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## **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCE  
Health and Social Care (6938)

Unit 1: Human Growth and 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
<b>1 (a) (i)</b>	AO1 Candidate demonstrates knowledge and understanding of life stages <ul style="list-style-type: none"> <li>• Later adulthood (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>1 (a) (ii)</b>	AO1 Candidate demonstrates knowledge and understanding of life stages <ul style="list-style-type: none"> <li>• Adolescence (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
AO1 Candidate demonstrates knowledge and understanding of physical changes in adolescence. AO2 Candidate demonstrates application of knowledge, understanding and skills		
<b>1 (b) (i)</b>	Different changes <ul style="list-style-type: none"> <li>• Girls release eggs/ova at monthly intervals whereas boys can release sperm/semen when aroused (1)</li> <li>• Girls menstruate at monthly intervals boys do not menstruate (1)</li> <li>• Boys grow strong facial hair/may shave whereas girls do not (1)</li> <li>• Girls secrete female sex hormones like oestrogen whereas boys secrete male sex hormones like testosterone (1)</li> <li>• Girls develop breasts whereas boys do not (1)</li> </ul> Accept accurate alternative responses.	<b>(2)</b>

Question number	Answer	Mark
AO1 Candidate demonstrates knowledge and understanding of physical changes in adolescence. AO2 Candidate demonstrates application of knowledge, understanding and skills		
<b>1 (b) (ii)</b>	<p>Similar changes</p> <ul style="list-style-type: none"> <li>• Both girls and boys grow underarm/axillary and pubic hair (1)</li> <li>• Both girls and boys experience growth spurts (1)</li> <li>• Both boys and girls experience growth of primary sexual organs (1)</li> <li>• Both boys and girls may develop acne/greasy skin (1)</li> </ul> <p>Accept accurate alternative responses.</p>	<b>(2)</b>

Question number	Answer	Mark
AO1 Candidate demonstrates knowledge and understanding of balanced diet AO2 Candidate demonstrates application of knowledge, understanding and skills		
<b>1 (c)</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>• A traditional response would be to eat carbohydrates, protein and fat (1) in the correct proportions (1) with vitamins, minerals, water and fibre (1) to maintain health (1)</li> <li>• Some candidates may say plenty of fruit and vegetables (1) or 'five-a-day' (1)</li> <li>• Some may offer less sugar/salt as this is now the ultimate 'evil' in diets (1)</li> </ul> <p>Accept accurate alternative responses.</p> <p>Only one bullet point can be marked. Not the Eatwell plate.</p>	<b>(4)</b>

Question number		AO2 Candidate shows knowledge and understanding of how diet affects growth and development (3) AO3 Analysis, work-related problems and issues (3)
1(d)		<p>Indicative content</p> <ul style="list-style-type: none"> <li>• Provides the energy for daily activities</li> <li>• Maintains weight/BMI</li> <li>• Provides material for growth and repair</li> <li>• Keeps chemical/physiological/electrolyte balance</li> <li>• Helps regulate body temperature – fat and water</li> <li>• Provides fibre for correct working of the bowels</li> <li>• Provides essential trace minerals and vitamins for chemical reactions</li> <li>• Has a role in eliminating waste products</li> <li>• Maintains teeth and bones</li> <li>• Reduces incidence of some diseases e.g. heart disease, stroke, Diabetes Type 2 etc.</li> <li>• Maintenance of immune system</li> <li>• Maintenance of self-concept/self-esteem/self-image when linked to diet</li> </ul> <p>Accept accurate alternative responses.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Basic level of knowledge with little or no explanation
2	<b>3-4</b>	Two or three factors made with some explanation
3	<b>5-6</b>	Coherent well-structured response identifying several points with accurate explanations

Question number	AO1 and AO2 Candidate demonstrates knowledge and application to difficulties in daily living when using community services (2) AO3 Analyses work-related problems (2) AO4 Evaluates evidence, makes judgements, draws conclusions (2)	
<b>1(e)</b>	Indicative content <ul style="list-style-type: none"> <li>• Lack of self-esteem/depression being dependent on donations</li> <li>• Limited choices</li> <li>• May not be in locality</li> <li>• Problems transporting goods for a large family</li> <li>• Some members of the family may be reluctant/refuse to use goods seen as second-hand</li> <li>• Waiting in queues</li> <li>• Afraid or ashamed of being seen accepting donations/being judged/discriminated against/bullying.</li> <li>• Still have to pay in charity shops so may not be able to access</li> <li>• Food banks may not supply essentials for healthy eating, e.g. meat/fresh fruit and vegetables in correct quantities</li> <li>• Shortage of food at the foodbank</li> <li>• Transport to service/community centres</li> <li>• Disabilities may prevent access</li> <li>• Barriers to access</li> </ul> <p>Accept accurate alternative responses.</p>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Basic level of knowledge with little or no discussion.
2	<b>3-4</b>	Two or three factors made with some discussion.
3	<b>5-6</b>	Coherent well-structured response identifying several points with accurate discussions.

Question number	AO1 and AO2 Candidate is able to demonstrate knowledge of positive self-concept (2) and apply this to access to employment (2) AO3 Analyses work-related issues (2) AO4 Evaluates evidence, makes judgements, draws conclusions (2)	
*1(f)	<p>Indicative content</p> <p>Positive</p> <ul style="list-style-type: none"> <li>• Raised self-image/self-esteem as working for his own living</li> <li>• Raised self-esteem/self-image as feels independent/adult/grown-up</li> <li>• No longer anxious over future as made decision over what to do next</li> <li>• Feels more safe and secure knowing he has achieved success</li> <li>• Parents and friends pleased so higher self-concept/image</li> </ul> <p>Negative</p> <ul style="list-style-type: none"> <li>• Reduced self-image/self-esteem as not going to university to get a degree</li> <li>• May feel vocational qualifications are less acceptable long term so feels inferior</li> <li>• Reduced self-image/self-esteem as not seen as part of the student crowd with long holidays and more freedom</li> <li>• Sees friends/family less</li> <li>• May feel anxious/overwhelmed and self-concept/image/esteem decreased</li> </ul> <p>Accept accurate alternative responses.</p>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no discussion.
2	<b>4-5</b>	Knowledge may still be basic at the lower end but is discussed in more detail. There may be simple links to other points but some specialist terms are used with an attempt at discussion. Some accuracy of spelling, punctuation and grammar.
3	<b>6-8</b>	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed discussions. The work is coherent and well-structured accurately reflecting the question stem. Discussion is present reflecting positive and negative points. Considerable accuracy in spelling, punctuation and grammar.



Question number	Answer	Mark
AO2 Candidate demonstrates knowledge of factors affecting growth and development.		
<b>2(a)(i)</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>• One which people choose (1) to live their lives (1) such as diet, exercise, use of alcohol, use of drugs, smoking (1)</li> </ul> <p>Accept accurate alternative responses, one example acceptable.</p>	<b>(2)</b>

Question Number	Answer	Mark
AO2 Candidate demonstrates knowledge of factors affecting growth and development		
<b>2(a)(ii)</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>• A mental or behavioural aspect (1) of an individual or their close relationships (1) such as self-concept, self-esteem, relationship with family/partners, stress, anxiety/depression (1)</li> </ul> <p>Accept accurate alternative responses, one example acceptable.</p>	<b>(2)</b>

Question number	AO2 Candidate demonstrates knowledge (2) and links to health and wellbeing (3) AO3 Analyses work-related problems (2) AO4 Evaluates evidence, makes judgements, draws conclusions (3)	
<b>*2(b)</b>	<p>Indicative Content</p> <ul style="list-style-type: none"> <li>• Reduced anxiety/stress (1) so better emotional/mental health (1)</li> <li>• Getting around (1) safely can mean better social life (1)</li> <li>• Feeling safe and secure (1) improves self-concept (1)</li> <li>• Freedom/not being afraid to go out leads to better quality of life (1)</li> <li>• More confidence (1) leads to high self-esteem (1)</li> <li>• Greater mobility leads to more walks (1) improving physical health (1)</li> <li>• Being in a safe secure environment (1) leads to good self-image (1)</li> </ul> <p>Accept accurate alternative responses.</p>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	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.
2	<b>4-6</b>	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	<b>7-10</b>	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent, balanced and well-structured accurately reflecting the question stem. Examination is present. Considerable accuracy in spelling, punctuation and grammar.

Question number	Answer	Mark
AO1, AO2 Candidate shows knowledge and understanding of how Maria's community activities may affect her emotional development		
<b>2(c)</b>	Emotional development <ul style="list-style-type: none"> <li>• Helping other people (1) raises self-esteem/self-concept (1)</li> <li>• Frustration/anger/stress (1) at being unable to do more for people (1)</li> <li>• Feeling of importance (1) leads to improved self-concept (1)</li> <li>• Improved self-image (1)</li> </ul> Accept other accurate alternative responses.	<b>(4)</b>

Question Number		Indicative Content
<b>*2(d)</b>		<p>AO1 Candidate demonstrates changing pattern of life such as loss of skills as part of growth and development (3)  AO2 Applies knowledge (1)  AO3Analyses work-related problems (3)  AO4 Evaluates evidence, makes judgements, draws conclusions (3)</p> <p>For example:</p> <p>Positive</p> <ul style="list-style-type: none"> <li>• Physically –can still exercise by developing upper body strength and stamina</li> <li>• Physically- can still live a healthy life despite disability</li> <li>• Intellectual activities are likely to increase such as reading and painting or using e-communication methods</li> <li>• Emotionally can increase self-esteem by concentrating on “can do” activities</li> <li>• Social skills can be enhanced through emails, texts and telephone calls</li> </ul> <p>Negative</p> <ul style="list-style-type: none"> <li>• Physically may increase in weight</li> <li>• Physically muscles may weaken</li> <li>• Intellectually may feel out of touch with community/family/friends</li> <li>• Emotionally may feel worthless</li> <li>• Emotionally may feel afraid/insecure/frustrated/depressed</li> <li>• Socially may find friendship circles decreasing/isolated</li> <li>• May lose some social skills</li> <li>• Loss of independence</li> </ul> <p>Accept other accurate alternative responses.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no assessment.
<b>2</b>	<b>4-6</b>	Knowledge may still be basic at the lower end but is assessed in more detail. There may be simple links to other points but some specialist terms are used with an attempt at assessment. Some accuracy of spelling, punctuation and grammar.
<b>3</b>	<b>7-10</b>	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed assessment. The work is coherent, balanced and well-structured accurately reflecting the question stem. Examination is present. Considerable accuracy in spelling, punctuation and grammar.

Question number	Answer	Mark
AO2 Candidate demonstrate knowledge and application of intellectual development		
<b>2(e)</b>	<ul style="list-style-type: none"> <li>• Take a daily newspaper (1) so he keeps in touch with current affairs (1)</li> <li>• Arrange to watch some TV programmes (1) for discussion (1)</li> <li>• Arrange visiting days for family/friends on specified days (1) to promote his social development (1)</li> </ul> <p>Accept other accurate alternative responses.</p>	<b>(2)</b>

Question number	Answer	Mark
AO1 Candidate demonstrates knowledge and understanding of holistic health up to 2 marks		
<b>3(a)(i)</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>• WHO – a complete state of physical, mental and social wellbeing (1) this is more than simply an absence of disease (1)</li> <li>• Looking at the health of the whole person (1)</li> <li>• Physical, emotional, societal, mental (1) and spiritual health (1)</li> <li>• Including an individual's leisure, occupational (1) and social activities (1)</li> </ul> <p>Accept other accurate alternative responses.</p>	<b>(2)</b>

Question number	Answer	Mark
AO1 Candidate demonstrates knowledge of models of health with examples up to 4 marks maximum		
<b>3(a)(ii)</b>	<ul style="list-style-type: none"> <li>• Positive view of health (1) when seen as feeling fit (1), well and with a good BMI (1). Being able to walk/run/jog (1) a certain distance in a specified time (1)</li> <li>• Negative view of health (1) not having pain/discomfort (1) or illness (1). Being free from illness and pain but for example consuming too many units of alcohol daily (1)</li> <li>• Personal/functional view (1) when an individual is able to carry out daily living activities (1) and feels healthy (1) such as able to do their shopping (1)</li> </ul> <p>Accept other accurate alternative responses.</p>	<b>(4)</b>

Question number	AO1 Candidates demonstrate knowledge and understanding of health promotion approach/ models (2) AO3 Candidates analyse work-related problems and issues in health promotion approach/models (2) AO4 Candidates evaluate evidence, make judgements and draw conclusions about a health promotion approach/model (4)	
<b>* 3(b)</b>	Indicative content  Advantages <ul style="list-style-type: none"> <li>• Participants are not forced to change/free will/empowered</li> <li>• No punishments required</li> <li>• Awareness raised/knowledge given/educated</li> <li>• Suits educational settings</li> <li>• Delivered by knowledgeable professionals</li> <li>• Raises self-esteem of participants</li> <li>• Support identified</li> <li>• Factual information provided, e.g. leaflets/statistics</li> <li>• Reaches a wide audience/specific groups</li> </ul> Disadvantages <ul style="list-style-type: none"> <li>• Too 'soft'/no consequences for failure</li> <li>• Too much like school/don't like being told what to do</li> <li>• Unlikely to be followed up</li> <li>• Information sources often unread and discarded</li> <li>• Often only a short term improvement</li> <li>• Behaviour difficult to assess</li> <li>• Give expected responses rather than truth</li> </ul> Accept other accurate alternative responses.	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no discussion.
2	<b>3-5</b>	Knowledge may still be basic at the lower end but is discussed in more detail. There may be simple links to other points but some specialist terms are used. Some accuracy of spelling, punctuation and grammar.
3	<b>6-8</b>	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed discussions. The work is coherent, balanced and well-structured accurately reflecting the question stem. Considerable accuracy in spelling, punctuation and grammar.

Question number	Answer	Mark
<b>3(c)(i)</b>	AO1 Candidate demonstrates knowledge and understanding of health promotion models. For example:  Societal/social model. Due to the likely answers that may be given this needs to remain as a graduate item.	<b>(1)</b>

Question number	Answer	Mark
	AO3 Candidates analyse work-related problems and issues in health promotion campaigns (1) AO4 Candidates evaluate evidence, make judgements and draw conclusions about a health promotion approach/model (2)	
<b>3(c)(ii)</b>	<ul style="list-style-type: none"> <li>• Children exposed to smoke have little or no choice (1)</li> <li>• Children may not be aware of the dangers to health (1)</li> <li>• Young lungs more easily damaged (1)</li> <li>• Enclosed space concentrates harmful chemicals/toxins (1)</li> <li>• Passive smoking is unfiltered (1)</li> <li>• Passive smoking is very harmful (1)</li> <li>• Less danger and future cost to NHS (1)</li> </ul> <p>Accept other accurate alternative responses.</p>	<b>(3)</b>

Question number	Answer	Mark
	AO4 Candidates evaluate evidence, make judgements and draw conclusions about a health promotion approach/model (2)	
<b>3(c)(iii)</b>	<ul style="list-style-type: none"> <li>• Authorities are unable to monitor millions of homes (1) and it will be too costly to implement (1)</li> <li>• Unable to enter homes unless a warrant is issued (1) as it violates human rights (1)</li> <li>• People have rights in their own properties (1)</li> </ul> <p>Accept other accurate alternative responses.</p>	<b>(2)</b>

Question number	<p>AO1 Candidates demonstrate knowledge and understanding of health promotion models (2)</p> <p>AO2 Candidates can apply knowledge and understanding of health promotion models (2)</p> <p>AO3 Candidates analyse work-related problems and issues in health promotion campaigns (3)</p> <p>AO4 Candidates evaluate evidence, make judgements and draw conclusions about a health promotion approach/model. (3)</p>	
*3(d)	<p>Indicative content</p> <ul style="list-style-type: none"> <li>• Banning sponsorship and advertising has removed 'cool' or 'sporty' images linked to smoking. Successful or not successful?</li> <li>• Banning smoking in enclosed public spaces. Successful or not successful?</li> <li>• Removing cigarette displays in shops. Successful or not successful?</li> <li>• Raised taxes on smoking products. How successful?</li> <li>• Raised age for purchasing cigarette products. How successful?</li> <li>• Using "shock tactics" in form of images e.g on cigarette packaging, TV videos.</li> </ul> <p>Candidates <b>must provide reasons</b> for judging the success of a strategy; the success of a strategy does not have to be accurate. Do not accept banning of smoking in vehicles with under-18 occupants or in people's homes as creditable strategies.</p> <p>Accept other accurate alternative responses.</p>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is little to no evaluation.
2	<b>4-6</b>	Knowledge may still be basic at the lower end. There may be simple links to other points but some specialist terms are used with some evaluation. Some accuracy of spelling, punctuation and grammar.
3	<b>7-10</b>	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed evaluations. The work is coherent and well-structured accurately reflecting the question stem. Considerable accuracy in spelling, punctuation and grammar.

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