

L3 Lead Examiner Report 1806



June 2018

**Level 3 National 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 learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners 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 learners 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:

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Human Lifespan Development (31490)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	17	34	48	62

Introduction

The 2018 June examination was the third in the series, and once again utilized a simplified three question format, with each section receiving equal weighting of 30 marks.

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**, Learners 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.

Learners 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 Learners deemed as meeting the Pass criteria were in line with these requirements.

However, for a **Level 3 Distinction**, Learners 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 Learners deemed as meeting the Distinction criteria were in line with these requirements.

Those Learners awarded a **Level 3 Merit** did not provide the depth, detail or accuracy of the Distinction Learners with regard to the required discussion, assessment or evaluation of the questions posed.

Introduction to the Overall Performance of the Unit

All questions were attempted by a large majority of Learners, indicating that Learners had covered the content of the course. The three question format- with equal weighting for each question- again eased issues with regards to timing as the vast majority of Learners attempted all the questions in the paper.

However, for those Learners 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 Learners who do not complete the paper may utilise more to their advantage. Consequently, tutors may wish to discourage this practice when the Learners are revising using past exam papers.

There were several areas where Learners may also be further guided to improve their performance.

Some Learners did not correctly interpret the questions and the information provided in the question stem and subsequently produced inaccurate responses e.g. Learners did not identify the correct life stage as requested (1a) and this led to Learners providing inaccurate responses to question 1b e.g. where they identified 'Mary' as being in middle adulthood in 1a, learners provided physical factors relevant to middle adulthood in 1b (e.g. Menopause) and failed to score any marks.

The lack of attention to the requirements of the question was also evident in question 1e. In question 1e some learners made generic comments regarding confidence which were not linked to self-concept as required by the question e.g. She will be more confident (0 marks) as opposed to her self-esteem will be boosted by her success and this will lead to increased confidence (2 marks).

Learners had a reasonable attempt at question 1f, but frequently, primarily focused on the negative aspects of low income and, although learners frequently produced some very good answers, as they were entirely one sided, they did not move beyond the middle of mark band 2 e.g. 4/5 marks.

Learners should produce a balanced answer with counter arguments to achieve level 3 in 10 mark questions which ask Learners 'to what extent' or 'evaluate.' A Level 3 answer (7-10 marks) requires Learners to provide 'evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made and display a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions'.

In question 2c Learners occasionally lost marks through slight variations of similar points/repetition e.g. earns her own money/is now financially independent – has responsibility at work/is responsible for her own area of work. Learners would only be awarded marks for only one of these answers.

Stronger learners dealt well with question 3b, however, weaker learners frequently included isolated knowledge about Piaget's theories of cognitive development without reference to schemas and did not score any marks.

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 Learners displaying some understanding of the relevant theories. For some Learners, 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 Learners' responses a level dependent on the accuracy and depth of the answer. The responses were then placed at an appropriate mark within the level.

The indicators for each level are as follows:

Level 1 (0-3 marks):

- Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.
- Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information.
- Conclusions may be presented, are likely to be generic assertions rather than supported by evidence.
- Meaning may be conveyed but in a non-specialist way.
- Response lacks clarity and fails to provide an adequate answer to the question.

Level 2 (4-6 marks):

- 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 marks):

- 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.

Individual Questions

1a : Learners who correctly identified the 2 life stages scored full marks. Generally well answered, a majority of learners scored at least 1 mark for adolescence but there was some confusion with identifying middle adulthood for some learners and some learners incorrectly identified middle adulthood for Patrick and Mary which led to them also scoring 0 marks in question 1b.

1a – 2 marks

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

Beatrice is 46 years old and is married to Patrick aged 48 years.
They have three children, Roxy aged 20 years, Annabelle aged 17 years and Mary aged 13 years.

1 (a) Identify Patrick and Mary's life stages. (2)

Patrick
Later adulthood

Mary
Adolescence

1a – 1 mark – Learner repeats middle adulthood and has obviously failed to correctly read the question stem.

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

Beatrice is 46 years old and is married to Patrick aged 48 years.
They have three children, Roxy aged 20 years, Annabelle aged 17 years and Mary aged 13 years.

1 (a) Identify Patrick and Mary's life stages. (2)

Patrick ~~Middle~~ Middle Adulthood

Mary ~~Early~~ Middle adulthood

1b- **0 marks**. Learner has not interpreted the question correctly and this type of response generally followed for Learners who had also incorrectly identified Mary's life stage in question 1a.

(b) Outline **four** physical changes that should happen to Mary during her current life stage. (4)

- 1 grey hair
- 2 wrinkles
- 3 weaker bones.
- 4 back changes (bent back).

1b - **3 marks**. Another common mistake was the inclusion of emotional factors, as below, which led to the dropping of a mark.

(b) Outline **four** physical changes that should happen to Mary during her current life stage. (4)

- 1 Menstrual cycle starts
- 2 Body parts develop, e.g. breasts
- 3 Mood swings
- 4 Body/height growth.

1b - **3 marks**. Growth spurt (and puberty) should be qualified to gain a mark e.g. will get taller/gain weight. Puberty means that breasts will increase in size. Puberty and growth spurt are not physical changes by themselves.

(b) Outline **four** physical changes that should happen to Mary during her current life stage. (4)

- 1 growth spurt
- 2 wider hips
- 3 pubic hair
- 4 breast enlarge.

1b- **4 marks.** A good example of the brevity that stronger Learners frequently use.

(b) Outline **four** physical changes that should happen to Mary during her current life stage. (4)

- 1 breasts grow
- 2 hips widen
- 3 periods start
- 4 start of hair in pubic areas.

1c- Marks were dropped here by learners who did not engage with the requirements of linking positive peer pressure with an appropriate expansion. Some learners focused on a generic discussion of self-esteem issues without linking this to peer pressure and subsequently did not score any marks and other learners misinterpreted the question and focused on negative aspects of peer pressure. Repetition of aspects of learning were not awarded twice.

1c - **4 marks.** A concise but accurate answer that scores full marks.

(4)

- 1 Peer pressure is where her friends will pressure her to do specific tasks, positively they can pressure her to study and succeed, which will improve her intellectual development.
- 2 They may encourage her to exercise (if they are into it), which will improve her physical development and health; as well as her well-being.

1c – **0 marks**. A typical example of an answer which does not fully engage with the requirements of the question and focuses on the negative aspects of peer pressure.

a house with a group of other students.
Explain **two** ways Roxy may be positively influenced by peer pressure. (4)

1. She's sharing a house with other students so if they have a party she could be pressured into drinking alcohol.

2. She could also be pressured into doing something she doesn't want to but may feel pressured as there is a group.

1c- some Learners only provided one response and scored **2 marks**

(c) Roxy is in her third year at university, where she is studying sociology. Roxy shares a house with a group of other students.
Explain **two** ways Roxy may be positively influenced by peer pressure. (4)

1. She may be positively influenced by the group of other students to work and read around sociology more - By doing this it will motivate her to do her best when it comes to exams.

1d: A generally well answered question with most Learners demonstrating clear knowledge and understanding of this area. Learners were awarded one mark if they accurately recognised the difference between cultures but failed to link this to an **appropriate** example e.g. Some cultures may believe that illness may be God's will (1 mark); If this response is linked to a specific example e.g. Jehovah's Witnesses would therefore not have a blood transfusion, it would have scored (2 marks).

1d. **4 marks**. 2 good examples included

prevent them **seeking medical intervention**.

Roxy's friends may ~~be~~ follow the Rastafarian culture and may influence her to use home remedies and herbal medicines instead of seeking medical intervention.

(d) Roxy has friends from a broad range of cultures and religions.

Describe how an individual's culture, religion or beliefs may:

(4)

Impact on their choice of diet

Roxy may try new ~~to~~ foods and diet choices. for example, if she has a muslim friend it may inspire her to try fasting for ramadani to ^{experience} ~~see~~ what ~~the~~ muslims go through.

1d - 3 marks. The Learner drops a mark here as they do not provide an accurate expansion to the second point.

(d) Roxy has friends from a broad range of cultures and religions.

Describe how an individual's culture, religion or beliefs may:

(4)

Impact on their choice of diet

An individual's culture or beliefs can impact on their choice of diet because they may be prohibited to eat certain foods. for example; muslims can not eat bacon, ham or anything pig related and must only eat halal foods. Jews can only eat kosher meats and this could impact their choice of diet.

prevent them seeking medical intervention.

An individual's culture or religion or beliefs can prevent them seeking medical intervention because some treatment methods or medication could be prohibited for them as it

1e: Some learners made generic comments regarding confidence which were not linked to self-concept e.g. She will be more confident (0 marks) as opposed to her self-esteem will be boosted by her success and this will lead to increased confidence (2 marks). Another common mistake was repetition e.g. she feels positive about herself as she has achieved something/she feels good about herself as she has passed her exams. Only one aspect of these responses would gain marks.

1e – **6marks.** This response demonstrates the level of detail and range of examples required for full marks.

(e) Roxy has recently completed her second year examinations and has achieved excellent grades.

Discuss the positive impacts on Roxy's self-concept of being successful in university.

(6)

Self-concept is ~~an impression and an ever~~ evaluation of your self-esteem and self-image. Being successful in university, will positively impact Roxy's self-concept because it will enable Roxy to progress & a positive self-image, & others will perceive her as being intelligent and capable, she will also see her self ~~as~~ in a positive way. Roxy's self-esteem will also have developed, she will have more faith in herself, ^{she will also} ~~question~~ to have more self-belief and a better and positive attitude towards her ^{capability} self-confidence and ~~ability~~. Moreover, it will lead to Roxy ~~having~~ a better and positive attitude towards her self and self-confidence. ~~confidence and ability~~. Moreover, it will lead to Roxy feeling content and great with who she is as a person. She will ~~question~~ her ability to less and ~~will~~ may push herself to try new things in the future. This is because, with being successful in university she will not compare herself ~~not~~ negatively with others, she will not feel less intelligent. Instead Roxy will feel determined and motivated to do the best she can do, therefore, her self-concept has been impacted positively!

1e - 1 mark. This learner has understood the question but failed to provide a discussion. A good response would generally include 2-3 points in the discussion.

(e) Roxy has recently completed her second year examinations and has achieved excellent grades.

Discuss the **positive** impacts on Roxy's self-concept of being successful in university.

(6)

Roxy will have a good self-esteem as she can see that she can do well in university reinforcing

1e - 4 marks. This learner has understood the question and has included 2 points in the discussion without the detailed discussion required for full marks.

Discuss the **positive** impacts on Roxy's self-concept of being successful in university.

(6)

Self-concept is the mixture between self-esteem and self-image, meaning this is how she both sees and feels about herself. Roxy As she has achieved excellent grades, she may begin to feel better about her future examinations and create further confidence regarding her intellectual ~~see~~ intellectual development. This could then result in further grades being higher. Roxy may also begin to see her physical self in a different way, as more intelligent looking which may lead her to ~~also~~ alternate her dress style. This As she has achieved good grades, ~~she may feel~~ others around her will positively reinforce ~~them~~ this, which will ~~for~~ further create a positive self-concept.

1f: Some very good answers here, that, unfortunately, were one sided so they did not move beyond the middle of mark band 2 e.g. 4/5 marks – Learners should provide a balanced answer with counter arguments to move on to level 3. In the less strong responses, frequently, despite the answer's length and the inclusion of some specialist terminology, the answers demonstrated limited understanding of the positive and negative impacts of low income in relation to the scenario.

1f - 3 Marks (Level 1) . An example of a response that demonstrates some understanding, but fails to move beyond Level 1.

(f) Roxy has a part-time job because she is a student. She often struggles financially.
To what extent can low income affect an individual's health and wellbeing? (10)

A low income can affect someone more than they realise. all of their basic needs can be affected emotionally, physically, intellectual and social.

A low income can cause anxiety and stress to a young person, not knowing how they will afford their bills each month.

Confirmation of King's Hill...

It can also cause depression that can lead up to any extent not leaving the house, not washing, not working, just because they have given up.

Emotionally it could also impact her social life, not being able to go out with friends and enjoy herself. This can then affect her self concept.

1f - 7 Marks. A clear evaluation of the impact of low income, with an appropriate range of examples that places the Learner in Level 3.

(f) Roxy has a part-time job because she is a student. She often struggles financially.
To what extent can low income affect an individual's health and wellbeing? (10)

Having a low income can affect an individual's health and wellbeing both positively and negatively.

It can affect an individual negatively. Firstly, having a low income means that an individual may not be able to afford healthy nutritious meal for ~~her~~^{himself}. Instead, the person can only afford ready meals from supermarket or cheap fast food. This may impact on an individual's health condition as it may increase the person's risk of having diabetes by absorbing high sugar and saturated fat diet. The person may also suffer from overweight for eating unhealthy diet.

In addition, having a low income suggests that an individual may not be able to afford to go out to leisure centre. This is because the person may not be able to afford expensive transportation fees. This may impact on the person's health as he/she may not be able to exercise or carry out physical activities. This means that the person is less likely to go out to socialise with others in the community. This may affect the person's social development and may create stress for him/her as he/she is not able to express thoughts and interact with others. ~~According to the social disengagement theory, it has been suggested that as~~

Moreover, having a low income may affect a person's self-esteem. This is because the person may see himself/herself as a 'useless person' and not value themselves. This may create depression for them and may de-motivate them

Moreover, having a low income may affect a person's self-esteem. This is because the person may see himself/herself as a 'useless person' and not value themselves. This may create depression for them and may de-motivate them in their daily life as their self-confidence may ~~be~~ ^{lower} and may choose to isolate themselves ^{and} to get in touch with others.

According to the stress-diathesis model, it suggests that nurture (stress) may play a part in the development of psychological disorder. This suggests that an individual may suffer from illnesses such as depression if they have a low income in their life as they may not have confidence ~~in~~ and may succeed to receive negative comments from others.

Alternatively, having a low income may affect an individual's health and well-being in a positive way. Firstly, this may create motivation for a person to rebel the low income status by working even harder. This is because they may want to change their circumstances and they believe they are able to do it. This may raise their self-confidence and self-esteem in achieving targets therefore they are more likely to be active and willing to interact with others in the community to change their situation.

In addition, having a low income may mean that the person may receive support or supportive comments from their family or friends. This is because their family or friends may be worry about them which means that an individual may get more visitors and encouraged to work hard by receiving positive and supportive comments. This may help an individual to build a positive self-image about themselves and they are less likely to suffer from psychological illness.

In conclusion, having a low income is likely to affect an individual's health and well being negatively both financially and emotionally. However, it can bring some positive impact for an individual to work hard to rebel or reject the low income status.

1f. **4 marks.** Whilst this response has some accurate knowledge and understanding it is a one sided answer that fails to evaluate this information to an extent that enables it to move from the bottom of Level 2 (4-6 marks) in the Mark Scheme.

Continuation of writing of 1f

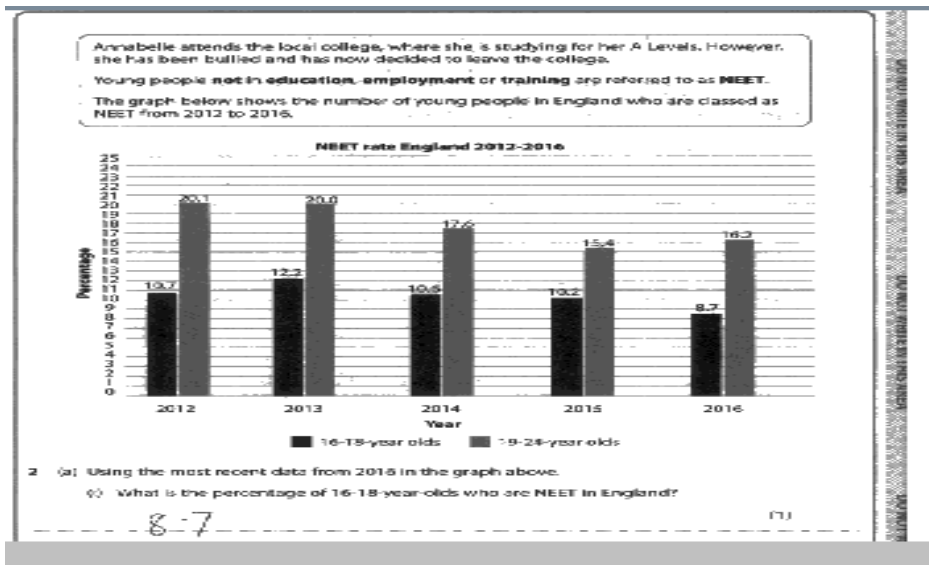
To what extent can low income affect an individual's health and wellbeing?

(10)

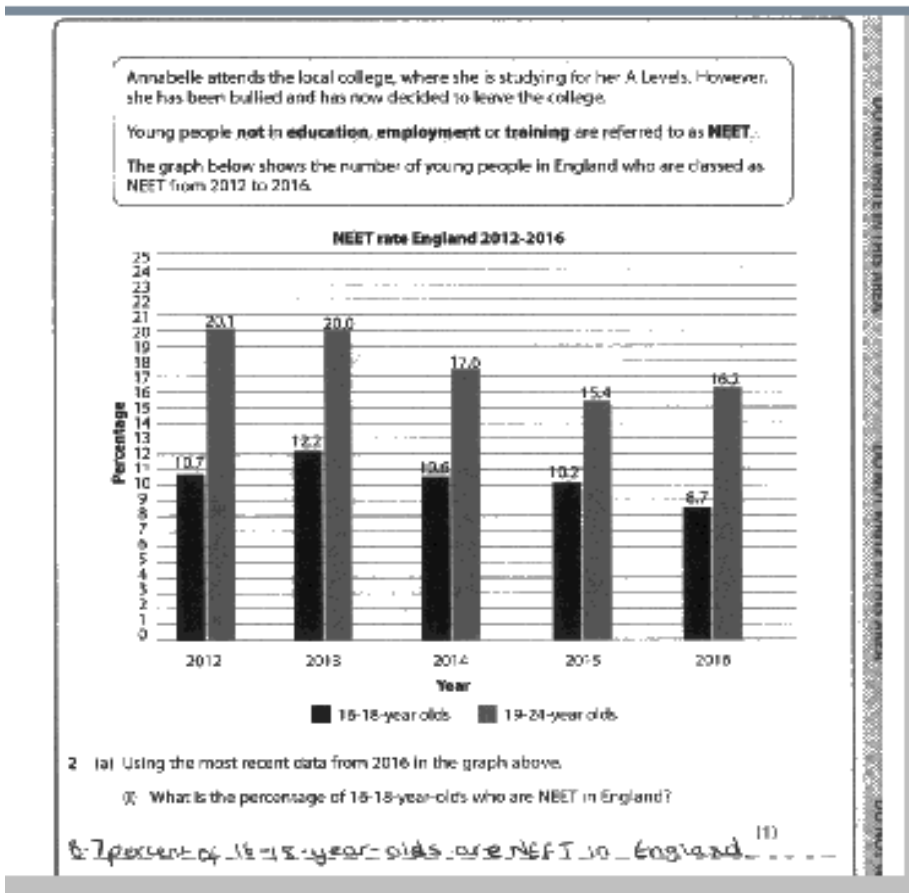
Physically, a low income job can affect her diet as she may not have enough money to buy the right food to have a balanced diet which could lead to becoming malnourish. Roxy may feel more tired due to being stress about whether she can afford certain things. ~~State~~ which could lead to Roxy ~~feeling depressed~~ a mental health condition e.g. depression. Intellectually, she may become slower at problem solving and ~~she~~ have a lack of concentration. This could affect her social life. ~~the~~ Socially, Roxy may lose friends, due to her not being able to afford to go out with them and continue certain hobbies with her friends. This may result in Roxy feeling lonely, ~~and~~ isolated and a lack of social interaction, which will affect her social skills negatively.

2a: Interpreting data from graphs has troubled some learners previously, but this was a well answered question with most learners scoring full marks.

2ai - 1 mark



2ai - 1 mark. The additional information is not required.



2a ii 1 mark

(ii) What is the difference in the percentage rates between 16-18-year-old NEET and 19-24-year-old NEET?

The difference is 7.5% (1)

2a ii 0 marks. Some learners appeared unfamiliar with graphs and may benefit from additional guidance in interpreting them.

(ii) What is the difference in the percentage rates between 16-18-year-old NEET and 19-24-year-old NEET?

$16.2 - 8.7 = \frac{8.2}{9.5} \approx 8.5\%$ (1)

2b.A generally well answered question generally with some learners losing marks due to repetition, as seen in the response below which scored 2 marks.

However, Annabelle is due to start working at a local hair and beauty salon and studying for qualifications in hair and beauty. There are several other students of Annabelle's age working at the salon.

Outline two benefits of friendship for Annabelle.

(4)

1. Friendships will benefit Annabelle as it will promote her social life, which will in turn positively affect her socially and emotionally as she will feel less alone and isolated and instead more happy.
2. ~~Friendships~~ Friendships means Annabelle may go out more rather than spending her time alone at home.

2b- 4 marks. Two clear examples.

Outline **two** benefits of friendship for Annabelle. (4)

1. One benefit of friendship for Annabelle is it will give her a sense of security. This is because she will have people she can rely on and depend on if she ever had an issue. She will be able to trust her friends which will also give her a sense of belonging.
2. Another benefit is they will offer her support and help her through her hair and beauty qualification. This means she will feel cared for and have encouragement by her friends to do well.

2c- Again a generally well answered question- with learners occasionally losing marks again through slight variations of similar points and repetition e.g. earns her own money/is now financially independent – has responsibility at work/is responsible for her own area of work

2c- 4 marks. A good explanation of the potential positive and negative impact on independence.

(c) Explain **two** ways that Annabelle's new role in the salon will impact on the development of her independence. (4)

1. Annabelle's new role may consist of her being in charge of a few things e.g. booking appointments, or taking phone calls, or maybe even actually cutting and styling hair. All of this could boost her independence as she may begin to feel she can do things successfully on her own, without no help.

2 on the other hand, annabelle will be working with other young salon workers, and she may be asked to work together with them at all times, or may be given more tasks. This may not help her become more independent as she may feel that she can't do things on her own, which would help develop her independence.

2c- 0 marks. The learner fails to link examples to the requirements of the question.

Annabelle's new role will allow her to be able to build up her confidence.

2 It will also allow her to be able to work independently ~~and~~ ~~be~~ and interact with the customers.

2d some very good answers that were again one sided so they do not move beyond the middle of mark band 2

2d- 2 marks. A clear answer that has some repetition and lacks the detail required to move beyond Level 1.

Evaluate the impact of retirement and increased leisure time on Patrick's health and wellbeing.

(10)

It ~~will~~^{might} allow Patrick to spend time with his loved ones which will be great for his health and wellbeing because it will increase his social interaction and could make him feel happier.

Another impact could be that it gives Patrick time to make sure he's looking after himself by eating a balanced diet which will help his health and wellbeing because it ~~will~~^{might} increase his life expectancy because of the balanced diet.

It will allow Patrick to do the things he never could before which will ^{might} make him happier and will increase his social interaction.

2b – 7 marks. Clear and thorough answer with reference to relevant theories that was typical of the response of stronger learners.

Evaluate the impact of retirement and increased leisure time on Patrick's health and wellbeing.

(10)

Now that Patrick has more leisure time, he will be able to do all the things he never had time to do. He could take up a hobby or learn a new skill. Doing this could keep him healthy and fit; it would also improve his self concept; physical; intellectual; emotional; and social wellbeing. Moreover, if he has more time, he could spend it with his family if he has one and could build his relationship with them. This means that his social wellbeing will improve as he will be able to build up his relationships and he might be able to

build new relationships ~~and~~ ^{and} meet new people, making new friends and socialising. Hawighurst activity theory states that being socially active especially if ~~the person~~ ^{an individual} is elderly can help them improve the health and wellbeing, they may learn new things, meet new people and experience new and more things. Furthermore, after working for 28 years, Patrick may feel like he has achieved a life goal to have a solid career and this could make him feel happy ^{improving} ~~bettering~~ his emotional wellbeing.

However, retirement would make Patrick feel sad. Since he will be leaving his place of work, he might lose contact with

his work friends. He might also lose his sense of purpose as

gaining any knowledge meaning his intellectual wellbeing will be impacted negatively as well.

To conclude, Patrick's health and wellbeing would get better due to his retirement as he will be free of stress but it might also become negative because it might not know what to do to keep active leading to a sedentary ~~lifestyle~~ lifestyle.

2e: Many of the stronger answers were detailed but failed to address the positive aspects of the scenario and subsequently were mainly mid band in level 2.

2e - 7 marks. Clear and detailed answer with reference to a range of appropriate examples.

(10)
The impact an ageing population on society is quite high, and negative impacts would include more pressure on health and social care services due to the elderly being more susceptible to falls and diseases such as dementia and elv. This impacts society as it may result in fewer available appointments and lower quality care for the younger half of society. Another negative impact includes due to the ageing population being more susceptible to falls due to a worsened sense of balance

more acute care is needed for things such as broken hips, placing more pressure on healthcare services. Elderly people often may need longer stays in hospital after acute care is provided, which takes up more hospital beds and staff time, potentially making others with conditions not as important less of a priority and may see a longer waiting time to receive care.

Elderly people however, due to being retired, have more ~~free~~ leisure time which could be used to help younger members of society, for example by babysitting their relatives (grandchildren) when their parents are at work. This very positively benefits themselves and others as the parents will not have to spend money on childminders/care and the children will be able to develop their social development and intellectual development further as a result of the undivided attention. Elderly also can use

their extra leisure time to run community clubs and activities in the society, providing a safe place for young people to express & develop themselves.

I conclude that having an ageing population has a very high impact on the government as they need to fund more into healthcare services to provide for their needs, and society due to increased pressure on healthcare services. They also have a high impact on society by offering their free time to help others.

2e - 4 marks; mainly negative examples provided.

(e) Evaluate the impact on society of an ageing population.

(10)

One impact of an ageing population on society is more medical services are required as the more elderly people there are the more ill people there will be. This will cost the NHS a lot of money as they have to provide these services for the people who need them.

Another impact an ageing population has is there are more residential and care homes required when elderly people are no longer able to stay in their own homes.

Another impact is there needs to be more medical professionals to provide care for these elderly people especially carers who can provide help with personal care and day to day tasks. If there isn't enough of these professionals then this could be a problem because the healthcare professionals that now would be able to provide a good quality of care if there are too many people to provide care for. *

In conclusion, an ageing population will have quite a detrimental effect on society as it will cost the government a lot of money however it could also provide opportunity for employment.

3a – Most Learners did well on this question, although some learners failed to understand what developmental milestones were.

3a – 4 marks

3 (a) Identify, in the correct order, the **four** physical developmental milestones that Molly has passed through in this life stage. (4)

- 1 ~~Rolling over~~ Sitting up
- 2 ~~Sitting up~~ Crawling
- 3 ~~Walking~~ Crawling Using furniture to hold onto as she walks
- 4 Using feet Walking

3a- 0 marks. The Learner fails to understand what the question is asking for.

3 (a) Identify, in the correct order, the **four** physical developmental milestones that Molly has passed through in this life stage. (4)

- 1 birth
- 2 growth norms
- 3 ~~development~~ growth
- 4 development

3b – Stronger learners dealt well with this question, whilst weaker learners frequently included isolated knowledge about Piaget's theories of cognitive development without reference to schemas and did not score any marks.

3b – 6 marks. Short but clear answer.

(b) Outline Piaget's explanation of **schemas**. (6)

A schema is a small packet of information in the ~~st~~ long term memory.

- Assimilation = initial idea of something e.g. a cake is round, spongy and plain
- Equilibrium = the experience matches the schema e.g. the cake is round, spongy, plain
- Disequilibrium = experience doesn't match the schema e.g. the cake is square and chocolate
- Accommodation = accept both experiences e.g. the plain and chocolate cakes

3b- 0 marks. This answer was typical for learners who incorrectly focussed on Piaget's work on the stages of cognitive development.

(b) Outline Piaget's explanation of **schemas**. (6)

Piaget believed that a child only has one outlook and doesn't understand anyone else's opinion. He also shown that a child think that everyone else should agree with them due to them thinking they are correct.

For example, if there was a mountain, they wouldn't understand that there were objects behind as they can only see the front, so they would only agree with their way of thinking and no one else's.

3c: Many learners recognise and accurately identify the role of the stages in Piaget's theories but fail to assess them so are awarded in the middle of level 2.

3c- 7 marks. Clear and detailed answer that includes a balance that leads to it being awarded Level 3.

(c) Justify how Piaget's theory of stages may explain cognitive development.

(10)

Piaget's first stage sensorimotor (0-2 years) states that children use their senses to interact with the world, by using hands to explore objects (toy's), ears to listen, eyes to see etc. These help the baby gain knowledge about the world but they are still primitive and undeveloped. The next stage

~~Preoperational which lasts 2-7 years says~~
that ~~ent~~ At this first stage children cannot understand object permanence, this means when an object is shown to a child and then hidden they think it non-existent. The next stage is preoperational (2-7 years) is where children have developed object permanence but are egocentric, this means children are unable to see things from others points of view only their own. They cannot

understand logical principles and mathematical problems yet such as algebra. The next stage concrete operational (7-11) children are ~~still~~ ~~cannot~~ cannot understand ~~concrete~~ conservation laws such as mass and volume. An experiment was done to test this and children at this stage didn't understand how water volume remains the same but the shape

changes depending on the cup size

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The final stage concrete operational (11-18 years) says that children can do more abstract logical thinking, mathematics

ability is fully developed, he did not ~~take~~ consider those with learning difficulties and autism who both show that these stages aren't always correct in explaining cognitive development. People with learning difficulties may develop slower while people with autism may develop mathematical skills faster.

To conclude these stages do give a base

are easier to understand, and conservation is understood. They can see others points of view and are not ego centric.
Critics of Piaget say that he underestimated some stages such as the sensory motor, there are cases where children as young as 1 understand object permanence. Some say he overestimated the final stage where childrens cognitive ability is fully developed he did not take consider while people with autism may develop mathematical skills faster.
To conclude these stages do give a base to work with in how we develop but there are generalisation issues and lack of scientific evidence.

3c - 5 marks. This response has less detail and balance and is awarded mid Level 2

Continuation of entry 21111

(c) Justify how Piaget's theory of stages may explain cognitive development.

(10)

Piaget's theory of stages may explain cognitive development by four stages: sensorimotor which is the stages of rapid intellectual development, where infants use their symbols to interact with one another. Second stage is preoperational stage where development of logical thoughts involving problem solving and memory recall skills. This stage is where infants use symbols to represent their discoveries. Third stage is, concrete operational where the individual can think through problems and make sound judgements using their life experiences, here they start to use logical

thinking. Last stage of Piaget's is formal operational. This is when the individual changes as the brain changes, in the brain and cause short-term memory decline and slower thought processes and reaction times.

Strength of Piaget's model is all the 4 stages are building blocks to an individual's intellectual development. Piaget's evidence of cognitive stages can be seen across different life stages, showing there is truth to his theory and it's based on empirical evidence.

Weakness of Piaget is he only observed a small

sample of children this is not reliable as the minority

18



do not represent the majority. It could very well be the case for certain individuals but not all.

3c- 0 marks. Some learners appeared completely unfamiliar with Piaget's work and failed to score any marks.

(c) Justify how Piaget's theory of stages may explain cognitive development.

(10)

Between 0-9 he believes that it is the most crucial stage to learn skills and learn language. After the age of 9 he believes it isn't beneficial to learn maths and the skills to talk as it is impossible to be taught after that age.

3d - Weaker learners mainly listed the physical aspects of stress, often without accurate expansions and subsequently struggled to score beyond mark band 1. Whilst the stronger learners engaged with the relevant theories they did not always address the counter arguments of the positive side of stress and were, once again, awarded the middle of mark band 2.

3d - 7 marks. Good answer with enough balance to progress to Level 3.

Discuss the effects of stress levels on an individual's health and wellbeing, with reference to the Holmes-Rahe social readjustment rating scale.

(10)

Holmes-Rahe social readjustment rating scale they tested 5,000 people and ranked certain life events on basis with stress. Links to Roxy as being parent and new role along with marriage, all on the scale; added together these life events determine what percentage of stress Roxy has. Physically Roxy's stress could make her ill through being overworked she can be tired and run down. Intellectually balancing different tasks

occupying her brain could have negative impact giving her frequent headaches however positive impact through expanding her knowledge and life skills. Emotionally being stressed could reduce her confidence and self-esteem which could impact her attachment to her child (Bowlby's theory) missing out on major life stages. Her self-worth may be decreased due to increase of pressure from others.

needs. Positive impact is she has support able to talk to people for instance her partner about her stress and come up with a solution to help reduce stress. Socially stressed due to busy schedule grow apart from friends once close to unable to go out socialising due to family and work commitments however positive impact able to socialise interacting making new friends with colleagues and other parents. In conclusion stress levels have a positive and negative impact on Roxy's health and


working negatively as she is overworked, stressed, worried about being unable to meet others needs and unable to socially connect with others she could have a breakdown or end up in hospital. However positively through talking with people whether personal like her partner or professionally through counselling she has support so she can achieve the success she wants whilst also balancing personal and professional commitments.

3e - 6 marks. Good answer that is too one sided to be awarded Level 3.

18) Following her recent exam, Lisa has not been promoted at her school and it has led to the Social Science Department facing a funding crisis. Lisa reports a lot of being a mother and her new role very challenging and stressful.

Discuss the effects of stress levels on an individual's health and well-being with reference to the following scales:

Stress... stress... down... causes... health... deteriorate... and... may... cause... stress... such as... insomnia... losing sleep... nights... occur because the mind is... occupied... also... this... may... cause... for... the next day as the mind has not had rest... allowing her... performance... to... be... the... health... some social... measurement... scale... leaves to... by... the... scale... suggests... if... you have... with... levels of stress... the opposite scale will show... very... as... the... stress... is... impacting... health... well-being... work... like... if you have... your... of stress... the... scale... will... show... a... high... such... as... the... stress... is... lead... your... well-being... is... not... as...



This illustrates how Emily may feel her stress levels are rising. The opposite side is increasing. Increasing her stress is impact for health and wellbeing. Another effect of stress would be diet change, this could be from eating less work or because of stress or going off diet all together. As this happens, Emily will also impact many by she may be getting fed to work or less when her mood is better. Also if Emily is not being fed the correct food, it could lead to the outside causes, vitamins and minerals. She needs to get the proper proteins to grow properly, possibly causing stopped growth. Stress could cause depression, causing Emily to become very down and have very low self-esteem about her self. She may feel like she is least as his job. Another she is a good mother, Emily. This could cause Emily to feel (Total for Question 3 = 30 marks)

TOTAL FOR PAPER = 80 MARKS

3d -1 mark. The learner demonstrates isolated knowledge and fails to move beyond Level 1.

Discuss the effects of stress levels on an individual's health and wellbeing, with reference to the Holmes-Rahe social readjustment rating scale. (10)

The Holmes - Rahe Social readjustment rating scale is a way which you're going to react to something that has happened to you in life. Stress is a big factor in everyone's lives but depending on if you can handle it you may have a positive or negative outcome or reaction. Bowlby's attachment theory is believed to play a part in stress as it is believed depending on what kind

of relationship or attachment you had with your carer, you can react in different ways. An individual's lifestyle can change in a positive or negative way depending on how they cope with the situation. Also, depression can play a big factor changing the person's whole life.

Summary

Although the length of the response is far less important than the quality and accuracy of the response, learners should use the number of marks and space available as a general guide to the depth of response required. Brevity and accuracy are especially important in the responses for 'Identify' questions where extended discussion/description is not required for full marks.

It is important to remain precise in your responses. If self-concept is asked for in the question, do not mention any other aspects of development e.g. 'Confident' or 'happy' unless they are relevant to the development of self-concept. It is also important to avoid repetition.

The overall structure of the Learner'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 learners 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 always require a balanced argument to gain higher marks.

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 to the scenario.

Use 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. Even a detailed explanation of a theory without accurate application or links to the scenario or question will not gain mark.

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