

Pearson BTEC Level 3 National in Health and Social Care

Unit 1: Human Lifespan
Development

Sample Assessment Materials (SAMs)

*For use with Certificate, Extended Certificate,
Foundation Diploma, Diploma and Extended
Diploma in Health and Social Care*

First teaching from September 2016 Issue 1



Edexcel, BTEC and LCCI qualifications

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Pearson BTEC Level 3 Nationals

Write your name here

Surname	Forename
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Learner Registration Number

Centre Number

Level

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3

Health and Social Care

Unit 1: Human Lifespan Development

Certificate, Extended Certificate, Foundation Diploma, Diploma, Extended Diploma in Health and Social Care

Sample assessment materials for first teaching September 2016

Time: 1 hour 30 minutes

Total



marks

You do not need any other materials.

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in grey boxes – *use this as a guide as to how much time to spend on each question.*
- Additional information and stimulus material needed to answer the questions can be found in the additional information booklet.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Paper reference

XXXX/XX

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Turn over ►

PEARSON

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

All questions relate to one family.

Julia is 47 years old and has two children. Sarah is 14 years old and David is two years old.

David's physical development is monitored by a health visitor.

- 1** Describe gross and fine motor skills in relation to how David's ability to grasp objects should develop.

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Total for Question 1 = 6 marks

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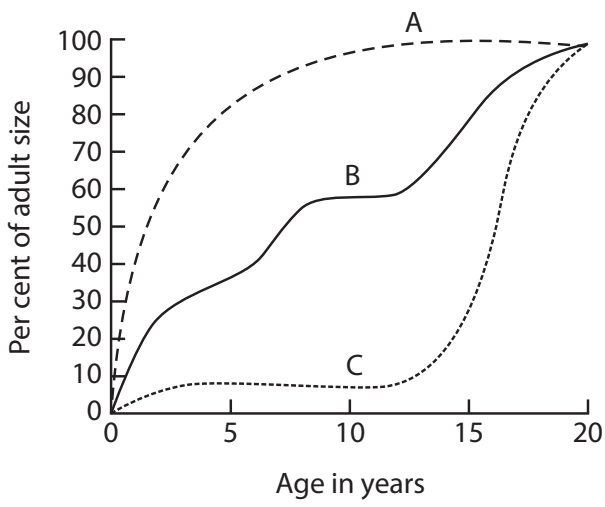
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The graph shows how different body parts grow with age.

Graph to show how the different body parts grow with age



2 Which body part is represented by line **A**?

Total for Question 2 = 1 mark

Sarah's self-concept will develop during adolescence.

3 Explain **two** possible features of the development of Sarah's self-concept at this stage.

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Total for Question 3 = 4 marks

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Julia has just started to experience symptoms of perimenopause.

4 Describe **three** physical symptoms of the perimenopause.

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Total for Question 4 = 6 marks

David is learning to talk. It has been claimed that children acquire language by repeating what they have heard and being rewarded for correct usage of words.

5 Evaluate possible explanations for the development of grammar with reference to Chomsky's theory of language acquisition.

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Total for Question 5 = 10 marks

Julia's mother died from heart disease in her early fifties. Investigations showed that there was a family history of high blood cholesterol on her mother's side. Julia has already been diagnosed with high blood cholesterol. She and her family live in a small house in a deprived area close to an industrial estate. Unemployment is high and crime and vandalism is common.

- 6 Using the information given about Julia and your own knowledge, discuss how **both** genetic factors **and** the environment may account for Julia's current state of health.

Area for writing the answer to Question 6, consisting of a large rectangular box with horizontal dotted lines.

Total for Question 6 = 10 marks

7 Discuss the likely **negative** effects of living in a deprived area on Sarah and David's development.

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A large rectangular area containing horizontal dotted lines for writing the answer to Question 7.

Total for Question 7 = 10 marks

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Julia and her husband divorced when Sarah was five.

8 Outline how this divorce may have affected Sarah's emotional development.

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Total for Question 8 = 6 marks

The family live in poor housing.

9 Outline the ways in which this might affect their physical health.

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Total for Question 9 = 6 marks

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Julia's father Joseph is a 77-year-old widower. His health has deteriorated since his wife died. Julia is worried because her father does not follow a healthy diet. In addition, he has breathing difficulties and a raised cholesterol level. He has taken to drinking alcohol to try and brighten his mood.

After he retired, Joseph worked occasionally stacking shelves in a supermarket. However, an increasing problem with his breathing led to him missing many days of work. Then, last year, following incidents of drinking at work, he was asked to leave the supermarket job. Since then, Joseph has become unhappy and drinks heavily. His health problems have been getting progressively worse, which makes it difficult for him to get around the house and he needs to use a stick to walk. Though she hates doing it, Julia buys him alcohol to stop his aggressive shouting and occasional violent outbursts. The money she spends on alcohol stretches her limited budget to near breaking point.

Julia noticed that Joseph's personal hygiene became increasingly poor and he became more forgetful. For a while, he managed without any help.

Due to deterioration in his health, Joseph had a period of respite in a residential care home. When carers refused to buy him alcohol, Joseph argued aggressively with them and occasionally tried to strike out at them. He often refused to eat the meals provided and would not go to bed, stating he was more comfortable sleeping in his chair. His personal hygiene habits resulted in some staff refusing to work with him.

After he assaulted a member of staff, the police were called to the residential home and Joseph was charged with assault. Following discussions with residential staff and an examination by a GP, the charges were dropped and he was transferred to a local inpatient respite facility.

During Joseph's time at this facility he made numerous allegations about being assaulted by hospital staff. However, when investigated, staff claimed that 'bathing' Joseph could not be construed as assault; and that they had been using allowable 'restraint' techniques when he became violent.

More recently, a combination of drug therapy, a healthier diet and some focused help with his alcohol problem has brought about some changes for the better.

- 10** Identify the services that might be available to support Joseph in his home when he is discharged from the respite facility.

- 1
- 2
- 3

Total for Question 10 = 3 marks

Joseph has experienced several major changes in his life over the past few years.

11 To what extent might recent life changes have affected Joseph's emotional wellbeing?

A large rectangular area containing 25 horizontal dotted lines for writing an answer.

Total for Question 11 = 12 marks

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One of the statements in social disengagement theory is that everybody’s abilities are likely to deteriorate over time.

12 With reference to the scenario, explain giving two examples of how social disengagement theory applies to Joseph’s recent life.

1

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2

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Total for Question 12 = 6 marks

After being discharged from the respite facility, Joseph sought treatment for and overcame his alcohol problem.

13 Justify how overcoming his drinking problems may impact on Joseph's health and wellbeing.

Area for writing the answer to Question 13, consisting of multiple horizontal lines.

Total for Question 13 = 10 marks

END OF EXAM

TOTAL FOR PAPER = 90 MARKS

Unit 1: Human Lifespan Development – sample mark scheme

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes 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 mark scheme, not according to their perception of where the grade boundaries may lie.
- 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 learner'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 learner's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the learner has replaced it with an alternative response.

Specific marking guidance for levels-based mark schemes*

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts: indicative content, and levels-based descriptors. Indicative content reflects specific content-related points that a learner might make. Levels-based descriptors articulate the skills that a learner is likely to demonstrate in relation to the assessment outcomes being targeted by the question. Different rows within the levels represent the progression of these skills.

When using a levels-based mark scheme, 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	<p>Award 1 mark for definition of gross motor skills and 2 marks for extension, up to a maximum of 3 marks.</p> <p>Award 1 mark for definition of fine motor skills and 2 marks for extension, up to a maximum of 3 marks.</p> <p>Gross motor skills:</p> <ul style="list-style-type: none"> • are big movements that use the large muscles in the arms, legs, torso, hands and feet (1) • occur between six and nine months (1) • used for palm grasp (1) • allow a child to hold items gripped in the palm of the hand (1). <p>Fine motor skills:</p> <ul style="list-style-type: none"> • are small movements that use the small muscles of the fingers, toes, wrists, lips, and tongue (1) • occur between nine and twelve months (1) • used for pincer grasp (1) • allow a child to hold items between thumb and forefinger (1). <p>Accept any other suitable answers.</p>	(6)

Question number	Answer	Mark
2	Head/head and neck/brain/skull.	(1)

Question number	Answer	Mark
3	<p>Award 2 marks for each explanation of how self-concept will develop during adolescence, 1 mark for feature and 1 for extension.</p> <ul style="list-style-type: none"> • Sense of self becomes stronger (1) which can lead to conflicts/rebellion/anger (1). • Friends replace family as main source of support (1), begin to compare with others in peer group (1). • Capacity to attach oneself to new ideas and concepts becomes stronger (1) which can lead to idealism/fanaticism is apparent (1). <p>Accept any other suitable answers.</p>	(4)

Question number	Answer	Mark
4	<p>Award 1 mark for identification of a physical symptom of the perimenopause up to a maximum of 3 marks. Award 1 mark for extension of each physical symptom identified up to a maximum of 3 marks.</p> <p>Likely responses include:</p> <ul style="list-style-type: none"> • irregularity in menstruation/menorrhagia (1) leading to an eventual cessation of periods (1) • difficulties with becoming pregnant (1) due to irregular ovulation (1) • night sweats/hot flushes due to hormonal fluctuations (1) leading to insomnia/sleeping problems (1) • loss of libido/sex drive (1) often due to vaginal dryness/pain during intercourse (1). <p>Accept any other suitable answers. Only accept physical effects, reject mood swings, stress, irritability, etc.</p>	(6)

Question number	Indicative content	
5	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Chomsky’s theory:</p> <ul style="list-style-type: none"> • children learn words • innate, biological grammar • knowledge of verbs and nouns • language acquisition device. <p>Arguments in support:</p> <ul style="list-style-type: none"> • children learning to speak never make grammatical errors such as getting their subjects, verbs and objects in the wrong order • if an adult deliberately said a grammatically incorrect sentence, the child would notice • children often say things that are ungrammatical such as ‘mama ball’, which they cannot have learned passively • children go through the same stages of language acquisition at similar times regardless of language spoken. <p>Arguments against:</p> <ul style="list-style-type: none"> • no evidence that children have a LAD • language learning could merely be through general learning and understanding abilities and interactions with other people • emphasis is on grammar and not meaning • phonetics may play an important role in the acquisition of language. 	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information. • Conclusions may be presented, but are likely to generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.

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

Question number	Indicative content	
6	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Genetic:</p> <ul style="list-style-type: none"> • mother suffered with heart disease • family history of high blood cholesterol • possibility of genetic predisposition. <p>Environmental:</p> <ul style="list-style-type: none"> • poor housing may lead to health problems due to: <ul style="list-style-type: none"> ○ pollution ○ damp ○ inadequate heating/lighting/sanitation • environment (nurture) may exacerbate inherited conditions (nature) • improved environment could be used to reduce effects of inherited illness. <p>Combination:</p> <ul style="list-style-type: none"> • Julia’s illness could be due to stress caused by <ul style="list-style-type: none"> ○ awareness of possible inherited disease ○ living conditions ○ financial situation ○ social circumstances • stress-diathesis model. 	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.

Level	Mark	Descriptor
2	4–6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7–10	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.

Question number	Indicative content	
7	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers must relate to environmental factors of development, for example:</p> <ul style="list-style-type: none"> • neighbours likely to be decreasing – death/moving away • lonely/socially isolated • visitors unlikely as area has no facilities • withdrawal from society/family • lives in fear/afraid to venture out • depressed • low self-esteem/negative self-concept • stressed • lack of interest in home/surroundings due to vandalism • unable to fulfil potential • community support poor or absent • poor health and social care facilities • pollution causing asthma and respiratory problems • quality of life poor • transport networks poor or lacking • social networks inadequate • educational opportunities may be limited in a deprived area thus reducing intellectual development, e.g. lack of libraries, learning facilities, cultural development opportunities • schools may not be of a high standard • if they are poor they might have an inadequate diet. 	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.

Level	Mark	Descriptor
2	4–6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7–10	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.

Question number	Answer	Mark
8	<p>Do not accept any emotional change more than once, e.g. upset or stress.</p> <p>Negative outcomes of divorce:</p> <ul style="list-style-type: none"> • emotional trauma caused by divorce (1) • grieving due to absence of father (1) • uncomfortable with attention on her (1) • feels responsible for brother and mother/anxious (1) • lowered self-esteem/negative self-concept (1) • depressed and sad/stressed/upset (1) • missing friends to talk to (1). <p>Positive outcomes of divorce:</p> <ul style="list-style-type: none"> • closer relationship with mother (1) • less arguing/stress at home (1) • possible increase in external social support such as extended family (1) • possibility of step-siblings and a greater opportunity to socialise (1). <p>Accept any other suitable answers.</p>	(6)

Question number	Answer	Mark
9	<p>Poor housing is associated with a variety of disorders:</p> <ul style="list-style-type: none"> • damp/mould leads to respiratory disorders (1) • inadequate heating leads to hypothermia (1) • increased risks of infection due to poor sanitation/vermin (1) • poor lighting/safety may lead to accidents and injuries (1) • possible increases in pollution – air/noise can lead to respiratory/cardiovascular/hearing problems (1) • stress and anxiety caused by social problems associated with areas of poor housing can lead to high blood pressure and cardiovascular disorders (1) • depression and mood disorders as a result of poor housing could lead to self-harm (1). <p>Award up to 6 marks for links between poor housing and health.</p>	(6)

Question number	Answer	Mark
10	<ul style="list-style-type: none"> • Meals on wheels (1). • Home help (1). • Befriending (1). • Domiciliary care (1). • District nurse (1). Award up to 3 marks for appropriate services. Accept any other appropriate answers.	(3)

Question number	Indicative content
11	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers relating to his emotional health, for example:</p> <p>Positives:</p> <ul style="list-style-type: none"> • his health improved, allowing him to return home • retiring from work can give Joseph more time for his hobbies/interests, building his self-esteem • gaining employment following retirement • having a supportive family. <p>Negatives:</p> <ul style="list-style-type: none"> • becoming widowed • retirement can have negative effects • losing his post-retirement job • health issues • reduced mobility restricts his physical ability • negative effects of increased drinking • bouts of forgetfulness • having to go into a residential home for respite care • deterioration of personal hygiene • detention in hospital against his will • feelings of mistrust in his carers. <p>Impact on emotional wellbeing:</p> <ul style="list-style-type: none"> • stress, low mood, negative self-concept, anger, frustration, depression, low on Maslow's hierarchy of needs as not meeting his own needs, poor self-concept, low self-esteem.

Mark scheme (award up to 12 marks) refer to the guidance on the cover of this document for how to apply Levels Based Mark Schemes*.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Response likely to consist of basic description of information. • Arguments may be presented, but 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.
2	4–6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few omissions. • Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made. • Arguments are presented leading to conclusions being arrived at but some may be lacking support. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information with a few minor gaps or omissions. • Evidences application demonstrating linkages and interrelationships between factors leading to a judgement/judgements being made. • Displays a well-developed and balanced argument leading to rationalised conclusions. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
4	10–12	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and depth of understanding of relevant information; any gaps or omissions are minor. • Evidences thorough application demonstrating linkages and interrelationships between factors leading to judgements being made. • Displays a well-developed, balanced and coherent argument demonstrating a thorough grasp of competing viewpoints, leading to supported conclusions. • Demonstrates the use of logical reasoning, evidenced throughout response which is clear and uses specialist technical language consistently and fluently.

Question number	Answer	Mark
12	<ul style="list-style-type: none"> • Joseph has a poor diet and/or mobility and this affects his health (1). Joseph is unable to maintain a job/go to social settings (1). Joseph has less opportunity to socialise/social disengagement (1). • Joseph is becoming very forgetful/aggressive (1). This results in poor hygiene/less sociability (1). Joseph has less people to socialise with/social disengagement (1). <p>Award up to 3 marks for correctly identifying a feature of Joseph's recent life related to social disengagement theory. Up to 3 extra marks are to be awarded for appropriate expansion and assessment of these features.</p> <p>Accept any other suitable answers.</p>	(6)

Question number	Indicative content	
13	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>For example:</p> <ul style="list-style-type: none"> • Joseph’s relationship with Julia would probably improve • Joseph would take more care of his personal hygiene • Joseph would feel better mentally • Joseph would feel better physically – he would have reduced chances of liver disease, type 2 diabetes, risk of infection and illness caused by poor hygiene • Joseph’s mood may improve – having his basic needs met would make him feel better about himself emotionally, his self-esteem would improve, also because alcohol is a depressant which causes low mood, he would be more likely to have improved mood by reducing his drinking • Joseph’s bouts of aggression would lessen • Joseph would have more energy • Joseph’s appetite would improve • Joseph’s sleep pattern would improve • Joseph’s interest in hobbies would improve • Joseph would become more sociable – improved self-concept as more likely to develop better relationships with others, thus making him feel more positive about himself. 	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Justification likely to consist of basic description of information. • Conclusions may be presented, but are likely to be generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.

Level	Mark	Descriptor
2	4-6	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few omissions. • Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made. • Justification is presented leading to conclusions but some may be lacking support. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.
3	7-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions. • Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made. • Displays a balanced justification demonstrating an awareness of competing arguments, leading to conclusions. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.

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