



Pearson



Mark Scheme (Results)

Summer 2017

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 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.

Question Number	Answer	Mark
1 (a)	Yasmin – Early adulthood Becky – Adolescence Connor – 0-2 (years old)	3
3 x 1		

Question Number	Answer	Mark
1 (b)	Award one mark for correct identification of each gross motor skill that Connor might develop during his first year of life, up to a maximum of two marks: <ul style="list-style-type: none"> • Holding his head up (1) • Walking/kicking (1) • Throwing (1) • Rolling/turning (1) • Stand when held (1) • Reach out for toys/carers (1) • Crawling/Climbing (1) • Sitting without support (1) <p>Accept any appropriate alternatives.</p>	2
2 x 1		

Question Number	Answer	Mark
1 (c) (i)	Award one mark for correct definition of 'bonding'. <ul style="list-style-type: none"> • Answers must refer to attachment/connection and between a parent/carer and a child. <p>Accept any appropriate wording/phrasing.</p>	1
1 x 1		

Question Number	Answer	Mark
1 (c) (ii)	Award one mark for each correct identification of an activity which could help Connor and Jon to bond, up to a maximum of two marks: <ul style="list-style-type: none"> • play games (1) • talking/read stories (1) • cuddling (1) • Participate in activities (1) • personal care (1) <p>Accept any appropriate alternatives.</p>	2
2 x 1		

Question Number	Answer	Mark
1 (d)	C (Reading)	1
1 x 1		

Question Number	Answer	Mark
1 (e) (i)	<p>Award one mark for the correct identification of emotional effects of social isolation, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Depression/low-mood (1) • Low self-esteem/ low self-image / low self-worth (1) • Anxiety (1) • Feeling lonely (1) • Lack of confidence (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (e) (ii)	<p>Award one mark for each correct identification of how Becky can avoid social isolation.</p> <p>Award one mark for correct justification/elaboration:</p> <ul style="list-style-type: none"> • Join an after school club/ (1) so she spends more time with her existing friends (1) • Try new activities/try social networking (1) which will mean she meets new people (1) • Attend family gatherings (1) therefore strengthening family relationships (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>Award one mark for correct identification of each physical change that Becky may experience during puberty, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Release of eggs from ovaries/regular ovulation (1) • Menstruation (1) • Release of oestrogen/progesterone (1) • Development of breasts (1) • Change in body shape (1) • Growth of body hair (1) • Development of acne (1) <p>Accept any appropriate alternatives. Do not accept growth spurt.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (f) (ii)	<p>Award two marks for correct identification of two professional workers who could offer formal support.</p> <p>B – Nurse E – Care worker</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1 (g)(i)	<p>Award one mark for correct identification of an effect on Becky's emotional development of her mother staying at home (up to a maximum of 2 marks).</p> <p>Award one mark for correct justification/elaboration (up to maximum of 2 marks):</p> <ul style="list-style-type: none"> • Effect on self-esteem/confidence/self-image (1) due to mother's willingness to sacrifice her career (1) • Better relationship with mother (1) as able to spend time together (1) • Feelings of safety and security for Becky (1) by having a parent at home all the time (1) • Becky may feel restricted (1) as her mother is always around (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
1 (g)(ii)	<p>Award one mark for correct identification of an effect on Becky's intellectual development of her mother staying at home (up to maximum of 2 marks).</p> <p>Award one mark for correct justification/elaboration (up to maximum of 2 marks):</p> <ul style="list-style-type: none"> • Becky completes her school work (1) as her mother is there to ensure she does the homework (1) • Becky's grades could increase (1) as her mother may help her with her studies (1) • Becky can learn new skills (1) as she watches/helps her mother with home-management (1) • Becky may develop knowledge in different areas (1) as she has more opportunities to engage in discussions (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
2 (a) (i)	<p>Award one mark for a correct definition of the term self-image.</p> <p>The mental picture that someone has of themselves How a person sees themselves</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
2 (a) (ii)	<p>Award one mark for each benefit of working as a volunteer, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Provides David with an interest outside of home (1) • Gives David a sense of purpose (1) • Stimulates David's brain (1) • Increases David's self-esteem (1) • Meet other people/socialise (1) • David will feel valued (1) • Keep physically active (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2 (b)	<p>Award one mark for the correct identification of each benefit of playing golf on physical development up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Maintenance of a healthy weight (1) • Reduced risk of ill health (1) • Maintain/increases mobility/flexibility (1) • Improves circulation (1) • Maintain/increase fitness levels(1) • Increase stamina/strength (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2 (c) (i)	<p>Award one mark for correct identification of the emotional benefit of David and Carol's long-term relationship (up to maximum of 2 marks).</p> <p>Award one mark for correct justification/elaboration (up to maximum of 2 marks):</p> <ul style="list-style-type: none"> • Increased confidence/trust (1) as comfortable in each other's presence (1) • High self-esteem/self-image (1) as they have a strong marriage (1) • Reduction in anxiety (1) as they will be able to share any worries or concerns (1) • Sense of belonging (1) as they been together a long time (1) • Feel loved/valued (1) as you always have someone there for you (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
2 (c) (ii)	<p>Award one mark for correct identification of a benefit for older adults of living in a bungalow.</p> <p>Award one mark for correct justification/elaboration:</p> <ul style="list-style-type: none"> • May be physically easier as they grow older (1) as a bungalow is one level (1) • They are at less risk of accidents (1) as there are no stairs (1) • Easier to maintain (1) as the bungalow is smaller (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark				
2 (c) (iii)	<p>Award one mark for correct identification of how friendship can promote feelings of security and happiness for David and Carol (up to maximum of 2 marks).</p> <p>Award one mark for any appropriate justification/elaboration (up to maximum of 2 marks).</p> <table border="1" data-bbox="295 488 1270 840"> <thead> <tr> <th data-bbox="295 488 740 548">Identification (1 mark each)</th> <th data-bbox="740 488 1270 548">Justification/elaboration (1 mark each)</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 548 740 840"> <ul style="list-style-type: none"> • They are less likely to feel isolated. • Their friends can offer support. • Able to maintain a social life. </td> <td data-bbox="740 548 1270 840"> <ul style="list-style-type: none"> • As they have friends around them. • As they age they are more likely to need help. • As they have shared experiences. </td> </tr> </tbody> </table> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 2</p>	Identification (1 mark each)	Justification/elaboration (1 mark each)	<ul style="list-style-type: none"> • They are less likely to feel isolated. • Their friends can offer support. • Able to maintain a social life. 	<ul style="list-style-type: none"> • As they have friends around them. • As they age they are more likely to need help. • As they have shared experiences. 	4
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<ul style="list-style-type: none"> • They are less likely to feel isolated. • Their friends can offer support. • Able to maintain a social life. 	<ul style="list-style-type: none"> • As they have friends around them. • As they age they are more likely to need help. • As they have shared experiences. 					

Question Number	Answer	Mark
2 (d)	<p>Award one mark for correct identification of unexpected life events, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Death of a partner/relative or friend (1) • Accidents and injury/ill health (1) • Exclusion/dropping out of education (1) • Imprisonment (1) • Promotion/redundancy/unemployment (1) <p>Accept any other appropriate examples.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2 (e)	<p>The discussion of how David can help Peter to adjust to the physical and emotional changes that are happening in his life, for example:</p> <p>Physical Adaptations Completing everyday tasks Transport Helping access formal support/financial support Helping access appropriate equipment Access arrangements</p> <p>Emotional David can help provide informal support David can help access formal support Encourage Peter to join social groups Help Peter to rebuild self-esteem Help rebuild positive self-image Change his perception of his life course</p> <p>Answers must relate to how David can help Peter.</p>	8

Level	Marks	Descriptor
Level 0	0	No rewardable material.
Level 1	1 to 3	A few points identified, or one point described in some detail. The answer is likely to be in the form of a list. Only one aspect considered. Points made will be superficial/generic and not applied/directly linked to the situation in the question.
Level 2	4 to 6	Some points identified, or a few points described. Consideration of more than one aspect but there will be more emphasis on one of them. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.
Level 3	7 to 8	Range of points described, or a few points explained in depth. All aspects of the case are considered and the answer is well-balanced, giving weight to all areas. The majority of points made will be relevant and there will be a clear link to the situation in the question.

