



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE in
Health and Social Care (6938)
Unit 1: Human Growth and
Development

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General Marking Guidance

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- 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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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Question Number	Answer	Mark
1 (a)(i) And (ii)	Indicative content AO1 Candidate demonstrates knowledge of key terms in growth and development (2) Life stages: (i) Ali – adolescence (ii) Sidiq – early adulthood	2x1(2)

Question Number	Answer	Mark
1(a)(iii)	Characteristics of life stages Indicative content AO1 Candidate demonstrates knowledge and understanding of growth and development (3x2) Description of, for example,: Physical • Growth spurt • Growth of sexual organs • Growth of body hair/axillary/pubis • Acne/spots on face • Increase of muscular strength • Widening of shoulders/slim hips • Voice breaking/growth of larynx • Increased hormone secretion/ testosterone Social • Friends more important than family • Belongs to male friendship groups • Develops intimate relationships • Peer group interests Emotional • Rebelliousness/anti-authority • More independent • Rapid mood changes • Idealistic/fanatical e.g. music/sport • Self-concept more developed/fragile Accept accurate alternatives. Must be a description for full marks. ▪	3x2(6)

Question Number	Answer	
1(b)	Difference between self-esteem and self-image Indicative content AO1 Candidate demonstrates knowledge of key terms in growth and development (2x2) 2x2 marks for each full response plus difference; 3 marks if accurate but no difference. 1 mark for a partial response/s. For example: • Self-image is how an individual sees/views/perceives themselves whereas/but • Self -esteem is how an individual feels/values themselves. Accept accurate alternatives but not how other people reactor their appearance, dress etc.	2x2(4)

Question Number	Indicative content		Mark
*1(c) QWC	Employment and self-concept AO1 Candidate demonstrates knowledge and understanding of growth and development (x2) AO2 Candidate is able to apply knowledge and understanding of growth and development (x2) AO3 Candidate analyses work-related issues (x2) AO4 Candidate evaluates the discussion (x2) =8 marks Responses must relate to self-concept/esteem/image. Positive • Tried his best/hardest • Has time to meet new friends/people/develop socially • Maintains a positive outlook as other people having the same difficulties • Claiming benefits/JSA • Opportunity to develop new skills/improve interview performance/volunteering. Negative • Feels rejected/worthless • Angry/resentful/disappointed • Doesn't feel good/sees himself as a failure • No money for luxuries/just enough to live on • Inability to move on/progress • Bored/nothing to do all day • May be tempted into bad company • Hates being dependent on benefits/job centre Accept accurate alternative responses.		(8)
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-2	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	3-5	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 discussion. Some accuracy of spelling, punctuation and grammar.	
3	6-8	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Discussion is present. Considerable accuracy in spelling, punctuation and grammar.	

Question Number		Answer	
*1 (d) QWC		Education versus employment AO1 Candidate demonstrates knowledge and understanding of growth and development (x2) AO2 Candidate is able to apply knowledge and understanding of growth and development (x2) AO3 Candidate analyses work-related issues (x3) AO4 Candidate evaluates the examination (x3) =10 For example: Advantages • Can progress to higher education/better job/apprenticeship • Has purpose in life • Can compete in employment market • More pay eventually • Meet new people/friends • Raise self-concept/esteem/image • Feels better/increased confidence for applications • Enhance communication/literacy/practical skills • Opportunity for other skill enhancement IT/sport Disadvantages • Worries that job comes part-way through course • Worries not good enough academically • Still could be unemployed after course ends • Worries about support/living expenses • Lose benefits • Ties him up for a long time • Possibility of bullying/no friends Accept accurate alternative responses.	(10)
Level	Mark	Descriptor	
	0	No rewardable material	
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.	
2	4-7	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	8-10	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Examination is present. Considerable accuracy in spelling, punctuation and grammar.	

Question Number	Answer	Mark
2(a)(i)	AO1 Candidate demonstrates knowledge and understanding of growth and development (4x1) Physical features of later adulthood: For example: • Eyesight deteriorates • Hearing deteriorates • Sense organs deteriorate/above or smell • Skin elasticity reduces • Efficiency of organs reduces, heart, lungs • Joints are stiffer • Hair texture changes • Muscles become weaker • Immune system less efficient • Disc compression/height reduces • Bones become less dense/weaker • Reduced mobility Accept other accurate alternative responses but NOT brittle bones, osteoporosis, wrinkles, baldness, grey/white hair or loss of senses.	4x1(4)

Question Number	Indicative content		Mark
2(a)(ii)* QWC	Communication and relationships AO1 Candidate demonstrates knowledge and understanding (x2) AO2 Candidate is able to apply knowledge and understanding of growth and development (x2) AO3 Candidate analyses work-related issues (x2) AO4 Candidate evaluates the examination (x2) =8 For example: Positive • There may be fewer arguments • Family members can act as advocates when necessary • Communication still possible through facial expression, body language and signs. • Can learn words with the children – game • May focus communication with one individual, e.g. Sidiq • Children communicate more easily than adults Negative • Causes more arguments • Mistakes arise • Takes more time in a busy family • Tendency to ignore individual with difficulty • Rights/care values more difficult • Needs may not be met • Difficult to get close • Difficult to have guests/other children • Individual feels alienated from family. Accept accurate alternative answers		(8)
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-2	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	3-5	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	6-8	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Examination is present. Considerable accuracy in spelling, punctuation and grammar.	

Question Number	Indicative content		Mark
2(b) QWC	Social isolation AO1 Candidate demonstrates knowledge and understanding of growth and development (x3) AO2 Candidate applies knowledge and understanding of growth and development (x3) =6 For example: Response must relate to emotional development • No confidante outside the family (1) to air problems (1) • Becomes withdrawn(1) appears unhappy (1) • No opportunity for laughter (1) so seems grumpy (1) • Due to isolation he is unaware of external events (1) so appears devoid of normal emotions (1) • Difficult to maintain a positive (1) self - concept/image/esteem (1) Accept accurate alternative responses.		(6)
Level	Mark	Descriptor	
	0	No rewardable material	
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no explanation.	
2	3-4	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. Some accuracy of spelling, punctuation and grammar.	
3	5-6	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Chains of reasoning are present. Considerable accuracy in spelling, punctuation and grammar.	

Question Number		Indicative Content	
*2(c) QWC		Importance of friendships AO2 Candidate applies knowledge and understanding of growth and development (4) AO3 Candidate demonstrates analysis of work-related issues (3) AO4 Candidate demonstrates evaluation of growth and development (3) =10 For example: • Can discuss life problems with friends • Can do activities with friends • Friends offer support/give advice • Help to achieve independence • Introduction to others/extend social circle • Promote creativity and imagination • Counter loneliness/isolation • Boost self-concept/esteem/image/confidence • Promote communication • Create new opportunities • Make people happier • Share culture/secrets • Help to form attitudes and beliefs • Offer conformity/fitting in to society • Promote safety and security Accept other accurate alternatives.	(10)
Level	Mark	Descriptor	
	0	No rewardable material	
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 discussion.	
2	4-6	Fewer omissions and 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	7-10	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed discussion. The work is coherent, balanced and well-structured accurately reflecting the question stem. Evaluation is present. Considerable accuracy in spelling, punctuation and grammar.	

Question Number	Answer	Mark
2 (d)	AO3 Candidate analyses work-related problems (2) For example: • Inability/unwilling (1) to change habits (1) • Reminds him (1) of country of birth (1) • Emotionally (1) part of who he is /identity (1) • Associated with/part of (1) religion/national dress (1) • Feels comfortable (1) Accept accurate alternative responses.	(2)

Question Number	Answer	Mark
3(a)(i)	2 aims of health promotion AO1 Candidate demonstrates knowledge and understanding (2) For example: • Raising awareness of health issues/accept educate (1) • Prevent ill-health (1)	(2)

Question Number	Answer	Mark
3(a)(ii)	Discuss how health promotion campaigns may lead to improved fitness. Indicative content AO1 Candidate demonstrates knowledge and understanding of growth and development (2) AO2 Candidate applies knowledge and understanding of growth and development (2) AO3 Candidate demonstrates analysis of work-related issues (2) =6 For example: • Healthy Schools – promoting healthy and nutritious food and drink in school (1) all day, monitoring pupils food choices (1) and having at least 2 hours of structured physical activity per week (1). This assists in preventing pupils being overweight (1) promotes good eating patterns (1) and efficient cardio-respiratory functions and muscle action, producing greater fitness (1) • Reducing/quitting smoking (1) will enable blood to carry more oxygen to tissues (1) by making the heart and lungs work more efficiently (1) reducing breathlessness (1) removing harmful toxins (1) so muscles can work well to improve fitness (1) • Change for life – targets families to eat healthy mainly by reducing excess dietary sugar (1) and burning off calories (1) to prevent obesity (1). Encourages family members to move more by undertaking physical activity (1) such as swimming, walking (1) to live longer, more active lives (1). Candidates may also refer to reducing substance abuse such as smoking, alcohol and drugs to promote better fitness. Fitness may be interpreted generally and not only refer to exercise. Accept accurate alternative responses.	(6)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning is conveyed in a non-specialist way and there is no explanation.
2	3-4	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. Some accuracy of spelling, punctuation and grammar.
3	5-6	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Chains of reasoning are present. Considerable accuracy in spelling, punctuation and grammar.

Question Number	Answer	Mark
3(b)	A02 Candidate demonstrates application of knowledge and understanding (2) A03 Candidate demonstrates analysis of work-related issues (2) For example: Age: • An individual in later adulthood will have less ambitious targets than someone in early adulthood (1) such as feels healthy if s/he can walk to the corner shop and back without aids whereas in early adulthood might feel healthy if able to jog five miles twice weekly.(1) • An individual may feel healthy if able to live independently in later years (1) whereas a teenager may feel healthy living in a secure home with loving parents. (1) Circumstances in which an individual lives: • An individual living in an inner-city apartment might suffer from severe asthma from traffic fumes (1) whereas someone in the countryside with poor accommodation may feel healthy due to fresh air and no pollution (1) • A homeless individual may not feel healthy if there are no facilities for washing but an individual with a good home might shower daily and feel healthy as a result. (1) The examples above may be totally different to a candidate response and the examiner needs to analyse whether the response has answered the question stem. Accept accurate alternative responses.	2x2(4)

Question Number		Indicative Content
3c* QWC		Government role AO2 candidate demonstrates application of knowledge and understanding (2) AO3 Candidate demonstrates analysis of work-related issues (2) AO4 Candidate demonstrates evaluation (4) (8) For example: Positive • Issue was part of government advice in "Change for Life" • Up-to-date statistics on sugar consumption released • Healthy Schools initiative gives food advice to children and adolescents • New regulations will come in if food suppliers don't reduce sugar levels in food products • Vending machines in many places offering sugary snacks and drinks have been banned • Supermarkets advised not to display confectionery near tills • Food labels not clear and understandable to all Negative • Overall awareness is patchy and home cooks less aware • Make the issue regularly publicised • Public confused by turnaround from saturated fats • DOH should move faster in bringing in a universal sugar tax and policing it • Run adverts in media more regularly • Leaflet all homes • Provide information in several languages Accept accurate alternative responses.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	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	3-5	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 discussion. May be one-sided. Some accuracy of spelling, punctuation and grammar.
3	6-8	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well-structured accurately reflecting the question stem. Discussion is clearly present and both sides positive and negative are represented. Considerable accuracy in spelling,

	punctuation and grammar.
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Question Number	Indicative Content	
3d* QWC	Role of media AO2 Candidate demonstrates application of knowledge and understanding (2) AO3 Candidate demonstrates analysis of work-related issues (4) AO4 Candidate demonstrates evaluation.(4) For example: Positive • Distribution of message usually very good • Speed of message is fast • Documentaries make issues more interesting • Celebrities increase interest • Most of public will hear the message • Helplines often set up • Usually arises from latest research • Can be very effective Negative • Biggest drawback, it is expensive • Large food/drink companies can afford to publicise unhealthy products • May not reach everyone particularly if internet-based • Needs regular airing to ensure maximum impact • Media companies might not be interested • Errors can occur • Public have become weary of health messages and may not listen • May cause pressure on NHS • Funding may be poor	
Level	Mark	Descriptor
	0	No rewardable material
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 assessment or evaluation.
2	4-6	Fewer omissions and 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 evaluation. Some accuracy of spelling, punctuation and grammar. May be one-sided.
3	7-10	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed assessment. The work is coherent and well-structured accurately reflecting the question stem. Both positive and negative points are made. Evaluation is present. Considerable accuracy in spelling, punctuation and grammar.

