

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE Health and
Social Care (5HS04) Understanding
Human Health and Behaviour

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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 each correctly identified social need e.g.</p> <ul style="list-style-type: none"> • Sense of belonging (1) • Friends/friendship/new friendships (1) • Family/keeping in contact with existing family (1) • Social inclusion (1) • Active and supportive circle of friends (1) • Opportunities to socialise with others (1) • Opportunities to take part in leisure activities and meet new people (1) <p><i>[accept any other appropriate alternative]</i></p> <p style="text-align: right;">(2x1)</p>	(2)

Question Number	Answer	Mark
1 (b)	<p>Chloe's family may become stressed (1) because they feel vulnerable (1) They find it difficult to relax in a new home (1) the family are constantly worrying about the situation they find themselves in (1)</p> <p>Other effects include:</p> <ul style="list-style-type: none"> • Miss friends and neighbours • Find it difficult to settle in • Suffer from poor health • Stress • Anxiety • Depression • Behavioural problems • Hyperactivity • Aggression • Family arguments • Disturbed sleep patterns. • Lack of space • No privacy <p>*A list of 4 effects with no description can only be awarded a maximum of 2 marks.</p> <p>Accept positive and negative comments and any other appropriate alternatives</p> <p style="text-align: right;">(1x4)(2x2)</p>	(4)

Question Number		Indicative Content
1 (c)		<ul style="list-style-type: none"> • self-esteem may decrease or increase • self-confidence may decrease or increase • Stressed • She may feel differently about herself • Chloe's mental health maybe affected • The move may be seen as a fresh start/new beginnings • The move may be perceived as a challenge • The move may lead to Chloe becoming more independent and mature • Positive outlook on life • Past behind her, bright future to look forward to <p><i>[Accept positive and negative responses]</i></p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Weak response with only points identified. Little explanation evident.
2	3-4	Accurately identifies points. Some explanation is present, demonstrating a good level of knowledge and understanding.
3	5-6	Coherent, well structured response. Content of response has been comprehensively explained using relevant vocabulary. Links made are valid.

Question Number		Indicative Content
1(d) QWC		<ul style="list-style-type: none"> • She may be behind with her work • She may be bright but be able to catch-up on her work • She will need to catch up • She will have missed new learning materials • She may be able to pick up what she has missed • She may get additional support • She may lack focus • She may have difficulty attending to information / concentration • Her results may not be as good as they could have been • She may fail her GCSE's <p>Accept any other appropriate content/points raised.</p> <p><i>[Can be argued positively and/or negatively]</i></p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Weak response with only points identified. Little discussion is evident.
2	4-6	Accurately identifies points, response demonstrates knowledge however it may be one-sided and lacks clear discussion.
3	7-8	Coherent, well structured response. Content of response has been comprehensively discussed using relevant vocabulary. Links made are valid.

Question Number	Answer	Mark
2(a)	<p>1 mark for each correctly identified care value e.g.</p> <ul style="list-style-type: none"> • Promoting anti-discriminatory behaviour • Promoting and supporting individual rights to dignity, independence, health and safety • Promoting effective communication and relationships • Maintaining confidentiality of information • Acknowledging individual personal beliefs and identity 	(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"> • Promoting anti-discriminatory behaviour He would be aware of the different forms of unfair discrimination (1) and know how to ensure that he does not use them (1) • Reuben would be sensitive to the ethnicity, social background and cultural needs of each individual he works with (1), ensuring that he respects them (1) • Promoting and supporting individual rights to dignity, independence, health and safety Reuben would develop a positive relationship with his clients (1), respecting their service user's rights and their dignity (1) • Promoting effective communication and relationships Reuben would be sensitive to what people are saying (1), showing them respect and protecting their dignity and rights (1) • Maintaining confidentiality of information Reuben would understand that confidentiality is about sharing, transmitting and storing information about individuals (1) in ways that are appropriate to their care needs (1) • Acknowledging individual personal beliefs and identity Reuben would be open-minded and adaptable (1) so that he can meet the health, development and welfare needs of his student (1) 	(4)

Question Number		Answer
2 (c)		<ul style="list-style-type: none"> • Make new friends • Get involved in different activities • Build self-esteem • Positively influence Chloe's self-concept and self-esteem • Feel accepted • Feel valued • Accepted as person in her own right • Learn new skills • Build new relationships <p>Accept other appropriate alternatives.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Weak response with only points identified. Little explanation evident.
2	3-4	Accurately identifies points. Some explanation is present, demonstrating a good level of knowledge and understanding.
3	5-6	Coherent, well structured response. Content of response has been comprehensively explained using relevant vocabulary. Links made are valid.

Question Number	Answer	
2(d)	<p>1 mark for each identification of an effect on health and well being to a maximum of 2. 2 marks for an identification and partial amplification. 4 marks can be gained by identifying and partially describing 2 or 3 effects or by fully describing 1 effect and then give an example of a 4 mark answer.</p> <p>Chloe may not care about her appearance (1). She may have low self-esteem (1). She may feel lonely (1) and is unable to make lasting friendships (1)</p> <p>Other effects include:</p> <ul style="list-style-type: none"> • No self-respect • Low self-esteem • Disempowerment • No respect for others • Loneliness • Poor social skills • Limited achievements • Unable to meet responsibilities • Not feeling valued • Not giving and receiving emotional support • Not getting on with peers <p><i>[accept any other appropriate alternative]</i> (1x4)(2x2)</p>	(4)

Question Number		Answer
2(e) QWC		<ul style="list-style-type: none"> • Disinterested in life • Poor behaviour • Constant tiredness, from mild to severe • Irritability, temper and moodiness • Loss of concentration, and in severe cases memory loss • Loss of coordination • Problems with relationships • Absenteeism and tardiness at work or school • Loss of appetite or the opposite, binge-eating • Depression • Unexplained dread • Feelings of uselessness • Inability to concentrate and make decisions <p>Accept any other appropriate alternative</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Weak response with only points identified. Little assessment is evident.
2	4-6	Accurately identifies points, response demonstrates good level of knowledge and understanding with some clear assessment.
3	7-8	Coherent, well structured response. Content of response has been comprehensively assessed using relevant vocabulary. Links made are valid.

Question Number	Answer	Mark
3(a)	<p>1 mark for each correctly identified effect of diet on health and wellbeing e.g.</p> <ul style="list-style-type: none"> • Put on weight / lose weight/eating disorders • Poor/lack of concentration • Hyperactivity • Mood swings • Self-esteem • Self-image • Self-concept • Impact on physical development • Mental health issues • Short/long term illness <p><i>[accept any other appropriate alternative]</i></p>	(2x1) (2)

Question Number	Indicative Content	
3(b)	<ul style="list-style-type: none"> • Feel good factor • Increased self-confidence • Improved self-concept and self-image • Prevents illness • Promotes health • Increases levels of energy • Biological argument – growth, repair, strong bones. <p><i>[accept any other appropriate alternative]</i></p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Weak response with only points identified. Little explanation evident.
2	3-4	Accurately identifies points. Some explanation is present, demonstrating a good level of knowledge and understanding.
3	5-6	Coherent, well structured response. Content of response has been comprehensively explained using relevant vocabulary. Links made are valid.

Question Number	Answer	
3 (c)	<p>The after-school club promotes Chloe's development as it provides her with a safe place (1) to meet her friends (1).</p> <p>At the after-school club Chloe will learn new skills (1) and this will help to build her self-confidence (1).</p> <p>Other ways include:</p> <ul style="list-style-type: none"> • Opportunity to practise skills already acquired • Feel valued • Respected • Treated as an individual • Secondary socialisation • Building of relationships • Self-confidence • Self-esteem • Self-concept • Self-image <p><i>[accept any other appropriate alternative]</i></p> <p style="text-align: right;">(2x2)</p>	(4)

Question Number	Answer	Mark
3(d)	<p>factors include:</p> <ul style="list-style-type: none"> • Moving house being settled (1) she now feels safe (1) • Having the learning mentor (1) gives her confidence (1) • Joining the youth club (1) making new friends (1) • Returning to school (1) increase learning (1) • Joining the cookery club (1) learning new skills (1) <p><i>[accept any other appropriate description]</i></p>	(4)

Question Number		Answer
3(e) QWC		<ul style="list-style-type: none"> • Increases independence • Informed choices • Self confidence increases • Promotes self worth • Greater self respect • Promotes a mature outlook • Can plan ahead/ problem solve • Improves self concept <p><i>[accept any other appropriate responses]</i></p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Weak response with only points identified. Little discussion is evident.
2	4 - 6	Accurately identifies points, response demonstrates knowledge however it may be one-sided and lacks clear discussion.
3	7-10	Coherent, well structured response. Content of response has been comprehensively discussed using relevant vocabulary. Links made are valid.

