

Mark Scheme (Results)

Summer 2016

Pearson Edexcel in GCSE Health and
Social Care (5HS04)

Unit 4: Health, Social Care and Early
Years in Practice

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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>Two life events major impact on an individual.</p> <p>1 mark each for correctly identifying two of the following</p> <p>Ending employment/redundancy/loss of job Marriage/partnership divorce Breakdown of a relationship Early death Serious accident Financial difficulty</p> <p><i>[accept any other appropriate alternative]</i></p>	(2)

Question Number	Answer	Mark
1(b)	<p>Candidate responses will focus on two ways Maisie has met her intellectual needs.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Health visitor • Professional Qualifications • Volunteer • Parent • Wife • Type 2 diabetes • Attending school • Attending college <p>Award up to 2 marks for each description:</p> <p>Maisie's intellectual needs have been met through her career as a health visitor (1) through which she provides advice and support to individuals and families having many years of experience (1). She now volunteers part-time in a school where she is using her intellectual ability to help children learn to read (1). Through this activity it is helping Maisie with her own intellectual ability as she seeks new ways to break words down for the children (1).</p> <p><i>[accept any other appropriate alternative]</i></p>	(4)

Question Number		Indicative Content
1(c)		<p>Expected life course events may affect her development.</p> <p>Expected life events (starting school, marriage/partnership, employment, death/bereavement)</p> <ul style="list-style-type: none"> • Socially/improved communication and interpersonal skills • Emotionally/stable personality, can develop coping skills • Intellectually/can reason and problem solve effectively • Physically/increased dexterity <p><i>[Accept positive and negative responses]</i></p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Weak response with only points identified. Little discussion evident.
2	3-4	Accurately identifies points, discussion demonstrates knowledge; however response may be one-sided and lacks balance.
3	5-6	Coherent, well-structured response. Content of response has been comprehensively discussed using relevant vocabulary. A balanced response. Links made are valid.

Question Number		Answer
*1(d) (QWC)		<p>Supportive work relationships contribute positively to health and well-being.</p> <p>May be answered through PIES</p> <ul style="list-style-type: none"> • Strong personal identity • Understanding of others • Feeling happy and contented • Coping with life • Lifelong learning • Involvement in stimulating activities • Learning new skills • Feeling motivated • Feeling healthy • Plenty of energy • Successful relationships • Making friends • Keeping friends • Getting on well with others • Positive self-concept (self-esteem, self-image) • Confident
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Weak response with only points identified. Little discussion is evident.
2	4 - 6	Accurately identifies points, response demonstrates knowledge; however it may lack clear discussion. Some accuracy of spelling, punctuation and grammar.
3	7-10	Coherent, well-structured response. Content of response has been comprehensively discussed using relevant vocabulary. Links made are valid. A conclusion is present. Considerable accuracy in spelling, punctuation and grammar.

Question Number	Answer	Mark
2(a)	<p>Two factors that affect self-concept.</p> <p>1 mark each for correctly identifying two of the following</p> <ul style="list-style-type: none"> • Age • Appearance • Gender • Social class • Ethnicity/culture • Emotional development • Education • Relationship with others • Sexual orientation • Life experiences, e.g. employment status • Income 	(2)

Question Number	Answer
*2(b) (QWC)	<p>Self-esteem, self-image and self-concept are developed in an individual.</p> <p>Self-esteem + self-image = self-concept</p> <p>Factors affecting self-concept – age, appearance, gender, lifestyle choices, social class, ethnicity/culture, emotional development, education, income, relationships and sexual orientation.</p> <ul style="list-style-type: none"> • Friendships, peer groups and relationships with other adults outside of the family are important for the development of self-image and self-esteem. • Feeling loved and supported and being valued and accepted as a person able to develop a positive self-image and to feel that they belong. • Development of relationships within the family - are important for self-image and self-esteem. • Developed self-knowledge and self-awareness • Develops over time <p><i>[Accept positive and negative responses]</i></p>
Level	Mark
	0
	No rewardable material
1	1-3
	Weak response with only points identified. Little discussion is evident.
2	4-6
	Accurately identifies points, response demonstrates knowledge however it may be one-sided and lacks clear discussion. Some accuracy of spelling, punctuation and grammar.
3	7-8
	Coherent, well-structured response. Content of response has been comprehensively discussed using relevant vocabulary. A

Question Number	Answer
	balanced response. Links made are valid. Considerable accuracy in spelling, punctuation and grammar.

Question Number	Answer	Mark
2(c)	<p>2 marks for full description, 1 mark for a partial description</p> <ul style="list-style-type: none"> • Speak to the teacher or appropriate member of staff (1) • Offer reassurance/comfort to Harry (1) • Inform the school (1) • Keep a record of the incident (1) <p><i>[Accept positive and negative responses]</i></p>	(2)

Question Number	Answer	Mark
2(d)	<p>Two care values</p> <p>Award up to 2 marks for each description (maximum of 4 marks):</p> <ul style="list-style-type: none"> • Promoting anti-discriminatory practice • Promoting and supporting individual rights to dignity, independence, health and safety • Promoting effective communication and relationships • Acknowledging individual personal beliefs and identity • Maintaining confidentiality 	(4)

Question Number		Indicative Content
*2(e) (QWC)		Effect of poor care practice on a service-user <ul style="list-style-type: none"> • Feeling devalued • Feeling unimportant • Negative impact on self-concept • Disempowered • Dependent on care professionals • Being discriminated against • Socially excluded/marginalised • Loss of trust • Feeling unsafe <p><i>[Can be argued positively and/or negatively]</i></p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Weak response with only points identified. Little assessment is evident.
2	4-6	Accurately identifies points, response demonstrates knowledge however it may be one-sided and lacks clear assessment. Some accuracy of spelling, punctuation and grammar.
3	7-8	Coherent, well-structured response. Content of response has been comprehensively assessed using relevant vocabulary. Links made are valid. A conclusion should be present to achieve the highest marks. Considerable accuracy in spelling, punctuation and grammar.

Question Number	Answer	Mark
3(a)	<p>Two ways change lifestyle in order to improve health.</p> <p>1 mark each for correctly identifying two of the following</p> <ul style="list-style-type: none"> • Diet • Work • Rest and sleep • Supportive relationships/friendships • Hobbies/ recreational activities 	(2)

Question Number	Answer	Mark
3(b)	<p>Two positive effects of cycling</p> <p>Award up to 2 marks for each explanation of any of the following:</p> <ul style="list-style-type: none"> • Develop and strengthen muscles, ligaments and bones • Increase stamina • Keep bodies in good physical condition • Maintain a healthy weight • Reduce the risk of heart disease • Reduce high blood pressure • Reduce risk of stroke • Prevent constipation • Reduce risk of osteoporosis • Reduce stress. <p>May be answered through PLIES.</p> <p>A positive effect of cycling is that it helps strengthen muscles (1) and builds up an individual's stamina (1).</p> <p>By cycling regularly a person is using up more calories (1) and therefore either losing weight or maintaining a healthy weight (1).</p>	(4)

Question Number		Answer
3(c)		<p>Exercise affects an individual emotionally and socially.</p> <ul style="list-style-type: none"> • Help form social relationships • Provide opportunities to communicate • Develop social skills • Feel valued by others • Sense of belonging • Improve self-esteem • More confidence • Relieves stress • Positive effect on self-esteem and mood <p><i>[Can be argued positively and/or negatively]</i></p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Weak response with only points identified. Little explanation evident.
2	3-4	Accurately identifies points, explanation demonstrates knowledge however response may be one-sided and lacks balance.
3	5-6	Coherent, well-structured response. Content of response has been comprehensively explained using relevant vocabulary. A balanced response. Links made are valid.

Question Number	Answer	Mark
3(d)	<p>Two other aims of health promotion.</p> <p>Award up to 2 marks for each description (maximum of 4 marks):</p> <ul style="list-style-type: none"> • Raising awareness • Preventing ill health • Increasing longevity <p>Another aim of health promotions is to raise awareness (1) of risky behaviours so that people may change (1).</p> <p>Health promotion can provide you with information (1) that will help to prevent you becoming ill (1).</p>	(4)

Question Number		Answer
*3(e) (QWC)		<p>Adoption of a healthy lifestyle may be used as a health promotion approach to improve health and well-being.</p> <ul style="list-style-type: none"> • Small changes to improve health • Improved fitness • Increased stamina • Increase in longevity • More energy • Healthier skin, hair and body • Improved intellectual ability • Relieves stress • Improved sleep • Able to do more
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Weak response with only points identified. Little discussion is evident.
2	4-6	Accurately identifies points, response demonstrates knowledge however it may be one-sided and lacks clear discussion. Some accuracy of spelling, punctuation and grammar.
3	7-8	Coherent, well-structured response. Content of response has been comprehensively discussed using relevant vocabulary. Links made are valid. A conclusion should be present to achieve the highest marks. Considerable accuracy in spelling, punctuation and grammar.