

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Health and  
Social Care (5HS04)

Unit 4: Health, Social Care and Early  
Years in Practice

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.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](http://www.pearson.com/uk)

June 2015

Publications Code: UG041737

All the material in this publication is copyright

© Pearson Education Ltd 2015

## 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)	<p>1 mark each for correctly identifying two of the following</p> <ul style="list-style-type: none"> <li>• Learning new skills</li> <li>• Acquiring knowledge</li> <li>• Stimulation/Keeping mind active</li> <li>• Problem solving</li> <li>• Developing abstract thought</li> </ul> <p>Accept any other appropriate responses</p>	<b>(2)</b>

Question Number	Indicative Content	Mark
1 (b)	<p>Candidate responses will focus on the effects to physical health of gardening.</p> <p>Eg</p> <ul style="list-style-type: none"> <li>• Promotes good health e.g blood pressure/reduces the risks of heart attack</li> <li>• Form of physical exercise</li> <li>• Promotion of fine motor skills</li> <li>• Promotion of gross motor skills</li> <li>• Muscle toning and conditioning</li> <li>• Relieve stress and anxiety</li> </ul> <p>Accept any other appropriate responses</p> <p>Award up to 2 marks for each description:</p> <p>Gardening may affect an Ethan's physical health as it tones his muscles (1) therefore making him physically stronger (1).</p> <p>Gardening can reduce the likelihood of ill health e.g heart attack (1) and therefore promote longevity (1).</p>	<b>(4)</b>

Question Number		Indicative Content
<b>1 (c)</b>		<ul style="list-style-type: none"> <li>• Promotes self confidence</li> <li>• Promotes positive self-image</li> <li>• Promotes self-concept</li> <li>• Creates happiness</li> <li>• Feels valued</li> <li>• Feels accepted</li> <li>• Positive feedback from others</li> <li>• The affect from selfless acts</li> </ul> <p>Accept any other appropriate responses</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Weak response with only points identified and no explanation.
<b>2</b>	<b>3-4</b>	Accurately identifies points and can develop some explanation. Response may be repetitive.
<b>3</b>	<b>5-6</b>	Coherent, well structured response which accurately reflects question stem. Can make valid links and detailed explanation is present. Good use of vocational vocabulary.

Question Number		Indicative Content
<b>1(d) QWC</b>		<ul style="list-style-type: none"> <li>• He will develop new skills e.g managing people</li> <li>• Extension of knowledge base</li> <li>• His motivation levels will increase</li> <li>• Improved self-esteem and therefore an added dimension to his self-concept</li> <li>• New positive relationships and increased sense of belonging.</li> <li>• Learning to communicate e.g verbal and written</li> <li>• Knowing where to go for support, help and advice.</li> </ul> <p>Accept any other appropriate responses</p> <p>Please make allowance of PIES</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	Weak response with only points identified. No discussion present.
<b>2</b>	<b>4-7</b>	Accurately identifies points and attempts a discussion. Response may be repetitive and lacks balance.
<b>3</b>	<b>8-10</b>	Coherent, well structured response which accurately reflects question stem. There will be good discussion skills shown. Good use of vocational vocabulary. Can make valid links.

Question Number	Answer	Mark
2(a)	<p>To ensure that you do not treat a person or particular group of people differently, especially in a worse way from the way in which you treat other people(1), because of their skin colour, religion, sex,(1) etc.</p> <p>*If the focus of the answer is on equality and being equal, credit to a maximum of one mark.</p> <p>Accept any other appropriate responses</p>	(2)

Question Number	Answer	Mark
2(b)	<p>Award up to 2 marks for each description:</p> <p>The focus of the question is about how Theo (supervisor) can promote anti-discriminatory practice with the volunteers like Ethan, who he supervises.</p> <p>Likely to include</p> <ul style="list-style-type: none"> <li>• Makes them aware of diversity</li> <li>• Explains how they might implement anti-discriminatory practice</li> <li>• Recognising incidents of anti-discriminatory practice</li> <li>• Outlining actions to combat discrimination when working with clients/service users</li> </ul> <p>For example</p> <ul style="list-style-type: none"> <li>• Theo would make the volunteers aware of different forms of unfair discrimination (1) and ways to handle these when working with clients/service users (1)</li> <li>• Theo would help the volunteers be sensitive to the needs of others (1) ensuring that the volunteers respect service users (1)</li> </ul> <p>Accept any other appropriate responses</p>	(4)

Question Number		Answer
2 (c)		<ul style="list-style-type: none"> <li>• They will feel valued/wanted</li> <li>• They will feel included</li> <li>• Lessens their feeling of vulnerability/isolation</li> <li>• Promotes safety and security</li> <li>• Feel respected</li> <li>• Build new relationships</li> <li>• Confident to socialise more and to experience new social outings.</li> </ul> <p>Accept any other appropriate responses</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Weak response with only points identified. No description provided.
<b>2</b>	<b>3-4</b>	Accurately identifies points and can develop a description.
<b>3</b>	<b>5-6</b>	Coherent, well structured response which accurately reflects question stem. Detailed description present. Good use of vocational vocabulary. Can make valid links.

Question Number	Answer	Mark
2(d)	<p>Candidate responses will focus on how Theo encourages Ethan’s communication skills when working with the young volunteers.</p> <p>E.g</p> <ul style="list-style-type: none"> <li>• Use of straightforward language</li> <li>• Adapting speech to suit individual needs</li> <li>• Use of active listening skills</li> <li>• Genuineness</li> <li>• Empathy</li> <li>• Cultural awareness and sensitivity</li> <li>• Being able to begin a conversation</li> <li>• Using skills for keeping a conversation going</li> <li>• Using non-verbal messages to communicate</li> <li>• Understanding non-verbal messages to communicate</li> <li>• Knowing how to ask questions effectively</li> </ul> <p>Accept any other appropriate responses</p> <p>Award up to 2 marks for each description:</p> <p>Theo can encourage Ethan to use straightforward language (1) which the young volunteers can understand (1)</p> <p>By using active listening the young volunteer gardeners(1) will promote effective relationships and respect (1).</p>	(4)

Question Number		Answer
2(e) QWC		<ul style="list-style-type: none"> <li>• Ethan’s relationship with Theo becomes a blueprint for other relationships in life.</li> <li>• Ethan’s good relationship with Theo may help him model this in relationships with other people</li> <li>• A positive relationship with Theo may mean that Ethan’s self-esteem increases therefore he has more positive relationships with other people in his life including family and friends.</li> <li>• Ethan may feel more confident with interacting with other people and improve relationships</li> <li>• He may feel more happy and content which may be reflected in other personal relationships</li> <li>• Increased feeling of self-worth</li> <li>• Increased confidence</li> <li>• Trust of others improves</li> <li>• Make him feel more positive</li> <li>• If he has a close relationship with Theo it may have a negative effect on his relationship with his other friends if he is spending too much time with him</li> </ul> <p>Accept any other appropriate responses</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	Weak response with only points identified. No assessment present
<b>2</b>	<b>4-6</b>	Accurately identifies points and attempts an assessment. Response may be repetitive.
<b>3</b>	<b>7-8</b>	Coherent, well structured response which accurately reflects question stem. Accurate assessment is present. Good use of vocational vocabulary. Can make valid links.

Question Number	Answer	Mark
3(a)	<p>Award up to 2 marks for each explanation (maximum of 4 marks) or 1 x 4 marks for a more in depth explanation of any of the following:</p> <ul style="list-style-type: none"> <li>• Feeling cold</li> <li>• Being less sensitive to pain</li> <li>• Tense muscles</li> <li>• Faster breathing</li> <li>• Faster heart beat</li> <li>• Sleeplessness</li> <li>• High blood pressure</li> <li>• Loss of appetite</li> <li>• Irritability</li> <li>• Violent or suicidal tendencies</li> <li>• Become withdrawn</li> <li>• Anxiety</li> <li>• Poor/lack of concentration</li> <li>• Slower reaction time</li> <li>• Inability to think logically</li> <li>• Take longer to complete simple tasks</li> </ul> <p>Accept any other appropriate responses including positive effects of stress</p> <p>Ethan may feel irritable (1) more frequently which may affect his relationships with other people (1). Alternatively Ethan may feel more motivated (1) which may affect his ability to plan and think logically/analytically (1).</p>	(4)

Question Number	Indicative Content	Mark
3(b)	<p>Identify 2 from the following or similar</p> <ul style="list-style-type: none"> <li>• Rest</li> <li>• Sleep</li> <li>• Diet</li> <li>• See a counsellor</li> <li>• Reduce your work load /balance your workload</li> <li>• Share problems with friends</li> <li>• Alternative therapies – meditating, yoga, acupuncture etc.</li> <li>• Methods of relaxing – watching TV, listening to music, exercise etc.</li> </ul> <p>Accept any other appropriate responses</p>	(2)

Question Number	Answer	Mark
3 (c)	<p>Award up to 2 marks for each point discussed (maximum of 4 marks) or 1 x 4 marks for a more in depth discussion of any of the following:</p> <ul style="list-style-type: none"> <li>• Marginalised</li> <li>• Depression</li> <li>• Inability to form any/lasting relationships</li> <li>• Socially isolated</li> <li>• Withdrawal</li> <li>• Lack of confidence</li> <li>• Aggression</li> <li>• Lonely</li> <li>• Fear of rejection</li> <li>• Difficulty in communicating with other people</li> <li>• Unsure how to behave with other people</li> <li>• Self-esteem – self-image, self-concept</li> <li>• Self-worth</li> </ul> <p>Ethan may feel unable to interact with other people (1) causing him to become social isolated (1). This will cause him to lack confidence (1) in his own abilities and as a result lower his self-esteem (1).</p> <p>Accept any other appropriate responses</p>	(4)

Question Number		Answer
3(d)		<p>Candidate will focus on the adoption of a healthier lifestyle for Ethan, thereby promoting a positive well-being.</p> <ul style="list-style-type: none"> <li>• Positive feelings</li> <li>• Sense of purpose</li> <li>• Feeling of accomplishment</li> <li>• Feeling of being supported, knowing he has Theo to talk to</li> <li>• Enjoying life</li> <li>• Feeling valued</li> <li>• Improved self-confidence</li> <li>• Improved self-concept</li> <li>• Feeling fit and well</li> <li>• Feeling healthy and free from illness</li> <li>• Feeling strong both mentally and physically</li> </ul> <p>Accept any other appropriate responses</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Weak response with only points identified. Any discussion will be limited.
<b>2</b>	<b>3-4</b>	Accurately identifies points and can develop a discussion.
<b>3</b>	<b>5-6</b>	Coherent, well structured discussion which accurately reflects question stem. Good use of vocational vocabulary. Can make valid links.

Question Number		Answer
3(e) QWC		<ul style="list-style-type: none"> <li>• Improved self-confidence</li> <li>• Control over their lives</li> <li>• Independence</li> <li>• Increased self-esteem</li> <li>• Sense of achievement</li> <li>• Increased capacity to develop skills</li> <li>• Increased knowledge and understanding</li> <li>• Ability to learn new skills</li> <li>• Ability to form relationships</li> <li>• May be answered through PIES</li> </ul> <p>Accept any other appropriate responses</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	Weak response with only points identified. No discussion present
<b>2</b>	<b>4-6</b>	Accurately identifies points and attempts a discussion. Response may be repetitive.
<b>3</b>	<b>7-8</b>	Coherent, well structured response which accurately reflects question stem. Accurate discussion is present. Good use of vocational vocabulary. Can make valid links.