



Mark Scheme (Results)

January 2019 (1901)

BTEC Level 3 National in Health and  
Social Care

Unit 1: Human Lifespan Development  
(31490H)



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## **- Sample 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**

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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.

Question Number	Answer	Mark
1 a)	<p>Award <b>one</b> mark for each, up to a maximum of <b>two</b> marks.</p> <p>i) 9.9 million</p> <p>ii) 1 million</p> <p>Accept any appropriate alternatives, e.g. ii) 1,000,000</p>	2

Question Number	Answer	Mark
1 b)	<p>Award <b>one</b> mark for each aspect identified up to <b>four</b> marks.</p> <p>Indicative content for answers:</p> <p>Physical: Aspects related to the development of secondary sexual characteristics, e.g. pubic hair, underarm hair; body/facial hair, changes in height/weight.</p> <p>Intellectual: Abstract thinking, e.g. understanding concepts such as love/God. Develops skills at schools/college/university</p> <p>Emotional: Changes in self-concept, e.g. see yourself as more independent.</p> <p>Social: Friends become more important than family; secondary socialisation, e.g. influence of the media.</p> <p>Accept any appropriate alternatives. Examples must be specific to adolescence. Do not accept puberty or growth spurt</p>	4

Question Number	Answer	Mark
1 c)	<p>Award <b>one</b> mark for each and <b>one</b> additional mark for appropriate expansion up to <b>two</b> marks for each.</p> <p>Negative:</p> <ul style="list-style-type: none"> <li>• If he struggles to complete his work (1) may feel that he is a failure (1).</li> <li>• If he does not do well in the exams (1) he may see himself as unable to cope (1).</li> <li>• May feel stressed/anxious (1) as they are overwhelmed /worried about workload (1).</li> </ul> <p>Positive:</p> <ul style="list-style-type: none"> <li>• If he does well (1) will see himself as a successful student (1).</li> <li>• If he organises his time/work (1) he will feel confident about himself and his abilities (1).</li> </ul> <p>Accept positive and negative references to impact on self-image/self-esteem/self-concept (1).</p> <p>Accept any other appropriate answers.</p>	4

Question Number	Answer	Mark
1 d)	<p>Award <b>one</b> mark for each identification of effects on <b>physical health</b> and <b>one</b> additional mark for appropriate expansion up to <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Increased likelihood of heart disease (1) will impact on life expectancy (1).</li> <li>• Damages lung tissue (1) leading to COPD (1).</li> <li>• Increase your blood pressure and heart rate/making your heart work harder than normal (1) will reduce ability to undertake physical activity (1).</li> <li>• Smoking reduces the amount of oxygen that gets to the skin (1) the skin ages more quickly/grey and dull (1).</li> <li>• Chemicals in cigarettes are damaging (1) can cause gum disease/ damage your sense of taste (1).</li> <li>• Makes pre-existing conditions worsen (1) e.g. Asthma (1)</li> </ul> <p>Do not accept references to cancer or causes asthma Accept any appropriate alternatives.</p>	4

Question Number	Answer	Marks
1 e)	<p>Award <b>one</b> mark for each identification to a maximum of <b>three</b> marks and <b>one</b> mark for each expansion up to <b>six</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• May be independent/have self-confidence (1) will make own decisions regarding lifestyle choices (1).</li> <li>• Find one other peer/friend who is willing to say 'no' too (1) this will support individuals in resisting negative influences (1).</li> <li>• Find other friends with values similar to yours (1) may lead to positive lifestyle choices (1).</li> <li>• Paying attention to your beliefs about what is right and what is wrong (1) can give you the inner strength/will to resist peer pressure (1) meaning that you will be less likely to follow peers' behaviour (1).</li> <li>• Talk to someone you trust – parent, teacher and/or school counsellor (1) gain knowledge of the negative lifestyle choices and use this to resist peer pressure (1) gain emotional support (1).</li> </ul> <p>Accept any other valid response.</p>	6

Question Number	Answer	Marks
1 f)	<p>See specific marking guidance.</p> <p><b>Responses likely to include:</b>            Negative <b>Intoxication</b> is strongly linked to accidents, injuries, deaths, or domestic conflict, aggression and violence, which may impact on family life.</p> <ul style="list-style-type: none"> <li>• Cirrhosis of the liver is mainly attributable to alcohol, while breast cancer is partly attributable to alcohol.</li> <li>• Can contribute to high blood pressure, abnormal heart rhythms, heart failure, and strokes.</li> <li>• Cost of alcohol may lead to cutting back on spending, and impact on ability to partake in healthy diet or physically/intellectually beneficial activities, e.g. the gym.</li> </ul> <p>Positive</p> <ul style="list-style-type: none"> <li>• Moderate consumption can be <b>beneficial</b>, such as protection against heart disease.</li> <li>• Can aid social interaction, e.g. if shy.</li> <li>• Can relax people – reduce stress.</li> </ul>	10
Level	Mark	Descriptor
1	0    1-3	No rewardable material   <ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions</li> </ul>



		<ul style="list-style-type: none"> <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>
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>
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> </ul>

		<ul style="list-style-type: none"> <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>
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Question Number	Answer	Marks
2a)	<p>Award <b>one</b> mark for the following, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Cardiovascular disease – age can increase the risks of cardiovascular disease.</li> <li>• The degeneration of the nervous tissue.</li> <li>• Osteoarthritis.</li> <li>• Degeneration of the sense organs. Accept sight or hearing etc (1).</li> <li>• The reduced absorption of nutrients.</li> <li>• Dementia, to include Alzheimer’s disease. <ul style="list-style-type: none"> <li>• reduction of muscle mass,</li> <li>• reduction of collagen/loss of elasticity of skin,</li> <li>• reduced immune response <ul style="list-style-type: none"> <li>• Effects of illnesses that are common in ageing.</li> </ul> </li> </ul> </li> </ul> <p>Accept any appropriate alternatives.</p> <p>Do NOT accept loss of mobility/Brittle bones /wrinkles</p>	2
Question Number	Answer	Marks

2b)	<p>Award <b>one</b> mark for each identification to a maximum of <b>two</b> marks and <b>one</b> additional mark for appropriate expansion up to <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• Reduces negative effects of social role changes (1) e.g. retirement as they still have friends/ colleagues at work (1).</li> <li>• Increase your sense of belonging and purpose (1) boosts self-concept as may not feel 'old' (1).</li> <li>• Boost your happiness (1) Increased socialisation opportunities (1).</li> <li>• New challenges of the role (1) provides intellectual stimulation (1).</li> <li>• Reduced stress (1) improves self-image/self-esteem (1).</li> <li>• Improve your self-worth, (1) [and] help you cope with traumas (1) (such as the death of a loved one as you are busy at work).</li> </ul> <p>Accept any appropriate alternatives.</p>	4
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Question Number	Answer	Marks
2 c)	<p>Award <b>one</b> mark for each identification to a maximum of <b>two</b> marks and <b>one</b> additional mark for appropriate expansion up to <b>four</b> marks.</p> <p>Will learn new skills, e.g. bookkeeping (1) this may offset any age-related reduction in intellectual ability (1).</p> <p>Learn skills relating to mentoring of the workers (1) boost fluid intelligence/will remain intellectually stimulated (1).</p> <p>Will have to plan and manage time (1) will have to develop her skills in using computers (1).</p> <p>Accept any appropriate alternatives.</p>	4

Question Number	Indicative content	Marks
2 d)	See specific marking guidance.	10

	<p>Positive</p> <ul style="list-style-type: none"> <li>• May adopt hobbies that are free, e.g. walking, going to the local library leading to improved physical or intellectual capacity.</li> <li>• Will be forced to plan finances and shopping carefully /pride at managing in difficult circumstances, which can empower people and lead to improved levels of self-worth.</li> <li>• May contact charities/political groups for support/will develop social/political awareness.</li> </ul> <p>Negative</p> <ul style="list-style-type: none"> <li>• Feel ashamed at the situation/can lead to depression/negative self-concept.</li> <li>• Lose sense of purpose as cannot engage in leisure activities or socialise/leading to low self-esteem.</li> <li>• Lack social opportunities/ lose friends/withdraw from society.</li> <li>• Have poor diet/ which will negatively impact on health.</li> <li>• Not be able to afford to heat house/ can led to health issues.</li> <li>• Have to rely on family/friends for financial support/embarrassed and feel you are a burden to others.</li> </ul>	
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Level	Mark	Descriptor
1	0  1-3	<p>No rewardable material</p> <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> </ul>

		<ul style="list-style-type: none"> <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>
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>
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> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language</li> </ul>
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Question Number	Indicative content	Marks
2 e)	<p>See specific marking guidance.</p> <p>Indicative content may include reference to PIES and specific examples, e.g. golf, horse riding.</p> <p>Physical: improved fitness/weight control.</p> <p>Intellectual: developing strategies for the game.</p> <p>Emotional: high/low self-esteem depending on level of success.</p>	10

	<p>Social: develop broader social circle.</p> <p><b>Indicative content in answers may also focus on the benefits of volunteering or working part time.</b></p> <p>For access to the higher end of the mark bands learners should reference relevant theorists, e.g. <b>activity theory</b> - takes the view that the ageing process is delayed and the quality of life is enhanced when old people remain socially active, but overlooks inequalities in health and economics that hinder the ability for older people to engage in such activities.</p> <p>The <b>disengagement theory</b> of ageing states that "ageing is an inevitable, mutual withdrawal or disengagement, resulting in decreased interaction between the aging person and others in the social system he belongs to". The theory claims that it is natural and acceptable for older adults to withdraw from society.</p>	
Level	Mark	Descriptor
1	<p>0</p> <p>1-3</p>	<p>No rewardable material</p> <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>

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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)	Award <b>one</b> mark for each identification to a maximum of <b>two</b> marks and <b>one</b> additional mark for appropriate expansion up to <b>four</b> marks.	4



	<p>Fluctuation in hormone levels (1) mood swings (1).  The ovaries stop producing an egg each month (1) this will mean that fertility decreases/less likely to become pregnant (1).  The reduction in oestrogen causes physical symptoms (1) e.g. hot flushes/night sweats (1).  Vaginal dryness (1) leads to decreased libido (1).</p> <p>Accept any appropriate alternatives.  <b>Do not accept tiredness.</b></p>	
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Question Number	Answer	Marks
3 b)	<p>Award <b>one</b> mark for each relevant linked point to a maximum of <b>six</b> marks.</p> <p>Award no more than 2 marks for definitions</p> <p>Expansion <b>should refer</b> to future relationships/adulthood.</p> <p>Attachment/bonding is the term used to describe the relationship between a baby and its main carer (1).</p> <p>The attachment/bonding may be insecure/secure (1)</p> <p>Adults who had a healthy bonding/attachment to a loving care giver:</p> <p>Feel secure and loved (1) Can reach their potential (1) Can develop relationships with others (1) Will participate less in risk-taking behaviour (accept specific examples, e.g. crime) (1). Better able to cope with stress and anxiety (1) Become more self-reliant (1).</p> <p>Accept any appropriate alternatives.</p>	6

Question Number	Indicative content	Marks
3 c)	<p>See specific marking guidance.</p> <p>Indicative content may include reference to:</p> <p>According to Skinner, behaviour is reinforced, e.g. throwing tantrums results in attention and bribes.</p> <p>Bandura's social learning theory argues that aggressive behaviour can be learned via:  Direct experience  Indirect experience (vicarious) through which the individual learns vicariously. Others model behaviour and the individual imitates behaviour.</p> <p>Having aggressive role models does not always lead to aggressive imitation, e.g. exposure to violent acts on television might reduce aggression through catharsis (e.g. you feel better by watching it and less violent, e.g. boxing)</p> <p>Some learners may reference the bobo doll experiment.</p> <p><i>Bandura was specifically interested in the issue of how aggression might be learned through the observation of others (e.g. socialisation)</i></p> <p><i>Once learned, aggressive behaviour is more likely to generalise to different situations and across time, e.g. once individuals had learned to be violent they would be likely to be violent in other situations.</i></p> <p><i>Different people respond differently when exposed to aggressive behaviour (e.g. men versus women).</i></p> <p><i>There is no satisfactory single answer.</i></p> <p><i>Theories have been proposed at all levels of analysis: from biology to individual personality and from specific situations to broader cultural norms and values that might increase/decrease aggression.</i></p> <p><i>Aggression is likely to be the outcome of multiple factors.</i></p> <p><i>Biological process related to the experience of emotion.</i></p> <p><i>Individual differences in the interpretation of information/situations.</i></p> <p><i>Situational cues that exacerbate hostility or trigger an aggressive response.</i></p> <p><i>Norms and values about what is and is not appropriate.</i></p>	10

Level	Mark	Descriptor
1	<p>0</p> <p>1-3</p>	<p>No rewardable material</p> <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>
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Question Number	Indicative content	Marks
3 d)	<p>See specific marking guidance.</p> <p>Environmental factors may include pollution, crime, housing, education, waste management, access to services, urban/rural, leisure facilities etc.</p> <ul style="list-style-type: none"> <li>• Genetic factors/nature/genotype</li> <li>• Relevant theories, e.g. Gessell</li> <li>• Environmental factors/nurture/phenotype</li> <li>• Relevant theories, e.g. Bandura</li> <li>• Stress-diathesis model</li> </ul>	10

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