

Mark Scheme (Results)

June 2010

GCSE

GCSE Health & Social Care (5HS01/01)

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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.

Section 1: Multiple Choice

Question Number	Answer	Mark
1	B	1

Question Number	Answer	Mark
2	B and C	1

Question Number	Answer	Mark
3	A	1

Question Number	Answer	Mark
4	C	1

Question Number	Answer	Mark
5	B	1

Question Number	Answer	Mark
6	D	1

Question Number	Answer	Mark
7	B	1

Question Number	Answer	Mark
8	A and B	1

Question Number	Answer	Mark
9	C	1

Question Number	Answer	Mark
10	A	1

Question Number	Answer	Mark
11	B and C	1

Question Number	Answer	Mark
12	C	1

Question Number	Answer	Mark
13	C	1

Question Number	Answer	Mark
14	A	1

Question Number	Answer	Mark
15	D	1

Section 2

Question Number	Answer	Mark
16a	<p>1 X 2 For stating</p> <ul style="list-style-type: none"> • Cutting • Painting • Drawing <p>Do not accept 'making things'</p>	2

Question Number	Answer	Mark
16b	<p>1 mark for giving examples of fine (drawing) or gross (running)</p> <p>2 marks for presenting only one definition, either fine or gross</p> <p>3 marks presenting both definitions without a clear understanding of the difference</p> <p>4 marks two clear accurate definitions with examples and response clearly demonstrates understanding of difference</p> <p>Example of 4 mark model response - Fine motor skill is the use of smaller muscle areas and involves manipulating objects e.g. drawing whereas gross motor skills involves the use of larger muscle groups and involves activities such as running.</p>	4

Question Number	Answer	Mark
16c	<p>1 mark for stating that it would be raised or lowered</p> <p>2nd mark for stating HOW they know it is raised or lowered -</p> <ul style="list-style-type: none"> • They take great pride in their work/successful • Feel good • Enjoy the work • Happy • Confident • Negative comments • Comparison to others • Embarrassment <p>Beware of repetition in the opposite</p>	4

Question Number	Answer	Mark
16d	<p>1-2 marks for identifying points only 3 marks for identifying one point and developing a weak explanation - must be relevant to point identified 4 marks for point or points identified and then fully and accurately development</p> <ul style="list-style-type: none"> • he maybe more withdrawn • less communicative • less interactive • may have difficulty joining in activities • open to potential bullying • speech may be delayed • intellectual development may be delayed • lack of self-confidence when interacting with children • poor self-concept in comparison to other children • he may not understand other children • Self conscious 	4

Question Number	Answer
16e	<p>Response can be both positive or negative for 6 marks.</p> <ul style="list-style-type: none"> • May affect his self concept, self esteem etc • Ability to make friends may be affected • May feel resentful, hurt, angry and frustrated • May affect his ability to interact with others • He may feel he is different • He may feel down • He may feel more vulnerable • May feel isolated/lonely <p>Example - being made fun of may affect Damian's development in a number of ways. He may feel different and may lead him to develop a poor level of self confidence which may affect his ability to make friends and take part in group or team activities. He may feel intimidated and self conscious and may not want to go to school. However by educating the children Marianne may help Damian and encourage the children to view his as normal.</p> <p>Read response, apply the level, then apply the mark within the level</p>
Level	Mark
	0
	No rewardable material
Level 1	Mark
	1-2
	Weak response with only points identified. A Any description or explanation will be limited. max 2 marks
Level 2	Mark
	3-4
	Accurately identifies points and can develop a accurate explanation. Response may be repetitive and lacks balance. max 4 marks
Level 3	Mark
	5-6
	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For 6 marks conclusion must be present.

Question Number	Answer	
16(f) QWC	<p>INFLUENCE</p> <ul style="list-style-type: none"> • Development new skills/greater knowledge • Develop gross and fine motor skills • Make new friends • Communication skills develop • Learn how to co-operate and work as a team • Language skills develop • Self concept/self esteem/self image etc develops • Become more motivated • Good preparation for school • Concept of authority figures is learned • More independent • Socialisation • Rules and boundaries <p>EXAMPLE - by attending the school the children will learn the rules expected of them. They will make new friends and will be able to communicate to a greater degree and their language skills will develop further. The activities they get involved in will also help develop their gross and fine motor skills and they will become more accomplished. Therefore going to school will benefit them greatly.</p> <p>Read response, apply the level, then apply the mark within the level</p> <p>Be aware that even in level 1/level 2 responses, a candidate may attempt to discuss or assess. However, the content of the response may not warrant any more than max 6 marks because it is not coherent or well structured, or makes valid links. Likewise, a candidate may make a very coherent, well structured response but fail to discuss or assess and therefore is also limited to level 2.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Weak response with only points identified. Any description or explanation will be limited. max 3 marks
Level 2	4-6	Accurately identifies points and can develop an accurate explanation. Response may be repetitive and lacks balance. max 6 marks.
Level 3	7-10	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For this level candidates will be expected to demonstrate the skills of discussion or assessment. 7-8 marks - discussion may be limited to one or two points 9 marks - discussion will be more extensive For 10 marks conclusion must be present.

Question Number	Answer	Mark
17(a)	<p>1 x 2 For identifying</p> <ul style="list-style-type: none"> • Infancy • Early Childhood • Adolescence <p>Do not accept</p> <ul style="list-style-type: none"> • Infant • Childhood • Adolescent • Adulthood • Old age 	2

Question Number	Answer	Mark
17(b)	<p>1 mark for giving a brief one word answer such as - stressed</p> <p>2-3 marks for a description which indicates how it might affect his intellectual development such as</p> <p>he could learn more especially new techniques or he may be too tired to study and lacks focus</p> <ul style="list-style-type: none"> • Stressed • Too tired to study • Unable to concentrate or focus • Could learn new techniques • Becomes more competent • Develops his skills and knowledge 	3

Question Number	Answer	Mark
17(c)	<p>1-2 marks for identifying points only 3 marks for identifying one point and developing a weak explanation - must be relevant to point identified 4 marks for point or points identified and then fully and accurately development</p> <ul style="list-style-type: none"> • Creates conflict • Confused about who's side to take • Grow apart • Relationship with parents breaks down • Resentful, angry • She objects to their interference • Unhappy/sad • Relationships become strained • In the long term they may come round and show tolerance • In the long term their relationship may improve <p>Example - Marianne and her parents may argue over her relationship with Imran. They may grow apart or Marie Anne may feel confused as to who's side to take. She may refuse to speak to her parents and their relationships may be damaged permanently.</p>	4

Question Number	Answer						
17(d)	<ul style="list-style-type: none"> • Can't pay the rent • Can't afford to buy basic food • Can't see friends /social life affected • Isolation • Depression • Arguments over money • Stressed • Grow apart • Break up • Could bring them closer <p>Mark this question as 3 and 3. identification is worth 1 mark and explanation is worth a further 2 marks. Question paper has not been formatted as effect 1 and effect 2 but you must mark as 3 and 3.</p>						
	<table border="1"> <thead> <tr> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>1 x 2</td> <td>1 mark for correct identification of effect</td> </tr> <tr> <td>2-3</td> <td>Using your professional judgement award further marks for the level of explanation presented</td> </tr> </tbody> </table>	Marks	Descriptor	1 x 2	1 mark for correct identification of effect	2-3	Using your professional judgement award further marks for the level of explanation presented
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Number	Answer	
17(e) QWC	<ul style="list-style-type: none"> • Change in dress and appearance • New cultural group and traditions • Interact with new people • Self concept / self esteem/ self image may change • May face discrimination, intolerance and isolation • Learn new customs, religious rituals, diet • Helps you see things differently • Understand/celebrate diversity • Becomes more tolerant and accepting • Implication of wider family relationships e.g. family arguments, rearing of children • Friends refuse to accept your new culture • Wider society discriminate or treat you unfairly <p>Example - marrying someone from a different culture can be both problematic but also exciting. The individual may have to change their style of dress, learn new religious rituals and adopt new behaviours which may take time to learn but can be interesting and educational. Their self concept will change as their identity changes. In some situations however it can create problems as friends fail to understand the need for the change or family members disagree with the marriage. In conclusion marrying someone from a different culture is a big life event.</p> <p>Read response, apply the level, then apply the mark within the level</p> <p>Be aware that even in level 1/level 2 responses, a candidate may attempt to discuss or assess. However, the content of the response may not warrant any more than max 6 marks because it is not coherent or well structured, or makes valid links.</p> <p>Likewise, a candidate may make a very coherent, well structured response but fail to discuss or assess and therefore is also limited to level 2.</p> <p>Be aware that this question takes into account QWC. If the quality of written communication is poor you can take the candidate down but only as far as the bottom of the mark band you have awarded marks in e.g. level 2 response and would have been awarded 5 marks but QWC is poor so you decide to take it to 4 marks</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Weak response with only points identified. Any description or explanation will be limited. max 3 marks
Level 2	4-6	Accurately identifies points and can develop an accurate explanation. Response may be repetitive and lacks balance. max 6 marks
Level 3	7-10	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For 10 marks conclusion must be present.

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