

Mark Scheme (Post-standardisation)

January 2017

Pearson BTEC Level 1/Level 2 First Award in
Health and Social Care

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 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 a candidate's response is not worthy of credit according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt about applying 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.
- Accept phonetic spelling.

Question Number	Answer	Mark
1 (a)	Carlos – Adolescence Ana – Early childhood 2 x 1	2

Question Number	Answer	Mark
1 (b)	A – Physical development 1 x 1	1

Question Number	Answer	Mark
1 (c)	Award one mark for correct identification of each gross motor skill which Ana might develop through skipping , up to a maximum of two marks. <ul style="list-style-type: none"> • Jumping • Running • Walking • Hopping • Striding • Reaching / swinging / rotation of arms • Balancing <p>Do not accept skipping</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (d) (i)	Award one mark for correct identification of a way that completing jigsaw puzzles can benefit intellectual skills. <ul style="list-style-type: none"> • Concentrating (1) • Spatial awareness (1) • Problem solving (1) • Maths skills (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
1 (d) (ii)	Award one mark for correct definition of solitary play. <ul style="list-style-type: none"> • Playing alone <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
1 (d) (iii)	<p>Award one mark for correct example of a social play activity.</p> <ul style="list-style-type: none"> • Team games • Board games • Role play game <p>Accept any answer that includes an activity that involves playing with a second person/other people.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
1 (d) (iv)	<p>Award one mark for correct identification of each benefits of play for emotional development up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Enjoyment/happiness • Reduce feelings of stress • Self-expression • Raise self-esteem • Creating bonds • Improve self-image • Managing success and disappointment • Belonging <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (e)	<p>Award one mark for each benefit for Carlos's social development of attending after school clubs, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Develops relationships (1) • Able to meet other people (1) • Develops independence (1) • Increased social opportunities (1) • Increased social awareness (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (f)(i)	<p data-bbox="312 293 1257 387">Award one mark for each correct identification of the physical changes which may happen during later adulthood (up to a maximum of two marks).</p> <ul data-bbox="360 423 847 860" style="list-style-type: none"> • Grey hair (1) • Hair loss/thinning (1) • Loss of muscle tone (1) • Loss of strength (1) • Loss of mobility (1) • Loss of fine motor skills (1) • Reduction in hearing (1) • Decreased vision (1) • Loss of skin elasticity (1) • Reduction of bone density (1) • Decrease of height (1) • Decreased immune response (1) <p data-bbox="312 927 799 958">Accept any appropriate alternatives.</p> <p data-bbox="1238 958 1310 990" style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (f)(ii)	<p data-bbox="312 1095 1294 1189">Award one mark for each correct identification of the intellectual changes which may happen during later adulthood (up to a maximum of two marks).</p> <ul data-bbox="360 1225 900 1328" style="list-style-type: none"> • Memory loss (1) • Reduction in concentration levels (1) • Speed of recall (1) <p data-bbox="312 1395 799 1426">Accept any appropriate alternatives.</p> <p data-bbox="1238 1426 1310 1458" style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (g)(i)	<p>Award one mark for correct identification of a positive effect of Carlos's father's new job on Carlos's development.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • Better relationship with his father (1) as time Carlos now spends with father is quality time therefore Carlos happier (1) • Become closer to father (1) as father less stressed (1) • Become closer to other people who care for him (1) transfer of attachment (1) • Increased independence (1) because he is less reliant on father (1) • Improved opportunities/diet (1) as the family have more disposable income (1) • Increased self-esteem (1) as sees father as role model (1) <p>Answers must relate to Carlos's development not his father's development.</p> <p>Each factor can only be used once.</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	4

Question Number	Answer	Mark
1 (g)(ii)	<p>Award one mark for correct identification of a negative effect of Carlos's father's new job on his development. Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • Poorer quality relationship with his father (1) as he is not spending as much time with him (1) • Carlos's behaviour may change (1) because of a different family dynamic (1) • Carlos feels neglected because his dad may be spending all his time at his new place of work (1) which could reduce his self-esteem (1) • Carlos may have extra responsibilities (1) which may reduce Carlos's social time/time spent with friends (1) <p>Answers must relate to Carlos's development not his father's development.</p> <p>Each factor can only be used once.</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	4

Question Number	Answer	Mark
2 (a) (i)	<p>Award one mark for correct identification of benefits of house sharing for professional people, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Can split the costs/bills (1) • Can share the work load and responsibility of looking after a house (1) • Increased opportunities to socialise (1) • Can provide mutual support/security (1) • Learning skills/knowledge (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2 (a) (ii)	<p>Award one mark for correct identification of the two other expected life events that Caz could have experienced, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Starting school/university (1) • Entering employment (1) • Moving house/location (1) • Marriage/civil partnership/living with a partner (1) <p>Do not accept finishing education.</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2 (b) (i)	<p>Award one mark for correct identification of two sources of formal support.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Counsellor • Doctor • Specialist nurse (e.g. psychiatric or occupational health) • Personal tutor/teacher • Careers advisor <p>Accept any appropriate alternatives.</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 the ways in which Caz's housemates could support her in her final year. Award one mark for correct justification/elaboration.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Practical strategies (1) to support her with her studies (1) • Talk to her/listen to her (1) so she does not feel alone (1) • Invite her out (1) to take her mind of the stress (1) • Avoid disturbing her (1) so that she can concentrate on her studies (1) <p>Accept any appropriate alternatives.</p>	2 x 1 2

Question Number	Answer	Mark
2 (b) (iii)	<p>Award one mark for each correct identification of how Caz's development may be affected by completing her course, and one additional mark for appropriate expansion up to a maximum of four marks.</p> <p>Responses should be linked to a relevant area of development.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Improved diet (1) because of high level of income (1) • Caz is likely to secure stable employment (1) with opportunities for career development (1) • Learning new skills (1) will positively affect Caz's intellectual development (1) • Increased contentment/confidence (1) as she is now able to practice as a doctor (1) • Increased self-esteem (1) due to the status of her role (1) • Changes in social life (1) increased interaction with colleagues at work/decreased interaction with friends outside of work (1) • Increased stress levels (1) due to long hours (1) <p>Do not award repetition</p> <p>Accept any appropriate reverse answer</p> <p>Accept any appropriate alternatives.</p>	4

	2 x 1 2 x 1
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Question Number	Answer	Mark
2 (c) (i)	<p>Award one mark for correct definition of self-image.</p> <ul style="list-style-type: none"> • How we see ourselves • The mental picture we have of ourselves <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
2 (c) (ii)	<p>Award one mark for correct identification of how Jenna's role as a senior nurse gives her a positive self-image. Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • Jenna may feel that she has a responsible job (1) and therefore may have a high self-worth (1) • Jenna may make a difference to someone's life (1) which will make her feel valued/proud/increase self-esteem (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2 (d) (i)	<p>Award one mark for correct definition of 'role model'.</p> <ul style="list-style-type: none"> • A person who sets an example for someone else. • A person who others aspire to be like. • A person whose behaviour or success can be copied by others. <p>Accept reverse answers.</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
2 (d) (ii)	<p>Award one mark for correct identification of benefit for Simon's emotional development of having Rob as a role model.</p> <p>Award one mark for correct justification/elaboration.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Increased self-esteem for Simon (1) as he has Rob to look up to (1) • Simon believes he can be like Rob (1) due to shared background/ experience (1) • Improves Simon's self-image (1) because he sees himself becoming like Rob (1) • Simon feels a sense of contentment (1) as he has Rob to aspire to (1) <p>Accept any appropriate alternatives. 2 x 1</p>	2

Question Number	Answer	Mark
2 (e)	<p>Assess the possible impact of Jenna staying at home on Rob's development and the relationship.</p> <p>Positive impact of Jenna staying at home on Rob's development and their relationship:</p> <ul style="list-style-type: none"> • creates a more positive self-image for Rob • sees himself as part of a family unit • being a father may build Rob's self-confidence • feel proud that he earns enough money for Jenna to stay at home • potential reduction in stress for Rob • save money on childcare • puts problems at work into context • Rob can focus more on work as Jenna is looking after baby • Better relationship because they feel the baby is being looked after <p>Negative impact of Jenna staying at home on Rob's development and their relationship:</p> <ul style="list-style-type: none"> • baby may bond closer with mother than father • he may resent Jenna being at home while he works • may create more arguments • arguments over money because Jenna has no income • Rob might treat Jenna with less respect as she is not working • As Jenna has limited social contact may have impact on their relationship • he may feel that he has lost his independence • he may feel that he has lost his identity • he might feel jealous of Jenna's attention to the baby • he may find family life difficult to adapt to • he may not go out as much socialising as he did before • he may find fatherhood very stressful • the financial impact of having a baby • the impact of being the sole wage earner • could argue more as they face new challenges • may lose contact with his own personal friends as he spends more time at home • may feel they now have more responsibilities and stress than before • could feel tied down and trapped 	8

Level	Marks	Descriptors
	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. No conclusion produced or the conclusion a consequence of only one side of the argument being 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. A conclusion is present, but this is either implicit or as a result of unbalanced consideration of the arguments. There is little or unfocused justification of the conclusion. Most points made will be relevant to the situation in the question, but the link will not always be clear.
3	7-8	Balanced explanation of both sides for and against. A conclusion is produced which is justified clearly linked 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.