



# Mark Scheme (Results)

June 2016

BTEC Level 1/Level 2 First in Health and  
Social Care (20544E02)  
Unit 1: Human Lifespan Development

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## 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 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) (i)	Bronwyn – Early Adulthood Emma – Early Childhood  <b>2 x 1</b>	<b>(2)</b>

Question Number	Answer	Mark
1(a)(ii)	Award one mark for correct identification of a physical feature that Emma may have inherited from her father: <ul style="list-style-type: none"> <li>• eye colour (1)</li> <li>• hair colour (1)</li> <li>• shape of face, nose, ears, eyes (1)</li> <li>• facial features (1)</li> <li>• skin colour (1)</li> <li>• body shape (1)</li> <li>• height (1)</li> </ul> Accept any appropriate alternatives. <b>1 x 1</b>	<b>(1)</b>

Question Number	Answer	Mark
1(b)(i)	A (Physical development) <b>1 x 1</b>	<b>(1)</b>

Question Number	Answer	Mark
1(b)(ii)	Award one mark for correct identification of each fine motor skill which Emma will be developing through creative activities, up to a maximum of two marks. The two fine motor skills must be different Any two from: <ul style="list-style-type: none"> <li>• Write</li> <li>• Draw</li> <li>• Paint</li> <li>• Colouring in</li> <li>• Cut with scissors</li> <li>• Pastes and glues</li> <li>• Folds paper</li> <li>• Modelling</li> </ul> Accept any appropriate alternatives. <b>2 x 1</b>	<b>(2)</b>

Question Number	Answer	Mark
1(b)(iii)	<p>Award one mark for correct identification of how Bronwyn could improve her social development up to a maximum of two marks:</p> <ul style="list-style-type: none"> <li>• meet other parents (1)</li> <li>• join groups (1)</li> <li>• develop relationships (1)</li> <li>• make new friends (1)</li> <li>• volunteering (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
1(c) (i)	<p>Award one mark for correct identification of a condition caused by air pollution:</p> <ul style="list-style-type: none"> <li>• respiratory problems (1)</li> <li>• allergic reactions (1)</li> <li>• headaches/migraines (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>1 x 1</b></p>	<b>(1)</b>

Question Number	Answer	Mark
1(c) (ii)	<p>Award one mark for correct identification of a condition caused by noise pollution:</p> <ul style="list-style-type: none"> <li>• insomnia (1)</li> <li>• stress (1)</li> <li>• depression (1)</li> <li>• anxiety (1)</li> <li>• hearing impairment (1)</li> <li>• headaches/migraines (1)</li> </ul> <p>Accept any appropriate alternatives. Do not accept deafness.</p> <p style="text-align: right;"><b>1 x 1</b></p>	<b>(1)</b>

Question Number	Answer	Mark
1(c)(iii)	<p>Award one mark for correct identification of each positive effect of moving house on Emma's development up to a maximum of two marks. Any two from the following:</p> <ul style="list-style-type: none"> <li>• More opportunity for increased activity affecting physical development</li> <li>• More opportunity to make friends affecting social development</li> </ul>	

	<ul style="list-style-type: none"> <li>• Changed environment may increase opportunities for learning <ul style="list-style-type: none"> <li>• Emotional effects could include raised self-esteem <b>2 x 1</b></li> </ul> </li> </ul> <p>Learners must refer to an area of PIES. Accept any appropriate alternatives.</p>	<b>(2)</b>
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<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
1(d) (i)	<p>Award one mark for correct identification of a negative effect of Kyle’s illness on Emma’s emotional development.</p> <p>Award one mark for correct justification/elaboration, up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Depression/sadness (1) as Emma may be worried about her father’s illness (1)</li> <li>• Emma may be stressed (1) because Kyle is short-tempered (1)</li> <li>• Low self-esteem (1) caused by poor relationship with mother (1)</li> <li>• Poor attachment (1) as parents have less time or ability to bond with her (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p>	<b>(2)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
1(d) (ii)	<p>Award one mark for correct identification of a positive effect of Kyle’s illness on Emma’s social development.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> <li>• Emma may have increased social opportunities (1) due to attending specialised activities with Kyle (1)</li> <li>• Parents may invite Emma’s friends round (1) to compensate for her perceived lack of social development (1)</li> <li>• Inclusive friendships (1) due to positive view of disability (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
1(e) (i)	<p>Award one mark for correct identification of two <b>positive</b> effects of Bronwyn's reduced working hours on Emma's intellectual development.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> <li>• Bronwyn has more time for Emma (1) so Emma is learning new skills/developing her intellect (1)</li> <li>• Bronwyn is less stressed (1) so may have more patience to develop Emma's intellect (1)</li> <li>• Bronwyn has more time to go on trips with Emma (1) so there is increased opportunity for Emma to learn (1)</li> <li>• Bronwyn talks to Emma more (1) therefore increasing Emma's language development (1)</li> </ul> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p> <p>Accept any appropriate alternatives.</p>	<b>(4)</b>

Question Number	Answer	Mark
1(e) (ii)	<p>Award one mark for correct identification of two <b>negative</b> effects of Bronwyn's reduced working hours on Kyle's emotional development.</p> <p>Award one mark for correct justification/elaboration up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Feelings of insecurity (1) due to their reduced income/as cannot provide as well for family (1)</li> <li>• Low self-esteem (1) as Bronwyn is spending more time caring for Kyle (1)</li> <li>• Depression (1) as Kyle feels he is not contributing to the household (1)</li> <li>• Feelings of guilt (1) as he feels he is limiting Bronwyn's opportunities (1)</li> <li>• Frustration (1) because of changes to his routine (1)</li> </ul> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p> <p>Accept any appropriate alternatives.</p>	<b>(4)</b>

Question Number	Answer	Mark
2(a)(i)	<p>Award one mark for correct identification of an unexpected life event, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Accidents and injury, ill health (1)</li> <li>• Exclusion, dropping out of education (1)</li> <li>• Imprisonment (1)</li> <li>• Promotion/redundancy/unemployment (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p>Do not accept death.</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
2(a)(ii)	<p>Award one mark correct identification of how being looked after by his grandparents was beneficial for John up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• good relationships with grandparents</li> <li>• bonding/attachment with grandparents</li> <li>• feelings of inclusion</li> <li>• feelings of security</li> <li>• contentment</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
2 (a)(iii)	<p>Award one mark for correct identification of each positive effect, on John's father, of visiting John regularly up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• He would have been able to witness John's developmental milestones (1)</li> <li>• He would have been able to bond with John (1)</li> <li>• This would have improved his self-esteem (1)</li> <li>• He would have had more purpose in life (1)</li> <li>• Increased sense of responsibility (1)</li> <li>• He would have felt part of John's life (1)</li> </ul> <p style="text-align: right;"><b>2 x 1</b></p> <p>Accept any appropriate alternatives. Answers must refer to father and not son.</p>	<b>(2)</b>

Question Number	Answer	Mark
2(b) (i)	<p>Award one mark for correct identification of how attending school can affect John's intellectual development up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Problem solving (1)</li> <li>• Improved concentration (1)</li> <li>• Learning new skills (reading, writing, numeracy) (1)</li> <li>• Increased language skills (1)</li> <li>• Developing independent learning (1)</li> <li>• Understanding how to behave in school (1)</li> </ul> <p style="text-align: right;"><b>2 x 1</b></p> <p>Accept any appropriate alternatives. Do not accept answers that solely refer to general improvement.</p>	<b>(2)</b>

Question Number	Answer	Mark
2(b) (ii)	<p>Award one mark for correct identification of how attending school can affect John's social development up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Developing relationships (1)</li> <li>• Learning to share (1)</li> <li>• Working independently (1)</li> <li>• Working in a group (1)</li> <li>• Making new friends (1)</li> </ul> <p style="text-align: right;"><b>2 x 1</b></p> <p>Accept any appropriate alternatives. Do not accept answers that solely refer to general improvement.</p>	<b>(2)</b>

Question Number	Answer	Mark
2(c) (i)	<p>Award one mark for correct identification of a vegetarian diet:</p> <ul style="list-style-type: none"> <li>• A diet without meat/fish/poultry/shellfish or foods containing meat products (1)</li> </ul> <p style="text-align: right;"><b>1 x 1</b></p> <p>Accept any appropriate alternatives.</p>	<b>(1)</b>

Question Number	Answer	Mark
2(c) (ii)	<p>Award one mark for correct identification of how diet could affect Ruth's physical development plus a further mark for an accurate explanation:</p> <ul style="list-style-type: none"> <li>• If she eats a lot of fruit and vegetables (1) Ruth's diet will support her immune system and may help healthy weight maintenance (1)</li> <li>• If her diet contains high fibre (1) Ruth is less likely to develop bowel cancer (1)</li> <li>• As Ruth avoids red meat (1) she is less likely to develop cancer (1)</li> <li>• Ruth may not eat a balanced diet (1) she might not get the correct nutrients to maintain health (1)</li> </ul> <p>Accept any appropriate alternatives. Accept reverse arguments.</p> <p style="text-align: right;"><b>1 x 1</b> <b>1 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
2(d) (i)	<p>Award one mark for each correct identification of a reason for why Ruth may have low self-esteem.</p> <p>Award one mark for each correct justification/elaboration.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Her work environment may have changed (1) so she feels unsure of her position at school (1)</li> <li>• Ruth's job is very stressful (1), which could affect her self-esteem (1)</li> <li>• Ruth may be lacking in confidence (1) and may feel that she is a negative role model for her pupils (1)</li> <li>• Ruth may feel guilty (1) as she may feel she has let people down (1)</li> <li>• She may have anxiety (1) as she feels she may not cope (1)</li> </ul> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p> <p>Accept any appropriate alternatives. Answers must relate to what is known about Ruth's situation.</p>	<b>(4)</b>

Question Number	Answer	Mark
2(d) (ii)	<p data-bbox="419 309 1102 369">Award one mark for correct identification of where else Ruth could receive emotional support:</p> <ul data-bbox="469 405 1023 595" style="list-style-type: none"> <li data-bbox="469 405 783 434">• From her family (1)</li> <li data-bbox="469 434 794 463">• From her friends (1)</li> <li data-bbox="469 463 735 492">• From her GP (1)</li> <li data-bbox="469 492 1023 521">• By attending counselling sessions (1)</li> <li data-bbox="469 521 959 595">• From other colleagues who have experienced stress at work (1)</li> </ul> <p data-bbox="419 629 911 658">Accept any appropriate alternatives.</p> <p data-bbox="419 694 1142 752">Do not accept joining a support group/online support groups</p>	<p data-bbox="1066 663 1142 692" style="text-align: right;"><b>1 x 1</b></p> <p data-bbox="1206 663 1257 692" style="text-align: right;"><b>(1)</b></p>

Question Number	Indicative content	Mark
2 (e)	<p><b>How sharing child-care could affect Kathryn:</b></p> <ul style="list-style-type: none"> <li>• Kathryn may become closer to Dennis through planning their child-care</li> <li>• Could create a more positive self-image for Kathryn</li> <li>• Could improve Kathryn’s self-esteem</li> <li>• Could build Kathryn’s self-confidence</li> <li>• Kathryn will be happy that Dennis is taking his responsibilities seriously</li> <li>• Kathryn may have the opportunity to participate in other activities/work</li> </ul> <p>Accept reverse arguments.</p> <p><b>How sharing child-care could affect Kathryn’s relationship with her baby:</b></p> <ul style="list-style-type: none"> <li>• Kathryn may pay her baby greater attention as she is not exhausted from being the sole carer day in and day out.</li> <li>• Kathryn may be emotionally recharged from being away from her parental responsibilities and devote greater attention to her baby</li> <li>• Kathryn may not bond as well with their baby</li> <li>• She may feel ‘pushed out’ when Dennis comes home</li> <li>• Kathryn may be jealous of the relationship that Dennis is building with the baby</li> <li>• Kathryn may miss out on first steps, smiles etc. This could affect her feelings of self-worth</li> </ul> <p>Accept any appropriate alternatives. Do not accept answers relating to John.</p>	<b>(8)</b>

Level	Marks	Descriptors
	<b>0</b>	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited assessment of the impact of sharing child-care.</li> <li>• The response focuses on either sharing child-care or Kathryn’s relationship with their baby.</li> <li>• Limited reference made to different aspects Kathryn’s development and her relationship with their baby.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Some assessment of the effect of sharing child-care related to the question stem.</li> <li>• The response focuses more on one aspect of the effect of sharing child-care but the response is mostly balanced and there is evidence of understanding and development of ideas although not sustained throughout the response.</li> <li>• Some relevant references to different aspects Kathryn’s development and her relationship with their baby.</li> </ul>
<b>3</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Coherent assessment of the effect of sharing child-care and Kathryn’s relationship with their baby relating to the question stem throughout.</li> </ul>

		<ul style="list-style-type: none"><li>• The response a balanced consideration the effect of sharing child-care and Kathryn’s relationship with their baby. Clear understanding and development of ideas are sustained throughout the response.</li><li>• Detailed references are made to selected aspects of Kathryn’s development and her relationship with their baby.</li></ul>
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Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

