

# Mark Scheme (Results)

## January 2010

Principal Learning

Society, Health and Development SH204  
Growth, Development and Healthy Living

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## General Marking Guidance

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

Question Number	Answer	Mark																																		
1 (a)	<table border="1"> <thead> <tr> <th rowspan="2">Family member</th> <th rowspan="2">Change</th> <th colspan="4">Developmental change</th> </tr> <tr> <th>Physical</th> <th>Intellectual</th> <th>Emotional</th> <th>Social</th> </tr> </thead> <tbody> <tr> <td>Emily</td> <td>Since her husband's retirement in January, Emily's bonds with her husband, George, have become stronger.</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Jason</td> <td>Jason has started to learn Chinese.</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Lorraine</td> <td>Lorraine has started to stay out late with her friends.</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Dominic</td> <td>Dominic walks unaided taking uneven steps.</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Family member	Change	Developmental change				Physical	Intellectual	Emotional	Social	Emily	Since her husband's retirement in January, Emily's bonds with her husband, George, have become stronger.			✓		Jason	Jason has started to learn Chinese.		✓			Lorraine	Lorraine has started to stay out late with her friends.				✓	Dominic	Dominic walks unaided taking uneven steps.	✓				(4)
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Question Number	Answer	Mark
1 (b)	<p><b>Identify 2 physical effects</b>  E.g. Ovulation/periods stop  No longer fertile  Drop in hormone levels - progesterone/oestrogen  Effect on reproductive organs e.g. ovaries  Temperature e.g. hot flushes etc  Weight gain  Joints/osteoporosis etc  Tired, exhausted</p>	(2)

Question Number	Answer	Mark
1 (c)	<p><b>Identify 1 emotional effect</b>  E.g. Mood swings  Sex life may be less active  Emotional effect of broken sleep  Accept positive answers  Stress</p>	(1)

Question Number	Answer	Mark
2 (a)	<ul style="list-style-type: none"> <li>• 2 - Puts two or more words together to form a simple sentence e.g. Mummy's car</li> <li>• 3 - Knows full name</li> <li>• 4 - Knows many nursery rhymes which he repeats or sings</li> <li>• 5 - Speaks fluently and is grammatically correct</li> </ul> <p>1 mark for each answer in the correct order</p> <p>1 mark for 1<sup>st</sup> one correct  2 marks for 1<sup>st</sup> and 2<sup>nd</sup> correct  3 marks for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> correct  4 marks if all in correct order</p>	(4)

Question Number	Answer	Mark
2 (b)	<p>e.g.</p> <p>One-to-one interaction with staff (general description)</p> <p>One-to-one interaction with staff (2 marks if with example)</p> <p>Planned activities to promote language development (general description)</p> <p>Planned activities as part of the Early Years curriculum - Communication, Language and Literacy (full description)</p> <p>Rich use of language throughout the day (general description)</p> <p>Rich use of language throughout the day e.g. in role play (full description)</p>	
Mark		
1-2	<p>1 mark for 1 general description</p> <p>2 marks for 2 general descriptions</p>	
3-4	<p>2 marks for 1 full description</p> <p>3 marks for 1 general description and 1 full description</p> <p>4 marks for 2 full descriptions</p>	

Question Number	Answer	Mark
2 (c)	<p><b>1 mark for a general description</b></p> <p><b>2 marks for full description</b></p> <p>Must be appropriate for child - 15 months</p> <p>Not read books</p> <p>Observation by staff (general description)</p> <p>Observation by staff and recording of observation (full description)</p> <p>Formal assessment and recording on EYFS profile (full description)</p>	(2)

Question Number	Answer
2 (d)	e.g. <i>Intellectual development</i> - language development delayed, progress / attendance <i>Social development</i> - challenges forming relationships/experience of developing co-operative skills/teamwork may be more limited Emotional development - frustration, more limited experience of independence, may affect self-confidence /self-esteem / being identified as different <i>Physical development</i> - may be offered less challenging physical activities due to H& S - unable to hear warnings
Mark	
1-2	1 mark for 1 general description and no identification of type of development 2 marks for 2 general descriptions and no identification of type of development 2 marks for 1 full description which identifies type of development
3-4	3 marks for 1 general description and 1 full description 4 marks for 2 full descriptions

Question Number	Answer	Mark
3 (a)	<i>1 mark for general description</i> <i>2 marks for full description</i> e.g. <u>Socially</u> - able to have more leisure/develop interests/hobbies <u>Relationships</u> - more quality time with family & friends <u>Physically</u> less strain on his body/ less risk of harm <u>Emotionally</u> - less stress, quality time with family <u>Intellectually</u> - opportunities to develop his knowledge, understanding and skills, e.g. college courses	(2)

Question Number	Answer	Mark
3 (b)	<i>1 mark for general description</i> <i>2 marks for full description</i> e.g. <u>Socially</u> - misses social contact with colleagues <u>Relationships</u> - May have too much time with family <u>Physically</u> - may be less physically active (general description) - may be less physically active and consequently puts on weight (full description) <u>Intellectually</u> - may be less intellectually challenged at home Economic - low income / less money coming in	(2)

Question Number	Answer
4 (a)	e.g. Religious observance (general description) Religious observance e.g. church services, carol singing (full description) Less emphasis on the commercial aspect of Christmas Involvement in philanthropic practices e.g. charity donations, activity support of good causes over Christmas period Family interaction of more importance than other social activities Selflessness
Mark	
1-2	1 mark for a general description 2 marks for 2 general descriptions 2 marks for 1 full description
3-4	3 marks for 1 general description and 1 full description 4 marks for 2 full descriptions

Question Number	Answer	Mark
4 (b)	<i>1 mark for general description</i> <i>2 marks for full description</i> e.g. Will be expected to respect grandparents culture and beliefs Different generational expectations and understanding limits her lifestyle choices	(2)

Question Number	Answer	Mark
5 (a)	<i>Must be a Physical affect</i> <i>1 mark for general description</i> <i>2 marks for full description</i> e.g. Feels more tired ( general description) Tiredness due to longer working hours/have to do chores after work (fuller description) Eye strain if using a computer If sitting for long periods could create problems e.g. backache, muscle strain Longer period of sedentary work so may put on weight	(2)

Question Number	Answer	Mark
5 (b)	<i>Must be an emotional affect</i> <i>1 mark for general description</i> <i>2 marks for full description</i> e.g. More stress (general description) Stress- possibly more problems at work/coping with F/T work and children (full description) More self-confidence Greater feeling of independence	(2)

	Pride/ happiness Less time to build/strengthen emotional relationships with children	
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Question Number	Answer
6 (a)	e.g. Body may not develop and function normally (general description) Body may not develop and function normally due to lack of essential nutrients (full description) Lack of protein - stunted growth/affects repair of damaged cells/muscle weakness/thin hair/sores/anaemia/fluid retention (oedema)/increased risk of infection/anorexia nervosa in extreme cases Lack of CHO - low in energy Non-starch polysaccharides (NSP) - may cause constipation/ infections in the colon/may increase cholesterol in body Lack of fat - lack of fat soluble vitamins/energy Lack of essential vitamins and minerals e.g. iron may lead to anaemia, Vitamin B reduced energy levels  e.g. Health - may become ill, anorexic, depressed Education - need time off school/lack of concentration Socially - appearance may be unattractive to others, ill unable to socialise
<b>Mark</b>	
1-2	1 mark for a general description 2 marks for 2 general descriptions 2 marks for 1 full description
3-4	3 marks for 1 general description and 1 full description 4 marks for 2 full descriptions

Question Number	Answer
6 (b)	e.g. High blood pressure/increased risk of heart disease/strokes/depression/ appearance / brain damage / addictive damage to kidneys/cirrhosis/ cancers/obesity/or losing weight / eating disorders gastritis/ulcers/renal failure Accidents/pregnancy can occur when under the influence of alcohol Family relationships. Stress caused to others
<b>Mark</b>	
1-3	Answers will be mainly description with limited explanation
4-6	Answers will include clear linked explanations with full details Must be more than one affect explained

Question Number	Answer	Mark
7 (a)	Emotional development	(1)

Question Number	Answer	Mark
7 (b)	1 mark for identify 1 mark general description 1 mark for further description  e.g. Observation/interviews/by taking notes	(3)

Question Number	Answer
7 (c)	e.g. Could include a mix of both positive and negative <u>Socially</u> - May want social contact / May feel socially isolated <u>Emotionally</u> - May feel dependent on others / May lower his self confidence / May feel depressed/frustrated / May affect his mental health / can't be bothered / less motivated <u>Physically</u> - more time in unsuitable accommodation may affect his physical health / lack of money / lack of food <u>Intellectually</u> - less stimulation not working or seeking work
Level	Mark
1	1-3
2	4-6

Question Number	Answer
7 (d)	e.g. Lack of knowledge/skills of how to feed himself (general description) Lack of knowledge/skills of how to feed himself may result in unhealthy diet leading to ill health (linked explanation ) Lack of knowledge/skills of how to feed himself may result in unhealthy diet leading to ill health such as anaemia due to lack of adequate iron in the diet (linked explanation with full details ) Lack of knowledge/skills to perform household tasks e.g. washing Attitude to women maybe as second class citizens
Level	Mark
1	1-2
2	3-5





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