



Mark Scheme

Summer 2015

NQF BTEC Level 2 in Health and Social
Care

Unit 1: Human Lifespan Development

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Accept phonetic spellings.

Question Number	Answer	Mark
1 (a)	Line matching to indicate: David – Early adulthood (1) Margaret – Later Adulthood (1)	2 x 1 (2)

Question Number	Answer	Mark
1 (b)	Award one mark for correct identification of each negative effect of Eric's death on Margaret's development, up to a maximum of two marks. Examples include: <ul style="list-style-type: none"> • Depression (1) • Can see no point in living (1) • Loneliness (1) • Lack of social contact (1) • Negative self-image (1) • Loss of mutual friends (1) • Has no interest in her appearance (1) • Loss of appetite (1) • Weight loss/weight gain (1) • Ill health (1) • Self-harming (1) • Stressed (1) 	2 x 1 (2)
	Accept any appropriate alternatives.	

Question Number	Answer	Mark
1 (c)	B (Intellectual development)	1 x 1 (1)

Question Number	Answer	Mark
1 (d) (i)	Award one mark for correct outline of what is meant by the term lifestyle choice. <ul style="list-style-type: none"> • The decisions you make can have an impact on your health and wellbeing (1) • A choice an individual makes irrespective of the risk to self and others (1) • A choice that an individual makes with knowledge of potential consequences (1) • A choice that may be informed by religious, cultural or social influences irrespective of or in conflict with contemporary society (1). 	(1)
	Accept any appropriate alternatives.	

Question Number	Answer	Mark
1 (d) (ii)	<p>Award one mark for each correct identification of a lifestyle choice that people make, up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Alcohol • Diet • Exercise • Drugs <p style="text-align: right;">2 x 1</p> <p>Accept positive or negative choices.</p>	(2)

Question Number	Answer	Mark
1 (d) (iii)	<p>Award one mark for correct identification of a physical effect and one mark for correct identification of an emotional effect of smoking on Margaret.</p> <p>Physical effect:</p> <ul style="list-style-type: none"> • Reduces hunger (1) • Increased risk of lung disease/coughing (1) • Increased risk of ill health (1) • Increased chance of cardiovascular disease/organ damage (1) • Weight management (1) • Changes in physical appearance (1) • Addiction (1) <p>Emotional effect:</p> <ul style="list-style-type: none"> • Relieves stress (1) • Change in confidence (1) • Feelings of enjoyment/satisfaction (1) • Risk of depression (1) • Addiction (1) <p style="text-align: right;">1 x 1 1 x 1</p> <p>Accept any appropriate alternatives. Accept addiction in either section, but not both.</p>	(2)

Question Number	Answer	Mark
1 (e) (i)	<p>Award one mark for correct identification of how Margaret's family could support her.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Taking her out (1) • Inviting her to their home (1) • Regular communication (1) • Practical support • Financial support • Contacting external organisations <p style="text-align: right;">2 x 1</p> <p>Accept any appropriate alternatives.</p>	(2)

Question Number	Answer	Mark
1 (e) (ii)	<p>B - Talking to neighbours (1)</p> <p>E - Joining a reading group (1)</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1 (f) (i)	<p>Award one mark for correct identification of each positive effect on David's emotional development as a result of his promotion, up to a maximum of two marks.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Raised self-esteem (1) • Increased confidence (1) • Improved self-image (1) • Contentment (1) • Feelings of security/independence (1) <p style="text-align: right;">2 x 1</p> <p>Accept any appropriate alternatives.</p>	(2)

Question Number	Answer	Mark
1 (f) (ii)	<p>Award one mark for identification of each way leaving the family home may develop David's independence.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Responsible for own finances (1) • Responsible for household tasks (1) • Developing new friendship groups (1) • Develop new skills (1) • Responsible for own home maintenance (1) • Problem solving (1) <p style="text-align: right;">2 x 1</p> <p>Accept any appropriate alternatives.</p>	(2)

Question Number	Answer	Mark
1 (f) (iii)	<p>Award one mark for correct identification of positive effect of David's promotion on Margaret's social and/or emotional development.</p> <p>Award one mark for correct justification/elaboration, up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Increase pride in David's career success (1) therefore improving Margaret's self-esteem (1) • Margaret is able to praise David's success to her social group (1) therefore improving Margaret's self-image (1) • Margaret will enjoy the time spent with David more (1) because they now only spend quality/arranged time together (1) • Increase Margaret's emotional contentment (1) as Margaret can stop worrying about David's future/supporting him (1) • David's increased income may mean he spends money on activities (1) that benefit Margaret socially/emotionally (1) <p>Award one mark for correct identification of negative effect of David's promotion on Margaret.</p> <p>Award one mark for correct justification/elaboration, up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Increased social isolation (1) as David is working longer hours and has less time for Margaret/because Margaret will not see David very often (1) • Depression/sadness (1) as Margaret may feel neglected/unwanted in David's absence (1) • Margaret may feel redundant/unvalued (1) because David will no longer rely on her financially/emotionally/practically (1) • Margaret may have increased stress (1) because she may worry about the pressures of David's new lifestyle (1) <p>Accept any appropriate alternatives. Do not accept answers linked to leaving home, rather than promotion.</p>	(8)

Question Number	Answer	Mark
2 (a)	<p>Award one mark for each correct identification of an expected life event, up to a maximum of two marks:</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Starting menstruation (1) • Starting education (1) • Leaving education (1) • Graduating from university (1) • Entering employment (1) • Moving house/leaving home (1) <p>Do not accept expected life events that Roshan hasn't experienced eg getting married/having children</p> <p style="text-align: right;">2 x 1 (2)</p>	

Question Number	Answer	Mark
2 (b)	<p>Award one mark for each correct identification of a reason for Roshan having high self-esteem.</p> <p>Award one mark for each correct justification/elaboration.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • She has passed her degree (1) and therefore feels proud (1) • She has a demanding new job (1) and therefore feels that she is able to apply the skills learned from her degree (1) • Her professional qualification/s mean (1) that she is able to act as a positive role model for her pupils (1) • She will have improved social status (1) as she has a professional qualification (1) • She is more independent (1) as she's financially secure (1) • Appointed to first teaching posts (1) so therefore has future prospects (1) <p style="text-align: right;">2 x 1 2 x 1</p> <p>Accept any appropriate alternatives. Accept use of different pronouns.</p>	(4)

Question Number	Answer	Mark
2 (c) (i)	<p>Award one mark for each correct identification of a specifically inherited condition.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Colour blindness (1) • Duchenne Muscular Dystrophy (Muscular Dystrophy) (1) • Haemophilia (1) • Phenylketonuria (1) • Polycystic kidney disease (1) • Huntington's Disease (1) • Thalassemia (1) • Achondroplasia (dwarfism) (1) • Sickle cell disease (1) • Osteogenesis imperfecta (1) • Breast cancer (1) <p style="text-align: right;">2 x 1</p> <p>Do not accept sole word 'cancer' Do not accept Down syndrome, dyslexia or autism</p> <p>Accept any appropriate alternatives. Accept phonetic spellings.</p>	(2)

Question Number	Answer	Mark
2 (c) (ii)	<p>Award one mark for a correct outline of the term inherited condition. The response must include reference to genes, genetics or DNA.</p> <ul style="list-style-type: none"> • A condition passed from parent to child by genes (1) • A genetic disorder (1) • A disease or condition defined by the parents' genetics (1) <p style="text-align: right;">1 x 1</p> <p>Accept any appropriate alternatives.</p>	(1)

Question Number	Answer	Mark
2 (c) (iii)	<p>Award one mark for correct identification of a way Danna’s disability may impact Roshan’s social development.</p> <p>Award one mark for appropriate expansion/elaboration.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Danna will require additional support (1) and therefore Roshan may become restricted in her social activities (1) • Developed Roshan’s communication/person skills (1) as she had access to people with disabilities and their needs (1) • Roshan may develop wider social group (1) due to the varied groups of people she meets through Danna (1) • Caused social embarrassment for Roshan (1) because of a lack of awareness in society about disabilities (1). <p style="text-align: right;">2 x 1</p> <p>Accept any appropriate alternatives.</p>	(2)

Question Number	Answer	Mark
2 (d) (i)	<p>Award one mark for identification of a negative effective on Bela’s emotional development of Imran’s imprisonment.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Decreased self-esteem (1) • Reduced self-image (1) • Feelings of insecurity (1) • Sadness/depression (1) • Anxiety(1) • Anger (1) <p style="text-align: right;">1 x 1</p> <p>Accept any appropriate alternatives.</p>	(1)

Question Number	Answer	Mark
2 (d) (ii)	<p>Award one mark for each correct identification of a positive emotional effect of the pregnancy on Bela's emotional development.</p> <p>Award one mark for each correct justification/elaboration.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Increased self-esteem (1) because she's becoming a mother (1) • Creates a purpose (1) so increased sense of self-worth (1) • Improved self-image (1) due to the change in her social role (1) • Developed sense of independence (1) because she is responsible for her unborn child (1) • Bela feels happier/excited (1) due to the prospect of becoming a mother (1) <p style="text-align: right;">2 x 1 2 x 1</p> <p>Allow both self-image and self-esteem if the extensions are different. Accept any appropriate alternatives.</p>	(4)

Question Number	<u>Indicative content (NOT an exhaustive list)</u>	Mark
2 (e)	<p>Impact on Bela’s physical development of moving to new living conditions: can be positive or negative.</p> <p>The response must focus on <u>Bela’s</u> physical development.</p> <ul style="list-style-type: none"> • Poor hygiene due to sharing facilities leading to infection • Living conditions: damp/pollution, leading to ill health • Lack of exercise as no outdoor space leading to poor circulation • Sleep patterns disrupted causing poor health • Improved exercise having to walk to visit Imran • Better diet as could share food and cooking with other families • Peer pressure may lead to change in physical lifestyle • Reduced physical demands as sharing facilities/sharing domestic responsibilities 	(8)

Level Marks	Descriptor
0 0 marks	No rewardable material
1 1-3 marks	<ul style="list-style-type: none"> • A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. • Only one viewpoint considered. • Points made will be superficial/generic and not applied/directly linked to the situation in the question.
2 4-6 marks	<ul style="list-style-type: none"> • Some points identified, or a few key points described. Consideration of more than one viewpoint but there will be more emphasis on one of them. • The answer is unbalanced. • Most points made will be relevant to the situation in the question, but the link will not always be clear.
3 7-8 marks	<ul style="list-style-type: none"> • Range of points described, or a few key points explained in depth. • All sides of the case are considered and the answer is well-balanced, giving weight to all viewpoints. • The majority of points made will be relevant and there will be a clear link to the situation in the question.

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