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Mark Scheme (Results)

January 2018

BTEC Level 3 National in Health and  
Social Care Unit 1: Human Lifespan  
Development (31490H)



**Health and Social Care**

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# Unit 1: Human Lifespan Development – marking grid

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## 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**

<b>Question Number</b>	<b>Answer</b>	<b>Marks</b>
1 (a)	<p><b>One</b> mark for each to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Life-changing illness/Serious illness (1).</li> <li>• Accidents (1).</li> <li>• Breakdown of a relationship (1).</li> <li>• Redundancy/unemployment (1).</li> <li>• Divorce (1).</li> <li>• Going to prison (1).</li> <li>• Unexpected pregnancy (1).</li> <li>• Miscarriage/Premature birth (1).</li> </ul> <p>Do not accept unexpected death of a friend or relative.</p> <p>Accept any appropriate alternatives.</p>	2

<b>Question Number</b>	<b>Answer</b>	<b>Marks</b>
1 (b)	<p><b>One</b> mark for each life stage identified with correct age range up to <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Infancy (0–2 years) (1).</li> <li>• Early childhood (3–8 years) (1).</li> <li>• Adolescence (9–18 years) (1).</li> <li>• Early adulthood (19–45 years) (1).</li> <li>• Middle adulthood (46–65 years) (1).</li> </ul>	4

Question Number	Answer	Marks
1 (c)	<p>Award <b>one</b> mark for identification and <b>one</b> additional mark for appropriate expansion up to <b>four</b> marks</p> <ul style="list-style-type: none"> <li>• Growth is physical/measurable (1) for example height/weight/head circumference (1).</li> <li>• Principles of development – development follows an orderly sequence (1) and is the acquisition of skills and abilities (1). Credit appropriate examples e.g. writing, language, PIES, etc.</li> </ul> <p>Accept alternative wording.</p>	4

Question Number	Answer	Marks
1 (d)	<p>Award <b>one</b> mark for correct description of gross motor skills and <b>one</b> for correct description of fine motor skills and <b>one</b> additional mark for appropriate expansion for each, up to a maximum of <b>two</b> marks for gross and <b>two</b> marks for fine.</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Gross: larger muscle movements/movement of larger limbs (1)</li> <li>• Fine: smaller muscle movements/fingers (1)</li> </ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"> <li>• Gross motor skills</li> <li>• Develop first/sitting up/standing/cruising/riding a tricycle/walking/running/hopping/skipping/jumping (1).</li> <li>• Fine motor skills</li> <li>• Require practice/holding a rattle/pincer movement/pointing/turning pages in a book/buttoning clothing/writing (1).</li> </ul> <p>Accept any appropriate other wording or one sided expansion.</p>	4

Question Number	Answer	Marks
1 (e)	<p>Award <b>one</b> mark for identification (to a maximum of <b>three</b>) and up to <b>one</b> mark for each appropriate expansion of effects up to <b>six</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Patricia’s self-esteem could be raised (1) due to feeling that she is finally completing her education (1) so she can be a good example for her daughter (1).</li> <li>• Patricia’s self-image could be negatively affected (1) due to seeing herself as not being a ‘full-time mum’ or being a poor mother (1), so she can’t spend quality time with her daughter (1).</li> <li>• Family and friends’ perception of Patricia could be affected positively (1) due to her taking positive steps to improve herself (1) and having a qualifications/career plan (1).</li> <li>• Patricia may be older than some of the other learners (1) this could negatively impact on her self-image (1) as she may feel she does not fit in (1).</li> </ul> <p>Accept any other valid response.</p>	6

Question number	Indicative content	
1 (f)	<p>May refer to the four stages of attachment, e.g. Secure; avoidant; Ambivalent; Disorientated.</p> <p><b>Early relationships: e.g.</b></p> <ul style="list-style-type: none"> <li>• Early bonding with mother and father.</li> <li>• Examples of what this bonding may entail.</li> <li>• If mother or father absent or not able to bond, there should be bonding with a key carer.</li> <li>• Reference to Bowlby/Ainsworth's or other relevant theories of attachment.</li> </ul> <p><b>Adult relationships: e.g.</b></p> <ul style="list-style-type: none"> <li>• Ability to form close relationships, e.g. with a husband/wife/partner.</li> <li>• Ability to understand another person's point or view or wishes.</li> <li>• Individuals may find it difficult to trust others.</li> <li>• Ability to form professional relationships.</li> </ul> <p><b>Adult behaviour: e.g.</b></p> <ul style="list-style-type: none"> <li>• Should behave in a polite and civil way towards others.</li> <li>• Should respect other people's differences.</li> <li>• Ability to be compassionate.</li> <li>• Ability to forgive.</li> </ul>	
<p><b>Mark scheme (award up to 10 marks)</b> 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"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information.</li> <li>• Conclusions may be presented, are likely to be generic assertions rather than supported by evidence.</li> </ul>

		<ul style="list-style-type: none"> <li>• Meaning may be conveyed but in a non-specialist way.</li> <li>• Response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions.</li> <li>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made.</li> <li>• Evaluation is presented leading to conclusions but some may be lacking support.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>
Level 3	7-10	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions.</li> <li>• Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made.</li> <li>• Displays a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions.</li> <li>• Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.</li> </ul>



Question Number	Answer	Marks
2 (a)	<p>Award <b>one</b> mark for the following up to a maximum of <b>two</b> marks.</p> <p>i) Over the age of 75  ii) Under the age of 35</p> <p>Accept any alternative wording.</p>	2
Question Number	Answer	Marks
2 (b)	<p>Award <b>two</b> marks for each point fully and accurately expanded to a maximum of <b>four</b> marks. Award <b>one</b> mark for a partial explanation.</p> <p>Explanations can be positive or negative and focus on primary or secondary socialisation.</p> <ul style="list-style-type: none"> <li>• Culture/religious beliefs (e.g. some forms of Buddhism) (1) leads to selection of a vegetarian diet (1).</li> <li>• Family income/lower social class (1) impact on ability to purchase a healthy diet. (1)</li> <li>• Peer influence (1) can be positive/negative with an example (1).</li> <li>• Family/cultural diet (1) can be healthy or unhealthy with an example (1).</li> <li>• Social media (1) can be positive or negative with an example(1)</li> <li>• The mass media (1) promoting a healthy/unhealthy lifestyle (1)</li> </ul> <p>Accept any appropriate alternatives and reverse arguments.</p>	4

Question Number	Answer	Marks
2 (c)	<p>Award a maximum of <b>two</b> marks for each point fully and accurately expanded with a link to its impact on the individual to a maximum of <b>four</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Cystic fibrosis (1) is a disease that affects the lungs/digestive system (1).</li> <li>• Brittle bone disease (1) may cause frequent fractures (1). May limit social interaction (1).</li> <li>• Phenylketonuria (PKU) (1) may cause learning difficulties (1).</li> <li>• Huntington’s disease (1) affects gait (1).</li> <li>• Sickle cell (1) can impact attendance at school and intellectual development</li> </ul> <p>Do not accept conditions such as Down Syndrome or colour blindness.</p> <p>Accept any appropriate alternatives.</p>	4

Question number	Indicative content	
2 (d)	<p><b>Responses should focus on the nature/nurture debate with reference to health and wellbeing.</b></p> <ul style="list-style-type: none"> <li>• Genetic factors, e.g. inherited conditions/illnesses and their impact on individual development/ nature/ genotype/ phenotype.</li> <li>• Relevant theories, e.g. Gessell.</li> <li>• Environmental factors/nurture.</li> <li>• Relevant theories, e.g. Bandura.</li> <li>• Stress-diathesis model.</li> <li>• Predisposition to cancer/obesity/heart disease and the interaction with lifestyle.</li> </ul> <p>Level 3 answers should consider both sides.</p> <p>Reward any appropriate illustrative examples from source material or learner’s own knowledge.</p>	
<p><b>Mark scheme (award up to 10 marks)</b> 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"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information.</li> <li>• Conclusions may be presented, are likely to be generic assertions rather than supported by evidence.</li> <li>• Meaning may be conveyed but in a non-specialist way.</li> <li>• Response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made.</li> <li>• Evaluation is presented leading to conclusions but some may be lacking support.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>
Level 3	7-10	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions.</li> <li>• Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made.</li> <li>• Displays a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions.</li> <li>• Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.</li> </ul>

Question number	Indicative content
2 (e)	<p><b>At the lower end of the mark bands references to the appropriate theories may be implied rather than explicit.</b></p> <p><b>At the higher end of the mark bands references to and knowledge and understanding of the appropriate theories should be clear and relevant.</b></p> <ul style="list-style-type: none"> <li>• Relevant theories, e.g. Social Disengagement Theory/Activity theory</li> <li>• Social Disengagement Theory - views ageing as a process of gradual withdrawal between society and the older adult.</li> <li>• This mutual withdrawal or disengagement is natural/acceptable, and universal.</li> <li>• Promotes self-reflection for people in later adulthood who are freed from societal roles, e.g. work.</li> <li>• Many older people desire to remain occupied and involved with society, e.g. University of 3rd age.</li> <li>• Imposed withdrawal from society may be harmful to self- esteem and physical health.</li> <li>• Activity theory (Havighurst): activity is preferable to inactivity because it facilitates wellbeing; improved general health and prosperity.</li> <li>• Remaining active is increasingly possible; offers its older members many opportunities for meaningful participation/roles.</li> <li>• Some cannot maintain an active lifestyle due to functional limitations, lack of income/desire/resources, e.g. family support.</li> <li>• Some may insist on continuing activities in later life that pose a danger to themselves and others, such as driving at night with low visual capacity.</li> </ul> <p>Reward any appropriate illustrative examples from source material or learner's own knowledge with relation to physical. Intellectual, emotional or social health/wellbeing.</p>

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Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information.</li> <li>• Conclusions may be presented, are likely to be generic assertions rather than supported by evidence.</li> <li>• Meaning may be conveyed but in a non-specialist way.</li> <li>• Response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions</li> <li>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made</li> <li>• Evaluation is presented leading to conclusions but some may be lacking support</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>
Level 3	7-10	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions.</li> <li>• Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made.</li> <li>• Displays a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions.</li> <li>• Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.</li> </ul>

Question number	Answer	Marks
3 (a)	<p>Award <b>two</b> marks for each point fully and accurately expanded up to a maximum of <b>four</b> marks. Award <b>one</b> mark for a partial explanation. Accept positive and negative consequences.</p> <ul style="list-style-type: none"> <li>• Limits new experiences (1) as she will not be able to go to zoos/playgroups/holidays (1).</li> <li>• Unable to afford educational toys/books (1) will lack stimulation and may not learn to read/count (1).</li> <li>• Patricia may not be able to afford enrichment activities (1) so devises games to develop Joy's imagination (1).</li> </ul> <p>Accept any appropriate alternatives.</p>	<b>4</b>

Question number	Answer	Marks
3 (b)	<p>Award <b>two</b> marks for each point fully and accurately expanded up to a maximum of <b>six</b> marks. Award <b>one</b> mark for a partial explanation.</p> <ul style="list-style-type: none"> <li>• <b>Solo play (1)</b>; children play alone (1).</li> <li>• <b>Parallel play (1)</b>; children play next to each other (1).</li> <li>• <b>Cooperative play (1)</b>; children have acquired the skills to interact together (1).</li> </ul> <p>Accept any appropriate alternatives/examples.</p>	<b>6</b>

Question number	Indicative content	
3 (c)	<ul style="list-style-type: none"> <li>• Relevant theories, e.g. Chomsky’s LAD which explains how children instinctively acquire language in stages, crying, cooing, babbling etc.</li> <li>• Language acquisition is innate.</li> <li>• 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.</li> <li>• The same pattern of development occurs regardless of the language, but children do not develop at the same pace.</li> <li>• Amount of time given to parent-child interaction.</li> <li>• Siblings to talk to.</li> <li>• Activities/toys that promote communication.</li> <li>• Reading to children.</li> </ul> <p>Reward any appropriate illustrative examples.</p>	
<p><b>Mark scheme (award up to 10 marks)</b> refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.</p>		
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Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions.</li> <li>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made.</li> </ul>



		<ul style="list-style-type: none"> <li>• Evaluation is presented leading to conclusions but some may be lacking support.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>
Level 3	7-10	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions.</li> <li>• Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made.</li> <li>• Displays a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions.</li> <li>• Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.</li> </ul>

Question number	Indicative content	
3 (d)	<p><b>Examples:</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Will be active and be able to maintain fitness and control potential weight gain.</li> <li>• May be exhausted by the schedule of washing, feeding and clothing Joy and taking her to playgroup.</li> </ul> <p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• Will learn new skills of childcare or refresh her own knowledge of children’s education/maintain fluid intelligence.</li> <li>• May not have time to learn new things she is interested in or pursue her hobbies.</li> </ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Increased sense of self-esteem due to increased responsibilities.</li> <li>• May feel that she cannot cope and feel old and worthless in comparison to the younger parents at playgroup.</li> </ul> <p><b>Social factors</b></p> <ul style="list-style-type: none"> <li>• Meeting other people, e.g. parents at playgroup, and making new friends.</li> <li>• May not have time to mix with her own friends and may lose contact with them.</li> </ul> <p>Reward any appropriate illustrative examples.</p>	
<p><b>Mark scheme (award up to 10 marks)</b> refer to the guidance on the cover of the document for how to apply levels-based mark schemes*.</p>		
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
Level 0	0	No rewardable material.

Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</li> <li>• Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information.</li> <li>• Conclusions may be presented, are likely to be generic assertions rather than supported by evidence.</li> <li>• Meaning may be conveyed but in a non-specialist way.</li> <li>• Response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions.</li> <li>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made.</li> <li>• Evaluation is presented leading to conclusions but some may be lacking support.</li> <li>• Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.</li> </ul>
Level 3	7-10	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions.</li> <li>• Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made.</li> <li>• Displays a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions.</li> <li>• Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.</li> </ul>

