

Mark Scheme (Results)

January 2013

GCSE Health and Social Care
(5HS04) Paper 01
Health, Social Care and Early Years in
Practice

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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) | <p>1 mark for correctly identifying each unexpected event.</p> <p>Suggested responses may include the following:</p> <ul style="list-style-type: none"> • Major/Serious illness • Relationship breakdown/Divorce • Financial difficulty • Loss of job/Redundancy/Unemployment • Serious/Major Accident • Premature death of a relative/friend • Going to prison • Winning the lottery | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) | <p>Award 2 marks for each description.</p> <ul style="list-style-type: none"> • If Danny experienced a diabetic crisis he may need to be absent from school (1) and he would therefore fall behind with his studies (1) • If Danny experienced a breakdown in a relationship he may no longer be interested in family/friends which may then lead to him truanting from school (1) and not gaining his qualifications. (1) <p>Effects</p> <ul style="list-style-type: none"> • Stress • Pre-occupied • Lack of concentration • Inability to settle down to tasks • Fixated with finding out as much as he can about Type 1 diabetes. <p>Intellectual well-being</p> <ul style="list-style-type: none"> • Withdraws from learning • Intellectually unmotivated to do well • Less aware of the importance of being successful in his qualifications • Inability to think clearly • Inability to make decisions • Missing out on working at school/falling behind <p>Positive responses of the above may also be seen.</p> | (4) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 1 (c) | <p>Award 1 mark for the identification of each factor and a maximum of 2 further marks for the explanation.</p> <p>For example</p> <ul style="list-style-type: none"> • Danny suffers from mild acne (1) he is unhappy with his appearance(1) which may makes him shy away from other people(1) • Danny is slightly overweight (1) this makes him reluctant to take part in exercise (1) as he thinks people would judge him, affecting his self-concept. (1) • Danny has recently become diabetic (1) and feels different from other people his age (1) this impacts on his self-concept. • On his own (1) • Age (1) • Gender (1) | (6) |

| Question Number | Indicative Content | |
|---------------------------|---|--|
| 1(d) QWC | <ul style="list-style-type: none"> • Danny's sense of self-worth may increase, as he will be socialising with other people and therefore he will no longer feel isolated. • Danny may compare himself with others at the club and feel equal to them which would lead to an increase in self-esteem. • Danny may see a change in his physical appearance which will make him more confident and improve his self-image. • More important to existing friends, able to make new friends. • Support that he receives from his family, friends and coach after joining the athletics club may reinforce the positive feelings Danny has about himself. • Empowered • Improved self-image/self-concept <p>Negative responses of the above may also be seen.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | Weak response with only points identified. |
| 2 | 4-6 | Accurately identifies points and can develop an accurate discussion. Response may be repetitive. |
| 3 | 7-8 | Coherent, well structured discussion which accurately reflects question stem. Good use of vocabulary. Valid links are made. To achieve mark band 3 both positive and negative responses must |

| Question Number | Indicative Content |
|-----------------|---|
| | be seen and a conclusion must be present. |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 2(a)(i) | Physical Needs <ul style="list-style-type: none"> • Medication • Food/Diet/Healthy diet • Water • Shelter • Clothing • Exercise • Sleep • Rest • Personal hygiene • Warmth | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 2(a)(ii) | Social Needs <ul style="list-style-type: none"> • Ability to develop and maintain relationships • Friendships • Professional relationships • Recreational skills • Opportunities to meet people • Respect and approval of peers • Sense of belonging • Family | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 2(b) | <p>1 mark to be awarded for the identification of a care value. Further mark to be awarded for the explanation of the care value. Two marks to be awarded if a full explanation is given without identifying the care value.</p> <ul style="list-style-type: none"> • Maintaining confidentiality of information (1) through the need and right to know basis. (1) • Promoting anti-discriminatory practice (1) through the use of language (1) or by understanding that everybody has the right to be different. (1) • Promoting effective communication and relationships (1) by providing and obtaining information. (1) • Acknowledging individual personal beliefs and identity(1) through respect (1) or by understanding the right of choice (empowerment). (1) | (4) |

| Question Number | Indicative Content | |
|-----------------|---|---|
| 2(c) | <ul style="list-style-type: none"> • Understanding and using care values as a guide to care practice • Using effective communication to establish a good rapport with a service user and using this to build a relationship • Finding out about the individual's needs, wishes and preferences regarding care provision • Respecting the individual's identity, beliefs and rights • Promoting and supporting choice, dignity and independence. • Counselling • Use effective communication • Building an inter-personal relationship • Giving him choices/Empowerment • Befriending/Building a relationship • Trust and respect • Listening and advising • Providing encouragement • Coping strategies • Improve self-concept/self-worth/self-esteem/self-image | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Weak response with only points identified. Any description will be limited. |
| 2 | 3-4 | Accurately identifies points which have been fully described. Examiners to use their professional judgment when applying 3 – 4 marks. |

| Question Number | Indicative Content | |
|-----------------|--|---|
| 2(d) | <ul style="list-style-type: none"> • Clients will feel respected • They will feel valued • They will feel self-worth • They are likely to trust Parvinder • They will feel empowered • Sense of belonging • Without it they may feel discriminated • They feel socially excluded/misunderstood | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Weak response with only points identified. Any explanation will be limited. |
| 2 | 3-4 | Accurately identifies points and can develop an explanation. Response may be repetitive. |
| 3 | 5-6 | Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. |

| Question Number | Indicative Content | |
|---------------------------|--|--|
| 2(e) QWC | <p>For candidates to access mark band 2 and 3 they need to consider more than one aspect of the PIES (physical, intellectual, emotional and social).</p> <p>Positive and negative effects on health and well-being.</p> <ul style="list-style-type: none"> • Physical – Lack of exercise may lead to developing conditions such as high blood pressure, Type 1 diabetes, heart disease, strokes, tooth decay and cancer. Reduced life-span. Increase endorphins level. More exercise reduces risk of these conditions. Weight management. Exercise may lead to injuries. • Intellectual – improved concentration levels • Emotional – feeling good about themselves, confident, positive self-esteem, good self-concept, empowerment, stress relief. Negative - may become obsessed with exercise. • Social – makes friends, positive social life, meet new people | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | Weak response with only points identified. Any discussion will be limited. Max 3 marks |
| 2 | 4-6 | Accurately identifies points and can develop an accurate discussion. Max 6 marks |
| 3 | 7-8 | Coherent, well structured discussion which accurately reflects question stem. Good use of vocabulary. Can make valid links . For marks to be awarded in this mark band both positive and negative effects of exercise are to be discussed. 8 marks conclusion must be present. |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 3(a) | Award 1 mark for each identification. <ul style="list-style-type: none"> • Exercise – increase/regular • Rest and sleep • Healthy diet • No smoking • No alcohol • No drug-taking • Recreational activities | (2) |

| Question Number | Answer |
|-----------------|--|
| 3(b) | Two marks may be awarded if a full explanation is given without identifying the aim of health promotion. <ul style="list-style-type: none"> • Raise awareness (1) of lifestyle choices and how these may affect an individual's health and well-being, eg smoking. • Preventing ill-health (1) by informing the individual about the dangers of taking drugs (1). • Improve fitness levels (1) by encouraging individual's to participate in exercise thereby increasing their overall health and well-being (1). • Improve life expectancy (1) by making individual's aware of the risks of poor lifestyle choices (1). |

| Question Number | Indicative Content | |
|-----------------|--|--|
| 3 (c) | <ul style="list-style-type: none"> • Become healthier and therefore suffer from fewer illnesses • Balanced diet which is good for health, leading to the adoption of healthy eating at school and at home. • Children are more focused/ improved concentration • Children eating less sugar/fatty-foods • More energy • Empowered • Weight gain is prevented • Skin is clearer/fresher | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Weak response with only points identified. Explanation will be limited. |
| 2 | 3-4 | Accurately identifies points and can develop an explanation. |
| 3 | 5-6 | Coherent, well structured response which accurately reflects question stem. There is a detailed and developed explanation. Good use of vocabulary. |

| Question Number | | Indicative Content |
|-----------------|------------|--|
| 3(d) | | <ul style="list-style-type: none"> • Sense of responsibility • Improve their self-concept/self-esteem/self-image • Able to express their opinions • Become more knowledgeable • New experiences • Improve their maturity • Increase creativity • Improve communication skills • Sense of achievement • Sense of belonging • Empowered • Feel important • Part of a team • Confident to meet new people |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Weak response with only points identified. Any explanation will be limited. |
| 2 | 3-4 | Accurately identifies points and can develop an accurate explanation. |

| Question Number | | Indicative Content |
|----------------------------|-------------|---|
| 3 (e) QWC | | <ul style="list-style-type: none"> • Interviews • Questionnaires • Survey • Observations • Feedback/reviews • Self-assessment and evaluation • Communication and feedback from parents • School medical records • Meeting targets • Increase in fitness levels • Increase in consumption of healthy food, leading to more energy and less time off school due to illness. • Use the information in their work to analyse year/class performance and progress. • Improved concentration in class room resulting in increased knowledge and assessment/examination results. • Less aggression |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | Weak response with only points identified. Any discussion will be limited. |
| 2 | 4-7 | Accurately identifies points and can develop an accurate discussion. Response may be repetitive. |
| 3 | 8-10 | Coherent, well structured response which accurately reflects question stem. Detailed discussion. Good use of vocabulary. |

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