

# Mark Scheme (Results)

January 2012

GCE Health and Social Care (6938) Paper 1  
Human Growth and Development

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ALL EXTENDED ANSWER QUESTIONS E.G 8 OR 10 MARKS SHOULD NOT BE IN BULLET POINT FORM. IF BULLET POINTS ARE USED THE TOTAL MARKS ARE HALVED

Question number	Answer	Mark
<b>1(a)(i)</b>	<p>Candidates should appreciate that stability is important for children and may give this as an umbrella answer for one benefit. However beware of crediting two responses saying the same in different words.</p> <p>Other benefits may include:</p> <ul style="list-style-type: none"> <li>• Regular meals</li> <li>• Someone to talk to/socialise with/ make relationships with (may include foster parents or other foster children)</li> <li>• Daily routine</li> <li>• Personal and environmental hygiene</li> <li>• Have needs met</li> <li>• Emotional support/safety/security</li> <li>• Removed from stress/ more relaxed/less chaos/ calmer</li> </ul> <p>Examiners may credit other responses deemed suitable.</p> <p style="text-align: right;">(1x2)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(a)(ii)</b>	<p>Lia may be :</p> <ul style="list-style-type: none"> <li>• Ill</li> <li>• Grieving for father</li> <li>• Missing mother/father</li> <li>• Unsettled in strange surroundings/missing home environment/being with strangers</li> <li>• Lacking love/depressed/sad</li> <li>• Abused (brother, foster carers)</li> <li>• Not like food prepared in foster home/different food habits and rules</li> <li>• Anxiety/confusion about situation</li> </ul> <p>There should be a description for 2 marks. Only 1 mark if one or two words only.</p> <p style="text-align: right;">(2x2)</p>	<b>(4)</b>

Question Number		Indicative Content
<b>1(b) QWC</b>		<p><b>Maximum of 4 marks if response centres on Kai only.</b></p> <ul style="list-style-type: none"> <li>• Being spoken to regularly</li> <li>• Able to listen/not hearing impaired</li> <li>• Sufficient stimulation/toys/books</li> <li>• Presence/Absence of learning disabilities</li> <li>• Happy, stable environment</li> <li>• Absence of physical difficulties/speech defect</li> <li>• Encouragement</li> <li>• Emotional shock/crisis</li> <li>• Self esteem/confidence/self concept</li> <li>• Not or being told to be quiet</li> <li>• Left alone to play for long periods</li> <li>• Poor socialisation</li> <li>• Having a different first language</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	One or two points made to show a basic knowledge with no explanations/ additional information to qualify the answer. No evaluation. There is little specialist language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
2	3-5	Two to three points are made with partial explanations/ some additional information. There is some evaluation. The response shows some focus and organisation. Spelling, punctuation and rules of grammar are used with some accuracy.
3	6-8	Three points will be raised with full explanations/additional information. Evaluation is present. There is appropriate and relevant use of specialist vocabulary with good focus and organisation. Spelling, punctuation and rules of grammar are used with considerable accuracy.

Question Number	Answer	Mark
<b>1(c)</b>	<p>The response must relate to the acquisition of gross and fine motor skills.</p> <p>The answer must demonstrate that riding a tricycle is an example of gross motor skills(1 mark) because it involves large limb muscles (1 mark)</p> <p>Whereas tying shoelaces involves fine motor skills (1 mark) involving the small muscles of the fingers (1 Mark). Gross motor skills are simple (1 mark) whereas fine motor skills are complex movements (1 mark). The former is acquired earlier in childhood and the latter later (1 mark). Reference to the maturation of the nervous system may gain any further mark up to a <b>maximum</b> of 6 marks</p>	<b>(6)</b>

Question Number		Indicative Content
<b>1(d) QWC</b>		<ul style="list-style-type: none"> <li>• Physically fit and able</li> <li>• Preparation of healthy meals</li> <li>• Participate in forms of exercise with children</li> <li>• Understand the needs of children</li> <li>• Sense when unhappy/ill</li> <li>• Know the developmental stages</li> <li>• Positive self concept/self esteem/self image</li> <li>• Loving personality/ emotional support</li> <li>• Good organisation/ problem solver/adaptable/flexible</li> <li>• Enhanced social skills</li> <li>• Admit mistakes</li> <li>• Ready to seek help from social worker</li> <li>• Tolerant and non-judgmental/patience</li> <li>• Good communicator/listener</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Basic knowledge only and there will be omissions. Students likely to use everyday language at a superficial level such as being kind and caring. There will be no additional explanations and possibly only one or two points made. No evaluation. There is little specialist language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
2	4-6	Fewer omissions and knowledge although still basic will be explained in more detail. At least three points will be covered for the top end of level with some explanations. May use PIES in response but some reasons are contrived. There is some evaluation. The response shows some focus and organisation. Spelling, punctuation and rules of grammar are used with some accuracy.
3	7-10	Uses specialist language in explaining at least three points showing a depth of knowledge and qualifying information. Likely to use PIES soundly in answering with links to other areas. Evaluation leads to conclusions and the response is well-structured and coherent with good focus and organisation. Spelling, punctuation and rules of grammar are used with considerable accuracy.

Question Number	Answer	Mark
<b>2(a)</b>	<p>Long-term effects such as forms of cancer, addiction, hypertension and cirrhosis are not acceptable. Identification only required.</p> <ul style="list-style-type: none"> <li>• Personal and child neglect</li> <li>• Poor hygiene</li> <li>• Slurred speech/incoherence</li> <li>• Headache/hangover</li> <li>• Stumbling gait/clumsy/accident prone</li> <li>• Argumentative/quarrelsome</li> <li>• Reduced inhibitions/overconfidence</li> <li>• Mood change/happy/ sad/depressed</li> <li>• Forgetfulness/loss of concentration/confusion</li> <li>• Slow reaction times</li> <li>• Nausea /vomiting/passing out</li> <li>• Blurred vision</li> <li>• Increased heart rate/palpitations</li> </ul>	(1x2) <b>(2)</b>

Question Number	Answer	Mark
<b>2(b)(i)</b>	<p>BEWARE OF CONFUSION WITH SOCIALISING</p> <p>Examples can gain a qualifying mark, otherwise two marks for full explanation or one for partial explanation.</p> <ul style="list-style-type: none"> <li>• Definition of socialisation (1 mark)</li> <li>• Family rules may be very different</li> <li>• Values may be different</li> <li>• Peers/ teachers will have changed</li> <li>• School/ surroundings may have changed</li> <li>• Faith may be different/more or less.</li> <li>• May transfer bonding to foster carers and reject mother</li> <li>• Emotional development affected/changes secondary socialisation</li> </ul>	(2x2) <b>(4)</b>

Question Number	Answer	Mark
<b>2(b)(ii)</b>	<p>DO NOT ACCEPT ANY EMOTIONAL CHANGE MORE THAN ONCE e.g upset or stress</p> <p>2 marks for each point fully explained 1 mark for a partial explanation.</p> <ul style="list-style-type: none"> <li>• Grieving due to loss of father</li> <li>• Embarrassed / angry by mother's drink problem /inability to cope/moving to foster care</li> <li>• Uncomfortable with attention on him</li> </ul>	<b>(6)</b>

	<ul style="list-style-type: none"><li>• Feels responsible for sister and mother/anxious</li><li>• Lowered self esteem/negative self concept</li><li>• Depressed and sad/stressed/upset</li><li>• Missing friends to talk to</li><li>• Wishes he was older to earn money</li><li>• Relief of stress on move to foster care</li></ul>	
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Question Number		Indicative Content
<b>2(c)</b> <b>QWC</b>		<p><b>1 mark for identification,</b> <b>2 marks for each point fully explained</b> <b>1 mark for a partial explanation.</b></p> <ul style="list-style-type: none"> <li>• Change to a different home/ poor area</li> <li>• Further interruption to education likely</li> <li>• Less luxuries/toys/computer games/holidays</li> <li>• Dietary change to cheaper less healthy foods</li> <li>• Less exercise due to less activities</li> <li>• Family less healthy</li> <li>• Possibility of bullying</li> <li>• Not able to keep up with trends</li> <li>• Mother may have to work so more responsibility for Kai</li> <li>• More substance abuse</li> <li>• Less happy overall</li> </ul> <p>The above are negative factors, students may reverse for positive e.g. closer family with cheap excursions such as museums; more walking so healthier etc.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Basic knowledge only and there will be omissions. Students likely to use everyday language at a superficial level such as less food to eat. There will be no additional explanations and possibly only one or two points made. No evaluation. There is little specialist language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
2	3-5	Fewer omissions and knowledge although still basic will be explained in more detail. At least two points will be covered for the top end of level with explanations. May use PIES in response but some reasons are contrived. There is some evaluation. The response shows some focus and organisation. Spelling, punctuation and rules of grammar are used with some accuracy.
3	6-8	Uses specialist language in explaining at least three points showing depth of knowledge and qualifying information. Likely to use PIES soundly in answering with links to other areas. Evaluation leads to conclusions and the response is well-structured and coherent with good focus and organisation. Spelling, punctuation and rules of grammar are used with considerable accuracy.



Question Number		Indicative Content
<b>2(d) QWC</b>		<p><b>1 mark for identification, 2 marks for each point fully and accurately 1 mark for a partial explanation.</b></p> <ul style="list-style-type: none"> <li>• Genetic factors/nature</li> <li>• Environmental factors/nurture</li> <li>• Modern theories regarding interaction</li> <li>• Level of control over health and well-being</li> </ul> <p>Appropriate illustrative examples</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Basic knowledge only and there will be omissions. Students likely to use everyday language at a superficial level such as passed on from parents. There will be no additional explanations and possibly only one or two points made. Student does not appreciate the level of control and that modern medicine now has techniques to offset genetic factors for many inherited faults. No evaluation. There is little specialist language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
2	4-6	Fewer omissions and knowledge although still basic will be explained in more detail. At least three points will be covered for the top end of level with some explanations. Some explanations are vague. There is some evaluation. The response shows some focus and organisation. Spelling, punctuation and rules of grammar are used with some accuracy.
3	7-10	Uses specialist language in explaining at least three points showing depth of knowledge and qualifying information. Likely to use good examples meaningfully. Evaluation leads to conclusions and the response is well-structured and coherent with good focus and organisation. Spelling, punctuation and rules of grammar are used with considerable accuracy.

Question Number	Answer	Mark
<b>3(a)(i)</b>	<p>One mark for a partial explanation. Two marks for an accurate definition Appreciation that this means viewing the person as a whole taking into account their culture, background, beliefs, living situation as well as their physical, emotional and social needs. For full 2 marks at least 2 factors other than PIES must be mentioned e.g. Culture and occupation Whole view /all round view must be 1 mark</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(a)(ii)</b>	<p>2 marks for full, accurate definition plus two marks for a good example  1 mark for a partial explanation/ identification  1 mark for poor example</p> <ul style="list-style-type: none"> <li>• Personal, where an individual deems themselves to be healthy when they can achieve a task for example or meet aspirations</li> <li>• Negative view of health is when the focus is on an absence of disease or illness</li> <li>• Positive view of health focuses on personal and physical capabilities together with social and emotional well-being.</li> </ul>	<b>(4)</b>

Question Number	Indicative Content	
<b>3(b) QWC</b>	<p>ONLY CREDIT THE FIRST<sup>T</sup> 2 APPROACHES DESCRIBED</p> <p>Four marks each for full, accurately identified and described definition.  Max. of 2 marks <b>each</b> for other models NOT used in this unit  1. specification i.e. fear, client-centred, empowerment models.  Max of 6 in total for treating educational and behavioural separately.</p> <p><u>Educational/behavioural</u></p> <ul style="list-style-type: none"> <li>• adoption of healthier lifestyles by providing information (education)</li> <li>• to change behaviour</li> <li>• freedom of informed choice</li> <li>• May be short term</li> </ul> <p><u>Bio Medical</u></p> <ul style="list-style-type: none"> <li>• focus on preventing disease by immunisations/ screening</li> <li>• carried out by professionals</li> <li>• choose to turn up.</li> </ul> <p><u>Societal</u></p> <ul style="list-style-type: none"> <li>• political action to change the physical or social environment</li> <li>• laws</li> <li>• no freedom of choice</li> <li>• long term solution</li> <li>• sanctions necessary</li> <li>• May produce rebels.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Basic knowledge only and there will be omissions and inaccuracies. Students likely to use everyday language at a superficial level. There will be no additional explanations and possibly only one approach mentioned. No evaluation. There is

		little specialist language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
2	3-5	Fewer omissions and knowledge although still basic will be explained in more detail. At least two approaches will be covered for the top end of level with some explanations. Some explanations are vague. There is some evaluation. The response shows some focus and organisation. Spelling, punctuation and rules of grammar are used with some accuracy.
3	6-8	Uses specialist language in explaining all approaches showing depth of knowledge and qualifying information. Likely to use good examples meaningfully. Evaluation leads to conclusions and the response is well-structured and coherent with good focus and organisation. Spelling, punctuation and rules of grammar are used with considerable accuracy.

Question Number	Answer	Mark
<b>3(c)(i)</b>	<p>1 mark for each point made</p> <ul style="list-style-type: none"> <li>• Overall trend is slightly downwards for one thousand conceptions/pregnancies or less</li> <li>• 2007 was a rogue year, going up for abortions</li> <li>• Declining trend for birth rates</li> <li>• Slight increase in abortion numbers</li> <li>• Overall more abortions than births</li> <li>• Strategy not going to be successful in halving rate of pregnancies by 2010/aim not met</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
<b>3(c)(ii)</b>	<p>1 marks for each point covered</p> <ul style="list-style-type: none"> <li>• Problems at home/reconstituted families</li> <li>• Deprivation/poverty as a result of unemployment</li> <li>• Lack of aspiration in finding jobs/ achieving high educational standards</li> <li>• Peer pressure</li> <li>• Changed culture such as binge drinking and acceptance of under age pregnancy/births PROVIDING THERE IS A CLEAR LINK TO TEENAGE PREGNANCY</li> </ul> <p><b>Financial benefits are not given to minors</b></p> <p><b>Do not accept lack of sex education / knowledge of contraception/age of audience as an educational reason</b></p>	<b>(2)</b>

Question Number		Indicative Content
<b>3(d)</b>		<ul style="list-style-type: none"> <li>• Different areas/health authorities provide different levels of funding/senior managers/priority</li> <li>• Not enough long-term strategies such as implants, injections, texts to remind teenagers to use contraception</li> <li>• Not enough social and sex education given to young males/fathers</li> <li>• More contact with teenage mums and their difficulties</li> <li>• More effort to provide jobs for young people</li> <li>• GPs, pharmacists, clinicians to be more welcome to young people seeking advice</li> <li>• More literature deterring teenagers from sex</li> <li>• Free condoms, contraceptives availability</li> <li>• Greater use/availability of the morning after pill needed</li> <li>• Improved sex education needed</li> <li>• Need for greater media awareness</li> <li>• Need for personal consultations at school and work</li> <li>• Encourage more self esteem in young women</li> <li>• Education/practice in saying no to sex/resisting peer pressure</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Basic knowledge only and there will be omissions. Students likely to use everyday language at a superficial level such as getting a flat and more benefits. There will be no additional explanations and possibly only one or two points made. Student does not appreciate the breadth of problem. No evaluation. There is little specialist language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
2	4-6	Fewer omissions and knowledge although still basic will be explained in more detail. At least three points will be covered for the top end of level with some explanations. Some explanations are vague. There is some evaluation. The response shows some focus and organisation. Spelling, punctuation and rules of grammar are used with some accuracy.
3	7-10	Uses specialist language in explaining at least three points showing depth of knowledge and qualifying information. Likely to use good examples meaningfully. Ability to use initiative and independent thinking. Evaluation leads to conclusions and the response is well-structured and coherent with good focus and organisation. Spelling, punctuation and rules of grammar are used with considerable accuracy.

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