

---

# General Certificate of Secondary Education

## **Health and Social Care**

48203

Mark scheme

---

4820

June 2013

---

Version/Stage: Final

---

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)

**Mark Scheme**

**Quality of written communication**

In GCSE specifications which require candidates to produce written material in English, candidates must ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear select and use a form and style of writing appropriate to purpose and to complex subject matter organise information clearly and coherently, using specialist vocabulary when appropriate.

Question	Part	Sub Part	Marking Guidance	Mark	Comments
1	a		Positive definition (1)	1	
1	b		Negative (1) or Holistic (1)	1	Mark 1 <sup>st</sup> response only
1	c		<p><b>If Negative:</b></p> <ul style="list-style-type: none"> <li>the absence of <b>physical</b> illness/disease (1)</li> <li>and <b>mental</b> distress AW (1)</li> <li>whereas Nabil’s definition means <b>doing something</b> to become healthy AW (1)</li> </ul> <p><b>OR</b></p> <p><b>if Holistic:</b></p> <ul style="list-style-type: none"> <li>it is the result of a combination AW(1) of physical, intellectual, emotional and social factors (1)</li> <li>whereas Nabil’s definition does not cover <b>emotional / social</b> factors (1) max 3</li> </ul>	3	Not P.I.E.S. Allow – (positive definition) only covers physical <b>and</b> intellectual/mental aspects

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	a		<p>Ref to: Chloe having enough protein means that:</p> <ul style="list-style-type: none"> <li>• her growth will be normal/-protein needed for growth (1)</li> <li>• she will be able to repair / maintain her cells-tissues (1)</li> <li>• make sufficient hormones (for normal development) (1)</li> <li>• make enough enzymes / digestion affected (1)</li> </ul> <p style="text-align: right;">max 3</p>	3	
2	b		<p>Ref to: Chloe lacking carbohydrates and fats means it is likely that:</p> <ul style="list-style-type: none"> <li>• she will lack energy (1)</li> <li>• as these food components are used in respiration / metabolism AW (1)</li> <li>• she will feel tired / weak / fatigued AW (1)</li> <li>• may feel cold (1)</li> <li>• lack heat insulation (1)</li> <li>• lack protection around her vital organs (1)</li> <li>• may lack fat soluble vitamins –example vit A,D,E,K (1)</li> </ul> <p style="text-align: right;">max 5</p>	5	Ignore ref to weight
2	c		<p>Ref to Chloe will have:</p> <ul style="list-style-type: none"> <li>• increased energy needs AW (1)</li> <li>• as her body size increases / she is growing or example (1)</li> <li>• she will need more foods-macronutrients (1)</li> <li>• example- protein to <b>make more cells / growth</b> (1)</li> <li>• carbohydrates-fats <b>for energy</b> (1)</li> <li>• and more micronutrients-vitamins/minerals (1)</li> <li>• allow example and reason e.g. iron for red blood cells (1)</li> <li>• more fibre-NSP will be needed to aid bowel movements – prevent constipation AW (1)</li> </ul> <p style="text-align: right;">max6</p>	6	

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	a		Ref to a risk assessment: <ul style="list-style-type: none"> <li>• as part of risk management (1)</li> <li>• identifying hazards / problem / things that are wrong (1)</li> <li>• to protect children / staff / visitors (1)</li> </ul> <p style="text-align: right;">max 2</p>	2	Not identify risk
3	b		Any two of: <ul style="list-style-type: none"> <li>• safety of buildings (1)</li> <li>• fixtures and fittings / or example (1)</li> <li>• working practices/ activities/ or example (1)</li> <li>• fire evacuation procedures (1)</li> <li>• first aid provision (1)</li> <li>• provision of snacks-food (1)</li> </ul> <p style="text-align: right;">max 2</p>	2	Allow two examples from any bullet point

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4			Ref to Leyla's: <ul style="list-style-type: none"> <li>• <b>intellectual</b> health and well-being being improved-maintained as she learns new skills (1)</li> <li>• gains more knowledge (1)</li> <li>• her <b>emotional</b> health and well-being being improved-maintained (1)</li> <li>• raising her self-esteem (1)</li> <li>• increasing her self-confidence (1)</li> <li>• and feel good factor AW (1)</li> <li>• she will have a sense of achievement / proud AW (1)</li> <li>• her <b>social</b> health and well-being being improved-maintained (1)</li> <li>• through interactions with other workers / meets people / meets patients (1)</li> <li>• helping to maintain-develop her social skills / communication skills (1)</li> </ul> <p style="text-align: right;">max 8</p>	8	No mark for intellectual, emotional or social unless qualified using examples from scenario  No marks for social life

Question	Part	Sub Part	Marking Guidance	Mark	Comments
5	a		Ref to Rhys: <ul style="list-style-type: none"> <li>• having a vein located in his arm (1)</li> <li>• his arm cleaned with antiseptic – antiseptic wipe (1)</li> <li>• a tourniquet AW applied (1)</li> <li>• and a needle / syringe used to remove some blood (1) OR finger prick (1) antiseptic wipe (1) use test strip / machine / meter (1) results read on meter / use colour chart (1)</li> </ul> <p style="text-align: right;">max 4</p>	4	
5	b		<ul style="list-style-type: none"> <li>• Rhys's results indicate diabetes (1) (ignore type)</li> <li>• Allow insulin <b>deficiency</b> (1)</li> </ul>	1	

Question	Part	Sub Part	Marking Guidance	Mark	Comments
6	a		Ref to Down's syndrome being: <ul style="list-style-type: none"> <li>• Genetic / inherited / passed from parents AW (1)</li> <li>• caused by an additional / extra / third chromosome AW (1)</li> <li>• number 21 (1)</li> </ul> <p style="text-align: right;">max 3</p>	3	If ref dominant / recessive - 1 mark If ref to gene and chromosome – 1 mark

6	b		Ref to Whitney having: <ul style="list-style-type: none"> <li>• unusually round face (1)</li> <li>• abnormally small/receding chin (1)</li> <li>• flat back of the head (1)</li> <li>• small ears (1)</li> <li>• stubby fingers/hands (1)</li> <li>• a single crease across the palm of the hand (1)</li> <li>• oversized tongue (1)</li> </ul>	5	No intellectually, emotional or social effects Ignore: smaller facial features
---	---	--	---	---	---

			<ul style="list-style-type: none"> <li>• almond shaped eyes- AW (1)</li> <li>• reduced life expectancy (1)</li> <li>• possible heart disease (1)</li> <li>• short stature (1)</li> <li>• small nose/flat bridge (1)</li> <li>• weaker muscles (1)</li> <li>• large space between first and second toe (sandal toes) (1)</li> <li>• extra fold on eyelids AW (1)</li> </ul> <p style="text-align: right;">max 5</p>		
--	--	--	--	--	--

6	c		<p>Ref to either Whitney:</p> <ul style="list-style-type: none"> <li>• having a lower than average mental capacity AW (1)</li> <li>• as an <b>intellectual</b> effect (1)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• being overly friendly AW (1)</li> <li>• as a <b>social</b> effect (1)</li> </ul> <p style="text-align: right;">max 2</p>	2	Ignore references to emotional effects / personality e.g. always cheerful
---	---	--	---	---	---

Question	Part	Sub Part	Marking Guidance	Mark	Comments
----------	------	----------	------------------	------	----------

7	a		<p>Likely points will include:</p> <ul style="list-style-type: none"> <li>• short term effects</li> <li>• Liam may get a smokers cough</li> <li>• have some breathing difficulties / breathless / short of breath / increased mucus / increased phlegm</li> <li>• become increasingly addicted to tobacco- nicotine</li> <li>• long term effects</li> <li>• increased risk to his <b>physical</b> health</li> <li>• due to toxic chemicals</li> <li>• may progress to more-stronger cigarettes</li> <li>• increasing the chance of coronary heart disease AW</li> </ul>	9	
---	---	--	---	---	--

			<ul style="list-style-type: none"> <li>• caused by increased blood pressure</li> <li>• possible blocked arteries - circulatory problems</li> <li>• he may have a heart attack</li> <li>• increased chance of stroke</li> <li>• premature skin wrinkling</li> <li>• developing respiratory problems,</li> <li>• may get cancer of lung – mouth – throat</li> <li>• ref to tar and other chemicals in cigarettes (causing problems)</li> </ul> <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 1-6 points on physical health, but are vague and not reasoned. Probably only long term effects. Generally superficial answers, lacking structure and may be repetitive. There will be errors in spelling, punctuation and grammar.</p> <p><b>4-6 marks</b>    Answers cover 7- 11 or more points relating to physical health with some reasoning of cause and effect. Probably covering short and long term effects. Answers are organised but lack precision and there may be errors in spelling, punctuation and grammar. There will be some use of appropriate terminology.</p> <p><b>7-9 marks</b>    Answers cover at least 12 or more points relating to physical health in good detail with sound reasoning. Answers cover both short and long term effects. Answers are well structured, logical and demonstrate good spelling, punctuation and grammar. There is good use of appropriate terminology.</p>		
--	--	--	--	--	--



7	b		<p>Ref to Liam:</p> <ul style="list-style-type: none"> <li>• increased risk of coronary heart disease AW (1)</li> <li>• may lead to a heart attack (1)</li> <li>• increased risk of weight gain-obesity (1)</li> <li>• as energy from food not used up (1)</li> <li>• increased fat storage in the body (1)</li> <li>• loss of mobility/flexibility AW (1)</li> <li>• blood cholesterol may rise (1)</li> <li>• risk of high blood pressure (1)</li> <li>• Liam will lose strength (1)</li> <li>• have reduced stamina / endurance AW (1)</li> </ul> <p style="text-align: right;">max6</p>	6	
---	---	--	---	---	--

Question	Part	Sub Part	Marking Guidance	Mark	Comments
----------	------	----------	------------------	------	----------

8			<p>Ref to Donna's negative points:</p> <ul style="list-style-type: none"> <li>• stress causing <b>physical</b> effects</li> <li>• disturbing her sleep,</li> <li>• raising her blood pressure</li> <li>• feeling tired</li> <li>• as <b>emotional</b> effects</li> <li>• making her irritable – moody – anxious / worried AW</li> <li>• causing loss of self- confidence</li> <li>• lowering self- esteem</li> <li>• as <b>intellectual</b> effects</li> <li>• may lose work skills</li> <li>• become bored</li> <li>• loss of job – long term unemployment causing the stress.</li> <li>• added to by the noisy environment- financial pressures</li> </ul>	9	
---	--	--	--	---	--

		<p>Ref to Donna's positive points:</p> <ul style="list-style-type: none"> <li>• friends support her</li> <li>• interacting with them</li> <li>• develops her social skills</li> <li>• benefits her <b>socially</b></li> <li>• shopping trips help her feel good (emotional effect) but only at weekends</li> <li>• may not be able to sustain the shopping trips due to finance</li> </ul> <p><b>Mark Ranges</b></p> <p><b>0 marks</b> No response worthy of credit e.g. restates given information only.</p> <p><b>1-3 marks</b> Only 1-5 points made with statements not reasoned and often vague. For 5 marks must make 5 distinct points. Answers are superficial, lack structure and may be repetitive. There will be errors in spelling, punctuation and grammar.</p> <p><b>4-6 marks</b> Makes 6-11 points with some reasoning. For 6 marks must make 6 or more points and must include one or more effects described accurately</p> <p><b>7-9 marks</b> Answers cover 11 or more points in good detail. For 9 marks must reason effects clearly and described them accurately. Answers are well structured and demonstrate good spelling, punctuation and grammar throughout.</p>		<p>If list of effects but no evaluation i.e. limited reasoning, then max 4 marks.</p>
--	--	---	--	---