



Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE in
Health and Social Care (6941)
Unit 4: Social Aspects and Lifestyle Choices

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at <http://qualifications.pearson.com> or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/contactus>

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017

Publications Code 6941_01_1706_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number	Answer	Mark
1 (a)	<p>Type of support provided by Ava's tutor.</p> <ul style="list-style-type: none"> • Professional or formal support • Advice • Practical help • Support <p>For example:</p> <p>Ava's tutor is providing formal support (1) which may consist of giving her advice (1)</p>	(2)

Question Number	Answer	Mark
1 (b)	<p>Award 1 mark for identification and 1 further mark for description for each way.</p> <p>Answer must be on how they would help her - not the effects.</p> <ul style="list-style-type: none"> • Idea of emotional support • Phone her/write to her/encourage her with her studies • Idea of physical support • Send her money to buy food/clothes (to supplement her student grant/loan) • Idea of intellectual support • Discuss her studies with her/fund trips etc. • Visit her <p>For example:</p> <p>Ava's family could support her emotionally (1) at university by maintaining regular contact through phone calls, texts, Skype (1) etc., by being there for her.</p> <p>The family could provide financial support (1) by sending her money on a regular basis to buy food, books and/or clothes (1).</p> <p>Accept other correct alternative candidate responses.</p>	(4)

Question Number	Answer	
1(c)	<p>Care values</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Confidentiality • Effective communication • Anti-discriminatory practice 	

		<ul style="list-style-type: none"> • Empowerment • Respect for individual choice, identity, culture and beliefs • Personalised individual care • Support of dignity, independence and safety • Protection from abuse and harm 	(6)
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 method suggested may not be specific. Meaning may be conveyed but in a non-specialist way. Description will be missing. Candidates will identify one or more of the care values.	
2	3-4	There will be a good level of knowledge. There may be some application of knowledge. The description will be good but may not be balanced. Candidates should give appropriate examples of the care values, but the description/s may be lacking.	
3	5-6	There will be few if any omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. Description should be balanced. The response will be coherent and well structured.	

Question Number	Indicative content		Mark
*1(d)	<ul style="list-style-type: none"> • Adopting a non-judgmental approach • Advocacy • Active listening skills • Value diversity • Person- centred approach • Service- users have trust and confidence in their carers • Valuing people • Providing a caring presence • Dignity <p>NB accept positives and negatives.</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. Poor accuracy in spelling, punctuation and grammar.
2	3 - 5	There will be a good level of knowledge. There may be some application of knowledge which will be linked to effective care practice. The assessment will be good but not necessarily balanced. Accuracy in spelling, punctuation and grammar is acceptable.

3	6 - 8	Excellent assessment should be clearly evident and explicit. Points made should be detailed and relevant to the effects of effective care practice. 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. Good accuracy in spelling, punctuation and grammar.
---	--------------	---

Question Number	Answer	
* 1 (e)	Positive: <ul style="list-style-type: none"> • Develop new skills • Greater breadth of knowledge • Greater competence • Growth of self-confidence • More realistic about job roles • Better understanding of the role of the nurse clinician • May perform better at an interview • The opportunity to relate theory to practice. 	(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. Poor accuracy in spelling, punctuation and grammar.
2	4-7	Answers provided will explain points raised. However there may be little linkage evident between points. Limited assessment will be present. Accuracy in spelling, punctuation and grammar is adequate.
3	8-10	An excellent and well-developed answer, which demonstrates thorough knowledge and understanding of concepts. Points fully assessed reflecting accurate application of knowledge. Good linkage/coherence between points. Good accuracy in spelling, punctuation and grammar. Good use of vocational vocabulary. 9 – 10 marks for a conclusion present.

Question Number	Answer	Mark
2(a)	<p>1 mark for defining social class as a group or a way of classifying people. 1 mark only if they write down a factor or factors. 2 marks for a full description.</p> <p>System of classifying people (1) in society based on social and economic status (1).</p> <p>Accept alternatives.</p>	(2)

Question Number	Answer	Mark
2(b)	<p>Absolute poverty refers to a set standard (level of deprivation being that basic requirements for survival are not met such as a lack of food and warm clothing), which is the same in all countries and does not change over time. An income-related example would be living on less than £1 per day.</p> <p>Relative poverty refers to a standard that is defined in terms of the society in which an individual lives and which, therefore, differs between countries and over time. An income-related example would be living on less than X% of the average UK income.</p> <p>For example:</p> <p>Absolute poverty and relative poverty are both valid concepts (1). The concept of absolute poverty is that there are minimum standards below which no one anywhere in the world should ever fall (1). The concept of relative poverty is that, in a rich country such as the UK, there are higher minimum standards below which no one should fall (1) and that these standards should rise if and as the country becomes richer (1).</p> <p>Or any other suitable answer based on the above.</p>	(4)

Question Number		Indicative Content	
2(c)		<ul style="list-style-type: none"> • Anxiety • Fear • Loss of confidence • Social exclusion • Inability to cope • Loss of self-esteem. • Mental health issues e.g. suicide • Depression <p style="text-align: center;">Accept alternatives</p>	(6)
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 method suggested may not be specific. Meaning may be conveyed but in a non-specialist way. Description will be missing. Candidates will make a few statements about how relative poverty may affect the emotional health of an individual.	
2	3-4	There will be a good level of knowledge. There may be some application of knowledge. The description will be good but may not be balanced. Candidates should give appropriate examples, but descriptions may be lacking.	
3	5-6	There will be few if any omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. Description should be balanced. The response will be coherent and well structured.	

Question Number	Indicative Content	
*2(d)	<p>Responses likely to include positive and/or negative.</p> <ul style="list-style-type: none"> • Answered through PIES (physical, intellectual, emotional and social) • Higher mortality and morbidity rates amongst the lower social classes • Financial status • Least likely to take action to prevent disease – lower social classes feel uncomfortable going to the doctor – • Least likely to use health care services • Link between poor health and material disadvantage • Reference to Acheson report • Reference to Black report • Inverse Care Law • Poor housing and its subsequent implications • Poor education and its subsequent implications • Lifestyle choices • Work life balance <p>Accept negative responses, e.g. negative working relationships.</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. Discussion will not be present. Poor use of vocational vocabulary. Poor accuracy in spelling, punctuation and grammar.
2	3 - 5	There will be a good level of knowledge. There may be some application of knowledge which will be linked to social class and morbidity rates. The discussion will be good but not necessarily balanced. Accuracy in spelling, punctuation and grammar is adequate.
3	6 - 8	Excellent discussion should be clearly evident and explicit. Points made should be detailed and relevant to the effects of social class on morbidity rates. Accuracy in spelling, punctuation and grammar is acceptable. 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. Good use of vocational vocabulary.

Question Number	Indicative Content	
*2(e)	<p>Responses likely to include positive and/or negative.</p> <ul style="list-style-type: none"> • Lack of female medical professionals • Information literature not in their language 	

		<ul style="list-style-type: none"> • Care professionals unable to converse with them due to the language barrier • Unfamiliar and unaware of the system. • Do not like to take time off from work to attend • They have their own medical treatments • Appointments may be difficult to attend due to family commitments. • Culture • Religion <p>Accept positive and/or negative responses.</p>	(10)
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. Poor accuracy in spelling, punctuation and grammar.	
2	4-7	There will be a basic level of knowledge. The assessment will be basic. Use of vocational vocabulary. Accuracy in spelling, punctuation and grammar is acceptable.	
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. Good accuracy in spelling, punctuation and grammar is acceptable. 9 – 10 marks for a conclusion present.	

Question Number	Answer	Mark
3 (a)	Person-centred care (1) supports people to develop the knowledge, skills and confidence they need to manage and make informed decisions about their own health and healthcare more effectively (1).	(2)

Question Number	Answer	Mark
3 (b)	<p>1 mark for identifying the way and 1 mark for briefly describing it. Maximum of 2 marks for each way.</p> <ul style="list-style-type: none"> • Non-threatening • Non-judgemental • Practical help • Financial guidance • Emotional support • Promote communication • Relationship and approach by the midwife <p>For example:</p> <p>Midwives form relationships with their clients which are built on trust (1), they do not judge their clients (1). Midwives offer practical advice relevant to each individual client (1), allaying their fears and valuing their choices and opinions (1).</p> <p>Accept other appropriate responses.</p>	(4)

Question Number	Indicative Content	
3(c)	<ul style="list-style-type: none"> • Premature delivery • Low birth weight • Still birth • Delayed lung development • Develop childhood asthma • SIDS (Sudden infant death syndrome) • More likely to have a heart defect at birth • Lower than average IQ • Learning difficulties • Behavioural problems <p style="text-align: center;">Accept other appropriate alternatives.</p>	
	(6)	
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 an understanding of the effects of smoking on the unborn baby.
2	3-4	Candidates should give relevant detailed examples, but discussion may be lacking. The discussion will be basic.
3	5-6	Candidates should give relevant detailed appropriate examples, accompanied by discussion. There will be a discussion and conclusions will be drawn. The response will be coherent and well structured.

Question Number		Indicative Content	
*3(d)		<p>Indicative content:</p> <ul style="list-style-type: none"> • Diet • Exercise • Work • Smoking • Alcohol • Prescribed drugs/drugs (non-prescribed) • Risky behaviour • Mental health • Stress <p>Accept any appropriate lifestyle choice that may affect a pregnant woman during pregnancy.</p> <p>Accept 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. Discussion will not be present. Poor accuracy in spelling, punctuation and grammar is adequate.	
2	3-5	There will be a good level of knowledge. There may be some application of knowledge which will be linked to lifestyle choices during key life experiences, such as pregnancy. The discussion will be good but not necessarily balanced. Accuracy in spelling, punctuation and grammar is adequate.	
3	6-8	<p>Excellent discussion should be clearly evident and explicit. Points made should be detailed and relevant to lifestyle choices during key life experiences, such as pregnancy. These points should be linked with clear explanations.</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. Good accuracy in spelling, punctuation and grammar.</p>	

Question Number		Indicative Content	
*3e		<p>Positive</p> <ul style="list-style-type: none"> • Health education gives people information • Leads to health improvement • Devise individual health strategies • Set goals for individuals to improve lifestyle choices • Help individuals to manage their lifestyle choices • Promote overall health and wellbeing • Increase life expectancy • Improve health and wellbeing • Empowerment <p>Negative</p> <ul style="list-style-type: none"> • It can be ignored, not aimed at them • Individuals can feel offended • It can marginalise individuals, prevent them from 'joining in' • It can stigmatise individuals because of their lifestyle choices <p>Accept other appropriate alternatives.</p>	(10)
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. Assessment will not be present. Poor accuracy in spelling, punctuation and grammar.	
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 assessment will be good but not necessarily balanced. Accuracy in spelling, punctuation and grammar is adequate.	
3	8-10	Excellent discussion should be clearly evident and explicit. Points made should be detailed and relevant to the influence of care practitioners in determining lifestyle choices. 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. Good accuracy in spelling, punctuation and grammar is acceptable. 9 – 10 marks for a conclusion present	

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL United Kingdom