



Mark Scheme (Results)

January 2014

NQF BTEC Level 1/Level 2 Firsts in
Health and Social Care

Unit 1: Human Lifespan Development
(20544E)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2014

Publications Code BF037896

All the material in this publication is copyright

© Pearson Education Ltd 2014

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme.
- Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)	<p>LeShaun – Middle adulthood (1)</p> <p>Craig – Infancy (1)</p> <p>Bekka – Early adulthood (1)</p> <p style="text-align: right;">3 x 1</p>	(3)

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

Question Number	Answer	Mark
1(b)(ii)	<p>Award one mark for correct identification of each gross motor skill which Craig and Callum will be developing, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Crawling (1) • walking (1) • running (1) • climbing (1) • controlling muscles (1) • balancing (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(b)(iii)	<p>Award one mark for correct identification of a physical feature Craig and Callum will have in common:</p> <ul style="list-style-type: none"> • eye colour (1) • hair colour (1) • face, nose, ears, eye, shape (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
1(c)(i)	<p>Award one mark for correct definition of 'bonding'.</p> <ul style="list-style-type: none"> The process of forming a close attachment between a parent/carer and a child. <p>Accept any appropriate alternatives.</p> <p>Do not accept 'it's where a parent bonds with a child'.</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
1(c)(ii)	<p>Award one mark for each correct identification of an activity which could help Yvette to bond with Craig and Callum, up to a maximum of two marks:</p> <ul style="list-style-type: none"> play games with them (1) read them stories at bedtime (1) cuddle them when they are upset (1) take them out on trips and visits (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(d)(i)	<p>Award one mark for correct identification of a change Yvette may experience when passing through the menopause, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> hot flushes (1) irregular periods (1) weight gain (1) anxiety (1) fatigue (1) insomnia (1) irritable moods/depression (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(d)(ii)	<p>Award one mark for correct identification of expected life event, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • starting school/being in school/leaving education (1) • moving house/location (1) • entering and being in employment (1) • living with a partner/marriage/civil ceremony • parenthood (1) • retirement (1). <p>Accept any appropriate alternatives.</p> <p>Do not accept menopause.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(e)	<p>Award one mark for correct identification of a positive effect of high levels of income for the development of Craig and Callum.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • Able to spend money on games/materials (1) which might promote their intellectual development (1). • Will be able to send the boys to a private nursery (1) where they will receive enhanced educational opportunities (1). • The family may be able to afford a nanny, (1) provides a consistent approach to care (which links to most areas of development) (1). • Yvette and LeShaun may be able to afford to take time off work (1) which may help the boys' emotional development/attachment (1). • Can afford to buy a better quality/variety of food (1) which would promote physical growth and development (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p> <p>Award one mark for correct identification of a negative effect of high levels of income for the development of Craig and Callum.</p> <p>Award one mark for correct justification/elaboration.</p> <ul style="list-style-type: none"> • The boys may feel they can have anything they want (1) which means they become spoilt and may affect their relationships (1). • As they boys can have what they want (1) they may not learn that they need to work hard to succeed in life (1). • LeShaun and Yvette may spend a lot of time at work (1) and this may mean the boys feel alone and not wanted (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	(8)

Question Number	Answer	Mark
2(a)(i)	<p>Award one mark for correct identification of benefits of house sharing for young people, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • can split the costs/bills (1) • can share the work load and responsibility of looking after a house (1) • good way to start an independent life (1) • always someone to chat to so not lonely • may make new close friends (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(a)(ii)	<p>Award one mark for a correct negative effect on Stuart of moving away from home, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • he could be lonely without his family (1) • he may have difficulty managing his money (1) • he could behave irresponsibly (1) • being away from his family could reduce his self-esteem (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(b)(i)	<p>Award one mark for correct definition of 'Formal support' and one mark for correct definition of 'Informal support'.</p> <ul style="list-style-type: none"> • Formal support comes from people who are skilled and trained to do their job (1). • Informal support is from people who are usually family and friends who are not necessarily trained and skilled (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(b)(ii)	<p>Award one mark for correct identification of each way Stuarts' family could help him feel less isolated, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • visit him on a regular basis (1) • keep in contact by phone/text/email (1) • chat to him about his feelings (1) • invite him home regularly (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(b)(iii)	<p>Award one mark for correct identification of each way being at university may affect Stuart's development.</p> <p>Award one mark for each correct justification/elaboration.</p> <ul style="list-style-type: none"> • He will gain qualifications (1) and have better job prospects (1). • Could lose contacts with his old friends (1) this could lead to him losing social skills, because he is not interacting with people (1) • Might make new friends (1) this could develop his communication skills as he will have to speak to more people (1). • He will learn new knowledge and skills/ways of thinking (1) which means he will become better at problem solving and better able to cope with unfamiliar challenges (1). • Develops confidence (1) which could raise his self-esteem (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Answer	Mark
2 (c) (i)	<p>Award one mark for correct definition of 'self-image'.</p> <ul style="list-style-type: none"> • How a person sees themselves. <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
2 (c) (ii)	<p>Award one mark for correct identification of one way in which being a doctor may give Ria a positive self image, and one mark for a valid expansion or explanation, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Doctors are highly qualified professionals (1). Ria sees herself as important/valued (1). • Doctors make a positive difference in people's lives (1). Ria will have job satisfaction from helping people (1). <p>When awarding marks, examiners are asked to ensure that each mark is for a different response. Learners who repeat information in the response will not achieve any marks for the duplication.</p> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2 (d) (i)	<p>Award one mark for correct definition of 'role model'.</p> <ul style="list-style-type: none"> • A person who sets an example for someone else. <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 1</p>	(1)

Question Number	Answer	Mark
2 (d) (ii)	<p>Award one mark for each correct identification of benefit of close friendship for emotional development, up to a maximum of two.</p> <p>Award one mark for each correct justification/elaboration.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • One can confide in close friends (1) which means that you would be able to cope with problems with their support (1). • Close friends may socialise together (1) which means they share good times and this can lead to happiness and contentment (1). • Having close friends helps people learn how to share their own feelings (1) which help people become emotionally mature (1). • Having close friends makes a person feel valued and needed (1) which can lead to good self-esteem (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1 2 x 1</p>	(4)

Question Number	Indicative content	Mark
2 (e)	<p>Positive impact of starting a family for the development of Will and his relationship with Ria:</p> <ul style="list-style-type: none"> • likely to feel happy and content together • will may become closer to Ria through planning their family • creates a more positive self-image for Will • improves Will's self-esteem • sees himself as part of a family unit • being a father may build Will's self-confidence • the impact of being a stay-at-home dad. <p>Negative impact of starting a family for Will's development and his relationship with Ria:</p> <ul style="list-style-type: none"> • he may feel that he has lost his independence • he may feel that he has lost his identity • he might feel jealous of Ria's attention to the baby • he may find family life difficult to adapt to • he may not go out as much socialising as he did before • he may find fatherhood very stressful • the financial impact of starting a family • the impact of being a stay-at-home dad • could argue more as they face new challenges • may lose contact with his own personal friends as he spends more time at home • may feel they now have more responsibilities and stress than before • could feel tied down and trapped. <p>Accept any appropriate alternatives.</p>	(8)
Level	Marks	Descriptors
	0	<ul style="list-style-type: none"> • No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Limited assessment of the impact of starting a family on Will's development or the impact on his relationship with Ria. • The response focuses on either on the positive or negative effect of starting a family for Will's development and his relationship with Ria. • Limited reference made to different aspects of Will's development and his relationship with Ria.
2	4-6	<ul style="list-style-type: none"> • Some assessment of either the impact of starting a family on Will's development and his relationship with Ria related to the question stem. • The response focuses more on one aspect of the starting a family and its impact but the response is mostly balanced and there is evidence of understanding and development of ideas although not sustained throughout the response. • Some relevant references to different aspects of Will's development and his relationship with Ria.
3	7-8	<ul style="list-style-type: none"> • Coherent assessment of the impact of starting a family on Will's development and relationship with Ria relating to the question stem throughout. • The response is a balanced consideration of Will's development and his relationship with Ria. Clear understanding and development of ideas are sustained throughout the response. • Detailed references are made to selected aspects of Will's development and his relationship with Ria.

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

