

L3 Lead Examiner Report 2001

January 2020

**L3 Qualification in Health and
Social Care**

**Unit 1 Human Lifespan Development
(31490H)**

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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, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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 external assessment 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 assessment, because then it would not take accessibility into account.

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Unit 1: Human Lifespan Development (31490H)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	16	30	44	59

Introduction

The 2020 January examination in Unit 1 continued to utilise the simplified three question format, with each section once again receiving equal weighting of 30 marks. The paper's level was again balanced to reflect the demands of a Level 3 examination with 5 longer format, 10 mark questions, providing the opportunity to stretch and challenge the most able candidates.

The overall rate of Pass, Merit and Distinction grades awarded for this paper were roughly in line with those recorded for the previous papers.

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

For a **Level 3 Pass**, candidates 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.

Candidates 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 candidates deemed as meeting the Pass criteria were in line with these requirements.

However, for a **Level 3 Distinction**, candidates 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 drew upon 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 candidates deemed as meeting the Distinction criteria were in line with these requirements.

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

Introduction to the Overall Performance of the Unit

The three question format- with equal weighting of 30 marks for each question- was in line with previous papers.

Timing and examination technique appeared to be less of an issue in this series - all questions were attempted by a large majority of candidates- indicating that candidates had covered the content of the course, are becoming more familiar with the structure of the examination and are developing an appropriate examination technique in response to the demands of the examination.

However, for those candidates 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 marks.

Furthermore, in the questions that require a numeric response e.g. Question 1a, a simple response of 28.8/1 for the two answers would suffice for full marks. Moreover, including unnecessary information consumes time that candidates who do not complete the paper may utilise more to their advantage. Consequently, tutors may wish to discourage this practice when the candidates are revising using past exam papers.

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

Examples of a range of answers follow this section.

1a) This was a well answered question. Mistakes were generally made when learners failed to read the question e.g. Some learners provided answers that referenced percentages rather than years.

It is also vital that learners read the question as occasionally learners produced significant calculations aimed at producing an answer that was not asked for.

1b) Marks were only awarded for stages identified in the **correct order**.

Therefore, it was vital for learners to develop their answer from early childhood e.g. Adolescence, Early adulthood; Middle adulthood; Later adulthood would score full marks. Whereas, later childhood; Adolescence; Middle adulthood; Later adulthood would score 2 marks for the final two identifications that were in the correct order.

1c) Learners did well in this question. However, some learners scored just 2 marks as, although growth and development were correctly identified, they were not expanded to the extent that would justify the awarding of 4 marks at Level 3.

1d) Learners were obviously familiar with these concepts. Consequently, this was a well answered question with many learners correctly providing accurate descriptions of gross and fine motor skills and consequently scoring full marks.

1e) This was a generally well answered question by the learners who recognised the focus of the question was on Piaget's explanation of schemas.

However, some learners appeared to be confused regarding what schemas actually are and the functioning and development of schemas. Subsequently, they frequently presented answers that focussed entirely on Piaget's more general theories regarding cognitive development.

Without accurately referencing the role of schemas within these answers (which were frequently accurate descriptions of Piaget's theories of cognitive development) they scored 0 marks.

1f) Some learners did not appear to be familiar with the appropriate theories regarding attachment and produced answers focussing on the process of socialisation within social development.

Many learners correctly identified and explained some aspects of the bonding and attachment process but failed to utilise the theories appropriately in relation to the impact of this process on emotional and social development. Subsequently, many of these learners failed to move beyond Level 1 in the mark band.

2a) A generally well answered question. Issues arose when learners identified predictable life events e.g. Attending university/having children, that were not specific to later adulthood.

2b) Most learners appeared familiar with the concept of perimenopause. However, weaker learners frequently produced inaccurate/vague responses without expansions that were explicitly linked to perimenopause e.g. 'sweating' without an appropriate expansion did not score any marks.

2c) Generally another well answered question. Some answers veered away from the physical impact and focussed on non-physical issues such as depression/self-concept. This again highlighted the importance of reading the question.

2d) The strongest learners focussed on activity/disengagement theories and presented structured answers that often related these theories to PIES with regards to social and physical activity.

Some learners provided generic answers regarding later adulthood e.g. lack of mobility, without links to social and physical activity and did not move beyond MB1

2e) Many learners produced very good, detailed, but one-sided answers, which focussed solely on the negative aspects of stress and were generally placed in MB2.

Stronger answers also explored the positive aspects of stress e.g. Motivation increases, and subsequently moved on to MB3.

3a) Well answered question by many learners, Some answers failed to score full marks due to absent links or inappropriate or inaccurate expansions e.g. Will get wrinkles without an accurate link to loss of skin elasticity.

3b)

Generally quite well answered, although many learners failed to score full marks due to lack of examples. Whilst two detailed and fully expanded points may suffice for full marks, the majority of learners who did actually score full marks provided 3 expanded examples. There were a fewer mentions of the positive impacts on self-concept in the responses seen.

3c)

Quite a poorly answered question with many learners confusing the stress-diathesis model with Holmes-Rahe or producing generic responses regarding stress. Stronger learners showed a thorough understanding of the stress-diathesis model and made clear links to the nature/nurture argument.

3d)

Learners were familiar with the concepts, with some learners, quite correctly, answering the question in relation to Bowlby/Ainsworth's theories of bonding and attachment or Bandura's Social Learning Theory. Timing issues were becoming apparent for some learners at this stage of the exam.

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 candidates displaying some understanding of the relevant theories.

For some candidates, it may be worthwhile revisiting their exam technique and the requirement to produce a balanced answer in relation to the 'To what extent' and 'evaluate' question stems (see levelled mark scheme for 10 mark questions below). An increased awareness of the command verb may aid the construction of an appropriate response.

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

With regards to the 'evaluate'/'to what extent' questions the indicators for each level are as follows:

		Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.
Level	Mark	Descriptor
1	0	No rewardable material
	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions

		<ul style="list-style-type: none"> • Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information • Conclusions may be presented but are likely to be generic assertions rather than supported by evidence • Meaning may be conveyed but in a non-specialist way • Response lacks clarity and fails to provide an adequate answer to the question.
2	4-6	<ul style="list-style-type: none"> • 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.
3	7-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant

		<p>information with a few minor omissions</p> <ul style="list-style-type: none">• 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
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The following examples (accompanied by a brief commentary) represent indicative content regarding common areas of good practice, and also some examples of areas where candidates may wish to revisit their responses and/or examination technique

1a- **The only acceptable answers were as below.**

- i) 28.8
- ii) 1

Or any appropriate alternatives e.g. ii) One year

Responses such as 28.8% were not awarded a mark as they were inaccurate as the graphs were not based on percentages.

1b – The learners were only awarded marks for stages that were presented in the **correct order** e.g. 2 marks for the example below.

Sarah and Timothy are the parents of Joshua, who is three years old.

Sarah is pregnant and she and Timothy are looking forward to the birth of their second child.

Joshua is currently in the stage of early childhood.

(b) Identify, in the correct order, the **four** life stages that follow early childhood. (4)

- 1 Middle childhood.
- 2 adolescence
- 3 middle adulthood
- 4 later adulthood

1c)

Both descriptions must be accurately expanded for full marks.

The accurate expansion of second point means that this response scores 3 marks overall. The point regarding growth scores 1 mark as it is not expanded to an extent that would justify 2 marks.

(c) Describe the concepts of growth and development. (4)

Growth
Growth is a quantity that can be measured and an example of this is height or weight.

Development
Development is a change within someone's skills, abilities and capabilities for example writing or drawing.

1d) Once again, both explanations must be accurately expanded for full marks.

The example below scores 4 marks and the 'difference' is implicit in the description of the differences between fine and gross motor skills.

Joshua can hop on one foot.

(d) Explain the difference between gross and fine motor skills in early childhood.

(4)

Gross motor skills control the movement of the torso, legs, ~~the~~ arms and feet. An example of a gross motor skill is kicking a ball or throw a ball. However, fine motor skills is the control of the muscles in the hands. For example, writing or drawing. The difference between them is that gross motor skills are easier to develop at a younger age because it is a vast majority of the body.

3 marks were awarded for the example below as gross motor skills were not accurately expanded to the extent that would justify 2 marks.

Joshua can hop on one foot.

(d) Explain the difference between gross and fine motor skills in early childhood.

fine motor skills usually ~~come~~ develop after gross motor skills. ⁽⁴⁾

For example an ~~infant~~ infant will initially learn to grasp an entire hand and then as they get used to this they will fine tune their method and adapt the ability to grasp a single finger.

or a child will go from holding a pen with their entire hand to using the pincer grip for more precise movements.

1e) Stronger learners focussed their answers directly on Piaget's explanations of schemas with an accurate explanation of the stages outlined by Piaget.

The example below is an answer that scores towards the top end of the mark band.

There is some repetition of points in this response.

and numbers.

(e) Discuss how Piaget's model may explain children's development of schemas.

(6)

According to Piaget schemas are pockets of information, when a child knows something which fits a schema they will be in a state of equilibrium, but when the child acquires new information that disrupts the schema they will fall into a state of disequilibrium. New information is accommodated which means a schema is ~~changed~~ changed to fit the new idea. So as Joshua ages and experiences new things such as new letters or numbers his schemas will become disrupted but will then change to fit the new information. Therefore Piaget's model explains the development of schemas because it shows how a child goes from a state of equilibrium to a state of disequilibrium when a schema is disrupted by new information.

The example below is stronger answer, although learners should be deterred from including bullet points as these are not required and consume time.

Joshua is developing a broad range of experiences and understands basic letters and numbers. A E D F A.

(e) Discuss how Piaget's model may explain children's development of schemas. (6)

- A schema is your understanding of the world, from what you have learnt through skills and listening.
- Assimilation is where a child has a understanding of something, e.g. A cake is vanilla and has jam in it.
- Equilibrium is where the object meets what the child understands about it, e.g. The cake was vanilla + had jam in it when eaten.
- Disequilibrium is where the object does not meet what the child understands about it causing confusion + upset, e.g. The cake is chocolate + has cream in it.
- Accommodation is where the new experience fits in with the child's schema. e.g. Cakes can be both vanilla + chocolate not just vanilla.

1f) Example below make some correct references to theories without the expansions necessary to move it beyond the bottom end of MB2

Joshua's parents work long hours. When Joshua is not at nursery, a childminder looks after him until his parents come home.

1f) Discuss how early attachment may impact on emotional and social development.

Mary Ainsworth - Strange Situation Burger (10)
John Bowlby

Early attachment is key at a young age, as ~~Bowlby~~ ^{Bowlby} believed with out this it would be harder for them to create new relationships when they are older. This would impact their social development, as if they don't have this early attachment then the child may find it difficult to make new friends or join in at school.

Mary Ainsworth developed an experiment called the strange situation. This experiment showed that there was different types of attachment. However, Mary Ainsworth believed that children create attachment with the main caregiver. If the child didn't have a strong attachment with a main caregiver at a young age then it could again impact them socially, but emotionally they will be worse. This is what Ainsworth found out in the strange situation. Some children were really distressed when their main caregiver left the room but were fine when they returned. Others were still distressed.

This shows how early attachment is key.



especially in the critical period of around 0-2 (infancy) as it can impact them in the future with their social and emotional development.

However (a case study) Genie showed that even though she missed that critical period to develop attachments, she was still able to develop emotionally as she created attachments. However, she would not have been able to bond or create relationships, the way an ~~normal~~ average child who, had ~~a~~ those attachments at the critical period, would have

This is why also Chomsky believed the critical period was also key for being able to develop new relationships.

Again a lengthy but somewhat confused answer that, despite the length of the response, also does not progress beyond MB2

~~May 2001~~

Joshua's parents work long hours. When Joshua is not at nursery, a childminder looks after him until his parents come home. ^{because of long hours} ^{struggle to balance work and family}

(f) Discuss how early attachment may impact on emotional and social development. (10)

Early attachment may impact a child's emotional development. They may feel rejected because the parents aren't around and they need a childminder. This could make Joshua feel isolated and feel like he ~~no~~ doesn't get time to play with his parents. Joshua may struggle with future attachments because he didn't make an early attachment. ~~A~~ Gesell's maturation theory supports this. He ~~believed~~ showed that without the comfort ~~that~~ of an attachment, the child will cry and not interact with anyone else. This is proved when a child was taken to hospital ^{in 1950s} the ~~mother~~ ^{mother/carer/whomever} they ~~baby~~ ^{infant/child} formed it's first attachment with. If left the room, the ~~baby~~ child would cry out for them and would not

be settled by the nurses. If the baby was kept away, ^{for a long time} that attachment bond could be lost forever, and the parent would not be able to build it back up. However, if the parent came back the bond could be rebuilt. If we compare this to ~~their~~ hospital visits now, the parent is allowed to stay with child to comfort them.

Early attachment may impact ~~on~~ social development ~~positively~~ negatively. If when Joshua ~~and~~ doesn't need his childminder anymore; and ~~they~~ ~~have~~ Joshua has made an early attachment he may then feel isolated. This could affect him with making friends at school because he ~~but~~ may think they will one day leave him. Just like his childminder did. This could then lead to bullying because he has no friends, making him feel more isolated.

(Total for Question 1 = 30 marks)



7
Turn over ▶

2a) The answers presented had to be directly related to later adulthood e.g. Serious illness; Retirement; Increased risk of physical/sensory impairments e.g. Cardiovascular disease/Loss of hearing; Death of partner/spouse

2b)

Again responses must have a correct identification with an appropriate and accurate expansion.

Mood swings – which may happen at other stages of your life- were awarded if they were linked to a reduction in oestrogen levels

4 marks for the response below as it has 2 appropriate identifications with accurate expansions.

It is common to enter the perimenopause in Sarah's current life stage.

(b) Describe **two** ways the perimenopause may affect Sarah. (4)

1 The perimenopause may affect Sarah by decreasing her libido due to vaginal dryness causing a discomfort during sex.

2 Another way the perimenopause may affect Sarah is hot flushes and night sweats causing discomfort and lack of sleep.

2c:

Answers were frequently very brief, but justified full marks as they were accurate.

4 marks were awarded for the response below.

Sarah has Huntington's disease and is worried her children may also develop this disease.

(c) Describe the physical impact of **two other** conditions that may be inherited. (4)

1. Duchennes muscular disease impacts your mobility and ability to perform everyday tasks such as get dressed.
2. Parkinsons disease effects your joints affecting the ability to do physical exercise or activity for long periods of time.

2 marks were awarded for the example below as there is some repetition.

Sarah has Huntington's disease and is worried her children may also develop this disease.

(c) Describe the physical impact of **two other** conditions that may be inherited. (4)

1. ~~Diabetes can be inherited due to it being in genetics.~~ Trouble walking due to the huntingtons disease taking over the body and not allowing the gross motor skills work as they should.
2. Becoming overweigne due to not being able to exercise due to the Huntingtons disease.

2d)

As this question has the command verb 'to what extent,' it is expected that the response will be balanced if it is to be awarded MB3, although very strong one-sided responses may also make MB3.

MB1 is awarded to the example below as, although some points made are accurate, they are not relevant to the demands of the question

Sarah's mum is increasingly unable to look after herself and may need to move into sheltered housing.

(d) To what extent does later adulthood lead to a decrease in social and physical activity? (10)

Later adulthood can make you feel isolated from everyone around you as everyone has their lives to live meaning they don't have much time. Retirement can decrease social and activity because you're no longer in a routine meaning you don't see people everyday. It can affect you socially as you won't have the money to go places and do things because of having less income.

Positively it can affect you socially because having low income means you'll have to walk more places which is ^{more} exercise and you get a chance to meet new people. It can socially be positive ~~ette~~ as in care homes they are around people everyday so they won't be alone or bored.

10

P 5 9 9 6 4 R A 0 1 0 2 0

However if she's away from her family she might find it hard to get comfortable in her surroundings leaving her to feel very unsettled, and feeling alone.

Example below is more detailed and is awarded MB2.

Sarah's mum is increasingly unable to look after herself and may need to move into sheltered housing.

(d) To what extent does later adulthood lead to a decrease in social and physical activity?

(10)

Later adulthood may lead to a decrease in social activity because as an elderly person there may be complications and risks they might face meaning they are unable to go out as much. For example it is harder to go out and meet up with friends meaning they don't receive visitors or go and visit others which can make them feel lonely and socially isolated. However, other people in later adulthood take this opportunity to go out and do more things like travelling and signing up to different clubs as they have a lot of spare time on their hands, so there can be an increase or decrease in social activity. Later adulthood may lead to a decrease in physical activity as an elderly person may find it difficult to move about or travel long distances which can affect their day to day life which includes things such as shopping, cleaning etc. On the other hand some elderly people may feel like they want their physical development to increase so they take up Zumba or exercise classes for their age group which can also help with

10



their social activity.

The fact that Sarah's mum is unable to look after herself means there will be a decrease in her physical activity so other people will have to help with her day to day life. However because she is being moved to sheltered housing she can make new friends which is a positive impact for her social activity.

Example below accurately utilises theories with appropriate examples and is awarded MB3

Sarah's mum is increasingly unable to look after herself and may need to move into sheltered housing.

(d) To what extent does later adulthood lead to a decrease in social and physical activity?

[10]

Some people believe later adulthood leads to a decrease in social and physical activity. The social disengagement theory states that older people withdraw from society and no longer play an active role. ~~The~~ It states that this is a natural part of ageing as older people become more individual. This theory suggest that as people get older, they naturally prefer to keep themselves separate from society. This leads to them being alone which decreases their social and physical activity.

The decrease in social and physical activity in later adulthood is also caused by a decline in health. Some older people experience osteoarthritis which causes physical activity to be very painful as cartilage is worn down and bony outgrowths appear. This leads to a decline in physical activity as it's painful. Another reason for a decline in physical activity is that older people are more prone to cardiovascular

disease. The arteries become narrower as fat are laid down in them. Blood vessels lose elasticity which raises the blood pressure and puts more strain on the heart. This leads to a decrease in physical activity as it's dangerous. Social activity also decrease as poor health restricts travel opportunities as mobility is difficult.

On the other hand, some people believe in the activity theory. This states that older people still have an active role in society as their psychological and social needs remain the same. They stay ^{physically} active by ~~joining clubs or~~ taking on new hobbies such as gardening. This keeps them active and keeps their bodies healthy. They may also join local clubs or charities which positively impacts their social activity.

People in later adulthood ~~also~~ can also access places further away through free public transport. This means they can visit family, friends and join other clubs that aren't local, this positively effects social activity.

In conclusion, the social disengagement theory states later adulthood leads to a decrease in social and physical activity, whereas activity theory states it increases or remains the same.



2e) A balanced but limited response that just makes it into MB2

1e) To what extent can stress be positive for health and wellbeing?

(10)

Feeling stressed has positive and negative effects on individuals health and wellbeing. Stress would help encourage someone to keep going and that it will not last forever. If someone had a perfect life up until they face a situation that's stressful they may feel as though they can't cope at all. So stress makes people stronger and feel ~~more~~ more confident when dealing with difficult situations.

On the other hand, stress has very negative ^{impacts} on individuals health. If someone feels stressed they may lack sleep at night. My friend because Sarah has two people that are very dependant on her she needs to be energised to look after them. No sleep would mean that she will feel weak and tired. Stress also

12



causes the loss of concentration. If Sarah can't concentrate at work she may make faults and be at risk of losing her job consequently leading to more financial stress.

To conclude, stress has more negative impacts than positive showing that it's inevitable at times but should be avoided if possible. Sarah should seek support for her mother so she can relax more and fill her time with job and new baby.

This example is one sided but concise and accurate and therefore moves into MB2

Sarah has been promoted at work, she is struggling to manage her professional responsibilities whilst caring for her mother and her newborn baby.

(e) To what extent can stress be positive for health and wellbeing? (10)

Stress can be positive for health and well being to a certain extent because Sarah may begin to feel really motivated as she knows that her mom is relying on her as well as her new born baby. This could be positive for her well being as she may become motivated and dedicated to work as she knows she is the main support for her mom and her baby. Also, the fact that she is stressed could be positive for her as she may begin to feel the pressure so she will keep on top of everything she has to do instead of letting everything slip.

No rewardable material is evident below

Sarah has been promoted at work, she is struggling to manage her professional responsibilities whilst caring for her mother and her newborn baby.

(e) To what extent can stress be positive for health and wellbeing?

(10)

Stress could be positive for health and well-being because it increases the amount of independence for Sarah and her brain will be working a lot harder.

Another positive effect could be that Sarah will constantly be occupied meaning she does not have to think much about the requirements and she will hardly ever be bored.

A stronger, balanced answer that makes it to the top end of MB2

Sarah has been promoted at work, she is struggling to manage her professional responsibilities whilst caring for her mother and her newborn baby.

(a) To what extent can stress be positive for health and wellbeing?

(10)

Stress can be a positive thing for health and wellbeing as it can push you to do well or do more. This can make you feel better about yourself after as you know that stress makes you work harder which in turn gives you a greater outcome.

Stress can also be positive as it can make you work harder and faster to get you out of that mindset and no longer feel stressed. This makes you feel good after as all the stress is gone and you can just relax.

On the other hand, stress is bad for you as it can cause high blood pressure. This puts stress on your heart and can lead to you having to take medication. This can lead to many other cardiovascular problems and make you more poorly.

Another negative of stress is it can upset

you sleep. This will not be good for Sarah as she will be tired from ~~her~~ looking after her baby and even more tired due to stress. Being tired will also affect Sarah's performance at work which will not be good as she has just been promoted. Sarah's self-esteem may decrease due to feeling tired and feeling as though she isn't good enough at work.

Stress can also make you irritable which will not be good for Sarah when she is taking care of her mother. Her mother may feel as though she is the problem even though she isn't.

Overall, I believe that stress can be a good thing for a little while but in the end you can ~~too~~ become very ill and end up in a worse position than you were before. So, I believe that stress has many more negative effects than positive.

(Total for Question 2 = 30 marks)

3a)

Many answers failed to score full marks due to absent or inappropriate expansions.

2 marks for the example below—as the second description is given without due context.

review.html

Sarah's 79-year-old mum, Anita, is now living in sheltered accommodation. Sarah has noticed a decline in Anita's ability to remember things.

3 (a) Describe the effects of **two** physical changes that may occur in later adulthood. (4)

1 LOSS OF SKIN ELASTICALLY
meaning the SKIN IS UNABLE
to hold and forms wrinkles
as they grow older.

2 Older people are also
more at risk of falling.
This can have a huge
impact on an elderly's life
as they will need to
be much more careful
as it could cause
harm to them.

The answer below scores zero.

Sarah's 79-year-old mum, Anita, is now living in sheltered accommodation. Sarah has noticed a decline in Anita's ability to remember things.

3 (a) Describe the effects of **two** physical changes that may occur in later adulthood.

(4)

1 one physical change could be the menopause, the menopause usually comes in in middle or later adult hood which is basically the end of womens periods.

2 Another change could be a persons appearance, there skin may be more wrinkled and there hair may become more grey leaving there appearance physically changed.

3b) 4 marks for below as only two expanded examples refer to self concept - the point regarding stress is accurate but not related to self concept.

NEW HOBBIES.

(b) Discuss how moving into sheltered accommodation may affect Anita's self-concept.

(6)

Self-concept - is how you see and feel about your self.

Anita might have a low self-concept and might think that she's useless and is left alone that's why she is in a sheltered accommodation.

She might not have any sense of belonging and might feel all alone due to not having her family around her.

She might feel very stressed because she was sad to leave but might not be able to explain others how she feels.

Last but not least, she might feel ~~hard~~ proud of her self for overcoming her problems and settling in and ~~is~~ taken up new hobbies, she might see her ~~self~~ self as a strong lady.



Marks were awarded for the references to self-concept, again. generic references e.g. 'sadness' etc were not awarded marks.

Anita has settled in well in her new sheltered accommodation. Anita was sad to leave her previous home but has been mixing with the new residents and taken up new hobbies.

(b) Discuss how moving into sheltered accommodation may affect Anita's self-concept. (6)

Self concept is how an individual feels and see about themselves and how they see themselves.

Anita's self concept may be very positive as she has made new friends and is socialising on a day to day basis which she ~~is~~ ^{was} not doing when living alone. This could make her feel very confident which means her self concept is positive. It may make her feel happy and very content with herself.

On the other hand, she was sad to leave her last home, which means she may miss the environment she was in and this may cause her to feel upset which means she may not socialise as much.



3c)

In the example below there is repetition of the same point without the construction of a valid argument. Consequently, this response is awarded MB1.

Sarah is responsible for many important clients in her job. She is now working some weekends, as well as long hours during the week.

Sarah's sister has been diagnosed with coronary heart disease. Sarah is worried that she may also develop coronary heart disease.

(c) Evaluate how the stress-diathesis model may be used to explain the importance of inherited characteristics for health and wellbeing.

(16)

The stress diathesis model may be used to explain the importance of inherited characteristics for health and wellbeing.

The stress diathesis model explains how life events cause stress and how it links to genetic vulnerability. Her sister is diagnosed with it so she might be too as they have the same genetics and an inherited disease is a life event.

Sarah may not be able to concentrate at work as she is worried about her sister and is worried about if she could get the same disease.

Sarah ~~is~~ could be feeling stress due to the life event that has happened. She might be feeling upset as it is unpredictable and she ~~might~~ never thought that this would

happen.

She could disengage herself from others as she ~~was~~ ~~the~~ might be trying not to be a burden to anyone because she's upset. The stress diathesis model explains how a life event could change how someone lives their life.

The stress Diathesis model does explain the importance of inherited characteristics for health and wellbeing, because it talks about a life event and how stressed Sarah is feeling from it.

The example below is stronger and makes it into MB2.

she may also develop coronary heart disease.

(c) Evaluate how the stress-diathesis model may be used to explain the importance of inherited characteristics for health and wellbeing.

(10)

The stress-diathesis model suggests that both genetic factors and environmental factors affect the development of conditions in life. For example, Sarah is predisposed for coronary heart disease as her sister has it. Furthermore, she works long hours throughout the entire week and has very little leisure time to relax. These environmental stresses could trigger the condition to begin, therefore having a massive impact on her health.

However, this model does not explain the development of conditions that occur without a stressor, and it is also not clear on what one is. This is due to stress being subjective, and what may trigger the condition for one person may not for another.

Furthermore, a person's life choices may not at all affect the inherited characteristics. However, there is a proven correlation between the two. If two people are predisposed to developing cancer, one with poor lifestyle choices that smokes will be more likely of developing the condition.

3d)

A clear, but basic answer that is awarded MB1

Sarah and Timothy have been struggling in their relationship and have decided to seek a divorce.

Joshua, who is now 11 years old, is living with his father. Joshua is struggling to concentrate on his work at school.

(d) To what extent can family dysfunction influence individual health and wellbeing? (10)

Family dysfunction can affect a child emotionally as they may struggle to form a close bond with both parents despite seeing them both.

In some situations parents favourite children and as a result it might make other siblings feel less wanted.

However for Joshua may prefer to have them not together as this means less arguments between the two parents.

A short, but more balanced answer that progresses into MB2

core/review.html

Joshua, who is now 11 years old, is living with his father. Joshua is struggling to concentrate on his work at school.

(d) To what extent can family dysfunction influence individual health and wellbeing? (10)

Family dysfunction can cause high stress, and a child of divorced parents may start to feel more isolated, it could also cause a child to become anxious and stressed because they feel as though they have to choose between their parents. However it could also have a positive effect on an individual, this is because if someone was in an abusive or relationship or one with high tension then a divorce or break up will make everyone feel less stressed. ~~He~~ Joshua is feeling anxious and stressed as he cannot concentrate in school. It could also be high stress for Timothy as he won't see his mother as much, this could lead to a tense relationship between him and his mother.

Good example of an answer that is one sided to the extent that it doesn't manage to progress from MB2.

Sarah and Timothy have been struggling in their relationship and have decided to seek a divorce.

Joshua, who is now 11 years old, is living with his father. Joshua is struggling to concentrate on his work at school.

(d) To what extent can family dysfunction influence individual health and wellbeing? (10)

A dysfunctional family can have detrimental effects on an individual's health and wellbeing.

Physically a dysfunctional family can expose the child to violence and abuse which the child can pick up and follow as suggested by Banduras theory of social learning. A child can repeat actions that he has seen or had ~~the~~ inflicted on themselves as children learn through imitation and this can be explained through Banduras experiment with the Bobo doll. This has negative effects on the child's development as they can experience physical not only physical abuse but deprivation and malnutrition from being treated harshly.

Intellectual a child may not be able to attend school or focus because of ~~in~~ their family life at home. Dysfunctional families don't provide the calm ~~and~~ happy environment that can allow a child to ~~under~~ revise or learn at home and this can ~~cause~~ result in bad grades at school.



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.
- Candidates should carefully read each question and be precise in their responses. If physical health is referred to in the question, do not mention any other aspects of development e.g the impact of genetic disposition on an individual's self-concept is irrelevant if the question asks for the physical impact.
- Brevity and accuracy are especially important in the responses to the 'Identify' questions where an extended discussion/description is not required for full marks. For example, if a question asks for an identification of 'the average age of mothers at the birth of their first child', a simple response of 28.8 will suffice for full marks. The learner does not need to write 'the average age of mothers at the birth of their first child is...'
- The overall structure of the candidate's response should be based on the command word in the question, e.g. Identify does not require any expansion of a point (and some candidates provided extensive information that was not required for 'identify' questions, especially question 2a regarding predictable life events in later adulthood) but the command verb 'explain' will require an expansion.
- To what extent, evaluate and assess are command verbs that will generally require a balanced argument to gain the highest marks, although a very strongly argued one sided answer with relevant depth and detail may also enable a learner to access level 3.
- Repeating the stem of the question, or knowledge presented in the stem, will not gain any marks. The question scenario is there to enable you to demonstrate your ability to apply your knowledge and understanding.

- Candidates should aim to utilise appropriate theorists when required and compare and contrast these theorists to expand the evaluation aspects of their responses. However, the theories must be linked directly to the scenario under discussion. A detailed explanation of a theory e.g. A page long description of the experiments used by Piaget, without accurate application or links to the demands of the question - as in question 1e, with regards to schemas- will not score any marks.



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