



Mark Scheme (Results)

January 2021

Pearson BTEC Firsts
In Health and Social Care (20544E)
Unit 1: Human Lifespan Development

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Unit 1: Human Lifespan Development

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.
- Mark 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 mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark 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 mark grid.
- 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 judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.
- Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark 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)	<p>Award one mark for each correctly matched definition up to a maximum of four marks.</p> <p>Physical development - How an individual's body grows and changes over time.</p> <p>Intellectual development - The acquisition of language, thinking and memory skills.</p> <p>Emotional development - How an individual sees and feels about themselves.</p> <p>Social development - The formation of relationships.</p> <p style="text-align: right;">4 x 1</p>	4

Question Number	Answer	Mark
1(b)	<p>Award one mark for each correct identification, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Eye colour (1) • Hair colour (1) • Skin tone (1) • Ability/inability to roll tongue (1) • Attached/detached ear lobes (1) • Same shape facial features i.e. nose, chin, lip (1) <p>Do not accept height</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1(c) (i)	<p>Award one mark for a correct definition.</p> <ul style="list-style-type: none"> • A condition/trait passed from parent to child (1) • A condition/trait passed through genes/DNA (1) • A condition/trait passed through generations (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
1(c) (ii)	<p>Award one mark for any of the following identifications, up to a maximum of two marks.</p> <p>Cystic fibrosis (1) Huntington's disease (1) Achondroplasia (dwarfism) (1) Haemophilia (1) Phenylketonuria (PKU) (1) Sickle cell disease (1) Osteogenesis imperfecta (brittle bone disease) (1) Colour blindness (1) Muscular Dystrophy (1) Fragile X (1)</p> <p>Do not accept 'cancer'. Do not accept 'Down syndrome'.</p> <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 each correct expected life event, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • moving house/location (1) • parenthood (1) • entering and being in employment (1) • retirement (1) • starting/ being in/leaving education (1) <p>Do not accept living with a partner/marriage/civil ceremony.</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 and one mark for correct justification/elaboration (up to a maximum of two marks).</p> <ul style="list-style-type: none"> • Positive self-esteem/self-image (1) as someone is attracted to him (1) • Feels valued/respected (1) as someone has committed to being with him (1) • Reduced anxiety/worry (1) as he feels secure in his relationship (1) • Feels happy (1) as he has someone to talk to (1) • Feels loved (1) as he has someone who cares about him (1) 	2

	<p>Accept any appropriate alternatives. Answers must relate to Simon's emotional development.</p> <p style="text-align: right;">2 x 1</p>	
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Question Number	Answer	Mark
1(d) (iii)	<p>Award one mark for correct identification and one mark for correct justification/elaboration (up to a maximum of two marks).</p> <ul style="list-style-type: none"> • Meet new people (1) as he gets to know Ayesha's friends (1) • Make new friends (1) as he gets invited to events as a couple (1) • Increased social interaction (1) as he spends more time with Ayesha's family (1) • Widens social circle (1) taking up new activities with Ayesha (1) <p>Accept any appropriate alternatives. Accept specific examples. Answers must relate to Simon's social development.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
1(e) (i)	<p>Award one mark for a correct identification.</p> <p>Chest infections (1) Breathing problems (1) Increased risk of lung disease/COPD (1) Asthma (1) Lung cancer (1) Cardiovascular disease (1)</p> <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 a correct identification.</p> <p>Lack of sleep (1) Stress/high blood pressure/increased heart rate (1) Fatigue (1)</p> <p>Accept any appropriate alternatives. Do not accept hearing loss/deafness/impairment.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
1(f) (i)	<p>Award one mark for the identification of each effect to a maximum of two and one mark for each justification to a maximum of two.</p> <ul style="list-style-type: none"> • Learning money management (paying bills, etc) (1) as he has to contribute to the finances (1) • Learning household management (cook/clean/wash clothes/iron) (1) as he now has responsibility for himself. (1) • Learn to problem solve (1) need to negotiate/cooperate with his housemates (1) • Increased cultural awareness (1) living with people from diverse backgrounds (1) • Increased learning/achievement (1) as housemates could study together (1) • Develop abstract thinking (1) as they consider opinions/thoughts of other housemates (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 2</p>	4

Question Number	Answer	Mark
1(f) (ii)	<p>Award one mark for the identification of each effect to a maximum of two and one mark for each justification to a maximum of two.</p> <ul style="list-style-type: none"> • Unbalanced diet (1) may share takeaways/eat processed food (1) • Lack of exercise (1) as housemates are inactive (1) • Poor personal hygiene (1) sharing facilities with housemates (1) • Increase chance of illness/disease (1) due to risky behaviour (alcohol/drugs/smoking) (1) • Tiredness/fatigue (1) noise from housemates impacting on sleep (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.</p> <p>A lack of social contact (1) Spending long periods of time alone (1)</p> <p>Accept appropriate alternatives. Do not accept loneliness/feeling lonely.</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
2(a) (ii)	<p>Award two marks for two correct identifications and one mark for each correct justification/elaboration (up to maximum of four marks).</p> <ul style="list-style-type: none"> • Loss of friends (1) as she has left them all behind (1) • Reduced social interaction (1) as she is separated from extended family (1) • Struggles to form relationships (1) due to language barrier (1) • She may make new friends (1) as she is introduced to new people (1) • Builds new relationships (1) as she spends time getting to know her teachers (1) • Increased socialisation (1) may try to fit in with her new environment (1) <p>Accept appropriate alternatives. Answers must relate to Agnieszka's social development. Do not accept social isolation.</p> <p style="text-align: right;">2 x 2</p>	4

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

Question Number	Answer	Mark
2(b) (ii)	<p>Award one mark for a correct definition.</p> <p>A physical feature that develops during puberty/adolescence (1)</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
2(c) (i)	<p>Award one mark for each identification, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Teacher (1) • Pastoral manager/form tutor/head of year (1) • GP (1) • Counsellor (1) • MIND/Mental health charity helpline (1) • Practice nurse (1) • Youth worker (1) • School nurse (1) <p>Accept any appropriate alternatives. Do not accept examples of informal support, e.g. friends/family.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2(c) (ii)	<p>Award one mark for the outline of formal support and one mark for an outline of informal support, up to a maximum of two marks.</p> <p>Formal support</p> <ul style="list-style-type: none"> • Skilled worker (1) • Trained to do their job (1) • Provides support as part of job role (1) • Likely to be paid for the support (1) • The delivery is likely to be planned (1) <p>Informal support</p> <ul style="list-style-type: none"> • Unpaid/Voluntary (1) • Usually friend or family (1) • Unlikely to have had training (1) <p>Accept 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 and one mark for correct justification/elaboration (up to a maximum of two marks).</p> <ul style="list-style-type: none"> • Positive self-esteem (1) her friends may compliment her (1) • Increased confidence (1) as her friends encourage her to try new things (1) • Happy/content (1) as she is supported (1) • Reduced anxiety (1) as she has someone to talk to (1) • Feels valued (1) as her friends enjoy her company (1) <p>Accept appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
2(d) (i)	<p>Middle adulthood</p> <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
2(d) (ii)	<p>Award one mark for a correct identification, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Periods become lighter/stop (1) • Hot flushes (1) • Vaginal dryness (1) • Change in hormone levels (1) • Difficulty sleeping (1) • Night sweats (1) • Headaches (1) • Increased urinary tract infections (1) • Palpitations (1) <p>Accept appropriate alternatives. Responses must be examples of physical changes.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Indicative content	Mark
2 (e)	<p>This list is not exhaustive and is a guide to the kinds of responses learners may make. This is a levelled response so marks should not be awarded as a points-based response.</p> <p>Positives</p> <ul style="list-style-type: none"> • Peers could encourage Agnieszka to join a sports club with them. • She may be encouraged by the healthy diets she sees her friends have. • She may wish to become vegetarian/vegan because she is influenced by the moral decisions of her peers. • Her friends may disapprove of binge drinking/smoking/drug taking/unsafe sex and she may want to be like them. <p>Negatives</p> <ul style="list-style-type: none"> • If she sees them drinking/drug use she may join in and it could lead to risky behaviours. • If peers eat lots of fast food/sweets/fizzy drinks she may do the same, which could lead to obesity/poor dental health. • If her peers avoid exercise/sports she may stop activities that she enjoys so she can spend more time with them, reducing her fitness levels. • If they smoke, she may feel pressured to start. 	8
Level	Descriptor	
Level 0	No rewardable material	0 Marks
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. 	1-3 marks
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. 	4-6 marks

	<ul style="list-style-type: none"> Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to a partially supported conclusion. 	
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 	7-8 marks

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