



Mark Scheme

January 2020

BTEC Level 1/Level 2 First in Health and
Social Care (20544E01)
Unit 1: Human Lifespan Development

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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 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)	Carol – 46 – 65 years Alison – Adolescence Steven – 19 – 45 years 3 x 1	3

Question Number	Answer	Mark
1(b) (i)	Award one mark for correct identification of each physical change which only happens to girls, up to a maximum of two marks. Any two from: <ul style="list-style-type: none"> • growth of breasts (1) • menstruation/period begins (1) • hips widen (1) • ovulation (1) • development of vagina/uterus (1) • oestrogen/progesterone production (do not accept hormone as not specific) (1). <p>Accept any appropriate alternatives. Accept answers that include colloquial/slang terms.</p> <p>Do not accept any answers that are not gender specific.</p> 2 x 1	2

Question Number	Answer	Mark
1(b) (ii)	Award one mark for correct identification of each physical change which only happens to boys, up to a maximum of two marks. Any two from: <ul style="list-style-type: none"> • growth of penis (1) • growth of testicles (1) • production of sperm (1) • lower voice/voice breaks (1) • facial hair (1) • Chest hair (1) • growth of larynx/voice box/Adam’s apple (1) • shoulders broaden (1) • testosterone produced (do not accept hormone) (1). <p>Accept any appropriate alternatives. Accept answers that include colloquial/slang terms.</p> <p>Do not accept ‘testicles drop’</p> <p>Do not accept any answers that are not gender specific.</p> 2 x 1	2

Question Number	Answer	Mark
1(c)	B – Intellectual Development 1 x 1	1

Question Number	Answer	Mark
1(d)	<p>Award one mark for identification of one positive and one negative effect and one further mark for each justification/elaboration (up to a maximum of four marks).</p> <p>Positive</p> <ul style="list-style-type: none"> • Expansion of knowledge (1) as he has more time to read/watch educational materials (1). • Steven can learn new skills (1) taking advantage of volunteer opportunities (1). • Retrain for a new job (1) as he will be able to attend training/gain experience (1). <p>Negative</p> <ul style="list-style-type: none"> • Loss of skills (1) as he no longer practises them at work (1). • Reduced intellectual stimulation (1) due to lack of motivation (1). • Unable to expand knowledge (1) as he is unable to afford educational resources (1). <p>Accept any appropriate alternatives.</p> <p>Answers must relate to Steven’s development. 2 x 2</p>	4

Question Number	Answer	Mark
1(e) (i)	<p>Award one mark for each identification of a benefit for Carol’s emotional development of having close friends, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • contentment/happiness (1) • builds self-esteem (1) • increased confidence (1) • improved self-image (1) • feelings of security/support (1) • companionship/company (1). <p>Accept any appropriate alternatives. 2 x 1</p>	2

Question Number	Answer	Mark
1(e) (ii)	<p>Award one mark for correct identification of an effect of David's long hours on Carol's social development and one mark for correct justification/elaboration (up to maximum of two marks).</p> <ul style="list-style-type: none"> • Carol has more time to socialise (1) as she has less time with David (1). • Carol has less time to socialise (1) as she has to take on more family responsibilities (1). • Carol could meet new people (1) as she has time to take up hobbies (1). • Lose friendships (1) as she is unable offer/accept invitations to shared events (1) <p>Accept any appropriate alternatives.</p> <p>Answers must relate to Carol's development.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
1(f)	<p>Award one mark for correct identification of a physical sign of the ageing process, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Loss of muscle tone (1) • Hair loss (1) • Loss of strength (1) • Loss of fine motor skills (1) • Decrease in skin elasticity (1) • Sensory loss/reduction (1) (accept specific examples). • Menopause (1) <p>Accept any appropriate alternatives but answers must be related to middle adulthood.</p> <p>Do not accept wrinkles or grey hair.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1(g)	<p>Award one mark for each correct identification of how fundraising for charity could affect Carol's emotional development and one mark for each correct justification/elaboration (up to a maximum of four marks).</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Increased self-esteem/self-image (1) as she feels she is making a difference (1) • Increased contentment (1) as she gets to spend more time with David (1) • May feel proud of herself (1) as she feels she is a positive role model (1) • She feels happy (1) as she is contributing to society (1) • May feel pressured (1) to continue fundraising activities (1) • Sad/disappointed (1) if the fundraising goal not met (1) <p>Accept any appropriate alternatives.</p> <p>Answers must relate to Carol's development.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
2(a)	<p>Award one mark for each correct identification of each lifestyle choice, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • diet • exercise • alcohol • drugs. <p>Do not accept anything relating to smoking. Accept specific examples.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2(b)	<p>Award one mark for correct identification of each gross motor skill and one mark for the correct identification of each fine motor skill, up to a maximum of four marks.</p> <p>Gross Motor Skill. Any two from:</p> <ul style="list-style-type: none"> • crawling (1) • walking (1) • running (1) • climbing (1) • balancing (1) • kicking (1) • sitting unaided (1). <p>Fine Motor Skill. Any two from:</p> <ul style="list-style-type: none"> • holds a pencil (1) • folds paper (1) • picks up small objects (1) • pincer grip (1) • palmer grip (1). <p>Accept any other age appropriate alternatives. Accept age appropriate activities – life stage up to 3 years old.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
2(c) (i)	<p>Award one mark for correct definition of 'bonding'.</p> <p>Answers must refer to attachment/connection between a parent/carer and a child.</p> <p>Accept any appropriate wording/phrasing.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
2(c) (ii)	<p>Award one mark for each correct identification of an activity which could help Catina and Francise to bond, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • play games (1) • talking (1) • reading stories (1) • cuddling (1) • participate in activities (1) • personal care (1). <p>Accept any age appropriate alternatives linked to Francise being in Brain injury unit.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
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2 (d) (i)	<p>Award one mark for the correct identification of sources of support, other than family, up to a maximum of three marks:</p> <ul style="list-style-type: none"> • friends • health visitor • doctor • counsellor • social worker • practice nurse • neighbours • nursery/day care • faith based organisations • community groups. <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">3 x 1</p>	3
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Question Number	Answer	Mark
2 (d) (ii)	<p>Award one mark for correct identification of a positive effect on Mihal's emotional development and one mark for correct justification/elaboration (up to maximum of two marks).</p> <ul style="list-style-type: none"> • Increased self-esteem/confidence/self-image (1) as he feels supported (1) • Feelings of belonging (1) as relationships improve (1) • Happy (1) as he spends more time with his wife (1). • Feels less anxious/stressed (1) as he has help with family responsibilities. (1) <p>Accept any appropriate alternatives.</p> <p>Answers must relate to Mihal's emotional development.</p> <p style="text-align: right;">2 x 2</p>	2

Question Number	Answer	Mark
2 (d) (iii)	<p>Award one mark for correct identification of a positive/negative effect on Elena’s social development and one mark for each correct justification/ elaboration, up to a maximum of four marks.</p> <p>Negative</p> <ul style="list-style-type: none"> • May miss her friends (1) as she is not living at home anymore (1). • Reduced social interaction (1) as she no longer has the time (1). • May feel excluded from her work colleagues (1) as she is not at work (1). <p>Positive</p> <ul style="list-style-type: none"> • Make new friends (1) as she gets to know Mihal and his friends/family (1) • Meet new people (1) as she attends activities with Catina (1). • Reduced social isolation (1) she will not be on her own (1) <p>Accept any appropriate alternatives.</p> <p>Answers must relate to Elena’s development.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Indicative content	Mark
2 (e)	<p>Positive impact on Catina’s development of being separated from her mother, for example:</p> <p><u>Physical</u></p> <ul style="list-style-type: none"> • Able to take part in activities with her father/grandmother. <p><u>Intellectual</u></p> <ul style="list-style-type: none"> • Time reading/learning activities with wider family. • More likely to attend pre-school so increased stimulation. <p><u>Emotional</u></p> <ul style="list-style-type: none"> • Closer relationships with wider family and family friends. • Stronger attachment/bonding with main care givers. • Extra attention from care givers may increase self-esteem. <p><u>Social</u></p> <ul style="list-style-type: none"> • Spend more time with care givers. • Increased socialisation in pre-school/toddler groups. <p>Negative impact on Catina’s development of being separated from her mother, for example:</p> <p><u>Physical</u></p> <ul style="list-style-type: none"> • Missed out on breastfeeding, so increased risk of infections, diarrhoea and vomiting, sudden infant death syndrome, childhood leukaemia, obesity, cardiovascular disease in adulthood. <p><u>Intellectual</u></p> <ul style="list-style-type: none"> • Less time available for stimulation/reading/learning activities due to hospital visits and family members working. <p><u>Emotional</u></p> <ul style="list-style-type: none"> • Limited bonding/attachment with her father as he works full-time and visits the hospital. • Impact on self-esteem due to lack of parent contact. • Lack of bonding/attachment with mother. • Impact of Mihal’s stress on Catina. <p><u>Social</u></p> <ul style="list-style-type: none"> • Reduced social interactions due to family pressures. • Reduced socialisation due to mothers’ pre-natal/post-natal friendships lost. <p>Answers must relate to Catina’s development and be age appropriate.</p>	8

Level	Descriptor	Marks
Level 0	No rewardable material	0
Level 1	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding, there be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited assessment which contains generic assertions rather than considering the factors or events and their relative importance, leading to a conclusion which is superficial or unsupported. 	1 to 3
Level 2	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to a partially supported conclusion. 	4 to 6
Level 3	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to a supported conclusion. 	7 to 8



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