



Mark Scheme (Results)

January 2016

BTEC Level 1/Level 2 First in Health and
Social Care (20544_E01)

Unit 1: Human Lifespan Development

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2016

Publications Code BF043101

All the material in this publication is copyright

© Pearson Education Ltd 2016

General Marking Guidance

- 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 and not according to their perception of where the grade boundaries may lie.
- 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)	Sofia – middle adulthood Abdul – early adulthood Tara – early childhood 3 x 1	(3)

Question Number	Answer	Mark
1(b)(i)	B (Intellectual development) 1 x 1	(1)

Question Number	Answer	Mark
1(b)(ii)	Award one mark for correct identification of how chess influences social development: <ul style="list-style-type: none"> • Friendship/meeting new friends (1) • part of a group (1) • forming relationships (1) • independence (1) Accept any appropriate alternatives. 1 x 1	(1)

Question Number	Answer	Mark
1(b)(iii)	Award one mark for correct identification of how chess influences emotional development: <ul style="list-style-type: none"> • changes in self-confidence (1) • feelings of belonging (1) • security (1) • changes in self-esteem (1) • changes in self-image (1) • Feelings of contentment (1) • Feelings of Excitement (1) Accept any appropriate alternatives. 1 x 1	(1)

Question Number	Answer	Mark
1(c)	<p>Award one mark for correct identification of each emotional change that may affect Tara over the next five years, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • mood swings (1) • sadness/depression (1) • changes in self-esteem (1) • change in anxiety (1) • changed confidence levels (1) • feelings of insecurity (1) • change in anger levels (1) • change in attachments (1) • Changes in self-image (1) • Embarrassed (1) <p>Accept any appropriate alternative</p>	<p style="text-align: right;">2 x 1</p> <p style="text-align: right;">(2)</p>

Question Number	Answer	Mark
1(d)	<p>Award one mark for correct identification of how a low income could affect Hassam's growth and development, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • could feel ashamed/embarrassed (1) • may be unable to buy healthy or fresh food (1) • reduced ability to socialise (1) • reduced ability to buy intellectual resources (1) • low self-esteem (1) • depression (1) <p>Accept any appropriate alternatives.</p>	<p style="text-align: right;">2 x 1</p> <p style="text-align: right;">(2)</p>

Question Number	Answer	Mark
1(e)(i)	<p>Award one mark for correct identification of one way that Maira’s development could be negatively affected by dropping out of college.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • Maira may be stressed (1) which affect the quality of her relationship with her friends/family (1) • Maira may be spending all her time looking for a new job (1) leading to Maira feeling unhappy and developing a low self-esteem (1) • Incomplete studies (1) limited opportunities (1) • Reduced contact with her college friends (1) which may lead to social isolation (1) <p>Accept any appropriate alternatives. 2 x 1</p>	(2)

Question Number	Answer	Mark
1(e)(ii)	<p>Award one mark for correct identification of a type of informal support:</p> <ul style="list-style-type: none"> • family members (1) • friends (1) <p>and one mark for correct identification of a type of formal support:</p> <ul style="list-style-type: none"> • careers advisor (1) • counsellor (1) • youth worker (1) • social/key worker (1) • lecturer/teacher/personal tutor (1) • faith worker (1) <p>Accept any appropriate alternatives. 2 x 1</p>	(2)

Question Number	Answer	Mark
1(e)(iii)	<p>Award one mark for each correct feature of 'formal support'.</p> <ul style="list-style-type: none"> • formal support comes from people who are skilled and trained to do their job (1) • formal support provides support as part of job role (1) • practitioner may be paid for the support (1) • the delivery is likely to be planned (1) <p>Do not accept answers relating to generic support</p> <p>Accept any appropriate alternatives. 2 x 1</p>	(2)

Question Number	Answer	Mark
1(f) (i)	<p>Award one mark for correct identification of each positive effect, and award one further mark for correct elaboration up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • she will be responsible for herself (1) this means that she will become more independent (1) • learning new skills (1) will increase her self-esteem (1) • she may meet new friends (1) this could help her adjust to life away from her family (1) • developing relationships in the house (1) will encourage tolerance and understanding of others (1) • more privacy (1) to develop personal relationships/ able to study as without disturbance (1) <p>2 x 1 2 x 1</p>	(4)
1 (f) (ii)	<p>Award one mark for correct identification of each negative effect, and award one further mark for correct elaboration up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • may spend a lot of time by herself (1) this may cause stress or depression/ decrease self-esteem/ social isolation (1) • limited access to facilities (1) this may negatively affect personal hygiene/nutrition (1) • she may have difficulty with other people living in the house (1) leading to arguments/upsetting her schedule. • close proximity to housemates (1) increase likelihood for the spread of infection/ illness. <p>Accept any appropriate alternatives. 2 x 1 2 x 1</p>	(4)

Question Number	Answer	Mark
2(a)(i)	<p>Award one mark for correct identification of a physical sign of the ageing process, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • hair loss (1) • greying hair (1) • loss of elasticity in the skin (1) • loss of muscle tone (1) • loss of strength (1) • loss of mobility (1) • loss of fine motor skills (1) • sensory loss (or 1 example e.g. loss of sight) (1) • reduction in bone density (1) • decrease in height (1) • changes in weight (1) <p>Do not accept wrinkles Do not accept hearing loss</p>	<p>2 x 1</p> <p>(2)</p>

Question Number	Answer	Mark
2(a)(ii)	<p>Award one mark for a social effect that retirement may have on Tom's development:</p> <ul style="list-style-type: none"> • more time for socialising (1) • more opportunity to go out/holidays (1) • risk of social isolation (1) • may miss Laura (1) • may get bored (1) • meet new people (1) • More time for families (1) • Loss of work colleagues (1) <p style="text-align: right;">1 x 1</p> <p>And one mark for an economic effect that retirement may have on Tom's development:</p> <ul style="list-style-type: none"> • less money to spend (1) • opportunity to do paid work (1) • may have good pension income(1) <p>Accept any appropriate alternatives.</p>	<p>1 x 1</p> <p>(2)</p>

Question Number	Answer	Mark
2 (a)(iii)	<p>Award one mark for correct identification of each effect of no longer working together on Tom & Laura's relationship, up to a maximum of two marks.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • Laura will be able to talk about work to Tom (1) this may make Tom feel included (1) • Laura and Tom will be apart for several hours during the day (1) this may bring them closer to each other/ more quality time together (1) • Laura might feel closer to their work colleagues (1) as she spends more time with them (1) • Tom may feel jealous of Laura (1) as she is still working and earning money (1) • Tom might lose status in the household (1) Laura might treat Tom with less respect (1) • They have less in common (1) so may drift apart/more tension (1) <p>Accept any appropriate alternatives. Accept inverted answers.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Answer	Mark
2(b)(i)	<p>Award one mark for correct identification of a lifestyle choice that people make, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • drugs (1) • smoking (1) • alcohol (1) • diet (1) <p>Accept any other wording or phrasing Do not accept exercise</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(b)(ii)	<p>Award one mark for correct identification of how being unable to use the gym may affect Jenny's development, up to a maximum of two marks. This may be positive or negative.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • time for family/friends (1) • chance to rest & recover (1) • weight gain (1) • insomnia (1) • boredom/frustrated (1) • lower self-esteem (1) • negative self-image (1) • depression (1) • reducing in fitness level (1) • reduced social contact (1) <p>Accept any appropriate alternatives.</p>	<p style="text-align: right;">2 x 1</p> <p style="text-align: right;">(2)</p>

Question Number	Answer	Mark
2(c)	<p>Award one mark for correct identification of expected life event, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • starting school/being in school/leaving education (1) • moving house/location (1) • entering and being in employment (1) • parenthood (1) • retirement (1) • <p>Do not accept marriage/entering civil partnership/living with partner.</p>	<p style="text-align: right;">2 x 1</p> <p style="text-align: right;">(2)</p>

Question Number	Answer	Mark
2(d)	<p>Award one mark for correct identification of other activities that could promote Adam’s independence up to a maximum of two marks.</p> <p>Award one mark for correct justification/elaboration up to a maximum of two marks.</p> <ul style="list-style-type: none"> • getting a part-time or holiday job (1) as he would need to manage his own money (1) • joining activities for other people (1) would enable Adam to make new friends locally (1) • choosing his own furniture/decoration for his bedroom (1), would give him a greater sense of ownership (1) • Moving out of home /getting involved in domestic tasks (1) will give a sense of responsibility/manage house (1) • continuing with post compulsory education (1) to improve career prospects/take responsibility for own achievements <p>Accept any appropriate alternatives.</p> <p>Do not accept learning to drive. 2 x 1</p> <p style="text-align: right;">2 x 1</p>	(4)

Question Number	Indicative content	Mark
2 (e)	<p>Possible impact of moving into their own home for the development of Jenny and Sonia</p> <ul style="list-style-type: none"> • likely to feel happy and content together • lots more personal space • feel more like a family • more space so friends and family can stay • expensive to run own home, responsible for all bills • extra work to do – housework, gardening etc. • be solely responsible for council tax • stressful/expensive to move home • unfamiliar environment • feeling more independent • increased autonomy <p>and their relationship with Tom and Laura:</p> <ul style="list-style-type: none"> • may not be as emotionally close to Tom and Laura • may feel emotionally isolated from Tom and Laura • may bring them all closer together as there is a need to arrange to meet up regularly • more personal space for each couple • less contact with Tom and Laura <p>Accept any appropriate alternatives.</p>	(8)
Level	Marks	Descriptors
	0	<ul style="list-style-type: none"> • No rewardable material.
1	1-3	A few points identified or one point discussed in some detail. The answer may be in the form of a list. Points made may be superficial/generic and not applied/directly linked to the situation in the question i.e. Limited reference made to different aspects of Sonia and Jenny’s development and their relationship with Tom and Laura.
2	4-6	Some points identified or a few points discussed. Consideration of more than one viewpoint but there may be more emphasis on one of them. Most points made will be applied and relevant to the situation in the question, i.e. Some relevant references to different aspects of Sonia and Jenny’s development and their relationship with Tom and Laura.
3	7-8	Range of points discussed or a few points discussed in depth with clear application. The majority of points made will be relevant to the scenario, i.e. Detailed references are made to selected aspects of Sonia and Jenny’s development and relationship with Tom and Laura.

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

