



Mark Scheme

June 2018

Pearson BTEC Level 3 - Health and
Social Care

Unit 1: Human Lifespan Development
(31490H)



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June 2018

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Unit 1: Human Lifespan Development – marking grid

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.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

BTEC Next Generation Mark Scheme
Health and Social Care Unit 1 Human Lifespan Development

Question Number	Answer	Marks
1 a)	<p>Award one mark for each, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Middle adulthood (1) • Adolescence (1) 	2

Question Number	Answer	Marks
1 b)	<p>Award one mark for each physical aspect identified up to four marks.</p> <p>Any aspects related to the development of secondary sexual characteristics, e.g.</p> <ul style="list-style-type: none"> • Breasts (1). • Menstrual cycle/period (1). • Hips widen (1). • Relatively more body fat (1). • Growth of body hair (pubic hair/axillary/underarm hair) (1). • Oily skin (1). • Acne spots (1). • Increase in height/weight (1). • Change in hormones (1). • Release of eggs/ovulation (1). • Growth of female reproductive organs (1). <p>Accept any other appropriate answers.</p> <p>Do not accept puberty or growth spurt.</p>	4

Question Number	Answer	Mark
1 c)	<p>Award one mark for identification of positive peer pressure and one additional mark for appropriate expansion up to four marks.</p> <ul style="list-style-type: none"> • Which may encourage her to work harder (1) and therefore she will receive better grades (1). • Influence towards a positive approach to lifestyle (1) to improve health and wellbeing e.g. diet/exercise (1) • To partake in hobbies/activities/social groups (1) to improve opportunities of socialising (1) • Good role models may inspire her (1) so she does not get involved in risk taking behavior e.g illegal drugs (1). • Supportive relationships increases confidence/self-esteem (1) ability to succeed at university/living independently (1). • Positive examples of coping with the transition to independent living and university life (1) so she can manage her finances (1). <p>Accept any other appropriate alternatives.</p>	4

Question Number	Answer	Marks
1 d)	<p>Award one mark for each linked descriptive point e.g appropriate culture, religion or belief. Two for diet and two for medical, up to a maximum of four marks.</p> <p>Diet</p> <ul style="list-style-type: none"> • Jewish/Muslim (1) – not eating pork (1). • Vegan (1) – won't eat any animal products (1). • Catholic cultures (1) – accept drinking alcohol (1). • Religious festivals, e.g. Ramadan (1) – people fast (1). • Certain religions/groups believe that animals are sacred/unclean/shouldn't be harmed (1) therefore do not eat meat (1). <p>Medical</p> <ul style="list-style-type: none"> • Jehovah's Witness (1) – may refuse medical assistance (1). • Muslim women (1) may seek only female medical assistance (1). • Certain religions/groups believe in the healing power of prayer/herbal remedies (1) therefore do not seek formal medical attention (1). <p>Accept any appropriate alternatives.</p>	4

Question Number	Answer	Marks
1 e)	<p>Award up to three marks for accurate identification of effects and up to five marks for expansion to a total of six marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Self-concept could be improved (1). Due to feeling that she is finally fulfilling her potential (1). Is now viewed as a successful person (1). Will have gained formal qualifications (1) Inspire her to attempt other challenges in life (1) and will now see herself as a positive role model (1). • Family and friends' perception could be affected positively (1) due to her taking positive steps to improve herself (1). <p>Accept any other valid response.</p>	6

Question number	Indicative content	
1 (f)	<p>Negative</p> <ul style="list-style-type: none"> • Stress/low self-esteem – may turn to alcohol/smoking. • Lack of exercise. • Cannot afford to join a gym /cannot attend exercise classes as may need to work. • Poor diet due to lack of money. • Used to having cheaper meals high in fat, salt and sugar. • Have few opportunities to socialise due to low income. <p>Positive</p> <ul style="list-style-type: none"> • May learn to budget and be proud of ability to cope. • Gain knowledge of producing a healthy diet on a low income and boost self-esteem. • Will focus on studies to ensure that she can get good grades and a well-paying job in the future leading to a positive self-concept. • Gets more exercise because she does not have enough money for public transport or a car. <p>Accept any other valid response.</p>	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information. • Conclusions may be presented, are likely to be generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way. • Response lacks clarity and fails to provide an adequate answer to the question.
Level 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.

		<ul style="list-style-type: none"> • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
Level 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	Marks
2 (a)	<p>Award one mark for the following up to a maximum of two marks.</p> <p>i] 8.7%</p> <p>ii] 7.5%</p> <p>Accept any alternative wording that correctly identifies the required information.</p>	2

Question Number	Answer	Marks
2 (b)	<p>Award a maximum of two marks for each point fully and accurately expanded with a link to its impact on the individual to a maximum of four marks.</p> <ul style="list-style-type: none"> • Increases her sense of belonging (1) and purpose/self-concept (1). • Boosts her happiness (1) increased socialisation opportunities (1). • Reduce stress (1) help with studies (1). • Improves her self-worth (1) [and] help her cope with traumas/such as divorce, serious illness, job loss or the death of a loved one (1). Different • Feeling wanted by friends (1) will boost confidence (1). • Extended friendship group with differing hobbies (1) will lead to opportunities to improve health and wellbeing (1). • Positive support from friends (1) will help cope with the effects of bullying (1). <p>Accept any appropriate alternatives.</p>	4

Question Number	Answer	Marks
2 (c)	<p data-bbox="400 271 1187 371">Award a maximum of two marks for each point fully and accurately expanded with a link to its impact on the individual to a maximum of four marks.</p> <ul data-bbox="400 405 1225 618" style="list-style-type: none"><li data-bbox="400 405 1225 472">• Will learn new skills (1) take responsibility for her clients in the salon (1).<li data-bbox="400 472 1225 539">• Will earn money (1) be able to buy herself things, e.g. clothes (1).<li data-bbox="400 539 1225 618">• Will not need to depend on parents as much (1) will feel mature and in control of own life (1). <p data-bbox="400 651 943 685">Accept any appropriate alternatives.</p>	4

Question number	Indicative content	
2 (d)	<p>Positive</p> <ul style="list-style-type: none"> • May adopt new hobbies, e.g. golf/University of 3rd Age leading to improved physical or intellectual capacity. • More time to travel/holidays. • More time to visit friends/family / improved levels of fulfillment and happiness. • Spend time volunteering in local community/improved levels of self-worth. <p>Negative</p> <ul style="list-style-type: none"> • Lose sense of identity/low self-esteem. • Drink alcohol more frequently/not exercise. • Lack intellectual stimulation/ lose work friends. • Relationship problems due to spending too much time together. <p>Reward any appropriate illustrative examples from source material or learner's own knowledge.</p>	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information. • Conclusions may be presented, are likely to be generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way. • Response lacks clarity and fails to provide an adequate answer to the question.
Level 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.

Level 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.
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Question number	Indicative content
2 (e)	<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/social care. <p>Positive</p> <ul style="list-style-type: none"> • People living longer, healthier lives. • People working longer and contributing to society. • Help younger people with childcare etc. <p>Reward any appropriate illustrative examples from source material or learner's own knowledge.</p>

Mark scheme (award up to 10 marks) refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information. • Conclusions may be presented, are likely to be generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way. • Response lacks clarity and fails to provide an adequate answer to the question.
Level 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.
Level 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

		<p>supported judgement/judgements being made.</p> <ul style="list-style-type: none"> • 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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Question Number	Answer	Mark
3 (a)	<ul style="list-style-type: none"> • Sitting up (1) • Standing (1) • Cruising (1) • Walking (1) 	4

Question Number	Answer	Mark
3 (b)	<p>Award one mark for correctly identifying schemas and one mark for each point/example/expansion accurately stated up to a maximum of six marks.</p> <p>A schema describes a pattern of thought or behaviour (1) that organises categories of information and the relationships among them (1).</p> <p>A mental structure of preconceived ideas (1) a framework representing some aspect of the world (1) or a system of organising and perceiving new information (1).</p> <p>E.g. Understanding that all red cars are not 'daddy's car' just because daddy's car is red (1) but belongs to the category 'cars' (1).</p> <p>A summary of stages of developing schemas is also acceptable;</p> <p>Outline of assimilation (1) Outline of accommodation (1) Outline of disequilibrium (1) Outline of equilibrium (1) For each appropriate linked example (1).</p> <p>Accept any appropriate alternatives.</p>	6

Question number	Indicative content	
3 (c)	<ul style="list-style-type: none"> • 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. • Test of conservation is discussed with, e.g., water experiment. • Egocentrism discussed e.g. mountains experiment. • Object permanence, e.g. peek-a-boo. <p>Reward any appropriate illustrative examples.</p>	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Justification likely to consist of basic description of information. • Conclusions may be presented, are likely to be generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way. • Response lacks clarity and fails to provide an adequate answer to the question.
Level 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. • Justification is presented leading to conclusions but some may be lacking support. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
Level 3	7-10	<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 justification 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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Question number	Indicative content	
3 (d)	<p>Thomas Holmes and Richard Rahe decided to study whether or not stress contributes to illness. They surveyed more than 5,000 medical patients and asked them to say whether they had experienced any of a series of 43 life events in the previous two years.</p> <p>Each event, called a Life Change Unit (LCU), had a different "weight" for stress. The more events the patient added up, the higher the score. The higher the score, and the larger the weight of each event, the more likely the patient was to become ill.</p> <p>Relevant life changes may include recent marriage, change in job status, young child.</p> <p>Negative effects</p> <ul style="list-style-type: none"> • Depression and anxiety. • Pain of any kind. • Sleep problems. • Autoimmune diseases. • Digestive problems. • Skin conditions, such as eczema. • Heart disease. • Weight problems. • Reproductive issues. • Thinking and memory problems. <p>Positive</p> <ul style="list-style-type: none"> • Some stress can be positive if short-lived. • A moderate level of stress makes us perform better in situations such as job interviews or public speaking. • Stressful situations can also be exhilarating and some people actually thrive on the excitement that comes with dangerous sports or other high-risk activities. <p>1 mark for a partial explanation.</p> <p>Reward any appropriate illustrative examples.</p>	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.

Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
Level 3	7-10	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.

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