

# Mark Scheme (Results)

June 2012

GCE Health and Social Care (6941)  
Paper 01 Social Aspects and Lifestyle  
Choices

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Summer 2012

Publications Code US031658

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Question Number	Answer	Mark
<b>1(a)(i)</b>	1 mark for the following.  Predictable	<b>(1)</b>

Question Number	Answer	Mark
<b>1(a)(ii)</b>	1 mark for the following.  Predictable	<b>(1)</b>

Question Number	Indicative Content	
<b>1(b)</b>	<p>Most candidate responses will be positive.</p> <p><b>Physical</b> well-being only.</p> <ul style="list-style-type: none"> <li>• Improves circulation</li> <li>• Helps the heart work more efficiently</li> <li>• Improves stamina</li> <li>• Improves muscle strength</li> <li>• Reduces the risk of heart attack</li> <li>• Improves mobility</li> <li>• Helps to build up immunity</li> <li>• Lower stress levels</li> <li>• Increases vital capacity on lung volumes</li> <li>• Increases efficiency of respiratory system.</li> <li>• Increase life expectancy</li> <li>• Improve health in later life</li> </ul> <p>Accept any physical effect that taking exercise has on an individuals physical well-being.</p> <p>Accept negative responses eg damage to joints</p>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Candidates are likely to make basic statement/s about how regular exercise affects physical well-being.
2	<b>3-4</b>	Candidates will have a clear view of the benefits of exercise for physical well-being.

Question Number		Indicative Content
<b>1(c)</b>		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Informal support such as a friend who may have experienced something similar or helped someone else who has been through something similar.</li> <li>• A member of her family who could encourage her to talk about her experience and to put it into perspective.</li> <li>• Formal support such as a student counsellor, lecturer/teacher, university buddy who will provide her with coping strategies, exam techniques and revision techniques.</li> <li>• Counsellor – someone to talk to</li> <li>• Peers</li> <li>• University staff</li> <li>• Private tutor</li> <li>• GP</li> <li>• Nurse/Mental Health Nurse</li> </ul> <p>Accept responses that refer to informal or/and formal support.</p> <p>Accept any type of support that is justified.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Candidates will give some suggestions of two support services that can be offered to Solitta but these will not be fully described and not directly related to her needs.
2	<b>3-4</b>	Candidates will give accurate examples of two support services and link these to how Solitta could help her/change her lifestyle but the description will not be fully developed.
3	<b>5-6</b>	Candidates will give clear examples of two support services available to Solitta and these will be clearly linked to how they could help to change her lifestyle and to support her through the stress of exams and revision.

Question Number		Indicative Content
<b>1(d)</b>		<p><b>Responses likely to include:</b></p> <p>For candidates to access mark band 2 and 3 they need to consider more than one aspect of the PIES (physical, intellectual, emotional and social).</p> <ul style="list-style-type: none"> <li>• Poor concentration</li> <li>• Erratic sleep patterns</li> <li>• Lapse in memory</li> <li>• Poor appetite</li> <li>• Mental health issues, eg depression</li> <li>• Hangover- unable to fully concentrate the next day</li> <li>• Liver damage</li> <li>• Effects on self-esteem, self-image, self-concept, self-worth, self-confidence.</li> </ul> <p>Accept positive responses if given and justified, eg relieves stress.</p>
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. Discussion will be missing.
2	<b>3-5</b>	<p>There will be a satisfactory level of knowledge and this will be applied. 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 adult's health and well-being and the effects of drinking more than the recommended amount of alcohol, but the discussion may be limited.</p> <p>At the top end of the range, candidates should demonstrate a good understanding of some of the issues that Solitta will face at this stage. There should be discussion of how alcohol consumption may affect Solitta's health and well-being.</p>
3	<b>6-8</b>	<p>There will be a good level of knowledge. Good discussion skills should be clearly evident and explicit. Points made should be detailed and relevant and related to Solitta's health and well-being. The response will be coherent and well structured.</p> <p>To gain marks in level 3 candidates must demonstrate very good discussion skills.</p>

Question Number		Indicative Content
<b>1 (e) QWC</b>		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Improve self-confidence</li> <li>• The ability to make decisions about personal/collective circumstances</li> <li>• The ability to access information and resources for decision-making</li> <li>• Ability to consider a range of options from which to choose (not just yes/no, either/or.)</li> <li>• Ability to exercise assertiveness in collective decision making</li> <li>• Having positive-thinking about the ability to make change</li> <li>• Ability to learn and access skills for improving personal/collective circumstance.</li> <li>• Ability to inform others' perceptions through exchange, education and engagement.</li> <li>• Involved in the growth process and changes that are never ending and self-initiated</li> <li>• Increasing one's positive self-image and overcoming stigma</li> <li>• Increasing one's ability in discreet thinking to sort out right and wrong</li> </ul> <p>Accept negative responses if justified.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	The candidate makes a few relevant points about the importance of empowerment but these are not fully developed.
2	<b>4-7</b>	<p>There will be a good understanding of how empowerment is important to individuals, such as Solitta.</p> <p>Toward the top of this mark band assessment will be evident although it may not be balanced.</p>
3	<b>8-10</b>	<p>There will be a detailed knowledge and understanding of the importance of empowerment for individuals like Solitta.</p> <p>Assessment and conclusions will be drawn about the importance of empowerment to individuals like Solitta. The response will be coherent and well structured.</p>

Question Number	Answer	Mark
<b>2(a)</b>	<p><b>Maximum 1 mark for partial definition, 2 marks for full definition.</b></p> <p>The process of characterising and labelling all members of a social group in a particular way, regardless of their individual differences.</p>	<b>(2)</b>

Question Number	Indicative Content	
<b>2(b)</b>	<p>Any identifiable <b>way</b> in which people may be stereotyped at work which are likely to be related to:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnicity</li> <li>• Socio-economic status</li> <li>• Age</li> <li>• Prejudice/making judgements on others eg making mistakes, working too slow</li> </ul>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	<p>Candidates are likely to identify ways in which people may be stereotyped at work.</p> <p>Description will be limited.</p>
2	<b>3-4</b>	Candidates will clearly describe two ways in which people may be stereotyped at work.

Question Number		Indicative Content
<b>2(c)</b>		<p>For candidates to access mark band 2 and 3 they need to consider more than one aspect of the PIES.</p> <p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Distorts perceptions</li> <li>• Affects social judgments</li> <li>• Influence how much we like/dislike a person</li> <li>• Expectations of people behaving in certain ways</li> <li>• Stereotypes become "self-confirming" (self-fulfilling prophecy)</li> <li>• Negative behaviours</li> <li>• Effect on mood</li> <li>• Stereotypes ---&gt; Prejudice ---&gt; Discrimination</li> <li>• Marginalisation</li> <li>• Social exclusion</li> <li>• Self-esteem, self-image, self-concept and self-worth</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	<p>Candidates will identify ways in which stereotyping may affect an individual's health and well-being.</p> <p>Explanation will be limited and points identified not well developed.</p>
2	<b>3-4</b>	<p>Candidates will give accurate suggestions of ways in which stereotyping may affect an individual's health and well-being.</p> <p>Explanation will be present and some points developed.</p>
3	<b>5-6</b>	<p>Candidates will give accurate and detailed suggestions of ways in which stereotyping may affect an individual's health and well-being.</p> <p>Explanation will be clearly evident.</p>

Question Number		Indicative Content
<b>2 (d) QWC</b>		<p><b>Responses must be related to Solitta's emotional well-being and likely to include:</b></p> <ul style="list-style-type: none"> <li>• Supportive</li> <li>• Raising of self-esteem</li> <li>• Self-image</li> <li>• Self-worth</li> <li>• Improved self-concept</li> <li>• Growing in confidence</li> <li>• Empathy</li> <li>• Trust</li> <li>• Respect</li> <li>• Improved decision making skills</li> <li>• Reduce stress levels</li> </ul> <p>Accept positive and negative responses. Credit candidates who consider factors other than friendship which may affect Solitta's emotional well-being, eg she is training to be an accountant, she has a full-time job.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	The candidate makes a few relevant points about the importance of friendship for Solitta's emotional well-being but these are not developed.
2	<b>3-5</b>	<p>There will be a good understanding of how friendship is important for Solitta's emotional well-being.</p> <p>Toward the top of this mark band assessment will be evident although it may not be balanced.</p>
3	<b>6-8</b>	<p>There will be a detailed knowledge and understanding of the importance of friendship for Solitta's emotional well-being.</p> <p>Assessment and conclusions will be drawn about the importance of friendship to Solitta. The response will be coherent and well structured.</p>

Question Number		Indicative Content
<b>2 (e)</b> <b>QWC</b>		<p>For candidates to access mark band 2 and 3 they need to consider more than one aspect of the PIES.</p> <p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Makes individuals feel positive about themselves</li> <li>• Makes individuals feel valued</li> <li>• Improve self-esteem</li> <li>• Establishes positive self-concept</li> <li>• Creates feelings of self-worth</li> <li>• Builds positive relationships</li> <li>• Builds trust</li> <li>• Respect</li> <li>• Improves communication</li> <li>• Improve decision-making skills</li> <li>• Feeling someone cares</li> </ul> <p>Accept negative responses, eg negative working relationships may cause anxiety, stress and depression.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	The candidate makes a few relevant points about the importance of forming positive working relationships on health and well-being but these are not developed.
2	<b>4-7</b>	<p>There will be a good understanding of how forming positive working relationships are important to an individuals health and well-being.</p> <p>Toward the top of this mark band the candidate will examine the importance of forming positive working relationships although this may not be well balanced.</p>
3	<b>8-10</b>	<p>There will be a detailed knowledge and understanding of the importance of forming positive working relationships on an individuals health and well-being.</p> <p>The candidate will examine and conclusions will be drawn about the importance of forming positive working relationships on health and well-being. The response will be coherent and well structured.</p>

Question Number	Answer	Mark
<b>3 (a) (i)</b>	One mark  £191	<b>(1)</b>

Question Number	Answer	Mark
<b>3(a)(ii)</b>	One mark  £101	<b>(1)</b>

Question Number	Indicative Content
<b>3(b)</b>	<p>The candidates need to relate their answers to <b>one</b> social group. Accept a wide definition of social group. Not just gender, age, ethnicity but also include children, teenagers, students, etc...</p> <p><b>Responses are likely to relate to:</b></p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Anxiety</li> <li>• Depression</li> <li>• Poor diet</li> <li>• Mental health problems</li> <li>• Poor hygiene</li> <li>• Social exclusion</li> <li>• Marginalisation</li> <li>• Excluded from activities</li> <li>• Poor living conditions</li> <li>• Respiratory problems</li> <li>• Obesity</li> </ul> <p>Accept any justifiable effect.</p> <p>The candidates can be credited for developing one effect of poverty up to a maximum of 4 marks (one mark for the effect and 3 marks for its development related to one social group). Or 2 identifiable effects which are explained and related to one social group.</p> <p>If the candidate identifies two effects of poverty but relates them to two different social groups a maximum of 2 marks to be awarded.</p>

Question Number		Indicative Content
<b>3 (c)</b>		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Private nursery attendance</li> <li>• Ability to attend holiday activity clubs</li> <li>• Increase in social activities therefore meeting new people</li> <li>• Attending child centred organisations, eg Beavers and Rainbows</li> <li>• Mixing with adult company and learning the rules of social engagement.</li> <li>• Ability to talk knowledgeably on different subjects and therefore looked to for additional information by peers and adults.</li> <li>• Higher income families can afford to pay for their children to be attend paid for activities where they will meet other people, eg swimming lessons, gymnastics</li> <li>• Suitable accommodation for sleep-overs and parties</li> <li>• Better toys/games so friends want to come and play</li> </ul> <p>Accept any justifiable link to social development.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	<p>Candidates are likely to see a link between income and social development. If an example is given two marks are credited.</p> <p>For example if you have a high income you are able to afford to pay for your child to attend extra curricular activites (1), such as swimming lessons (2).</p>
2	<b>3-4</b>	<p>Candidates are likely to see a link/s between income and social development, use examples and possibly develop them further. .</p> <p>For example if you have a high income you are able to afford to pay for your child to attend extra curricular activites (1), such as swimming lessons (2), where they will meet and make friends with other children (3), which may increase their self-confidence (4).</p> <p>If the candidate offers two different links between income and social development this can be credited up to 4 marks. (2 x 2)</p>
3	<b>5-6</b>	<p>Candidates clearly see the links between income and social development, and explain the connections through the use of examples.</p> <p>A well written response will offer and develop clearly at least two examples.</p>

Question Number		Indicative Content
<b>3 (d)</b>		<p><b>Responses likely to include positive and/or negative:</b></p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Affects relationships with male colleagues</li> <li>• Feeling of not ever being quite good enough</li> <li>• No clear sense of belonging in the workplace</li> <li>• Rejection by the management</li> <li>• Feel under valued</li> <li>• Low self-esteem</li> <li>• Poor self-image</li> <li>• Negative self-concept</li> <li>• Low self-confidence</li> <li>• Limited friendships</li> <li>• Determined</li> <li>• Out to prove themselves</li> <li>• Feeling of not being respected.</li> </ul>
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 of the possible effects of unequal pay on the self-concept of women.</p> <p>Meaning may be conveyed but in a non-specialist way. Discussion will be missing.</p>
2	<b>3-5</b>	<p>There will be a limited level of knowledge of the possible effects of unequal pay on the self-concept of women.</p> <p>At the bottom end of the range there should be some specific points made that are relevant to the possible effects of unequal pay on the self-concept of women but the discussion may be limited.</p> <p>At the top end of the range, candidates should demonstrate a good understanding of some of the issues that women will face at this stage. There should be discussion of how unequal pay may effect a woman's self-concept.</p>
3	<b>6-8</b>	<p>A good level of knowledge of the possible effects of unequal pay on the self-concept of women. Discussion skills should be clearly evident and explicit. Points made should be detailed and relevant and related to the effects of unequal pay on the self-concept of women. The response will be coherent and well structured.</p> <p>To gain marks in level 3 candidates must demonstrate very good discussion skills.</p>

Question Number		Indicative Content
<b>3 (e)</b>		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Lack of education and qualifications</li> <li>• Poor skill set</li> <li>• Economic recession</li> <li>• Age – too young or too old</li> <li>• Responsibility of child rearing – teenage mothers</li> <li>• Geographical location – more job opportunities in the south than the north of the country</li> <li>• Lack of contacts to access the job market</li> <li>• Lack of resources to get out of it</li> <li>• Lack of knowledge to help themselves</li> <li>• Motivation, the desire to break out of the cycle of poverty</li> <li>• Family income</li> <li>• Discrimination – race, ethnicity, culture</li> <li>• Workless household</li> <li>• Culture of poverty</li> <li>• Acceptance</li> <li>• Turn to crime</li> <li>• Low self-esteem</li> <li>• Lacking in self-confidence</li> <li>• Negative self-concept</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	<p>The candidate identifies and/or describes some of the difficulties people experience when trying to break out of the cycle of poverty.</p> <p>Explicit discussion will be missing.</p>
2	<b>4-7</b>	<p>The candidate identifies and discusses some of the difficulties people experience when trying to break out of the cycle of poverty.</p> <p>Discussion will be present but limited at the bottom of the mark band but more developed at the top of the mark band.</p>
3	<b>8-10</b>	<p>The candidate discusses a range of difficulties people experience when trying to break out of the cycle of poverty.</p> <p>Discussion skills should be clearly evident and explicit. Points made should be detailed and relevant and related to the difficulties people experience when trying to break out of the cycle of poverty. The response will be coherent and well structured.</p> <p>Candidates at the top of the mark band are likely to give a range of examples during the course of their response.</p>



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