



GCSE MARKING SCHEME

WINTER 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.

Question	Answer	Mark	AO1	AO3
2. (c)	<p>Award a maximum of 2 marks for each detailed description of how Drew's health might be affected by difficulties in accessing health services.</p> <p>Likely answers may include:</p> <p>Drew may miss check-ups with his health visitor. There may be a lack of awareness of his progress towards his milestones. This may affect his health as he may not get the support or treatment he needs.</p> <p>Drew may miss immunisations that may affect his health, making him more vulnerable to illnesses and diseases. If Drew has an accident or is ill he may not get treatment, or treatment may be delayed, which may negatively affect his health.</p>	2 2	2 2	
(d) (i)	<p>Award 1 mark for the correct response: Unexpected</p>	1	1	
(ii)	<p>Award a maximum of 2 marks for a detailed description of what is mean by the term 'benefits'.</p> <p>Likely answers may include:</p> <p>A payment made to an individual by the state to someone entitled to receive it.</p>	2	2	
(iii)	<p>0-2 marks: Answers that describe how receiving benefits can affect an individual's self-concept, with little or no attempt at explanation. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that describe how receiving benefits can affect an individual's self-concept, with some attempt at explanation. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5 marks: Answers that explain, with clear evidence of understanding, how receiving benefits can affect an individual's self-concept. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>The individual may feel as though they cannot manage without help, which may make them feel useless. They may feel ashamed and embarrassed for needing benefits. If an individual receives benefits, it is likely they are not working; therefore, their self-concept will not include their job role; it may now include negative terms for individuals who receive benefits.</p> <p>(Accept other appropriate answer.)</p>	5	1	4

Question	Answer	Mark	AO1	AO3
3. (a) (i)	Award 1 mark for the correct answer: Verbal abuse	1	1	
(ii)	Award a maximum of 2 marks for a detailed explanation of one effect on Sabrina's development of being called 'stupid'. Likely answers may include: Physical Sabrina may feel stressed at work, which may affect her physical health. She may adopt unhealthy coping strategies, such as drinking and/or smoking. Intellectual Sabrina may not be able to concentrate on her work. Her ability to work productively and learn new information and skills may be affected. Social/emotional Sabrina may feel upset and distressed at the comments. This may lead to depression and anxiety in going to work and when in work. She may withdraw from interactions, fearing what others think or will say. Her self-esteem may be negatively affected. Her self-concept may be negative; she may believe the comments being made. (Accept any other appropriate answer. To award a mark, the effect in (i) and (ii) must be different.)	2	1	1
(b) (i)	Award 1 mark for the correct answer: Emotional abuse	1	1	
(ii)	Award a maximum of 2 marks for a detailed explanation of one effect on Sabrina's development of not being invited out with colleagues. Likely answers may include: Physical Sabrina may feel stressed at work, which may affect her physical health. She may adopt unhealthy coping strategies, such as drinking, smoking. Intellectual Sabrina may not be able to concentrate on her work, as she may be trying to understand what she has done wrong, and why her colleagues are excluding her. Social/emotional Sabrina may feel upset at being ignored, excluded, and not being part of the group; she may feel confused, and wonder what she has done wrong. This may lead to depression and anxiety in going to work and when in work. She may feel isolated and lonely. Her self-esteem may be negatively affected. Her self-concept may be negative; she may believe she is unlikeable. (Accept other appropriate answer. To award a mark, the effect in (i) and (ii) must be different.)	2	1	1
	Total for Section A	30	24	6

Section B

Question	Answer	Mark	AO1	AO3
4. (a) (i)	<p>Award 1 mark for each correct answer.</p> <p>Likely answers may include:</p> <p>GP Counsellor Psychotherapist Psychologist</p> <p>(Accept any other appropriate professional. Do not accept 'doctor')</p>	1 1	1 1	
(ii)	<p>Award up to 3 marks for a detailed explanation of how one professional identified in (i) can support an individual with depression.</p> <p>Likely answers may include:</p> <p>A GP can make referrals to other specialists such as a psychologist or counsellor. They can prescribe medication to alter brain chemicals to improve an individual's mood. They can monitor an individual's symptoms.</p> <p>A counsellor or psychotherapist can provide a safe place for an individual to talk about and understand their feelings. They can support the individual to challenge their negative thoughts.</p>	3	1	2
(b) (i) (ii)	<p>Use the following mark bands for both the elderly and adolescents.</p> <p>0-2 marks: Answers that describe why the life experiences of the elderly and adolescents may make them more likely to need emotional support, with little or no attempt at explanation. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that describe why the life experiences of the elderly and adolescents may make them more likely to need emotional support, with some attempt at explanation. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>5 marks: Answers that explain, with clear evidence of understanding, why the life experiences of the elderly and adolescents may make them more likely to need emotional support. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p>	5 5	2 2	3 3

Question	Answer	Mark	AO1	AO3
4. (b) (i) (ii) (Cont'd)	<p>Likely answers may include:</p> <p>Elderly</p> <p>May suffer from long-term illnesses and a lack of mobility, which may impact on their feelings of not being of value any more, loneliness and isolation. This can lead to depression. The elderly have retired and are no longer in employment; this, again, may lead to less social interactions, and feelings of isolation. The elderly are more likely to also experience bereavement, losing partners/spouses and friends. This can lead to depression. Many elderly people are living on low income, which can lead to worries about money.</p> <p>Adolescents</p> <p>Dealing with puberty, involving changes in hormones and their bodies. This may increase mood swings, feelings of insecurity about their bodies and themselves.</p> <p>They may experience increased conflict with parents, as they try to express their autonomy and independence.</p> <p>Adolescents are developing a greater awareness of their self-concept. This can be a confusing time. They are finding out about their emerging sexuality, for example. With peer groups becoming more prominent now, the need to fit dominates, which, for many adolescents, can be difficult to cope with, if they feel they are different; this can lead to uncertainty and negative feelings about themselves.</p> <p>Adolescents are experiencing their first intimate relationships; they may find it hard to deal with break-ups and the feelings these cause. They may be faced with important decisions about their future, which can cause stress, uncertainty and can lead to depression.</p> <p>(Accept any other appropriate answer.)</p>			
	Total for Question 4	15	7	8

Question	Answer	Mark	AO1	AO3
5. (a)	<p>0-3 marks: Answers that identify the effect of the death of a close family member on child’s development and well-being, with little or no attempt at discussion. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that describe the effect of the death of a close family member on a child’s development and well-being, 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, the effect of the death of a close family member on a child’s development and well-being. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Physical Grief may result in children withdrawing; this can result in them not wanting to eat, or eating inadequately, which will impact on their physical health; for example, causing tiredness, fatigue, increased vulnerability to illness. They may express their emotions in anger, which may result in injury. Their development may regress back to an earlier time, which may see a return of sleeplessness and bed-wetting.</p> <p>Intellectual Children may miss school during this time. If they do attend school, they may be disinterested and withdrawn in lessons. They will have an understanding of what death means.</p> <p>Social/emotional Children may not understand the feelings they are experiencing, or may find it difficult to put into words how they feel. They may be experiencing a level of emotion never experienced before, and they may feel overwhelmed. They may worry that this may happen to another family member. They may feel closer to their other family members. They may have opportunities to express their feelings. They may experience feelings such as sadness, anger, loneliness.</p> <p>(Accept any other appropriate effect on development and well-being.)</p>	8	5	3
(b)	<p>Award up to 2 marks for a detailed definition of the term ‘material possessions’.</p> <p>Likely answers may include:</p> <p>Property or belongings that are a physical possession; for example, a house, item of jewellery, antique.</p>	2	2	

Question	Answer	Mark	AO1	AO3
5. (c)	Award 1 mark for the correct answer: Private	1	1	
(d)	<p>0-2 marks: Answers that give a basic explanation of how a care assistant can support an individual in their own home. Answers convey meaning but lack detail, with little use of specialist vocabulary.</p> <p>3-4 marks: Answers that give a detailed explanation of how a care assistant can support an individual in their own home. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>A care assistant can help an individual with their personal care; this can include feeding, washing, dressing and toileting. They can provide companionship and emotional support for an individual. They can help an individual take their medication, or undertake some basic clinical tasks, if trained to do so. They can help with basic household tasks, such as making a drink, putting the washing on, making the bed, etc. They can accompany the individual on trips out, such as shopping or to the GP.</p> <p>(Accept any other appropriate answer.)</p>	4	2	2
	Total for Question 5	15	10	5

Question	Answer	Mark	AO1	AO3
6. (a)	<p>0-3 marks: Answers that identify the effects on Anne and Barry's development of living with the new neighbours, with little or no attempt at explanation. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that describe the effects on Anne and Barry's development of living with the new neighbours, with some attempt at explanation. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>7 marks: Answers that explain, with clear evidence of understanding, the effects on Anne and Barry's development of living with the new neighbours. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Physical</p> <p>They may suffer from stress and sleeplessness due to the noise, resulting in tiredness and fatigue.</p> <p>Intellectual</p> <p>They may gain information and a greater awareness of nuisance neighbours and environmental health – noise pollution.</p> <p>Social/emotional</p> <p>They may feel increased levels of anxiety. They may feel angry at their neighbours. They may worry about the future; if this continues. When the neighbours are aggressive, this may make them feel unsafe in their own home and vulnerable. They may fear going outside, in case of confrontation. This will increase their isolation and decrease their social interactions with friends. Alternatively, they may speak to friends and other neighbours about the noise and the neighbours' behaviour – expressing their feelings and gaining informal support.</p> <p>(Accept any other appropriate answer.)</p>	7	3	4

Question	Answer	Mark	AO1	AO3
6. (b) (i)	<p>0-3 marks: Answers that identify the effects of moving house on Anne and Barry’s emotional development, with little or no attempt at discussion. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-5 marks: Answers that make some attempt to discuss the effects of moving house effects Anne and Barry’s emotional development. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <p>Positive</p> <p>Moving house can reduce their stress.</p> <p>They may feel happy and relieved that they have moved house from their neighbours where they were unhappy. They may look forward to starting a new life in another area. They may be looking forward to/excited about making new friends and finding out about the things the new area has to offer.</p> <p>(Accept any other appropriate effects on emotional development.)</p>	5	2	3
(ii)	<p>0-3 marks: Answers that describe how poverty can affect an individual's development and well-being. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that describe how poverty can affect an individual's development and well-being, with some attempt at explanation. Answers communicate meaning, with some use of specialist vocabulary.</p> <p>7-8 marks: Answers that explain, with clear evidence of understanding, how poverty can affect an individual's development and well-being. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>Physical</p> <p>Poverty can mean individuals find it difficult to pay household bills, food and clothing. This may mean they cannot afford a balanced diet or they are unable to eat regular meals. This can affect their health; they may experience weight loss, lack energy and become more vulnerable to illness and disease.</p>	8	4	4

Question	Answer	Mark	AO1	AO3
6. (b) (ii) (Cont'd)	<p>Living in poverty is stressful – worrying about being able to manage. Stress can have a physical effect on the body; for example, sleep problems, headaches, high blood pressure. In extreme cases, stress can contribute to serious diseases such as heart disease. When individuals are under stress, they may also present with unhealthy behaviours, such as smoking and drinking – which, again, will impact on their physical health; for example, contributing to accidents, asthma, high blood pressure.</p> <p>Poverty may impact on the house in which an individual lives. They may be unable to maintain the house, or rent a better maintained house; for example, it may be damp, which can cause breathing problems and illness. It may have unsafe wiring, or have fires that have not been maintained. This can put an individual's health at risk from, for example, accidents or fire.</p> <p>The house is more likely to be in an environment of high crime, or an inner city where there is increased pollution. These can all impact on an individual's health, increasing the likelihood of physical violence and health problems. Individuals are unlikely to be able to afford private health care, and will be reliant on state health care. If they are ill, they may experience longer waiting lists than an individual who can pay for private care. Activities that require money are unlikely to be affordable; for example, gym membership, swimming clubs. This will mean individuals are less active, or have less opportunity to be active and keep fit.</p> <p>Intellectual</p> <p>Children may have more absences from school due to illnesses. They may not be able to afford trips, holidays and educational activities and equipment. These can all support learning and new experiences.</p> <p>Individuals living in poverty may have learnt good money management, and may have a greater awareness of the value of items and services. They may be more knowledgeable about ways to save money.</p>			

Question	Answer	Mark	AO1	AO3
<p>6. (b) (ii)</p> <p>(Cont'd)</p>	<p>Social/emotional</p> <p>Individuals may suffer depression due to their situation, particularly if they cannot see a way out of it. They may worry about how they are going to pay bills and buy food.</p> <p>They may feel embarrassed by their situation, particularly if they have to ask others for help; for example, using a food bank. A child, for example, whose parents cannot afford to buy items other children have, may feel they do not fit in with their peer group. They may feel isolated. All these factors will affect their self-esteem and self-concept.</p> <p>Individuals may have a lack of money for social activities. This will reduce an individual's social interactions, increasing feels of isolation.</p> <p>Individuals may find they use informal support more. They may develop closer relationships with those that support them.</p> <p>(Accept any other appropriate effects on development and well-being.)</p>			
	Total for Question 6	20	9	11
	Total for Section B	50	26	24
	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	6	6	-	
2	18	14	4	
3	6	4	2	
4	15	7	8	
5	15	10	5	✓
6	20	9	11	✓
Total	80	50	30	