

Mark Scheme (Results)

January 2012

GCE Health and Social Care (6941) Paper 1
Social Aspects and Lifestyle Choices

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January 2012

Publications Code UA030117

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Question Number	Answer	Mark
1 (a)	<p>1 mark for a part definition, maximum 2 marks.</p> <p>A particular identifiable event that affects the personal development of an individual because it occurs during their lifetime.</p>	(2)

Question Number	Indicative Content	
1 (b)	<ul style="list-style-type: none"> • Difficulty in forming and maintaining friendships • Reluctant to socialise as may think friends are talking about them • Feels uncomfortable in unknown situations. • Feels friends try to avoid them. • Highs and lows which may make friends wary and unwilling to socialise with them. • The unknown, not knowing how they are going to behave from one meeting to the next. • Avoidance tactics are implemented by friends of the individual • Precluded from certain activities thereby preventing them from socialising • Restricted physical access to activities and buildings preventing them from socialising • Poor self-image prevents them from accessing social activities <p>Accept positive answers of the above</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates are likely to make a basic statement about effects on social development.
2	3-4	Candidates will have a clear view of the effects of a physical disability on an individual's social development.

Question Number		Indicative Content
1 (c)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • Persuaded to join in • Values and attitudes – look to peer group to promote alternative to those provided by family • Students spend a lot of time in groups in leisure so group values and behaviour can be very influential. • Sense of belonging • Increased self-esteem/self-concept • Improved self-image • Feel wanted • Feel valued • Stress relief • Empowering • Greater independence due to support from positive peer pressure • Happier • Self-motivated • Increase in social skills and social life • Improved intellectual development • Physical improvement due to encouragement and support
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates will give some suggestions for the meaning of peer pressure but not apply it to the question.
2	3-4	Candidates will give accurate examples of the effects of positive peer pressure but the discussion will not be fully expanded.
3	5-6	Candidates will give clear examples of the positive effects of peer pressure. There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good evaluative skills.

Question Number		Indicative Content
1 (d)		<p>Responses likely to include:</p> <p>Formal/professional support workers may include;</p> <ul style="list-style-type: none"> • Social worker • Doctor • Nurse • Counsellor • MIND representative • Teacher • Home help/home carer • Meals on wheels • Day care centres • Support groups like young carers • Key worker/s <p>Methods</p> <ul style="list-style-type: none"> • Advice • Advocate • Benefits help • Coping strategies • Emotional support • Practical help • Helpful advice • Meeting social needs • Helping to build or maintain self-concept • Sharing experiences with other carers • Relieved of some of the responsibility • Network of support • Buffer • Contributing to happiness • Preventing stress and depression • Promoting good health • Organise respite care
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates will give some suggestions of how support services can help Molly but these will not be fully developed and not directly related to her life-style.
2	3-5	Candidates will give accurate examples of how support services can help Molly to look after her mother but the discussion will not be fully expanded.
3	6-8	Candidates will give clear examples of how support services available to Molly could help her to look after her mother. There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good evaluative skills.

Question Number		Indicative Content
1 (e)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • Experience social exclusion. • Concerned about parent whilst away from them • Questioning are they doing the right thing • Suffer from anxiety • No time to do homework and therefore not educationally able • Difficulties with lateness, • Facing authority, makes them nervous • Storm and stress syndrome • Puberty • Low body image • Lack of proper education • Failing at school • Living conditions at home • Fear about the future • Having a partner/new relationships • Peer pressure • Economic background • Employment • Friendship groups <p>Accept positive responses to the above</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	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 evaluation will be missing.
2	4-7	There will be some application of knowledge. The evaluation will be basic and may not be balanced.
3	8-10	There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.

Question Number	Answer	Mark
2 (a)	<p>One mark for a partial definition Two marks for a full definition Not having sufficient resources to live to the same standard that the majority of people do in this country.</p>	2

Question Number		Indicative Content
2 (b)		<ul style="list-style-type: none"> • Anxious • Depressed • Stressed • Marginalised • Socially excluded • Disempowered • Lack of confidence • Poor self-image Accept positive responses to the above
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates are likely to make a basic statement about living on a low income.
2	3-4	Candidates will have a clear view of how living on a low income may affect emotional health.

Question Number		Indicative Content
2 (c)		Responses likely to include: <ul style="list-style-type: none"> • Able to cope with future • Good primary socialisation • Strong attachment – student may make reference to Bowlby • Confident to make decisions in the future • Good self-esteem • Positive view on life • Well developed communication/interpersonal skills • Able to take on board criticism • Buffering • Protected • Not afraid to leave home • Confident about her future and the idea of going off to college/university • Not afraid to form intimate relationships as looking after her mother.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates are likely to give some general points from the scenario and briefly describe how the close relationship may help Molly cope with her lifestyle.
2	3-4	Candidates will give some specific points about how Molly may look positively to the future. They will then develop these points further by explaining how the close relationship will help Molly cope with the ups and downs of her mother's disease.
3	5-6	There should be relevant and accurate explanations linking points from the scenario to how the close relationship is important for Molly to have the confidence to make decisions and to carry on living her life.

Question Number		Indicative Content
2 (d)		<ul style="list-style-type: none"> • Frequent absence from school leading to poor intellectual development • Poor concentration • Lack of ability to socialise and 'buddy' up with friends to help her study • Low self-confidence, therefore unwilling to participate for fear of getting it wrong. • Poor exam results • Future looks bleak regarding further and higher education • Not many opportunities to gain suitable employment • Fragmented knowledge and skills so feels lost when she does attend. • Misses important deadlines. • Improved social skills – ability to talk to different professionals • Empowered • Increased knowledge • Life experience of different situations • Constantly worrying about her mother therefore does not apply herself to situations which require intellectual thought. • Lack of personal time to apply herself to intellectual tasks <p>Accept positive responses to the above</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	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 evaluation will be missing.
2	3-5	There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced.
3	6-8	There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good evaluative skills, discussing both positive and negative effects on intellectual development.

Question Number		Indicative Content
2 (e)		Responses likely to include: <ul style="list-style-type: none"> • PIES • Lifestyle choices of culture • Living conditions • Poverty • Diet • Alcohol • Smoking • Drugs • High risk employment • Fear of going to the doctors • Cannot afford the prescriptions • Lack of knowledge and understanding of what is wrong with them • Language barriers • Lack of exercise • Risky behaviour • Acheson report • Black report
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	The level of knowledge will be basic and there will be omissions. There will be limited application. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing.
2	4-7	There will be some application of knowledge. The evaluation will be basic and may not be balanced.
3	8-10	There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident.

Question Number	Answer	Mark
3 (a)	One mark for a partial description Two marks for a full description. Fundamental belief of the right or correct way of treating service users.	2

Question Number		Answer
3 (b)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • No labelling • No stereotyping • Respect of diversity • Treating with dignity • Advice and support • Equality • Enabling • Empowerment
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates are likely to make a basic statement about client/carer relationships but not relate their answer to the effect on Carol of promoting her independence.
2	3-4	Candidates will have a clear view of how independence may be promoted.

Question Number		Indicative Content
3 (c)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • Importance of confidentiality – trust, respect • Keep individual safe and secure • Prevent danger to individual • Mental health of individual is important to safe-guard • Safety of individuals • Trust • Self-esteem • Professionalism • Loyalty • Discrimination
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	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 evaluation will be missing.
2	3-4	Candidates should give relevant detailed examples, but explanation or discussion may be lacking. The evaluation will be basic and will not be balanced.
3	5-6	Candidates should give relevant detailed appropriate examples, accompanied by explanations. There should be clear evidence of discussion. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.

Question Number		Indicative Content
3 (d)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • PIES • Improved self-concept, self-esteem and self-confidence • Assumptions of what Molly is like • Feel empowered • Positive outlook • Somebody to be looked up to • No longer socially excluded or marginalised • May get more help from peers/staff
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	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 evaluation will be missing and there will be no clear links to positive stereotyping.
2	3-5	There will be a basic level of knowledge. There may be some application of knowledge which is linked to positive stereotyping. The evaluation will be basic and will not be balanced.
3	6-8	There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good evaluative skills, discussing the effects of positive stereotyping on Molly's development.

Question Number		Indicative Content
3 (e)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • Build a shared commitment to action • The person is at the centre • Empowered • Respected • Improved self-concept, self-esteem and self-confidence • Trust • Non-discrimination • Listening • Encouragement • Become more active in their care • Able to discuss problems in depth with one person • Support in making healthy lifestyle choices
Level	Mark	Descriptor
	0	No rewardable material
.a1	1-3	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 evaluation will be missing.
2	4-7	There will be some application of knowledge. The evaluation will be basic and may not be balanced.
3	8-10	There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.

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Order Code UA030117 January 2012

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