

Mark Scheme (Results)

January 2013

GCE Health and Social Care (6941)
Paper 01 Social Aspects and Lifestyle
Choices

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

| Question Number | Answer | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1 (a) | <p>1 mark for identifying two of the following.</p> <ul style="list-style-type: none"> • Friends • Gang members • Peers • Teachers • Religious leaders • Neighbours • Media <p>Or any other acceptable answer</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1 (b) | <ul style="list-style-type: none"> • Extended family(1) • Brought up by his Mother/main carer(1) therefore he could learn manners/right from wrong/values(1) • Darren has one sister/siblings(1) he may be influenced in terms of dress/social habits/gender roles(1) • As Darren has been raised in a female household (1) he will have learnt gender roles for males and females (1) <p>Or any other acceptable answer</p> | (4) |

| Question Number | | Indicative Content |
|-----------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1(c) | | <p>Responses likely to include:</p> <ul style="list-style-type: none"> • Socially isolated • Marginalised. • May become secretive and distant. • Goes against the norms, values and beliefs of the family and/or society – effect on emotional and social development. • Family may be supportive/unsupportive changing family relationships • Weaker/stronger relationship with family • Conflict with family members/causes arguments and disagreements |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-2 | <p>The level of knowledge will be basic and there will be omissions. There will be limited application and the methods suggested may not be specific. Meaning may be conveyed but in a non-specialist was. Discussion will be missing.</p> <p>Candidates will make a few statements about how drug-taking may affect an individual's relationship with his family.</p> |
| 2 | 3-4 | <p>There will be a basic level of knowledge. There may be some application of knowledge. The discussion will be basic and will not be balanced.</p> <p>Candidates should give appropriate examples of how drug-taking may affect an individual's relationship with his family. There should be some evidence of explanation and/or discussion of the factors. There should be a clear understanding of the effects of these recreational activities on personal relationships.</p> |
| 3 | 5-6 | <p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There should be clear evidence of explanation. The response will be coherent and well structured.</p> <p>Candidates should give clear examples accompanied by explanations of how an individual's relationship with their family may be affected by drug-taking. There should be clear evidence of discussion of the factors.</p> |

| Question Number | | Indicative Content |
|-------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1(d) QWC | | <p>For candidates to access mark band 2 and 3, they need to consider more than one aspect of the PIES.</p> <p>Responses likely to include positive and/or negative:</p> <p>Physical</p> <ul style="list-style-type: none"> • Poor sleep patterns • Lack/increase in appetite • Stress • Health problems <p>Intellectual</p> <ul style="list-style-type: none"> • Lack of concentration/preoccupied • Experience difficulty in making future plans • Inability to make decisions <p>Emotional</p> <ul style="list-style-type: none"> • Anxiety • Self-concept/Self-esteem/Self-confidence/Self-worth • Depression <p>Social</p> <ul style="list-style-type: none"> • Poor communication • Avoidance of friends and family • Socially isolated • Marginalised. • Poor personal relationships • Conflict |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-2 | The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The discussion will be missing. |
| 2 | 3-5 | There will be a basic level of knowledge. There may be some application of knowledge. Discussion will be present. |
| 3 | 6-8 | There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be good discussion and conclusions will be drawn. The response will be coherent and well structured. To gain maximum marks in level 3 candidates must demonstrate excellent discussion skills. |

| Question Number | | Indicative Content |
|-------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1(e) QWC | | <p>Responses likely to include:</p> <ul style="list-style-type: none"> • By returning to school Darren is more likely to learn and to pass public qualifications • A good education has a positive effect on an individual's future job prospects • Intellectual development may lead to a better job prospects and higher income. • Returning to school will develop his cognitive/thinking skills – logical thinking/empathy/abstract thinking • Through secondary socialisation at school learn to become more independent which helps to promote self-confidence and therefore mental well-being • School as a positive experience – cognitive advantages/self-esteem, self-image, self-concept • Negative experience – may feel left behind due to absence, stressed, intellectually disadvantaged because he has missed too much school |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | <p>The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The discussion will be missing.</p> <p>Candidates fail to focus clearly on the impact of returning to school on Darren's intellectual development.</p> |
| 2 | 4-7 | <p>There will be a good level of knowledge. There may be some application of knowledge. Discussion is clearly present.</p> <p>Candidates clearly focus on the on the impact of returning to school on Darren's intellectual development.</p> |
| 3 | 8-10 | <p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be excellent discussion and clear links made between returning to school and intellectual development and conclusions will be drawn. The response will be coherent and well structured.</p> |

| Question Number | Answer | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2 (a) | <p>One mark each for two of the following</p> <ul style="list-style-type: none"> • Serious illness • Relationship breakdown • Major accidents – getting shot, serious car crash • Loss of job • Financial difficulties • Moving to a new area • Promotion/demotion • Premature death <p>Allow any acceptable alternatives</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2(b) | <ul style="list-style-type: none"> • The may label him as a gang member (1) and treat him differently from other teenagers. (1) • Medical staff might use inappropriate language (1) with Darren that makes him feel unwelcome (1) • They might see him as a challenging teenager (1) and treat him differently from other service users on the ward (1). • Worried about his behaviour and move him to a different area (1), segregating him from other service users. (1). • The medical staff could make judgements based on his home address (deprived estate)(1) and treat him differently as a result. (1) <p>Accept any relevant alternatives.</p> | (4) |

| Question Number | Answer | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 2(c) | <p>For each effect 1 mark for identification then 1 mark for a brief explanation of effect and a further 1 mark for amplification</p> <p>Responses likely to include:</p> <ul style="list-style-type: none"> • Distorts own self-perception - Self-esteem, self-image, self-concept and self-worth • Affects social judgements • Negative behaviour – he behaves differently as a result of the medical staffs’ actions – eg becomes aggressive • Social exclusion • Marginalisation • He might become prejudiced against medical staff in the future. <p>E.g. Negative stereotyping by medical staff (1) may make Darren feel socially excluded from the other service-users which may result in him producing negative behaviour (1) which would then affect his self-worth (1).</p> <p>Accept any relevant alternatives</p> | (6) |

| Question Number | | Indicative Content |
|------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2(d) QWC | | <p>Responses likely to include how medical staff use care values to create positive relationships with service-users</p> <ul style="list-style-type: none"> • Treating people with respect and dignity • Acknowledging beliefs and identity • Confidentiality and disclosure • Treating people equally • Communicating effectively • Building trust • Empowering people through choice <p>Accept any relevant alternatives.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-2 | The level of knowledge will be basic and there will be little knowledge or application of care values. Meaning may be conveyed but in a non-specialist way. The discussion will be missing. |
| 2 | 3-5 | There will be a good level of knowledge of care values and how these can be applied to promote positive care relationships. The level of discussion will be good. |
| 3 | 6-8 | There will be an excellent level of knowledge of care values and how these can be applied to promote positive care relationships. The level of discussion will be excellent. |

| Question Number | | Indicative Content |
|-------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2(e) QWC | | <p>Responses likely to include:</p> <ul style="list-style-type: none"> • It will improve his self-confidence leading to a more positive self-concept leading to an improved self-image and an increase in self-esteem. • The ability to make decisions about personal/collective circumstances leading to a positive self-concept • The ability to access information and resources for decision-making could have a positive or negative effect on his self-concept depending on whether he understands the information he is given. • Ability to exercise assertiveness in collective decision making which is positive and likely to create a positive self-concept. <p>Accept any relevant alternatives which clearly show how the impact of empowerment is linked to self-concept, positively or negatively.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | The level of knowledge will be basic. There will be limited application and the information relating empowerment to self-concept. Meaning may be conveyed but in a non-specialist way. Assessment will be limited and the candidate is unlikely to understand empowerment and self-concept and how they are linked. |
| 2 | 4-7 | The level of knowledge will be good. There will be application of information relating empowerment to self-concept. Meaning may be conveyed but in a specialist way. Assessment will be good and the candidate is likely to understand empowerment and self-concept and how they are linked. |
| 3 | 8-10 | The level of knowledge will be excellent. There will be very good application and the information relating empowerment to self-concept. Meaning may be conveyed in a specialist way. Assessment will excellent and the candidate will understand empowerment and self-concept and how they are linked. |

| Question Number | Answer | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 3 (a) | <p>1 mark each for any of the following.</p> <ul style="list-style-type: none"> • Occupation • Status • Qualifications • Wealth • Income | (2) |

| Question Number | Answer | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 3(b) | <p>1 mark for each basic description. Further mark for expansion of each description.</p> <ul style="list-style-type: none"> • They might be able to claim benefits (working tax credit/job seeker's allowance/housing benefit, etc (1) if they are eligible to claim (1) • Careers advice and guidance from organisations such as Connexions • Counsellors (1) to help people come to terms with being unemployed (1) • Doctors or mental health nurses (1) who offer medication and support (1) <p>Accept any relevant alternative type of formal support that is linked in some way to helping unemployed people.</p> | (4) |

| Question Number | | Indicative Content |
|-----------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3(c) | | <p>Responses likely to include:</p> <ul style="list-style-type: none"> • PIES • Diet • Alcohol • Smoking • Drugs • High risk employment • Fear of going to the doctors • Cannot afford the prescriptions • Lack of knowledge and understanding of what is wrong with them • Lack of exercise • Risky behaviour • Acheson report • Black report <p>Accept an answer that offers a generic approach linking lower social class and health.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-2 | The level of knowledge will be basic and there will be limited connections made between lower social class and health. Meaning may be conveyed but in a non-specialist way. The explanation will be limited. Candidates demonstrate an understanding of the link between lower social class and health status. |
| 2 | 3-4 | The level of knowledge will be good and there will be some connections made between lower social class and health. Meaning may be conveyed but in a specialist way. The explanation will be good. The candidate demonstrates an understanding of the link between lower social class and health status and shows that the link could be either positive or negative. |
| 3 | 5-6 | The level of knowledge will be excellent and there will be very good connections made between lower social class and health. Meaning will be conveyed in a specialist way. The explanation will be excellent. The candidate demonstrates a clear understanding of the link between lower social class and health status and shows that the link could be either positive or negative. |

| Question Number | | Indicative Content |
|-------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3(d) QWC | | <p>Responses likely to include:</p> <ul style="list-style-type: none"> • Friendship leads to a positive self-concept • Having friends leads to a person having a positive self-image • Friendship often leads to good self-esteem • Gives them a feeling of contentment and happiness • Allows people to share experiences and problems • For some people friendship has a limited impact on their emotional well-being as they are independent individuals • Friendship sometimes causes emotional problems as you try to meet their needs. <p>Accept positive and negative responses.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-2 | The level of knowledge will be basic. There will be limited application and the information relating friendship to emotional well-being. Meaning may be conveyed but in a non-specialist way. Assessment will be limited and the candidate is unlikely to understand how friendship is linked to Darren's emotional well-being. |
| 2 | 3-5 | The level of knowledge will be good. There will be application of information relating friendship to emotional well-being. Meaning may be conveyed but in a specialist way. Assessment will be good and the candidate is likely to understand how friendship is linked to Darren's emotional well-being. |
| 3 | 6-8 | The level of knowledge will be excellent. There will be very good application and the information relating friendship to emotional well-being. Meaning may be conveyed in a specialist way. Assessment will excellent and the candidate will understand the link between friendship and Darren's emotional well-being. |

| Question Number | | Indicative Content |
|------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3(e) QWC | | <p>Responses likely to include:</p> <ul style="list-style-type: none"> • Drugs • Alcohol • Smoking • Diet • Exercise • Sleep • Stress • Employment/unemployment • Dropping out of school/returning to school • Gang membership • Being involved with people who take drugs <p>These factors need to be related through Darren's health and well-being and are likely to be linked to:</p> <ul style="list-style-type: none"> • Physical • Intellectual • Emotional • Social <p>For candidates to access mark band 2 and 3 they need to consider more than one aspect of the PIES</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | The level of knowledge will be basic and there will be omissions. There will be limited application and the background information will not be applied well. Meaning may be conveyed but in a non-specialist way. The discussion will be limited. |
| 2 | 4-7 | The level of knowledge will be good. There will be good application and the background information will be applied well. Meaning will be conveyed in a specialist way. The discussion will be good. |
| 3 | 8-10 | The level of knowledge will be excellent. There will be excellent application and the background information will be applied well. Meaning will be conveyed in a specialist way. The discussion will be excellent. |

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