

Mark Scheme (Results)

January 2013

GCSE Health and Social Care
(5HS01) Paper 01 Understanding
Personal Development and
Relationships

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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.

Section 1 Multiple Choice

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 1 | D | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2 | A | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 3 | A | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 4 | B&C | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 5 | C | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 6 | D | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 7 | A&C | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 8 | B | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 9 | C | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 10 | D | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 11 | A&B | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 12 | B | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 13 | A | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 14 | B | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 15 | C | (1) |

Section 2

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 16(a) | 1X 2 for accurately stating <ul style="list-style-type: none">• Infancy• Early childhood | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 16(b) | <p>1 mark for any one emotional point identified 2-3 marks for a response such as Rose may feel left out (1) because Heidi spends more time with Josh. She may also feel jealous (1) and also unhappy (1)</p> <p>Other points which are relevant include:</p> <ul style="list-style-type: none">• Feels unwanted• Left out• Jealous• Angry• Worried• Depressed• Self esteem lowered• Self Concept lowered• Misses her friend• Feels alone• Resentful• Could fall out with friend• Lonely• Sad• Less important | (3) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 16(c) | <p>1-2 marks – vague and limited response with only points highlighted</p> <p>3-4 marks – for a full explanation such as</p> <p>Peer group can affect a persons behaviour both positively and negatively, for example, you may do things you would not do such as smoke (1). However it may have a positive effect such as encouraging you at school (1). It may also change your behaviour (1) and affect your relationships with your parents (1)</p> <p>Other factors include:</p> <ul style="list-style-type: none"> • Fit in • Make new friends • Socialise with new people • Personality change • Confidence may increase • Pressure from peers • Lifestyle choices – drink, drugs, smoking • Make friends with the wrong crowd | (4) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 16(d) | <ul style="list-style-type: none"> • Good social circle • Has a best friend Rose • Enjoys schools and has ambitions /making good progress at school • Has a boyfriend • Has people around her to reassure her • She feels good about herself • She feels loved • Having friends to socialise with • Confident happy • Self image/self esteem • Feels attractive | (6) |

| Level | Mark | Descriptor |
|-------|------|---|
| | 0 | No rewardable material |
| 1 | 1-2 | This will be a weak brief response. There may be relevant points identified but the response is basically descriptive |
| 2 | 3-4 | This response will identify relevant points and there will be a good level of explanation which will be accurate in content however there may be some gaps in knowledge |
| 3 | 5-6 | level of explanation will be excellent – good knowledge and understanding shown Few gaps in knowledge if any |

| Question Number | | Indicative Content |
|-----------------|------|--|
| 16(e) | | <ul style="list-style-type: none"> • She feels left out • She feels upset • Heidi has less time • Grow apart • Argue and fall out • Give Rose the opportunity to meet other friends • Rose might develop new interests • Rose might feel lonely and depressed • She might feel unattractive and no one is interested in her • Could widen her social circle • Drift apart • Less trust • Self concept/self esteem/self image • Now knowing where she stands • Left out • Time to herself • Feels less important • More independent • Unattractive |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | This will be a weak brief response. There may be relevant points identified but the response is basically descriptive |
| 2 | 4-6 | This response will identify relevant points and there will be a good level of explanation which will be accurate in content however the response will be one sided and will lack discussion. Thorough explanation provided. |
| 3 | 7-10 | 7 marks the response will be one sided with a limited level of discussion. For 8-9 marks there will be a good level of discussion, accurately written, relevant points identified, good use of vocabulary, grammar etc and for 10 marks a conclusion will be presented. |

Total for Question 16 = 25 marks

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 17(a) | 1X 2 For accurately stating <ul style="list-style-type: none">• Shoulders broaden• Acne may develop• Body hair• Pubic hair• Testes develop | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 17(b) | <p>1-2 marks – maximum of 2 marks for 2 points identified with no description</p> <p>3-4 marks – for a full explanation such as Josh has been selected for the under 18 football team (1) and this will encourage him to be even fitter (1). He is studying to be a mechanic (1) so he is well motivated (1).</p> <p>Points identified must link to impact on self esteem.</p> <ul style="list-style-type: none">• He is at college doing a course therefore he is motivated, inspirational, ambitious, sense of purpose, goal focused• Has been selected for under 18 team therefore he is fit, high level of health• Has two good friends therefore he is confident, can socialise, feels accepted• Has a girlfriend therefore he is valued, feels loved• Self image is good therefore he is positive, happy and proud | (4) |

| Question Number | | Indicative Content |
|-----------------|------|--|
| 17(c) | | <ul style="list-style-type: none"> • They will fail their course • Get behind in course work • They will not develop the skills/knowledge they require • They will stagnate • They can develop further • Can't develop skills need for later life • May struggle in the future • Lack of earning potential • Could affect future happiness • Job prospects are lowered • Greater risk of unemployment |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | This will be a weak brief response. There may be relevant points identified but the response is basically descriptive |
| 2 | 3-4 | This response will identify relevant points and there will be a good level of explanation which will be accurate in content however there may be some gaps in knowledge |
| 3 | 5-6 | Level of explanation will be excellent – good knowledge and understanding shown Few gaps in knowledge if any. Thorough explanation provided. |

| Question Number | | Indicative Content |
|-----------------|------|---|
| 17(d) | | <ul style="list-style-type: none"> • Confirm sexual orientation • Need to be aware of contraception/protection • Wanted and accepted • Loved and valued • Reliance and support • Impact on self image/self esteem/self concept • Work out their emotions • Sexuality is explored • New range of feelings which have to be explored • May have to handle rejection if it breaks up • Will experience mood swings and frustrations • Trust is a big issue/someone to confide in • Could be distracted and lack focus <p>This question can be answered both positively and negatively</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | This will be a weak brief response. There may be relevant points identified but the response is basically descriptive |
| 2 | 3-5 | This response will identify relevant points and there will be a good level of explanation which will be accurate in content however the response will be one sided and will lack argument |
| 3 | 6-8 | 6 marks the response will be one sided with a limited level of discussion. For 7 marks there will be a good level of discussion, and for 8 marks a conclusion will be presented. |

| Question Number | | Indicative Content |
|-----------------|------|--|
| 17(e) | | <ul style="list-style-type: none"> • Hangovers/hallucinations/could become addicted • Will affect their physical health – more prone to illness/disease/premature death • Could shorten their life expectancy if they binge drink etc • Alcohol can bring on bouts of depression • Can focus or concentrate • Fails school • Lack of qualifications • Homeless • Lack of job/unemployment • Can't form relationships which last • Getting into fights • Loose friends such as Josh • Clothes smell • Breath smells • Anti-social behaviour /criminal record |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | This will be a weak brief response. There may be relevant points identified but the response is basically descriptive |
| 2 | 4-6 | This response will identify relevant points and there will be a good level of explanation which will be accurate in content however the response will be one sided and will lack argument |
| 3 | 7-10 | 7 marks the response will be one sided with a limited level of assessment. For 8-9 marks there will be a good level of assessment, accurately written, relevant points identified, good use of vocabulary, grammar etc and for 10 marks a conclusion will be presented. |

Total for Question 17 = 30 marks

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