



GCSE MARKING SCHEME

SUMMER 2022

**GCSE
HEALTH AND SOCIAL CARE AND CHILDCARE –
UNIT 1
3570UB0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

WJEC GCSE HEALTH SOCIAL CARE AND CHILDCARE – UNIT 1

SUMMER 2022 MARK SCHEME

Question	Answer	AO1	AO2	AO3	Total																					
1. (a)	<p>Listed in the table below are some examples and features of growth and development in children.</p> <p>Tick (✓) two examples of growth and two examples of development. Two have already been completed for you.</p> <table border="1"> <thead> <tr> <th></th> <th>Growth</th> <th>Development</th> </tr> </thead> <tbody> <tr> <td>Language skills</td> <td></td> <td></td> </tr> <tr> <td>Increase in strength</td> <td></td> <td></td> </tr> <tr> <td>Problem solving</td> <td></td> <td align="center">✓</td> </tr> <tr> <td>Bonding</td> <td></td> <td></td> </tr> <tr> <td>Increase in height</td> <td></td> <td></td> </tr> <tr> <td>Increase in mass</td> <td align="center">✓</td> <td></td> </tr> </tbody> </table> <p>Award 1 mark for each correct identification of two growth areas and two development areas, up to a maximum of 4 marks.</p> <p>Growth:</p> <ul style="list-style-type: none"> • increase in height • increase in strength <p>Development:</p> <ul style="list-style-type: none"> • language skills • bonding 		Growth	Development	Language skills			Increase in strength			Problem solving		✓	Bonding			Increase in height			Increase in mass	✓		1,1 1,1			4
	Growth	Development																								
Language skills																										
Increase in strength																										
Problem solving		✓																								
Bonding																										
Increase in height																										
Increase in mass	✓																									
(b) (i)	<p>State what is meant by the term 'gross motor skills'.</p> <p>Award 1 mark for correctly stating what is meant by the term 'gross motor skill'.</p> <p>Likely responses may include:</p> <p>Gross motor skills: skills that allow individuals to control large muscles/large muscle groups and whole body movement.</p>	1			1																					

Question	Answer	AO1	AO2	AO3	Total
1. (b) (ii)	<p><i>Give one example of a gross motor skill.</i></p> <p>Award 1 mark for a suitable example.</p> <p>Likely responses may include:</p> <p>Any one from:</p> <ul style="list-style-type: none"> • catching a ball • climbing • running • jumping • riding a bike • swimming • kicking a ball • walking <p>Credit any other valid gross motor skill.</p>		1		1

Question	Answer	AO1	AO2	AO3	Total
2. (a) (i)	<p><i>Describe why percentile charts are used to measure growth.</i></p> <p>Award up to 2 marks for a detailed description of why percentile charts are used to measure growth.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • they are different for boys and girls • the bold line on chart shows the average trend in weight and height • used to monitor progress and note whether a child's growth is following an expected pattern • shows how children are growing compared to other children of the same age and gender • shows how children are developing proportionally • sometimes indicates problems in growth 	2			2
(ii)	<p><i>Identify one health professional who would use a percentile chart.</i></p> <p>Award 1 mark for the identification of a named health professional who would use a percentile chart.</p> <p>Likely responses may include:</p> <p>Any one from:</p> <ul style="list-style-type: none"> • health visitor • paediatrician • nurse • general practitioner • midwife 	1			1
(b)	<p><i>Explain what is meant by the term 'expected patterns of growth and development'.</i></p> <p>Award up to 2 marks for an explanation of the term 'expected patterns of growth and development'.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • refers to the points in a person's life where particular changes are expected to happen/over time • a person's growth and development can be different to 'the norm' for a variety of reasons • an indicator of a child's overall well-being • refers to physical development 		2		2

Question	Answer	AO1	AO2	AO3	Total
(c)	<p><i>Discuss how diet could affect a child's physical development.</i></p> <p>Award up to 6 marks for a detailed discussion of how diet could affect a child's physical development, responses may include reference to positive/negative effects.</p> <p>Likely responses may include:</p> <p>Positive effects:</p> <ul style="list-style-type: none"> • good diet-preventing diseases e.g. cardiovascular disease/diabetes • poor skin/good skin • strong bones and teeth • maintaining healthy weight/BMI • better immune system • more energy • improved sleep <p>Negative effects:</p> <ul style="list-style-type: none"> • overweight/obesity • being overweight causing mobility problems • being overweight causing respiratory problems • tooth decay/fillings • raised blood sugar levels • addiction to high sugar diet • high or low iron stores in the body • low energy if not enough nutrients are taken in • high energy/sugar spikes if eating a high sugar diet 	6			6

Band	AO1
3	<p>5-6 marks</p> <p>A very good discussion which shows knowledge and understanding of how diet could affect a child's physical development.</p>
2	<p>3-4 marks</p> <p>A good discussion which shows some knowledge and understanding of how diet could affect a child's physical development.</p>
1	<p>1-2 marks</p> <p>A basic discussion which shows little knowledge and understanding of how diet could affect a child's physical development.</p>
0	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total
3. (a)	<p><i>Ben is 2 years old. Describe the expected patterns of development for this age.</i></p> <p>Award up to 2 marks for a detailed description of the expected patterns of development for a two-year-old in each area: physical, intellectual, emotional and social.</p> <p>Answers must relate to a two-year-old and be specific to each area of development.</p> <p>Likely responses may include:</p> <p>(i) Physical: walking, running, climbing on small objects, picking up objects, using the palmar grasp, drawing, holding small objects, playing with toys, being able to find and keep balance on one or both legs, or different major body parts.</p> <p>(ii) Intellectual: use of words, simple sentences, understanding commands, carrying out simple conversations, talking, counting, numbers, understanding colours, beginning to know right from wrong, developing vocabulary.</p> <p>(iii) Emotional: shy towards strangers, can get angry if unable to express oneself, tantrums, secure around main carer, separation anxiety, showing jealousy, showing different emotions.</p> <p>(iv) Social: co-operation, parallel, solitary and co-operative play, socialise, play with other children, make friends, interact, talk with others, will know basic manners, sharing.</p>	2			

Question	Answer	AO1	AO2	AO3	Total
3. (b)	<p><i>Explain the benefits of one screening programme offered for babies and young children in Wales.</i></p> <p>Award 1 mark for naming a screening programme, and up to a further 4 marks for an explanation of the benefits of one screening programme offered for babies and young children in Wales.</p> <p>Likely responses may include:</p> <p>Any one from:</p> <ul style="list-style-type: none"> • PCHR (Personal Child Health Record) or ‘red book’: a national standard health and development record given to parents/carers at a child's birth which helps monitor growth and development and identify problems. • Newborn Hearing Screening Wales: the newborn hearing screening test helps identify babies who have permanent hearing loss as early as possible. This means parents can get the support and advice they need right from the start. Screening can detect a problem early, before any symptoms. Finding out about a problem early can mean that treatment is more effective. • Newborn Bloodspot Screening Wales: Blood is sampled and screened for rare but serious diseases that respond to early intervention to reduce mortality and/or morbidity. Can reduce the risk of developing a condition or its complications. • Cymru Well Wales: The first 1000 days (F1000D): Optimal outcomes from every pregnancy for mother and child/children achieving their developmental outcomes at age two. Fewer children exposed to ACEs in the first 1000 days. 	1	4		5

Band	AO2
3	<p>4-5 marks</p> <p>A very good response which gives a detailed explanation of the benefits of a named screening programme which could be offered for babies and young children.</p>
2	<p>2-3 marks</p> <p>A good response which shows some attempt to explain the benefits of a named screening programme which could be offered for babies and young children.</p>
1	<p>1 mark</p> <p>A basic response which shows little knowledge and understanding of the benefits of a screening programme which could be offered for babies and young children.</p>
0	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total
4.	<p><i>Alun is a 68-year-old man who has recently divorced. Since the divorce, he attends exercise classes with his friends three times a week. Many experts believe that regular exercise is important to improve overall well-being.</i></p>				
(a)	<p><i>Identify Alun's life stage.</i></p> <p>Award 1 mark for identification of the correct life stage:</p> <p>Later adulthood</p>	1			1
(b)	<p><i>Describe the possible effects of the divorce on Alun's well-being.</i></p> <p>Award up to 4 marks for a description of the possible effects of the divorce on Alun's well-being.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • decreased/increased levels of happiness • change in economic status • emotional problems • more stability as relationship had negative effects • depression/stress/lower levels of psychological well-being • poorer self-image/self-esteem or higher self-esteem as marriage had negative effects • loneliness/isolation • losing some social relations • not looking after oneself properly • lack of sleep • decreased contact with children/family • increased social life/mixing with other friends • loss/increase in appetite • losing interest • lack of concentration • grief • shock • loss of role • loss of companionship/new companionships as more social time 		4		4

Band	AO1
3	4 marks A very good description which identifies three or more possible effects of the divorce on Alun's well-being.
2	2-3 marks A good description which identifies two possible effects of the divorce on Alun's well-being.
1	1 mark A basic description which identifies one possible effect of the divorce on Alun's well-being.
0	0 marks Response not creditworthy or not attempted.

Question	Answer	AO1	AO2	AO3	Total
(c)	<p><i>Explain the social and emotional health benefits that attending exercise classes with his friends could have on Alun.</i></p> <p>Award up to 4 marks for an explanation of the social and emotional benefits that attending exercise classes with his friends could have on Alun.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • social contact • interpersonal relationships • enhanced feeling of self-worth • increased confidence/self-image • improved mental health • resilience • meeting new people with shared common interest • improved mood • reduced anxiety and depression • calming effect <p>Credit any other reasonable social and emotional benefits.</p>	4			4

Band	AO1
3	<p>4 marks</p> <p>A very good explanation which identifies three or more of the social and emotional health benefits that attending exercise classes with his friends could have on Alun.</p>
2	<p>2-3 marks</p> <p>A good explanation which identifies two social and emotional health benefits that attending exercise classes with his friends could have on Alun.</p>
1	<p>1 mark</p> <p>A basic explanation which provides one reason, either social or emotional, that attending exercise classes with his friends could have on Alun.</p>
0	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total
5.	<p><i>Active participation is an approach that enables individuals to be included in their own care and have a greater control over how they live their life in a way that matters to them.</i></p> <p><i>Discuss the benefits of active participation for an individual.</i></p> <p>Award up to 8 marks for a discussion of the benefits of active participation for an individual.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • increased activity levels • increased independence and autonomy (control) • an opportunity for an individual in a health and social care setting to have a say in matters of direct concern to their lives (voice) • increased opportunities for social contact and interpersonal relationships (choice) • encourages involvement and self-awareness – an individual becomes more involved in the community and more aware of opportunities and what they can hope for themselves (choice) • increased opportunities for learning and development of important skills, knowledge, education and employment • enhanced well-being, with an increase in self-confidence, self-esteem and self-belief <p>Credit any other reasonable benefits of active participation.</p>			8	8

Band	AO3
4	<p>7-8 marks</p> <p>An excellent response which gives a detailed discussion of the benefits of active participation for an individual.</p>
3	<p>5-6 marks</p> <p>A good response which gives a discussion of the benefits of active participation for an individual.</p>
2	<p>3-4 marks</p> <p>A basic response which shows some evidence of a discussion of the benefits of active participation for an individual.</p>
1	<p>1-2 marks</p> <p>A limited response which shows little evidence of a discussion of the benefits of active participation for an individual.</p>
0	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total												
6. (a)	<p><i>Life events can be expected or unexpected.</i> Tick (✓) two examples of expected life events.</p> <p>Award 1 mark for each correct identification of an expected life event, up to a maximum of 2 marks.</p> <table border="1"> <thead> <tr> <th>Life event</th> <th>Expected</th> </tr> </thead> <tbody> <tr> <td>Divorce</td> <td></td> </tr> <tr> <td>Starting work</td> <td>✓</td> </tr> <tr> <td>Bereavement</td> <td></td> </tr> <tr> <td>Serious accident</td> <td></td> </tr> <tr> <td>Marriage</td> <td>✓</td> </tr> </tbody> </table>	Life event	Expected	Divorce		Starting work	✓	Bereavement		Serious accident		Marriage	✓	2			2
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(b)	<p><i>Explain how the death of a loved one could affect an individual.</i></p> <p>Award up to 4 marks for an explanation of how the death of a loved one could affect an individual.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • loss of appetite • lack of sleep • not looking after oneself • losing interest • lack of concentration • grief, depression • shock • isolation, loneliness • loss of role in life • loss of companionship 		4		4												

Bands	A02
3	<p>4 marks</p> <p>A very good explanation of how the death of a loved one could affect an individual.</p>
2	<p>2-3 marks</p> <p>A good explanation of how the death of a loved one could affect an individual.</p>
1	<p>1 mark</p> <p>A basic explanation of how the death of a loved one could affect an individual.</p>
0	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total
6. (c)	<p><i>Identify two practitioners that could support an individual who has experienced bereavement.</i></p> <p>Award 1 mark for each correct identification of a practitioner that could support an individual, up to a maximum of 2 marks.</p> <p>Likely responses may include:</p> <p>Any two from the following:</p> <ul style="list-style-type: none"> • GP • counsellor • psychologist • psychiatrist • licensed therapist • faith leader (allow specific examples, e.g. rabbi, vicar) 		2		2

Question	Answer	AO1	AO2	AO3	Total
7.	<p><i>Adam is 16 years old. His parents separated last year. Adam now lives with his mother and misses spending time with his father who is a positive role model in his life. Adam's school report comments on his lack of resilience, particularly when things go wrong. He has started missing school, has stopped playing rugby and socialising with friends.</i></p>				
(a) (i)	<p><i>Identify what is meant by the term 'resilience'.</i></p> <p>Award 1 mark for correctly identifying what is meant by the term 'resilience'.</p> <p>Likely responses may include:</p> <p>An individual's ability to successfully adapt to life tasks in the face of social disadvantage or other highly adverse conditions, such as family or relationship problems, health problems, workplace and financial worries.</p>	1			1
(ii)	<p><i>Explain how a lack of resilience may have an impact on Adam.</i></p> <p>Award up to 4 marks for an explanation of how a lack of resilience may have an impact on Adam.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • he may not want to try in school/not engage in class/not complete his homework/show a disinterest in school life • he may feel threatened • he may feel stressed when facing different challenges • he may fail to solve problems in a reasonable manner • he may find it difficult to be assertive and show initiation • he may not be able to display empathy to others • he may find it difficult to set realistic goals in life • he may have a negative outlook on life • he may find it hard to be independent and not be able to ask for help and support from others • he is likely to respond to stress by developing anxiety and depression <p>Credit any other reasonable explanation of how a lack of resilience may have an impact on Adam.</p>		4		4

Bands	AO2
3	4 marks A very good response which gives a clear and detailed explanation of how a lack of resilience may have an impact on Adam.
2	2-3 marks A good response which gives an explanation of how a lack of resilience may have an impact on Adam, identifying some of the possible effects.
1	1 mark A basic response which shows little knowledge and understanding of the impact of the lack of resilience. May make only one valid suggestion.
0	0 marks Response not creditworthy or not attempted.

Question	Answer	AO1	AO2	AO3	Total
7. (b)	<p><i>Adam has been encouraged to go back to playing rugby.</i></p> <p><i>Explain how Adam's mental health may benefit from engaging in regular physical activity.</i></p> <p>Award up to 4 marks for an explanation of how Adam's mental health may benefit from engaging in regular physical activity.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • during exercise, the brain chemistry changes which can have a calming effect; taking time to exercise gives space to think and help the mind feel calmer • release of endorphins/feel good hormones can decrease anxiety and enhance mood • reduced feelings of stress • increased self-esteem – as fitness levels increase, so does the efficiency of the body as a system and this can boost self-esteem; the sense of achievement from learning new skills and achieving goals can also help individuals feel better about themselves and lift mood; improved self-esteem increases how satisfied individuals are with their lives, thus making them more resilient to stress • greater grit and resilience to everyday problems that arise • reduced risk of depression <p>Credit any other reasonable explanation of how Adam's mental health may benefit from him engaging in regular physical activity.</p>			4	4

Band	AO3
3	<p>4 marks</p> <p>A very good, detailed explanation of how Adam's mental health may benefit from him engaging in regular physical activity that shows clear understanding of the possible effects of taking part in physical activity/rugby/sports club on Adam's mental health and well-being.</p>
2	<p>2-3 marks</p> <p>A good explanation of how Adam's mental health may benefit from him engaging in regular physical activity that makes an attempt to explain some of the possible effects of taking part in physical activity/rugby/sports club on Adam's mental health and well-being.</p>
1	<p>1 mark</p> <p>A basic explanation which shows little knowledge and understanding of how Adam's mental health may benefit from him engaging in regular physical activity and may make give only one effect of taking part in physical activity/rugby/sports club on Adam's mental health and well-being.</p>
0	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total
7. (c)	<p><i>Describe what is meant by the term 'growth mind-set'.</i></p> <p>Award 1 mark for an appropriate description of 'growth mind-set'.</p> <p>Likely responses may include:</p> <p>The belief that someone can learn and improve by way of a constant culture of high expectations and quality feedback.</p>	1			1
(d)	<p><i>Discuss the ways in which Adam's school could help him develop a growth mind-set and become more resilient.</i></p> <p>Award up to 6 marks for a discussion of the possible ways in which the Adam's school could help him develop a growth mind-set and become more resilient.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • help develop his emotional well-being by giving him positive experiences • teach him how to engage in his academic and learning environment in order to be more resilient • make him feel like he belongs and has future goals which will help him cope better when it comes to overcoming life obstacles and have a growth rather than fixed mind-set • help him bond with a positive role model in the school which could help him feel as though he belongs – this could help him become more resilient/have more 'grit' • help him navigate through difficult times - schools have a significant impact on a young person's perception of school, but can also have an impact on their life and become a second home that is safe and secure • PSHE education can be an important part of building resilience/higher self-regulation • schools/educational settings can use a range of ways to take action, for example, pupil voice, counselling • out-of-school clubs and provision of out-of-school activities and other resources for young people which are completely separate from education are vital, including opportunities to take part in creative activities, music, sports and volunteering <p>Credit any other reasonable discussion of the ways in which Adam's school could help him develop a growth mind-set and become more resilient.</p>			6	6

Band	A03
4	<p style="text-align: center;">6 marks</p> <p>A very good, detailed discussion which shows clear knowledge and understanding of the ways in which Adam’s school could help him develop a growth mind-set and become more resilient. Response is well structured and clearly expressed, with accurate use of terminology, grammar, punctuation and spelling.</p>
3	<p style="text-align: center;">4-5 marks</p> <p>A good discussion which shows knowledge and understanding of the ways in which Adam’s school could help him develop a growth mind-set and become more resilient. Response shows appropriate use of terminology and is adequately expressed, generally well structured, with reasonably accurate grammar, punctuation and spelling.</p>
2	<p style="text-align: center;">2-3 marks</p> <p>A basic discussion which shows some knowledge and understanding of the ways in which Adam’s school could help him develop a growth mind-set and become more resilient, and identifies several ways the school could help. Response shows some use of terminology and structure, with some errors in grammar, punctuation and spelling.</p>
1	<p style="text-align: center;">1 mark</p> <p>A limited discussion which shows some knowledge and understanding of the ways in which Adam’s school could help him develop a growth mind-set and become more resilient, and identifies one or more ways the school could help. Response shows basic use of terminology and some evidence of structure but with errors in grammar, punctuation and spelling.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total
8.	<p><i>Ellie and her friends are studying for their A Levels. Like most young people their age, they enjoy going out with friends and socialising at parties.</i></p>				
(a)	<p><i>Government guidelines are designed to promote the health and well-being of individuals. Identify one area of health and well-being where government guidelines could support Ellie and her friends in having a safe social life.</i></p>				
(i)	<p><i>Identify one area of health and well-being where government guidelines could support Ellie and her friends in having a safe social life.</i></p> <p>Award 1 mark for the identification of one area of health and well-being where government guidelines could be used to support Ellie and her friends in having a safe social life.</p> <p>Likely responses may include:</p> <p>Any one from:</p> <ul style="list-style-type: none"> • sexual health • smoking • alcohol/drug/substance misuse • mental health <p>Credit any other valid government guidelines.</p>	1			1
(ii)	<p><i>Explain how the health and well-being of Ellie and her friends could benefit from government guidelines on the area of health identified above.</i></p> <p>Responses must be linked to (i).</p> <p>Award up to 4 marks for an explanation of how the health and well-being of Ellie and her friends could benefit from a specific government guideline.</p> <p>Likely responses may include:</p> <p>Protect against an STI, use a condom Drinkaware – binge drinking Drug awareness health promotion Drinks spiking awareness</p> <p>Credit any other valid response.</p>		4		4

Bands	A02
1	<p style="text-align: center;">4 marks</p> <p>A very good explanation which shows detailed knowledge and understanding of how Ellie and her friends could benefit from government guidelines on an area of health and well-being.</p>
2	<p style="text-align: center;">2-3 marks</p> <p>A good explanation which shows knowledge and understanding of how Ellie and her friends could benefit from government guidelines on an area of health and well-being.</p>
1	<p style="text-align: center;">1 mark</p> <p>A basic explanation which shows some knowledge and understanding of how Ellie and her friends could benefit from government guidelines on an area of health and well-being.</p>
0	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total
8. (b)	<p><i>Ellie experienced neglect as a child. Explain the possible effects of neglect on an individual's emotional development.</i></p> <p>Award up to 4 marks for an explanation of the possible effects of neglect on an individual's emotional development.</p> <p>Likely responses may include:</p> <ul style="list-style-type: none"> • withdrawn • insecurity • tiredness • isolation/loneliness • aggressive • oppressed • low self-confidence/low self-esteem/low self-image/low self-concept • depressed/sad • lack of trust/confused • ashamed • lack of resilience <p>Credit any other reasonable emotional development.</p>			4	4

Bands	A03
3	<p>4 marks</p> <p>A very good explanation which shows detailed knowledge and understanding of the possible effects of neglect on an individual's emotional development.</p>
2	<p>2-3 marks</p> <p>A good explanation which shows some knowledge and understanding of the possible effects of neglect on a person's emotional development.</p>
1	<p>1 mark</p> <p>A basic explanation which shows little knowledge and understanding of the possible effects of neglect on an individual's and emotional development.</p>
0	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>