



## **Mark Scheme – (Results)**

Summer 2017

GCSE Health and Social Care (5HS04)

Health and 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>One mark each for correctly identifying two of the following:</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Main carer for his mother (1)</li> <li>• Misses school to care for his mother (1)</li> <li>• Mother has multiple sclerosis (1)</li> <li>• Mother in wheelchair (1)</li> <li>• Adolescent (1)</li> <li>• Male (1)</li> </ul> <p><i>[Accept any other appropriate responses from the scenario.]</i></p>	(2)

Question Number	Answer	Mark
1(b)	<p>Candidate responses are likely to focus on Jacob's social and emotional development.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Creating and maintaining relationships</li> <li>• Support</li> <li>• Building of self-confidence and self-esteem</li> <li>• Opportunities to express opinions and explore own feelings</li> <li>• Love and a sense of security</li> <li>• Chance to make personal decisions about future</li> <li>• To develop knowledge and skills</li> <li>• Advice and guidance about relationships</li> </ul> <p>Award up to one mark for the identification of social and/or emotional development. Up to three marks for the description.</p> <p>Jacob is not meeting his social needs (1) because he is no longer meeting up with his peers. Through meeting his social needs Jacob will create and maintain different relationships (1) that will not only support him (1) but help to build his self-confidence and raise his self-esteem (1).</p> <p><i>[Accept any other appropriate alternative.]</i></p>	(4)

<b>Question Number</b>	<b>Indicative Content</b>	
<b>1(c)</b>	<p>Two marks for explaining how this support would help Jacob cope. The support must be relevant to Jacob.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Discuss issues/concerns</li> <li>• Physical support Providing a helping hand with activities around the home, e.g. shopping, cooking, cleaning, washing</li> <li>• Intellectual support Provide opportunities for Jacob to continue with his studies. Have people to support him with his studies</li> <li>• Emotional support Somebody to confide in. To talk over any concerns or worries</li> <li>• Social support Somebody to go out with and have fun, go to the cinema. Be able to act like a young adolescent</li> </ul> <p><i>[Accept positive and negative responses.]</i></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	Weak response with only points identified. Little explanation evident.
<b>2</b>	<b>3-4</b>	Accurately identifies points, explanation demonstrates knowledge however response may be one-sided and lack balance.
<b>3</b>	<b>5-6</b>	Coherent, well-structured response. Content of response has been comprehensively explained using relevant vocabulary. Links made are valid.

<b>Question Number</b>	<b>Indicative Content</b>	
* 1(d)	<p>Discuss how these factors in Jacob's life may affect his health and wellbeing.</p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Diet</li> <li>• Gaining weight/obesity</li> <li>• Strain on joints</li> <li>• Risk of diabetes</li> </ul> <p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• Lack of stimulation</li> <li>• No new experiences</li> <li>• No male role models</li> <li>• Not learning new skills</li> </ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Feeling valued</li> <li>• Self-worth/self-esteem/self-concept</li> <li>• Dignity</li> <li>• Comfort eating</li> <li>• Stress</li> <li>• Strain on relationships - mother/friends</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Marginalised</li> <li>• Socially excluded</li> <li>• Meet other people</li> <li>• Play and learn with others</li> <li>• Explore own environment</li> </ul> <p><i>[Accept positive and negative responses.]</i></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	Weak response with only points identified. Little discussion is evident.
<b>2</b>	<b>4 - 6</b>	Accurately identifies points, response demonstrates knowledge however it may be one-sided and lack clear discussion. Some accuracy of spelling, punctuation and grammar.
<b>3</b>	<b>7-10</b>	Coherent, well-structured response. Content of response has been comprehensively discussed using relevant vocabulary. Links made are valid. A conclusion should be present to achieve the highest marks. Considerable accuracy in spelling, punctuation and grammar.

Question Number	Answer	Mark
2(a)	<p>One mark each for correctly identifying two of the following:</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Encourage</li> <li>• Motivate</li> <li>• Self-esteem</li> <li>• Promote self-image</li> <li>• Positively affect self-concept</li> <li>• Raise confidence</li> <li>• Wellbeing – emotional; social; intellectual.</li> </ul> <p>Example:</p> <p>The dietician could encourage (1) and motivate Jacob (1). She could raise Jacob's self-confidence by identifying different coping strategies around food, which in turn will make Jacob feel better about himself.</p>	(4)

Question Number	Answer	Mark
2(b)	<p>Explain how the dietitian may use effective communication to build a positive relationship with Jacob.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Give and receive information</li> <li>• Express trust, acceptance, understanding and support</li> <li>• Identify and meet the individual needs of each service user</li> <li>• Identify and support the service user's abilities and reduce dependency</li> </ul> <p>Example:</p> <p>Effective communication enables a service user to feel secure and respected (1) as an individual at a time when they may be feeling vulnerable (1). Effective communication will empower (1) Jacob to be able to express his needs, worries and wishes (1).</p>	(4)

Question Number	Answer	Mark
2(c)	<ul style="list-style-type: none"> <li>• To make (a person or group) less powerful (1) or less confident (1)</li> <li>• Losing self-worth/autonomy (1)</li> <li>• Losing self-value (1)</li> </ul> <p>Award maximum of two marks.</p> <p><i>[Plus any other acceptable response.]</i></p>	(2)

<b>Question Number</b>	<b>Indicative Content</b>	
<b>2(d)</b>	<p>Discuss how a long-term illness may affect an individual's intellectual development.</p> <ul style="list-style-type: none"> <li>• Unable to do anything for herself</li> <li>• Difficulty with abstract thinking</li> <li>• Logical thoughts become muddled</li> <li>• Restricted options/choices</li> <li>• Decisions made for her, unable to think for herself</li> <li>• Sees disempowerment as a lack of respect towards her</li> <li>• Controlling relationship, the professionals do not believe that she is capable of making decisions</li> <li>• Ability to problem solve becomes more difficult</li> </ul> <p><i>[Plus any other acceptable response.]</i></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	Weak response with only points identified. Little discussion evident.
<b>2</b>	<b>3-4</b>	Accurately identifies points, discussion demonstrates knowledge however response may be one-sided and lack balance.
<b>3</b>	<b>5-6</b>	Coherent, well-structured response. Content of response has been comprehensively discussed using relevant vocabulary. Links made are valid.

<b>Question Number</b>	<b>Indicative Content</b>	
*2(e)	<p>Candidates will need to make an opening statement to indicate how self-concept will be affected by gender and appearance and then go onto describe the possible effects.</p> <p>Gender</p> <ul style="list-style-type: none"> <li>• Treated differently from females</li> <li>• Sense of identity</li> <li>• Labelled</li> <li>• Shared values</li> <li>• Sense of belonging</li> </ul> <p>Appearance</p> <ul style="list-style-type: none"> <li>• Feeling embarrassed</li> <li>• Feeling ugly</li> <li>• Feeling ashamed</li> <li>• Feeling confident with looks</li> <li>• Weight issues</li> </ul> <p>Examples of effect on self-concept</p> <ul style="list-style-type: none"> <li>• Raised/lowered self-esteem</li> <li>• Feelings of belonging</li> <li>• Enhanced value of self</li> <li>• Confidence</li> <li>• Self-worth</li> <li>• Happy/unhappy</li> <li>• Feeling devalued</li> <li>• Lowered self-image/raised self-image</li> </ul> <p><i>[Can be argued positively and/or negatively.]</i></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	Weak response with only points identified. Little discussion is evident.
<b>2</b>	<b>4-6</b>	Accurately identifies points, response demonstrates knowledge however it may be one-sided and lack clear discussion. Some accuracy of spelling, punctuation and grammar.
<b>3</b>	<b>7-8</b>	Coherent, well-structured response. Content of response has been comprehensively discussed using relevant vocabulary. Links made are valid. A conclusion should be present to achieve the highest marks. Considerable accuracy in spelling, punctuation and grammar.

Question Number	Answer	Mark
3(a)	<p>Two marks for correctly identifying one of the following:</p> <ul style="list-style-type: none"> <li>• Disease prevention</li> <li>• Adoption of healthier lifestyle</li> <li>• Actions taken at national level to improve the nation's health</li> <li>• Holistic approach</li> </ul>	(2)

Question Number	Answer	Mark
3(b)	<ul style="list-style-type: none"> <li>• Diagnosis</li> <li>• Monitoring progress</li> <li>• Health planning</li> <li>• Advice and counselling</li> <li>• Evaluating progress against targets</li> </ul> <p>Example:</p> <p>The dietician will first of all diagnose Jacob's dietary problems (1). She will then explain to him how she proposes to monitor his progress in terms of the health plan that she wants him to follow (1). By advising him and talking him through the health plan (1) she will hope that he will be successful. The dietician will measure his progress against the targets that he has been set (1).</p>	(4)

Question Number	Answer	Mark
3(c)	<p>Award up to two marks for each description (maximum of four marks) or 1 x four marks for a more in-depth description of any of the following:</p> <ul style="list-style-type: none"> <li>• Live their everyday life</li> <li>• Diet</li> <li>• Relationships</li> <li>• Traditions</li> <li>• Attitudes, values and religious beliefs – alcohol, drugs, exercise and education</li> <li>• Age</li> <li>• Gender</li> <li>• Eating habits</li> <li>• Level of exercise</li> <li>• Food preferences</li> </ul> <p>For Jacob to successfully follow the dietitian's recommendations she must first take into consideration (1) the type of food that is traditional for him to eat (1). By substituting certain foods for a healthier option he is more likely to want to follow the recommendations and to be successful (1). Jacob will be keen not to make any major changes to his present lifestyle and to still follow the traditions of his culture (1). The dietitian will need to consider Jacob's relationship with food and how at the moment it is a comfort to him. She will need to find substitutes that will help him cope with his stress levels that do not involve food (1).</p>	(4)

<b>Question Number</b>	<b>Indicative Content</b>	
*3(d)	<p>Discuss how the dietitian can effectively promote and support Jacob's health improvement through the use of care values.</p> <ul style="list-style-type: none"> <li>• Promoting choice</li> <li>• Respecting identity and culture</li> <li>• Empowerment</li> <li>• Promoting independence</li> <li>• Respecting individual right to choice</li> <li>• Promoting health improvement</li> <li>• Promoting anti-discriminatory practice</li> <li>• Maintaining confidentiality</li> <li>• Acknowledging personal beliefs and identity</li> </ul> <p><i>[Accept any other appropriate response.]</i></p>	
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	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	Weak response with only points identified. Little discussion is evident.
<b>2</b>	<b>4-6</b>	Accurately identifies points, response demonstrates knowledge however it may be one-sided and lack clear discussion. Some accuracy of spelling, punctuation and grammar.
<b>3</b>	<b>7-8</b>	Coherent, well-structured response. Content of response has been comprehensively discussed using relevant vocabulary. Links made are valid. A conclusion should be present to achieve the highest marks. Considerable accuracy in spelling, punctuation and grammar.

<b>Question Number</b>	<b>Indicative Content</b>	
<b>3(e)</b>	<p>Explain how Jacob's self-concept may have changed due to his personal relationships.</p> <ul style="list-style-type: none"> <li>• Relationship built on trust</li> <li>• Speak confidentially</li> <li>• Treated with dignity</li> <li>• Feel valued</li> <li>• Respect</li> <li>• Build self-esteem</li> <li>• Look at life from a new perspective</li> </ul> <p><i>[Plus any other acceptable response.]</i></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	Weak response with only points identified. Little explanation evident.
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<b>3</b>	<b>5-6</b>	Coherent, well-structured response. Content of response has been comprehensively explained using relevant vocabulary. Links made are valid.

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