



Mark Scheme (Results)

June 2018

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

Unit 1: Human Lifespan Development  
20544E

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2018

Publications Code 20544E\_1806\_MS

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# **Unit 1: Human Lifespan Development**

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## **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**

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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)	<table border="1"> <thead> <tr> <th>Name</th> <th>Life stage</th> <th>Age range</th> </tr> </thead> <tbody> <tr> <td>Yuka</td> <td>Early adulthood</td> <td>19 - 45 years</td> </tr> <tr> <td>Aya</td> <td>Infancy</td> <td>0 - 2 years</td> </tr> <tr> <td>Naoko</td> <td>Middle adulthood</td> <td>46 - 65 years</td> </tr> </tbody> </table> <p style="text-align: right;"><b>3 x 1</b></p>	Name	Life stage	Age range	Yuka	Early adulthood	19 - 45 years	Aya	Infancy	0 - 2 years	Naoko	Middle adulthood	46 - 65 years	<b>(3)</b>
Name	Life stage	Age range												
Yuka	Early adulthood	19 - 45 years												
Aya	Infancy	0 - 2 years												
Naoko	Middle adulthood	46 - 65 years												

Question Number	Answer	Mark
1(b)	<p>Award one mark for correct identification of one example of <b>physical</b> development in the first year of life from:</p> <p>crawling, walking, climbing, grasping, pointing (1)</p> <p>And one mark for correct identification of one example of <b>emotional</b> development in the first year of life from:</p> <p>bonding (1)  attachment (1)  trust (1)  anxiety (separation) (1)</p> <p>Accept any other appropriate examples.</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
1(c)(i)	<p>Award one mark for correct definition of the term social play.</p> <p>Responses should be in reference to playing with others.</p> <p>Accept any alternative wording.</p> <p style="text-align: right;"><b>1 x 1</b></p>	<b>(1)</b>

Question Number	Answer	Mark
1(c)(ii)	<p>Award one mark for correct example of an activity that could encourage social play, up to a maximum of two marks.</p> <p>Play peek-a-boo/hide and seek (1)            Examples of encouraging interactive games (1)            Play with her with a rattle or other toy (1)            Swing her in a baby swing or similar toy (1)            Taking Aya to a toddler group/play with other children/park (1)</p> <p>Accept any age appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
1(d)	<p>Gardening</p> <p>Taking Aya to the park</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
1(e)(i)	<p>Award one mark for correct identification of an effect of air pollution on Hiroko's physical development.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> <li>• Reduction in physical ability (1) due to breathing problems (1)</li> <li>• Potential of lung/heart disease (1) due to breathing in toxins (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(e)(ii)	<p>Award one mark for correct identification of how to avoid work-related stress.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> <li>• Adopt relaxation techniques or activities (1) will encourage Yuka to relax (1)</li> <li>• Seek support (1) to manage work life balance (1)</li> <li>• Regular breaks (1) will improve mental stimulation (1)</li> <li>• Varying and prioritising tasks (1) so she can meet deadlines and targets (1)</li> </ul>	<b>(2)</b>

	Accept any appropriate alternatives.	<b>2 x 1</b>
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<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
1(f)(i)	<p>Award one mark for correct identification of an unexpected life event, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• death of partner, relative or friend (1)</li> <li>• accident, injury or ill health (1)</li> <li>• exclusion from school or dropping out of education (1)</li> <li>• imprisonment (1)</li> </ul> <p>Do not accept promotion, redundancy or unemployment.</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>
1(f) (ii)	<p>Award one mark for a correct identification of each effect of promotion on Kazuo's emotional development, and award one further mark for correct elaboration up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• May feel excluded (1) as his work colleagues may not want to talk to him (1)</li> <li>• May feel sad/depressed (1) as he spends less time with his family (1)</li> <li>• May feel anxious (1) as he feels more responsibility (1)</li> <li>• His self-esteem/self-image/self-worth may improve (1) as he may feel a sense of achievement (1)</li> <li>• May feel happy (1) as his new job may pay more (1)</li> <li>• May feel proud (1) as he feels he is a positive role model (1)</li> </ul> <p>Accept any appropriate alternatives. Accept any appropriate inverted answers.</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p>	<b>(4)</b>

Question Number	Answer	Mark
1(f) (iii)	<p>Award one mark for a correct identification of each effect of promotion on Kazuo's social development, and award one further mark for correct elaboration up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• May make new friends (1) as he is working with new colleagues (1)</li> <li>• Social isolation (1) as he may find it difficult to fit into his new role (1)</li> <li>• Increased socialisation (1) as he has more money to spend (1)</li> <li>• Reduced time with family/friends (1) because he may have less free time (1)</li> </ul> <p>Accept any appropriate alternatives. Accept any appropriate inverted answers.</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p>	<b>(4)</b>

Question Number	Answer	Mark
2(a)(i)	<p>Award one mark for correct identification of a physical change in adolescence, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• growth spurt (1)</li> <li>• growth of breasts (1)</li> <li>• menstruation begins (1)</li> <li>• hips widen/body shape changes (1)</li> <li>• ovulation (1)</li> <li>• development of body/pubis hair (1)</li> <li>• acne/spots (1)</li> <li>• genitalia develops (1)</li> <li>• production of hormones (1)</li> </ul> <p>Accept alternative wording.</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>

Question Number	Answer	Mark
2(a)(ii)	<p>Award <b>one</b> mark for correct definition of 'self-image'.</p> <ul style="list-style-type: none"> <li>• How a person sees themselves</li> <li>• The mental picture that someone has of themselves</li> </ul> <p>Accept alternative wording.</p> <p style="text-align: right;"><b>1 x 1</b></p>	<b>(1)</b>

Question Number	Answer	Mark
2(a)(iii)	<p>Award one mark for correct identification of sources of support to help with university choices, up to a maximum of two.</p> <ul style="list-style-type: none"> <li>• Personal tutor/teacher (1)</li> <li>• Careers advisor (1)</li> <li>• University admissions tutor/open days (1)</li> <li>• Family (1)</li> <li>• Partner (1)</li> <li>• Friends (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
2(b) (i)	<p>Award one mark for correct identification of the benefits of working together for Megan and Rhys, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• joint responsibility for farm (1)</li> <li>• mutual trust (1)</li> <li>• support each other (1)</li> <li>• would not have to rely on others (1)</li> <li>• spending time together (1)</li> <li>• may improve their relationship (1)</li> <li>• Learn new skills from each other (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
2(b)(ii)	<p>Award one mark for correct identification of one way that working together can influence Megan's emotional development.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> <li>• May feel content/happy/closer (1) as she will be with her partner all the time (1)</li> <li>• Her self-esteem may improve (1) because Rhys will rely on her around the farm (1)</li> <li>• She may feel trapped (1) as she does not have any time away from her partner (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
2 (c)(i)	<p>A – Physical development.</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 an effect of unemployment on Gavin's emotional development, up to a maximum of two</p> <p>Negative</p> <ul style="list-style-type: none"> <li>• Reduced self-esteem (1)</li> <li>• Depression/sadness (1)</li> <li>• Negative self-image (1)</li> <li>• Feelings of insecurity (1)</li> <li>• Anxiety (1)</li> <li>• Loss of confidence (1)</li> </ul> <p>Positive</p> <ul style="list-style-type: none"> <li>• Feeling of relief/happy (1)</li> <li>• Sense of independence (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
2(c) (iii)	<p>Award one mark for each correct identification of a benefit of belonging to the local young farmers' club for Gavin's social development, up to a maximum of two marks.</p> <p>Award one further mark for each correct justification/elaboration, up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• May make new friends (1) as he will be meeting other young farmers (1)</li> <li>• Being part of a group (1), he is likely to increase social interaction (1)</li> <li>• Participating in events (1) as he is with people with the same interests (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b> <b>2 x 1</b></p>	<b>(4)</b>

Question Number	Answer	Mark
2(d)	<p>Award one mark for correct identification of a health and social care professional who could provide support for Thomas, up to a maximum of two.</p> <ul style="list-style-type: none"> <li>• Doctor (1)</li> <li>• Nurse (1)</li> <li>• Carer (1)</li> <li>• Physiotherapist (1)</li> </ul>	

	<ul style="list-style-type: none"><li>• Occupational therapist (1)</li><li>• Counsellor (1)</li><li>• Social worker (1)</li><li>• Personal assistant (1)</li></ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p>	<b>(2)</b>
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Question Number	Indicative content	Mark
2 (e)	<p><b>How moving into a purpose-built facility will support Thomas to maintain his independence:</b></p> <ul style="list-style-type: none"> <li>• He will be living with other people with similar disabilities who can empathise with him</li> <li>• Thomas will be able to build/develop relationships with other people in his new environment</li> <li>• Adapted equipment will enable him to be as independent as possible</li> <li>• Specialist care staff will support him as necessary</li> <li>• He may learn new skills that will help him to adapt to the changes</li> </ul> <p><b>and how this may affect his relationship with his family:</b></p> <ul style="list-style-type: none"> <li>• Thomas may become more independent and this may cause arguments when he does see them</li> <li>• He will no longer feel like a burden to his family</li> <li>• The relationship with his family may improve/decrease</li> <li>• He may be able to go home on a visit - this will encourage additional bonding</li> </ul> <p>Accept any appropriate alternatives.</p>	<b>(8)</b>
Level	Marks	Descriptors
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	A few points identified, <b>or</b> 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.
<b>2</b>	<b>4-6</b>	Some points identified, <b>or</b> 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.
<b>3</b>	<b>7-8</b>	Range of points described, <b>or</b> 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.

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