

Mark Scheme (Results)

Summer 2016

Pearson Edexcel in GCSE Health and Social  
Care

Unit 1: Understanding Personal  
Development and Relationships  
(5HS01)

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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
<b>1</b>	<b>D</b> - how the individual see themselves	<b>(1)</b>

Question Number	Answer	Mark
<b>2</b>	<b>B</b> - intellectual development	<b>(1)</b>

Question Number	Answer	Mark
<b>3</b>	<b>A</b> - informal	<b>(1)</b>

Question Number	Answer	Mark
<b>4</b>	<b>C</b> - puberty	<b>(1)</b>

Question Number	Answer	Mark
<b>5</b>	<b>D</b> - 6	<b>(1)</b>

Question Number	Answer	Mark
<b>6</b>	<b>C</b> - B and D	<b>(1)</b>

Question Number	Answer	Mark
<b>7</b>	<b>B</b> - infancy	<b>(1)</b>

Question Number	Answer	Mark
<b>8</b>	<b>C</b> - ethnicity	<b>(1)</b>

Question Number	Answer	Mark
<b>9</b>	<b>B</b> - A and C	<b>(1)</b>

Question Number	Answer	Mark
<b>10</b>	<b>D</b> - Combination of self-image and self-esteem	<b>(1)</b>

Question Number	Answer	Mark
<b>11</b>	<b>A</b> - A and B	<b>(1)</b>

Question Number	Answer	Mark
<b>12</b>	<b>D</b> - retirement	<b>(1)</b>

Question Number	Answer	Mark
<b>13</b>	<b>A</b> - Hot flush	<b>(1)</b>

Question Number	Answer	Mark
<b>14</b>	<b>C</b> - B and C	<b>(1)</b>

Question Number	Answer	Mark
<b>15</b>	<b>B</b> - a friendship group	<b>(1)</b>

Question Number	Answer	Mark
<b>16(a)</b>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Physical skills – dexterity skills</li> <li>• Social skills – interacting</li> <li>• Emotional skills – feeling good and happy, confident, self esteem</li> <li>• Intellectual skills – can following instructions</li> </ul> <p>Worked example Physical skills are being promoted (1) by Kevin and William being able to make things such as window boxes (1). This promotes their gross and fine motor skills (1).</p> <p>Furniture workshop (1). By building furniture Kevin and William will develop their intellectual skills (1) as they can develop their ability to follow instructions (1).</p> <p>Accept correct alternative responses.</p>	<b>(3)</b>

Question Number	Indicative Content	Mark
<b>16(b)</b>	<p>Self-concept – definition of combination on self-esteem and self-image  Impact on William and Kevin  Involved in various activities which promotes self-concept  It may have a positive effect on their self-concept  Feel good / enjoying themselves / feel positive  Feel happy / belonging/accepted/valued  They will feel proud of their achievements  They will value themselves a lot more It will give them greater confidence/self-worth / self-empowered  It may give them greater self-belief in their abilities / make progress / useful  William and Kevin will feel good (1) they have something to look forward to. Learning new skills will build their confidence (1) and give them greater self- confidence (1) and they will feel proud of what they can do (1).</p> <p>Accept correct alternative responses.</p>	<b>(4)</b>

Question Number	Indicative Content
<b>16(c)</b>	<ul style="list-style-type: none"> <li>• Clubs/social meetings/activities/facilities provided</li> <li>• Meeting new people /opportunity to interact/build relationship</li> <li>• Support recovery/rehabilitation</li> <li>• Making friends</li> <li>• Development of communication skills /relate to one another / support</li> <li>• Promotes integration, e.g. gender, culture</li> <li>• Prevents social isolation</li> <li>• Promotes socialisation</li> <li>• Learn to cooperate / understand one another</li> <li>• Teamwork</li> <li>• Resolve issues/conflicts</li> <li>• Learn to share</li> <li>• Respect/trust / connect with one another</li> <li>• Confidence / happier/secure</li> <li>• Look out for each other</li> </ul> <p>Opposite can be argues e.g. not being judged</p> <p>Don't accept 'Form Relationships'</p>
<b>Level</b>	<b>Mark</b>
	<b>0</b>
<b>Descriptor</b>	
No rewardable material.	

1	<b>1-2</b>	Brief, limited response, points identified accurately but level of explanation poor.
2	<b>3-4</b>	Points have been accurately identified and links relevantly made. At 3-4 marks the response will lack discussion and may be a one-sided response, lacks balance.
3	<b>5-6</b>	At 5-6 marks limited discussion will be present, at 6 marks discussion will take place and a conclusion should also be present.

Question Number		Indicative Content
<b>16(d)</b>		<ul style="list-style-type: none"> <li>• Requires support</li> <li>• Worry and anxiety</li> <li>• Safety and security issues</li> <li>• May feel jealous</li> <li>• She wants the best for him</li> <li>• She wants him to have friends</li> <li>• He is a vulnerable young adult</li> <li>• He is her only son</li> <li>• He has a disability/learning disability/he is different</li> <li>• Mother/son bond / love/ instinct</li> <li>• She is attached to him</li> <li>• She feels responsible for him</li> <li>• Parent/child relationship</li> <li>• Lack of maturity / unable to cope</li> <li>• Empty nest syndrome</li> </ul> <p>Accept correct alternative responses.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
1	<b>1-2</b>	Brief, limited response, points identified accurately but level of explanation poor.
2	<b>3-4</b>	Points have been accurately identified and links relevantly made. At 3-4 marks the response will lack discussion and may be a one sided response, lacks balance.
3	<b>5-6</b>	At 5-6 marks limited discussion will be present, at 6 marks discussion will take place and a conclusion should also be present.

Question Number		Indicative Content
<b>*16(e)</b>		<p>Positive Impact on Intellectual Development</p> <ul style="list-style-type: none"> <li>• Plan ahead</li> <li>• Problem solve</li> <li>• Want to challenge herself more</li> <li>• Achievement will build motivation</li> <li>• Develop a positive self-concept / confidence</li> <li>• Greater level of competence, skills</li> <li>• Knowledge and understanding will increase</li> <li>• She will develop greater maturity/insight through experience</li> <li>• Better able to reflect and apply experience</li> <li>• New qualification / better job</li> </ul> <p>Negative Impact on Intellectual Development</p> <ul style="list-style-type: none"> <li>• Become bored</li> <li>• Stagnate/become disinterested</li> <li>• Lead to poor levels of confidence</li> <li>• Not be as adventurous</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
1	<b>1-2</b>	Brief, limited response, points identified accurately but level of explanation poor.
2	<b>3-5</b>	Points have been accurately identified and links relevantly made. At 3-5 marks the response will lack discussion and may be a one sided response, lacks balance.
3	<b>6-8</b>	At 6-8 marks limited discussion will be present, at 8 marks discussion will take place and a conclusion should also be present.

Question Number	Answer	Mark
<b>17(a)</b>	<p>Physical characteristics:</p> <ul style="list-style-type: none"> <li>• senses decline e.g. hearing, eyesight, taste, smell</li> <li>• skin loses its elasticity – wrinkles start to appear, skin becomes papery and bruises easily</li> <li>• reaction times are slower – mobility slows down, ability to get up quickly is slower, actions generally become slower</li> <li>• hair loses its pigmentation – hair becomes more coarse, loses its natural colour</li> <li>• Immune, cardiovascular, respiratory systems becomes slower e.g. heart rate slows down, more susceptible to illness, breathing is more shallow, digestion system is slower</li> <li>• Muscle tone is weaker – therefore more prone to fractures (not brittle bone which is a disease)</li> <li>• Metabolic rate is slower – affecting appetite</li> <li>• Loss of bone density and thus prone to fractures</li> </ul> <p>Senses decline (1) the older person will find it harder to hear and see and may have to either wear glasses or a hearing aid. (1)</p> <p>Skin loses its elasticity (1) and becomes papery and will bruise easily. (1)</p> <p>Accept correct alternative responses.</p>	<b>(4)</b>

Question Number		Indicative Content
<b>17(b)</b>		<p>Friendships are important at all stages because:</p> <ul style="list-style-type: none"> <li>• they make us feel good / happier</li> <li>• socially - open to new experiences therefore we become interesting to talk to / build confidence/communication skills</li> <li>• friendships can let us meet other new people – social network is wider</li> <li>• friendships can change our attitudes / learn new things/ take up hobbies/ motivate individual</li> <li>• friendships – allow us to share our problems /build trust/rely on someone</li> <li>• we are encouraged to go out</li> <li>• impact on self-image/esteem/concept</li> <li>• we becomes less socially isolated</li> <li>• less chance of stagnating.</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
1	<b>1-2</b>	Brief, limited response, points identified accurately but level of explanation poor.
2	<b>3-4</b>	Points have been accurately identified and links relevantly made. At 3-4 marks the response will lack discussion and may be a one sided response, lacks balance.
3	<b>5-6</b>	At 5-6 marks limited discussion will be present, at 6 marks discussion will take place and a conclusion should also be present.

Question Number		Indicative Content
<b>17(c)</b>		<ul style="list-style-type: none"> <li>• Promotes the use of their fine and gross motor skills</li> <li>• Keeps them active / getting up and about</li> <li>• Promotes the dexterity of their motor skills</li> <li>• Promotes their mobility/agility</li> <li>• Develops their physical skills</li> <li>• With practise so they can get better at things /confidence</li> <li>• Promotes their independence</li> <li>• Opportunity to get out rather than become socially isolated</li> <li>• Impact on diet</li> <li>• Impact on self-image/esteem/concept/feel good</li> </ul> <p>Opposite can also be argued.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
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Question Number	Answer	Mark
<b>17(d)</b>	<ul style="list-style-type: none"> <li>• She has few money worries or anxiety</li> <li>• She can be happy and content</li> <li>• She is confident / valued</li> <li>• She is independent and happy</li> <li>• She is less likely to be depressed</li> <li>• Self-image will be positive / empowered</li> <li>• Self-concept will be good</li> <li>• Sees herself as accomplished/capable/proud</li> </ul> <p>Worked example Jenny is financially well off and will therefore have no concerns over her money or savings (1). This will allow her to be happy (1) and independent to do what she likes (1). Selling her furniture will be good for her self-image (1).</p> <p>Accept correct alternative responses.</p>	<b>(4)</b>

Question Number		Indicative Content
<b>*17(e)</b>		<ul style="list-style-type: none"> <li>• Helps keep the individual intellectually stimulated</li> <li>• Helps keep the individual motivated</li> <li>• Extend their skills/learn new things</li> <li>• Promotes self-concept, self-esteem and self-image</li> <li>• Gain qualifications</li> <li>• Keep the individual socially active</li> <li>• Individual doesn't become isolated</li> <li>• Individual doesn't become lonely</li> <li>• Individual doesn't become bored/depressed</li> <li>• Helps keep the memory active</li> <li>• Provides access to the world of work</li> <li>• Happy confident</li> <li>• Promotes the concept of normalisation</li> <li>• Explore talents and achieve qualifications</li> <li>• Promotes independence</li> <li>• Challenged and taken out of comfort zone</li> </ul> <p>Accept correct alternative responses.</p>
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Level	Mark	Descriptor
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