

# Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE Health and  
Social Care (5HS01) Unit 1:  
Understanding Personal Development  
and Relationships

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

[www.pearson.com/uk](http://www.pearson.com/uk)

June 2014

Publications Code UG039040

All the material in this publication is copyright

© Pearson Education Ltd 2014

## 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.*

## 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.

Question Number	Answer	Mark
<b>1</b>	<b>D</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>2</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>3</b>	A and D	<b>(1)</b>

Question Number	Answer	Mark
<b>4</b>	A	<b>(1)</b>

Question Number	Answer	Mark
<b>5</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>6</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>7</b>	C and D	<b>(1)</b>

Question Number	Answer	Mark
<b>8</b>	D	<b>(1)</b>

Question Number	Answer	Mark
<b>9</b>	D	<b>(1)</b>

Question Number	Answer	Mark
<b>10</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>11</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>12</b>	A	<b>(1)</b>

Question Number	Answer	Mark
-----------------	--------	------

<b>13</b>	B	<b>(1)</b>
-----------	---	------------

Question Number	Answer	Mark
<b>14</b>	A&C	<b>(1)</b>

Question Number	Answer	Mark
<b>15</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>16(a)</b>	<p><b>1 mark</b> - pincer movement, finger and thumb, little precise movements, smiling, tongue movement, toes wiggle, use of small movements, grasp</p> <p><b>2 marks</b> – use of and coordination of smaller motor skills (1) such as finger and thumb when writing (1)</p> <p><b>Do not accept examples of activities using fine motor skills e.g writing.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>16(b)</b>	<p>Physical – 1 mark for any of the following up to a max of 2 marks</p> <ul style="list-style-type: none"> <li>• Physical growth (1)</li> <li>• Size increase (1)</li> <li>• Getting taller (1)</li> <li>• Gaining or losing weight (1)</li> <li>• Mass (1)</li> <li>• Getting bigger (1)</li> <li>• It is measureable (1)</li> </ul> <p>Development – 1 mark for any of the following up to a max of 2 marks</p> <ul style="list-style-type: none"> <li>• Acquisition of a skill (1)</li> <li>• Reading / intellectual (1)</li> <li>• Writing/ intellectual (1)</li> <li>• Making friends / social (1)</li> <li>• Bonding / emotional (1)</li> </ul> <p>Worked Example The difference between growth and development is that growth is the physical development(1) as measured by their weight(1) whereas development is the acquisition of a skill (1) such writing(1).</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>16(c)</b>	<p>Indicative Content</p> <ul style="list-style-type: none"> <li>• Learning disability/difficulty</li> <li>• Develops at a slower rate</li> <li>• Difficulty in understanding things</li> <li>• Difficulty in retaining facts</li> <li>• He is younger than his brother Greg</li> <li>• Ability to reason and think logically is simplistic</li> <li>• Harder for Harry to concentrate</li> <li>• Finds it harder to learn</li> <li>• Takes longer to assimilate information</li> <li>• Learning maybe slower</li> <li>• Doesn't pick up on things as quickly</li> <li>• Will need support or assistance</li> <li>• His communication ability may be slower</li> </ul> <p><b>Worked Example</b>  He has a disability(1) which affects his cognitive ability(1), his learning may be slower than others his own age (1) and he may be unable to pick things up as quickly(1).</p>	<b>(4)</b>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Brief, limited response, points identified accurately but level of explanation poor
2	<b>3-4</b>	Points have been accurately identified and links relevantly made. Level of explanation will reflect good knowledge and understanding. Coherence response.

Question Number		Indicative Content
<b>16(d)</b>		<ul style="list-style-type: none"> <li>• Bond with main caregiver</li> <li>• Physical development to proceed normally</li> <li>• Child to be happy and content</li> <li>• Safe, secure, loved, trust, reliance</li> <li>• Can make multiple attachments</li> <li>• Maturity /reach full potential</li> <li>• Independence</li> <li>• Child will be able to mix with others</li> <li>• Can communicate easily</li> <li>• Emotional development will be stable</li> <li>• Good sense of self – self concept,</li> <li>• Will develop a positive self esteem and self image</li> <li>• More confident /self assured</li> <li>• Develop future relationships</li> <li>• Withdrawn</li> <li>• Anxious</li> <li>• Avoidant</li> <li>• Prefers to play alone / loner</li> <li>• Refrains from making friends</li> <li>• Difficulty in forming relationships</li> <li>• Anger management issues</li> <li>• Rebellious/deviant behaviour</li> <li>• Difficulty communicating effectively</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Brief, limited response, points identified accurately but level of explanation poor
2	<b>3-5</b>	Points have been accurately identified and links relevantly made (3 marks). At 4-5 marks the response will lack discussion and may be a one sided response, lacks balance.
3	<b>6-8</b>	At 6-7 marks limited discussion will be present, at 8 marks discussion will take place and a conclusion should also be present. Quality of written communication will be sound.



Question Number		Indicative Content
<b>16(e)</b>  <b>QWC</b>		<ul style="list-style-type: none"> <li>• He can play with others</li> <li>• Develops trust</li> <li>• Promotes his independence / helps him cope</li> <li>• Normalisation / develops normally</li> <li>• Doesn't feel different</li> <li>• Emotionally happy / feels better / more content</li> <li>• Intellectually can help develop skills</li> <li>• Communication skills may develop / express himself better</li> <li>• Feels accepted, not discriminated against</li> <li>• Self concept etc will improve</li> <li>• Feels secure that his brother attends the same school</li> <li>• More confidence moving on</li> <li>• Less apprehensive at school and more relaxed</li> <li>• Develop new skills e.g. team building skills</li> <li>• Social skills e.g. sharing / complying with rules</li> <li>• Copies others behaviour</li> <li>• Realises his own limitations</li> </ul> <p>An assessment takes into account all aspects of holistic development – the physical, social, emotional, and intellectual and the importance this has on development, particularly for a child with a learning disability. If a negative is given it needs to be very well qualified.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Brief, limited response, points identified accurately but level of explanation poor.
2	<b>4-6</b>	Points have been accurately identified and links relevantly made. At 4-5 marks the response will lack of assessment but at 6 marks limited assessment to the importance of his development will take place.
3	<b>7-10</b>	At 7-9 marks assessment clearly evident, very clear coherent response which is well argued and assessed. At 10 marks a conclusion should also be present and the quality of written communication will be sound.

**Total for Question 16 = 28 marks**

Question Number	Answer	Mark
<b>17(a)</b>	<p>1x 2</p> <ul style="list-style-type: none"> <li>• Her mother/family/Margaret (grandmother /parent)</li> <li>• Neighbour/Sinead/friend</li> <li>• Informal</li> </ul> <p>You can accept two different answers on the one line but do not accept two answers which are the same but on different lines.</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>17(b)</b>	<p>1x3</p> <ul style="list-style-type: none"> <li>• Infancy</li> <li>• Early childhood</li> <li>• Adolescence</li> </ul> <p>Must be in the correct order and recognisable spelling of each work particularly adolescence e.g. do not accept adolescent.</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>17(c)</b>	<p>Indicative content</p> <ul style="list-style-type: none"> <li>• Less time for self</li> <li>• Single parent</li> <li>• Has two small children one of whom has a disability</li> <li>• Works two jobs</li> <li>• Studying part time and meeting deadlines</li> <li>• Feels guilty leaving them with her mum and neighbour</li> <li>• Less time to socialise</li> <li>• Tired</li> <li>• Less patience</li> <li>• May feel out of control at times</li> </ul> <p>Worked Example e.g. Sophie has two jobs and is studying (1), this means she has less time with the boys which upsets her (1), she may also have less patience because she is tired (1) and consequently is feeling out of control (1)</p>	<b>(4)</b>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Brief, limited response, points identified accurately but level of explanation poor
2	<b>3-4</b>	Points have been accurately identified and links relevantly made. Level of explanation will reflect good knowledge and understanding. Coherent response.

Question Number		Indicative Content
<b>17(d)</b>		<ul style="list-style-type: none"> <li>• They babysit the two boys</li> <li>• Gives her time out / socialise with others</li> <li>• They provide her with an opportunity to fulfil her career ambitions</li> <li>• They provide her with an opportunity to work and provide for the boys</li> <li>• They can develop a good relationship with the boys and provide normality</li> <li>• One is a relative and therefore will have created a bond with the boys from birth</li> <li>• She knows the boys are safe / secure and loved</li> <li>• She can trust her mum and neighbour</li> <li>• Confidence/ promotes self concept / feeling happy</li> <li>• Reassurance</li> <li>• Providing informal support / 24/7</li> <li>• Providing counselling and advice</li> <li>• Provide practical care arrangements</li> <li>• They take the stress away</li> <li>• She relies on them and is less isolated</li> <li>• Promotes Sophie's independence</li> <li>• Financially easier – not having to pay for a childminder</li> </ul> <p>The opposite can also be argued, e.g. if they were not there to provide the support Sophie would be unable to undertake her course and work. She would be more isolated and lonely, struggle, would not be able to hold down two jobs or undertake a course of study, anxious, fretful, may affect her relationships with her sons, depressed, socially withdrawn, finances would be a struggle.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Brief, limited response, points identified accurately but level of explanation poor
2	<b>3-5</b>	Points have been accurately identified and links relevantly made. At 4-5 marks the response will lack discussion and may be a one sided response, lacks balance.
3	<b>6-8</b>	At 6-7 marks limited discussion will be present, at 8 marks discussion will take place and a conclusion should also be present. Quality of written communication will be sound.

Question Number		Indicative Content
<b>17(e)</b>		<ul style="list-style-type: none"> <li>• She will be able to learn new things</li> <li>• Pursue her career ambitions</li> <li>• Intellectually develop</li> <li>• Development of knowledge and understanding</li> <li>• Meet new friends</li> <li>• Share common problems or pursue common interests</li> <li>• May influence her views of the world</li> <li>• Develop her communication skills</li> <li>• Plan for the future/new opportunities</li> <li>• Be able to provide more effectively for the boys</li> <li>• Better qualifications to get a good job or go to university</li> <li>• Better opportunities for better pay</li> <li>• Impact on self concept, self esteem, self image</li> <li>• Develops self confidence, abilities, fulfilment, happier</li> <li>• Feels more able and mature</li> <li>• Sense of achievement through gaining qualifications</li> </ul> <p>This response can also include the impact of not going back to college, e.g. unable to further career ambition/not able to provide the boys.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Brief, limited response, points identified accurately but level of assessment poor.
2	<b>4-6</b>	Points have been accurately identified and links relevantly made. At 4-5 marks the response will lack of assessment but at 6 marks limited assessment to the importance of her development will take place.
3	<b>7-10</b>	At 7-9 marks assessment clearly evident, very clear coherent response which is well argued and assessed. At 10 marks a conclusion should also be present and the quality of written communication will be sound.

**Total for Question 17 – 27 marks**  
**Total for Paper – 70 marks**

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE