



Mark Scheme (Results)

January 2014

NQF BTEC Level 1/Level 2 Firsts in
Health and Social Care

Unit 1: Human Lifespan Development
(20544E)

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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)	<p>LeShaun – Middle adulthood (1)</p> <p>Craig – Infancy (1)</p> <p>Bekka – Early adulthood (1)</p> <p style="text-align: right;">3 x 1</p>	(3)

Question Number	Answer	Mark
1(b)(i)	<p>B (Intellectual development)</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
1(b)(ii)	<p>Award one mark for correct identification of each gross motor skill which Craig and Callum will be developing, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Crawling (1) • walking (1) • running (1) • climbing (1) • controlling muscles (1) • balancing (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(b)(iii)	<p>Award one mark for correct identification of a physical feature Craig and Callum will have in common:</p> <ul style="list-style-type: none"> • eye colour (1) • hair colour (1) • face, nose, ears, eye, shape (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
1(c)(i)	<p>Award one mark for correct definition of 'bonding'.</p> <ul style="list-style-type: none"> The process of forming a close attachment between a parent/carer and a child. <p>Accept any appropriate alternatives.</p> <p>Do not accept 'it's where a parent bonds with a child'.</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
1(c)(ii)	<p>Award one mark for each correct identification of an activity which could help Yvette to bond with Craig and Callum, up to a maximum of two marks:</p> <ul style="list-style-type: none"> play games with them (1) read them stories at bedtime (1) cuddle them when they are upset (1) take them out on trips and visits (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(d)(i)	<p>Award one mark for correct identification of a change Yvette may experience when passing through the menopause, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> hot flushes (1) irregular periods (1) weight gain (1) anxiety (1) fatigue (1) insomnia (1) irritable moods/depression (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(d)(ii)	<p>Award one mark for correct identification of expected life event, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • starting school/being in school/leaving education (1) • moving house/location (1) • entering and being in employment (1) • living with a partner/marriage/civil ceremony • parenthood (1) • retirement (1). <p>Accept any appropriate alternatives.</p> <p>Do not accept menopause.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(e)	<p>Award one mark for correct identification of a positive effect of high levels of income for the development of Craig and Callum.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • Able to spend money on games/materials (1) which might promote their intellectual development (1). • Will be able to send the boys to a private nursery (1) where they will receive enhanced educational opportunities (1). • The family may be able to afford a nanny, (1) provides a consistent approach to care (which links to most areas of development) (1). • Yvette and LeShaun may be able to afford to take time off work (1) which may help the boys' emotional development/attachment (1). • Can afford to buy a better quality/variety of food (1) which would promote physical growth and development (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p> <p>Award one mark for correct identification of a negative effect of high levels of income for the development of Craig and Callum.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • The boys may feel they can have anything they want (1) which means they become spoilt and may affect their relationships (1). • As they boys can have what they want (1) they may not learn that they need to work hard to succeed in life (1). • LeShaun and Yvette may spend a lot of time at work (1) and this may mean the boys feel alone and not wanted (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	(8)

Question Number	Answer	Mark
2(a)(i)	<p>Award one mark for correct identification of benefits of house sharing for young 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) • good way to start an independent life (1) • always someone to chat to so not lonely • may make new close friends (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 a correct negative effect on Stuart of moving away from home, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • he could be lonely without his family (1) • he may have difficulty managing his money (1) • he could behave irresponsibly (1) • being away from his family could reduce his self-esteem (1). <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 definition of 'Formal support' and one mark for correct definition of 'Informal support'.</p> <ul style="list-style-type: none"> • Formal support comes from people who are skilled and trained to do their job (1). • Informal support is from people who are usually family and friends who are not necessarily trained and skilled (1). <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 each way Stuarts' family could help him feel less isolated, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • visit him on a regular basis (1) • keep in contact by phone/text/email (1) • chat to him about his feelings (1) • invite him home regularly (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(b)(iii)	<p>Award one mark for correct identification of each way being at university may affect Stuart's development.</p> <p>Award one mark for each correct justification/elaboration.</p> <ul style="list-style-type: none"> • He will gain qualifications (1) and have better job prospects (1). • Could lose contacts with his old friends (1) this could lead to him losing social skills, because he is not interacting with people (1) • Might make new friends (1) this could develop his communication skills as he will have to speak to more people (1). • He will learn new knowledge and skills/ways of thinking (1) which means he will become better at problem solving and better able to cope with unfamiliar challenges (1). • Develops confidence (1) which could raise his self-esteem (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

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 a person sees themselves. <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 one way in which being a doctor may give Ria a positive self image, and one mark for a valid expansion or explanation, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Doctors are highly qualified professionals (1). Ria sees herself as important/valued (1). • Doctors make a positive difference in people's lives (1). Ria will have job satisfaction from helping people (1). <p>When awarding marks, examiners are asked to ensure that each mark is for a different response. Learners who repeat information in the response will not achieve any marks for the duplication.</p> <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. <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 each correct identification of benefit of close friendship for emotional development, up to a maximum of two.</p> <p>Award one mark for each correct justification/elaboration.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • One can confide in close friends (1) which means that you would be able to cope with problems with their support (1). • Close friends may socialise together (1) which means they share good times and this can lead to happiness and contentment (1). • Having close friends helps people learn how to share their own feelings (1) which help people become emotionally mature (1). • Having close friends makes a person feel valued and needed (1) which can lead to good self-esteem (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Indicative content	Mark
2 (e)	<p>Positive impact of starting a family for the development of Will and his relationship with Ria:</p> <ul style="list-style-type: none"> • likely to feel happy and content together • will may become closer to Ria through planning their family • creates a more positive self-image for Will • improves Will's self-esteem • sees himself as part of a family unit • being a father may build Will's self-confidence • the impact of being a stay-at-home dad. <p>Negative impact of starting a family for Will's development and his relationship with Ria:</p> <ul style="list-style-type: none"> • he may feel that he has lost his independence • he may feel that he has lost his identity • he might feel jealous of Ria'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 starting a family • the impact of being a stay-at-home dad • 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. <p>Accept any appropriate alternatives.</p>	(8)
Level	Marks	Descriptors
	0	<ul style="list-style-type: none"> • No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Limited assessment of the impact of starting a family on Will's development or the impact on his relationship with Ria. • The response focuses on either on the positive or negative effect of starting a family for Will's development and his relationship with Ria. • Limited reference made to different aspects of Will's development and his relationship with Ria.
2	4-6	<ul style="list-style-type: none"> • Some assessment of either the impact of starting a family on Will's development and his relationship with Ria related to the question stem. • The response focuses more on one aspect of the starting a family and its impact but the response is mostly balanced and there is evidence of understanding and development of ideas although not sustained throughout the response. • Some relevant references to different aspects of Will's development and his relationship with Ria.
3	7-8	<ul style="list-style-type: none"> • Coherent assessment of the impact of starting a family on Will's development and relationship with Ria relating to the question stem throughout. • The response is a balanced consideration of Will's development and his relationship with Ria. Clear understanding and development of ideas are sustained throughout the response. • Detailed references are made to selected aspects of Will's development and his relationship with Ria.

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