

# Mark Scheme (Results) January 2011

GCE

## GCE Applied Health & Social Care 4 (6941/01)

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Question Number	Answer	Mark
1(a)	<p><b>1 mark for each of the following, maximum 2 marks.</b></p> <ul style="list-style-type: none"> <li>• In 1998 there were more incidences of genital chlamydia amongst females</li> <li>• By 2007 the gap had closed</li> <li>• The number of incidences between males and females was virtually the same</li> <li>• Cases amongst males is still steadily increasing.</li> <li>• Cases amongst females is beginning to level off so that it is the same as the males.</li> <li>• Cases amongst females is beginning to slow down.</li> </ul> <p><b>If candidate discusses the percentage rate, mark not allowed as this information is taken from the question stem.</b></p>	2

Question Number	Indicative content	
1(b)	<p><b>The candidate's answer must be linked to self-concept.</b></p> <ul style="list-style-type: none"> <li>• Concerned as to what her friends will think of her, may no longer think of her as a good friend.</li> <li>• Believing that she is a strong female and can deal with this, quickly and competently.</li> <li>• Regrets her behaviour and is keen to change her risky behaviour, does not want to get a reputation amongst her peers.</li> <li>• To be strong enough to help others learn by her mistakes in telling close friends that she is positive with Chlamydia.</li> <li>• Feels that she has let herself down, her family and her friends.</li> <li>• Reluctant to mix with males.</li> <li>• Feels very stupid that she took the risk when she is fully aware of the safe sex practices that she should/normally adopts.</li> <li>• Compares herself to some of her friends knowing that they would never do anything so foolish or so risky.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Candidates are likely to make a basic statement about affects on self-concept.
Level 2	3-4	Candidates will have a clear view of the affects on Jenna's self-concept of finding out she is positive with Chlamydia.

Question Number	Indicative content	
1 (c)	<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Formal support such as a special GUM nurse who will provide her with information.</li> <li>• Student Counsellor - someone to talk to</li> <li>• University counsellor</li> <li>• Lecturer</li> <li>• GP</li> <li>• Nurse</li> <li>• Help lines</li> </ul> <p><b>Accept responses that refer only to formal support. If the candidate does not mention the type of support that could help Jenna then no more than level 2 marks can be awarded. If only one example explained then level 1 marks only can be awarded.</b></p>	
Level	Mark	Descriptor
	0	
Level 1	1-2	Candidates will give some suggestions for support services that can be offered to Jenna 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 support services and link these to how Jenna could change her lifestyle but the discussion will not be fully expanded.
Level 3	5-6	Candidates will give clear examples of the support services available to Jenna and these will be clearly linked to how they could help to change her lifestyle and to support her through her treatment. 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 content	
1 (d)	<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Young people uncertain about what they believe and where they stand.</li> <li>• Values and attitudes - look to peer group to promote alternative to those provided by family</li> <li>• Students/early adults spend a lot of time in groups either in university or leisure so group values and behaviour can be very influential.</li> <li>• Students/early adults are experimental - binge drinking, relationships. They look to their peers for guidance</li> <li>• Some students/early adults are more independent than others and can withstand pressure better.</li> <li>• Lifestyle choices - smoking, alcohol, diet and exercise</li> <li>• PIES</li> </ul> <p>Students/early adults who go off to university/leave home and have led sheltered lives at home are most likely to be influenced by their peer groups.</p> <p><b>Accept references to both positive and negative peer pressure.</b></p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing.</p> <p>Candidates will make a few statements about how someone may be persuaded to become a good time girl, binge drink and to sleep around or the opposite.</p>
Level 2	3-5	<p>There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Candidates should give appropriate examples of how someone could be persuaded to become a good time student or the opposite. There should be evidence of some explanation and/or discussion of the factors. There should be a clear understanding of peer pressure.</p>
Level 3	6-8	<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. Candidates should give clear examples accompanied by explanations of how someone may be persuaded not to/to become a good time student linked to peer pressure. There should be clear evidence of discussion of the factors. The candidate must discuss both positive and negative peer pressure to be awarded marks in this level.</p>

Question Number	Indicative content	
1 (e)	<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Unpredictable event that will cause her to become depressed and negative or she will through positive strategies put it into context and move on.</li> <li>• Will embrace life and undergo the treatment, knowing/hoping it will lead to a positive outcome.</li> <li>• Will not let anything prevent her from achieving her goals</li> <li>• Influence of media/friends/family</li> <li>• Adopt a positive healthy lifestyle in the future - no more unsafe sex.</li> <li>• Lifestyle choices <ul style="list-style-type: none"> <li>○ Smoking</li> <li>○ Alcohol</li> <li>○ Healthy eating</li> <li>○ Exercise</li> <li>○ Safe sex</li> </ul> </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	Descriptor
	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 will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will 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. The candidate must discuss the significance of both positive and negative lifestyle choices.

Question Number	Answer	Mark
2 (a)	<p>One mark for defining social class as a group or a way of classifying people.            One mark only if they write down a factor.            Two marks for a full description.</p> <p>System of classifying people according to income, occupation and social prestige.</p>	2

Question Number	Indicative content	
2 (b)	<ul style="list-style-type: none"> <li>• Occupation/job role/job - a doctor is in a higher social class than a hairdresser</li> <li>• Income - if you earn a lot of money you are normally placed in a higher social class, usually because you have been trained specifically for an occupation like a doctor, who earns a lot of money.</li> <li>• Social prestige - if your parents are in a higher social class then you will be in the same social class by association even if you do not earn that much money. Royalty.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Candidates are likely to make a basic statement about social class.
Level 2	3-4	Candidates will have a clear view of factors that are used to determine a person's social class, giving good examples.

Question Number	Indicative content	
2 (c)	<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Higher the social class the more they value education</li> <li>• Higher the social class more likely to pay for private education or private tutors.</li> <li>• Higher the social class more likely to spend time in an evening listening to children read and/or helping them with their homework.</li> <li>• More likely to get better grades in exams if they have parents in professional occupations.</li> <li>• Parents in less professional occupations do not have as much free time to spend with their children</li> <li>• Lack of educational resources in the home</li> <li>• Rarely read a book</li> <li>• Poor upbringing passed down to children</li> <li>• Where you live - good school catchment areas/social housing</li> <li>• Lower social class more prone to illness therefore higher absenteeism</li> <li>• Higher social class more likely to have up-to-date technology at home</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Candidates are likely to give some general points from the scenario and briefly describe how if you are in a lower social class you do not put a lot of credence on education.
Level 2	3-5	Candidates will give some specific points about how education and social class are linked. They will use the chart to put across their point. They will then develop these points further by explaining how parents in a higher social class are more likely to spend time with their children encouraging them to learn.
Level 3	6-8	There should be relevant and accurate explanations linking points from the scenario to how intellectual development in children takes place.

Question Number	Indicative content	
2 (d)	<p><b>Responses likely to include positive and/or negative:</b></p> <ul style="list-style-type: none"> <li>• Answered through PILES (physical, intellectual, language, emotional and social)</li> <li>• Higher mortality and morbidity rates amongst the lower social classes</li> <li>• Financial status</li> <li>• Least likely to take action to prevent disease - feel uncomfortable going to the doctor's - lower social classes</li> <li>• Least likely to use health care services</li> <li>• Link between poor health and material disadvantage</li> <li>• Reference to Acheson report</li> <li>• Reference to Black report</li> <li>• Inverse Care Law</li> <li>• Poor housing and its subsequent implications</li> <li>• Poor education and its subsequent implications</li> <li>• Lifestyle choices</li> <li>• Work life balance</li> </ul>	
Level	Mark	Descriptor
	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.
Level 2	3-5	There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will 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 content	
2 (e)	<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Racism may reflect the inequalities and prejudices of the wider society.</li> <li>• Cultural/religious differences</li> <li>• Language differences</li> <li>• Cultural deprivation</li> <li>• Differences in intelligence usually as a result of years of economic disadvantage not innate differences in IQ.</li> <li>• Labelling at school.</li> <li>• School exclusions of non-white disruptive pupils have led to arguments that schools are “institutionally racist”.</li> <li>• Input factor - class position or income.</li> <li>• Black-Caribbean boys are achieving the least, Chinese girls achieving the most.</li> <li>• Location</li> <li>• Social class</li> <li>• Parental influence/support</li> <li>• Status of education within the family, social group, peer group, etc.</li> <li>• Role models.</li> <li>• 2<sup>nd</sup> and 3<sup>rd</sup> generation parents may have limited understanding of the education system</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Candidates will make some comments on the link between ethnicity and educational achievement. These may be vague and not directly related to development. The evaluation will be missing.
Level 2	4-7	Candidates will demonstrate knowledge of the issues and related them to development. Discussion will not be fully explained. The evaluation will be basic and will not be balanced.
Level 3	8-10	Candidates will clearly demonstrate a sound and accurate knowledge of the link between ethnicity and educational achievement. 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.

Question Number	Answer	Mark
3 (a)	<p><b>One mark for a partial description</b>  <b>Two marks for a full description.</b>            Acknowledging the person as an individual. Meeting the needs of the individual.</p>	2

Question Number	Indicative content	
3 (b)	<p>Feature of close relationship</p> <ul style="list-style-type: none"> <li>• Someone to share experiences with</li> <li>• Someone to discuss problems with</li> <li>• Doing everyday tasks for each other.</li> <li>• Overpowering</li> </ul> <p>Effect on emotional development</p> <ul style="list-style-type: none"> <li>• People are happier/unhappier</li> <li>• Raises/lowers self-esteem</li> <li>• Gives confidence/makes less confident</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Candidates are likely to make a basic statement about close relationships and not relate it to emotional development.
Level 2	3-4	Candidates will have a clear view of how close relationships affect a person's emotional development.

Question Number	Indicative content	
3 (c)	<p><b>Responses likely to include:</b></p> <ul style="list-style-type: none"> <li>• Rebecca will buffer Daniel against the stress of the situation with his mother, he will feel that he has someone who will listen to him and he will be able to discuss the situation with them.</li> <li>• She will provide encouragement and support he is not in this on his own, they are a strong partnership.</li> <li>• Empower him to make the decisions that he needs to, making it a positive experience.</li> <li>• Rebecca will tell him how well he is doing, praise him</li> <li>• Bring in professionals to talk to about the illness so that he is informed and can make decisions based on sound information, restoring his faith in his ability to make decisions.</li> <li>• Encouraging him to be strong and to be positive because he is doing it for his mother.</li> <li>• Encouraging him to discuss the situation with other family members as he belongs to a strong social network.</li> </ul>	
Level	Mark	Descriptor
	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 the link between Daniel's self-concept becoming negative and his mother's dementia diagnosis. May only focus on his mother not being the same person anymore and fail to mention how Daniel's wife may be able to support him by helping to improve his self-concept.
Level 2	3-4	Candidates should give relevant detailed examples, but explanation or discussion may be lacking. The evaluation will be basic and will 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 content	
3 (d)	<b>Responses likely to include:</b> <ul style="list-style-type: none"> <li>• Importance of the CVB in the promotion of health and well-being for older service users with mental health difficulties.</li> <li>• Maintaining confidentiality</li> <li>• The right to dignity and privacy</li> <li>• Respect for diversity, including individual identity, culture and beliefs.</li> <li>• Effective communication</li> <li>• Anti-discriminatory practice</li> <li>• Empowerment, choice and independence.</li> <li>• The right to safety and security together with the right to take some risks.</li> <li>• Equality.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	The candidate is likely to identify the different ways of implementing the care value base. Explanation will not be clearly evident and there will be no clear links to the care value base.
Level 2	3-5	Candidates may well support brief description of the different methods of implementing the care value base with an explanation. Candidates will be restricted to a maximum of 4 marks if a generic response is given.
Level 3	6-8	Candidates should describe ways in which to explain their relevance. For full marks there should be reference to the different methods of implementing the care value base and linked to older service users.

Question Number	Indicative content	
3 (e)	<b>Responses likely to include:</b> <ul style="list-style-type: none"> <li>• Matching the clients to key workers</li> <li>• Implementing the care value base</li> <li>• Empowering the clients</li> <li>• Building the clients self-esteem by making them feel as good about themselves as they can</li> <li>• Staff training and development</li> <li>• Policy and procedures of the respite care home</li> <li>• Preventing stereotyping and labelling.</li> <li>• Feedback from residents</li> <li>• Person centred/client centred approach</li> </ul>	
Level	Mark	Descriptor
	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 will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will 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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