

# Mark Scheme (Results)

Summer 2014

Pearson Edexcel Health and Social Care  
(6941) Unit 4: Social Aspects and  
Lifestyle Choices

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Question Number	Answer	Mark
1(a)	<p>A description of the type of support provided by the disabilities admissions tutor.</p> <ul style="list-style-type: none"> <li>• Practical help such as aids to enable Kristof to live as independently as possible e.g. tape recorder, scribe, VLE</li> <li>• Helpful advice as to where to get additional support as well as ensuring Kristof is aware of his entitlements.</li> <li>• Emotional support, such as listening and being understanding.</li> <li>• Providing a feeling of belonging so that Kristof will be confident enough to seek support for the smallest concern.</li> <li>• Preventing stress and depression by being a listening friend</li> <li>• Formal support – key worker; advocate;</li> </ul> <p>e.g. The disabilities officer would provide advice (1) and practical help (1)</p> <p><b>Accept other correct alternative candidate responses.</b></p>	(2)

Question Number	Answer	Marks
1 (b)	<p>Any effects on self-esteem relating to service-user centred approach.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• To feel valued</li> <li>• To be respected</li> <li>• Empowered</li> <li>• Treated as an individual</li> <li>• Treated in a dignified way</li> <li>• Treated equally and not discriminated against</li> <li>• To be protected from danger or harm</li> <li>• To be cared for in a way that meets his needs and takes account of his choices</li> </ul> <p>e.g. He will feel valued (1). It will give him more confidence (1) that someone is there to support him (1). He will feel good about himself thereby raising his self-esteem (1).</p> <p>Accept negative answers.</p>	(4)

Question Number		Indicative Content
1(c)		<ul style="list-style-type: none"> <li>• Trust</li> <li>• Confident</li> <li>• Encourage independence</li> <li>• Sense of belonging</li> <li>• Positive environment</li> <li>• Communication</li> <li>• Empowerment</li> <li>• Self-esteem, self-concept and self-image</li> <li>• Acknowledging personal identity</li> <li>• Protecting vulnerable people</li> <li>• Her professionalism</li> <li>• A sense of responsibility</li> </ul> <p><b>The explanation must come from Rani's perspective not Kristof's. The explanation focuses on the key features of Rani's relationship with Kristof.</b></p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	<p>The level of knowledge will be basic and there will be omissions. There will be limited application and the method suggested may not be specific. Meaning may be conveyed but in a non-specialist way. Explanation will be missing.</p> <p>Candidates will make a few statements about how developing a positive relationship may affect the health and well-being of an individual.</p>
2	<b>3-4</b>	<p>There will be a good level of knowledge. There may be some application of knowledge. The explanation will be good but may not be balanced.</p> <p>Candidates should give appropriate examples of the effects of a positive relationship on an individual's health and well-being.</p>
3	<b>5-6</b>	<p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. Explanation should be balanced. The response will be coherent and well structured.</p> <p>The explanation focuses on the key features of Rani's relationship with Kristof.</p>

Question Number		Indicative Content
<b>1 (d) QWC</b>		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Able to make his own choices</li> <li>• Take control of his own life</li> <li>• Giving power to him</li> <li>• Giving support</li> <li>• Giving encouragement</li> <li>• Patience</li> <li>• Supportive role</li> <li>• Independence</li> <li>• Confidence</li> <li>• More inclined to study and therefore achieve potential</li> </ul> <p>Candidates need to refer to more than one area of development (PIES) in order to access mark band 3.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p>The level of knowledge will be basic and there will be omissions. There will be limited application of the background information. Meaning may be conveyed but in a non-specialist way. The assessment will not be present.</p> <p>Candidates demonstrate an understanding of empowerment.</p>
<b>2</b>	<b>3-5</b>	<p>There will be a good level of knowledge. There may be some application of knowledge which will be linked to empowerment. The assessment will be good but not necessarily balanced.</p>
<b>3</b>	<b>6-8</b>	<p>Excellent assessment should be clearly evident and explicit. Points made should be detailed and relevant to the effects of empowerment. These points should be linked with clear explanations.</p> <p>There will be few, if any, omissions. There will be an assessment and conclusions will be drawn. The response will be coherent and well structured.</p>

Question Number		Indicative Content
<b>1(e) QWC</b>		<p><b>Candidates answer must link to the impact of university on Kristof's intellectual development.</b></p> <ul style="list-style-type: none"> <li>• He will feel challenged</li> <li>• He will learn new theories and concepts</li> <li>• Perceive new ways of seeing the world</li> <li>• Develop his research skills</li> <li>• Plan ahead for the future</li> <li>• Develop his cognitive and analytical skills</li> <li>• He might fail/not succeed</li> <li>• Feel out of his depth</li> <li>• May struggle to keep up with his studies</li> </ul> <p>Accept negatives of above and any appropriate alternatives.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Answers provided will be brief, limited and vague. May identify points only and the substance of response will be limited.
2	<b>4-6</b>	Answers provided will explain points raised. However there may be little linkage evident between points. Limited discussion will be present.
3	<b>7-10</b>	An excellent and well developed answer which demonstrates thorough knowledge and understanding of concepts. Points fully discussed reflecting accurate application of knowledge. Good linkage/coherence between points. Good use of vocational vocabulary. 9-10 marks for a conclusion present.

**Total for Question 1 – 30 marks**

Question Number	Answer	Mark
<b>2(a)</b>	<p><b>One mark for each unpredictable life course event identified to a maximum of 2 marks</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Serious illness</li> <li>• Relationship breakdown</li> <li>• Accidents</li> <li>• Loss of job</li> <li>• Financial difficulties</li> <li>• Moving to a new area</li> <li>• Promotion/ demotion</li> <li>• Premature death</li> </ul> <p><b>Accept other correct alternative candidate responses.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p><b>Effect</b></p> <p>Missed opportunities  Unable to follow their chosen career/path  Inability to form relationships/to bond  Anxious in social situations  Communication skills may not develop as expected  Seeking approval  Displays of unacceptable behaviour in social situations  Inability to know how to behave in social situations</p> <p><b>Accept positives of above and any appropriate alternatives</b></p> <p>Social development may be effected by unpredictable life-course events because they may result in missed opportunities(1). The fact that an individual may find it difficult to form relationships (1) because they are unable to communicate effectively(1) as they feel very anxious (1) when in the company of more than two people.</p>	<b>(4)</b>

Question Number		Indicative Content
<b>2(c)</b>		<p><b>Candidates response must link to the effects of smoking on physical health during adolescence.</b></p> <p><b>Responses likely to include :</b></p> <ul style="list-style-type: none"> <li>• Increased blood pressure</li> <li>• Prone to chest infections</li> <li>• Decreased oxygenation for cells and tissues</li> <li>• Bronchitis</li> <li>• Smoker's cough</li> <li>• Addiction</li> <li>• Stained fingers</li> <li>• Bad breath smell</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	The candidate is likely to just identify. Maximum 2 marks for identification.
2	<b>3-4</b>	Candidates should give relevant detailed examples, but explanation may be lacking.
3	<b>5-6</b>	Candidates should give relevant detailed appropriate examples, accompanied by explanations.

Question Number		Indicative Content
<b>2 (d) QWC</b>		<b>Responses likely to include</b> <ul style="list-style-type: none"> <li>• Positive peer pressure</li> <li>• Positive attitude to other people</li> <li>• Positive attitude to education</li> <li>• Norms and values</li> <li>• Communication skills</li> <li>• Social roles and expectations</li> <li>• Multiple roles</li> <li>• Network of friends</li> <li>• Sense of belonging</li> <li>• Culture shared by friends</li> <li>• Independence</li> <li>• Improved confidence</li> <li>• Self-esteem, self-image and self-concept</li> <li>• Good friend</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The discussion will be missing.
2	<b>3-5</b>	There will be a good understanding of how support for Kristof's self-concept. Toward the top of this mark band discussion will be evident although it may not be balanced.
3	<b>6-8</b>	Excellent level of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be few, if any, omissions. There will be a discussion and conclusions will be drawn. The response will be coherent and well structured.

Question Number		Indicative Content
<b>2 (e) QWC</b>		<ul style="list-style-type: none"> <li>• Will feel valued</li> <li>• Increase in self-worth</li> <li>• Increase in self-esteem</li> <li>• Self-image</li> <li>• Positive self-concept</li> <li>• Increase in self-confidence</li> <li>• Can lead a normal life</li> <li>• Will not be discriminated</li> </ul> <p>Accept the negative response to each of these such as anger, resentment, increased levels of stress, depression etc. The question can be related to Kristof or answered generically.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Answers provided will be brief, limited and vague. May identify points only and the substance of response will be limited.
2	<b>4-7</b>	Answers provided will explain points raised. However there may be little linkage evident between points. Limited discussion will be present.
3	<b>8-10</b>	An excellent and well developed answer which demonstrates thorough knowledge and understanding of concepts. Points fully discussed reflecting accurate application of knowledge. Good linkage/coherence between points. Good use of vocational vocabulary. 9-10 marks for a conclusion present.

**Total for Question 2 – 30 marks**

Question Number	Answer	Mark
<b>3(a)</b>	<p>1x2</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Income</li> <li>• Social relationships</li> <li>• Ethnicity</li> <li>• Age</li> <li>• Social class</li> <li>• Gender</li> <li>• Employment status</li> </ul> <p><b>These are the social factors listed on the specification and they are the only ones that can be credited.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p>The candidates need to relate their answers to social factors and health and well-being.</p> <p>If a person is of a particular social class/gender/age it may:</p> <p>affect their susceptibility to illness(1) the risk of dying prematurely(1) their life chances (1) and their overall life choices (1)</p> <ul style="list-style-type: none"> <li>• susceptibility to illness e.g. social class, north/south divide, age, gender, ethnicity</li> <li>• dying prematurely e.g. social class, gender, type of employment</li> <li>• life chances e.g. social class, ability/disability, gender, income, life choices e.g. smoking, drinking, diet, exercise</li> </ul>	<b>(4)</b>

Question Number		Indicative Content
<b>3 (c)</b> <b>QWC</b>		<ul style="list-style-type: none"> <li>• Singled out/different</li> <li>• Stereotyping</li> <li>• Pre-judging</li> <li>• Discrimination</li> <li>• Patronising</li> <li>• Mixed messages</li> <li>• He is inhibited/excited</li> <li>• Anxious/worried</li> <li>• Some may avoid him/he will avoid them</li> </ul> <p>Some responses may not see it as a disadvantage and his visual impairment may help him develop friendships.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	The candidate is likely to just identify. Maximum 2 marks for identification.
2	<b>3-4</b>	Candidates should give relevant detailed examples, but explanation may be lacking.
3	<b>5-6</b>	Candidates should give relevant detailed appropriate examples, accompanied by explanations.

Question Number		Indicative Content
<b>3 (d)</b>		Promotes: <ul style="list-style-type: none"> <li>• Normality</li> <li>• Trust and confidence</li> <li>• Valuing people</li> <li>• Dignity</li> <li>• Self-concept</li> <li>• Self-esteem</li> <li>• Self-confidence</li> <li>• More life choices</li> </ul> <p><b>The question focuses on the impact of support (formal e.g. professional, informal e.g. friends and family) and how this support can lead an individual to have an independent life, remembering that if the support is not adequate it can have a negative effect.</b></p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	<p>The level of knowledge will be basic and there will be omissions. There will be limited application of the background information. Meaning may be conveyed but in a non-specialist way. The assessment will not be present.</p> <p>Candidates demonstrate an understanding of support measures and their impact.</p>
2	<b>3-5</b>	There will be a good level of knowledge. There may be some application of knowledge which will be linked to support. The assessment will be good but not necessarily balanced.
3	<b>6-8</b>	<p>Excellent assessment should be clearly evident and explicit. Points made should be detailed and relevant to the effects of support. These points should be linked with clear explanations.</p> <p>There will be few, if any, omissions. There will be an assessment and conclusions will be drawn. The response will be coherent and well structured.</p>

Question Number		Indicative Content
<b>3 (e)</b>		<p><b>Discussion will focus on candidates' ability to identify relevant social groups and make relevant links to how this can impact on health/illness.</b></p> <p>Social factors:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnicity</li> <li>• Social Class</li> <li>• Disability</li> <li>• Employment status</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>• Illness</li> <li>• Great susceptibility to illness</li> <li>• Access to medical facilities</li> <li>• Affordability of treatments</li> <li>• Geography e.g. rural/urban, north/south</li> <li>• Lack of education/knowledge and understanding</li> <li>• Stress-related illness</li> <li>• Higher incidence of depression</li> <li>• Limited financial budget</li> <li>• Poor diet</li> <li>• Large number of children</li> <li>• Triple shift worker - job, home and emotional support of family</li> <li>• Little time for themselves</li> <li>• Willingness to discuss health issues with doctor</li> <li>• Greater awareness of health issues</li> </ul> <p>**Candidates are likely to discuss the importance of genetics and illness; lifestyle choices and illness and how these impact on illness rates in relation to the importance given to different social groups.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Answers provided will be brief, limited and vague. May identify points only and the substance of response will be limited.
2	<b>4-7</b>	Answers provided will discuss points raised. However there may be little linkage evident between points. Limited discussion will be present.
3	<b>8-10</b>	An excellent and well developed answer which demonstrates thorough knowledge and understanding of concepts. Points fully discussed reflecting accurate application of knowledge. Good linkage/coherence between points. Good use of vocational vocabulary. 9-10 marks for a conclusion present.

**Total for Question 3 – 30 marks**  
**Total for Paper – 90 marks**

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