

Mark Scheme (Results)

Summer 2016

Pearson Edexcel in GCE Health and
Social Care (6941/01)
Unit 4: Social Aspects and Lifestyle
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June 2016

Publications Code 6941_01_1606_MS

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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>Primary socialisation occurs during childhood (1) and is when a child learns the attitudes, values and actions from its main carers (family) appropriate to individuals as members of a particular culture. (1)</p> <p>Accept alternatives.</p>	(2)

Question Number	Indicative Content	Mark
1 (b)	<p>2 x 3 marks</p> <p>Award 1 mark for identification and 2 further marks for explanation.</p> <p>Agency description (accept positive and negative)</p> <p>Media: through watching/copying/role models Education: copy teachers, conformity, curriculum/ stereotyped Peers: imitate, feel need to conform share/learn ideas from them Workplace: hearing other people/learning attitudes ideas Religion: learn moral values Government</p> <p>Nelly may have been influenced by the media (1) through watching how other people act (1) and by copying them (1).</p> <p>Nelly has been working for a number of years and will have heard other people at work (1) express their opinion (1) and from these her attitudes may change (1).</p> <p>Accept other correct alternative candidate responses.</p>	(6)

Question Number	Answer	Mark
1(c)	<p>2 x 2 marks.</p> <p>Methods of professional/formal support, e.g.</p> <ul style="list-style-type: none">• Counsellors/therapists• Government• Job centre/redundancy advisers/benefits advisers• GP• Nurse• Bank/Financial adviser <p>Nelly may consult a redundancy adviser (1) to help her find out about her entitlement regarding unemployment benefits (1).</p> <p>Nelly may become depressed following her redundancy and seek the help of a counsellor (1) who will help her to manage her feelings positively (1).</p>	(4)

Question Number	Indicative content		Mark
*1(d) QWC	<p>Responses must be related to Nelly's emotional well-being and likely to include:</p> <ul style="list-style-type: none"> • Supportive • Raising of self-esteem • Self-image • Self-worth • Improved self-concept • Growing in confidence • Empathy • Trust • Respect • Improved decision-making skills • Reduce stress levels <p>Accept positive and negative responses.</p>		(8)
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 of the background information. Meaning may be conveyed but in a non-specialist way. The assessment will not be present.	
2	3 - 5	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	6 - 8	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. 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.	

Question Number	Answer	Mark
*1 (e) QWC	<p>Answers must relate to early childhood.</p> <p>For example:</p> <ul style="list-style-type: none"> • UK a multi-ethnic society • The need to accept anybody and everybody • Formative years – can set up their views for life • Listening to how parents/adults/older children talk about other cultures/races may influence them negatively/positively • Copying family if they make racist comments / language • Behaviour • Parents act as role models • Children learn most of their attitudes during these formative years • May experience racism as a family and therefore this affects their viewpoint • Educating the child to value diversity – food, toys etc. <p>NB accept positives and negatives.</p>	(10)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Answers provided will be brief, limited and vague. May identify points only and the substance of response will be limited.
2	4-7	Answers provided will explain points raised. However there may be little linkage evident between points. Limited discussion will be present.
3	8-10	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.

Question Number	Answer	Mark
2(a)	<p>The care value base is a range of standards for health and social care. (1) It is designed to guide the practice of professionals working in this area. (1)</p> <p>The overall aim of the standards is to improve clients' quality of life, (1) by ensuring that each person gets the care that is most appropriate for them as an individual. (1)</p> <p>Accept alternatives.</p>	(2)

Question Number	Answer	Mark
2(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Confidentiality • Effective communication • Anti-discriminatory practice • Empowerment • Respect for individual choice, identity, culture and beliefs • Personalised individual care • Support of dignity, independence and safety • Protection from abuse and harm <p>Personalised individual care (1) which will mean each child's care plan will reflect their disability needs (1). This will promote normalisation (1) which will promote the child's self-development (1).</p> <p>Or any other suitable answer based on the above.</p>	(4)

Question Number		Indicative Content
2(c)		<p>Explain how working with children with special needs may lead to new learning for Nelly.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Becomes more motivated • More tolerant and understanding • Increased knowledge and understanding • Learns new skills • Learns new forms of communicating • Becomes more empathetic <p>Accept 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. 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 working with special needs children may lead to new learning.</p>
2	3-4	<p>There will be a good level of knowledge. There may be some application of knowledge and explanation will be good.</p> <p>Candidates are likely to use examples of how working with special needs children leads to new learning.</p>
3	5-6	<p>There will be few if any omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. Explanation will be very good and responses will be coherent and well structured.</p>

Question Number		Indicative Content
*2(d) QWC		<p>Effects of achievement on self-concept of early childhood.</p> <p>For example:</p> <ul style="list-style-type: none"> • Makes individuals feel positive about themselves • Makes individuals feel valued • Improve self-esteem • Establishes positive self-concept • Creates feelings of self-worth • Builds positive relationships • Builds trust • Respect • Improves communication • Improve decision-making skills • Feeling of being supported and cared for. <p>Accept negative responses, e.g. negative working relationships may cause anxiety, stress and depression.</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 of the background information. Meaning may be conveyed but in a non-specialist way. Discussion will not be present.
2	3 - 5	There will be a good level of knowledge. There may be some application of knowledge which will be linked to support. The discussion will be good but not necessarily balanced.
3	6 - 8	Excellent discussion 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. 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
*2(e) QWC		<p>Organisation supports its staff to promote the care value base with early childhood service users.</p> <ul style="list-style-type: none"> • provide training for staff on policy/legislation/care values so they follow correct procedures • mentoring system to help staff and give them advice/support • monitor/observe staff performance so they can reflect and improve • provide appropriate adaptations/resources/equipment so they can do the job correctly • staff meetings to share concerns/communicate service user needs/share good practice • good handover procedures to ensure consistency in care and good standards • provide policies/handbooks/codes of practice/copy of care values to give guidance on legislation/good practice • appraisals to review performance/set targets for improvement.
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	There will be a good level of knowledge. There will be evidence of some assessment.
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 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	Answer	Mark
3 (a)	An unpredictable life event is something that happens unexpectedly (1) e.g. a car accident (1) a serious illness (1) redundancy (1) becoming disabled as a result of an accident. (1)	(2)

Question Number	Answer	Mark
3 (b)	<p>How gender influences health</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Lifestyle choices – diet, alcohol, drugs, smoking, stress, exercise • Risky behaviour/jobs, e.g. armed forces • Types of employment • Female – caring/nurturing role – take care of themselves in order to take care of their families or negative • Males – breadwinner role – have to work no matter what physical health they are in • Males more prone to injury from sports or the jobs they do • Males are less likely to contact their GP when ill • Males are more likely to contract chronic illnesses. • Males more aggressive due to testosterone/steroid use. <p>Accept alternatives.</p> <p>Women live longer than men (1) because they do not take risks in their daily lives or their employment (1). Men have higher rates of injury (1) from the sports they play and they are more prone to chronic illnesses (1).</p>	(4)

Question Number	Indicative Content
3(c)	<p>1 mark for identification and 2 marks for explanation.</p> <p>2 x 3 marks</p> <p>Explain two barriers therapists may experience when promoting empowerment with the children.</p> <p>Indicative content:</p> <ul style="list-style-type: none">• Culture/ethnicity• Stereotyping• Prejudice• Language/communication• Parental attitudes• Ignorance• Religion• Lack of understanding of the professional role• Short attention span of children• Lack of confidence <p>Accept alternatives.</p> <p>A barrier the therapist may experience is communication (1). The child may have limited communication skills that may prevent them from communicating effectively with the therapist (1). The therapist will need to find out the most effective way of communicating with the child and use it so that the child is empowered (1).</p>

Question Number		Indicative Content
*3(d) QWC		<p>Regular exercise on physical well-being.</p> <p>For example:</p> <ul style="list-style-type: none"> • Improves circulation • Helps the heart work more efficiently • Improves stamina • Improve muscle strength • Reduce the risk of heart attack • Improves mobility • Helps to build up immunity • Promotes the gross and fine motor skills • Improves vital capacity of lung volumes • Increase longevity • Improve health later in life • Increases efficiency of respiratory system. <p>Accept any physical effect that taking regular exercise may have on an individual's physical health.</p> <p>Accept negative responses, e.g. damage to joints.</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 of the background information. Meaning may be conveyed but in a non-specialist way. Discussion will not be present.
2	3-5	There will be a good level of knowledge. There may be some application of knowledge which will be linked to support. The discussion will be good but not necessarily balanced.
3	6-8	<p>Excellent discussion 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 discussion.</p> <p>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.</p>

Question Number		Indicative Content
*3(e) (QWC)		<p>Discuss the risks associated with the unhealthy lifestyle choices some people may make.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Unhealthy diet • Little or no exercise • Smoking excessively • Alcohol dependence • Risk taking behaviours • Drug taking <p>Consequences:</p> <ul style="list-style-type: none"> • Premature death • Chronic illness • Lose your job • Mental health • Family breakdown • Lose your friends • Social isolation <p>Accept alternatives.</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 of the background information. Meaning may be conveyed but in a non-specialist way. Discussion will not be present.
2	4-7	There will be a good level of knowledge. There may be some application of knowledge which will be linked to support. The discussion will be good but not necessarily balanced.
3	8-10	Excellent discussion 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. 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.