



Mark Scheme (Results)

January 2015

NQF BTEC Level 1/Level 2 Firsts in
Health and Social Care

Unit 1 (20544E)

Human Lifespan Development

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General Marking Guidance

- Accept phonetic spellings
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1 (a)	Line matching to indicate: Marta – Middle adulthood (1) Krystyna – Infancy (1)	2 x 1 (2)

Question Number	Answer	Mark
1 (b)	Award one mark for correct identification of each negative effect of redundancy on Marta's social development, up to a maximum of two marks. Any two from: Loss of friends/colleagues/customers (1) Lack of social contact (1) Social isolation from others outside of work (1) Less able to build relationships with others (1) May have to give up hobbies/interests (1) Lack of money (1) Accept any appropriate alternatives that must be linked to redundancy and social development. Do not accept any response linked to an emotional effect.	(2) 2 x 1

Question Number	Answer	Mark
1 (c) (i)	Award one mark for correct outline of the term menopause. The end of menstruation/periods (1) The end of a woman's fertility (1) No longer able to get pregnant (1) Dropping/loss of hormone levels (1) Stop releasing eggs/ovulating (1) Do not accept any responses related to emotional effects. Do not accept 'hormones' on its own. Do not accept 'stop producing eggs'	1 x 1 (1)

Question Number	Answer	Mark
1 (c) (ii)	<p>Award one mark for each appropriate example of emotional effects, up to a maximum of two marks.</p> <p>Any two different responses covered by:</p> <p>Mood swings (1) Depression/sadness (1) Irritability (1) Upset (1) Anxiety/stress/worry (1) Low self-esteem (1) Loss of confidence (1) Loss of fear of pregnancy (1) Happy as not having to deal with periods (1) Grief as no longer able to conceive/feel they're at the final stage of life (1)</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 (2)</p>	

Question Number	Answer	Mark
1 (d) (i)	<p>C (Emotional development)</p> <p style="text-align: right;">1 x 1 (1)</p>	

Question Number	Answer	Mark	
1 (d) (ii)	Award one mark for each correct identification up to a maximum of 4 marks:		
	Intellectual/cognitive development		Activity to Promote Development.
	Recognises sound of own name		Talking with the baby using their name (1)
	Exploring/recognising/learning sounds/noise (1)		Provide toys that rattle
	Talks to mirror image/ recognition of own face (1)		Hang a mirror at their eye level
	Developing touch		Giving tactile books/toys (accept specific examples) (1)
			1 x 1 1 x 1 1 x 1 1 x 1

Question Number	Answer	Mark
1 (e) (i)	<p>Award one mark for correct identification of positive effect on Adriana's emotional development, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> Positive self-image (1) Happier/more contented (1) Increased confidence/self-esteem (1) Closer emotional bond with Krystyna (1) Less stress (1) <p style="text-align: right;">2 x 1</p> <p>Accept any appropriate alternatives.</p>	(2)

Question Number	Indicative content	Mark
1 (e) (ii)	<p>Award one mark for correct identification of a positive effect on Krystyna of Adriana’s part time return to work rather than full time.</p> <p>Award one mark for correct justification/elaboration.</p> <p style="padding-left: 40px;">Krystyna is learning new skills (1) as Adriana has more time to teach her than if she was working full time (1)</p> <p style="padding-left: 40px;">Improved relationship with Marta (1) as Adriana and Marta are able to care for Krystyna together (1).</p> <p style="padding-left: 40px;">Better nutrition for Krystyna (1) because Adrianna has more time to prepare healthier meals than if she was working full time (1)</p> <p style="padding-left: 40px;">Better quality time with Krystyna (1) as Adrianna is more fulfilled (1)</p> <p style="padding-left: 40px;">Spend more time together (1) so have a better bond (1)</p> <p style="text-align: right;">2 x 1 2 x 1</p> <p>Award one mark for correct identification of a negative effect on Krystyna of Adriana’s part time return to work.</p> <p>Award one mark for correct justification/elaboration.</p> <p style="padding-left: 40px;">May not bond so well with Marta (1) as Adriana is often there as well (1)</p> <p style="padding-left: 40px;">Insecure (1) because Adriana will be stressed due to her reduced income (1)</p> <p style="padding-left: 40px;">Krystyna will be upset (1) because Adriana is now leaving her (1)</p> <p style="padding-left: 40px;">Fewer educational toys for Krystyna (1) as the family income is lower (1)</p> <p style="padding-left: 40px;">Poorer nutrition (1) could lead to poor physical development (1)</p> <p style="text-align: right;">2 x 1 2 x 1</p> <p>Accept any appropriate alternatives.</p>	(8)

Question Number	Answer	Mark
2 (a) (i)	<p>Award one mark for correct identification of each expected life event Peggy may have experienced, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> Starting/leaving compulsory education (1) Starting/leaving college/university/higher education (1) Leaving/moving home (1) Buying/renting house (1) Entering employment (1) Parenthood/pregnancy (from previous relationship) (1) <p>Do not accept marriage or <u>unplanned</u> pregnancy or puberty</p> <p style="text-align: right;">2 x 1</p> <p>Accept any appropriate alternatives.</p>	(2)

Question Number	Answer	Mark
2 (a) (ii)	<p>Award one mark for correct identification of one possible positive emotional effect on Peggy's development of getting married.</p> <p>Any one from:</p> <ul style="list-style-type: none"> Contentment/happy (1) Increased self-esteem (1) Feelings of safety/security/stability (1) Feeling of being wanted/loved (1) <p style="text-align: right;">1 x 1</p> <p>Accept any other appropriate alternatives.</p>	(1)

Question Number	Answer	Mark
2 a (iii)	<p>Award one mark for correct identification of a possible negative social effect on Peggy's social development.</p> <p>Award one mark for an explanation of the effect on her social development.</p> <p>Any one from:</p> <p style="padding-left: 40px;">Less time with friends (1) because spends more time with George (1)</p> <p>Reduced opportunity to meet new people (1) because reduced independence (1)</p> <p style="padding-left: 40px;">Will have to spend some time with George's family (1) therefore formation of relationships has changed (1)</p> <p style="padding-left: 40px;">Reduced opportunities to see her own friends (1) because Peggy may now have to spend time with shared social groups/George (1)</p> <p style="padding-left: 40px;">Loss of independence (1) because Peggy will now have to discuss all major decisions with George (1)</p> <p style="padding-left: 40px;">Loss of individual space (1) as Peggy will now have to share all facilities with George (1).</p> <p style="text-align: right;">2 x 1</p> <p>Accept any other appropriate alternatives.</p>	(2)

Question Number	Answer	Mark
2 (b) (i)	<p>Award one mark for identifying one possible lifestyle choice.</p> <p>Any one from:</p> <p>Poor diet</p> <p>Increase in alcohol consumption</p> <p>Start smoking</p> <p>Drug abuse/misuse</p> <p>Less exercise</p> <p>Accept reverse (positive) answers</p> <p>Do not accept responses unrelated to lifestyle choices. Eg. moving house</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
2 (b) (ii)	<p>Award one mark for each correct identification of specific type of support offered, up to a maximum of two marks.</p> <p>Any one from:</p> <p>Informal support:</p> <ul style="list-style-type: none"> Relatives (1) Friends (1) Neighbours (1) Faith-based organisations (1) Self-help groups (1) Self-help resources (e.g. published, internet) (1) <p>Financial support from friends/family (1)</p> <p>Formal support:</p> <ul style="list-style-type: none"> Counselling services (1) Financial support from the state (1) Bereavement services (1) Bereavement charities (1) Family services (1) General Practitioner (1) Social services (1) Various helplines (1) <p>Identified professional (1)</p> <p style="text-align: right;">2 x 1</p> <p>Do not accept 'financial support' on its own.</p> <p>Accept any other appropriate answers.</p>	(2)

Question Number	Indicative content	Mark
2 (b) (iii)	<p>Award one mark for correct identification of each possible effect of George's death on Peggy's development.</p> <p>Award one mark for each correct elaboration.</p> <p>Emotional:</p> <ul style="list-style-type: none"> Stress (1) caused by distress over George's death (1) Depression/grief (1) due to not coping/sadness (1) Anxiety about Sarah (1) because she will no longer have a male role model (1) Financial anxiety (1) because Peggy will now be the sole earner (1) Grievous/violent/angry/withdrawn behaviour/feelings of guilt/(1) because of a broken bond with George (1) May become closer to Sarah (1) as Peggy may consider her as a link to George (1) Unable to function at home (1) due to anxiety about the future (1) Increased resilience (1) due to becoming a sole carer for Sarah (1) Doesn't bother with her appearance (1) because of reduced energy/motivation (1) <p style="text-align: right;">2 x 1</p> <p>Social:</p> <ul style="list-style-type: none"> Unable to maintain social relationships (1) because Peggy is now the sole carer for Sarah (1) May become distanced from established social group/friends (1) because Peggy may now be considered as a threat to other couples/others may feel uncomfortable around her (1) Lower self-esteem (1) because Peggy is not functioning effectively socially (1) Socially isolated (1) due to a loss of interest in social activities (1) Improved social development (1) due to meeting new people/re-establishing relationships (1) <p style="text-align: right;">2 x 1</p> <p>Accept any other appropriate alternatives.</p>	(4)

Question Number	Answer	Mark
2 (c)	<p>Award one mark for correct identification of physical changes that will occur during adolescence.</p> <p>Any two from:</p> <ul style="list-style-type: none"> Change of body shape (1) Development of breasts (1) Hips widen (1) Ovulation (1) Menstruation/periods/menarche (1) Development of body/pubes hair (1) Growth spurt (1) Acne/spots (1) Hormones (1) Greasy hair (1) Genitalia develops (1) <p>Do not accept puberty</p> <p style="text-align: right;">2 x 1 (2)</p>	

Question Number	Answer	Mark
2 (d) (i)	<p>Award one mark for each correct identification of each possible appropriate activity that Sarah and Peggy could do together to improve their relationship, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> Shopping/outings together (1) Going on holiday together (1) Hobbies together (1) Other beauty treatments (1) Sharing books/clothes/jewellery (1) Watching TV together (1) Eating together (1) Sporting activities (1) Talking/having a conversation (1) <p>Accept any other appropriate alternatives.</p> <p style="text-align: right;">2 x 1 (2)</p>	

Question Number	Answer	Mark
2 (d) (ii)	<p>Award one mark for correct identification of each emotional effect of friendship groups on Sarah's development, up to a maximum of 1 mark.</p> <p>Award one mark for each correct elaboration/explanation, up to a maximum of 1 mark.</p> <p>Any one from:</p> <p>Increased self-esteem/improved self-image (1) due to feeling part of a peer group (1) Very interested in her appearance (1) as she wants to look like her friends (1) Changing attitudes/behaviour (1) because Sarah may feel influence of peers (1) Increased confidence (1) due to new friendship groups Feelings of guilt (1) because leaving mum alone (1) Feeling happy (1) because of a sense of belonging to a new group (1)</p> <p style="text-align: right;">2 x 1 (2)</p> <p>Accept any other appropriate alternatives.</p>	

Question Number	Answer	Mark
2 (d) (iii)	<p>Award one mark for correct identification of each social effect of friendship groups on Sarah's development, up to a maximum of 1 mark.</p> <p>Award one mark for each correct elaboration/explanation, up to a maximum of 1 mark.</p> <p>Any one from:</p> <p>Poor relationship with Peggy (spends less time with her Mum) (1) as Sarah will now refer to her friendship group as a point of reference (new friends become more important) (1)</p> <p>Sarah may be limiting her circle of friends (1) because she is focusing only on one social group (1)</p> <p>Sarah's independence is developing (1) as she may be broadening her social horizons with her new friendship group (1)</p> <p>Developing anti-social behaviour (1) because she is developing inappropriate relationships (1)</p> <p>Increased social contact (going out to new places/with different people) (1) because she's meeting new people (making new friends)</p> <p>Accept any other appropriate answers.</p>	(2)

	2 x 1	
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Question Number		Indicative content	Mark
2 (e)		Impact of role models on Sarah’s development: Closer relationship with her friends May spend less time at home Feelings of inclusion More aware of her self image Raised self esteem Increased confidence More aware of her body shape in comparison to media role models Exposure to images prompting eating disorders Influenced by celebrity diets (e.g. fad diets) Healthy images may prompt more exercise/healthier lifestyle Spending more money on magazines/clothes/jewellery/cosmetics May be affected by peer pressure to behave in certain ways (e.g. smoking).	(8)
Level	0	No rewardable material	
1	1 – 3	Basic arguments on both sides identified, or only one side considered. The answer is likely to be in the form of a list. Points made will be superficial/generic and not applied/directly linked to the situation in the question. Only one area of development is considered.	
2	4 – 6	Arguments for and against are described, but there will be more emphasis on one side than the other. The answer will be unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear. Two or more areas of development are considered.	
3	7 – 8	Balanced explanation of both sides for and against. Clear links to the consideration of arguments for and against, and their relative importance to the situation. The majority of points made will be relevant and there will be a clear link to the situation in the question. Two or more areas of development are considered, in greater depth and with a developed understanding.	

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