • Poor planning or organisation • No evaluation to provide feedback 	(10)
Level	Mark	Descriptor
	0	No assessment objectives met
1	1-3	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no examination of the factors influencing success.
2	4-6	Fewer omissions and knowledge may still be basic at the lower end but is explained in more detail. There may be simple links to other points but some specialist terms are used with an attempt at examination. Some accuracy of spelling, punctuation and grammar.
3	7-8	Knowledge, concepts and vocabulary are applied with understanding and a coherent response with few errors of spelling, punctuation and grammar is presented. There is clear evidence of examination with well-represented positive and negative points made. Some conclusions will be drawn and evaluation attempted. There is evidence that the candidate has a sound knowledge of factors affecting the success of health promotions, which address the question stem.

4	9-10	Excellent response demonstrating accurate knowledge and understanding of different factors affecting the success of health promotion campaigns. Issues are developed with relevant evidence presented and coherent chains of reasoning apparent. Evaluation is sound and conclusions are drawn. Logical and balanced examination given with clarity, organisation and excellent use of language.
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Question number	Answer	Mark
3(a)(i)	<p>Define the menopause For example:</p> <ul style="list-style-type: none"> • End of a female's fertile period • End of child-bearing • Cessation of periods • End of egg production in females <p>Accept accurate alternative responses.</p>	(1)

Question number	Answer	Mark
3(a)(ii)	<p>Three ways in which the menopause might affect an individual's job performance. For example:</p> <ul style="list-style-type: none"> • Irritable/short-tempered with workers • Uncomfortable in warm environment so difficult to concentrate • Distracted by hot flushes so concentration affected • Less tolerant than normal/moody or mood swings affecting relationships with colleagues • More tired from poor sleep due to night sweats so less efficient at work • More stressed due to reduced performance • Less menstrual problems and absenteeism <p>Do not accept depression or grieving.</p> <p>Accept other relevant, accurate points.</p>	(3)

Question number	Answer	Mark
3(b)*	<p>Discuss how financial stress affects relationships.</p> <p>For example:</p> <ul style="list-style-type: none"> • Depression of one or both partners • Arguments between partners • Blame put on wage earner • Blame put on non-wage earner • Coldness or hate enters relationship • May be substance abuse, e.g. alcohol, drugs • May resort to gambling • One partner may be absent a lot • Relationship breakdown, separation, divorce. • May bring partners closer together emotionally • May increase intimacy – it's free • May increase creativity for cheap/free activities <p>Accept other relevant, accurate points.</p>	(8)
Level	Mark	Descriptor
	0	No assessment objectives met
1	1-2	The level of knowledge is basic and there are omissions. Little background information used and only 1-2 points with weak application offered. Meaning is conveyed in a non-specialist way and there is no discussion or evaluation.
2	3-4	There will be fewer omissions and although knowledge is still basic there will be application. Attempts are made to discuss Mel's self-concept but there is a lack of coherence and organisation. Some accuracy demonstrated with spelling, punctuation and grammar.
3	5-6	Few omissions and a depth of knowledge shown with good links to other areas. Use of vocational terms is good and understanding of the question stem is demonstrated with evidence of discussion and some evaluation.
4	7-8	The work is coherent, balanced and well structured accurately reflecting the question stem. Discussion is present and chains of reasoning can be followed. Considerable accuracy in spelling, punctuation and grammar.

Question number	Answer	Mark
3(c)(i)	<p>For example:</p> <ul style="list-style-type: none"> • Self-esteem (1) and self-image (1) • How you feel about yourself (1) or how you see yourself (1) • Self-esteem,(1) self-image (1) and ideal self together • A learned idea how we are different (1) from other people (1) • An understanding (1) of self or identity (1) <p>Accept other relevant, accurate statements.</p>	(2)

Question number	Answer	Mark
3(c)(ii)*	<p>Discuss how Mel's self-concept is affected by the birth of the triplets.</p> <p>For example:</p> <ul style="list-style-type: none"> • Raised self-esteem at becoming a mother • Sees herself as being a woman now • Improved self-image as a result • More positive self-concept at being different with triplets • May be exhausted so sees herself as unable to cope, lowered self-image • May have some depression as a result • Self-concept may become more negative due to worry or fear whether she is capable of caring for three babies • Self-concept may become more negative due to worry over paying bills • May feel less of a woman as spending all the time feeding and changing so lowered self-image. <p>Accept other relevant, accurate statements.</p>	(8)
Level	Mark	Descriptor
	0	No assessment objectives met
1	1-2	The level of knowledge is basic and there are omissions. Little background information used and only 1-2 points with weak application offered. Meaning is conveyed in a non-specialist way and there is no discussion or evaluation.
2	3-4	There will be fewer omissions and although knowledge is still basic there will be application. Attempts are made to discuss Mel's self-concept but there is a lack of coherence and organisation. Some accuracy demonstrated with spelling, punctuation and grammar.
3	5-6	Few omissions and a depth of knowledge shown with good links to other areas. Use of vocational terms is good and understanding of the question stem is demonstrated with evidence of discussion and some evaluation.
4	7-8	The work is coherent, balanced and well structured accurately reflecting the question stem. Discussion is present and chains of reasoning can be followed. Considerable accuracy in spelling, punctuation and grammar.

Question number	Answer	Marks
3(d)*	<p>Discuss how the health and well-being of a family may be affected having a low income. For example:</p> <ul style="list-style-type: none"> • Poor nutrition, likely to be offered cheap foods with high starch/sugar/fat content • Little access to fruit and vegetables • Not able to access paid activities • Getting about is difficult and expensive so rare • Accommodation likely to be cramped and could be damp so infections likely • Lack of space means infections spread easily • Medicines can be expensive • Fuel poverty/cold house • Less clothing, furniture etc. • Less educational toys, books etc. • Less likely to interact with other young children <p>Accept other relevant, accurate statements.</p>	(8)
Level	Mark	Descriptor
	0	No assessment objectives met
1	1-2	The level of knowledge is basic and there are omissions. Little background information used and only 1-2 points with weak application offered. Meaning is conveyed in a non-specialist way and there is no discussion or evaluation.
2	3-4	There will be fewer omissions and although knowledge is still basic there will be application. Attempts are made to discuss the impact of low income on health and well-being but there is a lack of coherence and organisation. Some accuracy demonstrated with spelling, punctuation and grammar.
3	5-6	Few omissions and a depth of knowledge shown with good links to other areas. Use of vocational terms is good and understanding of the question stem is demonstrated with evidence of discussion and some evaluation.
4	7-8	The work is coherent, balanced and well-structured accurately reflecting the question stem. Discussion is present and chains of reasoning can be followed. Considerable accuracy in spelling, punctuation and grammar.