

Mark Scheme (Final)

1906

Pearson BTEC Level 3 - Health and
Social Care

Unit 1: 31490H

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.

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

June 2019

Publications Code xxxxxxxx*

All the material in this publication is copyright

© Pearson Education Ltd 2019

– **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 Template

Health and Social Care Unit 1 (31490) 1906

Question Number	Answer	Marks
1 a)	<p>Award one mark for each identification of gross motor skills up to a maximum of two marks.</p> <p>Rolling over (1) sitting up (1) standing (1) cruising (1) lifting/control of head (1) crawling (1) climbing up furniture/stairs (1).</p> <p>Accept any appropriate alternatives</p>	2

Question Number	Answer	Marks
1 b)	<p>Award one mark for each descriptive point to a total of four marks (award up to two marks for appropriate examples).</p> <p>Fine motor skills are small movements (1). Precision will improve over time (1). They develop later than gross motor skills (1). They require practise (1). They use the small muscles of the fingers, toes, wrists, lips, and tongue (1).</p> <p>Examples may include:</p> <ul style="list-style-type: none"> - picking up small objects - holding a spoon - grasping - pointing - pincer grip <p>Accept any other appropriate examples.</p>	4

Question Number	Answer	Marks
1 c)	<p>Award one mark for each accurate identification up to a total of four marks.</p> <p>Primary sexual characteristics</p> <ul style="list-style-type: none"> • penis • testicles • clitoris • fallopian tubes • uterus • vulva • vagina <p>Secondary sex characteristics</p> <ul style="list-style-type: none"> • pubic hair • enlarged breasts • widened hips for females 	4

	<ul style="list-style-type: none"> • facial hair • Adam's apple/voice deepening for males • broadened shoulders <p>Do not accept puberty or menstruation.</p> <p>Accept any other appropriate wording.</p>	
--	---	--

Question Number	Answer	Marks
1 d)	<p>Award one mark for identification of a factor, e.g. the impact of religion, and one additional mark for appropriate expansion of positive effects up to two marks.</p> <p>Religion may mean they are vegetarian (1) so reducing the amount of fat in the diet (1). Religion may mean they do not drink alcohol (1) so less damage to the liver (1). Religion may mean they fast (1) reducing their calorie intake (1).</p> <p>Accept specific examples, e.g.</p> <p>Muslims avoid the consumption of intoxicants as they are generally forbidden in the Qur'an (specifically, alcoholic beverages) (1) and these factors can lead to a healthier lifestyle, e.g. less likely to be overweight or get liver disease (1).</p> <p>Do not award repetition of expansion, e.g. only accept one of the below:</p> <p>Buddhists consider living beings to be sacred. Some Buddhists avoid meat and dairy products while others avoid only, meat which can be a healthy diet and reduce risk of some cancers (2). or Hindus may also avoid some meat products, which can be a healthy diet and reduce risk of some cancers (only one mark as same expansion). A different expansion, e.g. heart disease, is acceptable.</p> <p>Accept any appropriate alternatives.</p>	4

Question Number	Answer	Marks
1 e)	<p>Award one mark for correct identification of a relevant factor and up to two marks for discussion of effects up to six marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • May be dependent on family/friends to translate information (1) have low self-esteem (1). • Lack of opportunities for social interaction (1) so may feel depressed (1). • May not be able to understand how to access healthcare (1) may suffer ill health (1). • May not be able to fully engage with educational opportunities (1) will not be empowered (1). • Due to not working (1) will live in poverty and this may impact on self-concept/health (1). • May face discrimination/racism/bullying (1) be perceived as not intelligent (1) <p>Accept any other valid response.</p>	6

Question Number	Answer	Marks
1 f)	<p>See specific marking guidance.</p> <p>Higher scoring responses will include relevant theories, e.g. Chomsky's LAD that explains how children instinctively acquire language in stages, crying, cooing, babbling etc.: social learning theory, e.g. Bandura.</p> <p>Responses likely to include:</p> <p>Language acquisition is innate.</p> <p>Children all around the world seem to acquire language by passing through a similar set of stages; although the time it takes to move from one stage to the next can differ from child to child.</p> <p>The same pattern of development occurs regardless of the language, but children do not develop at the same pace.</p> <p>Social/Environmental factors – nurture argument</p> <p>In social learning theory language is learned from the environment through the process of observational learning.</p> <ul style="list-style-type: none"> • Amount of time given to parent child interaction • Siblings to talk to • Activities/toys that promote communication • Reading to children • Poverty – less access to appropriate resources that aid the development of language, e.g. books; clubs 	10

	Reward any appropriate illustrative examples.	
	Accept any other valid response.	

Level	Mark	Descriptor
1	0 1-3	<p>No rewardable material</p> <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.
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.
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> <ul style="list-style-type: none"> (i) 588,172 and 554, 306 (1) (ii) The North West (NW) and the North East (NE) (1) <p>No marks for only one correct identification in either answer. Accept appropriate alternative identification of the accurate information.</p>	2

Question Number	Answer	Marks
2b)	<p>Award two marks for each example that is fully and accurately expanded up to a maximum of four marks.</p> <p>Do not accept asthma – other respiratory diseases mentioned must be specific, e.g. COPD</p> <ul style="list-style-type: none"> • May cause COPD (1) which leads to coughing and wheezing (1). • Some air pollutants are carcinogens (1) and living in a polluted area can put people at risk of cancer (1). • Air pollutants damage the immune system (1) increased risk of infections (1). • High levels of particle pollution (1) have been associated with higher incidents of heart problems (1). <p>Do not accept generic references to “air pollution” as “air pollution” is in the stem.</p> <p>Accept any appropriate alternatives.</p>	4

Question Number	Answer	Marks
2c)	<p>Award a maximum of two marks for each point expanded fully and accurately with a link to its impact on the individual to a maximum of four marks.</p> <p>Decreased self-image/esteem as:</p> <ul style="list-style-type: none"> • Feels dependent on state handouts, sees self as not being able to provide for his family (2). • Feels rejected/ worthless/isolated/discriminated against (1). • Low self-esteem/doesn't feel he is a good role model for children/family/peers (2). • Poor self-image/sees self as failing his family by not providing for them financially (2). • He feels others look down on him (1) he sees himself as a failure (1). <p>Accept any appropriate alternatives.</p>	4

Question number	Indicative content	Marks
2d)	<p>See specific marking guidance.</p> <p>Responses likely to include a reference to scenario or own examples:</p> <ul style="list-style-type: none"> • Answers may be linked to PIES • Positive or negative effects on growth and development • Become positive/negative life course transitions • Test of strength of character • May cause stress/depression • May increase determination to overcome issue <p>Reward any appropriate illustrative examples from scenario or learner's own knowledge.</p>	10
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		

Level	Mark	Descriptor
1	0	No rewardable material
	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.

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.
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 2	Indicative content	Marks
2e)	<p>See specific marking guidance.</p> <p>Balanced answers are required to access the higher mark bands.</p> <p>Indicative content may include reference to PIES or relevant theories, e.g. activity/disengagement theory.</p> <p>P: May have support/help at hand and less likely to have accidents or put self at risk.</p> <p>I: May be able to participate in activities that are intellectually stimulating, e.g. book clubs that boost fluid intelligence.</p> <p>E: Low self-esteem as sees herself as a burden to her family who may have to visit her/pay for her.</p> <p>S: New community group of friends.</p> <p>Reward any appropriate illustrative examples from source material or learner's own knowledge.</p>	10

Level	Mark	Descriptor
1	<p>0</p> <p>1-3</p>	<p>No rewardable material</p> <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.

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.
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	Indicative content	Marks
3a)	<p>Award one mark for each point accurately identified (4x1) and one additional mark if identification is accurately expanded (2x2) up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Transport difficulties (1) as she finds public transport uncomfortable (1). • Difficulty getting time off from work (1) may lose wages (1). • Lack of knowledge of current antenatal process and procedures (1) scared and vulnerable (1). • Avoidance of criticism for getting pregnant at her age (1) feeling of being judged negatively by care workers (1). • Lack of interest in the classes (1) as she thinks she already knows about child birth and pregnancy (1). <p>Accept any other appropriate answers.</p>	4

--	--	--

Question number	Indicative content	
3b)	<p>Award one mark for each identification to a maximum of three marks and one mark for each accurate expansion to a maximum of six marks.</p> <p>Drinking excess alcohol (1) increases the risk of miscarriage (1).</p> <p>Drinking alcohol (1) foetal alcohol syndrome (1).</p> <p>Inappropriate drug use (1) can lead to addiction for the baby (1).</p> <p>No folic acid in the diet (1) can lead to spina bifida (1).</p> <p>Smoking during pregnancy (1) reduced birth weight (1).</p> <p>Accept reverse arguments but do not credit repetition, e.g. not smoking during pregnancy (1) is more likely to lead to a healthy birth weight (1).</p> <p>Accept any other appropriate answers.</p>	6

Question number	Indicative content	Marks
3c)	<p>See specific marking guidance. Answers should be balanced to be awarded the highest marks and one-sided answers should not be awarded more than 5 marks.</p> <p>Responses likely to include:</p> <p>Negative</p> <ul style="list-style-type: none"> • Excessive use of alcohol -socialise with friends at work. • Used to having meals out and takeaways high in fat, salt and sugar, due to long working hours, expectation to entertain clients. • Struggle to attend a gym/exercise due to poor work-life balance. • Poor diet due to, e.g. lots of red meat. • Work long hours and cannot be bothered to cook food that is nutritious when they get home from work, prefer fast foods. • Smoke/take drugs more due to pressure of maintaining lifestyle. • High blood pressure due to stress. • Less likely to seek medical help as they are afraid to take time off work. <p>Positive</p> <ul style="list-style-type: none"> • Can have private/better healthcare, regular check-ups. • Afford gym membership. • Will live in area with less pollution. • Will be educated about health issues. • Can afford healthy diet. • High self-esteem due to being successful. <p>Reward any appropriate illustrative examples.</p>	10
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		

Level	Mark	Descriptor
1	0 1-3	<p>No rewardable material</p> <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

		<ul style="list-style-type: none"> • Response lacks clarity and fails to provide an adequate answer to the question.
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.
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	Indicative content
3 d)	<p>See specific marking guidance.</p> <p>Responses likely to include:</p> <ul style="list-style-type: none"> • Boost or lower self-esteem/self-image/self-concept. • Can discuss life problems with friends. • Can do activities/sport with friends boost self-esteem. • Positive or negative role models – may feel inspired or inferior. • Friends will offer support in times of trouble/give advice – may also not support you as much as you feel is required. • Falling out with friends can cause emotional distress. • Meet new people and extend social circle/peer pressure. <ul style="list-style-type: none"> • Counter loneliness/isolation. • Promote communication. • Create new social opportunities. • Make people happier. • Meet people from different cultures. • Help to form positive or negative attitudes and beliefs. • Emotional safety and security. • Peer pressure into negative lifestyle choices. • Can be jealous of more successful relation/friends. • Negative impact on other relationships. • The effect of unobtainable ambitions. • Accept responses which accurately utilise relevant theories regarding bonding/attachment e.g Bowlby/Ainsworth <p>Learners may use other appropriate illustrative examples/theories from scenario or learner’s own knowledge.</p>
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>	

Level	Mark	Descriptor
1	0 1-3	<p>No rewardable material</p> <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

		<ul style="list-style-type: none"> • Response lacks clarity and fails to provide an adequate answer to the question.
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.
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

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

