

Examiners' Report/  
Lead Examiner Feedback  
January 2018

BTEC Level 3 Nationals in Health and  
Social Care  
Unit 1: Human Lifespan Development  
(31490H)



**Health and Social Care**

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Health and Social Care	Level 3 National	31490H	Unit 1: Human Lifespan Development
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## Grade Boundaries

### What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Near Pass). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

### Variations in external assessments

Each test we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link: [qualifications.pearson.com/gradeboundaries](http://qualifications.pearson.com/gradeboundaries)

### Unit 1: Human Lifespan Development (31490H)

Grade	Unclassified	Near Pass	Pass	Merit	Distinction
Boundary Mark	0 -15	16	30	44	58

## Introduction

The 2018 January examination was the second in the series, and the first to utilise a simplified three question format, with each question receiving equal weighting of 30 marks. This format will also be present in the Summer 2018 examination.

The overall rate of Pass, Merit and Distinction grades awarded for this paper were very similar to those recorded for the previous paper.

The major guidance criteria for establishing the criteria for the awarding of grades for this examination series were:

For a **Level 3 Pass**, learners were able to explore familiar applications of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and the effects of ageing.

Learners related given situations to human development, theories/models and other factors affecting human growth and development. They selected and organised information using appropriate knowledge and concepts about theories/models in relation to human development, factors affecting human growth and development and the effects of ageing.

The responses for the learners deemed as meeting the Pass criteria were in line with these requirements.

However, for a **Level 3 Distinction**, learners were able to articulate arguments and views concisely and professionally to justify and evaluate physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. They were able to use detailed analysis and research to make recommendations related to human development theories/models and factors affecting human growth and development. They can draw on knowledge and understanding of theories/models in relation to human development, factors affecting human growth and development and effects of ageing.

Again, the responses for the learners deemed as meeting the Distinction criteria were in line with these requirements.

Those learners awarded a **Level 3 Merit** did not provide the depth, detail or accuracy of the Distinction learners with regard to the required discussion, assessment or evaluation of the questions posed.

# Introduction to the Overall Performance of the Unit

All questions were attempted by the majority of learners, indicating that learners had covered the content of the course. The new format also appeared to ease issues with timing as the vast majority of learners attempted all the questions in the paper.

However, for those learners who did not complete questions, possibly due to timing issues, it is important to note that the question stem does not need to be repeated and repetition of information present in the question stem will not gain any marks. Moreover, doing so occupies time that learners who do not complete the paper may utilise more to their advantage. Consequently, tutors may wish to discourage this practise when the learners are revising using past exam papers.

There were several areas where learners may also be further guided to improve their performance.

There were also instances of learners not correctly interpreting the questions thoroughly and produced inappropriate responses eg Learners did not include the age range as requested (Q1b).

Learners focussed on social factors or intellectual factors without linking these to self – concept which was explicitly requested (Q1e).

Learners had a reasonable attempt at question 1(f), but frequently, primarily focussed on the impact of inadequate bonding in the early stages of development and did not extend this evaluation to the impact on emotional and social development in adolescence or adulthood, thereby limiting the marks awarded.

In question 2(c) learners frequently focused on genetic *conditions* such as Downs Syndrome rather than genetic *diseases* for example Cystic Fibrosis that were asked for in the question.

Question 2(d) was recurrently misconstrued by learners who, with the exception of the strongest learners, did not explicitly tackle this question in relation to the nature versus nurture debate and these responses primarily produced one-sided answers solely focussed on genetic factors. It may be worthwhile revisiting the need to produce a balanced answer in relation to the 'To what extent' question stem. An increased awareness of the command verb may aid the construction of an appropriate response.

Whilst, as expected at Level 3, the paper included a strong emphasis on the theoretical background included in the specification, this was tackled reasonably well, with most learners displaying some understanding of the relevant theories.

In question 2(e) most learners drew correct links to disengagement and activity theory in their responses, although many learners failed to explore these theories in the depth required to access the highest marks.

This trait was also evident in question 3(c), where many learners correctly identified elements of Chomsky's theory (e.g. Language Acquisition Device) but failed to develop their evaluation of this theory or to evaluate other factors (e.g. Social environment,) that may also impact this process.

The **10 mark** questions in this paper were marked using a levelled system that allocated learners responses a level dependent on the accuracy and depth of the answer. The responses were then placed at an appropriate mark within the level.

The indicators for each level are as follows:

**Level 1 (0-3 marks):** Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions; Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information; Conclusions may be presented; are likely to be generic assertions rather than supported by evidence; Meaning may be conveyed but in a non-specialist way

**Level 2 (4-6 marks):** Demonstrates accurate knowledge and understanding of relevant information with a few omissions; Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made; Evaluation is presented leading to conclusions but some may be lacking support; Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.

**Level 3 (7-10 marks):** Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions; Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made; Displays a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions; Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.

# Individual questions

## Q1(a)

Learners who correctly identified 2 unpredictable life events scored full marks. Although learners did not need to provide an extensive description of the life event as this was superfluous to the requirements of the question. Brevity in the shorter format questions is an effective time management technique which is frequently seen in the most successful learners' responses.

### This response gained 1 mark.

A common mistake, as the learner repeated the stem with a reference to bereavement.

**Answer ALL questions. Write your answers in the spaces provided.**

Patricia is 20 years old. She has a two-year-old daughter called Joy.  
Patricia has recently separated from her long-term boyfriend and has decided to move out of the flat she shared with him. Patricia has decided to live with her grandmother, Beatrice.  
Beatrice is 78 years old and has been widowed since her husband, Derek, died at the age of 56.

1 (a) Premature death can be an unpredictable life event.  
Identify **two** other life events that can be unpredictable. (2)

1 Divorce

2 Bereavement

### This response gained 2 marks.

The answer is short but meets the requirements of the command verb 'Identify.'

1 (a) Premature death can be an unpredictable life event.  
Identify **two** other life events that can be unpredictable. (2)

1 Redundancy

2 Divorce

**Q1(b)**

A common mistake was the inclusion of inaccurate age ranges or the complete omission of the age ranges, as requested in the question, which led to the learner scoring 0 marks.

**This response gained 0 marks.**

The learner does not include the correct age ranges

(b) Beatrice is in the life stage of later adulthood.  
Identify **four life stages** Beatrice has already passed through.  
You must include the correct age range for **each** life stage.

(4)

- 1 ~~Infancy~~ Early childhood (7-11)
- 2 Adolescence ~~13-2~~ (11-19)
- 3 Early adult hood (19-
- 4 Middle adulthood -45

**This response gained 4 marks.**

The learner has correctly identified 4 life stages with the correct age ranges.

(b) Beatrice is in the life stage of later adulthood.  
Identify **four life stages** Beatrice has already passed through.  
You must include the correct age range for **each** life stage.

(4)

- 1 infancy 0-2
- 2 early childhood 3-8
- 3 adolescence 9-18
- 4 early adulthood 19-45



### Q1(c)

A well answered question with most learners demonstrating clear knowledge and understanding of this area.

Candidates who dropped marks on this question generally did not explain both factors or produced a one sided answer.

#### **This response gained 4 marks.**

A concise but accurate answer that scores full marks.

Explain the difference between growth and development. <sup>is not consist</sup> <sup>what happens in</sup>

(4)

Growth is measured in height, weight, length and dimensions and is not consistent. This means that different parts of the body grow at different rates.

Development is the ability to learn skills and this occurs in a sequence.

#### **This response gained 1 mark.**

A typical example of an answer which does not fully engage with the requirements of the question

Growth is the change in size of muscles & size with the body.  
Whereas Development is the way your body changes & adapts through time.

### Q1(d)

A well answered question with most learners demonstrating clear knowledge and understanding of this area. The learners who did less well did not demonstrate full understanding of the requirements of the question and subsequently did not describe the differences as demanded by the question.

#### **This response gained 4 marks.**

4 marks are provided for both of the answers above as they are concise but accurate answers.

(d) Describe the **difference** between fine motor skills and gross motor skills.

(4) 4

Fine motor skills uses the smaller muscles for small movement and holding a pen or pencil in the body e.g. hands gripping. This is more sophisticated and requires more practice, it is developed later on. However, gross motor skills uses the large muscles for large movement around the body, mainly for mobility e.g. crawling or running. This is developed first and requires less practice and is less sophisticated.

#### **This response gained 1 mark.**

The learner does not fully engage with the requirements of the question.

The difference between fine motor skills are the basic skills a child first learns such as picking up small objects or even picking up a pen whereas as a child develop so do their fine motor skills which is then replaced with your gross motor skills this is where a child will be able to pick up a pen and start to ~~make~~<sup>make</sup> marks, use small beads through hand eye coordination etc.

### Q1(e)

A few learners focused on social factors or intellectual factors without linking these to self-concept, or provided extensive definitions of self-concept that were not required. The stronger learner provided a focused answer that is clearly related throughout to the requirements of the question, and the command verb 'discuss,' the stronger answers were supported by a range of relevant examples.

#### **This response gained 4 marks.**

This response lacks the level of detail and range of examples required for full marks.

Self-concept is the sum of self-esteem and self-image, how we see and feel about ourselves. Returning to education could mean that she is making new friends. This would build her confidence and ~~feel~~ raise her self-concept. Her self-concept and confidence may also increase due to her actually going back to education as she knows it is a good thing to do and it could improve both hers and Jay's life.

On the other hand, her self-concept may decrease as she isn't spending as much time with Jay, which could make her feel like a bad mother.

**This response gained 5 marks.**

A stronger response that sticks more closely to the requirements of the question

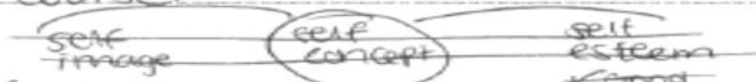
(e) Patricia left her sixth form early and did not complete her BTEC Health and Social Care course.

As Beatrice has offered to look after Joy and take her to playgroup, Patricia has now decided to return to college and complete her education.

Explain the impact on Patricia's self-concept of returning to education.

(6)

Returning to education could have a positive impact on Patricia's self-esteem as she might feel she is bettering herself, so she will be proud of herself. In addition, she might feel valued and more worthy to bring up Joy well as she will be able to pass on the value of education after getting her qualification. On the other hand, Patricia may feel self-conscious returning to education as other students on the course will be between 16 and 18 years old, being a bit older, and a single, young mother may have a negative effect on Patricia's self-image as she might feel judged by the others. This could stop Patricia going and lower her self-esteem further if she cannot continue with the course.



### Q1(f)

Most learners appeared to be familiar with the theoretical background of the question, but the less strong learners focused on the impact of inadequate bonding in the early stages of development and did not extend this evaluation to the impact on emotional and social development in adolescence or adulthood.

In the less strong responses, frequently, despite the answer's length and the inclusion of some specialist terminology, the answers demonstrated limited understanding of the theories or the application/discussion of these theories in relation to the scenario.

Q1f: Evaluate the impact of effective bonding on an individual's emotional and social development. Refer to relevant theories in your answer.

### **This response gained 7 marks.**

A good example of a response that demonstrates clear evaluation of the impact of bonding on an individual's emotional and social development, with a range of examples

*"An effective bond is crucial for an infant and their primary caregiver who is usually their mother. Without effective bonding the individual's emotional and social development is likely to suffer. They may grow up to have trust and anger issues due to the feeling of not having that bond and support as a younger child. Bowlby's theory of attachment is used frequently where he suggests that a strong and emotive bond is crucial for an infant and mother and without it they will not develop successfully later on in life and will struggle. Alongside this is Schaller and Emersons proposed theory of the stages of attachment. They believe an infant will create more attachments as they grow older. Firstly being their primary care giver then their secondary caregiver and then will become able to form attachments to others. For example, Joy is likely to have her strongest bond with her mum being her primary caregiver and then will then become attached to both her father and grandmother.*

*Many things can prevent a strong attachment being carried at birth. For example adoption, disability or emotional disengagement or the parent which could stop that bond. These are all example of privation where a strong emotional bond has not been created so will have a likely negative effect on the baby later i.e. like it may leave them feeling isolated and depressed which affects their emotional development and may also prevent them from having strong social bonds with friends for example meaning they have lack of social support due to their trust issues. However, if a baby/infant creates a good strong bond then they will be secure and sage and will last with them improving their emotional and social development from infancy to throughout their life."*

**This response gained 4 marks.**

Whilst this response has some accurate knowledge and understanding it fails to evaluate this information to an extent that enables it to move from Level 1(1-3 marks) to the bottom of Level 2 (4-6 marks) in the Mark Scheme.

John Bowlby - attachment theory.

- (f) Now that Patricia (Joy's mother) is going to college, Joy spends more time at playgroup, or being looked after by her great-grandmother or family friends.

Evaluate the impact of effective bonding on an individual's emotional and social development. Refer to relevant theories in your answer.

(10) 4

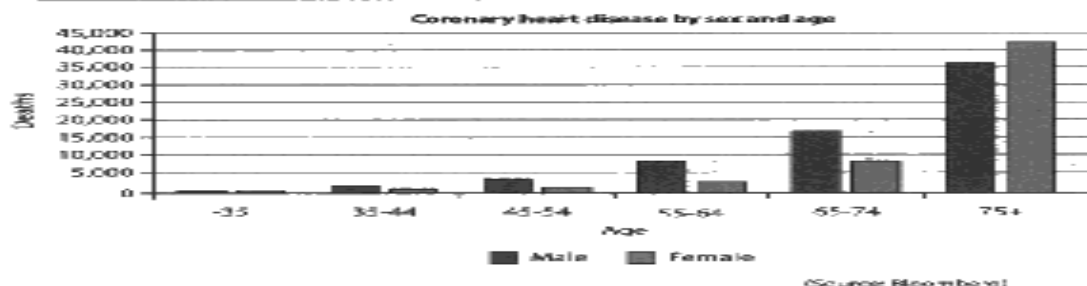
John Bowlby studied into children attachment and used his own life experiences to come to conclusion. He came up with the attachment theory. The attachment theory is outlining how when children are separated from their primary care giver how that effects attachment. Having bad attachment from primary care giver and child Bowlby says that can have a huge impact in that child's life later on when their trying to form relationships. Rutter one of Bowlby's first critics said that John Bowlby oversimplified his theory and that children should not only have one primary care giver. Now Patricia has gone back to college that will have an effect on Joy and how their attachment changes. Spending a lot of time with a care giver and then being separated and taken away from that routine ~~it~~ can give Joy separation anxiety. This is where they get anxious when separated and part of that trust has been broken, which could have an effect on Joy's emotional development.

**Q2(a)**

Interpreting data from graphs has troubled some learners previously, but this was a well answered question with most learners scoring full marks.

**This response gained 1 mark.**

Derek, Beatrice's husband, died at the age of 56 from cardiovascular disease. Derek's father and grandfather also died prematurely from similar diseases.  
Derek worked long shifts as a taxi driver. He found the work very stressful and was often unable to eat healthily or find time to exercise.



2 (a) Using the data from the graph, identify:

(i) at which age do more women than men die from heart disease?

(ii) at which age do the least number of men and women die from heart disease? (2)

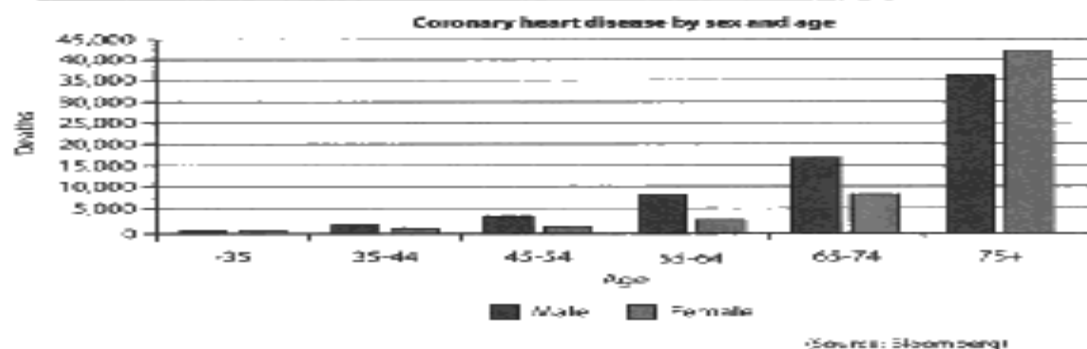
(i) 65-74

(ii) 0-35

**This response gained 2 marks.**

The information is presented in a different format in this response, but still scores 2 marks.

Derek, Beatrice's husband, died at the age of 56 from cardiovascular disease. Derek's father and grandfather also died prematurely from similar diseases.  
Derek worked long shifts as a taxi driver. He found the work very stressful and was often unable to eat healthily or find time to exercise.



2 (a) Using the data from the graph, identify:

(i) at which age do more women than men die from heart disease?

(ii) at which age do the least number of men and women die from heart disease? (2)

(i) women die more than men at 75+ years.

(ii) at -35 years do both men and women die least

## Q2(b)

In this question, many learners focused on the impact of socialisation and peer groups rather than factors such as family income/social class. The less strong responses frequently provided only one valid example and therefore failed to meet the demands of the question's command verb 'To what extent'.

### This response gained 2 marks.

2 marks are provided as only one valid example is provided.

(b) To what extent can social factors impact on an individual's diet?

(4)

Social factors such as going out with your friends or family can have a massive impact on an individual's diet because they can be peer pressured into eating the wrong things instead of choosing the healthier option. You can be peer pressured to have a poor diet because your friends have a poor diet and they want you to be like them so they pressure you into making the wrong choices.

### This response gained 4 marks.

Clear and thorough answer that was typical of the response of stronger learners.

(b) To what extent can social factors impact on an individual's diet?

(4)

Social factors can have a huge impact on an individual's diet. A person's group of friends or family will impact on their diet because they will often ~~eat~~ eat what ~~the~~ same or similar things to them and if they have an unhealthy friend ~~that~~ who likes to eat lots of fast foods then this makes a person more likely to eat these types of foods too. Social factors also will have a huge impact on an individual's diet because a person's culture can prevent or increase what ~~types~~ types of food a person eats and ~~also~~ ~~also~~ ~~also~~ the media can impact on an individual to ~~the~~ eat certain things for example if someone is exposed to lots of diet planning adverts and healthy lifestyle methods then they may be more likely to have a balanced diet than someone who has never seen those advertisements.



### Q2(c)

The less strong learners frequently focused on genetic conditions e.g. Downs Syndrome rather than genetic diseases such as Cystic Fibrosis or described one disease (brittle bone disease) and one condition.

#### This response gained 2 marks.

This answer only provided one example so only 2 marks are provided.

(c) Describe **two** genetic diseases that may impact on an individual's development.

(4)

1. PKU affects a child's learning development as it often causes learning disabilities.

#### This response gained 4 marks.

A full answer has been provided by the learner which meets the requirement to receive full marks.

(c) Describe **two** genetic diseases that may impact on an individual's development.

(4)

1. Brittle bone disease - this is where you are missing a protein (collagen) in your bones which makes them weaker therefore impacting an individual's <sup>physical</sup> development because they could try to kick something but because their bones are weaker they could break mean the individual isn't able to develop their physical development skills

2. ~~Phenylketonuria~~ Cystic Fibrosis - this is where your body has trouble breaking up an amino acid therefore causing mucus build up which means constant trips to the hospital which results in the child missing school which will impact their intellectual and social development.

## Q2(d)

This question was often misconstrued by learners, who – with the exception of the strongest learners- did not explicitly tackle this question in relation to the nature versus nurture debate (as expected) and these responses primarily produced one-sided answers solely focussed on genetic factors.

It may be worthwhile for some students to revisit the need to produce a balanced answer in relation to the 'To what extent' question stem. An increased awareness of the command verb may aid the construction of an appropriate response.

### This response gained 4 marks.

The learner has provided a reasonable answer, but an answer that is one sided, and therefore fails to reach the top end of Level 2.

1d) To what extent do genetic factors determine health and wellbeing?

(10)

Genetic factors determine health and wellbeing because you could be more susceptible to things like cancer and diabetes because of your genetic makeup which means you could end up with ill health due to genetic factors. However, these things eg. diabetes can be avoided through how you look after yourself and the things you do for example eating healthier to avoid diabetes which suggests genetic factors don't completely determine your health and wellbeing.

Genetic factors also determine health and wellbeing because if you are born with something like cystic fibrosis you will always have visits to the hospital for checkups and injections which means you might not be able to do things other children do because you are terminally ill. Having an illness from birth can also affect your health because you will be more exposed to getting colds or other illnesses that originate from the main one.

**This response gained 2 marks.**

A reasonable response which demonstrates isolated knowledge and understanding and is placed at the top end of Level 1.

(d) To what extent do genetic factors determine health and wellbeing?

(10)

Genetic factors play a big part in health and wellbeing. If you have a genetic factor it could reduce your health such as if you have heart problems you may not be able to exercise all the time. You may have a problem that causes your health to deteriorate such as huntington's disease which slowly deteriorates your body. This means your health deteriorates as you can't do certain things. Other genetic factors such as cystic fibrosis could cause your health and wellbeing to deteriorate. As if it is not looked after and can do properly can cause serious harm. However if you yourself and your lifestyle are healthy you can reduce the risk of being unhealthy.

**This response gained 8 marks.**

A nicely balanced argument that clearly shows evidence of interrelationships and a concise evaluation that places the learner in Level 3.

(d) To what extent do genetic factors determine health and wellbeing?

(10) 8

Genetic factors, according to the nature argument have everything to do with health and well being but according to the nurture argument it does not.

According to the stress diathesis model genetic factors are only partly to do with why individuals develop a mental illness - individuals need a genetic predisposition but also stress to trigger a mental illness, and mental health is to do with both health and wellbeing. So, arguably genetic factors only determine 50% of health and wellbeing.

However, there have been so many studies on parenting which suggest the person we become (and subsequently our health and wellbeing) is down to parenting and so nurture. A child who had authoritative parents would more likely be well-adjusted and happier than the child who had authoritarian parents. A child with authoritarian parents are more likely to rebel which could lead to promiscuity which could lead to an unplanned pregnancy (could have detrimental effects on health and wellbeing as could cause a lot of stress and judgement, but also complications in pregnancy can have serious health impacts - eg. ectopic pregnancy) or a sexually transmitted disease infection which could have negative effects on an individual's self concept.

Arguably, genetic factors are the most important factor in determining health and wellbeing as genetic disorders/diseases could have severe impacts on health and wellbeing. Most genetic diseases have no cure and their effects their health and well being throughout life, some cause a lower life expectancy (duchenne muscular dystrophy). Therefore genetic factors vastly determines health and wellbeing as you cannot change your genes but you can change your lifestyle; there is, the impact of genetic factors on health and wellbeing are hard to combat.

However, so are the effects of nurture; eg. foetal alcohol syndrome, which is also a life long condition that majorly impacts health and wellbeing (may find it harder to concentrate at school) and may get bullied for facial abnormalities.

To conclude, genetic factors can largely determine health and wellbeing but the environment you are in does to as even though genetic factors may majorly determine health you cannot exclude the impact of diet. And, even though genetic factors do influence wellbeing, arguably it is the environment (nurture) that influence it more as the impact of stress and bullying majorly impacts wellbeing.

**Q2(e)**

In question 2e many learners drew correct links to disengagement and activity theory in their responses, although learners frequently failed to explore these theories in the depth required to access the highest marks/levels.

**This response gained 1 mark.**

1 mark is provided for identification of a correct theory and an allusion to the importance of social interaction.

Beatrice misses Derek and, since she retired from her job as a teaching assistant in a primary school, has not socialised with many other people.  
However, since she has started to look after her great-granddaughter, Joy, she has begun to meet people and develop new interests and has now started to attend local arts and crafts clubs.

(e) Evaluate the importance of social interaction in later adulthood for individual health and wellbeing. Refer to relevant theories in your answer.

(10)

Disengagement Theory, this is where an individual will withdraw from society and become lonely.

**This response gained 5 marks.**

A good Level 2 response which lacks the awareness of competing arguments required to reach Level 3.

(e) Evaluate the importance of social interaction in later adulthood for individual health and wellbeing. Refer to relevant theories in your answer.

(10)

It is important to socialise with people as it would help you get your mind off things and sometimes people find it easier to interact with others and share each other's problem and also if you have a good friend you may feel positive about yourself and feel as though you have somebody there for you. Since Beatrice's husband had died she had isolated herself and kept closed as she did not really bond with people. Now that she is looking after her grand-daughter Joy may make her feel proud as she has somebody there to love and care for. With Beatrice now beginning to attend the local art club will make her feel good about herself or physically she will be active / moving around and she may begin to look after herself. Intellectually she may be able to learn new skills at the club. Emotionally she may feel happy, proud of herself trying to socialize with others and socially it would make her begin to see / speak to other people.

### Q3(a)

The overwhelming majority of students recording a reasonable response although there was some repetition e.g. Inability to buy books to help with reading and inability to buy toys to help reading. There were some excellent responses that focussed on the positive aspects e.g. Parent and child improvising activities (with examples) in the absence of opportunities to buy resources.

**This response receive 1 mark.**

3 (a) To what extent might Patricia earning less money impact on Joy's intellectual development?

(4)

She may not be able to afford to pay for toys and books that Joy may need. She also may be unable to fund for educational needs. ~~He may~~ This may mean that Joy may develop her skills slow.

**This response gained 4 marks.**

This is an excellent answer with 2 clear examples.

3 (a) To what extent might Patricia earning less money impact on Joy's intellectual development?

(4)

As Patricia is earning less money this could effect Joy's intellectual development as she might not be able to afford to pay for her to go to playgroup anymore. In which she would miss out on interacting socially and trying to communicate with other children. Which may make her less developed intellectually. <sup>M</sup> ~~earing~~ She could be further behind with other children. Also Patricia might not be able to pay for books or take her to different places where she might be able to interact. Which means you could miss out.

### Q3(b)

Overall this question was reasonably well answered with a clear distinction evident between the answers of the students who were familiar with the concepts who frequently scored full marks and those who were completely unfamiliar with the correct concepts scored 0 marks.

**This response gained 0 marks.**

(b) Joy will pass through several stages of play as she develops through infancy and early childhood.

Explain the **three** stages of play that Joy will pass through.

1. **Sensorimotor.** This play is when children use their senses to explore the environment around them.

2. **Pre-operational.** is when children use of objects and comparison to learn about the world around them such as pretend play, role play.

3. **Concrete operation.** is when children can now understand things more ~~to~~ logically therefore they learn things as long as it makes sense, they require understanding e.g. They'll use their fingers or blocks to understand maths.



**This response gained 6 marks.**

A clear answer that was typical of the stronger learners.

(b) Joy will pass through several stages of play as she develops through infancy and early childhood.

Explain the **three** stages of play that Joy will pass through.

(6)

- 1 Solo play 0-2<sup>years</sup> she will play by herself independently and will not engage with others.
- 2 parallel play 2-3 years she will play alongside other children and may copy their actions e.g. building blocks but still ~~not~~ won't interact with them.
- 3 cooperative play 3 years and above children will all play together, interact through talking and sharing ideas and may even take on different roles to strive for the same shared goal.

### Q3(c)

In question 3c, many learners correctly identified elements of Chomsky's theory (e.g. Language Acquisition Device) but failed to develop their evaluation of this theory, or to evaluate other factors (e.g. Social environment,) that may also impact this process.

#### **This response gained 3 marks.**

Whilst the learner has provided a reasonable answer it fails to demonstrate any more than isolated knowledge and subsequently does not move beyond Level 1.

(c) Joy is now starting to spea clearly.

Chomsky believes that children are born with an inherited ability to learn any human language.

Evaluate the factors that can influence language development.

(10)

There may be cultural influence where children are learning different languages or go to 'saturday' classes' this becoming bilingual.

Children may not have the resources or be able to afford tuition that speeds up the development rate of comprehending language and grammar.

They may have young siblings around their age and copy their ~~incorrect~~ incorrect speech this also speaking wrongly because there's no one to correct them.

**This response gained 5 marks.**

A good answer with enough accurate knowledge and understanding to reach the middle of Level 2. However, the response lacks the detailed evaluation of the theories and the awareness of competing arguments and balanced evaluation, leading to conclusions, required to reach Level 3.

(c) Joy is now starting to speak clearly.

Chomsky believes that children are born with an inherited ability to learn any human language.

Evaluate the factors that can influence language development.

(10) 5

Chomsky believes that we are born with a language acquisition device (LAD) in our brain which helps us understand language, believes this explains why children understand grammar without ever being formally taught. However, in order for us to develop language we need the presence of appropriate stimuli (being surrounded by language) this is proven by the difficulties that children have at developing language eg. Genie.

Skinner, however, took the nurture stance and said that language was learnt through ~~reinforcement~~ reinforcement.

Therefore, the factors that influence language development are; a genetic ability (language is universal and species-specific), environment (parenting has a huge impact on development and therefore would influence language development and whether we reach our milestones eg. at 4 years old a child would be able to sing nursery rhymes, say their name, age and address) and the presence of appropriate stimuli eg. a child being ~~constant~~ surrounded by talking.

Pre-linguistic stage (0-12 months) a key part of language development is babbling and receiving feedback is vitally important in improving language using holophrases, ~~pre-linguistic~~ telegraphic speech (non-essential words missing).

Linguistic stage (12 months+) is when children's simple two-words develop into complex sentences provided that practice is possible.

**This response gained 3 marks.**

Again the answer fails to demonstrate any more than isolated knowledge and subsequently does not move beyond the top of Level 1.

(c) Joy is now starting to speak clearly.

Chomsky believes that children are born with an inherited ability to learn any human language.

Evaluate the factors that can influence language development.

LAD

(10) 3

Chomsky proposed the Language Acquisition Device which ~~to suggest~~ children are born with a structure in their brain ready to learn.

Factors which can influence language development include cognitive development of an individual and their ability to retain information. This may ~~include~~ include their social skills and communication skills, as well as how effective their childhood bonds were.

Chomsky also suggested a window where first language can be taught and learned to be retained correctly.

In addition, children have the ability to learn multiple languages too.

**This response gained 6 marks.**

A good answer with enough logical reasoning to reach the top of Level 2.

(c) Joy is now starting to speak clearly.

Chomsky believes that children are born with an inherited ability to learn any human language.

Evaluate the factors that can influence language development.

(10) 6

Chomsky argued that children have a language acquisition device which is an mental reservoir of grammatical rules which enable us to speak. The critical period is from 3-16 years where children learn words and vocabulary and use their LAD to speak these words in sentences. Chomsky's theory argues from a nature point of view, the idea that we are pre-wired to speak. Evidence for this theory is that children make grammatical mistakes such as "jeks" when they would not have imitated off an adult so therefore they must simply know the rule of adding an 's' to a word to make it a plural. However some critics suggest that Chomsky focused too much on grammar rather than how children derive meaning as well as a lack of scientific evidence.

Skinner alternatively argued the nurture view by stating language is a learnt behaviour through environmental influence and interaction reinforcement. He argued that children acquire a word and then attempt to use it in context, whether they continue to use it is dependent on reinforcement. If the child says the word correctly they will be praised with clapping and smiling reinforcing the meaning of the word so they say it again, if they say the word incorrectly they will be punished by correction or being ignored so that they remember for next time. However Skinner's theory of imitation cannot explain why children make grammatical mistakes and there is more evidence to support it than Chomsky's

Theory which lacks scientific evidence.

across

There is also other environmental influences such as behavioral and encouragement which influence language development in children such as picture books, listening, books and reading stories.

Evidence to support Nurture theory is that children who have not been exposed to language cannot speak, but upon education and encouragement they can begin to learn words.

Therefore in conclusion, perhaps language development is dependent on both nature and nurture due to evidence for both.

### Q3d

In question 3d most learners were in more familiar territory, and many learners opted to approach this question utilising a 'PIES' approach, with the stronger learners providing a balanced argument with clarity and evaluation throughout.

#### This response gained 3 marks.

Top end of Level 1 is seen in this response, as it demonstrates isolated knowledge but with little evidence of the application of this knowledge.

Beatrice, Joy's great-grandmother, now looks after Joy five days a week.

Evaluate the impact on Beatrice's health and wellbeing of looking after Joy.

(10)

Beatrice may feel stressed and overwhelmed. She may feel as if she has no time for herself. Beatrice may feel she can socialise and build new relationships with others because she doesn't have the time to. She may be worried because all the pressure to making sure Joy is safe is down to her.

On the other hand Joy may feel as if she is learning new skills by watching Joy. She may feel happier in herself because she is occupied and busy and is forming a greater bond with Joy.

Beatrice may start to become malnourished as she may not have the time to prepare and cook meals for herself as well as Joy.

**This response gained 5 marks.**

A good answer with enough accurate knowledge and understanding to reach the middle of Level 2, but lacking the level of evaluation required for Level 3.

(d) Patricia has now completed her studies and has picked up some extra work shifts in the restaurant whilst she waits to go to university.

Beatrice, Joy's great-grandmother, now looks after Joy five days a week.

Evaluate the impact on **Beatrice's** health and wellbeing of looking after Joy.

(10)

Looking after Joy could have both a positive and negative impact upon Beatrice's health and wellbeing.

Firstly it could positively impact her health and wellbeing because it gives Beatrice a sense of responsibility, older people often hugely benefit from having a sense of responsibility and this will prevent Beatrice from feeling worthless or unwanted and should also keep Beatrice entertained because if she was at home alone all day she may become bored and this could <sup>lead</sup> ~~lead~~ to depressive disorders.

Looking after Joy may also positively impact Beatrice's health and wellbeing because ~~it~~ she gets to build a strong bond with her own granddaughter, also it ~~could~~ <sup>could</sup> prevent her from social disengagement and prevent her from feeling alone because she will always have Joy with her.

Elderly people often feel like a burden to their family or others in society. Beatrice should not feel this way because she is helping out her daughter and granddaughter, she ~~should~~ <sup>may</sup> feel a sense of ~~for~~ fulfilment because of this.

However, looking after Joy five days a week could also have a negative impact on Beatrice's health and

wellbeing because she may feel as though it is too big of a responsibility for her to take on ~~and~~ <sup>but</sup> she does not want to let her daughter down.

Beatrice may also feel as though ~~by being~~ restricted by having to look after Joy because it may be preventing her from partaking in activities or things she wanted to do after she retires.

Lastly she could also be negatively impacting upon her own health, she may be feeling stressed and it may be tiring for her, she may be putting Joy's health over her own and struggling because of this.



## Summary

- Use the number of marks and space available as a general guide to the depth of response required, although the length of the response is far less important than the quality and accuracy of the response. Brevity and accuracy are especially important in the responses to the 'Identify' questions where extended discussion/description is not required for full marks.
- Be precise in your responses. If self-concept is solely asked for in the question, do not mention any other developmental aspects e.g. Physical or intellectual unless they relevant to the development of self-concept.
- The overall structure of the learner's response should be based on the command word in the question, e.g. Identify does not require any expansion of a point (several learners provided extensive information that was not required for 'identify' questions) but explain will. To what extent, evaluate and assess are command verbs that will always require a balanced argument to gain higher marks.
- Repeating the stem of the question will not gain any marks. The question scenario is there to enable you to demonstrate your ability to apply your knowledge and understanding to the scenario.
- Use appropriate theorists when required, and compare and contrast these theorists to expand the evaluation aspects of the response; however, the theories must be linked directly to the scenario under discussion. Even a detailed explanation of a theory without accurate application or links to the scenario will not gain marks.

