

Mark Scheme (Results)

January 2011

GCSE

GCSE Health & Social Care (5HS01/01)

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Question Number	Answer	Mark
1	B	1

Question Number	Answer	Mark
2	A	1

Question Number	Answer	Mark
3	B	1

Question Number	Answer	Mark
4	A and C	1

Question Number	Answer	Mark
5	C	1

Question Number	Answer	Mark
6	B	1

Question Number	Answer	Mark
7	B and D	1

Question Number	Answer	Mark
8	A	1

Question Number	Answer	Mark
9	C	1

Question Number	Answer	Mark
10	C	1

Question Number	Answer	Mark
11	D	1

Question Number	Answer	Mark
12	A and D	1

Question Number	Answer	Mark
13	A	1

Question Number	Answer	Mark
14	B	1

Question Number	Answer	Mark
15	D	1

Question Number	Answer	Mark
16(a)	1x 3 for stating <ul style="list-style-type: none"> • early adulthood • adolescence • early childhood 	3

Question Number	Answer	Mark
16(b)	<p>1-2 marks for identifying points only 3 marks for identifying one point and developing a weak explanation - must be relevant to point identified 4 marks for point or points identified and then fully and accurately development</p> <ul style="list-style-type: none"> • counsellor • child psychiatrist • child psychologist • Therapist • Bereavement counsellor or named organisation e.g. Cruse <p>Impact</p> <ul style="list-style-type: none"> • Advice • Strategies for coping • Techniques for coping • Medication • Emotional support • Being able to talk to someone/confide • Opportunity to express 'feelings' • Discuss issues <p>Do not accept social services, GP or nurse - medical professionals unless the GP has referred the individual on, this is acceptable and then mark who the referral professional is e.g. counsellor</p>	4

Question Number	Answer	Mark
16(c)	<p>1-2 marks for identifying points only 3 marks for identifying one point and developing a weak explanation - must be relevant to point identified 4 marks for point or points identified and then fully and accurately development</p> <p>QUESTION CAN BE ANSWERED BOTH POSITIVELY/NEGATIVELY</p> <ul style="list-style-type: none"> • argue more/argue less/compromise • tension increases/ less tension • conflict • fall out • grow apart/grow closer together / mother and daughter time • increasing resentment/ talk things through • increase stress for both • breaks bond / closer bond • loss of control / agree boundaries/ learn to trust • anxiety and worry • feelings of isolation • Ruby may turn to friends • Break down in communication • Relationship breaks down / turns bad <p>Example of 4 marks - her behaviour may upset Assie and cause her more stress and anxiety. This may then lead to more arguments and confrontation leading to more fall outs and growing apart or reinforces negative behaviours. (4 mark answer)</p>	4

Question Number	Answer	
16(d)	<p>Can be argued positively & negatively PIES CAN BE ACCEPTED IF IT IS ACCURATELY QUALIFIED</p> <ul style="list-style-type: none"> • may not eat • Shock • may not sleep • lose weight • put on weight • anti - social behaviour • smoking • doesn't see friends • isolates oneself • lose contact • make new friends • mental health problems - lack of concentration, struggles with school work • depression / stress • lack of motivation • learns to adapt / more independent • learns to cope • impact on self concept, self esteem, self image • loss of parent - role model, someone to learn skills from • financial impact • loss of a bond/attachment • loss of security • Addiction / deviant behaviours <p>READ RESPONSE, IDENTIFY LEVEL AND AWARD MARK</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Weak response with only points identified. Any description or explanation will be limited.
Level 2	3-4	Accurately identifies points and can develop an accurate explanation. Response may be repetitive and lacks balance.
Level 3	5-6	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For 6 marks conclusion must be present.

Question Number	Answer	
<p>16(e) QWC</p>	<p>NO MARKS FOR DEFINITIONS AS IT IS ASSUMED THEY KNOW THESE .</p> <p>Influence on self concept will be either positive, negative or no change (they should start with a sentence identifying this)</p> <p>IMPACT - POSITIVE</p> <ul style="list-style-type: none"> • Greater confidence • Happier • Stronger • Bond with friends • Accepted • Belong • More independent • Motivated and encouraged <p>Shape behaviour positively in the following ways - change of hair colour, clothes, music, health and fitness, attitudes etc</p> <p>IMPACT NEGATIVELY</p> <ul style="list-style-type: none"> • Lack confidence • Unhappy • Lack trust • Loner • Difficulty making friends • Unaccepted • Excluded • De-motivated/drops out <p>Shape behaviour negatively in the following ways - bullied, picked on, teased etc.</p> <p>Award no marks for the shaping behaviour unless it is qualified by how e.g. lacking confidence and unhappy e.g. teased.</p> <p>EXAMPLE - the peer group can be a powerful influence on our self concept. For example it can help change and shape our self image and in turn we can change our appearance e.g. lose weight, change the colour of our hair, tattoos, piercing etc. The peer group can give us a sense of belonging and can help motivate and encourage us at school or in playing sports.</p> <p>Alternatively however it can have a negative influence on our self concept. If we are being teased or bullied it can create insecurities and we can become excluded and unhappy.</p> <p>In conclusion it is important that the individual is aware of the importance of the peer group in shaping self concepts and be aware of the influence it can have on us.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Weak response with only points identified. Any description or explanation will be limited. max 3 marks
Level 2	4-6	Accurately identifies points and can develop an accurate explanation. Response may be repetitive and lacks balance. max 6 marks
Level 3	7-10	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For 10 marks conclusion must be present.

Question Number	Answer	Mark
17(a)	<p>1 x 2 For identifying</p> <ul style="list-style-type: none"> • Obesity • Diet • Heavy drinking • Diabetes <p>1-2 marks for an accurate description</p> <ul style="list-style-type: none"> • Leads to poor health • Depression • Premature death • Chronic illnesses • Lack of exercise because of obesity <p>Identification and explanation but link and accept no repeat explanations</p>	4

Question Number	Answer	Mark
17(b)	<p>1 mark for giving examples of nature (eye colour) or nurture (housing)</p> <p>2 marks for presenting only one definition</p> <p>3 marks presenting both definitions without a clear understanding of the difference</p> <p>4 marks two clear accurate definitions with examples and response clear demonstrates understanding of difference</p> <p>Example - heredity refers to the genetic blue print which the individual inherits from their parents such as eye colour or blood group whereas environment refers to the life experiences and situations which the individual may encounter which may affect development such as income, social class, housing etc.</p>	4

Question Number	Answer	Mark
17(c)	<p>1-2 marks for identifying points only 3 marks for identifying one point and developing a weak explanation - must be relevant to point identified 4 marks for point or points identified and then fully and accurately development</p> <p>Responses may commence with 'self esteem may dropt, fall or decrease' or it may stay unchanged</p> <p>IMPACT</p> <ul style="list-style-type: none"> • Less confident • Unhappy • More worried/anxious • Stressed • Feels different to friends • Lack of coping • Blames himself / feels guilty • Socialises less • Impact on self image/concept • Holds back • May be able to adapt • Needs to change lifestyle - realisation 	4

Question Number	Answer	Mark
17(d)	<ul style="list-style-type: none"> • Increase in morbidity rates /chronic long term illness • Increase in premature death rates e.g. cancers • Increase in stress • Increase in mental health problems, depression, anxiety • Social exclusion, discrimination • Negative self concept /esteem/image • Impact on income - less of • Poor diet • Access - physical to surgery e.g. transport • Poor housing • Ability to communicate accurately what is wrong may be poor due to lack of knowledge • Unemployed <p>DO NOT ACCEPT CAN'T PAY FOR PRESCRIPTION AS THESE WILL EITHER BE FREE OR BENEFIT LINKED</p>	6

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Weak response with only points identified. Any description or explanation will be limited.
Level 2	3-4	Accurately identifies points and can develop an accurate explanation. Response may be repetitive and lacks balance.
Level 3	5-6	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For 6 marks conclusion must be present.

Question Number	Answer	
17(e) QWC	<p>FACTORS ARE:</p> <ul style="list-style-type: none"> • Smoking • Drinking • Eating • Obesity • Lack of exercise <p>IMPACT - NEGATIVE</p> <ul style="list-style-type: none"> • Poor self concept/esteem/image • May affect his relationships • Social life may be affected • Lack of confidence • Mental health problems • Increase in chances of taking other illnesses • Poor physical health • Reduced life expectancy <p>IMPACT - POSITIVE</p> <ul style="list-style-type: none"> • Support from Assie • Attendance at clinic • Change in behaviour • Attend counselling sessions/classes • Change in behaviour • Familial support • Becomes more motivated <p>They are allowed to focus on one aspect e.g. physical and develop their assessment from there.</p> <p>EXAMPLE - James has a very poor lifestyle at the moment. He is obese, drinks heavily and has been diagnosed with diabetes this could affect his self concept with may be negative. In turn this may affect his confidence levels and may hinder him from making friends or socialising. His personal relationships may also suffer. On the other hand the support he is getting from Assie may help him overcome some of his problems and give him different strategies to help him cope with his problems. Whilst James' lifestyle is poor and he has issues to deal with they are not impossible to over come and this is where Assie will be of value.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Weak response with only points identified. Any description or explanation will be limited.
Level 2	4-6	Accurately identifies points and can develop an accurate explanation. Response may be repetitive and lacks balance.
Level 3	7-10	Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For 8 marks conclusion must be present.

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