



Mark Scheme

Additional sample assessment materials
for first teaching September 2016

Pearson BTEC Level 3 - Health and Social Care
Unit 1: Human Lifespan Development

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Unit 1: Human Lifespan Development – sample 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	Mark
1	<p>One mark for each characteristic described up to four marks.</p> <ul style="list-style-type: none"> • Breast development/changing shape/nipples becoming erect • Widening hips/changes in the pelvis to prepare for childbirth • Ovulation/the commencement of menstruation/menarche • Development of axillae/armpit/pubis hair • Growth spurt/leg length to height ratio changes <p>The answers must be a precise identification.</p>	4

Question Number	Answer	Mark
2	<p>Award one mark for a definition of fine motor skills.</p> <ul style="list-style-type: none"> • Fine motor skills are those skills that involve making smaller actions, for example grasping objects between the finger and thumb <p>Expected development:</p> <ul style="list-style-type: none"> • Turns pages of a book • Buttons and unbuttons clothing • Writes own name • Joins up writing <p>Award one mark for a definition of gross motor skills.</p> <ul style="list-style-type: none"> • Gross motor skills involve the use of large muscles, larger movements, for example in running, skipping, hopping <p>Expected development:</p> <ul style="list-style-type: none"> • Riding a tricycle • Jumps forwards and backwards • Walking on a line • Hops, skips and jumps confidently <p>One mark for linking the definition with the development of the skills, up to two marks for</p>	4

	development/expansion of answer. Do not accept answers about social/emotional development.	
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Question Number	Answer	Mark
3	<p>Award two marks for discussion of effects up to six marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Rebecca’s self-esteem could be raised (1) due to feeling that she has the experience and skills to care for another baby (1) • Rebecca’s self-image could be negatively affected, (1) due to seeing herself just as a mother/not fulfilling earlier ambitions (1) • Family and friends’ perception of Rebecca could be affected positively (1) due to her change in status (1) <p>Accept any other valid response.</p> <p>Accept reverse arguments.</p>	6

Question number	Indicative content	Mark
4	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Attachment to care-giver in early childhood, e.g. the partnership between mother and child and development of trust • Parental focus may be on the new sibling • Theories of attachment, e.g. Bowlby and Ainsworth, to include types of attachment and disruption to attachment • The development and importance of self-concept • Definitions and factors involved in the development of self-esteem • Definitions and factors involved in the development of a positive or negative self-image • Changes in routine may lead to feelings of insecurity 	10

Mark scheme (award up to 6 marks) refer to the guidance on the cover of this 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	Mark	Descriptor
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

		<p>judgement/judgements being made</p> <ul style="list-style-type: none"> • 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

Question Number	Answer	Mark
5	<p>Award one mark for an identification up to three marks and one additional mark for the appropriate expansion, up to a maximum of six marks.</p> <ul style="list-style-type: none"> • Problems with translating thinking into speaking (1) due to not developing reasoning at an appropriate age (1) • Not developing a full vocabulary as an adult (1) due to not being able to assimilate language spoken by others (1) • Having a poor short-term memory (1) due to an inability to process information fully (1) <p>Accept any other valid response.</p>	6

Question Number	Answer	Mark
6	<p>Award one mark for the identification and one additional mark for the appropriate expansion, up to a maximum of four marks.</p> <p>George could have a reduced self-image (1) now that he no longer holds an important position/job</p>	4

	<p>role (1)</p> <p>George could feel that he has lost his sense of purpose (1) as he no longer has specific tasks to complete (1)</p> <p>George could lose confidence in his ability to make decisions (1) because he no longer has to manage his team (1)</p> <p>George no longer feels frustrated by having to work full time (1) so he has more control over his own life (1)</p> <p>Accept any other valid response.</p>	
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Question number	Indicative content	Mark
7	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the content listed below.</p> <ul style="list-style-type: none"> • Development and importance of self-image. She may now see herself as having the opportunity for a fulfilling career • Definitions and factors involved in the development of a positive or negative self-image • Holmes-Rahe social readjustment rating scale and the effects of life events on a person's stress levels and health <p>Increased opportunities as George can share more of the caring responsibilities. This may have a positive effect on his self-image</p>	10

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*.

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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	Mark	Descriptor
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	Mark
8	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the content listed below.</p> <p>Indicative content</p> <p>George</p> <ul style="list-style-type: none"> • Effects of family dysfunction/loss of partner • Role changes • Effects on confidence and self-esteem/ability to cope without Polly • Polly has been the main care giver for Nita whilst George has been at work/George may lack the understanding of how to support Nita • Physical effects of ageing - Nita may require support with physical care • Positive aspects such as George’s wealth of experience, knowledge and increased time to support Nita and access suitable support services • George may become frustrated because of Nita’s poor memory, meaning she keeps asking for Polly. 	10
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		to the question.
Level	Mark	Descriptor
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information showing basic understanding of theories with limited application • 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 and theories applied accurately • 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	Mark
9	<p>Award one mark for an identification up to one mark and two additional mark for the appropriate expansion, up to a maximum of six marks.</p> <ul style="list-style-type: none"> • Rashida may believe what Janna is saying (1) leading to a reduction in her self-esteem because she does not see herself as a worthwhile person (1) • Rashida may reject criticism and work harder (1) and may draw closer to her friends for support (1) • Rashida's friends may reject the criticism 	6

	<p>(1) bolstering Rashida's self-esteem (1)</p> <ul style="list-style-type: none"> Rashida could consider committing suicide (1) because she may question her own ability and consider that life is not worth living (1) Rashida may begin to self-harm (1) because she is so hurt by Janna's remarks that she develops a negative self- image (1) <p>Accept any other valid response.</p>	
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Question Number	Answer	Mark
10	<p>Award one mark for an identification up to one mark and two additional mark for the appropriate expansion, up to a maximum of six marks.</p> <ul style="list-style-type: none"> Iqbal spends his time caring for Yasmina, which is physically demanding (1) he is then too tired to exercise/prepare healthy food (1) leading to potential weight gain and raised blood pressure (1) He feels obliged to eat the cakes and biscuits that Nusrat brings round (1) this leads to an increase in his blood sugar levels (1) this will exacerbate the complications of type 2 diabetes (1) <p>Accept any other valid response.</p>	6

Question Number	Answer	Mark
11	<p>Award one mark for an identification up to one mark and one additional mark for the appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> Inviting Iqbal to go for a walk/to the park with her (1) allowing him space to talk freely (1) 	4

	<ul style="list-style-type: none">• Nusrat could care for her mother-in-law (1) allowing Iqbal to develop other relationships/social activities to boost his self-esteem (1)• Encouraging Iqbal to interact with his grandchildren (1) would distract him from thinking about the council plans and help to reduce his anxiety (1) <p>Accept any other valid response.</p>	
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Question number	Indicative content	Mark
12	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the content listed below.</p> <p>Indicative content</p> <p>Theories</p> <ul style="list-style-type: none"> • Social disengagement theory • Activity theory <p>Other factors</p> <ul style="list-style-type: none"> • Effects of culture and beliefs • Physical effects of ageing on the brain • Effects of Iqbal’s current health – he finds it difficult to engage in stimulating activities • Effects of Yasmina’s dementia – feels responsible to care for her, limiting other activities • Lack of intellectual stimulus, as Yasmina cannot engage in meaningful conversation • Geographical location/house is situated on a busy main road, so he may feel scared to take Yasmina with him • Effects of concerns about a potential house move 	10

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Question number	Indicative content	Mark
13	<p>Indicative content</p> <p>Effects on Yasmina</p> <ul style="list-style-type: none"> • Inability to absorb and retain new information due to the dementia means that she would be unaware of new dangers • Yasmina may be scared during the construction of the road due to new people and situations • Yasmina may get fewer visitors as the road is too busy/daughter-in-law may be worried about bringing the grandchildren round <p>Effects on Iqbal</p> <ul style="list-style-type: none"> • He may meet neighbours to discuss the changes in the area/may be involved in campaign to prevent the building of the road • Anxiety of coping with the effects on Yasmina may raise his blood pressure • Links with theories of ageing, e.g. increased social disengagement due to social isolation <p>Effects on both</p> <ul style="list-style-type: none"> • Increased air pollution due to increased traffic • Broken sleep patterns due to noise pollution • Reduced access to local services (e.g. luncheon club) due to travel difficulties • May be motivated to visit people more often to escape noise and disruption 	10
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		<ul style="list-style-type: none"> • 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.
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