

Edexcel GCE

Edexcel Advanced Subsidiary GCE in
Health and Social Care (Single Award)
(8741)

Edexcel Advanced Subsidiary GCE in
Health and Social Care (Double Award)
(8742)

Edexcel Advanced GCE in Health and
Social Care (Single Award) (9741)

Edexcel Advanced GCE in Health and
Social Care (Double Award) (9742)

November 2004

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Specimen papers with mark schemes

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Authorised by Jim Dobson

Prepared by Sarah Harrison

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[Answer ALL questions in the spaces provided]

You should study carefully the material provided before answering each question

1

- (a) Jack is two weeks old. His mother Emily is 31 years old. Jack has an older brother, Tony, who is 12 years old. Tony sometimes gets jealous of Jack, but looks forward to teaching Jack to play football when he gets older. Motor skills involve the use of muscles to produce co-ordinated movement.



- (i) From the way Emily is holding Jack identify a motor skill that Jack has not yet acquired.

.....
.....

(1)

- (ii) State **two** other motor skills that Jack will have acquired by the time he is one year old.

1.....

2.....

(2)

(b) Emily has recently undergone many changes, during her pregnancy and after giving birth to Jack.

(i) What life stage is Emily at?

.....

(1)

(ii) Explain how Emily's physical, intellectual, emotional and social development is effected by the birth of Jack.

Physical

.....

Intellectual

.....

Emotional

.....

Social

.....

(4)

(c) Tony will also be going through many changes in the next few years.

(i) What is the name of the period when secondary sexual characteristics develop?

.....
(1)

(ii) Identify **five** physical changes that Tony will experience during this time.

- 1.....
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 - 2.....
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 - 3.....
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 - 4.....
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 - 5.....
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- (5)

(d) Discuss the possible effects of Jack's birth on Tony's emotional development.

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(5)

(e) Jack's grandmother, Mary, is 55 years old and is going through the menopause. She works part-time in the local library and looks after Jack two afternoons a week. Mary likes to exercise and has recently given up smoking.

(i) What life stage is Mary in?

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(1)

(ii) Identify and explain the likely effects of **two** possible changes on Mary's development.

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(6)

(iii) Describe **one** effect that cycling may have on Mary's physical development.

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(2)

(iv) Mary looks after Jack for two afternoons a week.

Discuss the effect of looking after Jack, on Mary's physical, intellectual, emotional and social development.

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(8)

(Total 36 marks)

2

- (a) Knowing about health and understanding what it means to be healthy are very important. Health and well-being can be defined in different ways. It can mean different things to different people, depending on their age and circumstances.

Explain, using an example, what you understand by the holistic approach to health.

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(3)

- (b) Governments and other interested parties often run health promotion campaigns. The following article was published by the Institute of Alcohol Studies.

Underage drinking doubles in a decade

Teenagers are drinking twice as much alcohol as they did 10 years ago, a national survey by the Department of Health has found.

Despite a campaign by ministers to cut smoking, drinking and drug abuse among young people, a survey of 7,000 secondary school pupils revealed big increases in all three habits. Most worrying for the researchers was a doubling of the amount of alcohol that children aged between 11 and 15 regularly consume. It showed that 5 per cent of 11-year-olds and 49 per cent of those aged 15 had drunk alcohol in the previous week.

August 2001

- (i) Identify **two** pieces of evidence from the article that indicates the campaign may not have achieved its aim.

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(2)

(ii) Identify using the information given the percentage of 11 year olds and the percentage of 15 year olds who had not drunk alcohol in the previous week.

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(2)

(c) One aim of health promotion is to improve fitness levels generally.

Discuss the other possible aims of health promotion.

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(4)

(d) Health promotion can be approached in different ways. Three of these ways are:

- The biomedical approach
- The educational/behaviour approach
- The societal change approach.

(i) Explain which approach is being used if a campaign focuses on changing the law to raise the age at which young people can legally buy alcohol?

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(2)

(ii) Explain which approach is being used if a campaign focuses on encouraging young people to adopt healthier lifestyles?

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(2)

(iii) Evaluate to what extent the different approaches in (i) and (ii) might be successful in reducing underage drinking.

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(9)

(Total 24 marks)

3 Peter is 56 years of age and is the Headteacher of a comprehensive school in a large industrial town. He and his wife live near the school. Peter spends long hours working at home in the evenings and weekends. His job involves making difficult decisions and he is so busy that he often has little time to eat regularly. His only exercise is walking to work.

Recently, Peter visited his GP as he was feeling unwell. He was diagnosed as having high blood pressure and suspected angina. This worries Peter, as his father and grandfather both died from heart attacks in their fifties.

(a) Peter's physical condition is clearly not ideal for someone of his age.

(i) Identify **two** pieces of evidence from the information given that demonstrate that Peter's physical condition is not ideal.

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(2)

(ii) Using the information given in the text identify and explain the relative importance of **three** factors that might have contributed to Peter's physical condition.

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(10)

(b) Peter’s wife has told him that they do not have much in common now. Peter discusses this with a friend who tries to convince him that changing his lifestyle will improve his marriage, as well as his health. Peter says it will not make a difference to his health, as he is likely to die just as young as his father and grandfather.

(i) Explain **one** reason why Peter and his wife might not have much in common now.

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(2)

(ii) Explain how a change in Peter’s lifestyle might improve any **three** areas of his wife’s development (physical, intellectual, emotional and social development).

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(6)

(c) Evaluate Peter’s statement that changing his lifestyle will make no difference to his health, and he is likely to die just as young as his father and grandfather.

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(10)

(Total 30 marks)

TOTAL FOR PAPER: 90 MARKS

Leave
blank

1

Answer ALL the questions in the spaces provided.



John and Gill are grandfather and granddaughter. John is an active citizen who goes to the gym regularly and eats a sensible diet. He helped socialise Gill from an early age as her mother works full time as a doctor. Gill’s father was killed in a car accident when she was three years of age. She has just moved to a nearby city to attend university, which still allows her to visit John at the weekends.

Gill has mixed feelings about moving away from home. She is keen to meet new people, live in a city environment and secure a part-time job. However she will miss her family and possibly have a lower standard of everyday living as she will have to live on a more limited income.

(a) Using the information given, identify and describe **two** social factors that might have affected Gill’s childhood development.

(i) Factor 1.....

Description of factor.....

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(3)

(ii) Factor 2.....

Description of factor

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(3)

(b) Explain what is meant by the term 'socialisation'.

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(4)

(c) Using the information given and your own knowledge evaluate **four** possible effects of life style choices on John's health and well-being.

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(10)

Meadowhead Health Centre



The manager of the Meadowhead Health Centre has been impressed by the progress staff have made in becoming more ‘service user’ orientated. Research has highlighted two main areas of progress

- The implementation of the care value base by staff
- The building of service users self-esteem.

However, reports from two male members of the ‘carers’ group, who bring their children to the practical sessions, feel that these still follow a stereotypical format.

(a) Explain **three** areas where improvements have been achieved at the health centre using the information given together with your own knowledge.

- (i) Area 1
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-
-

(2)

(ii) Area 2
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(2)

(iii) Area 3
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(2)

(b) Identify **two** ways in which staff at the health centre may follow a ‘stereotypical format’ in their work with young children.

(i) Way 1
.....
(1)

(ii) Way 2
.....
(1)

(c) Explain what is meant by the term ‘care value base’.

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(4)

(d) Identify and describe **two** ways in which staff in work related context could empower service users.

1

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Description

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(3)

2

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Description

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(3)

(e)

Data collected at Meadowhead Health Centre from service users showed that having a positive ‘self concept’ was important to getting the most out of the services provided by the centre.

Explain how useful having a positive ‘self concept’ is in being able to access health and social care services.

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(12)

(Total 30 marks)

3

Oakhill Day Hospital



Oakhill Day Hospital offers a service to those with mental health problems. The staff at the unit consists of five women and one man. All are fully qualified. During a typical week over 40 service users access the hospital which is located in a rural area. Many service users have low levels of income and live in relative poverty.

Jenny is completing a college assignment based on information she is collecting from the hospital. She has discovered that having supportive family relationships helps service users deal with their life experiences. Her results have also shown that negative stereotyping exists within the hospital.

(a) From the information given identify and describe **two** social factors which care practitioners need to consider in their work with service users at Oakhill Day Hospital.

(i) Factor 1

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Description of factor

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.....

(3)

(ii) Factor 2.....

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Description of factor.....

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(3)

(b) Explain, using an example, the meaning of supportive family relationships.

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(4)

(c) Discuss **four** issues for service users at Oakhill Day Hospital of living in relative poverty.

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(8)

(d) Discuss **three** ways that care practitioner managers ensure that the professional development of staff promotes equality and diversity.

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(6)

(e) Discuss **three** possible consequences of negative stereotyping on service users.

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(6)

(Total 30 marks)

TOTAL FOR PAPER: 90 MARKS

[Answer ALL questions in this section in the spaces provided]

You should study carefully the material provided before answering each question

1

Mr Brown has a severe disability. He is 50 years of age, unmarried and for the last 3 years has lived with his sister and her family. Mr Brown suffered a severe stroke, which has left him with little mobility and slurred speech. He is, however, mentally very alert.

Mr Brown feels a burden to his sister and would like to move out and live independently in the community. Mr Brown and his sister contacted their local Social Services Department for advice and assistance.

A social worker was assigned to Mr Brown's case and a multi-disciplinary assessment was subsequently undertaken to identify Mr Brown's needs.

Mr Brown also submitted an application to live in sheltered accommodation close to where his sister lives.

(a) The care plan cycle comprises of seven stages. Identify **two** of the seven stages.

- 1
-
- 2
-

(2)

(b) Define what is meant by the term 'care management'.

-
-
-

(2)

(c) It is important that Mr Brown's assessment is 'needs led'.

Explain the benefits to Mr Brown of having a needs led assessment.

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(4)

(d) From the information given identify and describe **two** needs that Mr Brown is likely to have assessed.

1

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(6)

- (e) Mr Brown has slurred speech and finds it difficult to communicate. He asks his sister to act as an advocate on his behalf.

Discuss the contribution an advocate can make when providing clients with care services.

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(8)

- (f) Evaluate the importance of acknowledging service-user’s rights when providing care services.

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(8)

(Total marks 30)

2 The following people were involved in Mr Brown's care plan:

- Social worker
- Occupational Therapist
- G.P
- Manger from the sheltered housing
- Mr Brown's sister
- Mr Brown

(a) Mr Brown's care plan involved a multi-disciplinary assessment being carried out to identify his needs.

Define the term 'multi-disciplinary assessment'.

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(2)

(b) Explain the importance of multi-disciplinary working when assessing and providing Mr Brown with care services.

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(2)

(c) 'A First Class Service' outlines the government's plans for setting quality standards in the National Health Service (NHS) and ensuring service users can access and benefit from those services.

(i) Explain the purpose of quality assurance within an organisation such as the NHS.

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(2)

(e) Many service users still experience barriers when accessing services.

Discuss the types of barriers a service user may encounter and identify ways in which they may be overcome.

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(10)

(Total marks 30)

3

The table indicates the trend in the places available in residential care homes in England by sector, since 1996.

(All figures are thousands)

Sector		1996	1998	2000	2001
Public Sector	All places in the public sector	72.1	64.0	55.5	50.9
Independent Sector	All places in the independent sector	250.3	283.9	290.4	290.3

(Source: Department of Health Social Trends No.33, 2003 edition.)

- (a) The terms public sector and independent sector are used in the table. Define what these terms mean.

Public sector

.....

.....

Independent sector.....

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.....

(4)

- (b) The use of the independent sector was part of the government's policy to introduce a mixed economy of care in health and social care.

Describe **one** advantage and **one** disadvantage of using a mixed economy of care in health and social care services.

Advantage.....

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Disadvantage

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(4)

- (c) Discuss how central government's role in welfare provision has evolved over the past 20 years.

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(10)

[Answer ALL questions in this section in the space provided.]

You should study carefully the material provided before answering each question

- 1 Oakfield High School has just set up a ‘Quit Smoking Group’ to help staff and students who want to give up smoking. Frankie, the school nurse, has been asked to run the group.
- (a) Frankie gives the group a questionnaire to measure their self-esteem and locus of control.

Explain what is meant by ‘self-esteem’.

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.....

(2)

- (b) The results of the questionnaire are given in the table below. This shows how many people in the group have high self-esteem and how many have low self-esteem. It also shows how many have an internal or external locus of control.

	High self-esteem	Low self-esteem
Internal locus of control	5	2
External locus of control	1	4

- (i) From the results of the questionnaire, identify how many members of the group have low self-esteem.

.....

(1)

- (ii) From the results of the questionnaire, identify how many members of the group have high self-esteem along with an internal locus of control.

.....

(1)

(iii) Explain why people with an internal locus of control are more likely to give up smoking.

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(2)

(c) Charlie is a Year 11 student. He has always been friends with older boys who smoke.

(i) Discuss how social learning theory could explain Charlie's smoking.

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(4)

(ii) Charlie says that smoking is an important part of his self-concept.

Explain what he means by this.

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(4)

(d) Justine, a Year 12 student, and Mr Atkins, the Deputy Head, both smoke 10 cigarettes a day. They both decide to put aside the money they would have spent each day on cigarettes. At the end of each month they will spend this money on something special as a reward for themselves.

(i) Identify the therapeutic approach that they are following here.

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(1)

(ii) Explain **three** other consequences of stopping smoking that might be rewarding for Justine.

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(5)

- (e) Frankie invites Chris, a psychotherapist, to speak to the group. Chris outlines some of the main points from Freud's psychodynamic approach.

Explain how a psychodynamic approach might account for why people smoke.

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(10)

(Total 30 marks)

2 Jamie is three years old and lives with his mother Lucy. He goes to a local playgroup three mornings a week. He finds it difficult to separate from his mother and he can be quite aggressive towards the other children.



Nisha, the playgroup supervisor, talks the issue over with Lucy and they draw up a plan together to help Jamie to be less aggressive.

(a) Nisha normally uses a behavioural approach when tackling this type of issue.

Identify **two** features of a behavioural approach.

1

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2

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(2)

(b) Describe **four** features in Jamie’s behaviour that Nisha is likely to focus on to assess whether this approach has been successful.

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(4)

(c) Describe what might be reinforcing Jamie's aggressive behaviour in the playgroup setting.

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(2)

(d) Nisha, with Lucy's help, then draws up a behaviour modification programme for Jamie. This will be implemented in the playgroup setting.

Using the information given and your own knowledge, explain what the behaviour modification programme might involve.

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(8)

- (e) Sarah, the family's Health Visitor, has also been concerned about Jamie. She knows that Lucy finds Jamie difficult to manage at home and that she gets little support from her partner. She has considered referring the family for family therapy.

Describe what family therapy might involve for Lucy and her family.

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(4)

- (f) Evaluate the advantages and the disadvantages of behaviour modification and family therapy for the people involved.

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(10)

(Total 30 marks)

3 David is 26 years of age. He was recently knocked off his motorbike and suffered a serious head injury. Agnes is 86 years of age. She has not enjoyed good health for some time and recently had a stroke. David and Agnes both have difficulties with their speech and they met up at the Department for Speech and Language Therapy at their local hospital.

(a) The receptionist treats them very differently when they come for their appointments and Pat, the Speech and Language Therapist, believes David and Agnes are being labelled and stereotyped.

Explain what is meant by 'labelling' and 'stereotyping'.

(i) Labelling.....
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(2)

(ii) Stereotyping.....
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(2)

(b) Describe how David and Agnes might be perceived and treated differently on the basis of possible stereotypes.
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(4)

- (c) Pat, the Speech and Language Therapist, finds that David is highly motivated to improve his speech. Agnes, however, does not seem to put much effort into her sessions and her thinking seems very negative.

Using the information given and your own knowledge, analyse why their attitudes to their treatment might differ.

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(8)

- (d) David’s progress in recovering his speech is not as quick as he hoped it would be and this seems to depress him. Agnes is also depressed and Pat decides to refer them both for person-centred counselling.

Describe what person-centred counselling involves.

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(4)

General guidance on marking

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge, and for critical and imaginative thinking. Examiners should therefore read carefully and consider every response; even if it is not what is expected it may be worthy of credit. The Principal Examiner or Team Leader should be consulted as necessary.

Applying the mark scheme

- 1 In the first column the question is identified.
- 2 The second column identifies the expected answers to the question. The expected answers are not necessarily exhaustive and so professional judgement should be applied by the marker.
- 3 For some of the expected answers, example answers have been supplied to give additional guidance, particularly where the question allows for a wide range of response from the candidate.
- 4 The third column identifies how the marks should be awarded.
- 5 **(1)** identifies the award of each mark.
- 6 1×4 **(4)** indicates that the mark (sub total) for that part of the question is made up of **four** one-mark answers or parts.
- 7 The **(6)** or similar mark in the third column is the sub total allocated to that part of the question and is the same as the sub total which appears on the question paper.
- 8 The total mark for each question is in **Bold** at the bottom of each full question.
- 9 Information in **Bold** which appears in the bottom of the second column for that question gives guidance on how to award a range of marks and must be followed for that specific question eg **low response (1) or detailed explanation (2)**.
- 10 The third column for straightforward responses basic information has been provided with the total mark available for the question enclosed in brackets.

Where more extended answers are required from the candidate, levels of response style instructions have been provided.

Mark scheme

**Edexcel GCE in
Health and Social Care**

**Unit 1:
Human Growth and Development**

Question			Expected answers	Marks awarded
1	(a)	(i)	<ul style="list-style-type: none"> Support his head 	(1)
		(ii)	<p>(2) for correct identification of two motor skills (from the list)</p> <ul style="list-style-type: none"> Crawl Sit up-without support Stand Grasp objects 	(2)
	(b)	(i)	Early Adulthood	(1)
		(ii)	<p>Physical Development: Handling Jack/putting on clothes and nappies/more physically tired than before her weight changes</p> <p>Intellectual Development: Learning how to care for Jack, less time to develop intellectually (hobbies/work)</p> <p>Emotional Development Emotional bonds develop between Emily and Jack.</p> <p>Social Development: Emily meets other new parents and shares experiences/Emily has no time to socialize, as she is caring for Jack.</p>	(4)
	(c)	(i)	Puberty	(1)
		(ii)	<p>(5) for identifying change</p> <ul style="list-style-type: none"> Voice breaks/becomes deeper Growth of beard/idea of needing to shave Development of external genitalia/penis Change in body shape — taller, broader, heavier Sperm production starts 	(5)
	(d)		<p>(1) Tony may be happier</p> <p>(1) Tony may be unhappier</p> <p>(3) For three effects identified either positive or negative</p> <p>POSITIVE</p> <ul style="list-style-type: none"> Happy because he is looking forward to teaching him football Happy because he is looking forward to teaching him other new skills Happy because he has company and not on his own any more 	

Question		Expected answers	Marks awarded
		NEGATIVE <ul style="list-style-type: none"> • Unhappy/jealous because he feels his brother will get more attention • Unhappy/jealous because he will have to share his parents • Unhappy/jealous that he will have to share his room, toys etc 	(5)
(e)	(i)	Middle Adulthood	(1)
	(ii)	(1 x 2) for identification of change (2 x 2) for explanation FACTORS: <ul style="list-style-type: none"> • Quit smoking — better health, fitter • Taking exercise — fitter less likely to take ill • Menopause — physical effects 	(6)
	(iii)	For full marks there should be a description of one effect, such as on bones and muscles. (1) identify (muscles or bones) (1) explanation of effect Muscles: <ul style="list-style-type: none"> • Would be strengthened/retain their strength/slow down wastage Bones: <ul style="list-style-type: none"> • Would be strengthened/not subject to breaking or osteoporosis 	(2)
	(iv)	For full marks candidates should consider a positive and a negative effect on three areas of development. (2) for each of the four areas of development (one for a positive effect one for a negative effect in each area) Physical Development: <ul style="list-style-type: none"> • <i>Positive</i> — keep Mary young/active • <i>Negative</i> — tire Mary out Intellectual Development: <ul style="list-style-type: none"> • <i>Positive</i> — Mary may have to learn new skills in order to look after Jack • <i>Negative</i> — Mary may lose the opportunity to pursue her own interests 	

Question	Expected answers	Marks awarded
	Emotional Development: <ul style="list-style-type: none"> • <i>Positive</i> — Mary will gain enjoyment from the contact with her grandson • <i>Negative</i> — Mary may feel she is being used by her daughter Social Development: <ul style="list-style-type: none"> • <i>Positive</i> — Mary will enjoy the company of her grandson/meet new people through talking to him • <i>Negative</i> — Mary may lose the opportunity to meet other people as she is spending her time with Jack. 	(8)
Total marks for Question 1		36 marks

Question		Expected answers	Marks awarded
2	(a)	<p>(1) for relevant example</p> <p>(2) for correct explanation which indicates that it takes into account all aspects of wellbeing — physical, emotional, social spiritual and cognitive etc</p>	(3)
	(b)	<p>(i)</p> <p>(1 x 2)</p> <ul style="list-style-type: none"> • Increase in smoking, alcohol consumption and drug taking • Number of children taking alcohol has doubled 	(2)
		<p>(ii)</p> <p>(1) aged 11 = 95%</p> <p>(1) aged 15 = 51%</p>	(2)
	(c)	<p>Identify the other two aims and define/describe/explain some additional factor about each one</p> <p>(0–2) maximum of two aims identified only (either positive or negative)</p> <p>(3–4) two aims explained accurately (either positive or negative)</p> <p>AIMS (eg)</p> <ul style="list-style-type: none"> • Making people more aware of health issues; idea that people should take more care of themselves/they would understand more about health • Helping prevent ill-health; idea that they would understand what causes disease/ill-health/encourage them to take preventative measures 	(4)
	(d)	<p>(i)</p> <p>SOCIETAL — aimed at society and affects all individuals</p>	(2)
		<p>(ii)</p> <p>EDUCATIONAL/BEHAVIOURAL — explains problem and changes behaviour</p>	(2)
		<p>(iii)</p> <p>Level one (1–3 marks)</p> <p>Candidates are likely to just consider one approach and give a reason for it being either successful or unsuccessful.</p> <p>Level two (4–6 marks)</p> <p>Candidates may consider two approaches and for each just consider either it being successful or unsuccessful. Or they may just consider one approach but give reasons for it being successful or unsuccessful.</p> <p>Level three (7–9 marks)</p> <p>Candidates should consider both approaches and for each approach consider it might be being successful or unsuccessful.</p>	

Question	Expected answers	Marks awarded
	<p>The two approaches are:</p> <p>SOCIETAL:</p> <ul style="list-style-type: none"> • Successful because it makes it difficult to ignore if a campaign is forceful/large enough/well publicised • Successful if it becomes illegal to buy alcohol • Unsuccessful if teenagers think its cool to break the law • Unsuccessful if it is difficult to enforce <p>EDUCATIONAL/BEHAVIOURAL:</p> <ul style="list-style-type: none"> • Successful if teenagers understand the dangers of drinking • Successful if teenagers are encouraged to do other things • Unsuccessful if teenagers find it difficult to ignore peer pressure • Unsuccessful if teenagers think that it is adults/do-gooders who are telling them what they ought to do 	(9)
Total marks for Question 2		24 marks

Question		Expected answers	Marks awarded
3	(a)	(i) (1 x 2) for pieces of evidence identified <ul style="list-style-type: none"> • High blood pressures • Suspected angina • Feeling unwell • Doesn't eat properly • Little exercise 	(2)
		(ii) Level one response (1–4 marks) Candidates will probably just justify two or three factors at this level and not offer much explanation. Level two response (5–7 marks) Candidates should offer relevant explanation for two or three factors. Level three response (8–10 marks) At this level as well as the identification of factors with good relevant explanation, there should be some extra detail in the explanation. To gain full marks there should be some indication that all three together will be a major contributory factor for Peter's poor condition. eg FACTORS: <ul style="list-style-type: none"> • Does not take much exercise/the only form of exercise is when he walks to work/exercise helps keep weight down/burns off extra calories/improves cardio-respiratory system • He skips lunch/does not have proper meals/idea that poor diet usually contains high fat/linked with heart disease • Idea of being too busy/demanding job/leads to stress/linking the above with high blood pressure or heart disease 	(10)
	(b)	(i) Peter works long hours; does not have much time to spend with his wife	(2)
		(ii) (2) for each of the three areas of development (one for the change in Peter's lifestyle and one for how it affects his wife) Physical Development: <ul style="list-style-type: none"> • <i>Change</i> — Peter works less/not as hard/eats sensibly/exercises more • <i>Affect</i> — His wife's health may improve/she may feel better as they do these things together Intellectual Development: <ul style="list-style-type: none"> • <i>Change</i> — Peter has more time for intellectual hobbies/learn new skills • <i>Affect</i> — His wife may take up the hobbies with him/learn new skills together 	

Question		Expected answers	Marks awarded
		<p>Emotional Development:</p> <ul style="list-style-type: none"> • <i>Change</i> — Peter may have a happier marriage as he has more time • <i>Affect</i> — His wife may have a happier marriage as they spend more time together <p>Social Development:</p> <ul style="list-style-type: none"> • <i>Change</i> — Peter could take up hobbies and socialise more with others • <i>Affect</i> — His wife may be happier as they can socialise more with others 	(6)
	(c)	<p>Level one response (1–4 marks)</p> <p>Candidates should be able to make some comment for or against the statement, but will probably not consider both arguments or mention nature/nurture debate.</p> <p>Level two response (5–7 marks)</p> <p>Candidates should identify some changes and relate those to an improvement in Peter’s lifestyle. They should make reference to the nature/nurture debate, but not necessarily by name.</p> <p>Level three response (8–10 marks)</p> <p>Candidates would be expected to give both sides of the argument, in addition to the points expected for the level two response. There should be a clear understanding of the nature/nurture debate, with the terms defined correctly for full marks.</p> <p>Definitions:</p> <p>Nature — characteristics determined by genes/from parents</p> <p>Nurture — characteristics determined by environment/experiences during life</p> <p>Evaluation</p> <ul style="list-style-type: none"> • Statement is (mainly) incorrect • Health is dependant on both genetic and environmental aspects • Acknowledge that angina/heart disease may run in families • Changing lifestyle/socio-economic factors can make a difference 	(10)
Total marks for Question 3			30 marks
TOTAL MARKS FOR PAPER			90 marks

Content area distribution

Unit 1: Human Growth and Development

Question	Content area		
	1.1	1.2	1.3
1 a i)	1		
ii)	2		
b i)	1		
ii)	4		
c i)	1		
ii)	5		
d)	5		
e i)	1		
ii)		6	
iii)		2	
iv)	4	4	
2 a)			3
b i)			2
ii)			2
c)			4
d i)			2
ii)			2
iii)			9
3 a i)		2	
ii)		10	
b i)		2	
ii)	3	3	
c)		10	
Total	27	39	24

Assessment Objective distribution

Unit 1: Human Growth and Development

	AO1	AO2	AO3	AO4	Total marks
Question 1	20	8	4	4	36
Question 2	5	6	4	9	24
Question 3	5	8	9	8	30
Total marks	30	22	17	21	90
%	33.33%	24.44%	18.89%	23.33%	100

Analysis of paper

The overall target for each Assessment Objective is based on 30–40% for AO1, 20–30% for AO2, 15–25% for AO3 and 15–25% for AO4, as agreed for Unit 1, which on a 90 mark paper gives:

30 marks for AO1

22 marks for AO2

17 marks for AO3

21 marks for AO4

Mark scheme

**Edexcel GCE in
Health and Social Care**

**Unit 4:
Social Aspects and Lifestyle Choices**

Question		Expected answers	Marks awarded
1	(a) (i)/ (ii)	<p>(1) mark for each factor identified (1 x 2) and (2 x 2) for the description of the factors identified.</p> <p>Will choose from: influence of grandfather</p> <ul style="list-style-type: none"> • working mother • death of father. <p>Allow positive or negative developments of factors.</p> <p>eg working mother (1) — this means that she earned income for the family (1) and Gill may have been able to have a good diet and grown to her expected norms (1).</p>	(3+3) (6)
	(b)	<p>Level one response (1–2 marks)</p> <p>The candidate makes a few statements about socialisation eg people’s behaviour is influenced by others. Parents/friends influence us. Explanation is not clearly evident.</p> <p>Level two response (3–4 marks)</p> <p>Clear evidence of explanation.</p> <p>Correct definition.</p> <p>Socialisation is about becoming a social being which happens through interactions between a person and those around them.</p> <p>Likely to use an example to explain. May distinguish between ‘primary’ and ‘secondary’ socialisation, though this isn’t necessary to get full marks.</p>	(4)
	(c)	<p>Level one response (0–3 marks)</p> <p>Low level response.</p> <p>Likely to identify one or two factors from the information or elsewhere about the life style choices. Unlikely to assess the impact of these factors on John’s healthy and well being.</p> <p>Level two response (4–7 marks)</p> <p>Medium level response.</p> <p>At the bottom end of the range candidates are likely to focus on points from the information and show how these life style choices may affect John’s health and well-being. At the top end of the range the candidate is likely to apply other possible life style choices and assess how these might affect John. Assessment skills are present.</p> <p>More than two factors needed.</p>	

Question		Expected answers	Marks awarded
		<p>Level three response (8–10 marks)</p> <p>High level response.</p> <p>Good assessment is clearly evident and the candidate applies factors from the information and elsewhere.</p> <p>Factors may be:</p> <ul style="list-style-type: none"> • Active Citizen • Sensible diet • Walks • Socialising Gill <p>Allow any other possible life style choices he may possibly have made — eg getting married.</p> <p>eg working/not working, developing friendships, recreational activities etc.</p> <p>Factors may be assessed in either or both a positive/negative way. Four factors needed.</p>	(10)
	(d)	<p>Level one response (0–4 marks)</p> <p>Low level response.</p> <p>The candidate is likely to identify one or two factors from the information or elsewhere about predictable and/or unpredictable events. The candidate is unlikely to examine the effects of these events on Gill’s healthy and well-being.</p> <p>Level two response (4–7 marks)</p> <p>Medium level response.</p> <p>At the bottom end of the range candidates are likely to focus on points from the information and examine the possible effects of these on Gill’s health and well-being.</p> <p>At the top end of the range the candidate is likely to apply other possible predictable or unpredictable events and examine their possible effects.</p> <p>Assessment skills are present.</p> <p>More than two factors needed</p>	

Question		Expected answers	Marks awarded
		<p>Level three response (8–10 marks)</p> <p>High level response.</p> <p>Good assessment is clearly evident and the candidate applies information from the information and elsewhere.</p> <p>Factors may be:</p> <ul style="list-style-type: none"> • Attending School • Death of father • Working mother • Moving away from home • Going to University • Getting a part-time job <p>Allow any other possible predictable or unpredictable events, which could affect Gill.</p> <p>Events may be examined in either or both positive or negative way. Four factors needed.</p>	(10)
Total marks for Question 1			30 marks

Question		Expected answers	Marks awarded
2	(a)	<p>(i)/ (ii)/ (iii)</p> <p>Two marks for explaining how each of the improvements have been implemented (3 x 2). Each explanation should consist of two points (1 x 2)</p> <p>Improvements:</p> <ul style="list-style-type: none"> • implementing the Care Value base • empowering service users • building service users self-esteem. <p>eg build self-esteem: by explaining to Service Users their good qualities (1) and how this makes them an interesting person (1).</p>	(2+2+2) (6)
	(b)	<p>(i)/ (ii)</p> <p>Allow any appropriate responses:</p> <p>eg</p> <ul style="list-style-type: none"> • the way toys are allocated • language use • role modelling • staff client interaction <p>(1 x 2)</p>	(1+1) (2)
	(c)	<p>Level one response (1–2 marks)</p> <p>Makes a few statements about the care value base.</p> <p>eg confidentiality, choice, dignity etc</p> <p>Explanation is not clearly evident.</p> <p>Level two response (3–4 marks)</p> <p>Clear evidence of explanation.</p> <p>Good knowledge about the care value base and the issues around this.</p> <p>May use examples to explain the concept.</p>	(4)
	(d)	<p>(1 x 2) mark for each method of empowerment identified</p> <p>(2 x 2) for the description of the methods identified.</p> <ul style="list-style-type: none"> • Methods identified <p>Give information, explain the options available, discuss issues with the individual, arrange access to specialists (allow any sensible options)</p> <ul style="list-style-type: none"> • Description of methods (example) <p>The care worker might discuss the various issues with the service user. This would raise their levels of understanding (1) and the service user would be in a position to make an informed choice (2).</p>	(3+3) (6)

Question		Expected answers	Marks awarded
	(e)	<p>Level one response (0–3 marks)</p> <p>Low level response.</p> <p>Likely to have a vague idea about self concept. Unlikely to relate this to accessing health and social care services. No explicit assessment evident.</p> <p>Level two response (4–6 marks)</p> <p>Medium level response.</p> <p>At the bottom end of the range some assessment is evident about self concept though this tends to be implicit. The candidate clearly knows what self concept is. At the top end of the range assessment is more explicit, though not always related to accessing health and/or social care services.</p> <p>Level three response (9–12 marks)</p> <p>High level response.</p> <p>Good assessment is clearly evident and explicit. It is likely to be related to accessing one of more health and social care services.</p>	(12)
Total marks for Question 2			30 marks

Question		Expected answers	Marks awarded
3	(a) (i)/ (ii)	<p>One mark for each factor identified (1 x 2) and (2 x 2) for the descriptions of the factors identified social factors</p> <ul style="list-style-type: none"> • mental health problems • gender imbalance in staffing • over forty service users a week • located in an inner city area • service users have low levels of income • service users live in relative poverty. <p>eg over forty service users (1) The hospital must arrange a variety of activities (1) due to the likely varied needs of the large number of service users (1).</p>	(6)
	(b)	<p>Level one response (1–2 marks)</p> <p>The candidate discusses supportive family relationships. The explanation may be unclear and an example may not be used. On occasions an example may be the only evidence offered. Little explanation.</p> <p>Level two response (3–4 marks)</p> <p>The candidate clearly understands what supportive family relationships are. There is a clear explanation, which is accurate. An example is presented to support the explanation.</p>	(4)
	(c)	<p>Level one response (0–2 marks)</p> <p>Low level response.</p> <p>Candidates have some awareness of what relative poverty is. There is likely to be confusion at the bottom end of the band. One or two points on possible problems are mentioned but not really discussed.</p> <p>Level two response (3–5 marks)</p> <p>Medium level response.</p> <p>Candidates are aware of what relative poverty is. Candidates are able to identify possible problems and discuss them. Examples are likely to be used. The answer will clearly relate to service users at Oakhill Day Hospital</p> <p>More than two problems discussed.</p>	

Question	Expected answers	Marks awarded
	<p>Level three response (6–8 marks)</p> <p>High level response.</p> <p>Candidates are able to fully discuss the possible problems of living in relative poverty for service users at Oakhill Day Hospital weaknesses. They are likely to relate this to service users. Four problems discussed</p> <ul style="list-style-type: none"> • Lack of finance to access services • Low self-esteem • Disempowered • Less healthy lifestyle 	(8)
(d)	<p>Level one response (0–2 marks)</p> <p>Low level response.</p> <p>Candidates have a vague idea about equality and diversity and why it is important to respect difference in care settings. Confusion may be evident. May identify one or two ways to develop care practitioners in their work. Little discussion. May present a list.</p> <p>Level two response (3–4 marks)</p> <p>Middle level response.</p> <p>Candidate has a fair grasp of the questions and identifies ways of developing staff. These are discussed in some depth. Two ways discussed.</p> <p>Level three response (5–6 marks)</p> <p>High level response.</p> <p>Candidates are fully able to discuss ways of developing staff to foster equality and diversity. They are able to see, in depth, the problems, which might occur in doing this and they question whether the approaches offered may work.</p> <p>Candidates may focus on one or more than one setting.</p> <p>Likely to use:</p> <ul style="list-style-type: none"> • Staff training — internal/external. • Induction programme. • Managers to actively promote equality and diversity. <p>Allow any practical approach offered and correct.</p> <p>Three ways discussed.</p> <p>Full marks are available to those who just focus on one setting.</p>	(6)

Question	Expected answers	Marks awarded
(e)	<p>Level one response (0–2 marks)</p> <p>Low level response.</p> <p>Candidates demonstrate a vague idea about what stereotyping is. Confusion is evident. Responses may be in list form and a limited view of consequences is offered.</p> <p>One or two consequences identified.</p> <p>Level two response (3–4 marks)</p> <p>Middle level response.</p> <p>Candidates have a fair grasp of the consequences of stereotyping and how it might affect service users. Candidates are able to relate this to one or more care skills.</p> <p>One or two consequences discussed.</p> <p>Level three response (5–6 marks)</p> <p>High level response.</p> <p>Candidates are fully able to discuss the consequences of negative stereotyping on service users. A good level of ‘insight’ is shown into how service users might feel. Consequences of stereotyping are made explicit.</p> <p>Likely to use:</p> <ul style="list-style-type: none"> • affect on self-esteem • affect on self-concept • level of achievement • physical health may be affected • mental health may be affected. <p>Allow any appropriate response.</p> <p>May use one or more care settings.</p> <p>Three consequences discussed.</p> <p>Full marks are accessible to those who just focus on one setting.</p>	(6)
Total marks for Question 3		30 marks
TOTAL MARKS FOR PAPER		90 marks

Content area distribution

Unit 4: Social Aspects and Lifestyle Choices

Question	Content area		
	4.1	4.2	4.3
1 a i)		3	
ii)		3	
b)	4		
c)	5	5	
d)	5	5	
2 a i)			2
ii)			2
iii)			2
b i)			1
ii)			1
c)			4
d i)			3
ii)			3
e)			12
3 a i)		3	
ii)		3	
b)	4		
c)		8	
d)			6
e)			6
Total	18	30	42

Assessment Objective grids

Unit 4: Social Aspects and Lifestyle Choices

	AO1	AO2	AO3	AO4	Total marks
Question 1	8	7	10	5	30
Question 2	11	11	5	3	30
Question 3	9	7	6	8	30
Total marks	28	25	21	16	90
%	31.11%	27.78%	23.33%	17.78%	100

Analysis of paper

The overall target for each Assessment Objective is based on 30–40% for AO1, 20–30% for AO2, 15–25% for AO3 and 15–25% for AO4, as agreed for Unit 4, which on a 90 mark paper gives:

28 marks for AO1

25 marks for AO2

21 marks for AO3

16 marks for AO4

Mark scheme

**Edexcel GCE in
Health and Social Care**

**Unit 7:
Meeting Individual Needs**

Question		Expected answers	Marks awarded
1	(a)	<p>(1 x 2) for accurately identifying:</p> <ul style="list-style-type: none"> • Recognition (1) • Initial assessment/investigation (1) • Assessment and planning (1) • Implementation and review (1) • Leads to rehabilitation (1) • Leads to separation (1) • Disengagement (1) 	(2)
	(b)	<p>(1) for brief description such as:</p> <ul style="list-style-type: none"> • Term used to cover all seven stages of the care plan cycle. <p>(2) for accurate development such as:</p> <ul style="list-style-type: none"> • Assessment and Care Management constitute one integral process for identifying and addressing the needs of the individual 	(2)
	(c)	<p>(2x 2) for any two of the following benefits given and explained:</p> <ul style="list-style-type: none"> • They are unique to the individual's circumstances • Services provided will be appropriate to the individual's needs • Individual will be empowered and involved in decisions relating to his/her care • Individual will be offered greater choice • Greater flexibility in services provision. <p>(explanation given using given information in the question)</p>	(4)
	(d)	<p>(1 x 2) for correctly identifying two needs eg</p> <ul style="list-style-type: none"> • Personal and social care needs • Physical needs • Cultural and religious needs • Transport and access needs • Financial needs • Employment/educational and leisure needs. <p>(2 x 2) for accurate and full description of needs identified</p>	(6)

Question	Expected answers	Marks awarded
(e)	<p>Level one response (0–2 marks) Answers provided will be brief and vague. May identified points only.</p> <p>Level two response (3–5 marks) Answers provided will describe and explain points raised. No linkage evident between points.</p> <p>Level three response (6–8 marks) Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary.</p>	
	<p>Points raised by candidates may include:</p> <ul style="list-style-type: none"> • Help individual understand their rights • Help individual develop skills to express their wishes • Promote independence • Empower individual • Raise self-esteem • Increase user participation. 	(8)
(f)	<p>Level one response (0–2 marks) Answers provided will be brief and vague. May identified points only.</p> <p>Level two response (3–5 marks) Answers provided will describe and explain points raised. No linkage or balance between strengths and weaknesses evident between points.</p> <p>Level three response (6–8 marks) Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance can see both sides in acknowledging service users rights.</p> <p>ADVANTAGES</p> <ul style="list-style-type: none"> • Recognise diversity within society • Reflects the care value base — anti-oppressive practice • Meets the requirements of equality legislation • Providing a needs led service • User involvement. <p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Oppress, disadvantage and discriminate • Poor quality service • Develop poor practitioner/service user relationships • Service user is denied choice and opportunity. 	(8)
Total marks for Question 1		30 marks

Question		Expected answers	Marks awarded
2	(a)	<p>(1) for a brief definition such as</p> <ul style="list-style-type: none"> • Range of professional working together. <p>(2) for a full definition such as</p> <ul style="list-style-type: none"> • Range of professionals with different professional training employed by more than one agency meeting regularly to co-ordinate their work providing services to one or more client. 	(2)
	(b)	<p>(2 x 1) for one of the following points identified and fully explained</p> <ul style="list-style-type: none"> • Holistic approach to care which is client centred • Effective and efficient use of resources • Services provided ensure 'best fit' • Services can be monitored and adjusted easily • Services can be identified and accessed/purchased more easily. 	(2)
	(c)	<p>(i) (2 x 1) for one of the following points identified and fully explained</p> <ul style="list-style-type: none"> • Measure the quality/benchmark • Maintain/set standards • System of redress/users experiences acknowledged • Value for money. 	(2)
		<p>(ii) (1 x 2) for identifying an appropriate measure such as</p> <ul style="list-style-type: none"> • Customer satisfaction questionnaires • Charters/standards • Audits/appraisals • Questionnaires • Case record analysis • Statistical analysis. <p>(2 x 2) for a full explanation of each measure identified</p>	(6)
	(d)	<p>Level one response (0–2 marks) Answers provided will be brief and vague. May identify points only.</p> <p>Level two response (3–5 marks) Answers provided will describe and explain points raised. No linkage or balance between strengths and weaknesses evident between points.</p> <p>Level three response (6–8 marks) Well developed answer with points fully explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance strengths and weaknesses.</p>	

Question	Expected answers	Marks awarded
	<p>STRENGTHS</p> <ul style="list-style-type: none"> • Used as a benchmark to compare services over time • Improve/target/re-deploy resources and manpower • Service users feel valued • Reduce waiting times and lists • Cost effective • Used to change attitudes. <p>WEAKNESSES</p> <ul style="list-style-type: none"> • Poor quality provision • Mistakes/neglect • Waste of resources • Poor quality. 	(8)
(e)	<p>Level one response (0–3 marks) Answers provided will be brief and vague. May describe/explain one point.</p> <p>Level two response (4–7 marks) Answers provided will describe and explain two points raised. No linkage or balance evident between points. Identification of ways to overcome barriers will be weak and superficial.</p> <p>Level three response (8–10 marks) Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good identification of how barriers will be overcome.</p> <p>TYPES OF BARRIERS</p> <ul style="list-style-type: none"> • Physical • Emotional • Organisational • Geographical • Discrimination. <p>OVERCOMING BARRIERS</p> <ul style="list-style-type: none"> • Adherence to legislation • Listening to service users/complaints • Involving service users • Market services/target services • Policies • Training and education. 	(10)
Total marks for Question 2		30 marks

Question		Expected answers	Marks awarded
3	(a)	<p>(1 x 2) for a vague answer such as</p> <ul style="list-style-type: none"> Public sector is also known as Statutory Sector Independent sector refers to the private and voluntary sector <p>(2 x 2) for a full definition</p> <ul style="list-style-type: none"> Public Sector established by law, charged with a duty to provide a specific service, funded out of public taxation. Refers to the welfare provision made by the state. <p>Independent Sectors complements the provision of the statutory sector. Funding for these sectors differs such as fees, donations or contracts. Has become more involved in provision in recent years</p>	(4)
	(b)	<p>(2 x 1) advantages identified and explained</p> <ul style="list-style-type: none"> Greater choice for service users More responsive to needs Greater flexibility in range of services on offer More cost effective <p>(2 x 1) disadvantages identified and explained</p> <ul style="list-style-type: none"> Two tier system or winners and losers Was not as cost effective as thought More bureaucracy and administration Geographical unevenness 	(4)
	(c)	<p>Level one response (0–2 marks) Answers provided will be brief and vague. May describe/explain one point.</p> <p>Level two response (3–6 marks) Answers provided will describe and explain two points raised. No linkage or balance evident between points. Candidate may discuss major areas of change but no explain their effect on welfare provision.</p> <p>Level three response (7–10 marks) Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary.</p> <p>Areas of change</p> <ul style="list-style-type: none"> Move toward welfare pluralism Increased involvement of independent sector Greater financial control on expenditure/monetarist approach Greater accountability within the public sector Development of power to local/national assemblies 	

Question	Expected answers	Marks awarded
	Effect of change <ul style="list-style-type: none"> • Dismantling of the welfare state • Lowered the quality of services due to contracting out • Lack of choice for service users • Increased costs • Stigma between public v private services • Haphazard provision • Unreliable 	(10)
(d)	<p>Level one response (1–4 marks) Answers provided will be brief and vague. May describe/explain one–two points.</p> <p>Level two response (5–8 marks) Answers provided will describe and explain two or more points raised. No linkage or balance evident between points. Superficial answer provided.</p> <p>Level three response (9–12 marks) Well developed answer with points full explained. Good linkage/coherence between points. Good use of vocational vocabulary. Good balance created within answer.</p> <p>STRENGTHS</p> <ul style="list-style-type: none"> • Increased competition between providers • Stimulated provision — choice etc • Responsive to need — influence provision and raise awareness of a problem • Greater flexibility • Voluntary sector in particular can develop social integration within local communities • Greater accountability <p>WEAKNESSES</p> <ul style="list-style-type: none"> • Patchwork of provision/geographically uneven • Two tier system of provision — greater inequality • Smaller local providers couldn't compete with the larger national providers • Lack of accountability — quality suffered • Duplication of services in many areas 	(12)
Total marks for Question 3		30 marks
TOTAL MARKS FOR PAPER		90 marks

Content area distribution

Unit 7: Meeting Individuals Needs

Question	Content area			
	7.1	7.2	7.3	7.4
1 a)		2		
b)		2		
c)		4		
d)		6		
e)		8		
f)		8		
2 a)			2	
b)			2	
c i)				2
ii)				6
d)				8
e)			10	
3 a)	4			
b)	4			
c)	10			
d)	12			
Total	30	30	14	16

Assessment Objective grids

Unit 7: Meeting Individuals Needs

	AO1	AO2	AO3	AO4	Total marks
Question 1	6	8	8	8	30
Question	6	6	8	10	30
Question 3	6	4	8	12	30
Total marks	18	18	24	30	90
%	20.00%	20.00%	26.67%	33.33%	100

Analysis of paper

The overall target for each Assessment Objective is based on 10–30% for AO1, 20–30% for AO2, 25–35% for AO3 and 25–35% for AO4, as agreed for Unit 4, which on a 90 mark paper gives:

18 marks for AO1

18 marks for AO2

24 marks for AO3

30 marks for AO4

Mark scheme

**Edexcel GCE in
Health and Social Care**

**Unit 12:
Understanding Human Behaviour**

Question		Expected answers	Marks awarded
1	(a)	(1 x 2) <ul style="list-style-type: none"> How we feel about ourselves (1) How we value ourselves/part of our self-concept (1) 	(2)
	(b)	(i) 6	(1)
		(ii) 5	(1)
		(iii) (2 x 1) <ul style="list-style-type: none"> Candidates show an understanding of locus of control eg power to influence outcomes (1) Candidates relate this to stopping smoking eg less likely to find excuses or blame external factors (1) 	(2)
	(c)	(i) Level one response (0–2 marks) <ul style="list-style-type: none"> Candidates who understand the idea of copying or the concept of role models (1) Candidates if they should relate their answer to the situation in the case study (2) Level two response (3–4 marks) <ul style="list-style-type: none"> Candidates who give an explanation of social learning theory; how Charlie observes and copies the older boys' behaviour, and how their response to him is rewarding (3) Candidates whose explanation is clear and the structure of the answer logical (4) 	(4)
		(ii) Level one response (0–2 marks) <ul style="list-style-type: none"> Candidates may simply state that Charlie admits to smoking (1) Candidates will give a response such as 'Charlie sees himself as a smoker' (2) Level two response (3–4 marks) <ul style="list-style-type: none"> Candidates should give a clear explanation of self-concept, along with added detail (3) He sees himself as part of an older/rebellious group. Smoking gives him self-esteem/status (4) 	(4)
	(d)	(i) Behavioural approach/behaviourism/behaviour modification	(1)

Question		Expected answers	Marks awarded
	(ii)	<p>Level one response (0–3 marks)</p> <p>Candidates at this level may identify consequences, but offer little or no explanation eg</p> <ul style="list-style-type: none"> • Health should improve • Breath and clothes smell fresher • Parents/teachers no longer nag her <p>Level two response (4–5 marks)</p> <p>Candidates should identify all three consequences with a clear explanation of how they are rewarding eg</p> <ul style="list-style-type: none"> • Feeling better about myself • Having more confidence • More attractive to boys 	(5)
	(e)	<p>Level one response (0–3 marks)</p> <p>Candidates offer explanations for smoking, but these are not linked to a psychodynamic approach eg</p> <ul style="list-style-type: none"> • People smoke to relax • Because they think it's cool • Because of peer pressure • Because their friends smoke • Because they don't understand the risks <p>Level two response (4–7 marks)</p> <p>In addition to offering explanations for smoking, candidates identify elements of the psychodynamic approach but do not link them to the explanations eg</p> <ul style="list-style-type: none"> • People smoke because of their id/ego • It's subconscious/unconscious <p>Level three response (8–10 marks)</p> <p>Candidates give a clear account of the psychodynamic approach and link this effectively to explanations for smoking.</p>	

Question		Expected answers	Marks awarded
		<p>Theory might be linked to explanation in the following sorts of ways:</p> <ul style="list-style-type: none"> • Smokers cannot explain why they smoke because the reasons are in their unconscious/subconscious • Unconscious drives/instincts come from the id and these might lead us to smoke • The superego may know and tell us that we should not smoke, but the ego cannot keep the id in check • Psychoanalytic theory suggests we go through various stages in development, but people sometimes get stuck. The smoker is stuck at the oral stage of development <p>Smoking is an example of sublimation: suckling is not an appropriate adult behaviour so people suck on cigarettes instead.</p>	(10)
Total marks for Question 1			30 marks

Question		Expected answers	Marks awarded
2	(a)	<p>Two of the following:</p> <ul style="list-style-type: none"> • Focus on observable behaviour • Our behaviour is learned • Behaviour that is rewarded/reinforced tends to get repeated 	(2)
	(b)	<p>Candidates should identify four of the following features:</p> <ul style="list-style-type: none"> • Nisha identifies the specific behaviour eg hitting other children • She observes what Jamie actually does • She observes what happens immediately before the behaviour • And what happens after the behaviour that could be acting as a reward, eg how do other people respond • She counts/times/records instances of the behaviour 	(4)
	(c)	<p>(2 x 1)</p> <p>The way other people respond to his behaviour:</p> <p>Any probable example of this, eg attention from adults/getting to do something he enjoys/getting out of a situation that he finds difficult or upsetting.</p>	(2)
	(d)	<p>Eight of the following:</p> <ul style="list-style-type: none"> • It involves an assessment of Jamie's current behaviour • Identifies the specific behaviour to be changed • Identifies an effective reward/reinforcement • Reinforces appropriate behaviour which occurs spontaneously • Creates opportunities for Jamie to show appropriate behaviour and reinforce this • Stops giving attention for being aggressive • Makes records of how often inappropriate behaviour occurs • Reviews the success of the programme (with Lucy) • Suggests how Lucy can support this programme at home • Any other response worthy of credit 	(8)

Question		Expected answers	Marks awarded
	(e)	<p>Four of the following:</p> <ul style="list-style-type: none"> • Talking with the therapist • Discussing as a family how they deal with Jamie • Discussing as a family how they feel about their situation • Uncovering any deeper issues or problems eg in their relationships • Working out a way of dealing with Jamie better • Working through their own feelings about each other • Any other response worthy of credit 	(4)
	(f)	<p>Level one response (0–3 marks)</p> <p>Candidates identify some advantages or disadvantages of one or both approaches but these are not linked to the circumstances of the people in the case study eg</p> <ul style="list-style-type: none"> • Behaviour modification is easy to do • Family therapy takes a lot of time. <p>Level two response (4–7 marks)</p> <ul style="list-style-type: none"> • Candidates identify advantages and disadvantages of both approaches. • Candidates at the higher end of the mark band make some links to the case study. Credits should be given to candidates who make good links but who may not fully consider the advantages or disadvantages of each approach. <p>Level three response (8–10 marks)</p> <ul style="list-style-type: none"> • Candidates give relevant advantages and disadvantages of each approach and these are linked to the circumstances at least two people mentioned in the case study eg <p>Advantages of behaviour modification:</p> <ul style="list-style-type: none"> • Behaviour modification gives Lucy and Nisha something they can do immediately • They have both been involved in drawing up the programme and they are in control of the programme • It may have a quick effect in changing Jamie’s aggressive behaviour 	

Question	Expected answers	Marks awarded
	<p>Disadvantages of behaviour modification:</p> <ul style="list-style-type: none"> • Behaviour modification addresses only one behaviour • It does not address any underlying causes. • Symptom substitution can occur. • This programme had not involved Lucy's partner <p>Advantages of family therapy:</p> <ul style="list-style-type: none"> • Family therapy could address any problems in Lucy's relationship with her partner • Everyone in the family could be involved • It could lead to new and supportive relationships and management strategies <p>Disadvantages of family therapy:</p> <ul style="list-style-type: none"> • Family therapy may take control away from Lucy • She needs an 'expert' to help her • There may be a waiting list, delays, it may be hard to keep appointments <p>They may be labelled as a 'problem family.'</p>	(10)
Total marks for Question 2		30 marks

Question			Expected answers	Marks awarded
3	(a)	(i)	<ul style="list-style-type: none"> • Labelling is a simplified form of description (1) • It is based on one or two features only/it ignores what makes an individual special and different (1) 	(2)
		(ii)	<ul style="list-style-type: none"> • Stereotyping is an over simplified way of thinking about people/stereotypes reduce the amount of thinking we need to do (1) • We think in categories/behave in the same way to everyone in the same group (1) 	(2)
	(b)		<p>How David might be perceived (1)</p> <p>How David might be treated as a result (1)</p> <p>How Agnes might be perceived (1)</p> <p>How Agnes might be treated as a result (1)</p> <p>Any appropriate stereotype, positive or negative, would be accepted for each eg</p> <ul style="list-style-type: none"> • David positive — young/victim/all his life ahead of him. Treated well/deserves help • David negative — tear away biker/contributed to accident. Treated badly/doesn't deserve help • Agnes positive — old/to be respected/paid taxes all her life. Can't do much for herself/deserves all the help she can get • Agnes negative — old/frail/unlikely to regain a good quality of life. Unlikely to benefit from treatment/therapy 	(4)
	(c)		<p>Level one response (0–4 marks)</p> <p>Candidates provide a list of factors but these are not linked to any theory eg</p> <ul style="list-style-type: none"> • Agnes is old • David enjoys his therapy 	

Question		Expected answers	Marks awarded
		<p>Level two response (5–8 marks)</p> <p>Candidates analyse and explain David and Agnes’ attitudes with reference to an appropriate theory base. Candidates are likely to refer to their feelings of self-esteem and to their different self-concepts eg</p> <ul style="list-style-type: none"> • David has a positive self-concept • He understands his disabilities • He wants to recover the abilities and the lifestyle he had, and that other 26 year olds have • He believes he can and will get better • He sees his treatment as part of that process. • Agnes has low self-esteem • She may see her stroke as inevitable, it’s something that happens at her age • Agnes may not expect to get better • She may not want to get better • If she does, she will be a burden to others • She will lose her dignity and independence • So treatment is irrelevant or a burden to her. 	(8)
	(d)	<p>(1 x 4) for any four of the following:</p> <ul style="list-style-type: none"> • Talking to a counsellor/someone who will listen • Not a member of your family/not a friend • Gives ‘unconditional positive regard’ • Reflects back what you say • Does not judge • Does not offer advice • Helps you to develop your own self concept • Helps you find your own answers/solutions. 	(4)
	(e)	<p>Level one response (0–3 marks)</p> <ul style="list-style-type: none"> • Candidates identify some advantages or disadvantages but these are not linked to David and Agnes’ situation <p>Level two response (4–7 marks)</p> <ul style="list-style-type: none"> • Candidates identify some advantages and disadvantages but these may not be linked to David or Agnes’ situation. 	

Question	Expected answers	Marks awarded
	<p>Candidates at the higher end of the mark band make some links to either David or Agnes. Credit should be given to candidates who make links to both David and Agnes, but who may not consider both advantages and disadvantages.</p> <p>Level three response (8–10 marks)</p> <ul style="list-style-type: none"> • Candidates give a clear account of advantages and disadvantages and these are linked well to both David and Agnes’ situation. <p>Relevant statements include:</p> <ul style="list-style-type: none"> • David might welcome this referral • It would encourage/enable him to look at his life situation with • With someone detached, not a friend or family • Not involved in his clinical treatment • A skilled listener who could help him to ... • Look at his abilities and disabilities and how he feels about these • Refocus his obvious determination • Allow him to develop a self-concept that will be positive, and work for him in his new situation <p>On balance, it could be a positive and successful experience for him</p> <ul style="list-style-type: none"> • Agnes might not be so keen on the referral • Not the sort of thing that people of her age do • She might, however, enjoy the chance to talk and be listened to • She might expect to be given advice • She might not be motivated, or able to change her self-concept <p>On balance, it may be less successful for Agnes</p>	(10)
Total marks for Question 3		30 marks
TOTAL MARKS FOR PAPER		90

Content area distribution

Unit 12: Understanding Human Behaviour

Question	Content area		
	12.1	12.2	12.3
1 a)	2		
b i)	½	½	
ii)	½	½	
iii)		2	
c i)	4		
ii)		4	
d i)		1	
ii)		5	
e)		10	
2 a)		2	
b)			4
c)		2	
d)		4	4
e)			4
f)		5	5
3 a i)	2		
ii)	2		
b)	4		
c)	8		
d)		4	
e)		5	5
Total	23	45	22

Assessment Objective grids

Unit 12: Understanding Human Behaviour

	AO1	AO2	AO3	AO4	Total marks
Question 1	3	8	12	7	30
Question 2	4	6	9	11	30
Question 3	7	5	9	9	30
Total marks	14	19	30	27	90
%	15.56%	21.11%	33.33%	30.00%	100

Analysis of paper

The overall target for each Assessment Objective is based on 10–30% for AO1, 20–30% for AO2, 25–35% for AO3 and 25–35% for AO4, as agreed for Unit 4, which on a 90 mark paper gives:

14 marks for AO1

19 marks for AO2

30 marks for AO3

27 marks for AO4

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Telephone: 01623 467467
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