

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Health and
Social Care (5HS01)

Unit 1: Understanding Personal
Development and Relationships

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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 and D	(1)

Question Number	Answer	Mark
2	B	(1)

Question Number	Answer	Mark
3	B and C	(1)

Question Number	Answer	Mark
4	C	(1)

Question Number	Answer	Mark
5	A and D	(1)

Question Number	Answer	Mark
6	D	(1)

Question Number	Answer	Mark
7	D	(1)

Question Number	Answer	Mark
8	C	(1)

Question Number	Answer	Mark
9	C and D	(1)

Question Number	Answer	Mark
10	C	(1)

Question Number	Answer	Mark
11	B	(1)

Question Number	Answer	Mark
12	D	(1)

Question Number	Answer	Mark
13	C	(1)

Question Number	Answer	Mark
14	B	(1)

Question Number	Answer	Mark
15	C	(1)

Question Number	Answer	Mark
16(a)	1x2 For example: <ul style="list-style-type: none">• Grows taller• Shoulder's broaden• Growth of penis / Testes develop• Sperm growth• Pubic/body hair/facial hair• Voice deepens• Growth spurt Accept any other correct answer.	(2)

Question Number	Answer	Mark
16(b)	<p>All answers must be based on the case study.</p> <p>1-2 marks – weak brief answer e.g. sets rules 3 marks – one point identified and described e.g. good at maths and gets rewards for behaving positively 4 marks – School shapes Fraser’s behaviour by setting rules (1) or norms of behaviour (1). It will use penalties for poor behaviour (1) or reward good behaviour through praise/recognition (1).</p> <p>Acceptable Responses</p> <ul style="list-style-type: none"> • Setting rules • Setting norms for behaviours • Friends can shape behaviour e.g. fit in and a sense of belonging • Able to make friends • Controls his behaviour • Secondary agent of socialisation • Reward him for positive behaviour • Penalties for negative behaviour <p>Acceptable to use other relevant examples from the case study.</p>	(4)

Question Number		Indicative Content
16(c)		<ul style="list-style-type: none"> • Physically – feel good, develop greater dexterity skills • Socially – meet new people, communication skills developed • Emotionally – feels happier and more content, self-image and self-esteem increases, secure • Intellectually – more independent, feels more mature and can plan ahead • Socialise - Share and interact • Develop trust and can confide • Sense of belonging • Will learn about different cultures and beliefs • Develops social and interpersonal skills • Develops friendships so he can play with others • Develops greater confidence • Capable of developing relationships in the future • Becomes more popular <p>Explanation is likely to link to how this affects their self-esteem, self-concept, self-image and overall self-confidence</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Brief, limited response, points identified accurately but level of explanation poor.
2	3-4	Points have been accurately identified and some relevant links made. The response will demonstrate some explanation and may be a one sided response.
3	5-6	Explanation will be clearly present. At 6 marks the explanation will be balanced.

Question Number		Indicative Content
16(d)		<ul style="list-style-type: none"> • Security in self / happiness • Independence and less reliance on others • Achievement will build confidence • Improve his self-esteem / self-concept • Improve his self image • Possibly will mature sooner • Greater contentment • Less hang-ups • More sociable • More likely to reach full potential in adulthood • Self-empowered • Feel good factor • Form intimate relationships securely <p>Opposite can also be argued e.g. If he didn't have a positive self-concept he is less likely to make new friends, he may have social problems, he is less likely to try out new things.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Brief, limited response, points identified accurately but level of explanation poor
2	3-6	Points have been accurately identified and links relevantly made. At 5-6 marks the response will lack discussion and may be a one sided response, lacks balance.
3	7-8	At 7 marks limited discussion will be present, at 8 marks discussion will take place and a conclusion should also be present.

Question Number		Indicative Content
16(e)		<ul style="list-style-type: none"> • Shapes behaviour • Provides opportunity to conform • Develops clearer idea of norms and values e.g. manners • Allows individual to 'fit into society' or prepare you for interacting with the world • Learn rules of society – what is accepted and what is not • Introduces idea of punishment within the family • Children develop clear ideas of family relationships e.g. parents and children • Introduces idea of rewarding good behaviour • Support mechanisms • Model behaviours • Influences the level of confidence, self-esteem etc the individual has <p>Negative responses may also be given by candidate</p> <p>Assessment will focus initially on the family but may be developed to other areas of the socialisation process.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Brief, limited response, points identified accurately but level of explanation poor.
2	3-6	Points have been accurately identified and links relevantly made. At 4-5 marks the response will lack any assessment and at 6 marks the level of assessment will be limited.
3	7-8	At 7 marks some assessment will be present, at 8 marks assessment will be thorough and a conclusion should also be present.

Question Number	Answer	Mark
17(a)	<p>1 x 3</p> <p>For identifying in the correct order:</p> <ul style="list-style-type: none"> • ADOLESCENCE • EARLY ADULTHOOD • MIDDLE ADULTHOOD <p>Do not accept</p> <ul style="list-style-type: none"> • Infant/infancy • Adolescent • Adulthood • Later adulthood • Old age 	(3)

Question Number		Indicative Content
17(b)		<ul style="list-style-type: none"> • Gross motor skills are being promoted and maintained • Bones and joints more supple • Less susceptible to illness/ decrease in illness • Promotion of Fine motor skills • Hand-eye coordination is good • Chronic illness is less likely e.g. arthritis • Cardiovascular/respiratory systems are being promoted and maintained • Physically less reliance on others • Feel good factor / Feels young at heart • Has a different perspective on ageing / views things positively • She is healthier and has more energy • Promotes independence and as more mobility • Overall appearance will be promoted e.g hair and skin • Metabolic rate may be affected positively • Keeps fit / in good shape • Feels healthy • Toned muscles • Better mobility • May live longer
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Brief, limited response, points identified accurately but level of explanation poor.
2	3-4	Points have been accurately identified. The response will demonstrate some explanation and may be a one sided response.
3	5-6	Explanation will be clearly present. At 6 marks the explanation will be balanced.

Question Number		Indicative Content
17(c)		<ul style="list-style-type: none"> • Independence • Doesn't get depressed • Happy within herself • Positive outlook • Good self concept • Positive self image • High self esteem / confidence • Can cope with life events as they happen • Can deal with stress • Has self-actualised • More motivated • Feel good factor • Proud • Less self-conscious • Empowered • Fitter and younger than her age
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Brief, limited response, points identified accurately but level of explanation poor
2	4-6	Points have been accurately identified and links relevantly made. At 5-6 marks the response will lack discussion and may be a one sided response, lacks balance.
3	7-8	At 7 marks limited discussion will be present, at 8 marks discussion will take place and a conclusion should also be present.

Question Number		Indicative Content
17(d)		<ul style="list-style-type: none"> • Doesn't worry about money • Promotes her independence • Less anxious or depressed • Less stressed • She can do as she pleases • She can afford a good lifestyle • She is less likely to withdraw from society • Unlikely to affect her social development • No restrictions • She is not a burden to her family • Can enjoy life to the full • Feels happy and proud of her achievements e.g. contributed positively to society <p>The assessment will take into account other aspects of health and wellbeing in later adulthood linked to above points e.g. because she has few money worries she is likely to become socially excluded or isolated which can happen in later adulthood.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Weak response with only points identified. Any description or explanation will be limited. max 3 marks
2	4-6	Accurately identifies points and can develop an accurate assessment. 5-6 marks the response may be repetitive and lacks balance.
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.

