



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals
In Health and Social Care (31490H)
Unit 1: Human Lifespan Development

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Introduction

The 2021 January examination in Unit 1 continued to utilise the simplified three question format, with each section once again receiving equal weighting of 30 marks. The paper's level was again balanced to reflect the demands of a Level 3 examination with 5 longer format 10 mark questions, providing the opportunity to stretch and challenge the most able candidates. The overall rate of Pass, Merit and Distinction grades awarded for this paper were roughly in line with those awarded for the paper in the summer series of 2020.

The major guidance criteria for establishing the criteria for the awarding of grades for this examination series were:

The responses for the candidates deemed as meeting the Pass criteria were in line with the requirements outlined below.

For a **Level 3 Pass**, candidates 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.

Candidates 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.

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

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

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 candidates displaying some understanding of the relevant theories with the possible exception of Gesell.

For some candidates, it may be worthwhile revisiting their 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 candidates' responses a level dependent on the accuracy and depth of the answer. The responses were then placed at an appropriate mark within the level. With regards to the 'evaluate'/'to what extent' questions the indicators for each level are as follows:

Mark scheme (award up to 10 marks)		
Level	Mark	Descriptor
0	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported
2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported

3	7-10	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported
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Introduction to the Overall Performance of the Unit

The three question format, with an equal weighting of 30 marks for each question was in line with previous papers and the level of challenge presented by this paper was also in line with previous papers.

Timing and examination technique appeared not to be a widespread issue in this series. All questions were attempted by a large majority of candidates, indicating that most candidates were familiar with the content of the course, are becoming more familiar with the structure of the examination and are developing an appropriate examination technique in response to the demands of the examination.

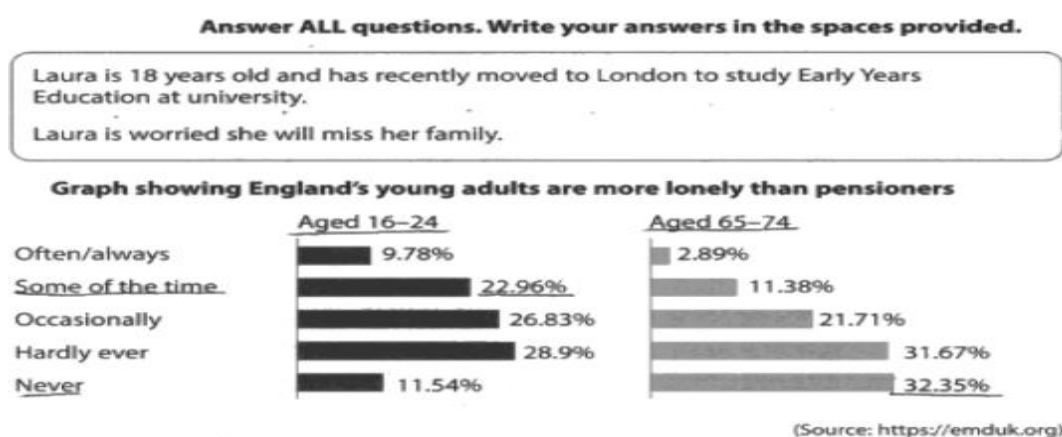
However, for those candidates who did not complete questions, possibly due to timing issues/exam technique (or alternatively, the lack of the usual comprehensive teaching of the content due to restricted face to face teaching opportunities this year) - it is important to note that the question stem does not need to be repeated and repetition of information present in the question stem will not gain marks.

Furthermore, in questions that require a numeric response e.g. Question 1ai, a simple response of 16-24 for the answer would suffice for full marks. Moreover, including unnecessary information consumes time that candidates who do not complete the paper may utilise more to their advantage. Consequently, tutors may wish to discourage this practice when the candidates are revising using past exam papers.

There were several areas where candidates may also be further guided to improve their performance. Examples of a range of answers are given below.

Individual Questions

1ai/1a(ii) This was a well answered question with an overall mean mark of 1.93. Mistakes were generally made when learners failed to read the question e.g. Some learners provided answers that referenced percentages rather than years (see example provided). It is also vital that learners read the question as occasionally learners produced significant calculations aimed at producing an answer that was not asked for.



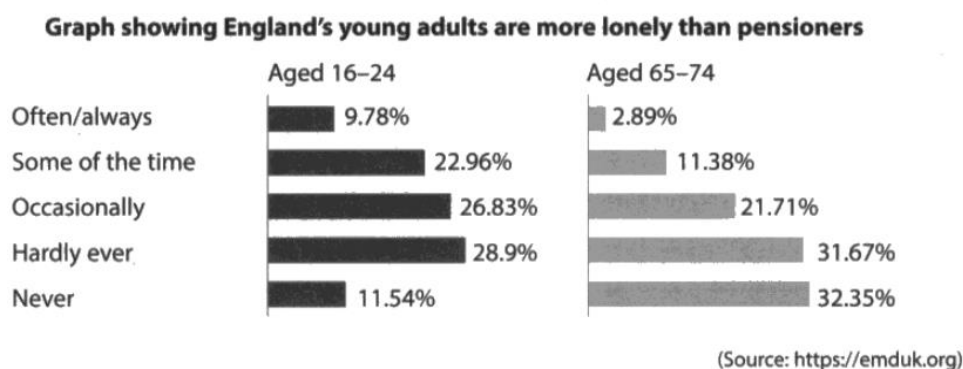
1 (a) Identify, using the data from the graph:

- (i) the age group with the highest number of people who report that they are lonely 'some of the time'.

(1)

Aged 16-24

1 mark. Concise and accurate answer.



1 (a) Identify, using the data from the graph:

- (i) the age group with the highest number of people who report that they are lonely 'some of the time'.

(1)

early adolescence early adulthood

0 marks. The learner above has misinterpreted what the question is asking for.

(ii) the age group with the highest number of people who report that they are 'never' lonely.

(1)

32.35%

0 marks. Once again, the learner has misinterpreted what the question is asking for.

1b) Marks were awarded for simple identifications that were indisputably linked with either predictable life events e.g. Death/marriage or unpredictable life events e.g. Involvement in a serious car accident.

However, for identifications that were ambiguous with regards to whether they are predictable or unpredictable needed to be correctly expanded to justify marks. For example, a simple identification of 'death' as an unpredictable life event would score zero marks unless it was qualified with an appropriate expansion e.g. at a young age.

Predictable

one predictable life event is marriage. While some people do not get married, it is a life event that many people experience/expect to experience. It can be prepared for.

Unpredictable

one unpredictable life event is redundancy. People do not expect in their lifetime to be asked to leave their job. It cannot be prepared for.

A clear response above which provides relevant examples with appropriate examples.

(b) Describe **one** predictable and **one** unpredictable life event.

(4)

Predictable

a predictable life event is something that you know is going to happen for example the transition of primary school to secondary school. it's expected and predictable.

Unpredictable

an unpredictable life event is something that you don't know is going to happen for example a death of a family member or friend. it's unexpected and unpredictable.

This response drops marks for the second example as death is predictable, unless it is appropriately qualified e.g. In childhood.

1c) Stronger learners did relatively well in this question and scored full marks via 2 expanded examples. However, some learners scored just 2 marks as, there was only one point raised and expanded. Frequently responses dropped marks when learners had misinterpreted the question and veered off into a discussion of self-concept, which was not asked for.

Laura shares a flat with three other students at university.

They share all the bills and responsibilities associated with living independently.

(c) Describe how living away from home will have an impact on Laura's independence.

(4)

she will be more independent as she will now learn how to fend for herself and not rely on her parents to ~~pay~~ pay the bills. she will have to learn how to budget and how to pay taxes. This will also improve her cognitive development. Laura will also have to learn ^{how} to clean and cook with her friends making her more independent.

A strong answer that sticks to the impact on Laura's independence with accurate examples.

Laura shares a flat with three other students at university.

They share all the bills and responsibilities associated with living independently.

(c) Describe how living away from home will have an impact on Laura's independence.

(4)

become more strong

Weaker answers frequently focussed on elements of self-concept or emotional development and subsequently were not awarded marks.

1d) Learners were obviously familiar with these concepts. Consequently, this was a relatively well answered question (mean score of 2.24) with many learners correctly providing 2 accurate descriptions of the components of self-concept with appropriate links to attending university and consequently scoring full marks. Due to the wording of the question, learners could provide negative or positive impacts on self-concept in their answers.

(d) Outline the impact of attending university on Laura's self-concept.

(4)

By attending university she may have a positive self image because she is seen as being independant and self sufficient. But she might have a negative self esteem because being on her own might make her anxious and doubt her abilities.

A strong response that provides positive and negative examples that are relevant to the question.

depend on parents money.
(d) Outline the impact of attending university on Laura's self-concept. (4)

Laura's self-concept on attending university is positively affected as she is now studying in a popular university which leads her to have high self-confidence and self-esteem. She might feel lonely and miss her family which can lead her to be depressed and isolate however as she lives with her friends she will form new relationships making her have a sense of belonging leading her to be confident.

This response repeats the question stem but qualifies this and scores some marks. However, the second half of the response is largely irrelevant to self-concept and subsequently scores 0 marks.

1e) This was a generally well answered question by the learners who recognised the focus of the question was on Piaget's explanation of schemas. However, some learners appeared to be confused regarding what schemas are and the functioning and development of schemas. Subsequently, they frequently presented answers that focussed entirely on Piaget's more general theories regarding cognitive development. Without accurately referencing the role of schemas within these answers (which were frequently accurate descriptions of Piaget's theories of cognitive development) they scored 0 marks. Learners who had read through the whole of section 1 before attempting their answers would have seen that a more general question pertaining to Piaget followed this question.

Laura is learning many new theories about child development and is finding her course at university interesting.

(e) Describe Piaget's theory of schemas.

(6)

Piaget describes a schema as a concept or understanding of a particular ~~idea~~ piece of knowledge. He believes that children develop schemas in four steps:

First, the child assimilates knowledge and gathers an understanding of a concept.

When they see something that matches their understanding and supports it, they are in equilibrium.

However, when this is disrupted, when the child's experience doesn't match their understanding, they are in disequilibrium.

They then accommodate their understanding to match their experience.

An example is that a child may see a rabbit and have it explained to them. They now recognise the rabbit (eg. it has fur, a small tail, and four legs) - they are in equilibrium. They may then see a guinea pig and be led to believe it's a rabbit (it has the same recognisable features). They would then have the guinea pig explained to them - they are in disequilibrium. This is when they accommodate their understanding (guinea pigs have small eyes, claws, ~~small~~ big teeth).

A very strong response that sticks to the demands of the question throughout with clear and accurate knowledge shown with relevant expansions and is at the very top end of marks awarded.

at university interesting.

(e) Describe Piaget's theory of schemas. (6)

Piaget believed that children are little scientists and when they gain information it is known as a schema and it they follows stages

Accommodation - the information being learnt and used as a schema.

Assimilation - the information schema being used.

Disequilibrium - when information doesn't match their schema can cause confusion.

This response shows isolated knowledge but fails to develop the points presented to an extent that would justify awarding the highest marks.

1f) Some learners did not appear to be familiar with the appropriate theories and subsequently failed to move beyond Level 1 in the mark band. The learners at Level 1 provided isolated elements of knowledge and understanding, with major gaps/omissions and few of the points made were relevant to the context in the question. Stronger learners provided structured answers, frequently focussing on a single experiment and produced a balanced answer that included critiques of Piaget's work e.g. Limited sample size leading to a well developed and logical evaluation which clearly considered different aspects and competing points in detail.

~~med 2001~~
(f) Evaluate Piaget's model of cognitive development.

(10)

Piaget proposed that children undergo 4 stages of cognitive development, in which they learn how to think abstractly. In the first stage, between 0-2 years, ~~then~~ the child is in the sensorimotor phase, in which they experience life only through their senses e.g. smell, taste, sight, touch & hearing. In the second 'Preoperational' stage, ⁽²⁻⁴⁾ the child is egocentric, and deals with situations based only on their appearance, without reasoning. The 'Mountain Task' is used, & the child can only see things from their point of view. The third stage is the concrete ^{operational} ~~observational~~ stage, ⁽⁴⁻⁷⁾ where the conservation tests are used & children think that two pieces of string of the same length, (one wiggly line & one straight) are of different lengths, because they look different. They still think based on appearance. Finally, in the formal operations stage ~~(7-11)~~ (7-11), the child can think about a situation without having to have it be visual in front of them & can demonstrate abstract

thinking.

Piaget's theory is important, because it demonstrates practical tests (such as the conservation test & mountain task) which can be used to test a child's cognitive development. It also allows a guideline to compare the cognitive development of other children to, which can then identify problems in their development & help overcome them.

However, Piaget based his theory only off of his two children & gained no other participants. Additionally, his theory suggests that all children develop at the same rate, which is not true, as biological, social, and other external factors can influence a child's development & this theory only looks at the nature side of the argument. Therefore the model lacks generalisability, because not all children live the same as Piaget's children.

Overall, Piaget's model of cognitive development is a good tool to use for measuring development, but may lack validity.

(Total for Question 1 = 30 Marks)

A strong balanced response with a clear understanding of Piaget's theories that also demonstrates an awareness of the weaknesses of these theories. This response is balanced and moves into Mark Band 3.

(f) Evaluate Piaget's model of cognitive development. (10)

Piagets model is where children come across an animal, they then think of a list that has ~~all~~ all the features the animal has (equilibrium). But when they come across another animal with similar features, it confuses them causing disequilibrium, they then create a new list but then adds all the ~~new~~ new features the animal has.

The more a child sees (as in seeing new creatures etc.) then the more a child's cognitive thinking / cognitive development will grow / develop

This response focuses on schemas but fails to link this discussion to Piaget's models of cognitive development and subsequently is at the bottom end of Mark Band 1.

2a) A generally well answered question with a mean score of 1.22. Issues arose when learners identified the correct life stages but failed to include accurate age ranges as required by the question.

infancy (0-2 years)

Laura has completed her studies and now has a job working in a primary school.
She is teaching a group of children who are in early childhood. (3-8 years old).

2 (a) State the next two life stages that the children will pass through, including the age ranges. (2)

1 adolescence (9-18 years old).

2 early adulthood (19-45 years old).

Clear example of an answer that scores full marks.

Laura has completed her studies and now has a job working in a primary school.
She is teaching a group of children who are in early childhood.

- 2 (a) State the next **two** life stages that the children will pass through, including the age ranges.

(2)

- 1 Early childhood, 3-8 years old
- 2 Adolescence, 9-18 years old

This response scores a single mark for the second part of the answer.

2b) Most learners appeared familiar with the concept of play in relation to human development. However, weaker learners frequently produced inaccurate/vague responses focussing on physical aspects of development e.g. 'Pick up/play with bricks' without expansions that were explicitly linked to intellectual development (learn about building with different shapes and develop imagination) and without this appropriate expansion did not score any marks.

- (b) Describe how play can promote intellectual development.

(4)

the child will learn skills from playing which may benefit their intellectual development. If they go to nursery and there are equipment there like building blocks they will learn how to count as they stack them. painting will help them learn how to recognise colours. When they are playing it leads them to be more inquisitive which means they will ask questions and learn that way.

Strong answer that clearly links all the points introduced to intellectual development

(b) Describe how play can promote intellectual development.

(4)

Play in a child is very important on its development. It helps with intellectual development because simple games like hide and seek helps counting and patience at a young age and that's 1 example, others help coordination ect... So learning at a young age helps for when they grow older.

A good start to the answer, but it then makes a common error as it moves on to physical aspects of development.

2c) This was the best 4 mark question answered in the paper with a mean mark of 2.55 and many learners were obviously familiar with this aspect of growth and development. Some answers veered away from the physical impact and focussed on non-physical issues such as self-concept. This again highlighted the importance of reading the question.

Hormones are a major factor in determining physical development during puberty.

(c) Describe the role of hormones in the development of sexual maturity.

(4)

Testosterone takes control of the sperm cells and anger levels of men/boys. Oestrogen controls the reproductive system as progesterone controls the menstrual cycle, this includes when periods stop and start as well as the temperature of the womb. LH triggers ovulation and FSH releases the egg. Throughout puberty, the hormones increase as you go from primary sexualisation to secondary sexualisation.

A very strong answer that clearly understands the topic and applies this knowledge concisely.

Hormones are a major factor in determining physical development during puberty.

(c) Describe the role of hormones in the development of sexual maturity.

(4)

Hormones essentially develop through each lifestage, at different rates per person. During adolescence, hormones ensure your body is both physically and emotionally prepared for adulthood, adapting your body to suit the next lifestage better. ~~Woman~~^{have} ~~periods~~ and ~~men have growth spurts and deepened voices~~.
For example, women are introduced to the menstrual cycle whilst men have growth spurts.

Some knowledge and understanding are demonstrated here but the answer is too vague to be awarded the higher marks for this question.

2d) The strongest learners focussed on the positive and negative impact of living in a low income household and presented structured answers that often related to PIES with regards to limitations on paid for social activities, the availability of 'free' physical activity such as using parks to exercise and the determination to succeed that some individuals may derive from growing up in a low-income household. Some learners provided generic and inaccurate answers regarding low-income households (e.g. Can't go to school/afford medicine) and consequently did not move beyond Mark Band 1.

The school where Laura works is in an area with high levels of economic deprivation.

(d) Evaluate the impact of living in a low-income household on a child's development. (10)

... living in a low income household can impact a child's development in many ways. The child can be affected physically because in some cases, lower income households can have poorer housing conditions. For example, mould can aggravate allergies, cause respiratory problems and cardiovascular problems. It can also worsen existing health problems. However, in a lower income household the child may work much more than other children (not using public transport or owning a car) which may help them to become fitter and live a healthier life style.

The child could also be impacted intellectually. In one aspect their lower income household may cause them stress and lack of sleep which can lead to a lack of concentration in school and result in them not working as hard, doing as well in studies. On the other hand, the child may be motivated to try harder in school in order for them to achieve a higher paying job so as they wouldn't be considered low income. This could make their work more active and achieve them better grades.

Emotionally, the child may be stressed due to the financial situation in the family and they may develop mental health problems such as depression and anxiety. They also might have a low self concept or negative self image and worry that other

children might think of them. They could be embarrassed about their situation which could worsen their stress/mental health issues. However, instead it could cause them to be much more humble and have much more gratitude which might make them more appreciable/liked by others. This could give them a higher self-esteem and self-concept as they might view themselves as popular.

So, a child may struggle to make friends due to a negative self-image or worry about making friends in case they judged their family for their financial situation. They may also be ashamed of their house as it may not look as high income as other children's houses so may never invite friends over. They may also not have a lot of disposable income so may not spend time with any friends outside of school. On the other hand, it may cause them to develop friendships and bonds with children in the same financial situation.

Overall, I believe that living in a low income household may have many negative effects on a child that all be so, however, I think it may have benefits for them as they grow older.

A good mark band 3 response which is balanced and has a logical conclusion that develops from the points presented earlier in the response.

The school where Laura works is in an area with high levels of economic deprivation.

(d) Evaluate the impact of living in a low-income household on a child's development.

(10)

Living in a low-income household can have a negative effect on children's social, emotional, intellectual and physical development. This can affect children intellectually as they will not be able to have reading books to look at and learn from to instigate cognitive development. As it is low-income, it is likely to be quite small meaning there won't be much space for children to do physical activities or pay for activities such as swimming or gymnastics. Emotionally, children may feel upset as they won't be able to do the fun activities that other children get to do. Socially, the parents will not be able to pay for the children to go and do things with other children. If the parents don't have time to take the children out, they won't be able to interact with others. Small and poor housing conditions such as damp can cause health conditions such as asthma

or rashes. Socially, children will still be able to make friends whilst they are at school, so ^{they} will still be able to develop friendships/ attachments. ~~the~~ Although they can still develop socially, overall living in a low-income household will have a negative impact on a child's development.

A strong response that sits at the top end of mark band 2 but, lacks the depth and detail in evaluation required to move into mark band 3.

2e) This question was challenging for many learners (mean score of 1.93) and some learners appeared unfamiliar with Gesell's work. This is an aspect of the specification that has not been extensively covered in previous exam series and it is important that learners are familiar with the entire content of the course.

(e) To what extent does Gesell's maturation theory explain intellectual development? (10)

Gesell's maturation theory is based on the belief that maturation is a biological process and it takes place in the same sequence for everyone. However the rate can be affected by the physical and intellectual development of the child.

Gesell came up with norms of development which are called milestones which explain physical, emotional and social development of children.

Gesell's maturation theory could be seen as a good theory that explains intellectual development as he created the norms of development that are still used today. This means that his theory is effective and not outdated.

Another reason in support of Gesell's maturation theory is he used advanced methodology to observe children. He was the first theorist to use observation in his work which is now widely used in other theories.

A criticism of his theory is that the norms he described are desirable. This means that they are not the same for all children and they are

just averages of a group of childrens intellectual development.
Another criticism of his theory is that he did not take into account of the cultural differences in children. This could have a dramatic affect on a child's intellectual development.
Finally another criticism is that some people may believe the nurture side of the argument which is the believe that experiences can shape our development and our lives. Such as Bandura's theory who suggests that we learn our behaviour through observation of others so therefore is not a biological process like Gesell's maturation theory.

In conclusion I think that Gesell's Maturation theory does explain intellectual development very well and his theory is useful as it is still used today.

One of the stronger responses seen, the response clearly articulated its arguments concisely and moved on to justify and evaluate these arguments placing the response in mark band 3.

↳ genetic

The children Laura teaches have a diverse range of abilities in reading, writing and mathematics.

(e) To what extent does Gesell's maturation theory explain intellectual development? (10)

Gesell's maturation theory includes how the pre disposition occurs to an individual and affects their mental health.

The children that Laura teaches reflects how children have different abilities in the 3 different categories. Therefore this proves that children's genetics are different as they all were nurtured in different situations and experienced contrasting circumstances. This means that their abilities will be different. However they are still young and developing their cognitive ^{abilities and} physical ~~and~~ features.

Although Gesell's results doesn't mean that all children will produce the same results as not everyone is the same. There may have been some mistakes.

This learner fails to demonstrate understanding of the topic and is confused. Subsequently this response is placed at the bottom end of mark band 1

3a) Well answered question by many learners, with a mean score of 2.11. Some answers failed to score full marks due to absent links or inappropriate or inaccurate expansions e.g. Will get wrinkles without an accurate link to loss of skin elasticity.

Laura's mother, Joy, is 79 years old.

Joy has always been fit and healthy but has recently been finding herself more tired than usual.

3 (a) Describe **two** physical changes that may happen to Joy in her current life stage.

(4)

1 She will become more susceptible to disease as her immune system is weaker

2 She may feel pain in areas such as her knees or fingers due to arthritis

A short but accurate answer.

Laura's mother, Joy, is 79 years old.

Joy has always been fit and healthy but has recently been finding herself more tired than usual.

3 (a) Describe **two** physical changes that may happen to Joy in her current life stage.

(4)

1 Grey hair → due to stress and tiredness

2 Appearance of wrinkles + loss of teeth → old age

A typical example of a weaker response which fails to provide the description asked for in the question.

3b) Generally quite poorly answered, with a mean score of 1.06. Many learners failed to score marks due to a lack of understanding of the question and provided generic answers focussing on the inevitability of Alzheimer's or dementia in later adulthood. Whilst two detailed and fully expanded points may suffice for full marks, most learners who scored full marks provided 3 expanded examples. There were a fewer mentions of the positive impact of activities that may promote intellectual development in later adulthood in the responses seen.

Joy is becoming increasingly forgetful and Laura is very worried about her.

(b) To what extent is memory loss and reduced cognitive ability inevitable in later adulthood?

(6)

As people age, the blood flow to the brain is reduced, and this can cause nerve cell death in the brain, meaning not all electrical impulses will ~~take place~~ any more. This ^{specifically} impacts short-term memory & the ability to retain new information first. However, ^{brain plasticity} ~~brain plasticity~~ means that the brain is always capable of forming new cells. Therefore, an individual who keeps their brain active in later adulthood is less likely to experience memory loss sooner, or at all. This can be done by engaging in brain games. ~~however, the~~ Although, unfortunately, those who suffer with vascular dementia / Alzheimer's disease can do little to prevent the reduced cognitive ability they will face.

A strong response that is balanced and clearly addresses the question placing it at the top end of the marks awarded.

Joy is becoming increasingly forgetful and Laura is very worried about her.

(b) To what extent is memory loss and reduced cognitive ability inevitable in later adulthood?

(6)

Memory loss + reduced cognitive ability is inevitable to a far extent in later Adulthood. This is because once an individual turns old they gradually start to forget everything, and there's nothing they can do because it's part of life and it's something which everyone would go through. Individuals would also start to struggle with daily activities, they would forget their reading abilities etc.

This is an example of a weaker response which discusses the question without any real understanding and is subsequently at the bottom end of marks awarded.

3c) A mixed response to this question which was poorly answered at the lower end of the mark band with many learners providing generic comments regarding later adulthood. Stronger learners showed a thorough understanding of the issues and made clear links to the financial implications of this situation, but also addressed the positive aspects of an ageing population e.g. Help with childcare/providing employment in healthcare for young people (rather than reducing employment opportunities which was a common answers).

(Source: <https://21stcenturychallenges.org/britains-ageing-population/>)

(c) To what extent could UK society be impacted negatively by the increasing population of people aged 65 and over?

(10)

The increase in the number of people living into their
lives over the ages of 65 is increasing. However the
impacts on the older population could cause stress to
services and governing bodies.

The rise in older people could come with a lot of stress on
our health care in Britain. Older people are generally more
prone to becoming ill or contracting diseases easier meaning
an added stress on beds and services in hospitals and the
ability to treat them. Older people's bones and bodies are also
a lot more fragile therefore affecting their susceptibility to falling
over and it being detrimental to their health. ^{Due to the} ~~However~~
~~growing~~ ^{growing} number of 65's and over means that
the residential homes or care homes may be overwhelmed
with not enough to house all, leaving people vulnerable
at home to remain independent.

The growing ageing could also mean a growing demand of equipment and need of help in their own homes. Such as big equipment e.g. a stair lift so e.g. a stair lift so an individual is able to get upstairs. Or the installation of bars to help moving and prevent falls around the house. This could have a significant effect on budget and be able to afford this on the NHS, so they receive it free. However, there is now a growing amount of carers who help people for free and volunteer this, which can also have strain off healthcare services.

There may also be little capacity for activities for them to do, such as keeping their cognitive abilities up, producing the onset of forgetfulness and memory loss.

However as the older population is becoming more healthy it means that older people get to keep their families and grandparents which allows people to be helped with children.

To conclude it is inevitable there is stress on services due to the increase of people who grow older however it is positive that they get to spend time with others.

A strong structured answer that is balanced and links back to the demands of the question placing it at the top end of the marks awarded.

(Source: <https://21stcenturychallenges.org/britains-ageing-population/>)

(c) To what extent could UK society be impacted negatively by the increasing population of people aged 65 and over?

(10)

One negative of an aging population is there will be less able bodied people to work and more people that need support from their families or financial support from the government. This results in a lot of money being taken from the government with less money coming in. This may result in younger people having to work longer and harder just to help support older people.

This is an example of a weaker response that provides examples of isolated knowledge and is subsequently placed in mark band 1.

3d) Learners appeared to be familiar with the demands of this question and despite it being the final question, which has frequently been omitted by some learners in previous series (possibly due to timing issues), this question scored the highest mean mark (3.84) of the 10 markers in this series. Stronger learners here accessed mark band 3 and produced a balanced answer that included positive and negative aspects of the situation leading to a well-developed and logical evaluation which clearly considered different aspects and competing points in detail.

(d) Evaluate the impact of caring for Joy on Laura's health and wellbeing.

(10)

Laura's health and wellbeing will massively be effected while caring for Joy. She may not be getting any exercise because she is at work all day and then when she gets home she has to care for her mum and this will physically effect her. She may not be socializing with any of her friends because she always has to look after her mum when she's not at work. Not seeing her friends will emotionally effect her because she doesn't have any support. She may feel as if she has had her independence taken away from her because she is used to living alone and now she is living with her mum. This may effect her self concept massively and she may feel as if her only purpose in life is to care for her mum and to work. Laura may feel as if she is missing out on loads and that she is socially isolated and after a while she may lose her confidence and not want to socialize anymore.

However Laura may feel happier and less worried about her mum knowing she is being cared for correctly and she is well. Laura may feel a sense of relief that her mum is at home with her and she may prefer being her mum's carer than living alone.

Laura's mental health may be affected after a while tho and she may develop depression from not going out anymore and she may also develop anxiety.

Laura may also gain weight if she is constantly at home and therefore she may develop cardio-vascular problems.

A good mark band 3 answer that is balanced and provides a good evaluation of the positive and negative aspects of the scenario.

(d) Evaluate the impact of caring for Joy on Laura's health and wellbeing. (10)

Laura may become overtired which can lead to sleep deprivation, this would have a negative effect on her health and also her wellbeing. She may also become extremely stressed which can also lead to further complications like depression & anxiety. She is also still having to work full time so she will have minimal/no leisure time to do what she wants to do, this will also lead to mental health issues. If her mother is seeing Laura stressed as this may also lead to a decline in her mental health leading her to feel like a burden.

A good answer that is one sided and lacks the evaluation to move beyond mark band 2.

Summary

- Use the number of marks and space available as a general guide to the depth of response required, although the length of the response is far less important than the quality and accuracy of the response as seen in the many shorter responses to 4 mark questions that scored full marks.
- Candidates should carefully read each question and be precise in their responses. If intellectual development is referred to in the question, do not mention any other aspects of development e.g. the impact of play on an individuals' self-concept is irrelevant if the question asks for the intellectual impact.
- Brevity and accuracy are especially important in the responses to the 'Identify' questions where an extended discussion/description is not required for full marks. For example, if a question asks for an identification of data e.g. An age range, a simple response of 16-24 will suffice for full marks. The learner does not need to repeat the question stem.
- The overall structure of the candidate'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 candidates provided extensive information that was not required for 'identify' questions, but the command verb 'explain' will require an expansion.
- To what extent, evaluate and assess are command verbs that will generally require a balanced argument to gain the highest marks, although a very strongly argued one sided answer with relevant depth and detail may also enable a learner to access level 3.
- Repeating the stem of the question, or knowledge presented in the stem, will not gain any marks. The question scenario is there to enable you to demonstrate your ability to apply your knowledge and understanding.
- Candidates should aim to utilise appropriate theorists when required and compare and contrast these theorists to expand the evaluation aspects of their responses. However, the theories must be linked directly to the scenario under discussion. A detailed explanation of a theory e.g. A page long description of the experiments used by Piaget, without accurate application or links to the demands of the question will score few marks.



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