



GCSE MARKING SCHEME

HEALTH AND SOCIAL CARE

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HEALTH AND SOCIAL CARE. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

UNIT 2
Section A

Question	Answer	Mark	AO1	AO3
1. (a)	Award 1 mark for the identification of the correct life stage: Adulthood/adult	1	1	
(b)	Award 1 mark for the identification of the correct life stage characteristic: Menopause	1	1	
2.	National Health Service	1	1	
3.	Award 1 mark for each correct answer; allow in the following order only: (a) Husband and wife (b) Mother and son (accept variations, eg Mam, Mum, etc) (c) Son-in-law and mother-in-law (d) Grandmother and granddaughter (accept grandparent and grandchild)	4	4	
4. (a)	Economic – any one from: income (wages/salary), unemployment, material possessions, savings, benefits, bills, debt, poverty (afford/money/buying), no job.	1	1	
(b)	Award a maximum of 2 marks for two examples of environmental factors affecting growth and development. Likely answers may include: Environmental – housing (area where they live, living conditions), pollution (air/noise/water – or clean air/water), climate, flooding, access to health and social care services and education, space, garden.	2	2	
5. (a)	Award 1 mark for the identification of a voluntary organisation that supports individuals with relationship problems: Relate, ChildLine, Barnado's, NSPCC, Samaritans, Hafan (Do not allow counselling.)	1	1	
(b)	Award a maximum of 2 marks for detailed description of the support offered by this organisation: Telephone helpline, someone to talk to without being embarrassed, confidentiality, counselling, mediator, someone to offer advice, suggestions on how to manage problems.	2	2	
6. (a)	Award a maximum of 2 marks for a detailed explanation of human development. Likely answers may include: The way individuals increase their skills, abilities and emotions. Life stages and PIES (progress/increase/change/learn/get better/improve)	2	1	1
(b)	Award 1 mark for each correct answer; allow in the following order only: (1) Solitary (2) Parallel (3) Co-operative	3	3	

Question	Answer	Mark	AO1	AO3
7.	<p>Award 1 mark for correct identification of development, and a maximum of 2 marks for a detailed description of its effect on Kara's development. Area of development and effects need to be linked for maximum marks.</p> <p>(a) (i) Area of development – intellectual or social (ii) Intellectual: effect – learn new skill, keep mind working, stimulated and thinking Social: effect – meet new people to talk about subject</p> <p>(b) (i) Area of development – emotional or social (ii) Emotional: effect – content, wanted, loved, attractive, feeling safe/secure/stable, share problems Social: effect – companionship, shared interests</p> <p>(c) (i) Area of development – emotional or social (ii) Emotional: effect – feel secure, wanted Social: effect – talk to someone, share problems, shared interest, enjoyment, having fun, being part of a group</p> <p>(d) (i) Area of development – physical or social (ii) Physical: effect – keep fit, exercise, manage weight, be active, stronger bones, stamina, healthy Social: effect – meet others with similar interests, work as a team, co-operation</p>	4 x 3	4	8
	Total for Section A	30	21	9

Section B

Question	Answer	Mark	AO1	AO3
8. (a)	Award 1 mark for the correct identification of the life stage: Childhood/child	1	1	
(b)	Award 1 mark for the correct identification of the life event: Expected (life event)	1	1	
(c)	Award 1 mark for the correct identification of the type of relationship: Working relationship, formal relationship	1	1	
(d) (i), (ii), (iii)	Award 1 mark for the correct identification of a factor, up to a maximum of 3 marks for a detailed explanation of the way Sadiq will be supported. Likely answers may include: Factor – attends nursery school Support – already has knowledge/experience, used to learning, learn skills for school, get used to leaving parents, learn to interact with others, get used to routine and doing as told, learn acceptable behaviour, gain more independence. Factor – visit the school Support – become familiar with surroundings, e.g. classroom, toilets, dining room, get to know teacher, routine, good experience. Factor – friends Support – knows someone so more confident if friends go too, someone to play with, sit next to. Factor – meeting/getting to know the teacher Support – give confidence, feel comfortable in new surroundings, less anxious	3 x 4	6	6
Total for Question 8		15	9	6

Question	Answer	Mark	AO1	AO3
9. (a) (i), (ii)	<p>Award 1 mark for the correct identification of a health service and a maximum of 2 marks for a detailed description of the support it may offer.</p> <p>Likely answers may include:</p> <p>Health service – hospital/specialist/asthma clinic Support – specialist care, equipment, check-ups, monitor, advice</p> <p>Health service – A & E Support – immediate help, advice, reassurance, taken care of</p> <p>Health service – GP surgery, health centre, physiotherapy Support – medication, referral, immunisation, advice, reassurance, exercises and medical massage</p> <p>Health service – NHS website/NHS Direct/NHS Choices Support – advice, reassurance</p> <p>(Do not allow naming practitioners instead of service.)</p>	3, 3	4	2
(b)	<p>0-1 mark: Answers that list or only identify the possible effect on Siân’s emotional development. Little or no use of specialist vocabulary.</p> <p>2-3 marks: Answers that give a clear description of the possible effect on Siân’s emotional development. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <p>Worried about brother, may be jealous, feel unwanted because attention on Drew. Feel worthwhile because feel responsible for Drew or feel weighed down with too much responsibility. Lonely, as brother frequently ill and no-one to play with at home. Irritable due to lack of sleep.</p>	3	2	1
(c)	<p>0-2 marks: Answers that list or only identify the possible effect on Drew’s development. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that describe the possible effects of Drew’s condition on two areas of his development . Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers that include a detailed explanation of the possible effects on Drew’s development. Must be explicitly linked to the area of development to gain full marks. Answers communicate meaning; specialist terms used with ease and accuracy.</p> <p>Award a maximum of 3 marks if only one area of development explained.</p> <p>Answers should refer to infancy/childhood.</p> <p>Likely answers may include:</p> <p>Physical – may be disturbed at night so tired, may catch further infections, not getting as much exercise, obesity, weight loss. Intellectual – may be behind with milestones as often ill and trying to cope with illness, not feeling well. Emotional – frightened about symptoms, anxious about people as in hospital frequently; feel loved and wanted as more attention given. Social – may not make friends as misses playgroup, often ill; may not go out as much and do things as restricted with asthma.</p>	6	3	3
Total for Question 9		15	9	6

Question	Answer	Mark	AO1	AO3
10. (a)	<p>0-2 marks: Answers that identify, with little or no explanation, of the effects of working long hours on the parents' development. May just be a list of factors or effects or only cover one area. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that explain the effects of working long hours on both areas of the parents' development. Answers communicate meaning with some use of specialist vocabulary.</p> <p>Award a maximum of 2 marks for only one area of development.</p> <p>Likely answers may include:</p> <p>Physical – tired, exhausted, stressed, lowered immunity, may become ill, eat more and become obese or eat less and lose weight, not able to take part in physical activity, lack energy, lack of sleep, poor hygiene.</p> <p>Social – no time to meet up with friends, may be too tired, less contact with boys, strain on relationships, not as much time with each other/children/friends to talk about things, no time to meet with friends, strain on relationship, not able to meet new people.</p> <p>(Allow any other reasonable answer.)</p>	4	2	2
(b)	<p>0-2 marks: Answers that identify, with little or no explanation, of the effect of Alan and David's life on their self-concept. May just be a list of factors or effects or only cover one area. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that describe, with some attempt to discuss, more than one factor, giving some explanation of the effect of Alan and David's life on their self-concept. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers that discuss, with clear evidence of understanding of Alan and David's life on their self-concept. Correctly linked to more than one factor. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Gender – may feel unattractive to the opposite sex.</p> <p>Appearance – dirty/unfashionable clothes, may feel embarrassed, different, unattractive.</p> <p>Age – may feel more independent, mature.</p> <p>Emotional development – may be bullied so become withdrawn, may feel left out and can't invite friends round, may be tired and lethargic so not join in games.</p> <p>Culture – not have PC or PC games, feel left out, jealous, angry, low expectation of well paid job, body odour.</p> <p>Relationships – not see parents so feel unwanted, unloved, distant.</p> <p>Education – may miss school due to frequent illness, embarrassed about appearance, too tired, not get qualifications, lack of concentration related to lack of achievement.</p>	6	2	4

Question	Answer	Mark	AO1	AO3
10. (c)	<p>0-4 marks: Answers that identify, with little or no assessment of the effects of low income and/or inadequate housing. Little or no use of specialist vocabulary.</p> <p>5-7 marks: Answers which describe, with some attempt to assess, the effects of low income and/or inadequate housing. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>8-10 marks: Answers that assess, with clear evidence of understanding of the effects of low income and inadequate housing. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Inadequate housing</p> <p>Physical – pollution, illness, pass on infection, inadequate sleep due to overcrowding, obesity, diabetes, heart disease from cheap, fatty foods</p> <p>Intellectual – illness, miss school, less opportunity, no quiet place to do homework.</p> <p>Emotional – embarrassed due to poor housing, stressed, short-tempered due to lack of sleep, illness, no privacy, share bedroom, arguments/get upset.</p> <p>Social – may not be able to invite friends round due to state of flat, miss school, lose friends, be bullied – socially isolated.</p> <p>Low income</p> <p>Physical – poor diet, too much fat in diet, ill-health, frequent illness, lower immunity, reduced heating so more chance of illness, not enough food, lose weight, obesity, heart disease, diabetes from cheap, fatty foods, lack of sleep due to noisy, industrial area.</p> <p>Intellectual – illness, miss school, less opportunity, parents not there to encourage with school work, may not want to go to school due to poor hygiene, untidily dressed.</p> <p>Emotional – less contact with parents, may feel unloved, unwanted, embarrassed due to poor hygiene, untidily dressed, stressed, isolated, falling behind in school, bullied, become upset, withdrawn.</p> <p>Social – miss school, poor hygiene and untidily dressed, lose friends, so no money to go out with friends, may stay in flat, may lose friends, bullied – socially isolated, unable to invite friends round because cannot afford to give them food.</p>	10	4	6
	Total for Question 10	20	8	12
	Total for Section B	50	26	24
	Total for the paper	80	47	33

Assessment Objectives

Question	Mark	AO1	AO3	QWC
1	2	2	0	-
2	1	1	0	-
3	4	4	0	-
4	3	3	0	-
5	3	3	0	-
6	5	4	1	-
7	12	4	8	-
8	15	9	6	-
9	15	9	6	✓
10	20	8	12	✓
Total	80	47	33	

UNIT 3
Section A

Question	Answer	Mark	AO1	AO3
1.	The changes in the young cervix are normal.	1	1	
2.	Award 1 mark for each correct answer: (a) False (b) True (c) False (d) True	1 1 1 1	1 1 1 1	
3. (a)	Award a maximum of 2 marks for a detailed explanation of the term 'emergency contraception'. Emergency contraception (morning after pill) can be used to prevent a woman becoming pregnant if she has had unprotected sex.	2	1	1
(b)	Award 1 mark for each correct answer, up to a maximum of 2 marks. Any one from: contraceptive clinic, sexual health clinic, family planning clinic, some GP surgeries, some GUM (genitourinary medicine) clinics, some young people's clinics, some pharmacies/chemists, most NHS walk-in centres, some A&E departments. (Accept health clinic.) (Do not accept well woman clinic, hospital.)	2	2	
4. (a)	Award 1 mark for each correct answer, up to a maximum of 2 marks. Any two from: diphtheria, tetanus, whooping cough, polio, Hib (an influenza vaccine) measles, mumps, rubella (accept MMR)	2	2	
(b) (i)	Award 1 mark for the identification of the correct vaccination, and a maximum of 2 marks for a detailed explanation of why it is offered. Identification – HPV (accept in full; accept cervical cancer) Explanation – helps prevent cervical cancer in women, gives early protection, common cancer in women, kills females, females more at risk.	1, 2	2	1
(ii)	Award 1 mark for the identification of the correct vaccination, and a maximum of 2 marks for a detailed explanation of why it is offered. Identification - annual influenza vaccination/ pneumococcal vaccination. (accept flu/pneumonia) Explanation – immune system weaker as get older, more prone to catching these illnesses.	1, 2	2	1

Section B

Question	Answer	Mark	AO1	AO3
6. (a) (i)	<p>Award 1 mark for the correct identification of the trend in the number of cases of chlamydia.</p> <p>Likely answers may include:</p> <p>Rising/increasing/goes up.</p>	1		1
(ii)	<p>Award 1 mark for the correct identification of a lifestyle factor that increases the risk of being infected with chlamydia.</p> <p>Any one from:</p> <p>Unprotected sex, number of sexual partners.</p>	1		1
(b) (i)	<p>Award 1 mark for the correct identification of the target group.</p> <p>Likely answers may include:</p> <p>Under 25 years old/teenagers (adolescents, young adults).</p>	1	1	
(ii)	<p>Award 1 mark for the correct identification of a care setting where chlamydia testing takes place.</p> <p>Likely answers may include:</p> <p>GP surgery, pharmacy, military base, sexual health clinic, GUM clinic, community contraceptive clinic, family planning clinic, gynaecology department, outreach centres.</p>	1	1	
(iii)	<p>Award 1 mark for the correct identification of the treatment for chlamydia:</p> <p>Antibiotics (allow medication/tablets, named antibiotic).</p>	1	1	

Question	Answer	Mark	AO1	AO3
6. (c)	<p>0-3 marks: Answers that identify, with little or no explanation of how young females can protect themselves against chlamydia and other STIs. Little or no use of specialist vocabulary.</p> <p>4-7 marks: Answers that describe, giving limited explanation of how young females can protect themselves against chlamydia and other STIs. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>8-10 marks: Answers that explain, with clear evidence of understanding, how young females can protect themselves against chlamydia and other STIs. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • reference to lifestyle factors affecting risk of having unprotected sex, including: drinking, drug taking • not having sex • reduce the number of sexual partners • use condoms (male/female) consistently and correctly during sex • ask partner if they have STI/chlamydia • abstain from sex if infected with the chlamydia bacteria (or other STIs) until treatment is completed and they are free from infection • every time an individual has a new sexual partner, both individuals should have a chlamydia test • if an individual has chlamydia (or other STIs) they should tell their sexual partner(s) and tell them to also have a test <p>(Do not allow contraceptive pill.)</p>	10	6	4
	Total for Question 6	15	9	6

Question	Answer	Mark	AO1	AO3
7. (a)	<p>Award a maximum of 2 marks for a detailed explanation of why Liam's parents might find it difficult to believe what he says.</p> <p>Likely answers may include:</p> <p>Liam only a child, doesn't want them to go out, doesn't want a babysitter, doesn't like Amy, is attention seeking, young children can lie, hasn't mentioned it before, Amy is a member of the family and they trust and know her, as Amy is older, will believe her.</p>	2	1	1
(b) (i)	NSPCC/ChildLine/school/police/social services.	1	1	
(b) (ii)	Confidential, listened to, advice on who to go to and what to do, may help Liam work out how to approach telling his parents (voluntary organisation must seek permission from another authority to tell parents).	2	2	
(c) (i),(ii)	<p>Award a maximum of 2 marks for the correct identification of types of ill-treatment that Liam is experiencing:</p> <p>Any two from:</p> <p>Emotional/psychological, physical, verbal.</p>	2	2	
(d)	<p>0-3 marks: Answers that give a basic identification, possibly a list, with little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that give a limited assessment of the effects of ill-treatment on one or more aspect of Liam's health and well-being. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers that assess, with clear evidence of understanding of the affect of physical and emotional/psychological abuse on Liam's health and well-being. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Emotional/psychological effects – humiliated, low self-esteem, frightened, anxious, moody, lose friends due to unusual behaviour, isolate himself, not want to go out in case he meets a relative, in danger, feel unsafe, unprotected, worthless, inadequate, unvalued, unloved because parents don't believe him, have bad dreams, suffer from lack of sleep, comfort eat, misbehave, not concentrate, be distracted, poor school attendance and performance, afraid to go out and meet friends, lack confidence, be upset, nervous around new people – may lead to future behavioural problems; may become a stronger person, able to stand up for themselves, cope with difficult situations, not trust people on face value.</p> <p>Physical effects – bruising, may have damaged limbs, pain, infection, may not sleep, may not or eat more so gain/lose weight, immune system low, illness, self-harm.</p>	8	4	4
	Total for Question 7	15	10	5

Question	Answer	Mark	AO1	AO3
8. (a)	<p>Award a maximum of 2 marks for a detailed and correct identification of the purpose of NHS Choices.</p> <p>Likely answers may include:</p> <p>NHS Choices offers information about health problems and the services available. Web-based and gives information on services available, symptoms, treatment and prevention, reduce pressure on GPs, individual can decide on next course of action.</p>	2	2	
(b)	<p>0-2 marks: Answers that identify, with little or no description of the services offered by NHS WiCs. Little or no use of specialist vocabulary.</p> <p>3-5 marks: Answers that describe, giving limited discussion of the services offered by NHS WiCs. May mention limitations of WiCs. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>6-8 marks: Answers that discuss, with clear evidence of understanding of the services offered by NHS WiCs. May address the limitations of WiCs. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>NHS walk-in centres (WiCs)</p> <p>Benefits:</p> <ul style="list-style-type: none"> ● face-to-face, one-to-one ● offer a range of treatment for minor illnesses and injuries and easy access ● are easy to access, an appointment is not needed, just drop in ● are open 365 days a year ● assist GPs and emergency services (takes pressure off) <p>Limitations:</p> <ul style="list-style-type: none"> ● no A&E provision ● no blood tests ● no X-rays ● only deal with minor problems, not long-term conditions ● not available 24 hours, no out-of-hours provision ● no appointment system so may have to wait to be seen <p>Conditions they deal with include:</p> <ul style="list-style-type: none"> ● infections and rashes ● fractures and lacerations ● emergency contraception and advice ● stomach upsets ● cuts and bruises ● burns and strains 	8	2	6

Question	Answer	Mark	AO1	AO3
8. (c)	<p>0-3 marks: Answers that identify, with little or no explanation of how NHS Direct/NHS24 supports health care professionals. Little or no use of specialist vocabulary.</p> <p>4-7 marks: Answers that describe, giving limited explanations of how NHS Direct/NHS24 supports health care professionals. May mention positive and/or negative points. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>8-10 marks: Answers that evaluate, with clear evidence of understanding of how NHS Direct/NHS24 supports health care professionals to provide a more effective service for individuals. Must mention positive and negative points. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>NHS Direct (England and Wales)/NHS24 (Scotland)</p> <ul style="list-style-type: none"> • telephone service • reduces the work load for GPs, ambulance trusts, dentists and primary care trusts (PCTs) • can be used if the individual has: <ul style="list-style-type: none"> – symptoms that they are concerned about – a dental health problem – an enquiry about medicines • also offers commissioned services which support other parts of the NHS to help them meet their patient needs. <p>These include:</p> <p>Urgent care NHS Direct works with local health communities to offer care solutions. It is a 24 hours a day, 365 days a year service, ensuring that patients are referred to appropriate health professionals.</p> <p>Care solutions It offers individual care needs that are based on the health services available locally. Gives advice on self-care techniques or refers the individual to a health care professional or a fast track to the emergency services or A&E departments.</p>	10	3	7

Question	Answer	Mark	AO1	AO3
<p>8. (c) (cont'd.)</p>	<p>GP out-of-hours triage Some PCTs provide out-of-hours care by commissioning NHS Direct. This provides patients who call out of hours quicker access to health care assessments and refers patients to a range of organisations. Not face-to-face, so patients not judged on appearance. If the patient would benefit from face-to-face care, the patient's details are sent automatically to the out-of-hours centre; this avoids the patient having to repeat the problem and their details again. NHS Direct helps ease the demand on GPs by providing:</p> <ul style="list-style-type: none"> ● self-care advice to patients ● a home visiting service ● a same-day appointment service <p>Dental care NHS Direct and (PCTs) provide:</p> <ul style="list-style-type: none"> ● access and support to dental services ● out-of-hours service <p>Helplines and health alerts Health scares and health alerts can be too much for the health care services to manage due to the increased needs of patients and the public. People become worried and need reassurance and a central point of contact. NHS Direct supports local health authorities, PCTs, GPs and the emergency services.</p> <p>During health emergencies, NHS Direct provides helplines for specific groups of patients.</p> <p>Category C (non-urgent 999 calls) NHS Direct and ambulance trusts work together to reduce the number of non-urgent 999 calls. (Statistics - about 1 in 3 of all emergency calls made to ambulance trusts in the UK are non-urgent (category C) calls. 40% of these could be dealt with by NHS Direct.)</p> <p>The Appointments Line (TAL):</p> <ul style="list-style-type: none"> ● books appointments for patients ● gives information about the hospital or clinic ● tells patients the dates and times that are available for appointments <p>Support for acute care:</p> <ul style="list-style-type: none"> ● has a telephone reminder service for appointments and operations ● supports patients after operations and procedures 			

Question	Answer	Mark	AO1	AO3
8. (c) (cont'd.)	<p>Support for long-term conditions (such as diabetes, heart disease and chronic obstructive pulmonary disease):</p> <ul style="list-style-type: none"> ● telephone support for patients with long-term conditions ● pre- and post-operative support for patients; 24 hour response to health scare ● remote clinics via the telephone <p>Specific negative points may include:</p> <ul style="list-style-type: none"> ● not face-to-face ● not everyone good at using phone/Internet ● long time to get an answer, not everyone knows the number or knows it exists ● may have to wait for response to query ● vulnerable individuals – may have different first language, language difficulty, may not be able to access due to sensory impairment, impersonal, may not be able to get to the phone or use the Internet ● communication problems with describing symptoms ● may not transfer information to own GP/health professional ● no access to medical records of the patient ● person on the other end of the phone will have limited qualifications ● interpretation of advice may be difficult to communicate <p>(Allow any other reasonable answer.)</p>			
	Total for Question 8	20	7	13
	Total for Section B	50	26	24
	Total for paper	80	47	33

Assessment Objectives

Question	Mark	AO1	AO3	QWC
1	1	1	0	—
2	4	4	0	—
3	4	3	1	—
4	8	6	2	—
5	13	7	6	—
6	15	9	6	✓
7	15	10	5	✓
8	20	7	13	✓
Total	80	47	33	

GCSE Health & Social Care MS Summer 2012



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