



Mark Scheme (Results)

January 2018

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

Unit 1: Human Lifespan Development  
(20544E)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2018

Publications Code 20544E\_1801\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

## 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 and 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)            | <table border="1"> <thead> <tr> <th>Name</th> <th>Life stage</th> <th>Age range</th> </tr> </thead> <tbody> <tr> <td>Joe</td> <td>Early Adulthood</td> <td>19 – 45 years</td> </tr> <tr> <td>Samuel</td> <td>Early childhood</td> <td>3 – 8 years</td> </tr> <tr> <td>Lily</td> <td>Adolescence</td> <td>9 – 18 years</td> </tr> </tbody> </table> <p>Life stages must be written in full i.e do not accept Adulthood.</p> <p>Age range must be exact.</p> <p style="text-align: right;"><b>3 x 1</b></p> | Name          | Life stage | Age range | Joe | Early Adulthood | 19 – 45 years | Samuel | Early childhood | 3 – 8 years | Lily | Adolescence | 9 – 18 years | <b>(3)</b> |
| Name            | Life stage  | Age range     |            |           |     |                 |               |        |                 |             |      |             |              |            |
| Joe             | Early Adulthood   | 19 – 45 years |            |           |     |                 |               |        |                 |             |      |             |              |            |
| Samuel          | Early childhood   | 3 – 8 years   |            |           |     |                 |               |        |                 |             |      |             |              |            |
| Lily            | Adolescence   | 9 – 18 years  |            |           |     |                 |               |        |                 |             |      |             |              |            |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 1(b)(i)         | <p>Award one mark for correct identification of the benefits of living with a family for Lily’s social development, up to a maximum of two marks:</p> <ul style="list-style-type: none"> <li>• She will develop relationships within the family (1).</li> <li>• She will learn how to interact with others (1).</li> <li>• Lily will learn how to share and take turns (1).</li> <li>• Lily may make new friends through the family (1).</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 1(b)(ii)        | <p>Award one mark for correct identification of group support, up to a maximum of two marks:</p> <ul style="list-style-type: none"> <li>• Voluntary group for other foster carers (1).</li> <li>• Faith-based groups (1).</li> <li>• Local/community groups (1).</li> <li>• Online support groups</li> </ul> <p>Accept appropriate individual named groups.<br/>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 1(b)(iii)       | <p>Award one mark for correct identification of how reading can influence Lily's intellectual development.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> <li>• Increasing concentration (1) by following the storylines (1)</li> <li>• Developing her creative and thinking skills (1) by encouraging her imagination (1)</li> <li>• Develop language skills (1) through exposure to a variety of materials (1)</li> <li>• As Lily learns new words(1) she increases her vocabulary(1)</li> <li>• Lily's spelling improves (1) as she becomes more familiar with the words (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 1(c)            | <p>B- Completing jigsaws</p> <p>D- Playing board games</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number   | Answer   | Mark                |                               |   |   |            |
|---|--|---------------------|-------------------------------|---|---|------------|
| 1(d) (i)  | <table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;"><b>Motor skills</b></td> </tr> <tr> <td style="background-color: #cccccc;"><b>Examples could include</b></td> </tr> <tr> <td>Fine motor skills e.g. Holding a pencil, picking up small objects</td> </tr> <tr> <td>Gross motor skills e.g. Running, jumping, hopping</td> </tr> </table> <p>Answers can come from either or both groups</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>Motor skills</b> | <b>Examples could include</b> | Fine motor skills e.g. Holding a pencil, picking up small objects | Gross motor skills e.g. Running, jumping, hopping | <b>(2)</b> |
| <b>Motor skills</b>   |  |                     |                               |   |   |            |
| <b>Examples could include</b>                                     |  |                     |                               |   |   |            |
| Fine motor skills e.g. Holding a pencil, picking up small objects |  |                     |                               |   |   |            |
| Gross motor skills e.g. Running, jumping, hopping                 |  |                     |                               |   |   |            |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 1(d) (ii)       | <div data-bbox="424 295 1139 703" style="border: 1px solid black; padding: 5px;"> <p data-bbox="432 300 1131 376"><b>Emotional changes</b><br/><b>Examples could include</b></p> <p data-bbox="432 383 1131 477">Developing relationships with others outside the immediate family</p> <p data-bbox="432 483 1131 584">Starting to develop self-concept</p> <p data-bbox="432 591 1131 685">Developing an understanding of other people's feelings</p> </div> <p data-bbox="424 770 911 801">Accept any appropriate alternatives.</p> <p data-bbox="1098 835 1169 866" style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 1(e)(i)         | <p data-bbox="424 1014 1054 1077">Award one mark for correct example of gender inequality.</p> <ul data-bbox="424 1111 1158 1216" style="list-style-type: none"> <li data-bbox="424 1111 1158 1142">• Inequality of employment opportunity and pay (1).</li> <li data-bbox="424 1149 751 1180">• Social inequality (1).</li> <li data-bbox="424 1187 703 1216">• Expectations (1).</li> </ul> <p data-bbox="424 1249 991 1281">Accept any other appropriate alternatives.</p> <p data-bbox="1098 1283 1169 1314" style="text-align: right;"><b>1 x 1</b></p> | <b>(1)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 1(e)(ii)        | <p>Award one mark for correct identification of an emotional benefit of working in a local supermarket.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> <li>• Crystal will be able to form relationships(1) because she is working with other people</li> <li>• Crystal’s self-worth/self-concept/self-esteem/self-image will improve(1) as she is earning money</li> <li>• Feelings of happiness (1) as she has a purpose (1)</li> <li>• Feelings of pride (1) as she is independent and can support her family (1)</li> </ul> <p>Accept any appropriate alternatives. <span style="float: right;"><b>2 x 1</b></span></p> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 1(f)(i)         | <p>Award one mark for a correct identification of each positive effect of moving to a smaller school on Ellen’s intellectual development, and award one further mark for correct elaboration up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> <li>• Ellen will/may learn more (1) as she may receive individual tuition (1)</li> <li>• Ellen may find it easier to learn (1) as she may be part of a small teaching group (1).</li> <li>• Ellen may be able to concentrate more on her learning (1) as there may be less disturbance in the class (1).</li> </ul> <p>Accept any appropriate alternatives. <span style="float: right;"><b>2 x 1</b><br/><b>2 x 1</b></span></p> | <b>(4)</b> |

| <b>Question Number</b> | <b>Answer</b>  | <b>Mark</b> |
|------------------------|--|-------------|
| 1(f) (ii)              | <p>Award one mark for a correct identification of each negative effect of attending a smaller school on Ellen’s social development, and award one further mark for correct elaboration up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> <li>• She may not have any friends (1) Ellen’s friends may be at her old school (1).</li> <li>• Social isolation (1) Ellen may find it hard to fit in (1).</li> <li>• Harder for Ellen to form new friendships (1) the classes may be very small (1).</li> </ul> <p style="text-align: right;"><b>2 x 1</b><br/><b>2 x 1</b></p> | <b>(4)</b>  |

| <b>Question Number</b> | <b>Answer</b>  | <b>Mark</b> |
|------------------------|--|-------------|
| 2(a)(i)                | <p>Award one mark for correct identification of a benefit of retirement on development, up to a maximum of two marks.</p> <p>Any two from</p> <ul style="list-style-type: none"> <li>• More time for learning new skills (1).</li> <li>• Ability to visit museums (1).</li> <li>• May be able to join the local library or reading group (1).</li> <li>• More time to travel (1).</li> <li>• Ability to join classes (1).</li> <li>• Able to spend more time together (1)</li> <li>• More time to exercise (1)</li> <li>• Reduction in work related stress</li> </ul> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b>  |

| <b>Question Number</b> | <b>Answer</b>  | <b>Mark</b> |
|------------------------|--|-------------|
| 2(a)(ii)               | <p>Award one mark for correct identification of lifestyle choices up to a maximum of two marks:</p> <p>Any two from</p> <ul style="list-style-type: none"> <li>• Drugs (1).</li> <li>• Exercise (1).</li> <li>• Alcohol (1).</li> <li>• Diet (1).</li> </ul> <p>Accept any other wording or phrasing.</p> <p>Do not accept smoking.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b>  |



| <b>Question Number</b> | <b>Answer</b>  | <b>Mark</b> |
|------------------------|--|-------------|
| 2(b) (i)               | <p>Award one mark for correct identification of an expected life event, up to a maximum of two marks.</p> <p>Any two from</p> <ul style="list-style-type: none"> <li>• Starting school/being in school/leaving education (1).</li> <li>• Moving house/location (1).</li> <li>• Marriage/entering civil partnership/living with partner (1).</li> <li>• Parenthood (1).</li> <li>• Retirement (1).</li> </ul> <p>Do not accept entering or leaving employment.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b>  |

| <b>Question Number</b> | <b>Answer</b>  | <b>Mark</b> |
|------------------------|--|-------------|
| 2(b)(ii)               | <p>Award one mark for correct identification of one way in which Hugo's intellectual development may be affected by completing an apprenticeship:</p> <ul style="list-style-type: none"> <li>• Learning new skills (1).</li> <li>• Learning to manage his time (1).</li> <li>• Gaining qualifications (1).</li> </ul> <p style="text-align: right;"><b>1 x 1</b></p> | <b>(1)</b>  |

| <b>Question Number</b> | <b>Answer</b>  | <b>Mark</b> |
|------------------------|--|-------------|
| 2 (b)(iii)             | <p>Award one mark for correct identification of each effect of leaving school on Hugo's emotional development, up to a maximum of two marks.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> <li>• Feeling sad or depressed (1). As Hugo may miss his school friends (1)</li> <li>• Hugo may be happy/content (1) as he has a job and earns money (1).</li> <li>• Improved self-esteem (1) as he is becoming independent (1).</li> <li>• Improved self-image (1) as he is learning new skills (1).</li> </ul> <p>Accept any appropriate alternatives.<br/>Accept inverted answers.</p> <p style="text-align: right;"><b>2 x 1</b><br/><b>2 x 1</b></p> | <b>(4)</b>  |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 2(c)(i)         | <p>Award one mark for correct identification of an intellectual skill that may develop during adolescence. Any one from</p> <ul style="list-style-type: none"> <li>• Creative/thinking skills (1).</li> <li>• Increase in vocabulary (1).</li> <li>• Problem-solving skills develop (1).</li> <li>• Arguing/reasoning skills develop (1).</li> <li>• Decision-making skills improve (1).</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>1 x 1</b></p> | <b>(1)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 2(c) (ii)       | <p>Award one mark for correct identification of how Camille’s physical health and wellbeing may be influenced by regular exercise. Award a second mark for correct justification/elaboration up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> <li>• Increase in stamina (1) due to maintaining fitness (1).</li> <li>• Maintenance of healthy weight (1) due to burning off excess calories (1).</li> <li>• Reduced risk of ill health (1) due to maintaining healthy body systems.</li> <li>• Chance to grow and repair (1) due to increased tiredness/ability to sleep (1).</li> <li>• Increased strength (1) due to muscle development(1)</li> <li>• Increased flexibility (1) due to stretching exercises</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2x1</b><br/><b>2x1</b></p> | <b>(4)</b> |

| Question Number | Indicative content   | Mark   |
|-----------------|--|--|
| 2 (d)           | <p><b>Assessment of the possible impact of Alexandre no longer driving on Sarah’s development:</b></p> <ul style="list-style-type: none"> <li>• Likely to feel unhappy/sad.</li> <li>• Feels alone.</li> <li>• Too far from shops and facilities so feels trapped.</li> <li>• Feeling more dependent on Alexandre.</li> <li>• Weight changes due to comfort eating/lack of exercise/poor diet.</li> <li>• Tiredness due to lack of or inability to sleep.</li> <li>• Increased stress due to feeling that she is a burden.</li> <li>• Sarah will not be anxious about him driving.</li> </ul> <p><b>and her relationship with her grandchildren – Hugo and Camille:</b></p> <ul style="list-style-type: none"> <li>• May miss Hugo and Camille as they may be unable to visit regularly.</li> <li>• May feel isolated from her grandchildren.</li> <li>• Sarah may miss the development milestones of Hugo and Camille.</li> <li>• Inability to develop the relationship with her grandchildren.</li> </ul> <p>Accept inverted answers.<br/>Accept any other valid response.</p> | <b>(8)</b>   |
| Level           | Marks  | Descriptors  |
|                 | <b>0</b>   | No rewardable material.  |
| <b>1</b>        | <b>1-3</b>   | Basic arguments on both sides identified, <b>or</b> only one side considered. The answer is likely to be in the form of a list. Points made will be superficial/generic and not applied/directly linked to the situation in the question. No conclusion produced or the conclusion a consequence of only one side of the argument being considered.  |
| <b>2</b>        | <b>4-6</b>   | Arguments for and against are described, but there will be more emphasis on one side than the other. The answer will be unbalanced. A conclusion is present, but this is either implicit or as a result of unbalanced consideration of the arguments. There is little or unfocused justification of the conclusion. Most points made will be relevant to the situation in the question, but the link will not always be clear. |
| <b>3</b>        | <b>7-8</b>   | Balanced explanation of both sides for and against. A conclusion is produced which is justified clearly linked to the consideration of arguments for and against, and their relative importance to the situation. The majority of points made will be relevant and there will be a clear link to the situation in the question.  |

