



Mark Scheme (Results)

January 2021

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

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BTEC Level 3 - Health and Social Care - Unit 1

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Question Number	Answer	Mark
1 (a)(i)	Award one mark for each correct identification. 16-24 Accept any appropriate wording, e.g. sixteen to twenty four.	1
1 (a)(ii)	Award one mark for each correct identification. 65-74 Accept any appropriate wording, e.g. sixty five to seventy four.	1

Question Number	Answer	Mark
1 (b)	Award one mark for each identification and one additional mark for each appropriate expansion, up to a maximum of four marks. Predictable events: Attending school (1) these are events that are expected to happen at a particular time (1) Unpredictable events: Redundancy (1) these are events that happen unexpectedly (1) Accept any appropriate alternatives.	4

Question Number	Answer	Mark
1 (c)	Award one mark for identification and one additional mark for appropriate linked expansion, up to a maximum of four marks. <ul style="list-style-type: none"> • Will need to develop skills of managing own money/budgeting (1) as she will have to pay her rent/bills (1) • Will need to develop time management skills (1) will have to complete her essays/assignments for university (1) • Develop cooking/home management skills (1) will have to cook/clean for herself (1) • Lacks support she is used to at home (1) loses confidence to do things by herself (1) Accept any appropriate alternatives.	4

Question Number	Answer	Mark
1 (d)	<p>Award up to two marks for each descriptive point and one additional mark for each appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Self-esteem could be raised (1) due to feeling that she is finally completing her education (1) • If she struggles with the course, Laura's self-image could be negatively affected (1) due to seeing herself as being a failing student (1) • Self-esteem/image could improve as family and friends' perception of Laura could be affected positively (1) due to her taking positive steps to improve her life chances (1) <p>Accept any appropriate alternatives.</p>	4

Question Number	Answer	Mark
1 (e)	<p>Award one mark for each descriptive point, up to a maximum of six marks.</p> <p>The stages of schema formation may be referenced</p> <p>When a child's experience matches what they understand they are in a state of equilibrium (1)</p> <p>If they come across a new situation or task that they do not understand, Piaget called this disequilibrium (1).</p> <p>To enable understanding, Piaget suggested that new information is added to a current schema (assimilation) (1)</p> <p>or the schema is a changed, or a new one is developed to improve understanding of the task (accommodation) (1)</p> <ul style="list-style-type: none"> • A schema describes a pattern of thought that organises information (1) • A schema is a mental concept that informs a person about what to expect from a variety of experiences and situations (1) • Piaget viewed schemas as the basic unit or building block of intelligent behaviour (1) • • A schema describes a pattern of thought or behaviour that organises categories of information and the relationships among them (1), e.g. understanding that all 	6

	<p>blue cars are not 'daddy's car ' just because daddy's car is blue, but belongs to the category 'cars'</p> <ul style="list-style-type: none"> • It can be described as a mental structure of preconceived ideas, a framework representing some aspect of the world (1), e.g. a horse is large, has hair, four legs, and a tail. When encountering a cow for the first time, a child might initially call it a horse • A child sees a pony. If an adult explains to a child that the animal is actually a very small type of horse, the child must at this time modify her existing schema for horses (1). They now realise that while some horses are very large animals, others can be very small. Through new experiences, existing schemas are modified, and new information is learned. 	
Accept any other valid response.		

Question Number	Indicative content	Mark
1 (f)	<p>Refer to the specific marking guidance</p> <p>Answers may focus on the following:</p> <ul style="list-style-type: none"> • Tests of conservation and egocentrism and how Piaget's model may explain children's thoughts and actions, e.g.' Ages and stages' model • The sensorimotor stage, from birth to age 2 • The preoperational stage, from age 2 to about age 7 • The concrete operational stage, from age 7 to 11 • The formal operational stage, which begins in adolescence and spans into adulthood <p>Weaknesses</p> <ul style="list-style-type: none"> • Based his research on a limited population in a specific geographical area • Vygotsky and Bruner would rather not talk about stages at all, preferring to see development as a continuous process • Vygotsky and Bruner would rather not talk about stages at all, preferring to see development as a continuous process • Others have queried the age ranges of the stages. Some studies have shown that progress to the formal operational stage is not guaranteed. For example, Keating (1979) reported that 40-60% of college students fail at formal operation tasks, and Dasen 	10

	<p>(1994) states that only one-third of adults ever reach the formal operational stage.</p> <ul style="list-style-type: none"> Because Piaget concentrated on the universal stages of cognitive development and biological maturation, he failed to consider the effect that the social setting (Bandura) and culture may have on cognitive development. 	
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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
0	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions Few of the points made will be relevant to the context in the question Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported
2	4-6	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions Some of the points made will be relevant to the context in the question, but the link will not always be clear Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported
3	7-10	<ul style="list-style-type: none"> Demonstrates mostly accurate and thorough/detailed knowledge and understanding Most of the points made will be relevant to the context in the question, and there will be clear links Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported

Question Number	Answer	Mark
2 (a)	<p>Award one mark for each of the following, up to a maximum of two marks.</p> <ul style="list-style-type: none"> Adolescence (9–18 years) 	2

	<ul style="list-style-type: none"> • Early adulthood (19–45 years) <p>Accept any appropriate wording, e.g. nineteen to forty five years.</p>	
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Question Number	Answer	Mark
2 (b)	<p>Award one mark for each identification to a maximum of two and one additional mark for each appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Playing with word games, e.g. puzzles (1) develops their language/reading skills (1) • Playing helps to nurture imagination (1) develops problem-solving skills (1) • Singing nursery rhymes, e.g. three blind mice (1) can develop numeracy (1) <p>Answers may refer to types of play e.g. Solo play, co-operative play These should be accurately explained and linked to intellectual development</p> <p>Accept any appropriate alternatives.</p>	4

Question Number	Answer	Mark
2 (c)	<p>Award one mark for each identification to a maximum of two and one additional mark for each appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Sex hormones are responsible for stimulating secondary sexual development (puberty) (1) • Oestrogen (1) causes eggs to mature in ovaries (1) • Testosterone (1) stimulates sperm production in males (1) <p>Other hormones involved in the menstrual cycle include:</p> <ul style="list-style-type: none"> • Follicle stimulating hormone (1) causing maturation of an egg in the ovary (1) • Luteinising hormone (1) stimulating the release of the egg (1) • Oestrogen/progesterone (1) are involved in maintaining the uterus lining (1) • When these reproductive hormones do not work as they should, fertility problems can occur (1) <p>Accept any appropriate alternatives.</p>	4

Question Number	Indicative content	Mark
2 (d)	<p>Refer to the specific marking guidance. Answers may refer to the following.</p> <ul style="list-style-type: none"> Financial resources/cultural capital, e.g. extra-curricular activities limited Friendship groups/family contact – cost of travel limits interaction Physical development – impacted by poor diet Mental health and wellbeing – low self-esteem if they do not have designer clothes, etc. <p>Counter arguments:</p> <ul style="list-style-type: none"> Emotional development equally important – may not bond if parents are continually working Genetic factors – can inherit disease regardless of economic factors Happiness not directly linked to economic factors <p>PIES:</p> <ul style="list-style-type: none"> Physical development - impact on diet, limited opportunities to take up sporting hobbies, for example swimming lessons, football clubs and ballet lessons Intellectual development - financial impact on education, toys, opportunities for hobbies Emotional development - impact on mental health, self-esteem - comparing themselves to other children Social development - financial impact of not being able to afford social events with friends and family, for example birthday parties 	10
<p>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*.</p>		
Level	Mark	Descriptor
0	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions Few of the points made will be relevant to the context in the question Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported
2	4-6	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions

		<ul style="list-style-type: none"> Some of the points made will be relevant to the context in the question, but the link will not always be clear Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported
3	7-10	<ul style="list-style-type: none"> Demonstrates mostly accurate and thorough/detailed knowledge and understanding Most of the points made will be relevant to the context in the question, and there will be clear links Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported

Question Number	Indicative content	Mark
2 (e)	<p>Indicative content should focus on the nature/nurture argument and may include reference to:</p> <p>Key principles of Gesell's maturation theory:</p> <ul style="list-style-type: none"> Children develop through similar and predictable sequences. However, Gesell noticed that they did so at their own pace, and suggested this development starts to occur before the child's birth The pace that the individual develops through the sequence is influenced by innate factors, such as physical and mental development and genetics He disagreed with theorists who suggested that development was solely down to environmental factors If a child experienced delayed development that, according to Gesell, would be due to heredity A child should only be taught to complete tasks when they are physically and mentally ready to do so. Teaching a child to do something that is in advance of their developmental age would cause them harm Can share similarities with some of Chomsky's work <p>Criticisms of Gesell:</p> <ul style="list-style-type: none"> Piaget and Bandura argue that the child is influenced more by the environment they live in More recent research has suggested that Gesell's milestones are incorrect. We now know that babies can follow moving objects at an earlier age than Gesell thought Gesell only used white, middle-class parents and their children in his sample, so it was not representative <p>Accept any appropriate alternatives.</p>	10

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
0	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported
2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported
3	7-10	<ul style="list-style-type: none"> • 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

Question Number	Answer	Mark
3 (a)	<p>A maximum of two marks can be awarded for each point identified accurately and expanded with a link to its impact on the individual, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Skin loses elasticity (1) leads to 'wrinkles' (do not accept wrinkles without qualification) (1) • Muscles lose flexibility/strength (1) mobility diminishes (1) • Senses, e.g. hearing or vision decline (1) leading to difficulties reading/communicating (1) • Immune system weakens (1) increased risk of contracting 	4

	infections (1) Reward any appropriate alternatives.	
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Question Number	Answer	Mark
3 (b)	<p>A maximum of three marks can be awarded for each point identified accurately and expanded with a link to its impact on the individual, up to a maximum of six marks.</p> <p>Answers may include 3 x 2 marks or 2 x 3 marks.</p> <ul style="list-style-type: none"> • The brain is capable of producing new brain cells at any age (1) so significant memory loss is not an inevitable result of ageing (1) • Crystallised intelligence (long-term memory)/some mental abilities are largely unaffected by normal ageing (1) ability to do the things always done and continue to do often, e.g. play the piano (1) can clearly remember significant life events, e.g. starting school (1) • Fluid intelligence (short-term memory) may decline (1) can combat this by; joining a book group/playing chess or bridge/writing own life story/doing crosswords, Sudoku or jigsaw puzzles (1). <p>Do not accept generic answers that refer to the development of Alzheimer's or Dementia</p> <p>Reward any appropriate illustrative examples.</p>	6

Question Number	Indicative content	Mark
3 (c)	<p>Negative</p> <ul style="list-style-type: none"> • Financial cost to society/increased taxes • Cost of pensions • Increased care facilities • Strain on hospitals/housing <p>Positive</p> <ul style="list-style-type: none"> • People living longer healthier lives – friends/families benefit • People working longer and contributing to society (tax) or via volunteering • Help younger people with childcare, etc. • Sharing wisdom/experiences with younger people <p>Reward any appropriate illustrative examples.</p>	10

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2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported
3	7-10	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported

Question Number	Indicative content	Mark
3 (d)	<p>Physical</p> <ul style="list-style-type: none"> • Will be active and be able to maintain fitness and control potential weight gain • May be exhausted by the schedule of care and full-time work – could lead to increased stress levels <p>Intellectual</p> <ul style="list-style-type: none"> • May not have time to learn new things she is interested in for work or pursue her hobbies <p>Emotional</p> <ul style="list-style-type: none"> • Increased sense of self-esteem due to increased responsibilities 	10

	<ul style="list-style-type: none"> • May feel that she cannot cope and lower her self-image as she sees herself as an inadequate daughter <p>Social factors</p> <ul style="list-style-type: none"> • Spending quality time with her mother • May not have time to mix with her own friends and may lose contact with them <p>Reward any appropriate illustrative examples.</p>	
<p>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*.</p>		
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