

Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)

Unit 1: Human Lifespan and Development

Sample Assessment Materials

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Issue 1

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Please check the examination details below before entering your candidate information

Candidate surname						Other names					
Centre Number						Learner Registration Number					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Pearson Level 3 Alternative Academic Qualification BTEC National

Sample assessment material

Time 1 hour 30 minutes

Paper reference **XXXXXX/XX**

Health and Social Care
UNIT 1: Human Lifespan and Development

You do not need any other materials.

Total Marks

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 80.
- The marks for **each** question are shown in brackets
 – *use this as a guide as to how much time to spend on each question.*

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.

Turn over ►

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

Some questions must be answered with a cross ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☐.

SECTION A

Scenario

Hura is a 60-year-old working in a manual job in a factory that makes bricks using heavy equipment that Hura has to carry around the factory. The work also requires welding, often in a cramped area, leading to Hura twisting the upper body and lifting heavy gas bottles, which has resulted in shoulder pain. To provide relief they have been taking painkillers and have now visited the General Practitioner who suggests that a programme of exercise may help.

- 1 (a) Identify which healthcare professional can help Hura with appropriate exercises.

(1)

- ☐ **A** Surgeon
☐ **B** Radiographer
☐ **C** Physiotherapist
☐ **D** Podiatrist

- (b) State **three** ways that their shoulder pain may impact their overall health and wellbeing.

(3)

1

2

3

(Total for Question 1 = 4 marks)

Scenario

Hura has regular health checks at work with a nurse. In the health check Hura says they feel stressed due to the targets to produce more bricks. The work environment is full of brick dust and Hura has not worn the masks supplied. Hura's lung function is lower than normal.

- (c) State the branch of nursing concerned with assessing health in the workplace.

(1)

- (d) Explain **one** way that Hura may have a lower life expectancy than someone in an office job.

(2)

Scenario

Hura's family has a history of cardiovascular diseases. Hura woke up one morning and could not use their right arm, it was diagnosed as a stroke.

- (e) Give the term that means you have an increased chance of developing a disease based on your genetic makeup.

(1)

- (f) Give **one** lifestyle factor that could contribute to cardiovascular disease.

(1)

- (g) Explain **one** way Roper and Tierney's model of activities of daily living could be used to determine Hura's care needs.

(2)

- (h) Explain **two** ways an occupational therapist and a care worker can work together to support Hura.

(4)

1

2

(i) Assess the impact of Hura's physical health conditions on their holistic development.

(9)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 24 marks)

TOTAL FOR SECTION A = 24 MARKS

SECTION B

Scenario

Jace is a 14-year-old male who has just moved to a new area.

- 2 (a) Identify a hormone associated with changes in puberty.

(1)

- ☐ **A** Insulin
- ☐ **B** Cortisol
- ☐ **C** Oestrogen
- ☐ **D** Adrenaline

- (b) Give **one** example of a primary sexual characteristic in a male.

(1)

.....

.....

- (c) State **three** physical changes in puberty for a male.

(3)

1

2

3

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Scenario

Jace has made friends with a group of older boys who are encouraging him to drink alcohol. Jace likes drinking alcohol because it increases his confidence and makes him feel like he fits in with the older boys.

- (d) Explain **two** ways that alcohol can affect Jace's physical development.

(4)

1

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2

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Scenario

Jace has started going to a youth club and the youth worker has noticed that Jace and his friends have often drunk alcohol before going to the club. The youth worker has started to run drug education sessions and has been talking to Jace about his mental health and where to go for support.

- (e) Give **one** setting other than a youth club where a youth worker may work.

(1)

.....

.....

(f) Evaluate the role of a youth worker when working with Jace to prevent his alcohol use becoming unhealthy.

(9)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(g) State a definition of self-concept.

(1)

(h) Discuss how Jace's development can be influenced by peer pressure.

(9)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 2 = 29 marks)

TOTAL FOR SECTION B = 29 MARKS

SECTION C**Scenario**

Avery is an 8-month-old infant who was born prematurely.

- 3 (a) Identify an example of fine motor skills in infancy.

(1)

- ☐ **A** Holding a pencil correctly
- ☐ **B** Making balls with play dough
- ☐ **C** Undoing and doing up buttons or laces
- ☐ **D** Picking items up with thumb and forefinger

- (b) State **one** lifestyle factor that can contribute to premature birth.

(1)

Scenario

Avery has been given the relevant vaccinations for babies under one year old.

(c) Explain **two** ways that vaccinations can protect the community.

(4)

1

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2

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Scenario

As well as having vaccinations, Avery is also examined by the Health Visitor.

- (d) Explain **two** ways a Health Visitor can support Avery and their parents.

(4)

1

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.....

.....

2

.....

.....

.....

Scenario

Avery has only just started to bond with their mother after being in a neonatal unit when first born.

- (e) Give an action that helps an infant develop a bond with care givers.

(1)

.....

.....

(f) (i) Explain **one** reason for the importance of bonding with primary care givers.

(3)

(ii) Explain **one** way that being in a neonatal unit could impact bonding with Avery's mother.

(3)

Scenario

Newborn hearing screening showed that Avery had hearing loss.

(g) Give **one** example of intellectual development in an infant.

(1)

(h) Assess how permanent hearing loss could affect Avery’s future development.

(9)

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 27 marks)

TOTAL FOR SECTION C = 27 MARKS
TOTAL FOR PAPER = 80 MARKS

Unit 1: Human Lifespan and Development

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.
- Mark 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 mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark 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 mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

- The mark grids have been designed to assess learners' work holistically.
- Rows in the grids identify the assessment focus/outcome being targeted. When using a mark 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.

Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)

Mark Scheme

Unit 1

Section A

Question Number	Answer	Mark
1a	Award one mark for the following: <ul style="list-style-type: none">• C	1

Question Number	Answer	Mark
1b	Award one mark for each of the following up to a maximum of three marks. <ul style="list-style-type: none">• Poor quality of sleep• Reduction of social contacts• Reduced movement in shoulder• Low mood• Unable to concentrate Accept any other appropriate responses. Do not accept 'pain' on its own.	3

Question Number	Answer	Mark
1c	Award one mark for the following: <ul style="list-style-type: none">• Occupational Health	1

Question Number	Answer	Mark
1d	Award one mark for identification of an impact and one mark for an appropriate linked expansion, up to a maximum of two marks. <ul style="list-style-type: none">• More occupationally related health risks (1) due to manual work (1)• Dusty environment can cause COPD (1), which may result in premature death (1)• Working longer hours (1) due to lower income (1) Accept any other appropriate responses.	2

Question Number	Answer	Mark
1e	Award one mark for the following: <ul style="list-style-type: none"> Genetic predisposition 	1

Question Number	Answer	Mark
1f	Award one mark for the following: <ul style="list-style-type: none"> Smoking Lack of exercise Substance misuse Diet <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
1g	Award one mark for identification and one additional mark for an appropriate expansion, up to a maximum of two marks. <ul style="list-style-type: none"> Complete a systematic assessment (1) by considering each activity of daily living individually (1) Assessing what Hura can do in day-to-day life (1) which will enable a holistic care plan to be developed (1) Involving Hura in assessment (1) to complete a review of every aspect of their life (1) <p>Accept any other appropriate responses.</p>	2

Question Number	Answer	Mark
1h	Award one mark for each identification and one mark for an appropriate linked expansion of each way, up to a maximum of four marks. <ul style="list-style-type: none"> Provide holistic care (1) by sharing responsibility between professionals (1) Meeting all Hura's needs (1) by working on one integrated care plan (1) Providing a seamless service (1) by communicating with each other (1) Giving Hura personalised care (1) by providing complementary services (1) <p>Accept any other appropriate responses.</p>	4

Question number	Indicative content	
1i	<p>Learners might refer to some/all of the following in their responses, but learners should be rewarded for other pertinent contextualised answers:</p> <ul style="list-style-type: none">Physical – further physical decline by not moving due to pain or fear of further strokesPhysical – improved fitness due to improved exercise regime/medication/physiotherapyIntellectual–improved physical fitness and care for body due to increased knowledge about how to look after self and how to learn about the diseases and how to slow down/minimise their progressionEmotional – fear of illness and own mortality, changed self-perception as ill/patientSocial – increased social support via support groups. Increased social network from taking up active recreational activities/social isolation due to decreased mobility	
Mark scheme (award up to 9 marks) refer to specific marking guidance earlier in this document for more detail.		
Level	Mark	Descriptor
All traits carry equal weighting		
	0	No rewardable material.
1	1 – 3	<ul style="list-style-type: none">Demonstrates a basic analysis of the situation by superficially breaking down the different aspects into their component parts. (AO4a)Demonstrates basic application of knowledge and understanding that is partially relevant to the context of the question. (AO3)Demonstrates a basic assessment which partially considers different factors/events and their relative importance, leading to a conclusion which is superficial or unsupported. (AO4b)
2	4 – 6	<ul style="list-style-type: none">Demonstrates a good analysis of the situation by breaking down the different aspects into their component parts. (AO4a)Demonstrates good application of knowledge and understanding that is relevant to the context of the question. (AO3)Demonstrates a good assessment which considers different factors/events and their relative importance, leading to a conclusion which is partially supported. (AO4b)
3	7 – 9	<ul style="list-style-type: none">Demonstrates a thorough analysis of the situation by comprehensively breaking down the different aspects into their component parts. (AO4a)Demonstrates comprehensive application of knowledge and understanding that is consistently relevant to the context of the question. (AO3)Demonstrates a thorough assessment which comprehensively considers different factors/events and their relative importance, leading to a conclusion which is well supported. (AO4b)

Section B

Question Number	Answer	Mark
2a	Award one mark for the following: <ul style="list-style-type: none"> • C 	1

Question Number	Answer	Mark
2b	Award one mark for any of the following: <ul style="list-style-type: none"> • Penis • Testes 	1

Question Number	Answer	Mark
2c	Award one mark for each of the following up to a maximum of three marks. <ul style="list-style-type: none"> • Penis and testicles enlarge • Deepening of voice/voice breaks • Increased muscle mass • Skeletal growth/widening of shoulders Accept any other appropriate response.	3

Question Number	Answer	Mark
2d	Award one mark for each identification of a way and one mark for an appropriate linked expansion of each way, up to a maximum of four marks. <ul style="list-style-type: none"> • Too much scarring of the liver (1) leading to diseases such as cirrhosis of the liver (1) • Lack of co-ordination/slurred speech (1) as alcohol interferes with the brain's communication pathways (1) • Accidents and injury to the body (1) due to risk-taking behaviour (1) • Increased susceptibility to illness/disease (1) as the immune system is weakened (1) 	4

Question Number	Answer	Mark
2e	Award one mark for any of the following: <ul style="list-style-type: none"> • Schools • Faith-based groups • Colleges • Street projects Accept any other appropriate response. Do not accept youth centres.	1

Question number	Indicative content	
2f	Learners might refer to some/all of the following in their responses, but learners should be rewarded for other pertinent contextualised answers: <ul style="list-style-type: none">• Provide information/education on drugs/alcohol to Jace• Referrals to other services such as drug/alcohol charities• Provide training such as assertiveness• Provide safe spaces such as youth clubs• Be there to listen• May be viewed as authority figures and so not listened to• Going to youth clubs may not be ‘cool’• Friends may be a stronger message/more important to Jace	
Mark scheme (award up to 9 marks) refer to specific marking guidance earlier in this document for more detail.		
Level	Mark	Descriptors
Guidance to markers		
All traits carry equal weighting		
	0	<ul style="list-style-type: none">• No rewardable material
1	1 – 3	<ul style="list-style-type: none">• Demonstrates a basic analysis of the situation by superficially breaking down the different aspects into their component parts. (AO4a)• Demonstrates basic application of knowledge and understanding that is partially relevant to the context of the question and may consider only one side of the context (AO3)• Demonstrates a basic evaluation which partially considers different factors/events and competing points, leading to a conclusion which is superficial or unsupported. (AO4b)
2	4 – 6	<ul style="list-style-type: none">• Demonstrates a good analysis of the situation by breaking down the different aspects into their component parts. (AO4a)• Demonstrates good application of knowledge and understanding that is relevant to the context of the question and considers both sides of the context. (AO3)• Demonstrates a good evaluation which considers different factors/events and competing points, leading to a conclusion which is partially supported. (AO4b)
3	7 – 9	<ul style="list-style-type: none">• Demonstrates a thorough analysis of the situation by comprehensively breaking down the different aspects into their component parts. (AO4a)• Demonstrates comprehensive application of knowledge and understanding that is consistently relevant to the context of the question and considers both sides of the context in a balanced way. (AO3)• Demonstrates a thorough evaluation which comprehensively considers different factors/events and competing points, leading to a conclusion which is well supported. (AO4b)

Question Number	Answer	Mark
2g	Award one mark for any of the following: <ul style="list-style-type: none"> • An individual's belief about themselves • A combination of self-image and self-esteem • An individual's knowledge about who they are 	1

Question number	Indicative content	
2h	Learners might refer to some/all of the following in their responses, but learners should be rewarded for other pertinent contextualised answers: <ul style="list-style-type: none">• Peer pressure can be spoken or unspoken• Peer pressure can be positive or negative• May be pressurised to act in ways wouldn't normally• May act differently with different groups causing cognitive dissonance• Desire to impress may cause risk taking behaviours• Can end up with criminal record and impact life choices• Could work hard at school• Plan for career and fulfilling lifestyle	
Mark scheme (award up to 9 marks) refer to specific marking guidance earlier in this document for more detail.		
Level	Mark	Descriptors
The second trait (application) carries twice as much weighting as trait 1 (analysis).		
	0	<ul style="list-style-type: none">• No rewardable material
1	1 - 3	<ul style="list-style-type: none">• Demonstrates a basic analysis of the situation by superficially breaking down the different aspects into their component parts. (AO4a)• Demonstrates basic application of knowledge and understanding that is partially relevant to the context of the question and may consider only one side of the context. (AO3)
2	4 - 6	<ul style="list-style-type: none">• Demonstrates a good analysis of the situation by breaking down the different aspects into their component parts. (AO4a)• Demonstrates good application of knowledge and understanding that is relevant to the context of the question and considers both sides of the context. (AO3)
3	7 - 9	<ul style="list-style-type: none">• Demonstrates a thorough analysis of the situation by comprehensively breaking down the different aspects into their component parts. (AO4a)• Demonstrates comprehensive application of knowledge and understanding that is consistently relevant to the context of the question and considers both sides of the context in a balanced way. (AO3)

Section C

Question Number	Answer	Mark
3a	Award one mark for the following: <ul style="list-style-type: none"> D 	1

Question Number	Answer	Mark
3b	Award one mark for any of the following: <ul style="list-style-type: none"> Smoking Drinking alcohol Substance misuse <p>Accept any other appropriate response. Do not accept 'diet'.</p>	1

Question Number	Answer	Mark
3c	Award one mark for each identification and one mark for an appropriate linked expansion of each way, up to a maximum of four marks. <ul style="list-style-type: none"> Herd immunity (1) reduces the amount of infectious people (1) They are not infectious to other people (1) because the vaccine has created antibodies in their system (1) Diseases can be got rid of (1) if enough people are vaccinated (1) Diseases cannot spread quickly (1) if a high percentage of people are vaccinated (1) <p>Accept any other appropriate responses.</p>	4

Question Number	Answer	Mark
3d	Award one mark for each identification of a way and one mark for an appropriate linked expansion of each way, up to a maximum of four marks. <ul style="list-style-type: none"> Check the baby is meeting physical development milestones (1) by measuring and weighing baby (1) Providing information/advice/guidance (1) on care/development/wellbeing of baby (1) Identify any health needs as early as possible (1) by carrying out holistic assessment of the baby's health and wellbeing (1) Identify possible safeguarding issues (1) by visiting the home/family (1) Reduce health inequalities (1) by referring/signposting to services/sources of support (1) <p>Accept any other appropriate responses.</p>	4

Question Number	Answer	Mark
3e	<p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • Cuddling/holding • Responding to crying • Make your newborn feel physically safe • Look into your newborn's eyes • Talking/singing to them • Smiling at them <p>Accept other appropriate responses.</p>	1

Question Number	Answer	Mark
3f i)	<p>Award one mark for identification of a way, one mark for an appropriate linked expansion and one mark for a further expansion, up to a maximum of three marks</p> <ul style="list-style-type: none"> • Bonding makes a baby feel safe and protected (1) because this gives a secure attachment for emotional development (1) allowing for better future relationships (1) • Baby will become more confident with other people (1) developing better relationships (1) that provides a baby with a secure place to explore the world from (1) • Insecure attachment (1) due to failure to bond (1) leads to less secure intimate relationships in the future (1) <p>Accept any other appropriate responses.</p>	3
3f ii)	<p>Award one mark for identification of a way, one mark for an appropriate linked expansion and one mark for a further expansion, up to a maximum of three marks</p> <ul style="list-style-type: none"> • Insecure attachment (1) because the baby is in an incubator (1) so there is less opportunity for cuddling (1) • Baby unable to bond with mother (1) as they are separated (1) affecting future emotional development (1) • Baby may develop attachment disorder (1) as baby does not feel secure (1) due to the different people caring for them (1) <p>Accept any other appropriate responses.</p>	3

Question Number	Answer	Mark
3g	<p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • Learning about environment through interaction • Recognise (familiar) faces • Starting to talk/babbling • Communicating with other people <p>Accept any other appropriate responses.</p>	1

number		
3h	<p>Learners might refer to some/all of the following in their responses, but learners should be rewarded for other pertinent contextualised answers:</p> <p>Physical</p> <ul style="list-style-type: none">• Opportunity for para sport• Issues playing sport• Wearing a hearing aid or having cochlear implant <p>Intellectual</p> <ul style="list-style-type: none">• May not start communicating with others as does not hear cues• May experience delayed verbal language development• May develop early or advanced non-verbal communication skills• May require special support at school• May learn sign language• May influence job choices in the future <p>Emotional</p> <ul style="list-style-type: none">• May affect bond with caregivers• May identify as Deaf or hearing impaired and so strengthen self-concept• May have positive or negative affect on future relationships <p>Social</p> <ul style="list-style-type: none">• May or may not result in delay in developing relationships with others• Positive/negative impact on future relationships with others• Increased social opportunities as may go to clubs and groups within the Deaf community as well as mainstream• Limited experience of some activities such as watching drama/comedy where there is no signer	
Mark scheme (award up to 9 marks) refer to specific marking guidance earlier in this document for more detail.		
Level	Mark	Descriptors
Guidance to markers All traits carry equal weighting		
	0	<ul style="list-style-type: none">• No rewardable material
1	1 – 3	<ul style="list-style-type: none">• Demonstrates a basic analysis of the situation by superficially breaking down the different aspects into their component parts. (AO4a)• Demonstrates basic application of knowledge and understanding that is partially relevant to the context of the question. (AO3)• Demonstrates a basic assessment which partially considers different factors/events and their relative importance, leading to a conclusion which is superficial or unsupported. (AO4b)
2	4 – 6	<ul style="list-style-type: none">• Demonstrates a good analysis of the situation by breaking down the different aspects into their component parts. (AO4a)• Demonstrates good application of knowledge and understanding that is relevant to the context of the question. (AO3)• Demonstrates a good assessment which considers different factors/events and their relative importance, leading to a conclusion which is partially supported. (AO4b)
3	7 – 9	<ul style="list-style-type: none">• Demonstrates a thorough analysis of the situation by comprehensively breaking down the different aspects into their component parts. (AO4a)• Demonstrates comprehensive application of knowledge and understanding that is consistently relevant to the context of the question. (AO3)• Demonstrates a thorough assessment which comprehensively considers different factors/events and their relative importance, leading to a conclusion which is well supported. (AO4b)

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