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GCSE

# Health and Social Care

48203 – Unit 3

Mark scheme

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4820

June 2015

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Version/Stage 1: Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

Question	Part	Sub Part	Marking guidance	Mark	Comments
1	a		Holistic	1	
1	b		Accept: <ul style="list-style-type: none"> <li>Positive (1)</li> <li>Negative (1)</li> </ul>	1	
1	c		<p><b>Holistic/Positive differences</b></p> <ul style="list-style-type: none"> <li>achieving <u>and</u> maintaining (1)</li> <li>physical <u>and</u> mental stability (1)</li> </ul> <p>Difference</p> <ul style="list-style-type: none"> <li>Idea of holistic definition includes social/emotional aspects which positive does not (1)</li> </ul> <p><b>OR</b></p> <p><b>Holistic/Negative differences</b></p> <ul style="list-style-type: none"> <li>the absence of (1)</li> <li>(physical) illness/disease/disorder AW <u>and</u> mental distress AW (1)</li> </ul> <p>Difference</p> <ul style="list-style-type: none"> <li>Idea of holistic definition includes social/emotional aspects which negative aspect does not (1)</li> </ul> <p style="text-align: right;">max 3</p>	3	Ignore: intellectual  Ignore: intellectual  For difference marks: holistic covers all four areas statements

Question	Part	Sub Part	Marking guidance	Mark	Comments
2	a		<p>Likely answers:</p> <p><b>Vitamin A (1)</b> linked to:</p> <ul style="list-style-type: none"> <li>For night vision (1)</li> <li>Prevent night blindness (1)</li> </ul> <p><b>Vitamin C (1)</b> linked to:</p> <ul style="list-style-type: none"> <li>for gums (1)</li> <li>connective tissue (1)</li> <li>prevent scurvy (1)</li> </ul> <p><b>Calcium (1)</b> linked to:</p> <ul style="list-style-type: none"> <li>for maintaining bones/teeth</li> </ul> <p><b>Iron (1)</b> linked to:</p> <ul style="list-style-type: none"> <li>for red blood cells (1)</li> <li>haemoglobin (1)</li> <li>oxygen transport (1)</li> <li>preventing anaemia (1)</li> </ul> <p>Allow other named vitamins or minerals e.g. Vitamin D – prevents rickets</p> <p style="text-align: right;">max 4</p>	4	Not just vision  Allow: benefits immunity AW  Ignore: healthy skin  Not just blood  Not just unnamed vitamins/minerals
2	b		<p>Likely points include :</p> <ul style="list-style-type: none"> <li>(reference to high energy intake) stored as/turned into fat (1)</li> <li>leading to weight gain AW (1)</li> <li>increased risk of heart disease/heart problems AW (1)</li> </ul>	4	Not: hyperactive/over energy ideas

Question	Part	Sub Part	Marking guidance	Mark	Comments
			<ul style="list-style-type: none"> <li>increased risk of (type 2) diabetes (1)</li> <li>increased risk of tooth decay AW (1) max 4</li> </ul>		
3			Likely answers: <ul style="list-style-type: none"> <li>weight control/loss AW (1)</li> <li>reduced risk of heart disease/ heart attack (1)</li> <li>getting/ maintaining fitness(1)</li> <li>becoming stronger/ developing muscle strength (1)</li> <li>building stamina AW (1)</li> <li>less risk of stroke/cardiovascular benefit e.g. reduces blood pressure/improves circulatory system (1)</li> <li>enhancing mood- developing feel good factor (1)</li> <li>thinking clearly/can concentrate (1)</li> <li>flexibility/mobility/move better (1)</li> </ul> max 3	3	Mark first response against each number  Ignore: stress/sleep better  Ignore: tone of body/muscles/ bone strength  Not just releases endorphins AW – needs benefit  Ignore: improves respiratory system

Question	Part	Sub Part	Marking guidance	Mark	Comments
4			Likely answers: <ul style="list-style-type: none"> <li>procedures for fires / emergencies (1)</li> <li>food preparation facilities or example/ food preparation procedures or example (1)</li> <li>control of medicines or example (1)</li> <li>safety of furniture/fittings or example/wheelchair access (1)</li> <li>hygiene practices or example (1)</li> </ul> max 3	3	Not: just food  Ignore: equipment/ spillages/ staffing/ accidents

Question	Part	Sub Part	Marking guidance	Mark	Comments
5			Ref to Haemophilia: <ul style="list-style-type: none"> <li>being an inherited/genetic/from parents condition AW (1)</li> <li>caused by a faulty/ recessive <u>gene</u> (1)</li> <li>on the <u>X chromosome</u> (1)</li> <li>causing problems with blood clotting/ clotting takes longer/bleed for longer (1)</li> <li>reduced clotting factors/ proteins in blood (1)</li> <li>may cause internal bleeding/ around</li> </ul>	4	Ignore: blood wont clot Ignore: easier to bleed NOT: dominant NOT: no clotting factor NOT: anaemia

			joints/frequent nose bleeds/spontaneous bleeding (1) max 4	
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Question	Part	Sub Part	Marking guidance	Mark	Comments
6	a		Accept: <ul style="list-style-type: none"> <li>The <u>maximum</u> speed/rate (1)</li> <li>of exhaled/breathed out AW air(1)</li> </ul>	2	Not: Oxygen
6	b		Ref to : <ul style="list-style-type: none"> <li>Nick using a peak flow meter/ spirometer (1)</li> <li>Use disposable mouthpiece/disinfect mouthpiece (1)</li> <li>with the scale set at zero AW (1)</li> <li><u>sealing</u> his lips around the mouthpiece(1)</li> <li>blowing a <u>single</u> breath(1)</li> <li>as <u>hard</u> (as possible) (1)</li> <li>(for peak flow meter) moving the pointer- showing result on the scale/read result/record result (1)</li> </ul> OR <ul style="list-style-type: none"> <li>(for spirometer) making a trace on a graph (1)</li> </ul> max 4	4	Allow clean mouthpiece  Ignore: fast as possible
6	c		Results will show: <ul style="list-style-type: none"> <li>if Nick's airways AW are clear/open/not obstructed (1)</li> <li>(but if low result)/ speed of air flow is reduced AW e.g. litres/minute (1)</li> <li>it will indicate that he may be asthmatic /has a respiratory problem (1)</li> </ul> max 2	2	Ignore: throat Allow: low readings of below 350(dm <sup>3</sup> /min) – ignore units Ignore: high readings are healthy

Question	Part	Sub Part	Marking guidance	Mark	Comments
7			Likely answers are: <b>stimulating job</b> <ul style="list-style-type: none"> <li>• Macy benefitting <b>intellectually (1)</b></li> <li>• by not being bored/being engaged/motivated AW (1)</li> <li>• learning (new) <u>skills</u>(1)</li> <li>• gaining (more) knowledge/learning (1)</li> </ul> <b>supportive relationships</b> <ul style="list-style-type: none"> <li>• benefitting her <b>emotional</b> health and well-being (1)</li> <li>• in terms of her self-esteem/self-concept (1)</li> <li>• self-confidence (1)</li> <li>• and feel good factor/happy/pleased/better/valued (1)</li> <li>• benefitting her <b>social</b> health and well-being (1)</li> <li>• developing social/communication skills (1)</li> <li>• (social) <u>interactions</u> (1)</li> </ul> Intellectual, Emotional and/or Social must be qualified to gain these marks. max 8	8	Ignore: challenging/ feel positive about work  Ignore: proud  Ignore: friendships

Question	Part	Sub Part	Marking guidance	Mark	Comments
8			Likely answers are: <ul style="list-style-type: none"> <li>• Ronnie will have body odour /BO/smell (1)</li> <li>• due to (build- up) of microbes/bacteria AW/germs (1)</li> <li>• be at greater risk of infection/illness/disease (1)</li> <li>• or example such as skin infections/diarrhoea/sickness (1)</li> <li>• may affect his relationships with others AW/people not want to be near him/socially isolated (1)</li> </ul> max 4	4	Ignore: coughs/colds/ flu

Question	Part	Sub Part	Marking guidance	Mark	Comments
9			<p>Ref to long term effects as:</p> <ul style="list-style-type: none"> <li>• Hanna being/ becoming addicted AW to alcohol (1)</li> <li>• having an increased risk of liver disease AW (1)</li> <li>• damaging her brain cells –nerves-nervous system (1)</li> <li>• possibly causing blurred vision (1)</li> <li>• her speech may become slurred (1)</li> <li>• memory may be impaired/memory loss (1)</li> <li>• (increasing) risk of high blood pressure (1)</li> <li>• (increasing) risk of a stroke AW (1)</li> <li>• (increasing) risk of heart disease (1)</li> <li>• as <b>physical</b> effects (1)</li> <li>• may affect Hanna’s relationships (1)</li> <li>• as a <b>social</b> effect (1)</li> <li>• may make her depressed (1)</li> <li>• as an <b>emotional</b> effect (1)</li> </ul> <p style="text-align: right;">max 8</p>	8	<p>Ignore: may not speak properly</p> <p>Allow: cardiovascular blood flow problems</p> <p>Physical, emotional and social effects must be correctly qualified</p> <p>If any point is qualified as short-term mark is lost</p>

Question	Part	Sub Part	Marking guidance	Mark	Comments
10	a		<p>Likely answers:</p> <ul style="list-style-type: none"> <li>• Chlamydia (a)</li> <li>• HIV/AIDS(1)</li> <li>• Gonorrhoea (1)</li> <li>• Herpes (1)</li> <li>• <u>Genital</u> warts (1)</li> <li>• Syphilis</li> </ul> <p style="text-align: right;">max 3</p>	3	<p>Not: pubic lice AW</p> <p>Allow: ‘thrush’</p>
10	b		<p>Accept: <u>Unwanted</u> pregnancy (1)</p> <p>Allow: gain a poor reputation AW (1)</p>	1	Not just pregnancy

Question	Part	Sub Part	Marking guidance	Mark	Comments
11			<p>Likely points include:</p> <p><b>Positive factors</b></p> <ul style="list-style-type: none"> <li>• good educational qualifications</li> <li>• will give Preston a sense of achievement AW</li> <li>• raise his self-confidence/self- esteem – as emotional effects</li> <li>• Enjoys trainspotting as a hobby- producing a feel good effect for Preston- as an emotional effect</li> <li>• May want to/enjoy living alone – feels good about it- as an emotional effect.</li> </ul> <p><b>Negative factors</b></p> <ul style="list-style-type: none"> <li>• rented flat is cold and dirty</li> <li>• increasing risk of illness- as a physical effect</li> <li>• may also make Preston feel down/sad- may lead to depression – as emotional effect.</li> <li>• No family / friends/ rarely speaks to anyone- causing social isolation-</li> <li>• may lose social skills –as social effect</li> <li>• may have emotional effect s also such as lowering self-confidence/ self- esteem/ causing depression</li> <li>• being unemployed- lacks stimulation of work AW- not developing his knowledge/skills- as intellectual effect</li> <li>• No savings/ living off benefits – may make Preston feel down/ depressed-as emotional effect.</li> <li>• Allow may limit his social activities AW.</li> <li>• Allow may feel sense of achievement if can survive on benefits AW – as emotional effect.</li> </ul> <p>Possible evaluation points Ref to:</p> <ul style="list-style-type: none"> <li>• few positive factors in Preston's life- may be overshadowed by many negative factors.</li> <li>• social isolation will have a large effect on Preston, if not choosing to be alone</li> <li>• being unemployed- living off benefits a major factor- limiting lifestyle</li> <li>• good qualifications important-provides potential for Preston to change his situation to benefit his health and well-being.</li> <li>• Or similar evaluation points relating to size of impact, capability, weighing positives against negatives</li> </ul>	9	



			<p><b>Mark Ranges</b></p> <p><b>0 marks</b> No response worthy of credit</p> <p><b>1-3 marks</b> Answers cover few of the possible points, being mainly statements of effects which are not reasoned, and are vague and/or repetitive. Effects not identified as physical, intellectual emotional or social. Likely to omit the positive factors. Answers superficial, lack structure and there will be errors in spelling, punctuation and grammar.</p> <p><b>4-6 marks</b> Answers cover a reasonable range of the possible points, both positive and negative, with some reasoning as to how the factors cause their effects. Some effects identified as physical, intellectual emotional and/or social. Answers are organised, but lack precision. There may be some use of appropriate terminology with some errors in spelling, punctuation and grammar.</p> <p><b>7-9 marks</b> Answers cover the majority of the possible points in good detail identifying physical, intellectual, emotional and social aspects as appropriate. Attempt(s) made to weigh positive v negative factors and/ or consider degree of impact of individual factors. Answers are well structured, logical and demonstrate good spelling, punctuation and grammar. There is good use of appropriate terminology.</p>		<p>Answers lack evaluation points</p> <p>Answers make 1 or 2 evaluation points</p> <p>Answers make 3 or more evaluation points</p>
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Question	Part	Sub Part	Marking guidance	Mark	Comments
12			<p>Credit worthy points include:</p> <p><b>re noise</b></p> <ul style="list-style-type: none"> <li>Physical effects (1) linked to:</li> <li>disturbed sleep for people living nearby (1)</li> <li>causing tiredness (1)</li> <li>unable to concentrate/get up for work (1)</li> <li>Emotion effects (1) linked to:</li> <li>making them irritable/angry/grumpy/moody AW (1)</li> </ul> <p style="text-align: right;"><b>max 4 for noise effects</b></p> <p><b>re food and drink litter</b></p> <ul style="list-style-type: none"> <li>Physical effects (1) linked to:</li> <li>attracting vermin or example-rats (1)</li> <li>increased risk of spreading disease (1)</li> </ul> <p>Physical/ emotional effects need qualifying to gain marks.</p> <p style="text-align: right;">max 6</p>	6	<p>Ignore: stress</p> <p>Ignore: affects work</p> <p>Ignore: upset/down/ depressed</p>