

Mark Scheme (Results)

Summer 2013

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.

Question Number	Answer	Mark
1 (a)	<p>For example:</p> <ul style="list-style-type: none"> Peer pressure is being made to do something that you may not want to do(1) by people who are the same age as you or who are friends such as people in your class at school or people that you live near or socialise with.(1) 	(2)

Question Number	Answer	Mark
1(b)	<p>Three marks allocated to the explanation for each strategy (3+3).</p> <p>Worked examples:</p> <ul style="list-style-type: none"> Values and attitudes(1) – adopt those that they believe in as an individual and not those of the group (1) because they put pressure on them (1) Listen to your supportive family/supportive friends (1) they might have more experience of life (1) and give you a different view of things(1) <p>Other likely indicative content:</p> <ul style="list-style-type: none"> Have belief in themselves and what they stand for. Change groups Say 'no'. Teachers – advice and support Young people spend a lot of time in groups socialising, so group values and behaviour can be very influential, they have to remember that they are individuals though. Religion Role models in the media/sport Walking away strategies <p>Accept any other appropriate alternatives.</p>	(6)

Question Number		Indicative Content
1(c)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • Need to have a sense of belonging • Conforming to the social norms of their peers • Comparing themselves to others • Mood swings • Rebellious • Lack of self-confidence • Strong beliefs • Self-esteem/self-image/self-concept • Mental health issues • Poor social skills • Isolation • Anxiety • Exclusion <p>Answer must relate to emotional development.</p> <p>Accept any other appropriate alternatives.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The discussion will be missing.</p> <p>Candidates demonstrate an understanding of emotional development, but may fail to pick up on the effects of peer pressure on it.</p>
2	3-5	<p>There will be a basic level of knowledge. There may be some application of knowledge. The discussion will be basic.</p> <p>At the bottom end of the range there should be some specific points made that are relevant to an individual's emotional development and the effects of peer pressure on it, but the discussion may be unclear.</p> <p>At the top end of the range, candidates should demonstrate a good understanding of some of the issues that an individual will face from their peers if they do not conform and this effect this may have on their emotional development. There should be some understanding of peer pressure.</p>
3	6-8	<p>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 a discussion and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good discussion skills.</p> <p>Good discussion should be clearly evident and explicit. Points</p>

		made should be detailed and relevant to an individual's emotional development and conforming to the group they belong to. These points should be linked to clear discussion. All the points should be linked clearly to a good understanding of emotional development.
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Question Number	Answer	Mark
1(d)	<p>Award 1 mark for identification and 1 for further description.</p> <p>For example:</p> <ul style="list-style-type: none"> • Poor diet (1) this could lead to obesity/ coronary heart disease(1) • Smoking(1) leading to poor respiratory function/ lung cancer(1) • Alcohol (1)leading to high blood pressure/liver failure(1) • Drugs(1) leading to overdoses, organ failure(1) • Unsafe sex(1) STDs and pregnancy(1) • Lack of exercise(1) poor mobility(1) <p>Accept any other appropriate alternative.</p>	(4)

Question Number		Indicative Content
1(e)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • Reduced income • Poorer diet • Poorer mental health • Depression/anxiety • Loss of dignity • Relationship suffers • Stress may be positive or negative • Opportunity to re-train • Develop new skills • Change in direction • Self-imagined/self-esteem/self-concept • Misses work colleagues/loss of social life • Improved social life <p>Accept any other appropriate alternative</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The assessment will be missing.
2	4-7	Fewer omissions and knowledge may still be basic at the lower end but is explained in more detail. There may be simple links to other points but some specialist terms are used with an attempt at assessment. Some accuracy of spelling, punctuation and grammar.
3	8-10	Demonstrates a depth of knowledge using specialist terms with links to other points and detailed explanations. The work is coherent and well structured, accurately reflecting the question stem. Assessment is present. Considerable accuracy in spelling, punctuation and grammar.

Total for Question 1 – 30 marks

Question Number	Answer	Mark
2(a)	One mark for each of the following Primary Socialisation Secondary Socialisation	(2)

Question Number	Indicative Content	
2(b)	<ul style="list-style-type: none"> • Formal support/Professional • Identifying her needs • Meeting her needs • Trust • Respect • Dignity • Empowerment • Building self-esteem and self-concept • Rights • Choices <p>* If responses focus on formal/informal debate max 1 mark</p> <p>Accept any other appropriate alternative.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates are likely to make a basic statement about the support that Sarah will give to Evie.
2	3-4	Candidates will have a clear understanding of the formal support that Evie may receive from Sarah.

Question Number	Answer	Mark
2(c)	Award 1 mark for identification and 2 further marks for explanation. For example: <ul style="list-style-type: none"> • Confidentiality(1) so peers unaware of her fear of needles(1) which means she can trust Sarah(1) • Effective communication(1) so that Sarah explains things clearly to Evie(1) and makes her feel reassured (1) • Anti-discriminatory practice • Empowerment – accept alternatives implying empowerment such as individualised care • Respect for individual choice, identity, culture and beliefs 	(6)

Question Number		Indicative Content
2(d) QWC		<p>Responses likely to include</p> <ul style="list-style-type: none"> • Strategies tailored to Evie's need • Respect Evie for her gender and age • It will provide her with choice • It will promote ideas of empowerment • It will help to promote her independence • It will not stereotype or label • Not to stereotype or label • See the service user as an individual • Care practitioners need to be self-aware and conscious of how they perceive the people they work with. • Respecting the identity and needs of others • Not to marginalise • To be fully aware of culture and ethnic background • Based on trust • Promote and support service user's rights • Safety and security protected • Dignity respected • Empowerment • Individuals with rights and choices appropriate to their age and needs • Deserving of respect, regardless of their personal or social characteristics <p>Accept any other appropriate alternatives.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The discussion will be missing.
2	3-5	There will be a basic level of knowledge. The discussion will be basic.
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 a discussion and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good discussion skills.

Question Number		Answer
2(e) QWC		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • Reflects principles of good practice • It will allow the individual to grow and develop • It will build self-esteem/positive self-concept/good self-image • It promotes trusts as the basis of the relationship • Promotes social inclusion • It doesn't stereotype or label • Respects choice gender, age, social class • Acknowledges diversity • Empowers the individual <p>All of the points can be argued negatively</p> <p>Accept any other appropriate alternatives.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The assessment will be missing.</p> <p>The candidate is likely to make general statements such that teenagers are treated as individuals but not how they will be treated as individuals.</p>
2	4-7	<p>There will be a basic level of knowledge. There may be some application of knowledge. The assessment will be basic.</p> <p>At the bottom end of the range candidates are likely to identify and describe the different effects, possibly focussing on one area of the approach only like empowerment and the effects this may have on emotional and social development. At the top end of the range connection to other aspects of the service-user centred approach will be evident. Material should be relevant to more than one area of development. There should be some evidence of assessment skills, although this may be limited.</p>
3	8-10	<p>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 assessment and conclusions will be drawn. The response will be coherent and well structured.</p> <p>Good assessment is clearly evident, with candidates discussing positive aspects of this type of approach and linking it to more than one area of development.</p>

Total for Question 2 – 30 marks

Question Number	Answer	Mark
3 (a)	<p>Award max 2 marks for definition</p> <p>For example:</p> <ul style="list-style-type: none"> • Process of social stratification(1) • A system of classifying people(1) according to their income/occupation/ social prestige(1) 	(2)

Question Number	Indicative Content	
3(b)	<ul style="list-style-type: none"> • Poorly educated • Unemployed • Reliant on state-benefits • Unhygienic • Labelled as being of easy virtue • Assume they have several sexual partners • Unlikely to have a lasting relationship <p>Accept any other appropriate alternatives.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates are likely to make one or two basic statements about negative stereotyping.
2	3-4	Candidates will have a clear view of what negative stereotyping involves. Developing either one or two points.

Question Number		Indicative Content
3(c)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • May link to cervical cancer • Peace of mind • Could use other lifestyle choices / not drinking-smoking-drug taking-sleeping around • Early diagnosis and treatment • PIES • Assurance of short term pain long term gain • Confidentiality • Respect • Dignity • Right to choose • Empowerment • Cervical screening tests identify abnormal cells before they become problematic • Caught in the early stages the treatment is very effective • Improve longevity of life <p>Accept any other appropriate answer.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The discussion will be missing. Candidates demonstrate little understanding of the link between lifestyle choices and individual health.
2	3-4	Candidates should give relevant detailed examples, but explanation or discussion may be lacking. Candidates demonstrate an understanding of the link between lifestyle choices and individual health. The discussion will be limited.
3	5-6	Candidates should give relevant detailed appropriate examples, accompanied by explanations. Candidates demonstrate good understanding of the link between lifestyle choices and individual health. There should be clear evidence of discussion.

Question Number		Indicative Content
3(d) QWC		<p>Responses likely to include:</p> <p>By following the items below a care practitioner is ensuring that a service-user's self-image, self-esteem and self-concept are being built.</p> <ul style="list-style-type: none"> • Adopting a non-judgmental approach • Advocacy • Confidentiality • Active listening skills • Diversity is valued • Person centred approach • Service users have trust and confidence in their carers • Valuing people • Dignity <p>Accept any other appropriate alternative.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The assessment will be missing.
2	3-5	There will be a basic level of knowledge. The assessment will be limited.
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 assessment and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good assessment skills.

Question Number		Indicative Content
3(e)		<p>Responses likely to include:</p> <ul style="list-style-type: none"> • Stress • Panic attacks • Binge drinking • Substance abuse • Dietary issues • Lack of exercise • Smoking • Poor work-life balance • Alcohol <ul style="list-style-type: none"> • Used to having meals out and take-aways high in fat, salt and sugar, due to long working hours, expectation to entertain • Join a gym /attend exercise classes when they can / work life balance • Poor diet due to affluence • Work long hours and cannot be bothered to cook food that is nutritious when they get home from work, prefer fast foods to satisfy their hunger. • Culture of the class to go to the pub/restaurant to entertain clients. • Smoke • Relaxation - couch potatoes – sitting watching tv. • Stress of maintaining life-style • High blood pressure. • Less likely to seek medical help as they are afraid to take time off work. <p>Accept any other appropriate alternative.</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 discussion will be missing.
2	4-7	There will be a basic level of knowledge. There may be some application of knowledge. The discussion will be limited and will 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 clear discussion and conclusions will be drawn. The response will be coherent and well structured.

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

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