



GCSE MARKING SCHEME

SUMMER 2018

**HEALTH AND SOCIAL CARE - UNIT 2
4722/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE HEALTH AND SOCIAL CARE - UNIT 2

SUMMER 2018 MARK SCHEME

Section A

Question	Answer	Mark	AO1	AO3																								
1. (a)	<p>Award 1 mark for each correct answer:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>(i)</td> <td>A 1-year-old can walk.</td> <td align="center">✓</td> <td></td> </tr> <tr> <td>(ii)</td> <td>An 8-week-old can sit unaided.</td> <td></td> <td align="center">✓</td> </tr> <tr> <td>(iii)</td> <td>A 4-year-old can only communicate with two-word sentences.</td> <td></td> <td align="center">✓</td> </tr> <tr> <td>(iv)</td> <td>An 8-month-old cries when their carer leaves the room.</td> <td align="center">✓</td> <td></td> </tr> <tr> <td>(v)</td> <td>A newborn infant cries to communicate.</td> <td align="center">✓</td> <td></td> </tr> </tbody> </table>			True	False	(i)	A 1-year-old can walk.	✓		(ii)	An 8-week-old can sit unaided.		✓	(iii)	A 4-year-old can only communicate with two-word sentences.		✓	(iv)	An 8-month-old cries when their carer leaves the room.	✓		(v)	A newborn infant cries to communicate.	✓		1 1 1 1 1	1 1 1 1 1	
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(b)	<p>Award a maximum of 2 marks for a correct description of the term 'growth'.</p> <p>Likely answers may include:</p> <p>Growth refers to an increase in physical size (mass and height).</p>	2	2																									
(c) (i)	<p>Award 1 mark for a correct answer:</p> <p>Gross motor skill: catching <i>or</i> throwing a ball (accept either)</p>	1	1																									
(ii)	<p>Award 1 mark for the correct answer:</p> <p>Fine motor skill: holding a pencil</p>	1	1																									
2. (a)	<p>Award 1 mark for the correct answer:</p> <p>Later adulthood</p>	1	1																									
(b)	<p>Award 1 mark for the correct answer:</p> <p>Arthritis</p>	1	1																									
(c)	<p>Award a maximum of 2 marks for a detailed description of the term 'balanced diet'.</p> <p>Likely answers may include:</p> <p>Balanced diet refers to a diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.</p>	2	2																									
(d)	<p>Award 1 mark for each correct answer:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>(i)</td> <td>Eating a high fat diet reduces the risk of heart disease.</td> <td></td> <td align="center">✓</td> </tr> <tr> <td>(ii)</td> <td>Calcium strengthens bones.</td> <td align="center">✓</td> <td></td> </tr> <tr> <td>(iii)</td> <td>Eating five portions of fruit and vegetables every day is recommended.</td> <td align="center">✓</td> <td></td> </tr> </tbody> </table>			True	False	(i)	Eating a high fat diet reduces the risk of heart disease.		✓	(ii)	Calcium strengthens bones.	✓		(iii)	Eating five portions of fruit and vegetables every day is recommended.	✓		1 1 1	1 1 1									
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Question	Answer	Mark	AO1	AO3
2. (e) (i)	<p>Award a maximum of 2 marks for a detailed explanation of one way Connie's health can affect her well-being.</p> <p>Likely answers may include:</p> <p>Connie may have reduced social interactions which she had found mentally stimulating. She may not be able to go to the day centre, where she enjoyed bingo, dancing and crafts. Connie may have reduced social interactions, as she may not be able to get out and meet friends, attend clubs; this may make her feel isolated and lonely. She could suffer from depression. Her self-esteem may be affected.</p> <p>(Accept any other appropriate answer.)</p>	2		2
(ii)	<p>Award 1 mark for a correct answer: Care worker/assistant, occupational therapist.</p> <p>(Accept any other appropriate answer.)</p>	1		1
3. (a) (i)	<p>Award 1 mark for the correct answer: Social factor: difficult making new friends</p>	1	1	
(ii)	<p>Award 1 mark for the correct answer: Emotional factor: upset when she has to leave</p>	1	1	
(b)	<p>Award a maximum of 2 marks for a detailed description of one way Alice's family can support her when she starts a new school.</p> <p>Likely answers may include:</p> <p>They could listen to how she feels. They can reassure her and comfort her. They can give her practical advice on making friends. Help with school work.</p> <p>(Accept any other appropriate answer.)</p>	2	2	
(c) (i)	<p>Award 1 mark for the correct response: Intellectual</p>	1	1	
(ii)	<p>Award a maximum of 3 marks for a detailed explanation of how intellectual development can affect an individual's life opportunities.</p> <p>Likely answers may include:</p> <p>Intellectual: may not do well in exams, which may affect employment opportunities and career prospects. Employment can also affect income and life experiences such as travelling, meeting new people and hobbies.</p> <p>(Accept any other reasonable answer.)</p>	3	1	2

Question	Answer	Mark	AO1	AO3
3. (d)	<p>Award a maximum of 3 marks for a detailed explanation of how frequently moving from place to place can affect an individual's self-concept.</p> <p>Likely answers may include:</p> <p>Positive</p> <p>An individual may value having a lifestyle that is not seen as the 'norm' by others – this may make them feel they are unique/ special.</p> <p>An individual may learn new coping skills from their lifestyle – they may feel they are skilled in these areas.</p> <p>As a child they may be given more responsibility, and they may have different experiences – this may make a child feel they are mature and more independent.</p> <p>This may become a positive part of how an individual sees themselves.</p> <p>Negative</p> <p>They may experience bullying for being seen as different/not fitting in. This may make an individual feel this is a bad thing.</p> <p>They may not do as well in school; they may feel they are a failure.</p> <p>(Accept any other appropriate answer.)</p>	3	1	2
	Total for Section A	30	23	7

Section B

Question	Answer	Mark	AO1	AO3
4. (a) (i)	Award 1 mark for a correct answer: Verbal or emotional	1	1	
(ii)	<p>0-2 marks: Answers that describe how name calling can affect Beth's emotional development. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that describe, with some attempt to explain, how name calling can affect Beth's emotional development. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5-6 marks: Answers that explain, with clear evidence of understanding, how name calling can affect Beth's emotional development. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Beth may start to believe the names she is being called. This may make her feel depressed and unhappy with her body image. She may feel ugly and unlovable, particularly as it is her boyfriend who is calling her names. Her self-concept will become negative. She may start to feel anxious about her weight and food. Her self-esteem will be affected – she may not value and like herself.</p> <p>(Accept any other appropriate effect on emotional development.)</p>	6	3	3
(b)	<p>0-3 marks: Answers that describe how being under-weight can affect an individual's well-being and development, with little or no discussion. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that describe how being under-weight can affect an individual's well-being and development with some attempt at discussion. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers that discuss, with clear evidence of understanding, how being under-weight can affect an individual's well-being and development. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p>	8	3	5

Question	Answer	Mark	AO1	AO3
<p>4. (b)</p> <p>(Cont'd)</p>	<p>Likely answers may include:</p> <p>Physical</p> <p>Being under-weight can cause many health problems. Some are life-threatening, such as heart problems. Individuals can feel frail, weak and tired. They may struggle to keep active and will be more susceptible to illnesses and diseases. Their development and growth may slow down. If they are a child or infant they may not reach their developmental milestones.</p> <p>(Accept physical characteristics and effects for specific eating disorders, e.g. anorexia, bulimia, which may contradict some of the above, e.g. anorexia and exercise.)</p> <p>Intellectual</p> <p>Because individuals feel weak and lack energy, they may find it difficult to concentrate and learn new things. They may miss school, or find working difficult due to illness and fatigue or due to hospitalisation in extreme cases. If they are getting treatment, they may be knowledgeable about nutrition and eating healthily.</p> <p>Emotional and social</p> <p>Individuals may be bullied because of their weight – this may affect their self-esteem and self-concept. They may feel lonely and isolated. They may lose contact with friends. They may suffer anxiety and depression.</p> <p>They may have interactions with a range of different health care providers. They may get emotional support from their friends and family, which may make them feel cared for and valued. They may see a counsellor which could be an emotional outlet and source of formal support.</p> <p>(Accept any other appropriate effects on an individual's well-being and development.)</p>			
	Total for Question 4	15	7	8

Question	Answer	Mark	AO1	AO3
5. (a) (i)	Award 1 mark for the correct answer: Money that can be set aside after expenses are paid.	1	1	
(ii)	Award a maximum of 4 marks for a detailed discussion of the advantages of having savings. Likely answers may include: Savings provide an individual and their family with security and reduced levels of stress and worry. They will know that if they need money unexpectedly, they have savings that they could use in case an emergency. Reduces reliance on other people and increases independence. Reduces the likelihood of debt. Savings allow an individual to buy luxuries and treats for themselves and their family. This can improve an individual's well-being and can have an impact on their self-esteem and self-concept.	4	2	2
(b)	0-3 marks: Answers that identify how a family holiday will affect the family's development, with little or no attempt at explanation. Answers convey meaning but lack detail. Little or no use of specialist vocabulary. 4-7 marks: Answers that describe how a family holiday will affect the family's development, with some attempt at explanation. Answers communicate meaning, with some use of specialist vocabulary. 8-10 marks: Answers that explain, with clear evidence of understanding, how a family holiday will affect the family's development. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy. Likely answers may include: Physical <ul style="list-style-type: none"> • They may become more physically active, e.g., swimming, skiing, walking. • The family may relax and reduce their stress. • Holidays can be stressful; for example, travelling long distances. • The family may experience jet lag. This may be particularly demanding on children. • The family may over-indulge on holiday, eating and drinking more, which can affect their short-term health. • Certain countries have diseases that make people vulnerable. Stomach upsets may be more common due to eating new foods and drinking local water. • If they travel to a hot country, they could suffer sunburn or sunstroke. 	10	5	5

Question	Answer	Mark	AO1	AO3
5. (b) (Cont'd)	<p>Intellectual</p> <ul style="list-style-type: none"> • Experiencing new cultures can increase the family's knowledge and provide them with new life experiences. • They may learn another language. • They may buy goods in a different currency, which will support numeracy. • They may plan their holiday, which will support their organisational skills. <p>Social and emotional</p> <ul style="list-style-type: none"> • They will be spending time together as a family. This can develop stronger family bonds and attachments. Spending more time together could, however, increase conflict between siblings. • The family will be interacting with new people. • The children may make new friends. • The family will feel happy they are on holiday, having an enjoyable time. <p>(Accept any other appropriate effects on development.)</p>			
	Total for Question 5	15	8	7

Question	Answer	Mark	AO1	AO3
6. (a)	<p>Award a maximum of 4 marks for a detailed explanation of how starting college could affect Sana’s self-concept.</p> <p>Likely answers may include:</p> <p>Sana may see herself as no longer a child; in going to college she sees herself as mature and independent. She may see herself as a trustworthy and responsible person. She may see herself as an able student.</p> <p>She may worry about starting college – making new friends and managing her studies – she may see herself as not being capable or likeable. She may see herself as not having the skills to cope.</p>	4	2	2
(b)	<p>Award a maximum of 4 marks for a detailed description of how the college counsellor could help Sana.</p> <p>Likely answers may include:</p> <p>The counsellor will allow Sana to express her feelings in a safe environment where she is not being judged. She will feel listened to and valued. The counsellor will help Sana understand why she feels anxiety around new people and situations. The counsellor will be able to help Sana identify strategies that will help her deal with situations that cause her anxiety, such as breathing techniques. The counsellor can make referrals to specialist support groups that may help Sana.</p>	4	4	
(c)	<p>0-2 marks: Answers that describe how mixing with students of different cultures can affect an individual’s development, with little or no attempt at discussion. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that describe how mixing with students of different cultures can affect an individual’s development, with some attempt at discussion. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5 marks: Answers that give a clear discussion of how mixing with students of different cultures can affect an individual’s development. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Physical An individual may experience different cultural practices. They may be invited to try different foods.</p> <p>Intellectual An individual will gain an understanding and knowledge of different cultures, e.g. customs, languages, festivals, practices. They will learn about diversity and inclusion. They may also inform other people about their culture.</p>	5	2	3

Question	Answer	Mark	AO1	AO3
6. (c) (Cont'd)	<p>Social and emotional An individual will be interacting with a range of different people. They may feel respectful of other people's cultures. They may make friends with people of different cultures and may be invited to attend religious celebrations.</p> <p>(Accept any other appropriate effects on development.)</p>			
(d)	<p>0-3 marks: Answers that describe how Adam's relationships with family, friends, teachers and peers could have an impact on his decision to become a nurse, with little or no attempt at discussion. Answers convey meaning but lack details. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that describe how Adam's relationships with family, friends, teachers and peers could have an impact on his decision to become a nurse, with some attempt at discussion. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>7 marks: Answers that give a clear discussion of how Adam's relationships with family, friends, teachers and peers could have an impact on his decision to become a nurse. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Family may support him. They may encourage him to pursue his chosen career. They can offer emotional support, and may also be in a position to support him financially. Family members may be role models, e.g. his parents may have jobs that are seen as being a 'male' or 'female' such as a male midwife, a male househusband. Alternatively, his parents may not support his career goal. They may disapprove because it is not seen as a male job. He may worry about upsetting his parents, and this may affect his choice in becoming a nurse.</p> <p>Friends may support his career aspirations and offer informal support because they may also want to pursue a career that is stereotyped as being 'male' or 'female'.</p> <p>Teachers can encourage him to pursue his goals. They can give advice and guidance on courses, along with support.</p> <p>Peers may ridicule his career choice and bully him. They may view his choice as being different. He may not feel he fits in with his peer group. To fit in, he may decide not to become a nurse.</p> <p>(Accept any other appropriate answer.)</p>	7	4	3
	Total for Question 6	20	12	8
	Total for Section B	50	27	23
	Total for paper	80	50	30

GCSE HEALTH AND SOCIAL CARE (Single/Double Award)

Table to show coverage of content in question paper

Content

- Area 1 The stages and patterns of human growth and development
- Area 2 The different factors that can affect human growth and development
- Area 3 The development of self-concept and personal relationships
- Area 4 Major life changes and how people deal with them

Question	Area 1	Area 2	Area 3	Area 4
1	✓			
2		✓	✓	
3			✓	
4			✓	
5		✓		
6		✓		✓

Question	Mark	AO1	AO3	QWC
1	9	9	-	
2	10	7	3	
3	11	7	4	
4	15	7	8	✓
5	15	8	7	✓
6	20	12	8	✓
Total	80	50	30	