



Rewarding Learning

General Certificate of Secondary Education
2014

**Health and Social Care:
Double Award**

Unit DA2: Promoting Quality Care

[GHS41]

THURSDAY 12 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

- 1 (a) Julie and Karl are in the life stage of adolescence which is from _____ years to _____ years. (AO1)

Answer

11 years to 18 years

(2 × [1])

[2]

- (b) Explain how genetic inheritance may affect the growth and development of an adolescent. (AO1, AO2)

Answer may address some of the following points:

- may affect age when puberty begins, e.g. first period for girls
- affects eventual height, e.g. may be tall if parents are
- it may be argued that intellectual ability is genetically inherited, affecting learning
- genetically inherited conditions such as Cystic Fibrosis and Duchenne Muscular Dystrophy have specific effects on physical development

All other valid points will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

- (c) Complete the table below to explain one example of each type of need for Karl. (AO1, AO2)

Answer may include some of the following points:

- physical needs such as a balanced diet, shelter, health care, good hygiene, exercise, sleep
- intellectual needs such as new experiences, stimulating activities, learning new skills
- emotional needs such as security, sense of belonging, feeling valued, confidence in self, independence/emotional support
- social needs such as friendships, opportunities to meet new people, opportunities for social activities

All other valid points will be given credit

[1] for key phrase/s

[2] for explanation

(4 × [2])

[8]

- (d) (i) Explain this type of referral. (AO1, AO2)

Professional referral. The person is referred by the doctor or nurse to see a specialist

(1 × [2])

[2]

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- (ii) Use the information above to explain two barriers Julie may experience when accessing the hospital. (AO1, AO2)

Answer should address two of the following points:

Financial barrier –

- lack of money for transport/unable to buy a car

Geographical barrier –

- distance to the hospital
- lack of transport

[1] for identifying barrier

[2] for explanation

(2 × [2])

[4]

- (iii) Explain why the asthma nurse asks Julie to take regular peak flow readings. (AO1, AO2)

Answer may address the following points:

- as an asthma sufferer's peak flow may vary from time to time, a one off reading will not give sufficient information
- the nurse uses the readings to monitor Julie's progress
- she may use the information to determine or adjust her treatment, e.g. medication

All other valid points will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

- (e) Explain how she might achieve this using each of the following headings. (AO1, AO2)

Answer may address the following points:

Share information with your colleagues

- She must keep her colleagues informed when she is sharing the care of others
- She must work with colleagues to monitor the quality of her work and maintain the safety of those in her care
- She must facilitate students and others to develop their competence

Work effectively as part of a team

- She must work cooperatively within teams and respect the skills, expertise and contributions of her colleagues
- She must be willing to share her skills and experience for the benefit of her colleagues
- She must consult and take advice from colleagues when appropriate
- She must treat her colleagues fairly and without discrimination
- She must make a referral to another practitioner when it is in the best interests of someone in her care

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Delegate effectively

- She must establish that anyone she delegates to is able to carry out her instructions
- She must confirm that the outcome of any delegated task meets required standards
- She must make sure that everyone she is responsible for is supervised and supported

Manage risk

- She must act without delay if she believes that she, a colleague or anyone else may be putting someone at risk
- She must inform someone in authority if she experiences problems that prevent her working within this code or other nationally agreed standards
- She must report her concerns in writing if problems in the environment of care are putting people at risk

All other valid points will be given credit

[1] for key phrase/s

[2] for explanation

(4 × [2])

[8]

(f) (i) Name this type of barrier. (AO1)

Psychological barrier

(1 × [1])

[1]

(ii) Discuss how Karl's family could help him overcome this barrier. (AO1, AO2, AO3)

Answer may address some of the following points:

- talk to him about the treatment he will receive in hospital
- visit the hospital before he has to stay
- listen to his concerns and offer reassurance
- take him to get new pyjamas etc. for the hospital
- buy him a game or book to take to the hospital

All other valid points will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for fuller discussion

(1 × [3])

[3]

(iii) Identify three types of support nurses may have given Karl to help him cope with his stay in hospital. (AO1)

Answers may include three of the following points:

- advice
- practical help
- medical care
- emotional support

All other valid points will be given credit

(3 × [1])

[3]

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(iv) Karl weighs 60kg

Identify one other piece of information staff would need to calculate Karl's BMI. (AO1)

Karl's height

(1 × [1])

[1]

(v) Explain why staff may find it helpful to calculate Karl's BMI. (AO1, AO2)

Answers may include the following points:

- to find out if Karl is an acceptable weight for his height/overweight/underweight
- to work out if his BMI is related to his illness
- to calculate medications
- anaesthetic and dosage for surgery

All other valid points will be given credit

[1] for key phrase/s

[2] for explanation

(1 × [2])

[2]

38

2 (a) Evaluate how education may influence the self concept of **both** Julie and Karl. (AO1, AO2, AO3)

Answers may include some of the following points:

- Julie has succeeded in passing her GCSEs and will have experienced a sense of achievement, giving her high self-esteem
- she has been offered a place on a higher level course which will also boost her self concept
- Karl may achieve to his full potential with the support of his classroom assistant, which may make him feel good about himself
- if Julie struggles on her new course, she may develop a sense of failure
- Karl may feel different because he has special needs and this may have a negative impact on his self esteem

All other valid points will be given credit

Level 1 ([1]–[2])

Overall impression: basic

- displays limited knowledge of influence of education on the self concept of Julie and/or Karl.

Level 2 ([3]–[4])

Overall impression: adequate

- displays adequate knowledge and understanding of influence of education on the self concept of Julie and/or Karl.

Level 3 ([5]–[6])

Overall impression: competent

- displays very good to excellent knowledge of influence of education on the self concept of both Julie and Karl.

[0] is awarded for a response not worthy of credit

[6]

- (b)** Discuss how starting college may affect Julie's social development.
(AO1, AO2, AO3)

Answers may address some of the following points:

- opportunities to form new friendships
- opportunities to take part in new social activities at college
- opportunities to develop social skills through placement
- chance to develop relationships with members of staff at college
- may lose contact with friends from school

All other valid points will be given credit

[1] for key phrase/s

[2] for adequate discussion

[3] for fuller discussion

(1 × [3])

[3]

- (c)** Write down five skills and qualities which might be helpful in this job role.
(AO1)

Answers may include five of the following:

- good communication skills
- literacy skills
- numeracy skills
- ability to work as part of a team
- observational skills
- knowledge of the curriculum
- patience
- caring
- energy and stamina
- empathetic
- ICT skills

All other valid points will be given credit

(5 × [1])

[5]

- (d)** Explain how Freda can apply each of the following principles of care in her work with Karl. (AO1, AO2)

Answers may address some of the following:

Promote rights and choices

- Freda may offer Karl the choice of where he wants to go at breaktime
- she may support his right to independence by asking him whether he wants help or not

Maintain confidential information

- Freda will not talk about Karl outside work
- she will share information about his progress only with appropriate staff

Promote effective communication

- Freda will use language that Karl can understand
- She will actively listen to him, demonstrating appropriate body language

All other valid points will be given credit

[1] for key phrase/s

[2] for explanation

(3 × [2])

[6]

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(e) Discuss what might be included in this policy. (AO1, AO2, AO3)

Answer may include some of the following points:

- guidelines for emergency evacuation procedures
- risk assessment procedures
- first aid procedures
- accident reporting procedures
- COSHH procedures
- training of staff re health and safety
- manual handling roles and responsibilities

All other valid points will be given credit.

Level 1 ([1]–[2])

Overall impression: basic

- displays limited knowledge of the content of the Child Protection Policy

Level 2 ([3]–[4])

Overall impression: adequate

- displays adequate knowledge of the content of the Child Protection Policy

Level 3 ([5]–[6])

Overall impression: competent

- displays good to excellent knowledge of the content of the Child Protection Policy

[6]

26

3 (a) Analyse why energy intake has increased in recent decades. (AO1, AO2, AO3)

Answers may address the following points:

- The energy density of food has increased and this 'short-circuits' normal satiety mechanisms
- Food, especially high in fat and sugar, is cheaper and more available, so people have more opportunity to eat, and this overcomes the normal balance of appetite and satiety
- There has been an increase in the range and number of 'fast food' outlets. Food of this type is more readily available for consumption instead of or in addition to, meals cooked at home
- Food has become more varied, so a wider range of flavours and sensory experiences is likely to lead to greater food intake. Furthermore, the sensory stimuli from salt and sugar contribute to the mechanisms that control the appetite, in other words they make food more palatable and therefore people eat more
- People are eating more processed food and eating out more and hence are less aware of their nutrient intake. Processed food and food in restaurants may often have a higher fat and sugar content than that prepared in the home
- Processed food is often low in protein and it is thought that the body may regulate protein intake more precisely than fat and carbohydrate. In attempting to increase protein intake, excess carbohydrate and fat is taken as a side effect. Protein is recognised to induce greater sense of satiety than fat or carbohydrate and there a diet low in protein may lead to a person consuming more in order to achieve satiety

- Portion sizes have increased
- Home life has changed, and there is some evidence that working parents/carers are less likely to cook more traditional, balanced meals. One reason for this is that many people, especially women, are under greater time constraints than they used to be. Additionally, there has been a loss of cooking skills
- Energy-dense foods are heavily advertised and marketed, especially to children.

Level 1 ([1]–[4])

Overall impression: basic

- displays limited knowledge and understanding of reasons for changes
- quality of written communication is basic
- the candidate makes only a limited selection and use of appropriate form and style of writing
- the organisation of material may lack clarity and coherence
- there is little use of specialist vocabulary
- presentation, spelling, punctuation and grammar may be such that meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- displays adequate knowledge and understanding of reasons for these changes.
- quality of written communication is adequate
- the candidate makes a reasonable selection and use of appropriate form and style of writing
- relevant material is organised with some clarity and coherence
- there is use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([9]–[12])

Overall impression: competent

- displays good knowledge and understanding of reasons for changes.
- quality of written communication is competent
- the candidate successfully selects and uses the most appropriate form and style of writing
- relevant material is organised with a high degree of clarity and coherence
- there is widespread and accurate use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear.

[12]

- (b) Discuss five ways today's environment may contribute to a lower energy expenditure. (AO1, AO2, AO3)

Answers may address five of the following points:

- patterns and modes of transport have changed, for example, from foot or bicycle to car or other forms of motorised transport. Many planning decisions have resulted in increased use of private vehicles and increased distances from homes to schools, shops, leisure facilities and workplaces, making it difficult to walk or cycle

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- manual labour has largely been replaced by sedentary jobs and by mechanisation
- parental concerns about the safety of children have led to reductions in outdoor play and walking or cycling to school
- public and private buildings often include more lifts, moving walkways and escalators
- labour-saving devices in the home have reduced energy expenditure
- improved central heating encourages people to be less active in the home and may mean that people expend less energy keeping warm
- television, computers and other forms of sedentary entertainment have largely replaced active play among children and teenagers.

Level 1 ([1]–[4])

Overall impression: basic

- displays limited knowledge and understanding of how today's environment may contribute to a lower energy expenditure
- quality of written communication is basic
- the candidate makes only a limited selection and use of appropriate form and style of writing
- the organisation of material may lack clarity and coherence
- there is little use of specialist vocabulary
- presentation, spelling, punctuation and grammar may be such that meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- displays adequate knowledge and understanding of how today's environment may contribute to a lower energy expenditure
- quality of written communication is adequate
- the candidate makes a reasonable selection and use of appropriate form and style of writing
- relevant material is organised with some clarity and coherence
- there is use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([9]–[12])

Overall impression: competent

- displays good knowledge and understanding of how today's environment may contribute to a lower energy expenditure
- competent discussion of 5 ways achieves at top of this band
- quality of written communication is competent
- the candidate successfully selects and uses the most appropriate form and style of writing
- relevant material is organised with a high degree of clarity and coherence
- there is widespread and accurate use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear. [12]

(c) Discuss **four** reasons for this. (AO1, AO2, AO3)

Answers may include four of the following points:

This might be due to:

- a lack of healthy food choices
- difficulty chewing or swallowing food or its taste or texture
- medications that can contribute to weight gain, weight loss and changes in appetite
- physical limitations that can reduce a person's ability to exercise, including pain/embarassment
- a lack of energy
- a lack of accessible environments (for example, pavements, parks and exercise equipment) that can enable exercise
- a lack of resources (for example, money, transportation and social support from friend, family, neighbours and community members).

Level 1 ([1]–[3])

Overall impression: basic

- displays limited knowledge and understanding of reasons for difficulties
- quality of written communication is basic
- the candidate makes only a limited selection and use of appropriate form and style of writing
- the organisation of material may lack clarity and coherence
- there is little use of specialist vocabulary
- presentation, spelling, punctuation and grammar may be such that meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate

- displays adequate knowledge and understanding of reasons for difficulties
- quality of written communication is adequate
- the candidate makes a reasonable selection and use of appropriate form and style of writing
- relevant material is organised with some clarity and coherence
- there is use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[9])

Overall impression: competent

- displays good knowledge and understanding of reasons for difficulties
- competent discussion of 4 reasons achieves at top of this band
- quality of written communication is competent
- the candidate successfully selects and uses the most appropriate form and style of writing
- relevant material is organised with a high degree of clarity and coherence
- there is widespread and accurate use of appropriate specialist vocabulary
- presentation, spelling, punctuation and grammar are of sufficiently high standard to make meaning clear. [9]

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(d) Write down any three of these. (AO1)

Answers may include three of the following:

- heart disease
- type II diabetes
- some cancers, including post menopausal breast cancer
- hyper tension
- gall bladder disease
- osteoarthritis
- sleep apnoea
- breathing problems
- liver dysfunction
- mental health issues such as depression
- lower back pain and
- complications in pregnancy
- strokes

(3 × [1])

[3]

36

Total

100

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