

Mark Scheme (Results)

Summer 2015

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

Unit 1: Human Growth & Development

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

www.pearson.com/uk

June 2015

Publications: US040785

All the material in this publication is copyright

© Pearson Education Ltd 2015

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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Question Number	Answer	Mark
1(a)(i)	Identify Patric's life stage. 1 mark for correct answer. Early childhood Do not accept child or childhood	(1)

Question Number	Answer	Mark
1(a)(ii)	Explain primary socialisation. 1 mark for a partial explanation and 2 marks maximum for a full explanation. For example: <ul style="list-style-type: none"> • The process of a child learning to understand the roles and norms (1) of society through the influence of the family(1) • Learning how to behave (1) and learning the norms and values of the family (1) • Socialisation within the family (1) Learning attitudes, beliefs and behaviour from family members (1) 	(2)

Question Number	Answer	Mark
1(b)	How bonding/attachment takes place For example: <ul style="list-style-type: none"> • Through displays of love and affection (1) such as smiling at each other(1) reflecting the quality of the interaction(1) • Talking/vocalising between infant and primary carer (1) to stimulate interactions (1) and develop a bond(1) • Through the use of touch(1) either as love or part of care (1) to promote closeness/ trust (1) Accept other appropriate responses.	(3)

Question number	Indicative content	Marks
1(c)	<p>Explanation of why bonding and attachment may take longer. (1x4 or 2x2)</p> <p>For example:</p> <ul style="list-style-type: none"> • The bonding process has been interrupted (1) Patric will therefore take longer to trust(1). Ros and Kim may feel unsure of their roles (1) as they have not been primary carers before (1). • Patric may feel less secure (1) because he has had other carers (1) Ros and Kim may feel nervous and anxious (1) and this may affect the bonding process (1). <p>Other possible points:</p> <ul style="list-style-type: none"> • Needs to settle into different environment • Needs to become used to different routine • Needs to become used to different people • Patric is older and may have developed some independent characteristics <p>Accept other appropriate responses.</p>	(4)

Question Number	Indicative Content	Marks
1(d)	<p>Three differences between fine and gross motor skills. 2 marks for each difference, 1 mark for accurate statements without differences.</p> <ul style="list-style-type: none"> • Fine motor skills are precise, sophisticated movements(1) whereas gross motor skills are coarse movements, less exact.(1) • Fine motor skills are mainly by the finger muscles(1) whereas gross motor skills are from the head and trunk.(1) • Fine motor skills are from small muscles (1) whereas gross motor skills are from large muscle groups(1). • Fine motor skills develop later than gross motor skills(1) because the nervous system has to develop first (1) • Accept two accurate examples, eg drawing and crawling <p>Do not accept small and big movements.</p> <p>Accept other appropriate responses.</p>	(6)

Question Number	Answer	Mark
1(e)	<p>2 physical and 2 emotional effects of the menopause, 1x4. For example:</p> <p>Physical</p> <ul style="list-style-type: none"> • Menstruation stops or is irregular (1) • No more eggs/ova produced (1) • Reduction of female hormones (1) • Unable to bear children/ fertility decreases (1) • Night sweats/hot flushes (1) • Vaginal dryness (1) <p>Emotional</p> <ul style="list-style-type: none"> • Irritability (1) • Mood swings (1) • Sadness –growing older/unable to have children/ empty nest syndrome (1) • Depression (1) • Anxiety (1) • Negative self-concept (1) <p>Accept other appropriate responses.</p>	(4)

Question Number		Indicative Content
1(f) QWC		Effect of sudden parenthood on Ros's development. For example: Physically <ul style="list-style-type: none"> • Ros will be tired/exhausted if she has to play with Patric after work • Ros may lack sleep • Has to work harder • Ros may become fitter Socially <ul style="list-style-type: none"> • Unable to continue normal leisure activities • May not see friends very often • Have to stay in most evenings Emotionally <ul style="list-style-type: none"> • May feel contented/happy • May be stressed • May regret decision to adopt • Relationship with Kim may get better/worse • May feel jealous that Kim spends longer with Patric Intellectually <ul style="list-style-type: none"> • May have to learn about childcare • Problem solving may take a different turn • Distracted at work Accept other valid points.
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 will be little examination. Likely to offer 1-2 factors.
2	4-6	Fewer omissions and although knowledge at the lower end is still basic there is more explanation. There may be simple links to other points beginning to attempt examination. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy. Likely to offer 2-3 factors.
3	7-10	A detailed examination of how becoming a parent might affect Ros's development. Depth of knowledge and specialist terms used with accuracy. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar. Examination is clearly evident.

Question Number	Indicative content	Mark
2(a)(i)	<p>One difference between nature and nurture. 1 mark each for meaning of nature and nurture and 1 mark for a clear difference.</p> <p>For example :</p> <ul style="list-style-type: none"> • The characteristics transferred by genes are called nature (1) whereas the factors due to the environment surrounding us are nurture (1). • Nurture is how we are brought up (1) whereas nature consists of inherited factors (1) or genes. • An individual can control nurture to a large extent (1) but cannot control nature (1). • Nurture can be changed (1) whereas nature cannot (1). <p>Accept other appropriate responses.</p>	(2)

Question Number	Indicative content	Mark
2(a)(ii)	<p>One mark for identification of lifestyle factor, up to 3 marks for explanation; factors may be positive or negative.</p> <p>For example:</p> <ul style="list-style-type: none"> • An individual could be a smoker (1) affecting health eg asthma, making it worse (1) could lead to breathing difficulties (1) and possibly premature death (1) • An individual can take drugs (1) and become addicted (1) and can create health risks eg infections such as HIV (1) and possibly premature death (1) • An individual might eat a balanced diet (1) which maintains weight (1) provides energy (1) and strengthens the immune system (1). <p>Accept other appropriate responses such as behaviour changes, decision making, impaired judgements and other mental health issues.</p>	(4)

Question Number	Indicative content	
2(b)	<p>Discussion of how being a full-time carer affects Kim's social development. For example:</p> <ul style="list-style-type: none"> • Kim no longer interacts on a daily basis with her clients and feels tied. • Kim is now able to meet with other parents and children at nursery or community groups • Kim may feel lonely and isolated as Ros is at work. • Kim misses adult conversation and interaction. • During the day she has no-one to share problems with. • Kim is no longer earning money so feels unable to go to places where she meets others and needs to pay. • Kim is content as she has Patric all day. • Kim may/may not have liked cleaning as she worked for others who may not have been sociable towards a cleaner <p>Accept other appropriate responses</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Basic knowledge which is incomplete or muddled. Poor structure which determines mark awarded within this band. little discussion present
2	3-4	Good knowledge and understanding shown with an attempt at a logical approach. There is an attempt to discuss the impact on Kim's social development but may address only positive or negative effects..
3	5-6	Demonstrates excellent knowledge and understanding with a coherent, logical discussion addressing both positive and negative effects.

Question Number	Indicative content	
2(c) QWC	<p>Discussion of how Ros is affected by stress. For example:</p> <ul style="list-style-type: none"> • Lack of sleep leads to tiredness • Weight change digestion problems as doesn't take time to eat properly/misses meals/snacks/no appetite • Likely to get repeated infections due to lowered immunity • Stress will affect relationships • Stress will affect her self-concept/ self esteem/self image • May resort to substance abuse to help her cope • May be moody/irritable/depressed because of pressure • May develop raised BP or heart problems • May suffer from palpitations • Sweating • Pallor • Lack of concentration <p>Accept other appropriate responses which may include well reasoned, positive effects of stress</p>	
Level	Mark	Descriptor
	0	Non 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 limited discussion.
2	3-5	Fewer omissions and although knowledge at the lower end is still basic there is more explanation. There may be simple links to other points beginning to attempt discussion. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy.
3	6-8	A thorough discussion demonstrating in-depth knowledge and accurate use of specialist terms. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar. Discussion is clearly evident.

Question Number	Indicative content	
2(d) QWC	<p>Examination of how family, education and social class affects Ros and Kim's relationship</p> <p>For example:</p> <ul style="list-style-type: none"> • A non-professional partner might feel subservient to a professional • A non-professional might not like to offer opinions/knowledge • The relationship will not be equal/ one may dominate. • Manners/politeness may be different and irksome. • One partner may feel that she keeps the other financially. • One partner may feel dependent on the other • Non-professional may do most of the domestic chores and feel resentful. • Non-professional may feel outclassed socially and reverse. • Emotionally may feel embarrassed in certain situations/family gatherings. • Non-professional may feel professional treats her employment as unimportant. <p>Accept other appropriate well reasoned arguments. Full range of marks available if only one area covered, eg. Social class.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	The level of knowledge will be basic and there will be omissions .One or two bullet points covered. Meaning is conveyed in a non-specialist way and there will be little examination.
2	4-6	Fewer omissions and although knowledge at the lower end is still basic there is some examination. There may be simple links to other points beginning to attempt examination. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy.
3	7-10	A detailed examination of the effect of more than one difference on their relationship will be present. Depth of knowledge extends into other emotional/social areas and specialist terms are used with accuracy. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar.

Question Number	Indicative content	Mark
3(a)(i)	<p>Two reasons why a temporary vaccination programme was announced. 2x2 with two marks for full descriptions and 1 mark for a partial description. For example:</p> <ul style="list-style-type: none"> • To close a loophole in a routine vaccination programme (1) because infants under the age of routine vaccination scheme are vulnerable (1) • The incidence of whooping cough has risen greatly (1) and so infants are more vulnerable (1) • Nine infants have died (1) which has shocked the government into action (1). <p>Accept other appropriate responses</p>	(4)

Question Number	Indicative content	Mark
3(a)(ii)	<p>One mark for identification of the target group and two marks for a full explanation, one mark for a partial explanation. Credit can be given for reasoning if target group is incorrect. For example:</p> <p>Identification</p> <ul style="list-style-type: none"> • Infants/babies/neonates under routine vaccination age (1) • Unborn infants/babies (1) <p>Explanation</p> <ul style="list-style-type: none"> • By giving pregnant mothers the vaccination it will protect neonates (1) until they are old enough to be vaccinated routinely (1) • It will protect the unborn (1) and newborn child until old enough for vaccination (1) • Pregnant mothers may have been vaccinated (1) but a further boost will enable their blood to pass antibodies to their babies (1). <p>Accept other appropriate responses</p>	(3)

Question Number	Indicative content	Mark
3(a)(iii)	<p>1 mark for</p> <ul style="list-style-type: none"> • They have never been vaccinated before (1) • Not part of herd immunity (1) 	(1)

Question Number	Indicative content	Mark
3(b)	<p>Four marks for a full explanation 2x2 marks. For example:</p> <ul style="list-style-type: none"> • Some individuals may not have been vaccinated owing to previous “scares” (1) and fear of side effects (1) • Individuals may live in poor environments (1) which may increase their risk of infection (1) • Schools/colleges/universities are ideal places for infectious diseases to spread (1) owing to proximity and crowds (1) • Some individuals are likely to have siblings in education (1) to spread the infection in crowded areas (1) • Existing health conditions/ smoking (1) which may reduce immunity and/or prevent vaccination(1) <p>Accept other appropriate responses</p>	(4)

Question Number	Indicative content	
3(c) QWC	<p>Assess DOH response For example:</p> <p>Strengths</p> <ul style="list-style-type: none"> • Have closed a loophole in vulnerability/ prevented neonatal deaths • Have reacted quickly when incidence figures come in • Have publicised programme widely on media/ raised awareness • Are trying to improve level of herd immunity • Have opened programme to include those who haven't been vaccinated before • Free on the NHS <p>Weaknesses</p> <ul style="list-style-type: none"> • Have not reacted quickly enough –figures rising in 2011 • Takes time for immunity to occur and infection rising at time of announcement • Some pregnant women may not hear message and do not visit GP/hospital for a few weeks • Should have sent letters to all pregnant women. • It is expensive to run • It is only a temporary programme <p>Accept other appropriate responses</p>	
Level	Mark	Descriptor
0	0	Non 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 limited assessment.
2	3-5	Fewer omissions and although knowledge at the lower end is still basic there is some assessment. There may be simple links to other points. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy.
3	6-8	A thorough assessment demonstrating in-depth knowledge and accurate use of specialist terms. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar.

Question Number	Indicative content	
3(d) QWC	<p>Compare key features of biomedical and societal models. For example:</p> <ul style="list-style-type: none"> • Biomedical run by healthcare specialists whereas societal expects individuals to comply • Societal enforceable in some way whereas biomedical is not • Freedom of choice with biomedical but not with societal • Societal improves environment around individuals biomedical does not • Information about changes widely provided and support groups for societal, less information and support with biomedical • Trust in system significant with biomedical not so in societal. • Rebels occur in societal but people just don't take up biomedical • Societal protects population whereas biomedical mainly protects individuals. <p>Accept other appropriate responses</p>	
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 will be little comparison.
2	4-6	Fewer omissions and although knowledge at the lower end is still basic there is some comparison. Some specialist terms are used and understood while spelling, punctuation and grammar have some accuracy.
3	7-10	A detailed comparison of the two approaches will be present. Depth of knowledge and specialist terms used with accuracy. The work is coherent and well-structured with considerable accuracy in spelling, punctuation and grammar.

