

L3 Lead Examiner Report 1901

Summer 2019

**L3 Qualification in Health and
Social Care**

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

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Grade Boundaries

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 candidates receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure candidates 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 candidates if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	24	36	48	61

Introduction

The 2019 Summer 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 very similar to those recorded for the previous paper.

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 can

draw on 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 for each question- was used in this paper, 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 and are becoming more familiar with the structure 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 any marks. Moreover, doing so occupies time that candidates who do not complete the paper may utilise more to their advantage. Consequently, tutors may wish to discourage this practise 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 answers are included after the discussion below.

1a) This was a well answered question. Mistakes were generally made when learners confused gross with fine motor skills. It is vital that learners read the question.

Some learners answered with generic responses e.g. 'Climbing', without an accurate expansion that linked this to the age of the child (e.g. Climbing on furniture) and, subsequently, were not awarded a mark.

1b) Fine motor skills must be specific e.g. 'undressing' without mentioning buttons, or 'can pick things' up were not awarded marks

1c) There was a lot of confusion regarding primary sexual characteristics, which were frequently conflated with secondary sexual characteristics. Two simple identifications of primary sexual characteristics were acceptable for full marks e.g. Penis (1) Vagina (1)

Incorrectly, menstruation and puberty were also frequently included as secondary sexual characteristics.

1d) A religion should be mentioned in the answer for full marks e.g. Hindus may be vegetarian (1) so may be less likely to get cancer as they do not eat red meat (1)

Eats halal food/not eating some meats did not score a mark unless linked to a positive outcome e.g. Less likely to get infections associated with pork (1)

Vegetarian, so does not eat meat, was a fairly common response, but scored 0 marks unless it was linked to a religion.

1e) This was a generally well answered question. However, for time management issues, learners should be guided towards not repeating the stem.

1f) Many learners did not appear to be familiar with Chomsky's theories and the stronger learners, who were familiar with the theory, frequently produced one sided responses without a critique or balance and were therefore restricted to the middle of the mark bands.

A nature/nurture response to this question was also acceptable and many learners produced excellent variations of this type of response.

Some learners referred to the stages of play/Piaget – these areas must be implicitly linked to the development of language in order to gain marks.

2a) A well answered question, however, some learners misread the requirements of the question and repeated the statistics for the highest/lowest areas without identifying the areas and subsequently scored 0 marks for this part of the question.

If the answers mentioned the numbers as a percentage (554,306%) they were not awarded marks as this is incorrect.

2b) Weaker learners frequently produced inaccurate/vague expansions that did not score marks.

For example, breathing in chemicals can cause heart attacks (0 marks)/pollution blackens your lungs (0 marks).

A common, correct response was: Pollution from cars may damage your Immune system (1)
Leading to increased chest infections (1)

2c) Generally another well answered question. Some answers veered away from self-concept and focussed on issues such as depression/anxiety.

If these answers are not related back to how an individual will feel about themselves or see themselves, then, even if the response is an accurate observation, they will score no marks.

2d) Stronger learners focussed on a range of unpredictable life events e.g. Divorce, redundancy or prison with a good expansion, often related to PIES.

Generic answers that merely stated that unpredictable life events are negative etc without links to actual life events – even though these answers were sometimes quite long- struggled to move beyond MB1

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

Stronger answers explored the positives e.g. Support for dementia/ rotas of activities/expansion of social opportunities/multi-disciplinary support which may not be available at home and subsequently moved on to MB3.

Stronger learners have also frequently included references to activity/disengagement theory, although these are not necessary to be awarded MB3

3a) Well answered question by many learners with clear links to public transport issues e.g. Cost/ due to remote location and difficulties in getting time off work to attend appointments.

Not driving so can't attend (without appropriate expansion e.g. cannot access/pay for public transport/may struggle to walk as pregnant) was not awarded marks as this is repeating the stem.

3b) Well answered question generally. Weaker learners often provided inaccurate information/expansions e.g. Mum taking drugs can lead to 'bad air' for the baby which scores no marks.

Foetal alcohol syndrome was a frequent response, often accurately expanded and there were many different, but accurate, expansions to this issue.

There were a few mentions of positive lifestyle choices e.g. Diet/exercise, and these were awarded marks if accurate.

3c) Quite a poorly answered question with few learners moving on to the positive aspects of increased income. Some repetition in longer answers, which restricted these to MB1, in spite of their length.

Some of the more concise responses from the stronger learners made it into MB2 and it appears that timing issues may have started to impact on the weaker learners by this stage of the exam.

3d)

Some reasonable answers focussing on friendship and relationships in adulthood which were often one sided and placed in MB2, but several learners, quite correctly, answered the question in relation to Bowlby/Ainsworths' theories of bonding attachment.

Both lines of response are accurate.

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 the 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:

Level 1 (0-3 marks):

- 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

Level 2 (4-6 marks):

- 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

Level 3 (7-10 marks):

- 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

Summary

- 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 pollution on an individual's self-concept.
- 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.
- Brevity and accuracy are especially important in the responses to the 'Identify' questions where extended discussion/description is not required for full marks. For example, if a question asks for an identification of Primary Sexual Characteristics, a simple response of Penis/Vagina will suffice for full marks. The learner does not need to write 'a primary sexual characteristic 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) but 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 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 the response. 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 Bandura/Chomsky, without accurate application or links to the scenario or question, will not gain marks beyond Level 1.

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 answers below are incorrect.

It is vital that the learner reads the question accurately.

Answer ALL questions. Write your answers in the spaces provided.

The Khan family lives in a large house in London. Tanzilla has been married to her husband, Amir, for 15 years.

They have three children, Aisha who is 10 years old, Asif who is six years old and Munira who is two years old. Amir's mother, Zainab, also lives in the house.

Munira has been walking without assistance since she was 14 months old.

1 (a) Identify **two** gross motor skills that Munira would have developed before she began to walk. (2)

1 Talking

2 And how to use her strength in her arms

Answer ALL questions. Write your answers in the spaces provided.

The Khan family lives in a large house in London. Tanzilla has been married to her husband, Amir, for 15 years.

They have three children, Aisha who is 10 years old, Asif who is six years old and Munira who is two years old. Amir's mother, Zainab, also lives in the house.

Munira has been walking without assistance since she was 14 months old.

1 (a) Identify **two** gross motor skills that Munira would have developed before she began to walk. (2)

1 one gross motor skill Munira would have developed is learning to use her spines muscles for the correct thing is grabbing picking up objects

2 Another gross motor skill Munira would have developed is grasp things in her fists. learning being able to hold her head movements by herself.

The example below score full marks.

Answer ALL questions. Write your answers in the spaces provided.

The Khan family lives in a large house in London. Tanzilla has been married to her husband, Amir, for 15 years.

They have three children, Aisha who is 10 years old, Asif who is six years old and Munira who is two years old. Amir's mother, Zainab, also lives in the house.

Munira has been walking without assistance since she was 14 months old.

- 1 (a) Identify **two** gross motor skills that Munira would have developed before she began to walk.

(2)

1 The ability to sit up

2 Roll over.

1b)

The answer below is typical of the stronger learners, concise and accurate.

(b) Describe how Munira's fine motor skills may have developed by the age of two years.

(4)

Munira may have started to develop the use of holding a pen or a pencil and putting it to paper by two years of age. She may be able to use tools and play with them through the use of her fingers. She also will be able to hold a bottle by the time she is two years of age, she will do this by using the smaller muscles in her ^{hand} and conditioning the strength in her fingers.

The answer below, whilst correctly identifying one fine motor skill, is too generic for full marks e.g. undressing (without accurate expansion e.g. undoing buttons) the answer also moves on to areas of intellectual development, which does not score marks.

(b) Describe how Munira's fine motor skills may have developed by the age of two years.

(4)

By the age of 2 Munira should be able to hold a pencil, however she won't learn how to write her name until around the age of 4. Munira should also be able to get herself dressed and undressed.

1c)

Stronger candidates correctly and succinctly identified relevant examples, as below.

Primary sexual characteristics	
1	vagina
2	penis / testes
Secondary sexual characteristics	
1	breasts breasts will begin to grow.
2	both genders Both genders will get growth of pubic hair

Weaker candidates (as below) generally did not provide accurate answers for their identifications of primary sexual characteristics and frequently confused secondary sexual characteristics (some weaker learners answered puberty) and subsequently failed to score more than one or two marks.

(c) Identify **two** primary and **two** secondary sexual characteristics. (4)

Primary sexual characteristics

1. Growth of breast

2. ~~Crossing~~ widening of hips

Secondary sexual characteristics

1. Pubic hair growth

2. ~~Sex~~ menstruation

Primary sexual characteristics

1. Not fully matured.

2. Her hips will begin to widen as she enters the adolescence life stage

Secondary sexual characteristics

1. At the life stage of adolescence Aisha will be very mature, because she is going through puberty.

2. Aisha can decide things for herself now that she is almost ~~now~~ a teenager

1c)

Stronger answers, such as below, clearly linked all parts of their response to the demands of the question.

<https://uk.pearsonopen.com/epen-score/score.html#>

1 Having a religion can lead to a healthy nutritional diet because of certain beliefs you may have due to religion. For example in Islam you are not permitted to consume pork or alcohol, and meats must be 'halal'. This means that muslims tend to stay away from meat

2 Religion such as Christianity can have a positive impact on diet because instead of wasting money to go out to restaurants and eat sugary, fatty, unhealthy foods. Money is given to charity and instead food is home-cooked which means less unhealthy substances can be added and a more balanced diet can be maintained. Even cooking for religious gatherings means that healthier food is made to make sure everyone is nutritioned well.

unless it is 'halal'. This has a positive impact because eating less meat means there is less fat and oils in your diet. which often cause weight gain.

Weaker candidates produced vague and sometimes repeated answers in a slightly different format (as below) which failed to explicitly answer the question and subsequently failed to score more than two marks.

(d) Describe **two** ways an individual's religion may positively impact on their diet.

(4)

can positively impact ~~because~~ on diet
because some Hindus are vegetarian
which may result in healthier food
options, such as fruit and vegetable
in their diet.

it can also impact positively because
~~that~~ some Hindus don't eat ~~the~~ some
meats which may also improve the
health style.

1e)

In this question, many of the stronger learners scored full marks with 3 clear and relevant examples, as below.

<https://uk.pearsonopen.com/epen-score/score.html>

(e) Explain three effects on confidence, health and motivation of speaking very little English. (6)

1. By Zainab not speaking much English it can lower her self-esteem and self-concept as she feels she cannot communicate with others and feels embarrassed that others will judge her abilities. So her social activity is decreased as she may have too much anxiety to communicate with people. Therefore,
2. Although ~~the~~ speaking little English can have a positive effect because it can boost her confidence and motivate her to learn more English. Possibly even learning English academically with a tutor. This would allow her to socialise more. Also stimulate her brain and lower
3. By speaking little English she may not wish to attend the doctors or dentist as she thinks they won't be able to help her if they can't understand her. So she could develop illnesses by not being checked. Also when buying foods she may not understand what foods are healthy and how to cook them which can lead to a poor diet and lifestyle. She may not go out as much and this can lead to isolation and building a sense of worthlessness. Even causing symptoms of depression and stress.

Weaker candidates often produced lengthy but sometimes inaccurate responses that lacked relevancy and subsequently dropped marks (as below).

Amir's mother, Zainab, speaks very little English. She lacks the confidence to socialise in the local community or leave home unaccompanied.

(e) Explain **three** effects on Zainab's health and wellbeing of speaking very little English.

1 She may feel isolated and alone when ⁽⁶⁾ not in the company of her family who she can talk to.

2 She will become withdrawn and lack the motivation required to help her past her issue.

3 Can become depressed, which will ~~add~~ harm her self-image and self-esteem. her personal hygiene could also suffer as a result.

1f)

This was the first of the longer format questions in the paper and was generally well answered by the stronger learners. Below is a good example of a response that makes accurate references to theories and is placed in Level 3.

Munira (two years old) attends a playgroup every morning and is very popular with the other children. Munira is quickly developing her language skills.

Equality of
marks (1) To what extent are social and environmental factors the most important influence in the development of language in children? *→ Chomsky - language is pre-determined (10)*

Social factors can influence the development of language in different ways, as those around you, such as parents, siblings, friends and so on, impact your development. Friends relationships mainly impact this, as most are the people who will be closest to you + have the most influence on language development. Parents one way parents have an influence on this, is through the way they communicate with you, and their own education level. A parent who went to university is not always poorer, but is more likely to communicate better and teach their child more than a parent who didn't finish their education and is unemployed.

Friends also have a huge influence on all types of development, especially language; peer influence can impact the way an individual speaks and the vocabulary they use, although it may be unintentional. Some may do it purposely, to fit in with their peers and follow trends. For example, if a child sees another child using bad language, they may also choose to repeat the language to fit in with them; but theory is used by Bandura.

Factors such as, the area an individual lives in, the school they go to, facilities they are offered etc. can be environmental factors which

~~Environment~~ influence language; the area ^{and} facilities surrounding are key important and impact on language development hugely, as a child who lives in a deprived area which a lack of playground, libraries, activity centres and more, are most likely going to be less developed in language than those children who live in an area where these facilities are offered, as it is a gateway for the children to socialise and learn from one another. Another factor is school, which can also hugely effect language development, through peers, teachers and the curriculum.

On the other hand, Chomsky believed that language development is influenced by either of these factors, but not is biologically 'pre-programmed'; he believed that a child will naturally learn language when the 'switch' turns on, however many argue that his theory is inaccurate as it doesn't explain those ~~with~~ with disabilities + other problems.

1f) Some weaker candidates (as below) showed some understanding of the question but a failure to appropriately expand on the points raised means that the answers -in spite of their length, as below- were awarded the lower end of the mark bands.

(f) To what extent are social and environmental factors the most important influence in the development of language in children?

(10)

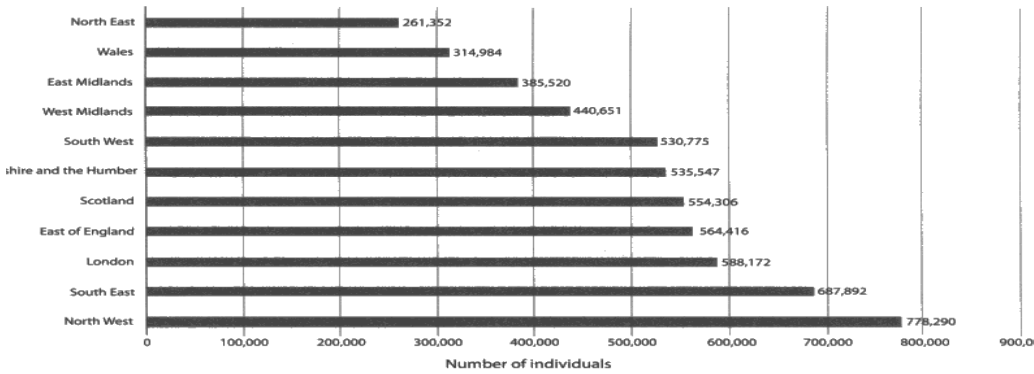
To an extent, social and ~~an~~ environmental factors are the most important influence in the development of language. Children pick up on the language that others use around them, so for example if a child lives in an area which people use jargon, ~~the~~ then the child is most likely going to use jargon in their own vocabulary. However, Noam Chomsky would argue against this, as he believes children are born ~~was~~ with a language acquisition device in their brains. The ~~the~~ 'LAD' means that children already have vocabulary from the moment they are born which gives them an understanding of what others are saying. This would mean that in his belief social and ~~an~~ environmental factors have very little ~~an~~ influence on the way in which children develop their language. But, this would not account for accents. Accents are not pre-programmed into a child's brain which therefore

brought up in will affect how they talk, ~~in~~ from their accent to the actual language they use. ~~Skinner~~^{Bandura} also contradicts Noam's theory as he believes that children's actions are formed from what they have seen/heard. In his social experiment he had 3 different groups of children shown 3 different things/actions. He then ~~is~~ observed the children while they carried out the same actions that they were shown which suggests that their social and environmental ~~factors~~ factors influenced their decision on how to behave. This is the same concept but instead of an 'action' being performed and it being imitated, language is being heard and imitated by the children therefore, social and environmental factors do have an important influence on the language development of children.

2a)

It is important that the weaker candidates maximise their marks in questions such as these. The learner below misunderstands the question and subsequently drops a mark.

Number of individuals with asthma in Great Britain in 2015, by region



(Source: Asthma UK © Statista 2017)

(a) Using the data from the graph, identify:

(i) the number of people who have asthma in London and in Scotland (1)

London 588,172

Scotland 554,306

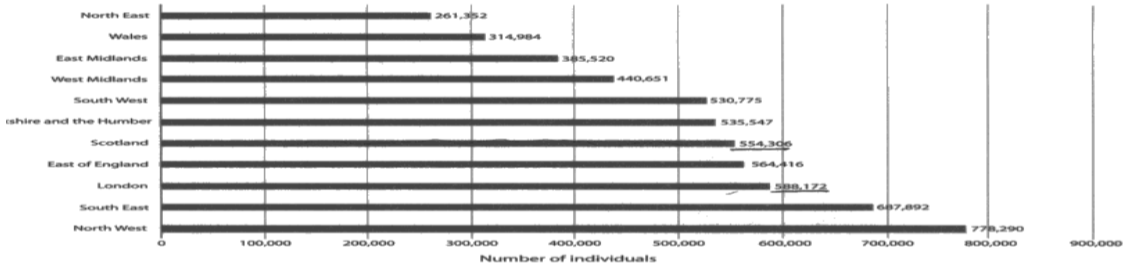
(ii) the areas with the highest and lowest number of people with asthma. (1)

Highest ~~261~~ 778,290

Lowest 261,352

The response below scored full marks.

Number of individuals with asthma in Great Britain in 2015, by region



(Source: Asthma UK © Statista 2017)

(a) Using the data from the graph, identify:

(i) the number of people who have asthma in London and in Scotland (1)

London 588,172

Scotland 554,306

(ii) the areas with the highest and lowest number of people with asthma. (1)

Highest North West

Lowest North east

2b)

Weaker candidates frequently included irrelevant information and did not provide relevant expansions, as below.

Due to her asthma, Aisha has to regularly use an asthma inhaler.

(b) Outline **two** possible effects of air pollution on physical health other than asthma.

(4)

Due to the constant inhaling of pollution, the body's immune system may lower result in being weaker making Aisha more prone to getting an illness.

Air pollution can also blacken the lungs. This makes your breathing more unnatural and can cause serious physical effects like cystic fibrosis.

Stronger learners (as below) provided two accurate and relevant responses.

Due to her asthma, Aisha has to regularly use an asthma inhaler.

(b) Outline **two** possible effects of air pollution on physical health other than asthma.

(4)

1 One possible effect of air pollution on physical health other than asthma could be heart disease this could be because of all the different fumes in the air that may enter the blood and the heart.

2 Another possible effect is lung cancer. This is because of the toxic chemicals that are released into the air and into someone's lungs. This has an effect on the individual's breathing and if it gets worse it can lead to death.

2c)

Stronger candidates accurately utilised the information in the stem and drew appropriate and relevant conclusions with regards to self concept (as below).

Amir has unexpectedly been made redundant from his job as a gardener and is struggling financially.

(c) Explain **two** ways that unemployment can impact negatively on an individual's self-concept.

(4)

1. Economic loss ^{may} lead to Amir having to give up physical fitness he enjoys, such as his gym membership. This means that he will be preventing any physical development which can lead to him feeling worthless and a decrease in his self-esteem.

2. ~~Economic loss~~ ^{Redundancy in itself} can lead to feelings of worthlessness and self-pity. Self-concept is the way you think others perceive you, so you would feel they think low of you because they made you redundant and that would reflect in Amir's self-esteem.

Weaker candidates failed to engage with the question and produced generic answers (as below).

Amir has unexpectedly been made redundant from his job as a gardener and is struggling financially.

(c) Explain **two** ways that unemployment can impact negatively on an individual's self-concept.

1. A person may feel as if they no longer have a role in life, meaning that they may begin to feel lost and useless which may lead to the development of anxiety or depression.

2. A person's confidence may also be knocked down if they feel ashamed or embarrassed about being unemployed. Again this could lead to depression/anxiety or other mental illnesses.

2d)

Below is an excellent example of how a clear structure to the answer enhances the opportunity for the learner to access Level 3. A clear and balanced response is evident in this example.

independant.

After losing his job, Amir has decided to go back to college and retrain as an electrician.

(d) Evaluate the impact of unpredictable life events on an individual's development. (10)

(pie's)

Unpredictable life events, are those scenarios that are not predicted to happen. They include imprisonment, redundancy or divorce. These events can impact on an individuals development physically, intellectually, emotionally and socially.

For example, being divorce^d can make a person ~~feel~~^{have} low self esteem as they dont have anyone to talk to and they may become isolated. However, a person also can become more independant making their self esteem increase. Physically, being divorced means that an individual stays at home. This can have an impact on them as they lack exercise meaning a higher risk of joint~~s~~ and spinal issues. Furthermore, intellectually an individual may find that they are having negative thoughts which emotionally means their self esteem is low. If an

12

individual has low self-esteem then this could mean they refuse to go out with friends or family, increasing anxiety, depression and social isolation.

Unpredictable life events can impact an individual's development short term. For example as a result of a family/friends being imprisoned, it can make the individual feel withdrawn from socialising, depressed or anxious. Whereas long term a person may become homeless which therefore can lead to self-harm or suicide.

As a result of unpredictable life events, they can also mean a person can become independent and learn skills themselves. They also can get time to take up new hobbies and interests. Socially, new friends can be made and emotionally an individual may have confidence when gaining skills.

The response below is an example of a learner who shows some understanding, but fails to accurately expand on the points raised, in spite of the length of the response.

After losing his job, Amir has decided to go back to college and retrain as an electrician.

(d) Evaluate the impact of unpredictable life events on an individual's development. (10)

Unpredictable life events such as losing your job, becoming seriously ill or having a serious injury may affect a person's development in later adulthood, after retirement. The Social disattachment theory shows that the more activities and exercise you do at a younger age means a happy and enjoyable life after retirement. But unpredictable life events such as losing your job and gaining stress may lead to becoming depressed and unsociable in later adulthood due to unsecure income and not much time to socialise.

An unpredictable life event such as a serious accident leaving the person physically paralysed could affect the individual's development drastically due to having to adapt to

12

life in a different way and learning new skills such as learning to read ~~braille~~ braille. This may also affect a person's development due to a loss of self-esteem and becoming less confident to complete day to day tasks such as getting dressed and going shopping.

2e)

The response below shows some understanding of the requirements of the question but fails to develop the points raised to a level that would see the learner move beyond Level 1.

Amir's mother, Zainab, has developed dementia and Amir and his wife are finding it increasingly difficult to look after her.
 The family have now decided to move Zainab into a care home.

(e) Assess the impact of moving into a care home on an individual's health and wellbeing. (10)

↳ zainab moving to a care home will benefit her, as she will receive 24hr care from dementia specialists. She will also have an individualised care plan, suited to her needs.

↳ There will be adaptations and support available to suit/meet zainab's needs, which might be difficult within her own home. F.G. ramps, shower seat, chair lifts, etc.

2e)

Below is a good example of a higher scoring response. The learner demonstrates clear knowledge and understanding of relevant theories and applies these appropriately.

Amir's mother, Zainab, has developed dementia and Amir and his wife are finding it increasingly difficult to look after her.

The family have now decided to move Zainab into a care home.

(e) Assess the impact of moving into a care home on an individual's health and wellbeing.

(10)

The social disengagement theory suggests that elderly people can isolate themselves from society, especially if they are moved into a care home. This can make them feel like their family doesn't care about them and can make them feel anxious and vulnerable in this new environment. This could lead the individuals ~~to~~ to disengage from everyone. Doing this will have a severe negative effect on an individual as they will not be exercising or interacting so could develop mental illness also.

In addition, the activity theory suggests that moving into a care home can have a positive impact on an individual's health and wellbeing if they get involved with new hobbies and meeting new people. Doing this will maintain social interaction, so they don't feel alone and will also maintain their physical health as they are exercising.

However, moving someone into a care home

can have a negative impact on an individual's health and wellbeing because they are being moved out of their own home into a strange environment being looked after surrounded by sick people they don't know. Individuals can feel like their independence is stripped from them which can negatively impact their self-image as they may feel useless and like they can't do anything for themselves.

In addition being surrounded by sick people may make the individual's health decrease, as they come to the realisation and understanding that they have to stay there, most likely until they die. Coming to terms with death and being away from their families may lead to depression and overall decline in their health and well-being.

Overall, being moved into a care home will have a positive impact on the individuals who need the extra support and care, but could have a negative impact on the individuals who aren't willing to give up their previous life and independence, even if they do need the help. It is dependant on the circumstance, the individual and the environment of the care home.

3a)

The response below is a typical example of a learner who fails to fully engage with the question.

Tanzilla is pregnant, but is not attending all her antenatal classes.

3 (a) Outline **two** reasons why Tanzilla may not attend all her antenatal classes. (4)

1 Tanzilla may not attend all her antenatal classes because she doesn't have the time to, this means that, she will

2

The learner below provides an exemplar response with two clear identifications accompanied by appropriate and accurate expansions.

outskirts of London where she frequently works long hours. Tanzilla does not drive. Tanzilla is pregnant, but is not attending all her antenatal classes.

3 (a) Outline **two** reasons why Tanzilla may not attend all her antenatal classes. (4)

1 She might not attend her antenatal classes because she might not be able to get there. She could be coming back from work and not be able to get back in time to go. or she might not be able to get there as she can't drive and might not be able to get a lift

2 She might also not be attending because she might feel that she already knows everything they tell you as she already has 3 children.

3b) The response below provides three brief but accurate explanations utilising appropriate examples as expansions and subsequently scores full marks.

Several of the mothers who attend the antenatal classes lead unhealthy lifestyles.

(b) Explain **three** lifestyle factors during pregnancy that may affect the physical development of the baby. (6)

- congenital defects - facial abnormality
- developmental delay - disability

- 1 A lifestyle factor that make affect the babies health and development may be smoking. The bad chemicals from the smoking such as nicotine can cause congenital defects in the foetus and may mean they'll have health complications when born, such as a premature birth.
- 2 Another factor can be alcohol which can cause foetal alcohol syndrome. This can cause developmental delay, small head circumference, disability and many more conditions that will negatively impact the babies development.
- 3 Drug use or intake can be very detrimental to the child's health, causing facial abnormality upon birth. Also the baby may be addicted to the drug before they're even born, causing later health complications for the child.

The response below is typical of weaker candidates who demonstrate some understanding of the issues but are not able to express this knowledge with the required level of relevance or clarity.

Several of the mothers who attend the antenatal classes lead unhealthy lifestyles.

(b) Explain **three** lifestyle factors during pregnancy that may affect the physical development of the baby. (6)

- 1 foetal alcohol ~~would~~ may affect the physical development of the baby ~~as~~ if the mother is continuously drinking. It could lead to the baby ~~is~~ developing late or problems during birth.
- 2 Smoking during pregnancy could affect the baby as it could lead to ~~s~~ respiratory problems when they're born due to the mother smoking constantly.
- 3

3c) Below is a response which engages with the question but fails to develop the points raised in relation to the question and is subsequently placed at the bottom of Level 2.

works in the financial district as an investment banker and is very well paid. Rahim frequently travels between London and New York as part of his job.

(c) To what extent can being wealthy and having a demanding job make leading a healthy lifestyle more difficult?

(10)

I think ~~that to see it~~ it is more difficult to lead a healthy lifestyle ~~what~~ whilst having a demanding job and being ~~is~~ wealthy. As his job is demanding he may not have the time to eat three meals a day or he just ~~has~~ has unhealthy snacks when he can which means he isn't getting the right nutrients he needs. Also, ~~he~~ as he has a demanding job he ~~just~~ may just order food or have microwave meals as he doesn't have the time to cook meals ~~what~~ so he isn't eating healthy food which could lead to heart problems. As he is wealthy he can pay a personal trainer to help him maintain a healthy lifestyle but as he is very busy he may not. Also, ~~a~~ he may drink a lot as he is wealthy and may not know what to spend it on and wastes it on alcohol and ~~so~~ if he drinks a large amount ~~it~~ may damage his liver.

3c)

A strong response from the higher end of the marks awarded is demonstrated below, where the learner draws appropriate links between some theory and the requirements of the question.

As Rahim has a lot going on at work he will be very stressed a lot of the time causing him to have anxiety or even depression through his excessive thoughts of being successful. Although he may be wealthy money doesn't mean anything when it comes to bad health mentally or physically. When under a lot of stress your immune system becomes very low and therefore you constantly get ill this can cause Rahim to lose sleep and it harder to lead a healthy lifestyle. If Rahim doesn't have a lot of sleep he can become very tired at work and risk losing his job through falling asleep or becoming forgetful this means he will have no money and an unhealthy lifestyle showing its more difficult to obtain a job.

Holmes - Rahe came up with a stress adjustment rating scale where depending on what stressful life events you've been through, the higher your stress score was, if Rahim loses his job his score will be even higher, on top of that

hes always travelling and ill.

The fact that Rahim has a demanding lifestyle can put a lot of pressure on him making it really hard to obtain a job and a healthy lifestyle. This means it could lead to him turning to drugs and alcohol to cure his stress making him an addict and very unhealthy. However, more determined to make money to pay for his habit.

Although if Rahim keeps up his bad habit he could get found out, lose his job then become homeless. This means he'd be living on the dirty streets of London with nothing, this would affect his health very badly as he'd be dirty making him more likely to get ill from bacteria, and worse due to getting no medication, this will make him depressed and lonely and may however motivate him to get a better lifestyle and a new job to arrive. This shows that even though you're wealthy doesn't always mean money can help you have a healthy life style.

3d)

The response below demonstrates some limited understanding but fails to develop this and fails to move beyond Level 1.

Amir and his brother-in-law, Rahim, are very close, so Amir is very happy that Rahim has moved to London. Amir has always admired Rahim.

(d) Evaluate the impact of relationships on social and emotional development.

(10)

By having a very good bond and close relationship between them this would positively affect Amir and Rahim as they would be very happy to socialise with one another and communicate effectively. Their close friendship would explain that they both have an easy understanding of each other and would be able to trust each other. This would mean Rahim and Amir would be very sociable with one another so each person would not be isolated and alone, as friends they would do activities together and communicate daily keeping them socially and physically active. Emotionally this could positively impact Rahim and Amir as they are both happy and comfortable with each others company, having a secure bond and trust means that if one is affected emotionally they would be able to talk to the other where he would offer support and be there for him.

3d)

Below is an example of response from the top end of the marks, demonstrating knowledge and understanding in a balanced answer.

Relationships are bonds with other people they could be relationships with friends, family and partners. Having positive relationships can give people a sense of belonging making them feel happier. Emotionally having a sense of belonging can make a person feel much happier and less stressed as they have support around them. Socially positive relationships can allow a person to become more confident and want to take part in more activities were they will meet new people. However if the relationship is negative it could make someone become isolated from social groups and social norms they may feel lonely.

20

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Having positive relationships however can better a person self image they may begin to see themselves of more importance and so emotionally they will feel very confident and may be eager to speak to new people. However negative relationships may cause a person's self image to lower and they may become depressed whilst comparing themselves to others as well as not wanting to form any further relationships due to the lack of confidence they have in their own self image.

Relationships are important as they're needed to make a person feel less alone whilst Rahim was in New York it was likely he emotionally felt sad and more alone.

Having more relationships also affects social life meaning a person will have more things to do bettering development as new experiences are made.

Negative relationships can slow down development as they can cause an individual to feel very alone

Especially if they have no positive relations.

(Total for Question 3 = 30 marks)

TOTAL FOR PAPER = 90 MARKS





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