



---

# **GCSE MARKING SCHEME**

---

**SUMMER 2017**

**HEALTH AND SOCIAL CARE - UNIT 3  
4723/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2017 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.

### **Online marking**

WJEC will be using a method of marking examination scripts known as e marker ® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead, scripts are divided into segments by question (item), and are transmitted to examiners in this form. Therefore each candidate's script will be marked by a number of different examiners.
- Examiners are required to complete an online standardising exercise. This involves the marking of a number of common candidate responses (roughly 30 of each item) which will be included in examiners' allocations at regular intervals during the process. Should marks given to these items fall outside the tolerance agreed by senior examiners on more than one occasion, examiners will be prevented from further marking of that item until the team leader has been able to resolve the issue.

In terms of technical requirements, examiners participating will need a personal computer running on Windows Version 7 and above and a broadband internet connection. With an Apple Mac, a Windows emulator is required.

For further details, please see the user guide available on e marker ® when you log on. Instructions on how to log on to the system and your username and password have been sent separately.

**GCSE HEALTH AND SOCIAL CARE - UNIT 3**

**SUMMER 2017 MARK SCHEME**

<b>Question</b>	<b>Answer</b>	<b>Mark</b>	<b>AO1</b>	<b>AO3</b>									
1. (a)	Award <b>1 mark</b> for each correct answer (up to a maximum of <b>2 marks</b> ): Mammogram Cervical smear test	2	2										
(b)	Award a maximum of <b>2 marks</b> for a detailed description of the services provided by each clinic.  Likely answers may include:  (i) <b>Well woman clinic</b> <ul style="list-style-type: none"> <li>• Provides advice on: gynaecological problems; family planning, cervical smear test, breast disease, the menopause.</li> <li>• Provides emergency contraception.</li> <li>• Deals with general health – weight, cholesterol, blood pressure.</li> </ul> (ii) <b>Family planning clinic</b> Deals with: <ul style="list-style-type: none"> <li>• contraception</li> <li>• STI testing and treatment</li> <li>• cervical smear tests</li> <li>• pregnancy tests</li> <li>• gynaecological problems</li> <li>• fertility services</li> <li>• termination referral</li> <li>• advice on PMS</li> <li>• vasectomies</li> </ul>	2	2										
(c)	(i) Award <b>1 mark</b> for each correct answer, up to a maximum of <b>3 marks</b> . (ii) (iii)	3 (1,1,1)	3										
	<table border="1"> <tbody> <tr> <td>(i)</td> <td>Ante-natal care is care given before a woman is pregnant</td> <td>False</td> </tr> <tr> <td>(ii)</td> <td>Ante-natal care is given to a woman after the birth of her child</td> <td>False</td> </tr> <tr> <td>(iii)</td> <td>Post-natal care includes advice on breast-feeding</td> <td>True</td> </tr> </tbody> </table>	(i)	Ante-natal care is care given before a woman is pregnant	False	(ii)	Ante-natal care is given to a woman after the birth of her child	False	(iii)	Post-natal care includes advice on breast-feeding	True			
(i)	Ante-natal care is care given before a woman is pregnant	False											
(ii)	Ante-natal care is given to a woman after the birth of her child	False											
(iii)	Post-natal care includes advice on breast-feeding	True											
(d) (i)	Award <b>1 mark</b> for the correct reason: Protect children against illness and disease.	1	1										
(ii)	Award <b>1 mark</b> for each correct answer (up to a maximum of <b>2 marks</b> ): Mumps Meningitis	2	2										

Question	Answer	Mark	AO1	AO3
2. (a)	<p>Award a maximum of <b>2 marks</b> for a detailed description of the basic first aid for each of the following.</p> <p>Likely answers may include:</p> <p>(i) <b>Shock</b> Lay the person down with their head low and legs raised and supported to increase the flow of blood to the head. Keep the person warm.</p> <p>(ii) <b>Bleeding to the hand</b> Apply direct pressure to stop the blood flowing. Raise the arm so it is above the heart to reduce the flow of blood to the wound and help stop the bleeding.</p> <p>(iii) <b>Minor head injury</b> Sit the person down, apply a cold compress (e.g. a bag of peas) and hold it against the person's head.</p>	2  2  2	2  2  2	
(b)	<p>Award <b>1 mark</b> for a correct answer:</p> <p>British Red Cross St John Ambulance</p> <p>(Accept any other relevant answer.)</p>	1	1	
(c)	<p>Award a maximum of <b>3 marks</b> for a detailed explanation of whether Amina had the right to defend herself.</p> <p>Likely answers may include:</p> <p>The Crown Prosecution Service – it is lawful to act in self-defence, with reasonable and proportionate force, in order for Amina to defend herself.</p>	3		3
3. (a)	<p>Award a maximum of <b>3 marks</b> for a detailed explanation of the meaning of the 'safe, sensible, social' message.</p> <p>Likely answers may include:</p> <p><b>Safe</b> An individual should protect themselves from becoming a victim of alcohol-related crime, accidents or health problems. They should let someone know where they are going and what time they will be home, never accept a drink from someone they do not know, never leave their drink unattended and never drink alone.</p> <p><b>Sensible</b> Individuals should drink responsibly. They should eat before they drink, keep track of how much they are drinking, drink soft drinks as well as alcoholic ones, know their limit and not drink over that limit.</p> <p><b>Social</b> An individual should go out and have a drink with trusted friends and family.</p>	3	3	

Question	Answer	Mark	AO1	AO3						
3. (b)	<p>Award a maximum of <b>3 marks</b> for a detailed explanation of why there would be an increase in health promotion over Christmas.</p> <p>Likely answers may include:</p> <p>Drinking alcohol increases over Christmas because more people go to parties/celebrate over Christmas. Alcohol-related incidents increase over Christmas, e.g. drink-driving, criminal damage, assaults, accidents, hospital admissions.</p>	3		3						
(c) (i)	<p>Award <b>1 mark</b> for the correct answer:</p> <p>14</p>	1	1							
(ii)	<p>Award <b>1 mark</b> for the correct answer:</p> <table border="1" data-bbox="323 730 1161 913"> <tbody> <tr> <td data-bbox="323 730 1070 801">A group of people identified as being at risk from drinking too much alcohol</td> <td data-bbox="1070 730 1161 801">✓</td> </tr> <tr> <td data-bbox="323 801 1070 873">A group of people identified as not being at risk from drinking too much alcohol</td> <td data-bbox="1070 801 1161 873"></td> </tr> <tr> <td data-bbox="323 873 1070 913">A group of people involved in the advertising of alcohol</td> <td data-bbox="1070 873 1161 913"></td> </tr> </tbody> </table>	A group of people identified as being at risk from drinking too much alcohol	✓	A group of people identified as not being at risk from drinking too much alcohol		A group of people involved in the advertising of alcohol		1	1	
A group of people identified as being at risk from drinking too much alcohol	✓									
A group of people identified as not being at risk from drinking too much alcohol										
A group of people involved in the advertising of alcohol										
	<b>Total for Section A</b>	<b>30</b>	<b>24</b>	<b>6</b>						

## Section B

Question	Answer	Mark	AO1	AO3
4. (a)	Award <b>1 mark</b> for the correct answer: National Child Measurement Programme (NCMP)	1	1	
(b) (i) (ii) (iii)	Award a maximum of <b>2 marks</b> for each of three detailed reasons for measuring children.  Likely answers may include: <ul style="list-style-type: none"> <li>• To assess overweight and obesity levels within primary school-aged children.</li> <li>• To increase understanding and provide health advice for families about a healthy lifestyle and weight issues.</li> <li>• To improve the future outcomes of children who are overweight or obese.</li> <li>• To gather data to observe trends and patterns in obesity in order to inform delivery of services for children.</li> <li>• To identify developmental delays/problems in height and growth in children.</li> </ul>	6 (2,2,2)		6
(c)	<p><b>0-3 marks:</b> Answers that identify, with little or no attempt at assessment, the ways in which an individual can take responsibility for improving their health. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p><b>4-6 marks:</b> Answers that describe, with some attempt at assessment, the ways in which an individual can take responsibility for improving their health. Answers convey meaning, with some use of specialist vocabulary.</p> <p><b>7-8 marks:</b> Answers that assess, with clear evidence of understanding, the ways in which an individual can take responsibility for improving their health. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <p><b>Eat a balanced diet</b> Need knowledge of what is a balanced diet. Access to healthy food affected by income. Lifestyle may affect eating a balanced diet, e.g. lack of time may result in eating more 'fast' and convenience food.</p> <p><b>Lose weight</b> Reduce BMI through eating a balanced diet and taking exercise.</p> <p><b>Exercise</b> Take regular exercise. May be affected by lack of time due to busy lifestyle and family commitments, lack of motivation, self-consciousness, low self-esteem. May have an underlying health condition which limits the amount or type of exercise an individual can do.</p>	8	4	4

Question	Answer	Mark	AO1	AO3
4. (c) (Cont'd)	<p><b>Reduce alcohol intake</b> May not know or understand the recommended units, may drink as part of social activity – peer pressure.</p> <p><b>Stop smoking</b> Some individuals may have more willpower or social support than others. May be addicted. Some individuals may smoke as part of social activity and social group – peer pressure. May not know about or have access to cessation programmes, advice or treatments.</p> <p><b>Regular medical check-ups/advice</b> May be gender difference differences in willingness to seek medical advice and check-ups. May be affected by lack of time, access and availability to health services.</p> <p><b>Reduce stress</b> May have stressful lifestyle/work schedule which may be difficult to change. May be able to make some changes to lifestyle to reduce stress, e.g. relaxation, exercise. May be affected by personality.</p> <p>(Accept any other reasonable answer.)</p>			
	<b>Total for Question 4</b>	<b>15</b>	<b>5</b>	<b>10</b>

Question	Answer	Mark	AO1	AO3
5. (a)	Award <b>1 mark</b> for a correct answer:  Food Hygiene Regulations 2006  (Accept any other relevant answer.)	1	1	
(b)	Award <b>1 mark</b> for a correct answer:  Any one from:  Pregnant women The elderly Children Individuals with an illness that lowers their ability to fight illness	1	1	
(c) (i)	Award a maximum of <b>2 marks</b> for a detailed definition of cross-contamination of food.  Likely answers may include:  Cross-contamination of food: when bacteria from one source, e.g. an individual or food, is transferred to another food, then another person via the food they eat, often by way of unwashed chopping boards, worktops, knives, or unwashed hands.	2	2	
(ii) I II III	Award a maximum of <b>2 marks</b> for each detailed description of ways to prevent cross-contamination.  Likely answers may include:  <ul style="list-style-type: none"> <li>• Good hygiene – hand-washing before and after handling food, going to the bathroom, handling pets.</li> <li>• Correct storage of food, e.g. raw meat kept separately from cooked or fresh produce, in a fridge/freezer.</li> <li>• Use of different utensils to prepare fresh and raw food.</li> <li>• Use of different chopping boards to prepare fresh and raw food.</li> <li>• Cleaning of food preparation worktops with hot soapy water.</li> <li>• Regular washing and drying of towels.</li> </ul> (Accept any other relevant answer.)	6 (2,2,2)	6	

Question	Answer	Mark	AO1	AO3
5. (d)	<p><b>0-3 marks:</b> Answers that identify ways in which Cole can meet good personal hygiene requirements, with little or no attempt at discussion. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p><b>4-5 marks:</b> Answers that discuss, with clear evidence of understanding, the ways in which Cole can meet good personal hygiene requirements. Answers are well-structured and clearly expressed. Specialist terms used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> <li>• Thorough hand-washing after going to the bathroom, touching animals, sneezing, coughing, nose-blowing, smoking, touching hair or face.</li> <li>• Long hair to be clean and tied back – use of a hair net, if required.</li> <li>• Clean clothes (uniform/apron).</li> <li>• Nails to be kept short and clean.</li> <li>• Cooking not to be undertaken if individual is unwell, has a known infection or has an open, uncovered wound.</li> <li>• Wounds should be covered with a waterproof plaster (preferably blue as there are no blue natural food products so is easy to see if it falls off) after being cleaned.</li> <li>• Jewellery, particularly rings, should be removed.</li> <li>• Cutlery should not be shared with others unless washed in between uses.</li> <li>• A utensil to be placed back into food should never be used to taste that food.</li> </ul> <p>(Accept any other relevant response.)</p>	5	2	3
	<b>Total for Question 5</b>	<b>15</b>	<b>12</b>	<b>3</b>

Question	Answer	Mark	AO1	AO3
6. (a) (i) (ii)	Award <b>1 mark</b> for each correct answer: Emotional Verbal	2	2	
(b) (i)	<p><b>0-2 marks:</b> Answers that give a brief explanation of why Patrick is at risk. Answers convey meaning but lack detail. Little or no use of specialist vocabulary</p> <p><b>3-4 marks:</b> Answers that give a detailed explanation of why Patrick is at risk. Answers convey meaning, with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <p>Patrick is at increased risk of ill-treatment because he is in a care setting and is a child. Children are more vulnerable as they are more easily manipulated, intimidated, show misplaced trust, less likely to speak out and be heard. This vulnerability is increased in care settings because already vulnerable groups are cared for and the setting may be private and secluded.</p>	4	2	2
(ii) I III	<p>Award <b>1 mark</b> for each of two other groups of individuals who may be at risk.</p> <p>Likely answers may include:</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• children</li> <li>• older individuals/the elderly</li> <li>• individuals with physical disabilities</li> <li>• individuals with learning difficulties</li> <li>• individuals with mental health problems</li> <li>• individuals in care settings</li> <li>• ethnic minorities</li> <li>• refugees/immigrants</li> <li>• religious groups</li> </ul>	2 (1,1)	2	
II IV	<p>Award a maximum of <b>2 marks</b> for each of two detailed explanations of why the group is at risk.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> <li>• May not be as able to communicate their feelings and experiences or report abuse as effectively as others due to age, dementia, learning disability, etc, therefore cannot communicate or may not be aware of any abuse they may be suffering.</li> <li>• May be in a private institution/care setting, increasing opportunities for abuse to go unidentified.</li> <li>• Certain groups, e.g. the elderly and children, may require personal care, which affords greater opportunity to those intent on abusing individuals.</li> <li>• May be isolated, with a lack of interaction with other individuals, therefore less able to report abuse.</li> <li>• Lack of understanding about a different way of life and culture.</li> </ul>	4 (2,2)		4

Question	Answer	Mark	AO1	AO3
6. (c)	<p><b>0-3 marks:</b> Answers that identify, with little or no attempt at discussion, how ill-treatment can affect an individual's health and/or well-being. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p><b>4-6 marks:</b> Answers that describe, with some attempt at discussion, how different types of ill-treatment can affect an individual's health and/or well-being. Answers convey meaning, with some use of specialist vocabulary.</p> <p><b>7-8 marks:</b> Answers that discuss, with clear evidence of understanding, how different types of ill-treatment can affect an individual's health 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><b>Types of ill treatment</b></p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• verbal</li> <li>• physical</li> <li>• sexual</li> </ul> <p>(Accept examples of the above.)</p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• harm to body/injury</li> <li>• delayed growth</li> <li>• physical effects of stress, e.g. difficulty sleeping, lack of appetite, headaches</li> </ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• fear</li> <li>• anxiety</li> <li>• depression</li> <li>• inability to express feelings/more in touch with feelings</li> <li>• improved emotional well-being after disclosure/receiving support</li> </ul> <p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• anxiety causing lack of concentration on work/falling behind with school work</li> <li>• may increase understanding of types of ill-treatment from their experience and from individuals who can support them</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• social isolation/withdrawal</li> <li>• unwilling to/have difficulty communicating with others</li> <li>• may receive counselling and develop their ability to talk to others/new interactions</li> <li>• closer relationships with family and friends</li> </ul>	8	3	5
	<b>Total for Question 6</b>	<b>20</b>	<b>9</b>	<b>11</b>
	<b>Total for Section B</b>	<b>50</b>	<b>26</b>	<b>24</b>
	<b>TOTAL FOR PAPER</b>	<b>80</b>	<b>50</b>	<b>30</b>

## GCSE HEALTH AND SOCIAL CARE (Single/Double Award)

### Table to show coverage of content in question paper

#### Content

- Area 1            The factors that contribute to the safety and protection of individuals
- Area 2            The government guidelines that exist to promote health and well-being
- Area 3            The way individuals can be motivated and supported to improve their health

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

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