



# Mark Scheme (Results)

June 2014

BTEC Level 1/Level 2 First in Health  
and Social Care

Unit 1: Human Lifespan Development  
(20544E)

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## **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)            | Almas – Adolescence<br>Ahmet – Early childhood<br>Childhood<br><b>2 x 1</b> | <b>(2)</b> |

| Question Number | Answer                                       | Mark       |
|-----------------|--|------------|
| 1(b)            | B (Intellectual development)<br><b>1 x 1</b> | <b>(1)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 1(c)(i)         | Award one mark for correct identification of each gross motor skill which Ahmet might develop through playing football, up to a maximum of two marks.<br><br>Any two from: <ul style="list-style-type: none"> <li>• running (1)</li> <li>• walking (1)</li> <li>• throwing (1)</li> <li>• kicking (1)</li> <li>• jumping (1)</li> <li>• catching/picking up (1)</li> </ul> Accept any appropriate alternatives.<br><b>2 x 1</b> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 1(c)(ii)        | <ul style="list-style-type: none"> <li>• play that involves interaction with another child/person</li> <li>• playing with other children/people</li> </ul> Accept alternative wording/phrasing.<br><b>1 x 1</b> | <b>(1)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 1(c)(iii)       | <p>Award one mark for correct identification of each benefit of play for social development, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• meet new people (1)</li> <li>• make friends (1)</li> <li>• builds friendships (1)</li> <li>• strengthen existing friendships (1)</li> <li>• teamwork (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 1(d)(i)         | <p>Award one mark for correct identification of each physical change which only happens to girls, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• growth of breasts (1)</li> <li>• menstruation/period begins (1)</li> <li>• hips widen (1)</li> <li>• ovulation (1)</li> </ul> <p>Accept any appropriate alternatives. Accept answers that include colloquial/slang terms.</p> <p><b>Do not</b> accept any answers that are not gender specific.</p> <p style="text-align: right;"><b>2 x 1</b></p> <p>Award one mark for correct identification of each physical change which only happens to boys, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• growth of penis (1)</li> <li>• growth of testicles (1)</li> <li>• production of sperm (1)</li> <li>• lower voice/voice breaks (1)</li> <li>• facial hair (1)</li> <li>• growth of larynx/Adam's Apple (1)</li> <li>• muscles develop (1)</li> </ul> <p>Accept any appropriate alternatives. Accept answers that include colloquial/slang terms.</p> <p><b>Do not</b> accept any answers that are not gender specific.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(4)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 1(d)(ii)        | <p>Award one mark for correct identification of a physical change which happens to both girls and boys.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• change in body shape (1)</li> <li>• growth of body hair (1)</li> <li>• growth of pubic hair (1)</li> <li>• change in height/growth spurt (1)</li> <li>• acne (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>1 x 1</b></p> | <b>(1)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 1(d)(iii)       | <p>Award one mark for each benefit for Almas's emotional development of having close friends, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• contentment/happiness (1)</li> <li>• someone to talk to (1)</li> <li>• builds self-esteem (1)</li> <li>• increased confidence (1)</li> <li>• improved self-image (1)</li> <li>• feelings of security/support (1)</li> <li>• companionship/company (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 1(e)            | <p>Award one mark for identification of a <b>positive</b> effect and one mark for justification/elaboration (up to a maximum of 4 marks)</p> <ul style="list-style-type: none"> <li>• Ahmet is able to spend more time with his father (1) which means they might develop a closer relationship (1).</li> <li>• Ahmet may develop a stronger attachment with his father (1) which might help build Ahmet's self-esteem (1).</li> <li>• Ahmet may be able to play games like football with his dad (1) which might help his physical development (1).</li> <li>• Ahmet's dad will have more time to take him to clubs and social events (1) which means he meets new people (1)</li> </ul> <p>Answers must relate to Ahmet's development. They <b>must not</b> relate to his father's development only.</p> <p style="text-align: right;"><b>2 x 1</b><br/><b>2 x 1</b></p> <p>Award one mark for identification of a <b>negative</b> effect and one mark for justification/elaboration (up to a maximum of 4 marks)</p> <ul style="list-style-type: none"> <li>• Not being able to afford food and necessities(1) may affect Ahmet's physical development (1)</li> <li>• Not being able to afford trips (1) may affect Ahmet's social development (1)</li> <li>• Not being able to afford books/toys etc (1) may affect Ahmet's intellectual development (1)</li> <li>• Lack of resources/opportunities (1) may affect Ahmet's emotional development (1)</li> <li>• Ahmet's father may be stressed as he is not working (1) and he might be short tempered which might affect the quality of his relationship with Ahmet (1)</li> <li>• The family may have to move home as they cannot pay the mortgage or rent (1) and this might mean Ahmet loses his friends (1).</li> <li>• Ahmet's dad may be spending all his time looking for a new job (1) which might mean Ahmet feels left out and alone, lowering his self esteem (1).</li> </ul> <p>Answers must relate to Ahmet's development. They <b>must not</b> relate to his father's development only.</p> <p>Accept role model provided a reason is given, but</p> | <b>(8)</b> |



|  |   |  |
|--|---|--|
|  | <p>don't accept role model on its own.<br/>Each factor can only be awarded once.<br/>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b><br/><b>2 x 1</b></p> |  |
|--|---|--|

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 2(a)            | <p>Award one mark for each benefit for Tom of working part time, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• provides Tom with extra income (1)</li> <li>• continues to see his work colleagues (1)</li> <li>• gives Tom a sense of purpose (1)</li> <li>• stimulates Tom's brain (1)</li> <li>• increased time for friends/family/hobbies (1)</li> <li>• reduction in stress (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p><b>Do not</b> accept keeping fit</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 2(b)(i)         | <p>Award one mark for a correct definition of self-esteem.</p> <p>How much a person likes/accepts/values themselves as a person.</p> <p>Response may relate to value/self-worth.</p> <p>Accept any appropriate alternatives.</p> <p><b>Do not</b> accept how a person sees themselves. Must not relate to self-image.</p> <p><b>Do not</b> accept 'how you feel about yourself'.</p> <p style="text-align: right;"><b>1 x 1</b></p> | <b>(1)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 2(b)(ii)        | <p>Award one mark for correct identification of a sign of the ageing process, up to a maximum of two marks.</p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Loss of muscle tone (1)</li> <li>• Hair loss (1)</li> <li>• Loss of strength (1)</li> <li>• Loss of mobility (1)</li> <li>• Loss of fine motor skills (1)</li> <li>• Loss of skin elasticity (1)</li> <li>• Reduction of bone density (1)</li> <li>• Decrease of height (1)</li> <li>• Affect on memory and recall (1)</li> <li>• Sensory loss/reduction (1)</li> <li>• Loss/reduction of hearing (1)</li> <li>• Loss/reduction of eyesight (1)</li> <li>• Loss/reduction of touch (1)</li> <li>• Loss/reduction of taste (1)</li> <li>• Loss/reduction of smell (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p>Do not accept wrinkles, grey hair or osteoporosis.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 2(c)(i)         | <p>Award two marks for correct identification of the difference between 'expected' and 'unexpected' life events</p> <ul style="list-style-type: none"> <li>• An expected life event is something you know is going to happen/you can plan/prepare for (1) whereas an unexpected life event is something which you do not know is going to happen/you cannot plan/prepare for (1)</li> </ul> <p>Accept any appropriate alternatives. <b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 2(c)(ii)        | <p>Award one mark for correct identification of unexpected life events, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• accident or specific examples (1)</li> <li>• injury or specific examples (1)</li> <li>• disease, illness or specific examples (1)</li> <li>• unexpected bereavement (1)</li> <li>• unplanned pregnancy (1)</li> <li>• relationship breakdown (1)</li> <li>• becoming a victim of crime (1)</li> <li>• imprisonment (1)</li> <li>• promotion (1)</li> <li>• redundancy (1)</li> <li>• being made unemployed (1)</li> <li>• becoming homeless (1)</li> <li>• exclusion from school (1)</li> <li>• sudden wealth or specific examples (1)</li> <li>• dropping out of education (1)</li> </ul> <p>Accept any other appropriate examples.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 2(d)(i)         | <p>Award one mark for correct identification of each way Tom could help Elsie come to terms with her sister's death, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• talk to her about her feelings (1)</li> <li>• be there for Elsie and listen when she wants to talk (1)</li> <li>• keep her busy so it takes her mind off her sister's death (1)</li> <li>• encourage her to go to bereavement counselling or other formal support (1)</li> </ul> <p>Accept any appropriate alternative.</p> <p><b>Do not</b> accept answers about practical help. Eg. Housework.</p> <p style="text-align: right;"><b>2 x 1</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 2(d)(ii)        | <p>Award one mark for correct identification of each effect of Elsie's sister's death on her development and one mark for a valid extension or explanation.</p> <p>Award one mark for each correct justification/elaboration.</p> <ul style="list-style-type: none"> <li>• Improve her relationship with Tom (1) as she chats to him about how she feels (1)</li> <li>• becomes lonely (1) as she may not go out as much/could lose contact with her friends (1)</li> <li>• Might feel closer to her friends (1) as she spends more time with them (1)</li> <li>• Could become depressed or down (1) as she finds the death of her sister hard to handle (1)</li> <li>• Unable able to focus on tasks/jobs (1) as she is preoccupied thinking about her sister's death (1)</li> <li>• Might stop eating (1) which could make her feel weak and tired (1)</li> <li>• Elsie might spend time thinking about her own future (1) and decide to live life to the full (1)</li> <li>• Self-esteem may drop (1) as she feels old because her sister has died (1)</li> <li>• Emotional trauma (1) causes lack of self-care (1)</li> <li>• Isolates herself (1) as she's not able to express her feelings (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b><br/><b>2 x 1</b></p> | <b>(4)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 2(e)            | <p>Award one mark for each correct identification of how helping at the local primary school could affect Elsie's intellectual development (up to a maximum of 2 marks).</p> <p>Award one mark for each correct justification/elaboration (up to a maximum of 2 marks).</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Takes part in school activities (1) which keeps her mind active (1)</li> <li>• Meets people to talk with (1) which gets her to think about what is happening around her(1)</li> <li>• Sharing experiences (1) which helps her to maintain her reflection skills (1)</li> <li>• Learning new ways to teach reading (1) will broaden her knowledge (1)</li> <li>• Gives her ideas of things to do with her grandchildren (1) by keeping up-to-date with current children's literature (1)</li> </ul> <p>Accept any appropriate alternatives.</p> <p style="text-align: right;"><b>2 x 1</b><br/><b>2 x 1</b></p> | <b>(4)</b> |

| Question Number | Indicative content   | Mark   |
|-----------------|--|--|
| 2(f)            | <p><b>Impact of moving:</b></p> <ul style="list-style-type: none"> <li>• less domestic work/maintenance</li> <li>• cheaper to run and bills may be lower</li> <li>- more money may lead to improved quality of life</li> <li>• Tom and Elsie may have less personal space to themselves</li> <li>• may feel happier in a new smaller home as they are more able to manage their house</li> <li>• a bungalow is one level which may be physically easier as they grow older</li> <li>• may feel safer in a bungalow as they are at less risk of accidents as there are no stairs</li> <li>• fewer rooms so family/or friends cannot stay</li> <li>• unfamiliar environment/smaller/fewer rooms/less space</li> <li>• loss of friends</li> <li>• possibility of making new friends</li> <li>• stressful/expensive to move house.</li> </ul> <p><b>Impact on Tom and Elsie’s relationships with their family:</b></p> <ul style="list-style-type: none"> <li>• may find it hard to keep in touch with family</li> <li>• may not be as close to their family as they were emotionally</li> <li>• may feel isolated from their family</li> <li>• may bring the family closer together as there is a need to arrange to meet up regularly/extended visits</li> <li>• may not see as much of their grandchildren and miss them.</li> </ul> <p>Accept any appropriate alternatives, including answers which describe opposite points as long as they’re justified.</p> | <b>(8)</b>   |
| Level           | Marks  | Descriptors  |
|                 | <b>0</b>   | <ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>  |
| <b>1</b>        | <b>1-3</b>   | <ul style="list-style-type: none"> <li>• Limited assessment of either the impact of moving, or the impact on their relationships, on Tom and Elsie.</li> <li>• The response focuses on either the impact of moving, or on their relationships with their family.</li> <li>• Limited reference made to different aspects of Tom and Elsie’s development and their relationships.</li> </ul>   |
| <b>2</b>        | <b>4-6</b>   | <ul style="list-style-type: none"> <li>• Some assessment of either the impact of moving, or the impact on their relationships, on Tom and Elsie’s development and their relationships related to the question stem.</li> <li>• The response focuses more on one aspect of the impact of moving on Tom and Elsie, but the response is mostly balanced and there is evidence of understanding and development of ideas, although not sustained throughout the</li> </ul> |

|          |            |  |
|----------|------------|--|
|          |            | <p>response.</p> <ul style="list-style-type: none"> <li>Some relevant references to different aspects of Tom and Elsie's development and their relationships.</li> </ul>   |
| <b>3</b> | <b>7-8</b> | <ul style="list-style-type: none"> <li>Coherent assessment of the impact of moving on Tom and Elsie's development and relationships relating to the question stem throughout. <b><i>ctd next page</i></b></li> <li>The response is a balanced consideration of Tom and Elsie's development and relationships. Clear understanding and development of ideas are sustained throughout the response.</li> <li>Detailed references are made to selected aspects of Tom and Elsie's development and relationships.</li> </ul> |

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