

Mark Scheme (Results)

Summer 2017

BTEC Level 3 National in Health and  
Social Care Unit 1: Human Lifespan  
Development (31490H)



**Health and Social Care**

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# Unit 1: Human Lifespan Development – marking grid

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## General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.



	<ul style="list-style-type: none"> <li>• Vaginal atrophy/inflammation (1) leading to discomfort during sexual activity/increased vulnerability to infections (1).</li> <li>• Increased weight (1) due to increased testosterone (1)</li> <li>• Ovulation stops (1) leading to end of menstruation (1)</li> <li>• Breast tenderness (1) due to fluctuating hormones (1)</li> </ul> <p>Accept any other valid responses. Do not accept repetition of the stem.</p>	
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Question Number	Answer	Mark
1 (d)	<p>Award <b>one</b> mark for the identification (up to 2 marks) and <b>one</b> mark for the appropriate expansion (up to 2 marks) to a maximum of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Low self-esteem (1) due to the appearance of skin problems/body odour (1).</li> <li>• Embarrassment (1) due to fluctuations in the voice (breaking)/perceived differences in rates of development with peers (1).</li> <li>• Mood swings (1) due to fluctuation in hormone levels (1).</li> <li>• Raised self-esteem (1) due to the development of facial hair (1).</li> <li>• Increased levels of aggression (1) due to increased testosterone levels (1).</li> <li>• Feeling of sexual attraction (1) due to changes in hormone levels (1).</li> </ul> <p>Accept any other valid responses.</p>	<b>(4)</b>

Question Number	Answer	Mark
1 (e)	<p>Award <b>one</b> mark for each identification up to a maximum of <b>three</b>. Award <b>one</b> mark for each appropriate expansion of an identification to an overall maximum of <b>six</b>.</p> <ul style="list-style-type: none"> <li>• Able to consider issues in a realistic manner (1) recognising what can and what cannot be changed about a situation (1).</li> <li>• Takes a pragmatic approach to issues and problems (1) by considering all available options (1).</li> <li>• Has developed expert knowledge on practical matters that affect her (1) and is able to make judgements about important matters/issues (1).</li> <li>• May further develop abstract thinking skills (1) develop higher level of thinking skills due to attending university (1).</li> <li>• Independence (1) may develop skills of managing finances/household management (1).</li> </ul> <p>Accept any other valid responses.</p>	<b>(6)</b>

Question Number	Answer	Mark
1 (f)	<p>Award up to <b>one</b> mark each for up to two identifications (2x1) and up to <b>two</b> marks for each appropriate expansion to a maximum of <b>six</b> marks.</p> <ul style="list-style-type: none"> <li>• Effects of peer pressure may lead Fiona into making negative choices (1) which could affect her health, e.g. smoking/use of recreational drugs/alcohol/unsafe sexual practices (1) as she is conforming to social norms (1).</li> <li>• Fiona’s friends could have a positive influence on her leading her to make suitable choices (1) that could support her to achieve her academic goals (1) e.g. choosing to spend free time in the library/online study groups (1).</li> <li>• Having close friendships could support Fiona in having the confidence to make independent choices (1) because she knows that her friends will accept this (1) e.g. becoming vegetarian (1).</li> </ul> <p>Accept any other valid responses. Only accept reverse arguments with appropriate different expansion.</p>	<b>(6)</b>

Question Number	Answer	Mark
1 (g)	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion to a maximum of <b>six</b> marks.</p> <ul style="list-style-type: none"> <li>• Normal changes in the heart components (1) leading to a higher risk of cardio-vascular disease (1).</li> <li>• Degeneration of nervous tissue (1) leading to decreased sensation/balance (1).</li> <li>• Reduced absorption of nutrients (1) leading to malnutrition (1).</li> <li>• Physiological changes in the brain (1) leads to memory loss/onset of dementia (1).</li> <li>• Degeneration of eye sight/taste /hearing/smell/pain (1) leading to reduced sensory perception (1)</li> <li>• Loss of muscle mass/strength (1) leading to reduction in mobility (1).</li> <li>• Loss of skin elasticity (1) due to reduction in collagen (1).</li> <li>• Changes in spine structure (1) leads to reduction in height (1)</li> <li>• Bones become weaker (1) due to reduced calcium content (1).</li> </ul> <p>Accept any other valid response. Do not accept grey/thinning hair or baldness.</p>	<b>(6)</b>



Question Number	Answer	Mark
2 (a)	<p>Award <b>one</b> mark for the identification and up to <b>two</b> marks for the appropriate expansion to a maximum of <b>six</b> marks.</p> <ul style="list-style-type: none"> <li>• Participating in joint activities (1) leading to a sense of acceptance (1) developing confidence (1).</li> <li>• Receiving affection and encouragement (1) develops a sense of self-worth (1) can lead to an individual achieving their potential (1).</li> <li>• Parental response to behaviour (1) leading to positive/negative view of own value (1) this could become a self-fulfilling prophecy (1).</li> <li>• Lack of respect from family members (1) leading to lack of respect for self (1) could lead to self-destructive behaviour (1).</li> <li>• Lack of family support (1) feeling isolation (1) feelings of worthlessness (1).</li> </ul> <p>Accept any other valid response. Only accept reverse arguments with appropriate different expansion.</p>	<b>(6)</b>

Question number	Indicative content	
2 (b)	<p><b>Definition of self-concept</b></p> <ul style="list-style-type: none"> <li>• Sense of self - what differentiates oneself from others.</li> <li>• Self-image/self-esteem – definition.</li> </ul> <p><b>Contributory factors</b></p> <ul style="list-style-type: none"> <li>• Culture.</li> <li>• Beliefs.</li> <li>• Family function/dysfunction.</li> <li>• Friendship groups/peer groups.</li> <li>• Impact of social media/digital footprint.</li> <li>• Effects of bullying.</li> <li>• Response of parents/significant adults.</li> <li>• Effects of major life events e.g. physical, intellectual or social.</li> <li>• Effects of maturation e.g. Physical, intellectual or social</li> <li>• Effects of illness/disability.</li> </ul>	
<p><b>Mark scheme (award up to 10 marks)</b> refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions</li> <li>• Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information</li> <li>• Conclusions may be presented, are likely to be generic assertions rather than supported by evidence</li> <li>• Meaning may be conveyed but in a non-specialist way</li> <li>• Response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>

Level	Mark	Descriptor
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions</li> <li>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made</li> <li>• Evaluation is presented leading to conclusions but some may be lacking support</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>
Level 3	7-10	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions.</li> <li>• Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made.</li> <li>• Displays a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions.</li> <li>• Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.</li> </ul>

Question Number	Answer	Mark
3 (a)	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion to a maximum of <b>six</b> marks.</p> <ul style="list-style-type: none"> <li>• Increased number of lung infections due to raised number of air particles (1) leading to reduced overall physical health and wellbeing (1).</li> <li>• Increased levels of pollutants can affect the immune system (1) leading to the development of additional illness and disease (1).</li> <li>• Reduced lung function due to polluted air (1) leading to lowered physical mobility (1).</li> <li>• Jessie may not want to go out as much (1) leading to reduced exercise opportunities (1).</li> <li>• Noise pollution (1) links to stress/lack of sleep/under achievement at school (1).</li> </ul>	<b>(6)</b>

	<ul style="list-style-type: none"> <li>• Decreased socialisation opportunities /friends not visiting (1) increased loneliness/social isolation (1).</li> <li>• Lack of sleep/concentration (1) due to light/visual pollution (1).</li> </ul> <p>Accept any other valid response.</p>	
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Question Number	Answer	Mark
3 (b)	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion to a maximum of <b>six</b> marks.</p> <ul style="list-style-type: none"> <li>• Sarah’s behaviour may deteriorate (1) due to a perceived lack of attention from others (1).</li> <li>• Sarah may not achieve her full academic potential (1) due to not receiving sufficient input at an appropriate level (1).</li> <li>• Sarah may become unhappy (1) due to having less contact with an attachment figure/support worker (1).</li> <li>• Sarah may become more independent (1) leading to boosted self-esteem (1)</li> <li>• Sarah may feel more a part of the class/more like other students (1) leading to increased self-esteem (1).</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

Question Number	Answer	Mark
3 (c)	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion to a maximum of <b>six</b> marks.</p> <ul style="list-style-type: none"> <li>• Nature must directly refer to the genetic/innate factors that impact her academic ability (1) and nurture is the effect of external influences on academic abilities (1).</li> <li>• Sarah’s chronological age could differ from her mental age due to her learning difficulties (1) resulting in her not achieving the academic level</li> </ul>	<b>(6)</b>

	<p>expected for the general population (1).</p> <ul style="list-style-type: none"> <li>• Sarah’s academic achievement could depend on the level of support she receives (1) rather than merely her academic ability (1).</li> <li>• Family could be extra supportive due to her condition (1) provide additional activities and encouragement to ensure she reaches her potential (1).</li> </ul> <p>Accept any other valid response, including specific examples. Do not credit a definition of nature/nurture that is not applied to academic potential.</p>	
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Question number	Indicative content	
3 (d)	<p><b>Theories of attachment</b> (these may be inferred rather than explicit).</p> <ul style="list-style-type: none"> <li>• Mary Ainsworth - types of attachment.</li> <li>• Bowlby/Rutter - effects of separation on emotional bonds.</li> <li>• Robertson - study of distress syndrome.</li> </ul> <p><b>Additional factors</b></p> <ul style="list-style-type: none"> <li>• Effects of family dysfunction.</li> <li>• Effects of Kerry’s life stage (early childhood).</li> <li>• Effects of sibling support.</li> <li>• Level of emotional resilience.</li> <li>• Support from external agencies.</li> </ul> <p>Accept any other relevant theories.</p>	
<p><b>Mark scheme (award up to 10 marks)</b> refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions</li> <li>• Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information. Provides little evidence of application and links between</li> </ul>

		<p>relevant information. Evaluation likely to consist of basic description of information</p> <ul style="list-style-type: none"> <li>• Conclusions may be presented, are likely to be generic assertions rather than supported by evidence</li> <li>• Meaning may be conveyed but in a non-specialist way</li> <li>• Response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>
Level	Mark	Descriptor
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions.</li> <li>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made.</li> <li>• Evaluation is presented leading to conclusions but some may be lacking support.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>
Level 3	7-10	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions</li> <li>• Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made</li> <li>• Displays a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions</li> <li>• Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.</li> </ul>

Question Number	Answer	Mark
4 (a)	<p>Award <b>one</b> mark for the identification and <b>one</b> additional mark for the appropriate expansion to a maximum of <b>six</b> marks.</p> <ul style="list-style-type: none"> <li>• <i>Simon may see himself as less important (1) due to not having any family members (1)</i></li> <li>• <i>Simon may see himself as guilty (1) because he could not prevent the accident from happening (1)</i></li> <li>• <i>As Simon becomes used to his situation he will become more independent (1)</i></li> </ul>	<b>(6)</b>

	<p><i>this may lead to him engaging more with other residents (1)</i></p> <ul style="list-style-type: none"> <li>• <i>Lack of support/company from Leah (1) sees himself as lonely (1).</i></li> </ul> <p><i>Accept any other valid response. Answers should apply to Simon's changed family circumstances, not sole the residential care.</i></p>	
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Question number	Indicative content	
4 (b)	<p><b>Theories (these maybe implicit or explicit)</b></p> <ul style="list-style-type: none"> <li>• Social disengagement theory</li> <li>• Activity theory</li> <li>• Erikson's stage 8 of ego-integrity versus despair</li> <li>• Holmes-Rahe – social readjustment rating scale</li> <li>• Bowlby</li> </ul> <p>Accept any other appropriate theories.</p> <p><b>Methods of support</b></p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Provision of counselling</li> <li>• Involvement of external support, e.g. related to religious practice</li> <li>• Use of advocates</li> </ul>	
<p><b>Mark scheme (award up to 10 marks)</b> refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.</p>		
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		<ul style="list-style-type: none"> <li>• Response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>
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Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions.</li> <li>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made.</li> <li>• Evaluation is presented leading to conclusions but some may be lacking support.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>
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