

Mark Scheme (Results)

January 2012

Principal Learning
Society, Health and Development
(SH204) Paper 01
Growth, Development and Healthy
Living

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Publications Code DP030869

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Question Number	Answer	Mark
1(a)	<p>IDENTIFY and OUTLINE TWO factors from the information given that could affect Florence’s PHYSICAL development ONLY.</p> <p>Identify the following: Joining a swimming club Having juvenile arthritis.</p> <p>Outline: Joining a swimming club will:</p> <ul style="list-style-type: none"> • improve Florence’s’ fitness and stamina • help to develop her gross muscles • benefit her cardiovascular system and respiratory system or similar. <p>Having juvenile arthritis may:</p> <ul style="list-style-type: none"> • prevent her mobility developing properly • prevent her taking part in sports such as running • affect other joints preventing correct development of fine / gross motor skills or similar <p>1 mark each for each identification of factor For each factor: 1 mark for brief outline of effect on physical development only Or 2 marks for amplification of effect on physical development only</p> <p>Possible response: Joining the swimming club (1) Will improve her fitness and stamina (1) By developing her gross muscles (1)</p> <p style="text-align: right;">2 x 3 marks</p>	(6)

Question Number	Answer	Mark
1(b)	<p>IDENTIFY and OUTLINE Learning Spanish only.</p> <p>Outline;</p> <ul style="list-style-type: none"> • Will improve her cognitive ability • may lead to learning about other new things • improve learning • improve vocabulary • learning about a new culture <p>or similar</p> <p>1 mark for identification of activity plus: 1 mark for brief outline of effect Or 2 marks for amplification of effect.</p> <p>Possible response (for 2 marks): Improve language skills (1) Which develops cognitive ability (1)</p>	(3)

Question Number	Answer	Mark
1(c)	IDENTIFY only ADOLESCENCE	(1)

Question Number	Answer	Mark
1(d)	<p>IDENTIFY one predictable life event and one unpredictable life event from the information given only.</p> <p>PREDICTABLE life event; identify one of the following only:</p> <ul style="list-style-type: none"> • The twins go to primary school / going to school • Marriage • Having children • Birth of a sibling <p>UNPREDICTABLE life event: identify one of the following only;</p> <ul style="list-style-type: none"> • Having arthritis • Joining a swimming club • Learning Spanish 	(2)

Question Number	Answer	Mark
2(a)	<p>1 mark for each identification of each role – maximum of 2 practitioners identified.</p> <p>Practitioners may include:</p> <ul style="list-style-type: none"> • paediatric nurse • paediatric doctor • children’s nurse • special care nurses • consultants • physiotherapists • radiographers • specialist doctors, ie eye doctors and cardiac surgeon • respiratory specialists 	(2)

Question Number	Answer	Mark
2(b)	<p>DESCRIPTION to be effects on ANNA and SAMS EMOTIONAL DEVELOPMENT ONLY. Maximum 2 marks for each effect</p> <p>Effects may include:</p> <ul style="list-style-type: none"> • Anxiety • Loss of self-esteem • Feeling that the twins may have poor health and it is something that Anna has done during her pregnancy • Concern about how they will cope at home • Concern about the twins being poorly all their lives • Anxiety about the effect on Ben of spending less time with him • Losing their bond with Ben • At ease because the twins are receiving good treatment at the hospital. <p>or similar</p> <p>Possible response (for 2 marks): Being anxious about the twins’ health (1) Worrying that they will be ill throughout their lives (1)</p> <p style="text-align: right;">2 x 2 marks</p>	(4)

Question Number	Answer	Mark
2(c)	<p>DESCRIPTION to be effects on BEN'S EMOTIONAL DEVELOPMENT ONLY Effects can be positive or negative.</p> <p>Positive effects may include:</p> <ul style="list-style-type: none"> • he may be excited about having siblings to play with • he might feel happy about having other children in his family • he might take responsibility for and help with their care • could improve his independence • he will be the 'big brother' – role model <p>Negative effects may include:</p> <ul style="list-style-type: none"> • Ben may feel jealous of all the attention that the twins need particularly when they are in hospital • he might feel that his parents don't love him any more • he may feel lonely and isolated • he may feel unhappy and may not want the twins to live with him • he may feel that he has done something wrong • may have low self esteem <p>or similar</p> <p>Possible response (for 2 marks): He might be excited about having more children in the family (1) Will act as a role model (1)</p>	<p style="text-align: right;">2 x 2 marks (4)</p>

Question Number	Answer	Mark
2(d)	<p>Answer must be on grandparent's health and wellbeing only. Answer can be positive or negative.</p> <p>Positive effects may include:</p> <ul style="list-style-type: none"> • high self esteem because are helping their family • happy to spend time with Ben • being able to build a secure relationship with grandson • sharing experiences and hobbies • reinforces Jewish family values <p>Negative effects may include:</p> <ul style="list-style-type: none"> • may be tired looking after Ben • may not be able to identify with an adolescents needs and preferences • worried about not doing the right thing or similar <p>1 mark for partial description of one effect 2 marks for amplification of one effect No extra marks for description of more than one effect.</p> <p>Possible response: Happy to spend time with Ben (1) Able to build relationship with grandson (1)</p>	(2)

Question Number	Answer	Mark
3(a)	<p>Describe one effect on the twins' INTELLECTUAL development ONLY.</p> <p>Effects may include:</p> <ul style="list-style-type: none"> • learning many new things • improve cognitive development • learn a new skill such as reading / writing • encourage learning of new topics • benefit vocabulary and communication skills <p>or similar</p> <p>1 mark for brief description of one effect: 2 marks for detailed description of one effect.</p> <p>Possible response: Learning to read (1) Will encourage learning of new topics (1)</p>	(2)

Question Number	Answer	Mark
3(b)	<p>Describe 2 effects on the TWINS' SOCIAL DEVELOPMENT ONLY.</p> <p>Effects may include:</p> <ul style="list-style-type: none"> • undergo secondary socialisation by bonding with other children and adults apart from parents or close family • learn to play with other children • not to be so dependent on each other • learn more about sharing / turn taking • learn to accept views of others <p>or similar</p> <p>For each effect: 1 mark for partial description of one effect 2 marks for amplification of effect</p> <p>Possible response (for 2 marks): Will learn to play with other children (1) Becoming less dependent on each other (1)</p> <p style="text-align: right;">2 x 2 marks</p>	(4)

Question Number	Answer
3(c)	<p>Explanation may include:</p> <p>The children and young people sector support learning and development in primary schools.</p> <ul style="list-style-type: none"> • All children at school have targets for literacy and numeracy, which are monitored • All children at primary school take SATs which show their progression in core subjects • OfSTED inspectors monitor learning and development • Monitoring may result in children being given help and support, particularly vulnerable and looked after children • Monitoring is required by law • Children’s and young people’s sector supports the ECM agenda • amplification of ECM such as <ul style="list-style-type: none"> ○ be healthy ○ stay safe ○ enjoy and achieve ○ make a positive contribution <p>1-2 marks or brief explanation of one way the sector monitors development 3-4 marks for brief explanation of two ways or more detailed explanation of 1 way. 5-6 marks for detailed explanation of two ways or brief explanation of three ways.</p>

Question Number	Answer	Mark
4(a)	<p>Effects to be on BEN’S EMOTIONAL WELLBEING ONLY.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • may have low self esteem / low self-image • feel depressed • may feel that he is not able to learn anything • feel that school is a waste of time • he may not want to go to school • impact on future life chances <p>For each effect: 1 mark for partial description of one effect 2 marks for amplification of effect maximum of 2 marks for each effect</p> <p>Possible response (for 2 marks):</p>	(4)

	Feel depressed (1) Result in low self esteem (1)	2 x 2 marks
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Question Number	Answer	Mark
4(b)	<p>Explanation may include:</p> <ul style="list-style-type: none"> • The school should have an anti-bullying policy that will set out procedures for preventing and dealing with bullying • Ben should be able to talk to his tutor / mentor about the bullying • school should have a peer mentor system so that Ben will have a peer to talk to • school will address bullying issues in assemblies • school will impose sanctions against the children carrying out the bullying • school will involve the parents of all concerned <p>or similar</p> <p>1-2 marks for partial explanation of procedure(s) that the school could put into place to prevent bullying. 3-4 marks for amplification of procedure(s) that the school could put into place to prevent bullying.</p>	(4)

Question Number	Answer	Mark
5(a)	<p>Explanation to include what the Jewish dietary requirements are and, therefore, how they influence the food that will be cooked. Explanation may include:</p> <ul style="list-style-type: none"> • Certain animals may not be eaten at all. • Only animals that are ruminant (chew its cud) and have split hooves may be eaten. Therefore, sheep, cows and goat can be eaten, pigs cannot be eaten so bacon and pork will not be served • Of the animals that may be eaten, they must be slaughtered in accordance with Jewish law • Jewish law says that all blood must be drained from the meat so all meat eaten must be prepared in the appropriate way and is known as 'Kosher' so only Kosher food will be served / chicken and turkey are Kosher so they could be eaten • meat cannot be served with dairy so there will be no cream sauces with the meat (no cheeseburgers) • fish can be eaten as long as it has scales and fins so no seafood such as prawns • utensils that have come into contact with meat may not be used with dairy, and vice versa so there will be more than one set of cutlery with the meal • Eggs, fruits, vegetables and grains can be eaten with either meat or dairy <p>1-2 marks for partial explanation of dietary requirements 3-4 marks for amplification of dietary requirements More than 1 dietary requirement should be explained for 3-4 marks</p>	(4)

Question Number	Answer	Mark
5(b)	<p>Positive effects may include:</p> <ul style="list-style-type: none"> • may help to care for the children • may help with the housework • may support Jewish traditions • act as a role model for Anna and the twins • may contribute to the family finances <p>Negative effects may include:</p> <ul style="list-style-type: none"> • may cost more to house Rachael and husband • house may be too crowded • Anna and Sam may not have time to themselves • may be disagreements / tensions • Anna and Sam may have to care for Rachael or husband <p>Or similar</p> <p>For each effect: 1 mark for partial description of one effect 2 marks for amplification of effect maximum of 2 marks for each effect</p> <p>Possible response (for 2 marks): may contribute to the family finances (1) allowing the family to provide more luxuries (1) 2 x 2 marks</p>	(4)

Question Number		Answer
6		<p>ASSESSMENT; Answers may include:</p> <ul style="list-style-type: none"> • Isaac tries to eat a healthy diet but does not always succeed • drinks too much alcohol • his physical health is deteriorating • at risk of heart disease, stroke, liver damage, respiratory problems and obesity. • does not have a close relationship, therefore does not have anyone to discuss problems with • His intellectual wellbeing is good as he has a challenging job <p>or similar</p> <p>RECOMMENDATIONS: Answers may include:</p> <ul style="list-style-type: none"> • Isaac could choose to eat a healthier more balanced diet (when he attends business lunches) • he could choose a salad or a vegetarian option and have fruit for dessert • he could drink water instead of alcohol • he could take advantage of a 'quit smoking' programme • Isaac could find time to go to a gym or take up a sport • Isaac could cycle to the train station or walk to a further bus stop to travel to work • Isaac could take the twins swimming <p>or similar</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Brief assessment of Isaac's health and wellbeing and / or brief recommendations for improvement.
2	4-6	Some clear assessment and some relevant recommendations for improvement
3	7-8	Detailed assessment and detailed recommendations for at least 3 improvements. Improvements to be linked to assessments.

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Order Code DP030869 January 2012

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