



Mark Scheme (Results)

January 2022

Pearson BTEC Nationals
In Health and Social Care (31490H)
Unit 1: Human Lifespan Development

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BTEC Level 3 - Health and Social Care – Unit 1

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.

Question Number	Answer	Mark
1 (a)	Award one mark each for the following: i) 3 ii) 14 Accept any appropriate wording, e.g. fourteen years.	2

Question Number	Answer	Mark
1 (b)	Award one mark for each accurate descriptive point up to a maximum of four marks. Award a maximum of two marks for answers that refer only to infancy. Award a maximum of two marks for answers that refer only to early childhood. <ul style="list-style-type: none"> • Fine motor skills are movements that use the small muscles/ examples such as toes and fingers (1) • State difference between infancy and early childhood e.g. fine motor skills become more sophisticated (1) <p>Infancy</p> <ul style="list-style-type: none"> • Skills are not sophisticated (1) • It includes the palmar grip/pincer grip. (1) • Examples picking up objects / holding a spoon (1) <p>Early childhood</p> <ul style="list-style-type: none"> • Fine motor skills become more sophisticated (1) • Examples include writing /doing buttons up (1) <p>Only award one mark for an example for each life stage. Do not credit repetition.</p> <p>Accept any appropriate alternatives.</p>	4

Question Number	Answer	Mark
1 (c)	Award one mark for each descriptive point and one additional mark for each appropriate expansion, up to a maximum of four marks. <ul style="list-style-type: none"> • May make individual feel worthless/weak (1) lowers self-esteem (1) • May see self as unintelligent (1) Individual may underachieve at school (1) • May ignore bullying/challenge bully (1) self-image may increase as see themselves as a strong individual (1) • May adapt self-image due to bullying (1) Sees self as fat (1) 	4

	Any points related to confidence must relate to an aspect of self-concept. Accept any appropriate alternatives.	
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Question Number	Answer	Mark
1 (d)	<p>Award one mark for each descriptive point and one additional mark for each appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • May provide support/advice (1) help individual make positive choices, e.g. do not take illegal drugs (1) • Provide positive role models (1) avoid risk taking behaviour, e.g. unsafe sex (1) • Guide individuals towards positive behaviour (1) studying hard at school (1) • May compliment individuals on positive aspects of their life/appearance (1) leading to increased confidence/self-esteem (1) • Positive influence to change lifestyle (1) eat more healthily/maintain a healthy weight (1) <p>Accept any appropriate alternatives.</p>	4

Question Number	Answer	Mark
1 (e)	<p>Award one mark for each descriptive point, up to a maximum of six marks.</p> <p>Award no more than two marks for each stage of play.</p> <p>The stages of play in infancy and early childhood may include:</p> <ul style="list-style-type: none"> • Solo play/solitary play (1) when child plays alone (1) • Parallel play (1) child plays <i>besides</i>, rather than <i>with</i>, other children (1) • Imitative play (1) this is when your toddler and another child copy each other. One toddler starts to jump and soon they are both jumping (1) • Associative play (1) children's play as they engage in a mutual activity, though not working toward a common goal (1) • Cooperative play/social play (1) the beginning of teamwork, child plays with others for a common purpose (1) <p>Accept any other valid response.</p>	6

Question Number	Indicative content	Mark
1 (f)	<p>Definition of self-concept</p> <ul style="list-style-type: none"> • Sense of self - what differentiates oneself from others • Self-image/self-esteem <p>Contributory factors</p> <ul style="list-style-type: none"> • Effects of maturation, e.g. physical, intellectual, emotional or social • Influences of peers on own culture/beliefs • Friendship groups/peer groups • Media – impact on self-image • Impact of social media/digital footprint • Effects of bullying • Effects of major life events, e.g. physical, intellectual emotional or social <p>Accept any other valid response.</p>	10

Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Mark	Descriptor
0	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported
2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported
3	7-10	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported

Question Number	Answer	Mark
2 (a)	<p>Award one mark for accurate definition and one mark for accurate expansion, up to maximum of two marks.</p> <p>A 'genetic predisposition' is an increased likelihood of developing a particular disease (1) e.g. PKU/triggered by environmental factors/due to genetic factors/ e.g. cardiovascular disease (1)</p> <p>Do not accept Type 2 Diabetes.</p> <p>Accept any appropriate alternatives.</p>	2

Question Number	Answer	Mark
2 (b)	<p>Award one mark for each condition and one mark for each descriptive expansion, up to maximum of four marks.</p> <ul style="list-style-type: none"> • Susceptibility to cancer (1) may cause individuals to follow a positive lifestyle (1) • Cystic fibrosis is a disease that affects the lungs/digestive system (1) and may reduce life expectancy (1) • Colour blindness (1) may reduce employment opportunities (1) • Brittle bone disease (1) may impact ability to exercise (1) <p>Accept any appropriate alternatives.</p>	4

Question Number	Answer	Mark
2 (c)	<p>A maximum of one mark for each point identified accurately and one mark for each accurate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • May not speak/read English well (1) may not understand how to access the services available (1) • May not be able to afford travel (1) unable to physically attend appointments (1) • May work long hours at work (1) cannot easily get time off to attend (1) • Men are less likely to attend GPs/screenings (1) due to gender socialisation (1) • Remote geographical location (1) inability to easily access transportation (1) • If individual has disability e.g. wheelchair user (1) may have difficulty to physically access health and social care settings (1) <p>Accept any appropriate alternatives.</p>	4

Question Number	Indicative content	Mark
2 (d)	<p>Responses likely to include:</p> <p>Negative</p> <ul style="list-style-type: none"> • Intoxication is strongly linked to accidents, injuries, deaths, or domestic conflict, aggression and violence, which may impact family life • Cirrhosis of the liver is mainly attributable to alcohol, while breast cancer is partly attributable to alcohol • Can contribute to high blood pressure, abnormal heart rhythms, heart failure, and strokes • Cost of alcohol may lead to cutting back on spending, and impact on ability to partake in healthy diet or physically/intellectually beneficial activities, e.g. gym <p>Positive</p> <ul style="list-style-type: none"> • Moderate consumption can be beneficial, such as protection against heart disease. • Can aid social interaction, e.g. if shy • Can relax people, reduce stress 	10

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2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported
3	7-10	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links

		<ul style="list-style-type: none"> • Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported
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Question Number	Indicative content	Mark
2 (e)	<p>Indicative content may include reference to nature vs nurture and relevant theories, e.g. Gesell, Bandura.</p> <ul style="list-style-type: none"> • Genetic factors/nature/genotype • Relevant theories, e.g. Gesell • Environmental factors/nurture/phenotype/various types of pollution • Relevant theories, e.g. Bandura • Stress-diathesis model • Lifestyle choices in combination with genetic factors – phenotype <p>Reward any appropriate illustrative examples.</p>	10

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Question Number	Answer	Mark
3 (a)	<p>Award one mark for each accurate example to a maximum of two and one mark for each accurately linked point, to a maximum of three up to a total of four marks.</p> <ul style="list-style-type: none"> • Increased levels of damp (1) higher risk of respiratory disease (1) • Low levels of cleanliness (1) increased risk of infections (1) • Lack of heating (1) higher risks of hypothermia (1) • Noise pollution (1) negative impact on sleeping (1) 	4

Question Number	Answer	Mark
3 (b)	<p>Award one mark for each point identified and one additional mark for each descriptive expansion, up to a maximum of six marks.</p> <ul style="list-style-type: none"> • The ovaries stop producing an egg each month (1) which will mean that fertility decreases/less likely to become pregnant (1) • The reduction in oestrogen/hormones causes (1) e.g. hot flushes (1) • Night sweats (1) interrupted sleep patterns (1) • Vaginal dryness (1) lead to decreased libido (1) <p>Accept appropriate alternatives.</p>	6

Question Number	Indicative content	Mark
3 (c)	<p>Indicative content may include reference to PIES and relevant theories, e.g. activity/disengagement theory.</p> <p>P: May not have physical capacity/sees later adulthood as appropriate time to withdraw from society (disengagement theory). May have chronic, limiting illness</p> <p>May have opportunity to join dance/yoga classes, which will increase opportunity to socialise (activity theory)</p> <p>I: May wish to participate in activities that are intellectually stimulating, e.g. book clubs, that boost fluid intelligence, but activities are too expensive</p> <p>E: Low self-esteem as sees herself as a burden to her family/friends who may have to visit</p> <p>S: New community/group of friends – if have high self-esteem/self-image will utilise opportunities to mix with others (activity theory)</p>	10

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Question Number	Indicative content	Mark
3 (d)	<p>Stronger answers may refer to any relevant theorists, e.g. Ainsworth/Bowlby/Bandura.</p> <p>Children with healthy bonding/attachment to a loving care giver:</p> <ul style="list-style-type: none"> • Feel secure and loved • Can reach their potential • Can develop positive relationships with others • Will commit less crime and not take drugs • Cope with stress and anxiety • Become self-reliant <p>Attachment is the term used to describe the bond between a baby and its main carer. It is the label given to the emotional bond between children and parents. According to Bowlby parents bond with their baby from the moment of birth.</p> <p>Bowlby believed that children needed to have a strong stable relationship with a primary carer (mother, father or main person caring for them). He believed that children who had been separated from their parents are more likely to suffer psychological problems later in life, e.g. take drugs and commit crime.</p> <p>Secure attachments in childhood lead to happier and healthier attachments in the future, e.g. partners, friends.</p> <p>These attachments form a 'blueprint' for all other relationships.</p>	10
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