



Pearson

Mark Scheme (Results)

June 2018

GCSE Health and Social Care  
(5HS04/01)

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

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June 2018

Publications Code 5HS04\_01\_1806\_MS

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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(a) graduate</b>	<p>One mark each for correctly identifying two of the following:</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Serious illness (1)</li> <li>• Serious injury (1)</li> <li>• Breakdown of a relationship/ divorce (1)</li> <li>• Financial difficulties (1)</li> <li>• Winning the lottery (1)</li> <li>• Receiving a large sum of money (1)</li> <li>• Loss of job/ redundancy (1)</li> <li>• Unexpected death of a relative or friend (1)</li> </ul> <p><b>Accept any other appropriate responses</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(b) expert</b>	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Negative self-concept/Positive</li> <li>• Has no role model</li> <li>• Not important to friends</li> <li>• Argues with her family and is therefore not a good daughter, she is a school refuser</li> <li>• Does not like herself because she leads an unhealthy lifestyle</li> <li>• Self-concept/self-esteem/ self-image</li> <li>• Building trust</li> <li>• Knowing where she is</li> <li>• Disempowered/empowered</li> <li>• Feeling of self-worth – positive/negative</li> <li>• Dignity</li> <li>• Self-harm</li> <li>• Suicidal/ anxious</li> </ul> <p>Example:</p> <p>By Saffron refusing to go to school she is becoming more isolated and depressed (1) affecting her self-concept in that she does not think very much of herself, feeling very negative about her ability to study (1).</p> <p>Saffron may not have had a chance to make friends at school as she has recently moved to the area (1), this will make her question herself as a friend, whether she is a good one or not (1).</p> <p><b>Accept any other appropriate alternative</b></p>	<b>(4)</b>

Question Number		Indicative Content
<b>1(c) expert</b>		<p>Example:</p> <p>Candidates are likely to answer through PIES</p> <ul style="list-style-type: none"> <li>• Physical – loss of appetite, loss of weight, lacking in energy. Comfort eating, gaining weight, obesity. High blood pressure. Heart disease.</li> <li>• Intellectual – unable to think clearly, not able to perform tasks that they normally can, unable to make decisions easily.</li> <li>• Emotional – self-doubt, poor communication skills, anxious, depressed, feeling of not being able to cope.</li> <li>• Social – afraid of meeting people, reclusive, poor communicator.</li> <li>• Not sleeping.</li> <li>• Not eating.</li> <li>• Conflict with family.</li> <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 de-valued.</li> <li>• Self-image/self-esteem/self-worth.</li> </ul> <p><b>Accept positive and negative responses</b></p>
Level	Mark	Descriptor
	<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.

Question Number		Indicative Content
<b>*1(d) QWC expert</b>		<p>Example:</p> <p>Intellectual</p> <ul style="list-style-type: none"> <li>• Feeling very positive about her intellectual ability</li> <li>• Is a good learner and can achieve intellectually</li> <li>• Feels successful</li> <li>• Has a career goal and path to follow</li> </ul> <p>Emotional</p> <ul style="list-style-type: none"> <li>• Able to build positive relationships such as with her mentor</li> <li>• Feels positive about the future, has career plans</li> <li>• Positive self-concept</li> <li>• Negative nature has been changed</li> <li>• Feeling ashamed for letting herself down</li> <li>• Feeling confident with looks</li> <li>• Weight issues</li> </ul> <p><b>Can be argued positively and/or negatively</b></p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	Weak response with only points identified. Little assessment is evident.
<b>2</b>	<b>4-6</b>	Accurately identifies points, response demonstrates knowledge however it may be one-sided and lack clear assessment. Some accuracy of spelling, punctuation and grammar.
<b>3</b>	<b>7-8</b>	Coherent, well-structured response. Content of response has been comprehensively assessed 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
<b>2 (a) graduate</b>	<p>One mark each for correctly identifying two of the following:</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Disaffected by school</li> <li>• Unhealthy lifestyle</li> <li>• Aggressive nature – used to calm her nerves</li> <li>• Arguments with family – stress</li> <li>• Helping to lose weight</li> <li>• Family smoking, therefore acceptable to smoke</li> <li>• Social media</li> </ul> <p><b>Accept other alternatives</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2 (b) Expert</b>	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Rise in Heart Rate</li> <li>• Increase in Blood Pressure</li> <li>• Dizziness</li> <li>• Lowering of Skin Temperature of Fingers &amp; Toes</li> <li>• Hand Tremor</li> <li>• Constriction of Blood Vessels</li> <li>• Flow of Blood Supply and Oxygen/ leading to shortness of breath</li> <li>• Fat and Cholesterol Deposition in Blood Vessels</li> <li>• Increase in Cough &amp; Colds</li> <li>• Irritates Eyes &amp; Throat or blood shot eyes/ sore throat</li> <li>• Acid in Stomach</li> <li>• Cessation of Appetite, Taste &amp; Smell</li> <li>• Bad Breath</li> </ul> <p>Example:</p> <p>The short term negative effects of smoking are the constriction of blood vessels (1) leading to dizziness (1).</p> <p>Another negative effect of smoking is it acts as a suppressant to a person's appetite, taste and smell (1) which may lead them to experience weight loss problems (1).</p>	<b>(4)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
	<b>Accept positive and negative responses</b>	



Question Number	Answer	Mark
<b>2 (c) Expert</b>	<p>Indicative content:</p> <p>Explanation of either one of the following</p> <ul style="list-style-type: none"> <li>• Disease prevention/ education</li> <li>• Adoption of a healthier lifestyle</li> <li>• Increase longevity</li> <li>• Scare tactics</li> </ul> <p>Example:</p> <p>The health professional may encourage Saffron to stop smoking by raising her awareness (1) of the many side effects of smoking which cause disease in the short term and the long term by providing her with information (1).</p> <p>The health professional may encourage Saffron to stop smoking by adopting a healthy lifestyle (1), providing her with a range of activities that she could participate in to help her (1).</p>	<b>(4)</b>

Question Number	Indicative Content	
<b>2(d) Expert</b>	<p>Example:</p> <ul style="list-style-type: none"> <li>• Assessing the present health status of an individual</li> <li>• Setting targets/ creating routine</li> <li>• Providing support/ motivation</li> <li>• Identifying any difficulties</li> <li>• Creating a plan</li> <li>• Advice and counselling</li> <li>• Monitor and review progress</li> <li>• Evaluating progress against targets</li> </ul> <p><b>Accept other alternatives</b></p>	
Level	Mark	Descriptor
	<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.

Question Number		Indicative Content
<b>*2(e) QWC Expert</b>		<p>Example:</p> <ul style="list-style-type: none"> <li>• Promote participation/ motivation</li> <li>• Promote self-concept</li> <li>• Empowerment</li> <li>• Makes them feel included</li> <li>• Improves self-esteem/self-image/self-worth</li> <li>• Inclusion</li> <li>• Provides information to service user allowing them to understand the benefits of changing their lifestyle</li> </ul> <p><b>Accept positive and negative responses</b></p>
Level	Mark	Descriptor
	<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
<b>3(a)</b> <b>graduate</b>	<p>One mark each for correctly identifying two of the following:</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Promoting individuals' rights to dignity</li> <li>• Providing individualised care /choice</li> <li>• Promoting and supporting rights to independence</li> <li>• Promoting effective communication</li> <li>• Promoting anti-discriminatory practice</li> <li>• Maintaining confidentiality of information</li> <li>• Protecting individuals from abuse</li> <li>• Acknowledging individual personal beliefs and identity</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(b)</b> <b>Expert</b>	<p>Indicative content:</p> <p>Candidates will explain the importance of care values.</p> <ul style="list-style-type: none"> <li>• Promoting individuals' rights to dignity</li> <li>• Providing individualised care</li> <li>• Promoting and supporting rights to independence</li> <li>• Promoting effective communication/ build trust</li> <li>• Promoting anti-discriminatory practice</li> <li>• Maintaining confidentiality of information</li> <li>• Protecting individuals from abuse/ safe/ harm</li> <li>• Acknowledging individual personal beliefs and identity/ respected/ empowered</li> </ul> <p>Example:</p> <p>It is important to promote the care values to ensure all service-users get treated equally (1) and are respected (1).</p> <p>It is important that the individual's personal beliefs and identity are respected (1) and that information provided is confidential (1).</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>3(c) Expert</b>	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Emotional support as she may be feeling vulnerable/ coping strategies</li> <li>• Trust</li> <li>• Mutual respect</li> <li>• Forming a care relationship</li> <li>• Building a rapport/ encouragement</li> <li>• Compliments and praise</li> <li>• Setting targets/ coping strategies / action plan</li> <li>• Accepting the service user as an individual</li> <li>• Respecting their identity and beliefs</li> <li>• Genuinely interested in them as a person</li> <li>• Maintains confidentiality to establish and preserve trust</li> <li>• Promotes the rights and choices of a service user so that they can maintain an active, independent approach to their life</li> <li>• Establishes and maintains professional boundaries so that the relationship with a service user is based on partnership and working together</li> <li>• Learn not to compare herself with others in a negative way/ positive thoughts/ motivate</li> <li>• Making her realise that people like and love her/ has worth</li> </ul> <p>Example:</p> <p>Shirley may help Saffron improve her self-esteem by making her feel proud of her achievements (1), helping her to look at situations in a positive way and looking at how they can affect her in a positive way and consider how they could affect her. (1).</p> <p>Shirley will help Saffron achieve the right balance between talking, asking questions and listening during their interactions (1) which in turn will help her to learn to like, accept and respect herself as a person (1).</p> <p><b>Plus any other acceptable response.</b></p>	<p><b>(4)</b></p>

Question Number		Indicative Content
<b>3(d) Expert</b>		<p>Example:</p> <p>Answers are more likely to focus on negative self-concept because disempowering is negative.</p> <ul style="list-style-type: none"> <li>• Words of disempowerment will keep individuals stagnant and therefore stuck in a non-productive frame of mind which will have a negative effect on self-concept.</li> <li>• Indecisive which will undermine and have a negative effect on self-concept.</li> <li>• Inability to believe that you can do things.</li> <li>• No point in trying because they know they would not achieve anything.</li> <li>• Everything is too hard, therefore there is only failure to look forward to.</li> <li>• Self-esteem/self-worth/self-image.</li> </ul>
Level	Mark	Descriptor
	<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.

Question Number		Indicative Content
<b>*3(e) QWC Expert</b>		<p>Example:</p> <ul style="list-style-type: none"> <li>• Disability</li> <li>• Support</li> <li>• Different</li> <li>• Stigmatise</li> <li>• Label</li> <li>• Stereotype</li> <li>• Discriminate</li> <li>• Low self-esteem/self-worth/self-concept</li> </ul> <p><b>Accept any other appropriate response.</b></p>
Level	Mark	Descriptor
	<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.