

# Mark Scheme (Results)

June 2011

GCE Applied Health & Social Care  
(6941) Paper 01  
Social Aspects & Life Choices

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Question Number	Answer	Mark
1 (a) (i)	1 mark for each of the following, maximum 2 marks. Female leg	(2)

Question Number	Answer	Mark
1 (a) (ii)	1 mark for each of the following, maximum 2 marks. Female head and neck	(2)

Question Number	Answer	Mark
1(b) (i) & (ii)	Any two from the following, 1 mark each, maximum 2 marks. Accident Breakdown of a relationship Death of a partner/relative Divorce/separation Redundancy/unemployment Miscarriage Homelessness Major illness	(2)

Question Number	Indicative Comment	
1 (c) (QWC)	<b>Responses likely to include:</b> <ul style="list-style-type: none"> <li>• Informal support such as a friend who may have experienced something similar or helped someone else who has been through something similar.</li> <li>• A member of her family who could encourage her to talk about her experience and to put it into perspective.</li> <li>• Formal support such as a Macmillan nurse/cancer specialist nurse who will provide her with coping strategies.</li> <li>• Counsellor – someone to talk to</li> <li>• Line manager at work</li> <li>• Work colleague</li> <li>• GP</li> <li>• Nurse</li> <li>• Self-help groups</li> <li>• Support groups</li> </ul> <b>Accept responses that refer to informal and/or formal support.</b>	
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 2	Candidates will give example of support services that can be offered to Helen but these will not be fully developed and not directly related to her life-style.
Level 2	3– 4	Candidates will give accurate examples of two support services and link these to how Helen could change her lifestyle but the discussion will not be fully expanded.

<b>Level 3</b>	<b>5-6</b>	<p>Candidates will give clear examples of two support services available to Helen and these will be clearly linked to how they could help to change her lifestyle and to support her through her cancer treatment.</p> <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 an evaluation and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good evaluative skills.</p>
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Question Number		Indicative Comment
1 (d)  (QWC)		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Unfamiliar situation.</li> <li>• Challenging situation.</li> <li>• Support – formal and informal</li> </ul> <p><b>Empowerment:</b></p> <ul style="list-style-type: none"> <li>• Given the chance to make decisions</li> <li>• Being asked for a view or an opinion</li> <li>• Being listened to</li> <li>• Views respected.</li> </ul> <p><b>Importance to emotional development:</b></p> <ul style="list-style-type: none"> <li>• Self-worth</li> <li>• Self-esteem</li> <li>• Feeling of satisfaction that she is being kept fully informed of her condition and treatment</li> <li>• Sense of self influenced by what has happened to her.</li> <li>• Experience may help to enhance her self-concept positively.</li> <li>• Engaged with people in an emotionally satisfying way.</li> <li>• Able to make choices and to take control of her own life.</li> <li>• Confidence to meet people</li> <li>• Feel an important/pivotal part of the treatment</li> <li>• Able to form relationships with others</li> <li>• Making good decisions leading to more good decisions being made.</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 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 evaluation will be missing. Candidates demonstrate an understanding of emotional development, but may fail to pick up on empowerment or relate their answers specifically to an adult undergoing treatment for cancer.
Level 2	3 - 5	There will be a basic level of knowledge. There will be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end of the range there should be some specific points made that are relevant to an adult undergoing treatment for cancer. There will also be some mention of empowerment, but the explanations may be unclear. At the top end of the range, candidates should demonstrate a good understanding of some of the emotional issues that Helen will face at this stage.
Level 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 an evaluation and conclusions will be drawn. The response will be coherent and well structured. To gain marks in

		level 3 candidates must demonstrate very good evaluative skills. Good discussion should be clearly evident and explicit. Points made should be detailed and relevant, both to an adult and also to one undergoing treatment for cancer. These points should be linked to clear explanations. All the points should be linked clearly to a good understanding of empowerment.
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Question Number		Indicative Comment
<b>1 (e)</b> <b>(QWC)</b>		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Unpredictable event that will cause you to become depressed and negative or will through positive strategies put it into context and help you move on.</li> <li>• PIES</li> <li>• Will embrace life and undergo whatever happens to you, knowing, hoping it will lead to a positive outcome.</li> <li>• Will not let anything prevent you from achieving your goals</li> <li>• Influence of media/friends/family</li> <li>• Positive healthy lifestyle</li> <li>• Change of lifestyle</li> <li>• Support from family and friends <ul style="list-style-type: none"> <li>Buffering</li> <li>Preventing stress and depression</li> <li>Providing a feeling of belonging</li> <li>Meeting self-esteem needs</li> <li>Helping to build or maintain self-concept</li> </ul> </li> </ul>
Level	Mark	Descriptors
<b>0</b>	<b>0</b>	No rewardable material
<b>Level 1</b>	<b>1 – 3</b>	The level of knowledge will be basic and there will be omissions. There will be limited application and the information from the background scenario will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing.
<b>Level 2</b>	<b>4 – 7</b>	There will be a basic level of knowledge. There will be some application of knowledge and the information from the background scenario will be applied. The evaluation will be basic and will not be balanced.
<b>Level 3</b>	<b>8 – 10</b>	There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. Reference will be made to the background scenario and linked to the question. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.

Question Number	Answer	Mark
2 (a)	<p><b>One mark for a partial description</b>  <b>Two marks for a full description.</b></p> <p>Idea of set of rules/practices care practitioners should employ.</p> <p>That ensure quality of care (when working with clients)/example eg respect/dignity/equality of treatment.</p> <p>A group or collection of care values (and principles).</p> <p>A framework of values and moral rights of service users.</p>	(2)

Question Number	Answer	Mark
2 (b)	<p><b>One mark for a partial description</b>  <b>Two marks for a full description.</b></p> <ul style="list-style-type: none"> <li>• Anti-discriminatory practice</li> <li>• Promoting and supporting rights</li> <li>• Promoting effective communication</li> <li>• Acknowledging personal beliefs and identity</li> <li>• Equality</li> <li>• Dignity</li> <li>• Empowerment</li> </ul>	(4)

Question Number		Indicative Comment
2 (c) (QWC)		<p><b>Responses likely to include:</b></p> <p>By following the items below a care practitioner is ensuring that a service-user's self-esteem and self-concept are being built.</p> <ul style="list-style-type: none"> <li>• Adopting a non-judgmental approach</li> <li>• Advocacy</li> <li>• Active listening skills</li> <li>• Diversity is valued</li> <li>• Person centred approach</li> <li>• Service users have trust and confidence in their carers</li> <li>• Valuing people</li> <li>• Providing a caring presence</li> <li>• Dignity</li> <li>• Feel safe</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 2	Candidates are likely to give general points from the scenario and briefly describe how the staff help to build supportive relationships.
Level 2	3– 4	Candidates will give some specific points about how the staff build supportive relationships using points from the scenario to aid their thinking. They will then develop these points further by explaining how they help the staff build supportive relationships with the service-users.
Level 3	5– 6	There should be relevant and accurate explanations linking points from the scenario to how the staff use them to build supportive relationships. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good evaluative skills.



Question Number		Indicative Comment
2 (d)  (QWC)		<p><b>Responses likely to include positive and/or negative:</b></p> <ul style="list-style-type: none"> <li>• Socialisation is a life process</li> <li>• Primary socialisation takes place early in life, as a child and adolescent</li> <li>• Primary socialisation - the process of inheriting norms, customs and ideologies from Family/main carers</li> <li>• Provide an individual with the skills and habits necessary for participating within their own society</li> <li>• Shared norms, attitudes, values, motives, social roles, symbols and languages</li> <li>• Secondary socialisation takes place throughout life</li> <li>• Reinforcement of positive actions</li> <li>• Social network – support</li> <li>• Self-esteem</li> <li>• Self-confidence</li> <li>• Self-worth</li> <li>• Feelings of being cared for and liked.</li> <li>• Treated with dignity and respect.</li> <li>• Meeting other people, extending their social network</li> <li>• Positive emotional experience</li> <li>• Feel in control of own life</li> <li>• A sense of purpose.</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 2	The level of knowledge will be basic and there will be omissions. There will be limited application and the meaning may be conveyed but in a non-specialist way. The evaluation will be missing.
Level 2	3– 5	There will be a basic level of knowledge. There will be some application of knowledge. The evaluation will be basic and may not be balanced.
Level 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 an evaluation and conclusions will be drawn. The response will be coherent and well structured. To gain marks in level 3 candidates must demonstrate very good evaluative skills.

Question Number		Indicative Comment
2 (e)  (QWC)		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Diversity and respect for differences – the person will recognise that they are being treated as an individual, and that their views are respected and promoted, whether it be associated with their culture or their values. This will enable the individual to feel that they are special.</li> <li>• Equality in care practice – through the promotion of equal opportunities the individual will know that they are being treated as everybody else is.</li> <li>• Anti-discriminatory practice – must not be discriminated against or discrimination is condoned.</li> <li>• Confidentiality – respecting confidential information.</li> <li>• The right to take control over one’s own life, the right to choice and independence.</li> <li>• Dignity and privacy</li> <li>• The right to effective communication</li> <li>• The right to safety and security</li> <li>• The right to take risks/come out of their comfort zone.</li> <li>• The effects of the above on an individual’s self-concept will make them feel empowered and that they are being treated the same as everybody else, that they are an individual.</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 3	Candidates will make some comments on how self-concept is developed. These may be vague and not directly related to effective care practice. The evaluation will be missing.
Level 2	4 – 7	Candidates will demonstrate knowledge of effective care practice and relate them to the development of self-concept. Discussion will not be fully explained. The evaluation may be basic and may not be balanced.
Level 3	8– 10	Candidates will clearly demonstrate a sound and accurate knowledge of effective care practice and be able to relate this to effects on development of an individual’s self-concept. Discussion will be logical and fully explored. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident, with candidates discussing positive aspects of this type of approach.

Question Number	Answer	Mark
3 (a)(i)	Maximum 1 mark 500,000	(1)

Question Number	Answer	Mark
3 (a) (ii)	Maximum 1 mark 1.9 million	(1)

Question Number	Indicative Comment	
3 (b)	<p>Absolute poverty Not able to buy basic necessities – like food, shelter</p> <p>Relative poverty Idea of not as well off as most other people Not able to afford things that most people have, such as TV, telephone, etc.</p>	
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 2	Candidates are likely to make a basic statement about each type of poverty or say that absolute poverty is worse than relative poverty.
Level 2	3 – 4	Candidates will have a clear view of both absolute and relative poverty supported by examples.

Question Number		Indicative Comment
3 (c)		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Low income/living on benefits</li> <li>• Poor diet – supermarket economy brands and ready meals which are high in fat, sugar and salt.</li> <li>• Underweight/overweight</li> <li>• Malnourished</li> <li>• Weak immune system</li> <li>• Inability to concentrate for normal lengths of time</li> <li>• Tiredness</li> <li>• Poor sleep pattern</li> <li>• Prone to disease, eg respiratory difficulties, skin complaints</li> <li>• Abnormal development – rickets</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 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 evaluation will be missing. May only focus on for instance poor diet and fail to mention the implications that this may have on a child. The candidate is likely to just identify effects of living in relative poverty.
Level 2	3 – 4	Candidates should give relevant detailed examples, but explanation or discussion may be lacking. They will demonstrate an understanding of the link between living in relative poverty on a child's physical development. The evaluation may be basic and may not be balanced.
Level 3	5 – 6	Candidates should give relevant detailed appropriate examples, accompanied by explanations. There should be clear evidence of discussion. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.

Question Number		Indicative Comment
<b>3 (d)</b> <b>(QWC)</b>		<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Decision making skills may be awry</li> <li>• Slower in working out logical problems</li> <li>• Take longer to respond to situations</li> <li>• Confusion</li> <li>• Memory loss</li> <li>• Difficulties in solving problems</li> <li>• Difficulty in expressing thoughts and understanding other people</li> <li>• Depression</li> <li>• Lack of self-confidence</li> <li>• Low self-esteem</li> <li>• Mental illness/suicidal tendencies</li> <li>• Anxiety</li> <li>• Poor appetite</li> <li>• Poor concentration levels</li> <li>• Opportunity to re-train – positive</li> <li>• Leisure pursuits</li> <li>• Learn new skills</li> <li>• Spending time each day completing intellectually challenging activities – crosswords, Sudoku</li> </ul> <p><b>Accept positive and negative responses, both will need to be seen in Level 3 answers.</b></p>
Level	Mark	Descriptors
<b>0</b>	<b>0</b>	No rewardable material
<b>Level 1</b>	<b>1 – 2</b>	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 evaluation will be missing.
<b>Level 2</b>	<b>3 – 5</b>	There may be a basic level of knowledge. There will be some application of knowledge. The evaluation may be basic and may not be balanced.
<b>Level 3</b>	<b>6 – 8</b>	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 an evaluation and conclusions will be drawn. The response will be coherent and well structured.

Question Number		Indicative Comment
3 (e)  (QWC)		<b>Responses likely to include:</b> <ul style="list-style-type: none"> <li>• Linked to PIES</li> <li>• Debt/financial worries</li> <li>• Poor diet/poor growth</li> <li>• High fat food/fast foods/high sugar/high salt</li> <li>• Effects on physical well-being – over weight/underweight. Prone to illness. Lack of exercise as gyms are expensive. Fitter – walking everywhere</li> <li>• Effects on intellectual well-being – local library - internet access, books and daily newspapers. Couch potato.</li> <li>• Effects on emotional well-being – anxious. Low self-esteem.</li> <li>• Effects on social well-being – reduced social activity.</li> <li>• Social class</li> <li>• North/South divide</li> <li>• Black Report</li> <li>• Acheson Report</li> </ul>
Level	Mark	Descriptors
0	0	No rewardable material
Level 1	1 – 3	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 evaluation will be missing.
Level 2	4 – 7	There may be a basic level of knowledge. There will be some application of knowledge. The evaluation may be basic and may not be balanced.
Level 3	8 – 10	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 an evaluation and conclusions will be drawn. The response will be coherent and well structured.



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