

Mark Scheme (Results)

June 2011

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

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

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 2 | C | 1 |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 3 | D | 1 |

| Question Number | Answer | Mark |
|------------------------|------------------|-------------|
| 4 | C & D | 1 |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 5 | D | 1 |

| Question Number | Answer | Mark |
|------------------------|------------------|-------------|
| 6 | B & C | 1 |

| Question Number | Answer | Mark |
|------------------------|------------------|-------------|
| 7 | A & B | 1 |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 8 | C | 1 |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 9 | A | 1 |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 10 | B | 1 |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 11 | C | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 12 | D | 1 |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 13 | B | 1 |

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

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 15 | A | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 16(a) | <p>1 x 1 for identification e.g. responds, smiles, laughs, interacts with, plays with</p> <p>1 mark for brief vague description e.g. she smiles at her mum</p> <p>2 marks for full description</p> <ul style="list-style-type: none"> • She responds well to Debbie therefore she recognises her main care giver (bonding process) • She smiles and laughs when family and friends are with her therefore she is interacting with others – attaches to others • She wants to play – play is one of the first forms of social interaction a child will participate in • Learning to communicate (not speech or talking) | 3 |

| Question Number | Answer | Mark |
|-----------------|--|----------|
| 16(b) | <p>1-2 marks for identifying points only e.g. confidence, safety, security, happy, independent 3-4 marks for identifying one point and developing a weak explanation – must be relevant to point identified – will focus on positive 5-6 marks for points identified and then fully and accurately developed – must be relevant to one another.</p> <p>There can also be negative explanation made</p> <ul style="list-style-type: none"> • To develop confidence • Knows she is safe and secure/supported • For future emotional development e.g. will be there for her, feeling loved • Develop independence • Happiness and contentment • Positive self concept • Can develop a strong relationships • Trust • Reliance • Dependence • Acknowledges her mum as her main carer • Jealousy <p>PLEASE BE CAREFUL WITH THIS RESPONSE AS THEY HAVE MIXED BONDING WITH SOCIALISATION – THIS IS NOT A QUESTION ABOUT SOCIALISATION BUT BONDING</p> | 6 |

| Question Number | Answer | |
|------------------------|--|--|
| 16(c) | <p>PLEASE READ RESPONSE, APPLY LEVEL AND THEN MARKS</p> <p>Physically – her diet will be healthy. Can afford good food, home will be warm/stable as she can afford to heat it</p> <p>Socially – she can get out can about as budgets are less important, do things which promotes independence</p> <p>Emotionally – she has less stress and worries when paying bills, she will feel happier, boosts her confidence, builds self esteem, makes life easier</p> <p>Intellectually – she can buy things for the house and Katie which will stimulate their development .e.g. computer, toys, games, books, extra professional support</p> <p>She can afford a good lifestyle eg cars, holidays etc which others may not be able to afford.</p> | |
| Level | Mark | Descriptor |
| 0 | 0 | No rewardable material |
| Level 1 | 1-3 | Weak response with only points identified. Any description or explanation will be limited. Max 3 marks |
| Level 2 | 4-5 | Accurately identifies points and can develop an accurate explanation. Response may be repetitive and lacks balance. Max 5 marks |
| Level 3 | 6-8 | Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For 8 marks conclusion must be present. Must contain an argument/discussion for this mark band |

| Question Number | Answer | |
|------------------------|--|---|
| 16(d) | PLEASE READ RESPONSE, APPLY LEVEL AND THEN MARKS | |
| QWC | PLEASE ALSO REMEMBER TO TAKE INTO CONSIDERATION THE QWC OF THE RESPONSE – IF IT IS POOR THEN PUT TO THE BOTTOM OF LEVEL – USE YOUR PROFESSIONAL JUDGEMENT | |
| | BENEFITS | |
| | <ul style="list-style-type: none"> • Provides reassurance, builds confidence • Can talk to other mums, less lonely, share experience, less isolated, friendships develop, networking • Can discuss her issues and problems, promotes comfort and support • Will get advise and counselling, learns how to cope • Can provide some respite • Can ease the stresses and strains • Can normalise the disability • Can get practical help and guidance, techniques | |
| Level | Mark | Descriptor |
| 0 | 0 | No rewardable material |
| Level 1 | 1-3 | Weak response with only points identified. Any description or explanation will be limited. Max 3 marks |
| Level 2 | 4-7 | Accurately identifies points and can develop an accurate explanation. Response may be repetitive and lacks balance. Max 7 marks |
| Level 3 | 8-10 | Coherent well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For 10 marks conclusion must be present. |

| Question Number | Answer | Mark |
|-----------------|--|----------|
| 17(a) | 1 x 2 For identifying <ul style="list-style-type: none"> • Infancy • Early Childhood | 2 |

| Question Number | Answer | Mark |
|-----------------|---|----------|
| 17(b) | 1-2 marks for identifying points only 3 marks for identifying one point and developing a weak explanation – must be relevant to point identified 4 marks for point or points identified and then fully and accurately development <ul style="list-style-type: none"> • She is on her own • She has little familial support • She has few qualifications • She has no job prospects e.g. can't realise her ambition of becoming a beauty therapist • Impact on self esteem, self image, concept • Feels unattractive • No support feels isolated • Stigma (bullying) of being a single mum | 4 |

| Question Number | Answer | Mark |
|-----------------|---|----------|
| 17(c) | 1-2 marks for identifying points only 3-4 marks for identifying one point and developing a weak explanation – must be relevant to point identified 5-6 marks for points identified and then fully and accurately developed – must be relevant to one another. <ul style="list-style-type: none"> • Will know no one, no friends, no support network • Stress and worry • Financial worry • Insecure • May feel vulnerable • No support mechanisms, misses her family • Unable to cope with running a home • Socially isolated, alone • May be depressed as she is alone • Increased responsibility therefore she can't do things she used to to | 6 |

| Question Number | Answer |
|-----------------|---|
| 17(d) | <p>1-2 marks for identifying points only 3-4 marks for identifying one point and developing a weak explanation – must be relevant to point identified 5-6 marks for points identified and then fully and accurately developed – must be relevant to one another.</p> <ul style="list-style-type: none">• Physically will be more tired with the baby, may let her self go, may be less focused on her diet, sleep patterns may be affected, less time for herself and hobbies• Socially – will not be able to go out as much, may loose touch with friends• Emotionally – may feel stressed, lonely, depressed• Intellectually – may loose her motivation, stagnate.• Less money to spend on herself• May feel frustrated <p>Opposite may also be argued</p> |

| Question Number | Answer | |
|------------------------|--|--|
| 17(e) | <p>PLEASE READ RESPONSE, APPLY LEVEL AND THEN MARKS</p> <p>PLEASE ALSO REMEMBER TO TAKE INTO CONSIDERATION THE QWC OF THE RESPONSE – IF IT IS POOR THEN PUT TO THE BOTTOM OF LEVEL – USE YOUR PROFESSIONAL JUDGEMENT</p> <p>The relationship may be negatively affected or there could be no change in the relationship</p> <ul style="list-style-type: none"> • Can't sleep • May affect her eating habits • She may become irritable/resentful • Attachment and bonding may be jeopardised • May not have enough time for Jack or may ignore him • Jack may be conscious of his mother's moods • She may become depressed • Jack may be at risk • Nicki will feel she cannot cope | |
| Level | Mark | Descriptor |
| 0 | 0 | No rewardable material |
| Level 1 | 1-3 | Weak response with only points identified. Any description or explanation will be limited. Max 3 marks |
| Level 2 | 4-6 | Accurately identifies points and can develop an accurate explanation. Response may be repetitive and lacks balance. Max 6 marks |
| Level 3 | 7-10 | Coherent, well structured response which accurately reflects question stem. Good use of vocabulary. Can make valid links. For 10 marks conclusion must be present. |

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