

Sample Assessment Materials

Edexcel GCSE in Health and Social Care (2HS01) (2HS02)

Inside this Sample Assessment Materials pack you'll find:

- Accessible papers to help you and your students prepare for the assessment
- Clear and concise mark schemes to let you know what the examiners are looking for
- Supported controlled assessment information including sample tasks and assessment criteria to share with students.



Welcome to the GCSE 2009 Health and Social Care Sample Assessment Materials

These sample assessment materials have been written to accompany the specification. They have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their assessments. They feature:

- **Accessible papers** using a mixture of question styles. We've worked hard to ensure the papers are easy to follow and encourage all students to achieve their full potential.
- **Clear and concise mark schemes** for each paper outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students that students can undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students to do their best.

Our GCSE 2009 Health and Social Care qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website:

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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.*

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Health and Social Care

Unit 1: Understanding Personal Development and Relationships

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HS01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions

Section One

In Section One, questions must be answered with a cross in a box ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

1 What is the name given to humans from the 8th week of pregnancy until birth? (1)

- A** neonate
- B** embryo
- C** foetus
- D** baby

2 Which life stage is referred to as infancy? (1)

- A** the first six months of life
- B** the first two years of life
- C** the first year of life
- D** the first nine months of life

3 What is the name of the hormone responsible for the development of sexual changes during puberty in males? (1)

- A** oestrogen
- B** testosterone
- C** thyroxine
- D** growth hormone

4 What name is given to the time during middle adulthood when a woman's monthly bleeding cycle stops? (1)

- A** menstruation
- B** menopause
- C** menstrual
- D** maturation

- 5 In which life stage is losing skin elasticity a physical characteristic? (1)
- A early adulthood
 - B later adulthood
 - C early childhood
 - D adolescence
- 6 The information or instructions needed to make a living organism is known as: (1)
- A Genetics
 - B Environment
 - C DNA
 - D Reproduction
- 7 Which **two** of the following are unexpected life events? (1)
- A sudden disability
 - B birth of a baby
 - C starting school
 - D serious illness
 - A and B
 - B and C
 - C and D
 - A and D
- 8 What term is given to the process where people learn behaviour during their early years within their family? (1)
- A primary socialisation
 - B infancy
 - C early learning
 - D personal development

- 9 Which **two** of the following would be considered economic factors in relation to human growth and development? (1)
- A social class
 - B illness
 - C stress
 - D wealth
- A and B
- B and C
- C and D
- A and D
- 10 The expected forms of behaviour we learn through socialisation are called (1)
- A codes
 - B laws
 - C religious beliefs
 - D norms
- 11 A peer group refers to (1)
- A a friendship group
 - B a religious group
 - C a family group
 - D an intimate sexual relationship
- 12 Which **two** of the following activities are examples of gross motor skills? (1)
- A knitting
 - B running
 - C jumping
 - D using a computer keyboard
- A and B
- B and C
- C and D
- A and D

13 In which life stage does the process of attachment normally occur? (1)

- A** childhood
- B** infancy
- C** later adulthood
- D** adolescence

14 Babbling is a feature of which area of development? (1)

- A** social
- B** emotional
- C** language
- D** intellectual

15 A life event which is planned and welcomed is referred to as an (1)

- A** expected life event
- B** unexpected life event
- C** emotional reaction
- D** unpredictable life event

TOTAL FOR SECTION ONE = 15 MARKS

Section Two

16 Read the following Case Study and answer all the questions that follow.

Aisha is 18 years of age and left school after the birth of her son Hasan who is now 16 months old. They live with her mother and father. The family have a limited income as Aisha's mother is unable to work due to poor health and her father can only work part time. The house they live in needs new furniture and redecorating as some of the rooms are damp. Aisha is grateful for the support she receives from her mother and father but is concerned that living in such poor conditions may affect Hasan's development.

(a) Identify **two** fine motor skills that Hasan may have developed in his current life stage.

(2)

1

2

(b) Identify **two** aspects of Hasan's development which may be negatively affected by his present living conditions.

(2)

1

2

(c) Identify **one** life event which Aisha has experienced to date and explain how it may have affected her development.

(3)

Identify

Explain

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(d) Explain the possible effect that self-concept may have on human growth and development.

(4)

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(e) Aisha misses her friends from school and rarely sees them now. Explain how Aisha's self concept may have changed as a result of becoming a mother.

(4)

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***(f) Assess the importance of family relationships to Aisha's growth and development. (10)**

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(Total for Question 16 = 25 marks)

17 Read the following Case Study and answer all the questions that follow.

Gabrielle is 70 years of age. She broke her leg as a result of a fall and is in hospital recovering. Guy, her husband, is 66 years old and has just retired from his job as a pharmacist. Gabrielle and Guy have lived in the same house, which they own, for 40 years. Guy retired with a good pension and has also a number of properties in Spain. They have four children who are married and live close by. Gabrielle is soon to be discharged from hospital.

(a) Identify **two** physical changes which Gabrielle may experience in later adulthood. (2)

1

2

(b) Identify and explain one unexpected life event which may affect Gabrielle's development. (3)

Identify

Explain

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(c) Explain the importance of Guy's support on Gabrielle's ability to recover from her fall. (6)

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(d) Explain, using examples, the importance of the work of professional carers to Gabrielle's recovery.

(5)

(e) Describe two ways in which retirement may affect Guy's development.

(4)

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*(f) Discuss the effect of income and wealth on Gabrielle and Guy's development.

(10)

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(Total for Question 17 = 30 marks)

TOTAL FOR SECTION TWO = 55 MARKS
TOTAL FOR PAPER = 70 MARKS

Sample Mark Scheme

Unit 1: Understanding Personal Development and Relationships

Question Number	Answer	Mark
1	C	(1)

Question Number	Answer	Mark
2	B	(1)

Question Number	Answer	Mark
3	B	(1)

Question Number	Answer	Mark
4	B	(1)

Question Number	Answer	Mark
5	B	(1)

Question Number	Answer	Mark
6	A	(1)

Question Number	Answer	Mark
7	A and D	(1)

Question Number	Answer	Mark
8	A	(1)

Question Number	Answer	Mark
9	A and D	(1)

Question Number	Answer	Mark
10	D	(1)

Question Number	Answer	Mark
11	A	(1)

Question Number	Answer	Mark
12	B and C	(1)

Question Number	Answer	Mark
13	B	(1)

Question Number	Answer	Mark
14	C	(1)

Question Number	Answer	Mark
15	A	(1)

Question Number	Answer	Mark
16(a)	<p>2 × 1 mark for correctly identifying</p> <ul style="list-style-type: none"> • Ability to use a spoon or other cutlery • Pick up a pencil or crayon • Grasp objects and pass between both hands • Grasp or pick up objects between thumb and finger • Pincer movement 	(2)

Question Number	Answer	Mark
16(b)	<p>2 × 1 mark for correctly identifying</p> <ul style="list-style-type: none"> • Social development - inability to interact • Physical development - prone to illness • Intellectual development - lack of stimulation • Language development • Diet due to low income 	(2)

Question Number	Answer	Mark
16(c)	<p>1 mark for identification - going to school, birth of her son or becoming a mother 2 marks for full explanation Award one mark for partial explanation.</p> <p>Effects - positive and negative, eg</p> <ul style="list-style-type: none"> • Develop new skills as a mother or going to school. Likewise her ability to learn new things academically has ceased as she has now left school • Develop greater maturity now that she is a mother • Physically body may change as a result of becoming a mother • Greater sense of self responsibility with becoming a mother • Stress and worry of becoming a mother • Inability to cope • Encounter different emotions • Going to school means she makes new friends • Develops greater self-confidence <p>Self image, self esteem and self concept may be altered both positively and negatively - this should be clearly identified and explained in content of answer</p>	(3)

Question Number	Answer	Mark
16(d)	<p>0 marks - answer is unrewardable 1 - 2 marks for partial explanation 3 - 4 marks for full explanation</p> <p>Self concept positive/negative</p> <ul style="list-style-type: none"> • Feel good, may be less or more positive about self • Self image will alter - positive/negative • Self esteem will alter - high/low • Affect level of maturity • Self-confidence is affected • Can affect mental health • Can affect ability to develop new skills • Can affect ability to make friends and sustain meaningful long-term relationship 	(4)

Question Number	Answer	Mark
16(e)	0 marks - answer is unrewardable 1 - 2 marks for partial explanation 3 - 4 marks for full explanation <ul style="list-style-type: none"> • May feel depressed • May feel left out and lonely • May feel hostile to son • May affect family relationships • May affect self esteem, self image and self concept 	(4)

Question Number	Answer	
	The quality of written communication will be assessed in this answer	
16(f) QWC i-ii-iii	Importance of family relationships <ul style="list-style-type: none"> • Safety - through providing a roof over her head and additional confidence in helping her to cope • Security - her mother will help her develop her skills as a mother • Friendship - family may become closer • Bond - family may become closer as unit • Support - informal support, e.g. babysitting which will allow Aisha to get on with her life • Financial help and support 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	2 factors identified or 1 factor identified and explained. Candidates will identify state or provide brief definitions and descriptions. Content of the answer will be weak, with key omissions of knowledge and understanding i.e. key terms and concepts. Explanation or discussion will largely be missing and extended writing may be repetitive and poorly structured. In addition, candidates may have misinterpreted part or all of question.
Level 2	4-6	3 factors identified with 1 factor being explained. Candidates will describe and explain accurately. Generally accurate knowledge and understanding shown in work. Definitions, terms and concepts defined accurately. Tendency for work to read as a narrative and there may be a lack of discussion and evaluation in work. Structure of work will be adequate. Limited skills to produce effective writing. Although there is good interpretation of question some omissions will occur.
Level 3	7-10	Factors identified and fully explained. Links will be made. Work will be logically structured and coherent reflective of an accurate explanation - Knowledge and understanding evident in content which should be coherent. High level of knowledge and understanding shown. Accurate use of definitions, terms and concept. Work will be well structured, fluent. Candidates' work should present level of discussion and evaluation. Accurate interpretation of question. Candidates have the ability to argue both sides, eg financially no money worries unlike someone who is poorer who may have to budget etc

Question Number	Answer	Mark
17(a)	<p>2 x 1 mark for correctly identifying</p> <ul style="list-style-type: none"> • skin loses elasticity • Senses begin to decline • Respiratory system is less efficient • Reaction time is not as quick • Muscle thins • Joints become less mobile • Breathing and circulation become less efficient 	(2)

Question Number	Answer	Mark
17(b)	<p>1 mark for identification</p> <ul style="list-style-type: none"> • Fall and breaking her leg <p>2 marks for explanation 1 mark may be awarded for partial explanation</p> <p>Explanation</p> <ul style="list-style-type: none"> • Physical pain and discomfort • Creates temporary disability which may be frustrating • Dependent on other people • Socially restricting • Learns new ways of coping • Learns to rely on others 	(3)

Question Number	Answer	
17(c)	Guys support is important because he <ul style="list-style-type: none"> • Can assist her with everyday tasks • Is close at hand to respond to her needs • Can give emotional support • Someone to talk to • Help her with physical exercises • Prepare meals • Do shopping • Relieve stress. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	One or two relevant examples of support identified. There may be description but no explanation of the importance of Sam's support. Content of the answer will be weak, with key omissions of knowledge and understanding, ie key terms and concepts. Explanation or discussion will largely be missing and extended writing may be repetitive and poorly structured. In addition candidates may have misinterpreted part or all of question. Spelling, punctuation and the rules of grammar used with limited accuracy.
Level 2	3-4	Examples of support identified. Partial explanation is evident with some students beginning to develop their responses and use some appropriate H&SC terms. Answers may link to PIES. Generally accurate knowledge and understanding shown in work. Definitions, terms and concepts defined accurately. Tendency for work to read as a narrative and there may be a lack of discussion and evaluation in work. Structure of work will be adequate. Limited skills to produce effective writing. Although there is good interpretation of question some omissions will occur. Some spelling errors may be found.
Level 3	5-6	Examples for support identified with relevant developed explanation. The student uses a range of appropriate H&SC terms and work will be logically structured and coherent, reflective of an accurate explanation. High level of knowledge and understanding shown. Accurate use of definitions, terms and concepts. Work will be well structured and fluent. Answers will show clear links to PIES. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Answer	Mark
17(d)	<p>0 marks for no rewardable material 1 mark for examples given 2-3 marks for weak and brief explanation which is disjointed 4-5 marks for well structured response which demonstrates knowledge and understanding and has been applied through relevant examples given</p> <p>Examples of Professionals</p> <ul style="list-style-type: none"> • GP • Specialist - orthopaedic • District nurse/practice nurse • Local church • Physiotherapist <p>Importance</p> <ul style="list-style-type: none"> • Can provide advice and counselling • Monitor her progress • Refer her to other specialists • Administer or prescribe pain relief • Alleviate her fears and concerns • Provide additional support to her and Guy. 	(5)

Question Number	Answer	Mark
17(e)	<p>0 mark for answer which is irrelevant and inaccurate 1x 2 marks can be awarded for each partial description 2 x 2 marks for full descriptions presented</p> <ul style="list-style-type: none"> • More time with friends and family • Opportunity to take up new hobbies • Opportunity to develop new skills and meet new people • Ability to travel and broaden knowledge and learn about new cultures • May be hard for him to adjust and may miss his colleagues and customers • Loss of occupational role • Family relationships may change 	(4)

Question Number	Answer The quality of written communication will be assessed in this answer	
17(f) QWC i-ii-iii	<p>The effect of income and wealth</p> <ul style="list-style-type: none"> • Financially no worries therefore less stress • They have the finances to maintain a good lifestyle eg travel • Ability to keep in contact with family • Physically it can be beneficial as they have disposable income to go on holidays or access private health care if needed • Emotionally it is less stressful • They can spend their money on their family • They can enjoy their hobbies or develop new interests. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	2 factors identified or 1 factor identified and explained Candidates will identify state or provide brief definitions and descriptions. Content of the answer will be weak, with key omissions of knowledge and understanding, ie key terms and concepts. Explanation or discussion will largely be missing and extended writing may be repetitive and poorly structured. In addition, candidates may have misinterpreted part or all of question.
Level 2	4-6	3 factors identified with 1 factor being explained. Candidates will describe and explain accurately. Generally accurate knowledge and understanding shown in work. Definitions, terms and concepts defined accurately. Tendency for work to read as a narrative and there may be a lack of discussion and evaluation in work. Structure of work will be adequate. Limited skills to produce effective writing. Although there is good interpretation of question some omissions will occur.
Level 3	7-10	Factors identified and fully explained. Links will be made. Work will be logically structured and coherent reflective of an accurate explanation - Knowledge and understanding evident in content which should be coherent. High level of knowledge and understanding shown. Accurate use of definitions, terms and concept. Work will be well structured, fluent. Candidates' work should present level of discussion and evaluation. Accurate interpretation of question. Candidates have the ability to argue both sides e.g. financially no money worries, unlike someone who is poorer who may have to budget etc..

Edexcel GCSE

Health and Social Care

Unit 2: Exploring Health, Social Care and Early Years

Provision

Sample Controlled Assessment Material

Paper Reference

5HS02/01

You do not need any other materials.

Information

This task must be completed under controlled conditions. 22.5 hours is suggested for report writing. This does not include any time spent on research and investigation.

- All work including any research must be completed under direct supervision.
- The candidate is allowed to access information and resources determined by the teacher during the research.
- Candidates are also allowed to work in groups. The teacher will have to ensure that the contributions of individual candidates are recorded accurately.

Turn over ►

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Controlled Assessment Task

In this unit you will need to produce a report based on an investigation into the needs of a service user that you have selected from one of the following:

Either:

- early years setting

or:

- later adulthood.

As part of your investigation, you will need to:

Task 1

Find out from your service user:

- how they accessed the service provider
- any barriers that may have prevented them from accessing the service, eg physical, psychological, financial, geographical, cultural/language and resource barriers.

Write up your findings as a case study of the service user to include:

- an identification, description and explanation of the range of needs of the service user under physical, intellectual, emotional and social needs
- explanation of the reasons why the service user may require and seek to use the services offered by the service provider
- the specific services offered by the local provider to meet the needs of your chosen service user.

Task 2

Produce an information booklet for the service provider to be used as a guide by service users.

This will include:

- how the local service provider is organised and fits into the local and national framework
- how the service user accesses the range of services offered by and through the local service provider
- the barriers to access of the service provision selected and the problems a service user may encounter in accessing provision.

Task 3

Show your understanding of the skills and values of two care practitioners employed by the service provider involved in supporting your service user.

This will include:

- the skills and qualifications required by the two care practitioners selected and how they work with the service user identified
- the application of care values by the two care practitioners in interactions with the service user and assessment of how effective the care practitioners are in applying care values
- carrying out primary research on the two care practitioners to find out about the care values that they use in their jobs and how these underpin their care practice with the service user
- observing how these care values are reflected in the behaviour, attitude and work of the two care practitioners.

Present your findings in a “best practice” leaflet with job descriptions for each care practitioner.

In your investigation, remember to evaluate how effective the service provider is in meeting the service users’ needs. Give realistic suggestions for improvements in service provision to meet the service users needs.

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Assessment criteria for Unit 2

Assessment Objective 1: Recall, select and communicate their knowledge and understanding of health and social care in range of contexts	
Mark range	Descriptor
0	Student shows no evidence of recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication is poor.
1–3	The student shows limited recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be limited and developed at a basic level.
4–6	The student shows some recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be evident but not fully developed.
7–8	The student shows good recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be good and clearly developed.
9–10	The student shows excellent recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be thorough, detailed and comprehensively developed.

Assessment Objective 2(i): Plan and carry out investigations and tasks	
Mark range	Descriptor
0	Student shows no evidence of planning and carrying out investigations and tasks.
1–3	The student needs support to plan and carry out their investigations and tasks, demonstrating limited skills. Information is collected from a limited range of resources, with little evidence of independent research
4–6	The student is able to plan and carry out investigations and tasks with only occasional support, demonstrating appropriate skills although this is not always sustained. Information is collected from different sources with evidence of some independent research.
7–9	The student demonstrates good skills in planning and carrying out investigations and tasks. Information is collected from a range of sources and there is clear evidence of independent research.
10–12	The student demonstrates excellent skills in planning and carrying out investigations and tasks. Information is collected from a wide range of sources and there is detailed evidence of independent research based on the student's own initiative.

Assessment Objective 2(ii): Apply skills, knowledge and understanding in a variety of contexts	
Mark range	Descriptor
0	Ability to apply skills, knowledge and understanding not in evidence.
1–3	<p>The student's application of skills, knowledge and understanding is restricted and context is narrow.</p> <p>Skills needed to recognise the care values which underpin care practice may be present but the significance will not be explored or applied with any conviction.</p> <p>Quality of written communication will be basic with high incidences of spelling and punctuation errors and negligible use of specialist vocabulary.</p>
4–6	<p>The student applies some skills, knowledge and understanding to a limited variety of contexts.</p> <p>The care values in the behaviour, attitudes and work of care practitioners are identified and applied to practice.</p> <p>Quality of written communication will show a limited command of English with frequent spelling and punctuation errors and limited use of specialist vocabulary.</p>
7–9	<p>The student applies good skills, knowledge and understanding in a variety of contexts.</p> <p>The care values in the behaviour, attitudes and work of care practitioners are identified and applied to practice in detail.</p> <p>Quality of written communication will be fluent with only occasional spelling and punctuation errors. Specialist vocabulary used will be mainly accurate but not sustained throughout.</p>
10–12	<p>The student applies excellent skills, knowledge and understanding in a variety of contexts.</p> <p>The care values in the behaviour, attitudes and work of care practitioners are explored in depth and applied to practice in detail.</p> <p>Quality of written communication will show a secure command of English. Writing will be fluent and any errors will not detract from the overall performance. Use of specialist vocabulary will be assured and consistent throughout.</p>

Assessment Objective 3: Analysis and evaluation

Mark range	Descriptor
0	Student shows evidence of analysis and evaluation.
1–4	<p>The student will demonstrate a basic level of analytical and evaluative skills. The work presented is likely to be mainly descriptive with little independent thinking. The ability to make judgements will be limited with few conclusions drawn and only limited suggestions for improvement.</p> <p>Students will show a basic level of writing style with a high incidence of inaccurate spelling, punctuation and grammar.</p>
5–8	<p>The student will make some relevant analysis and display evidence of evaluative skills. The work presented will be mostly clear but with some lapses in clarity. Independent thinking and the ability to make reasoned judgements are also evident with some descriptive conclusions drawn and appropriate suggestions for improvement made.</p> <p>Students will show a limited level of writing style with frequent incidence of inaccurate spelling, punctuation and grammar.</p>
9–12	<p>The student will demonstrate a good level of analytical and evaluative skills. The work presented will be clear with some evidence of independent thinking and the ability to make reasoned judgements.</p> <p>Conclusions will be drawn, although they may be mainly descriptive.</p> <p>Suggestions for improvement to all aspects of service provision will be offered but not always fully reasoned.</p> <p>Students will show a good level of written communication including writing legibly, minor errors in spelling, punctuation and grammar and a good writing style.</p>
13–16	<p>The student will demonstrate an excellent level of analytical and evaluative skills. The work presented will be logical with evidence of independent thinking and the ability to make reasoned judgements.</p> <p>Well-considered conclusions are drawn with the student showing high level of evaluative skills.</p> <p>Realistic suggestions for improvement to all aspects of service provision will be offered.</p> <p>Students will show a high level of clearly presented and organised conclusions using accurate spellings, punctuations and grammar and appropriate specialist vocabulary.</p>

Edexcel GCSE

Health and Social Care

Unit 3: Promoting Health and Wellbeing

Sample Controlled Assessment Material

Paper Reference

5HS03/01

You do not need any other materials.

Information

This task must be completed under controlled conditions. 22.5 hours is suggested for report writing. This does not include any time spent on research and investigation.

- All work including any research must be completed under direct supervision.
- The candidate is allowed to access information and resources determined by the teacher during the research.
- Candidates are also allowed to work in groups. The teacher will have to ensure that the contributions of individual candidates are recorded accurately.

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Background Information

Oak Trees Primary Care Centre provides health care for a large urban community. As well as providing primary health care, the centre focuses on early intervention and prevention and meeting the needs of people with long term conditions. Staff who work in the centre include general practitioners, dentists, practice nurses, community nurses, midwives, health visitors, dieticians, physiotherapists, pharmacists, counsellors, a practice manager and receptionists.

As well as treating a range of health problems, services include health checks, smoking cessation, sexual health clinics, ECG clinics, cervical smears, vaccination programmes, dietary and weight advice. Practice nurses run clinics for service users with asthma, diabetes and heart conditions.

New patients who register with the centre are invited to an initial consultation with the practice nurse to discuss their health and lifestyle. Base-line measurements of height, weight, peak flow, blood pressure and pulse rate are recorded to enable a health improvement plan to be produced. As well as using the facilities of the health centre, patients may be referred to the local fitness centre which has a fitness suite, a swimming pool and a range of different fitness classes.

This controlled assessment is based on four people who presently attend Oak Trees Primary Care Centre:

- Joe Simpson
- Claire Dudley
- Tobiah Fellows
- Andreas Costa.

Service User Profiles

Joe Simpson	Claire Dudley
<p>Joe lives with his parents and two younger brothers. He attends a local college where he is studying to achieve the qualifications he needs to go to university. Despite being an active sportsman Joe smokes occasionally. He currently feels stressed trying to fit in all his college work, balance this with a part time job and still have an active social life. During the week he tends to eat fast foods. He has recently been selected for the national badminton squad. Joe realises he will have to train to improve his strength and fitness if he is to be successful.</p> <p>Joe regularly attends the gym several times a week to work on muscle building as well as practising his badminton skills.</p>	<p>Claire is a married woman with three children. During the week she has a very quiet life as two of her children have now left home. She often feels lonely and isolated. Claire's husband works away during the week. Claire comfort eats and has struggled to maintain a healthy weight. She has constantly been on one type of diet or another. Claire is not happy with the way she presently looks and feels she has no sense of direction in her life.</p> <p>During the week she meets up with her friends and drinks heavily. Claire often drinks at home when she is alone. She is a regular smoker and rarely does any type of exercise. Claire wishes to make significant changes in her lifestyle.</p>
Tobiah Fellows	Andreas Costa
<p>Tobiah is a very talented runner and athlete. She competes at international level in athletics events for women over the age of 35. She is currently injured and is concerned that she has gained 10 kg in weight. Tobiah is feeling depressed as her husband is seriously ill, she cannot train and finds it difficult to meet up with her family and friends. To help deal with the stress of the present situation Tobiah has started to smoke, something she had given up over 20 years ago. As she cannot attend at present she misses her friends and the social life she had when joining in the group activities.</p>	<p>Andreas is a happily married man with three children. He has never enjoyed exercise and does not currently exercise at all. Andreas loves to spend time with his family and they eat fast foods seven days a week. He has an office job and regularly goes for a drink on the way home from work. Andreas has recently been diagnosed as having diabetes and high cholesterol. There is a history of heart disease in the family.</p>

Health Measures Data

	Joe Simpson	Claire Dudley	Tobiah Fellowes	Andreas Costa
Age	17	51	73	35
Height	1.90 m	1.53 m	1.60 m	1.78 m
Weight	82 kg	70 kg	61.3 kg	83.5 kg
Average Peak Flow Reading	600 l/min	420 l/min	470 l/min	350 l/min
Resting Pulse Rate	56 BPM	82 BPM	65 BPM	90 BPM
Blood Pressure	120/81 mmHg	140/98 mmHg	110/75 mmHg	160/95 mmHg

Controlled Assessment Task

The candidate should select **ONE** service user from the four outlined in the background information and produce a report.

The report should include the production of a health plan for improving or maintaining the physical health and wellbeing of the individual selected.

The plan should include:

- an explanation of what is meant by health and wellbeing
- identification and explanation of the factors affecting the individual's health and wellbeing and the effect of these factors
- an assessment of the individual's current health and wellbeing status, including measures of health
- the design of a health improvement plan for the individual which includes short and long term targets
- an assessment of the difficulties the selected individual may experience in implementing the health improvement plan
- the support which the selected individual could access to help implement the plan.

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Assessment criteria for Unit 3

Assessment Objective 1: Recall, select and communicate their knowledge and understanding of health and social care in range of contexts	
Mark range	Descriptor
0	Student shows no evidence of recall and selection of knowledge. Communication is poor.
1–3	The student shows limited recall and selection of knowledge in the design of a health care plan. There is limited knowledge and understanding of definitions of health and wellbeing. Communication of knowledge and understanding will be limited and developed at a basic level.
4–6	The student shows some recall and selection of knowledge in the design of a health care plan. There is knowledge and understanding of definitions of health and wellbeing. Communication of knowledge and understanding will be evident but not fully developed.
7–8	The student shows good recall and selection of knowledge in the design of a health care plan. There is good knowledge and understanding of definitions of health and wellbeing. Communication of knowledge and understanding will be good and clearly developed.
9–10	The student shows excellent recall and selection of knowledge in the design of a health care plan. There is excellent knowledge and understanding of definitions of health and wellbeing. Communication of knowledge and understanding will be thorough, detailed and comprehensively developed.

Assessment Objective 2(i): Plan and carry out investigations and tasks

Mark range	Descriptor
0	Student has not shown evidence of carrying out and planning.
1–3	<p>The student demonstrates basic skills in carrying out and planning investigations and tasks.</p> <p>Information is collected from a limited range of sources and there is little evidence of independent research.</p> <p>Basic health measures are identified and applied to individuals or groups of individuals. Simple calculations are made to assess health and wellbeing.</p> <p>Students need support to plan and carry out their investigations and tasks.</p>
4–6	<p>The student is able to plan and carry out investigations and tasks with only occasional support, demonstrating appropriate skills although this is not always sustained.</p> <p>Information is collected from different sources with evidence of some independent research</p>
7–9	<p>The student demonstrates a good level of skills in carrying out and planning investigations and tasks.</p> <p>Information is collected from a range of sources and there is clear evidence of independent research.</p> <p>Realistic health measures are applied to individuals and detailed calculations are made to assess health and wellbeing.</p> <p>Students plan and carry out their own investigations and tasks with limited support.</p>
10–12	<p>The student demonstrates excellent skills in carrying out and planning investigations and tasks.</p> <p>Information is collected from a wide range of sources and there is detailed evidence of independent research based on the student's own initiative.</p> <p>A range of health measures are applied to individuals and detailed calculations are made to assess health and wellbeing.</p> <p>Students plan and carry out their own investigations and tasks independently.</p>

Assessment Objective 2(ii): Apply skills, knowledge and understanding in a variety of contexts

Mark range	Descriptor
0	Student shows evidence of applying skills, knowledge and understanding in a variety of contexts.
1–3	<p>Application of skills, knowledge and understanding is restricted and context is narrow. Information is collected from a limited range of sources and there is little evidence of independent research.</p> <p>A limited range of health measures are applied to individuals. Simple calculations are made to assess health and wellbeing.</p> <p>Quality of written communication will be poor, with a high level of inaccuracy. Use of specialist vocabulary will be minimal.</p>
4–6	<p>The student applies some skills, knowledge and understanding to a limited variety of contexts.</p> <p>Health measures are applied to individuals. Calculations are made to assess health and wellbeing.</p> <p>Quality of written communication will show a limited command of English with frequent spelling and punctuation errors and limited use of specialist vocabulary.</p>
7–9	<p>The student applies a good level of skills, knowledge and understanding in a variety of contexts.</p> <p>A range of health measures are applied to individuals and relevant calculations are made to assess health and wellbeing.</p> <p>Quality of written communication will be good but with some lapses in spelling and punctuation. Specialist use of vocabulary will be mostly appropriate throughout.</p>
10–12	<p>The student applies excellent skills, knowledge and understanding in a variety of contexts.</p> <p>A range of health measures are applied to individuals and detailed calculations are made to assess health and wellbeing.</p> <p>The student plans and carries out their own investigations and tasks independently.</p> <p>Quality of written communication will be assured and fluent. Specialist vocabulary will be used to good effect throughout.</p>

Assessment objective 3: Analysis and evaluation

Mark range	Descriptor
0	Student shows no evidence of analysis and evaluation.
1–4	<p>The student will demonstrate a basic level of analytical and evaluative skills. The work presented is likely to be mainly descriptive, with little independent thinking, and the ability to make judgements will be limited.</p> <p>Limited significance is given to the measures of health and wellbeing calculated, and they will be applied simplistically to the individual.</p> <p>The student will identify some issues related to an individual's present health status and use these to design a basic health plan.</p> <p>The students will identify simple problems with might arise for the individual in implementing the health plan.</p> <p>Quality of written communication will be poor, with a high level of inaccuracy. Use of specialist vocabulary will be minimal.</p>
5–8	<p>The student will demonstrate a secure level of analytical and evaluative skills. The work presented will mostly be clear and there will be some evidence of independent thinking although this will not be sustained throughout.</p> <p>Some significance is given to the measures of health and wellbeing calculated, and they will be applied to the individual.</p> <p>The student will explain some issues related to an individual's present health status, and use this information to design a health plan.</p> <p>The student will describe some problems which might arise for the individual in implementing the health plan.</p> <p>Quality of written communication will be inconsistent with frequent spelling and punctuation errors. Use of specialist vocabulary will be evident but will not always be used appropriately.</p>
9–12	<p>The student will demonstrate a good level of analytical and evaluative skills. The work presented will be clear showing evidence of independent thinking and the ability to make reasoned judgements.</p> <p>Appropriate significance is given to the measures of health and wellbeing calculated and they will be well developed and applied clearly to the individual.</p> <p>The student will explain a range of issues related to an individual's present health status, reflect on this information and design a detailed health plan.</p> <p>The student will explain the problems which might arise for the individual in implementing the health plan.</p> <p>Quality of written communication will be good but with some lapses in spelling and punctuation. Specialist use of vocabulary will mostly be appropriate throughout.</p>

Assessment objective 3: Analysis and evaluation

Mark range	Descriptor
13–16	<p>The student will demonstrate an excellent level of analytical and evaluative skills. The work presented will be logical with clear evidence of independent thinking and the ability to make reasoned judgements.</p> <p>The significance given to the measures of health and wellbeing calculated will be fully developed and applied comprehensively to the individual.</p> <p>The student will evaluate a range of issues related to an individual's present health status, reflect on this information and design a detailed health plan.</p> <p>The student will analyse the problems which might arise for the individual in implementing the health plan.</p> <p>Quality of written communication will be assured and fluent. Specialist vocabulary will be used to good effect throughout.</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Health and Social Care

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

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HS04/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions.

1 David is 52 and works full-time. He works and lives away from home and misses his family and friends. Although he enjoys his job he sometimes finds it stressful. David has been feeling tired and unwell. He made an appointment to see his doctor. David was told that he was diabetic and had high blood pressure. To monitor his diabetes, David now attends the diabetic clinic at his local surgery.

He has been given a number of relevant leaflets to help him cope with the changes he needs to make to his life.

(a) Identify from the information given:

(i) one of David's **physical** needs. (1)

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.....

(ii) one of David's **social** needs. (1)

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(b) Describe **two** ways in which David's health problems may affect his wellbeing. (4)

1

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2

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(c) David was informed at the diabetic clinic that he needed to lead a healthier lifestyle.

Describe **two** ways in which support from health professionals could help David to achieve a healthier lifestyle.

(4)

1

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2

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(d) Explain why it is important for health professionals to maintain confidentiality when working with David.

(5)

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(Total for Question 1 = 15 marks)

2 Khadija is a 78 year old retired headteacher. Her husband died two years ago. Khadija has felt socially isolated living by herself so she has decided to move into Cedar Trees Residential Home. Khadija has made many new friends and still leads an active social life. She sometimes spends weekends with members of her family.

Khadija has a positive self-concept.

(a) Identify, from the background information, **three** factors which may account for Khadija's positive self-concept.

(3)

1

2

3

(b) Julie is Khadija's named care worker. It is her responsibility to inform Khadija about all aspects of her care so that her independence is promoted and she feels empowered.

Explain **two** benefits of empowerment on Khadija's emotional development.

(6)

1

2

(c) Describe **two** care values that may be used by the care workers in Cedar Trees Residential Home. Give one example of each.

(6)

Description 1

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Example 1

Description 2

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Example 2

*(d) Discuss why it is important that Khadija has positive relationships with carers and other service users.

(10)

A series of horizontal dotted lines for writing the answer.

(Total for Question 2 = 25 marks)

3 Tayo is 26, originally from Nigeria, and has been living in the United Kingdom since finishing her degree. She married Steven two years ago and they have recently had their first child, Temi. Tayo decided to have a home birth. She has now returned to work part-time and Temi attends day nursery.

(a) Identify from the information given:

(i) one of Tayo's **emotional** needs. (1)

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(ii) one of Tayo's **intellectual** needs. (1)

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(b) Identify **two** lifestyle choices Tayo has recently made. (2)

1

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2

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(c) Explain why it is important for women like Tayo to have the choice to return to work part-time after the birth of their children. (4)

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(d) Describe **two** ways in which the early years practitioners could promote Temi's language development.

(4)

1

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2

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*(e) Explain the possible consequences for Temi if the nursery is not effective in implementing care values.

(8)

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*f) Assess how life-course events may have affected Tayo's self-concept.

(10)

A series of 25 horizontal dotted lines for writing an answer.

(Total for Question 3 = 30 marks)

TOTAL FOR PAPER = 70 MARKS

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Sample Mark Scheme

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

Question Number	Answer	Mark
1(a) (i)	1 mark for an identified physical need from the following. <ul style="list-style-type: none">• Medication to support health• Good diet• Exercise• Monitoring of diabetes and blood pressure	(1)

Question Number	Answer	Mark
1(a) (ii)	1 mark for an identified social need from the following. <ul style="list-style-type: none">• Emotional support from family and friends through socialising with them• Advice from professionals• Meeting other diabetics and/or people who help to care for diabetics.• Getting on well with other people he meets when he is away from home• Enjoying meeting new people.	(1)

Question Number	Answer	Mark
1(b)	<p>0 mark no rewardable material</p> <p>1-2 marks 2 factors identified or 1 factor identified and described</p> <p>3 marks 2 factors identified with 1 factor being described</p> <p>4 marks 2 factors identified and explained or 1 factor identified and fully explained. Links will be made.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Coming to terms with having diabetes and high blood pressure may lead to anxiety/stress or may be a positive feeling as he now knows what is wrong with him and how he can take care of himself. • Adapting to the illness may mean major lifestyle changes which could lead to depression. • Rationalising lifestyle changes and their effects may make him feel better than he has done for a long while. • Forming new relationships with professionals and other diabetics, making new friends may provide a boost to his emotional and social wellbeing by talking to people who are in a similar situation and are able to offer support to him. • Researching diabetes will enable him to feel in control and informed. Thereby helping to promote a positive feeling of intellectual well-being for David. • Learning new skills in identifying signs and symptoms of when the diabetes is under control and when it is not, giving him a feeling of empowerment. <p>Answers may link to PIES.</p>	(4)

Question Number	Answer	Mark
1(c)	<p>0 mark no rewardable material</p> <p>1 -2 marks 2 factors identified or 1 factor identified and described</p> <p>3 marks 2 factors identified with 1 factor being described</p> <p>4 marks 2 factors identified and explained or 1 factor identified and fully explained. Links will be made.</p> <p>For example:</p> <p>Formal</p> <ul style="list-style-type: none"> • GP • Practice nurse • Diabetic doctor • Diabetic nurse • Dietician • Counsellor • Gym instructor/personal trainer <p>Description</p> <ul style="list-style-type: none"> • A GP will provide advice on how to control his diabetes and give him strategies for reducing his raised blood pressure. This may include being referred to a dietician and a trainer at a gym. (2 marks) • A counsellor would listen to his fears and worries and help him by providing strategies to reduce his stress levels and to manage his fears and anxieties.(2 marks) • The diabetic doctor would help David to monitor his high blood pressure and diabetes and if necessary to prescribe medication to assist in his control of them. (2 marks) • A personal trainer would encourage and motivate David to make lifestyle changes and maintain them, which would then lead him to having a less stressed and healthier life. (2 marks) • The diabetic nurse and dietician would provide relevant leaflets/information that will support David in his pursuit of a healthier lifestyle. (2 marks) <p>Description must be related to the form of support identified.</p>	(4)

Question Number	Answer	Mark
1(d)	<p>0 mark no rewardable material</p> <p>1 -2 marks 2 factors identified or 1 factor identified and explained</p> <p>3 - 4 marks 2 factors identified with 1 factor being explained</p> <p>5 marks 2 factors identified and explained or 1 factor identified and fully explained. Links will be made.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Important to establish an effective relationship with the health professionals is based on trust. This will lead to willingness to open up and say what he really thinks and feels. • The health professional keeping things confidential will show that they respect and value him and his self-esteem will increase. • A health professional is considered to provide a professional service that claims to maintain confidentiality and must therefore be seen to keep private information confidential. Maintaining confidentiality is part of a health professional's code of conduct. • There are legal requirements to maintain the confidentiality of personal records - Data Protection Act. <p>Other examples may be based on the following:</p> <ul style="list-style-type: none"> • Care worker acting in the best interests of the client • Feeling of empowerment • Valued • Promotes self-esteem • Respect • Dignity • Effective communication 	(5)

Question Number	Answer	Mark
2(a)	<p>3 factors × 1 mark for correctly identifying</p> <ul style="list-style-type: none"> • Active social life • Made a new group of friends • Regularly meeting up with family • Spends week-ends with members of her family • Retired head-teacher, a fulfilling job • Living in a cared for environment <p>Maximum three marks</p>	(3)

Question Number	Answer	
	The quality of written communication will be assessed in this answer	
2(b)	<p>Benefits of empowerment on Khadija's emotional development:</p> <ul style="list-style-type: none"> • Promoting effective communication and relationships will provide her with information on which she can base her decisions. By making an informed choice she is promoting her independence and dignity which will make her feel very positive. Khadija now has the individual right to make decisions. • Empowerment will improve her quality of life and therefore her emotional well-being. It will provide a balance between control and assistance, making her feel valued. • Acknowledging her personal beliefs and identity. She will be treated with respect and will have the choice to be different, thereby acknowledging her diversity which in turn will improve her self-concept and self-esteem. <p>Other examples may be based on the following, the list is by no means exhaustive:</p> <ul style="list-style-type: none"> • Protecting individuals from abuse <p>Value and protect the client</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	2 benefits identified or 1 benefit identified and explained.
Level 2	3-4	2 benefits identified with 1 benefit being explained.
Level 3	5-6	2 benefits identified and fully explained. Links will be made. Work will be logically structured and coherent, reflective of an accurate explanation. Knowledge and understanding evident in content which should be coherent.

Question Number	Answer	
2(c)	<p>Example:</p> <ul style="list-style-type: none"> • Promoting anti-discriminatory practice eg Freedom from discrimination The right to be different Understand prejudice, stereotyping and labelling and their effect • Maintaining confidentiality of information eg The need and right to know Value and protect client Policies, procedures and guidelines • Providing individualised care eg Respect Needs catered for Improve quality of life Provide independence • Promoting effective communication and relationships eg Express values Provide and obtain information Maintain identity • Protecting individuals from abuse eg Support Dignity Hostile or negative feelings • Acknowledging individuals' personal beliefs and identity eg The benefits of diversity Choice Respect The right to be different • Promoting and supporting individuals' rights eg Dignity Independence Health Choice Effective communication 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	2 care values given.
Level 2	3-4	2 care values given with a brief description.
Level 3	5-6	2 care values fully described with examples given for each. Links will be made. Work will be logically structured and coherent, reflective of an accurate explanation. Knowledge and understanding evident in content which should be coherent.

Question Number	Answer	
	The quality of written communication will be assessed in this answer	
2(d) QWC i-ii-iii	Importance of having a positive relationship with care and service users <ul style="list-style-type: none"> • Increase self-confidence • Feeling part of a group not feeling lonely or alone • Presence of people she can relate to • Increase in self-esteem and sense of purpose • Can feel important and valuable and an increase in feeling of worth. • Can lead to successful and enjoyable life 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Candidates will identify state or provide brief definitions and descriptions. Content of the answer will be weak, with key omissions of knowledge and understanding , ie key terms and concepts. Explanation or discussion will largely be missing and extended writing may be repetitive and poorly structured. In addition candidates may have misinterpreted part or all of question.
Level 2	4-7	Candidates will describe and explain accurately. Generally accurate knowledge and understanding shown in work. Definitions, terms and concepts defined accurately. Tendency for work to read as a narrative and there may be a lack of discussion and evaluation in work. Structure of work will be adequate. Limited skills to produce effective writing. Although there is good interpretation of question some omissions will occur.
Level 3	8-10	High level of knowledge and understanding shown. Accurate use of definitions, terms and concept. Work will be well structured, fluent. Candidates work should present level of discussion and evaluation. Accurate interpretation of question.

Question Number	Answer	Mark
3(a)(i)	<p>1 mark for an identified emotional need from the following.</p> <ul style="list-style-type: none"> • Feel valued by her husband • Loved by her husband and daughter • Respected by the people that she works with part-time and her employer • To have a supportive relationship with her husband and employer • As an intelligent woman to still have a sense of independence 	(1)

Question Number	Answer	Mark
3(a)(ii)	<p>1 mark for an identified intellectual need from the following.</p> <ul style="list-style-type: none"> • To have her part-time work whereby she can use her intelligence and her skills • To continue to read and/or study linked to her degree, continue with her education • To maintain contact with her culture whilst living in the UK • To be able to have conversations with like minded people 	(1)

Question Number	Answer	Mark
3(b)	<p>2 × 1 mark for correctly identifying</p> <p>Examples:</p> <ul style="list-style-type: none"> • Completing her degree • Moving to the UK • Getting married to Steve • Having a baby • Having a home-birth • Working part-time 	(2)

Question Number	Answer	Mark
3(c)	<p>0 mark no rewardable material 1-2 marks Factor identified 3 marks Factors identified and explained 4 marks Factors identified and explained. Candidate also discusses what would happen if there was no choice of returning to work part-time. Links will be made.</p> <p>Link to one or more of the following:</p> <ul style="list-style-type: none"> • Educated woman with a degree • Living in a new country • Has the option of returning to work part-time. • Opportunity to use qualification/skills in the workplace and gain experience • Interaction with peer. Sense of identity/role outside the home • Can share time across work and child - work-life balance • Is able to contribute to the family income 	(4)

Question Number	Answer	Mark
3(d)	<p>0 mark No rewardable material 1-2 marks 2 way identified or 1 way identified and described 3 marks 2 ways identified with 1 way being described 4 marks 2 ways identified and fully described. Links will be made. reflective Work will be logically structured and coherent, of an accurate explanation. Knowledge and understanding evident in content which should be coherent.</p> <p>Example:</p> <ul style="list-style-type: none"> • Talk to and smile with the baby • Encourage laughter by tickling Temi to encourage them to make a range of sounds. • Talk to Temi about everyday things so that she can familiarise herself with words and learn the idea of social relationships • Provide brightly coloured mobiles and wind chimes to encourage her verbalising to them • Attach objects to her cot which make a noise when touched • Imitate the sounds made by the baby and encourage repetition • Look at picture books together • Encourage contact with other adults and children so that she can learn the idea of social relationships and turn taking in communication • Sing nursery rhymes, lullabies and action songs to her • Imitate animal sounds and encourage Temi to copy 	(4)

Question Number	Answer	
	The quality of written communication will be assessed in this answer	
3(e) QWC i-ii-iii	<p>Consequences of not implementing effective care values</p> <p>Discrimination and abuse -May lead to feelings of anxiety and distress causing withdrawal from socialising with the care workers and other children at the nursery.</p> <p>Breach of confidentiality - other care workers or care users may be given personal details resulting in them being treated differently from others.</p> <p>To be placed at risk - as a vulnerable infant Temi may be placed in situations that place her at risk if not supervised, resulting in serious injury</p> <p>Not to be valued or respected - may have a long lasting effect on self-esteem and the ability to form relationships because she is finding it difficult to bond with her carers.</p> <p>To not be given a choice - if Temi did not like the food they served and they try to force feed her it may make her sick and may even cause her not to eat (Level 2)</p> <p>Not to foster independence - promoting/encouraging child development by allowing her to try and do things for herself</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Candidates will identify, state or provide brief definitions and descriptions. Content of the answer will be weak, with key omissions of knowledge and understanding, ie key terms and concepts. Explanation or discussion will largely be missing and extended writing may be repetitive and poorly structured. In addition candidates may have misinterpreted part or all of question.
Level 2	4-6	Candidates will describe and explain accurately. Generally accurate knowledge and understanding shown in work. Definitions, terms and concepts defined accurately. Tendency for work to read as a narrative and there may be a lack of discussion and evaluation in work. Structure of work will be adequate. Limited skills to produce effective writing. Although there is good interpretation of question some omissions will occur.
Level 3	7-8	High level of knowledge and understanding shown. Accurate use of definitions, terms and concept. Work will be well structured, fluent. Candidates' work should present level of discussion and evaluation. Accurate interpretation of question.

Question Number	Answer	
	The quality of written communication will be assessed in this answer	
3(f) QWC i-ii-iii	<p>Example of influences on self-concept: Education - her degree Gender - female - wife and mother Appearance - married Age - early adulthood Culture - recently settled in the UK Emotional maturity - married, works part-time and has a young child Relationships with others - wife, mother, friend, work colleague Life experiences - settling in the UK, marriage, motherhood, working part-time</p> <p>Positive self-concept: Tayo will be motivated to take on new challenges because she has been successful in the past - her marriage, her degree, her motherhood. Tayo is confident in social situations because she gets on well with people Tayo is generally happy with her life Tayo has enough self-confidence to cope with new challenges and views them positively.</p> <p>Negative self-concept: Difficulty in juggling work and home life Self-esteem and motherhood Others perception of working mothers</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	Candidates will identify state or provide brief definitions and descriptions. Content of the answer will be weak, with key omissions of knowledge and understanding i.e. key terms and concepts. Explanation or discussion will largely be missing and extended writing may be repetitive and poorly structured. In addition candidates may have misinterpreted part or all of question.
Level 2	4-7	Candidates will describe and explain accurately. Generally accurate knowledge and understanding shown in work. Definitions, terms and concepts defined accurately. Tendency for work to read as a narrative and there may be a lack of discussion and evaluation in work. Structure of work will be adequate. Limited skills to produce effective writing. Although there is good interpretation of questions some omissions will occur.
Level 3	8-10	High level of knowledge and understanding shown. Accurate use of definitions, terms and concept. Work will be well structured, fluent. Candidates' work should present level of discussion and evaluation. Accurate interpretation of question.

