

Mark Scheme (Results)

Summer 2013

Health and Social Care (5HS04) Unit 4:  
Health, Social Care and Early Years in  
Practice

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Publications Code UG37186

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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.

Question Number	Answer	Mark
1 (a)	<p>1 mark each for correctly identifying two of the following</p> <ul style="list-style-type: none"> <li>• Love</li> <li>• Safety and Security</li> <li>• Care from family and friends</li> <li>• Sense of Belonging</li> <li>• Sense of well-being</li> <li>• Acceptance</li> <li>• Positive self-concept/self-image/self-esteem</li> <li>• Self respect</li> <li>• Develop close relationships</li> <li>• Someone to confide in</li> </ul>	(2)

Question Number	Indicative Content	Mark
1 (b)	<ul style="list-style-type: none"> <li>• Help to form social relationships with others</li> <li>• Provide opportunities to communicate with and feel valued by others</li> <li>• Enable her to develop social skills like teamwork</li> <li>• Spending time with others increases self-confidence</li> <li>• Important sense of belonging</li> </ul> <p>By going to the gym Ellie is able to meet new people (1) and this will enable her to develop her social and communication skills (1). She will develop greater confidence (1) and this will allow her to become more outgoing (1).</p>	(4)

Question Number		Indicative Content
1 (c)		<ul style="list-style-type: none"> <li>• Personal satisfaction</li> <li>• Fun</li> <li>• Relaxation</li> <li>• Relieves stress/creates stress</li> <li>• Depression – increase/decrease</li> <li>• Opportunity to meet others, feel good about herself</li> <li>• Builds self-esteem</li> <li>• Good self-image</li> <li>• Happy – feel good factor/endorphins</li> <li>• Good mental health</li> <li>• Self-concept</li> <li>• Increase in confidence</li> <li>• More positive about self</li> <li>• Feels attractive</li> </ul> <p>Accept negative alternatives to the above.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Weak response with only points identified.
2	3-4	Accurately identifies points and can develop an accurate explanation. Response may be repetitive.
3	5-6	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links.

Question Number		Indicative Content
1(d) QWC		<ul style="list-style-type: none"> <li>• Allows the body to recover</li> <li>• The body can repair itself</li> <li>• Muscles are allowed to relax</li> <li>• Able to mentally refocus and reflect</li> <li>• You are not as tired the next time you exercise</li> <li>• There is more risk of injury if you don't rest</li> <li>• Increased risk of giving up too soon if you don't rest</li> <li>• Raises your stress level if you don't rest enough</li> <li>• Muscles are not being used which can result in injury</li> <li>• Too much exercise can tire the body</li> <li>• Maintaining a healthy weight</li> <li>• More time for social and family life</li> <li>• More time for intimate relationships</li> <li>• More time for intellectual pursuits</li> <li>• Could become obsessive if no rest</li> <li>• Build up of lactic acid if no rest</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Weak response with only points identified.
2	4-6	Accurately identifies points and attempts an accurate discussion. Response may be repetitive and lacks balance.
3	7-8	Coherent, well structured response which accurately reflects question stem. There will be good discussion skills shown. Good use of vocabulary. Can make valid links . For 8 marks conclusion must be present.

Question Number	Answer	Mark
2(a)	<p>Award 2 marks for a definition.</p> <p>Something which happens to an individual which is unplanned (1) and creates a positive/negative effect(1)</p> <p>Allow example for second mark;</p> <ul style="list-style-type: none"> <li>• Unemployment/redundancy</li> <li>• Serious illness</li> <li>• Disability</li> <li>• Serious accident</li> <li>• Divorce/relationship break-up</li> <li>• Unexpected family bereavement</li> </ul>	(2)

Question Number	Answer	Mark
2(b)	<p>Award up to 2 marks for each description: For example</p> <ul style="list-style-type: none"> <li>• Family (1) help her with tasks at home(1)</li> <li>• Friends (1) help by carrying her bags, providing practical support. (1)</li> <li>• Team mates(1) provide counselling and advise(1)</li> </ul>	(4)

Question Number	Answer	Mark
2 (c)	<ul style="list-style-type: none"> <li>• She will be less inclined to go to him</li> <li>• Not sure about her recovery progress</li> <li>• Affect her confidence</li> <li>• She may complain about him</li> <li>• She doesn't know what to do between sessions</li> <li>• Lack of perceived care</li> <li>• Not following the care value base causing slower recovery</li> <li>• Lack of motivation</li> <li>• Lack of empowerment</li> <li>• She will not open up</li> <li>• Lack of trust</li> <li>• She may feel inhibited</li> <li>• She may feel intimidated</li> <li>• They may not get on</li> </ul> <p>Ellie may feel intimidated (1) or inhibited (1). This means she is less likely to discuss things with him (1) which may impact on her rate of recovery (1).</p>	(4)

Question Number		Answer
2(d)		<ul style="list-style-type: none"> <li>• Self-concept/self-esteem</li> <li>• Building trust</li> <li>• Showing respect</li> <li>• Knowing where she is</li> <li>• Client and carer can establish the boundaries of their relationship more effectively</li> <li>• Ensures there is no discrimination/exclusion</li> <li>• Builds confidence with the client</li> <li>• Empowers the client</li> <li>• Client feels self-worth</li> <li>• Dignity</li> <li>• Reflects the principles of good practice</li> <li>• Establishes a rapport</li> <li>• Client is more likely to disclose information</li> <li>• Client will impart information in confidence</li> <li>• Essential value in good care practice</li> <li>• Feels safe and secure</li> <li>• Interprets messages correctly</li> </ul> <p>Accept candidate answers that are from a negative perspective.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Weak response with only points identified. Any description will be limited. Max 2 marks
2	3-4	Accurately identifies points which have been fully described. Examiners to use their professional judgment when applying 3 – 4 marks.
3	5-6	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links.



Question Number		Answer
2(e) QWC		<ul style="list-style-type: none"> <li>• Self-concept may be affected negatively or not at all</li> <li>• Negative view of themselves</li> <li>• Feelings of undervalued/self-worth undermined</li> <li>• Poor self-image</li> <li>• Low self-esteem</li> <li>• May come away more depressed and upset</li> <li>• Incapable of making decisions/disempowered</li> <li>• Not able to be left on their own/feelings of isolation</li> <li>• Unsafe/vulnerable</li> <li>• Inability to express their views/wishes</li> <li>• Lack of trust</li> <li>• Feeling a lack of respect</li> <li>• Feels angry</li> <li>• Labelling</li> <li>• Social exclusion/discriminated against</li> <li>• Stigmatising</li> <li>• Lacks confidence</li> <li>• Poor care may spur someone on – positive effect from negative treatment</li> <li>• Inability to communicate effectively with professionals</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Weak response with only points identified.
2	<b>4-6</b>	Accurately identifies points and attempts a discussion. Response may be repetitive.
3	<b>7-8</b>	Coherent, well structured response which accurately reflects question stem. Accurate discussion is present. Good use of vocabulary. Can make valid links. For 8 marks conclusion must be present.

Question Number	Answer	Mark
3(a)	<p>1 mark each for correctly identifying two of the following</p> <ul style="list-style-type: none"> <li>• Preventing ill-health</li> <li>• Improve fitness levels</li> <li>• Improve life expectancy</li> <li>• Education/information building</li> </ul>	(2)

Question Number	Indicative Content	Mark
3(b)	<ul style="list-style-type: none"> <li>• Creating Better Self-Image</li> <li>• Raise Self-Esteem</li> <li>• Giving Role-Models To Focus On</li> <li>• Through Diet And Exercise They Can Have A Better Body Image</li> <li>• Raising Self-Confidence</li> <li>• Good For Meeting Other People</li> <li>• Non-judgmental</li> <li>• Positive</li> <li>• Many girls may not know how to be healthy</li> <li>• Help them to learn and understand more about their bodies in a protective environment</li> <li>• Increases life expectancy</li> <li>• Prevention of ill health</li> <li>• Fitter and happier</li> <li>• Teenage girls targeted</li> </ul> <p>Teenage girls are more likely to buy into it (1) as it is specifically aimed at them (1). The campaign will improve their self-confidence (1) and will make them fitter and happier in the long term (1).</p>	(4)

Question Number	Answer	Mark
3 (c)	<ul style="list-style-type: none"> <li>• Diagnosis of areas to improve fitness and compiling a fitness plan</li> <li>• Monitoring progress</li> <li>• Health planning and target setting</li> <li>• Advice</li> <li>• Counselling</li> <li>• Evaluating progress against targets</li> <li>• Client centred approach</li> <li>• Motivation</li> <li>• Improved success rate</li> <li>• Empowerment</li> <li>• Exercising correctly less chance of injury</li> </ul> <p>The personal trainer may improve the girls' physical fitness as they will be able to tailor a plan (1) to meet their needs. This one to one support (1) will target specific areas (1) and allow them to develop their fitness at their own rate (1).</p>	(4)

Question Number	Answer	Mark
3(d)	<p>Award up to 3 marks for each description.</p> <ul style="list-style-type: none"> <li>• Confidence building (1) the girls feel good and can communicate more effectively(1)</li> <li>• Supporting (1) girls self-esteem will increase (1) they have someone they can rely on(1)</li> <li>• Moral support(1) the girls will feel valued (1) and more important (1)</li> <li>• Confident(1) they feel they can trust the trainer(1) and they have been treated with respect and dignity(1)</li> <li>• Design personal plan (1) they will feel as if they have been given choice (1) and their needs have been listened to(1)</li> <li>• They feel good about themselves (1) better about themselves (1), self-concept will increase (1)</li> </ul> <p>Other descriptions likely to include:</p> <ul style="list-style-type: none"> <li>• Make them feel valued</li> <li>• Make them feel important</li> <li>• Give them choice/empowerment</li> <li>• Listen to their wants and needs</li> <li>• Maintain confidentiality</li> <li>• Trust</li> <li>• Respect</li> <li>• Motivated</li> <li>• Compliments/praise and rewards</li> <li>• Build a relationship/rapport</li> <li>• Treat as an individual with respect and dignity</li> <li>• Establish and maintain professional boundaries</li> </ul> <p>Accept appropriate negative alternatives to the above</p>	(6)

Question Number		Answer
3(e) QWC		<ul style="list-style-type: none"> <li>• Raise self-esteem</li> <li>• Changes self-image</li> <li>• Improves/changes self-concept</li> <li>• Individual feels valued</li> <li>• Self-worth</li> <li>• Individual becomes more confident/happy</li> <li>• Improvement in all relationships</li> <li>• Individual can plan for future life events because they have confidence</li> <li>• Mental health improves</li> <li>• Can make better lifestyle choices</li> <li>• Empowerment</li> <li>• Promotes dignity</li> <li>• Less discriminating</li> <li>• Promotes inclusion</li> <li>• Gain life experience</li> <li>• Sense of independence</li> <li>• Sense of belonging</li> </ul> <p>Examiners must be aware that this can be argued both positively and negatively. Candidates may link to PIES</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Weak response with only points identified.
2	<b>4-6</b>	Accurately identifies points and attempts a discussion. Response may be repetitive. Max 6 marks
3	<b>7-10</b>	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links.

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Order Code UG037186 Summer 2013

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