



Examiners' Report/ Lead Examiner Feedback

January 2015

NQF BTEC Level 1/Level 2 Firsts in
Health and Social Care

Unit 1: Human Lifespan Development
(20544E)

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Introduction

This report has been written by the lead examiner for the BTEC Human Lifespan Development unit. It is designed to help you understand how learners performed overall in the exam. For each question, there is a brief analysis of learner responses. You will also find example learner responses from Level 2 Pass and Distinction learners. We hope this will help you to prepare your learners for future examination series.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	21	28	35	43

General Comments on Exam

The paper was wide ranging in terms of grades attempted to be awarded from the questions. This generated a number of blank responses. It seemed that these were particularly concentrated in the long answer questions.

The external assessment process was judged to be straightforward. There were 23,098 entries for this examination. Generally, learners were able to show an understanding of lifespan development and investigate the factors that affect human growth and development and how they are interrelated.

Learners found some difficulty with the terminology used within the examination although the same terminology is used within the specification. For example, the term redundancy was poorly understood in this context as were the terms formal/informal support.

Question 1

1c (i)

Targeted Specification Area: Learning Aim A2

Learners found some difficulty with the term menopause. Often learners would identify the signs and symptoms of menopause rather than what the term actually meant.

Level 2 Pass example:

Marta is 50 years old. She is going through the menopause.

(c) (i) Outline what is meant by the term **menopause**. (1)

Menopause is when women cannot have children anymore

1dii

Targeted Specification Area: Learning Aim A2

Many learners found this item very challenging.

Level 2 Pass example:

(ii) Complete the table by adding the required intellectual development factor or the related activity.
The first one has been done for you. (4)

Intellectual/cognitive development	Activity to promote development
Follow movement	Hang a mobile over the cot
Recognises sound of own name	saying their name to them
(recognising) Meaning sounds	Provide toys that rattle
recognise themselves	Hang a mirror at their eye level
Developing touch	Toys with different textures

1eii

Targeted Specification Area: Learning Aim A2 & B3

Learners found this question quite challenging. Learners often confused Adriana with Marta. Several learners focused on Krystyna's father (Jozef).

Level 2 Merit example:

(ii) Explain **two** possible positive and **two** possible negative effects on Krystyna's development as a result of her mother working part-time.

{8}

Positive

1. Spend more time together so they will have a better bond.

2. Krystyna will know/recognise her mum more, so this will help with her intellectual development.

Negative

1. Adriana will have less money so she may not be able to provide everything Krystyna needs in order for her to ~~develop~~ develop.

2. Krystyna will not have a good bond with Marta anymore. Then Marta may feel left out or upset if Adriana has taken over.

Level 2 Distinction example:

(ii) Explain **two** possible positive and **two** possible negative effects on Krystyna's development as a result of her mother working part-time.

P
I
E
S
(8)
I - 10
E - 10
S - 10
her out

Positive

by only working part-time
1 She will have more time with ^{Krystyna} ~~Adrian~~ ~~Adrian~~ ~~Adrian~~ allowing them to have stronger bonds. This will have a positive ~~effect~~ emotional effect on Krystyna and Adrian.

2 Adrian will be able to take Krystyna out to play at baby groups. This will improve Krystyna's Intellectual development as it is allowing her to look at different toys and different people.

Negative

1 With Adrian only working part time means her income would have been decreased therefore Adrian might not be able to afford extra things that Krystyna needs. This will have a negative effect on Krystyna's physical & emotional development.

2 Krystyna might feel sad that she can't see her mum as much as she used to affecting her emotional development.

Question 2

2b (i)

Targeted Specification Area: Learning Aim B1 & B7

Learners found this question very challenging. Often, the lifestyle choice selected was to do with changing working hours or moving house.

Level 2 Pass example:

<p>Peggy gave birth to a daughter called Sarah.</p> <p>When Sarah was three months old, her father George died as a result of an accident at work.</p>
<p>(b) (i) Identify one possible effect of George's death on Peggy's lifestyle choices. (1)</p> <p>She might stop eating as much or turn to alcohol.</p>

2b (iii)

Targeted Specification Area: Learning Aim A2

Many learners were able to answer this item fully.

Level 2 Merit example:

<p>(iii) Explain one effect of George's death on Peggy's emotional development, and one effect of his death on Peggy's social development. (4)</p>
<p>Emotional development</p> <p>Due to George's death, Peggy will feel vulnerable and depressed as she grieves. This will make Peggy very unstable.</p>
<p>Social development</p> <p>Due to George's death, Peggy will feel ^{socially} isolated. As she grieves she may not want to go out or see anyone and may want to do anything.</p>

2d (ii)

Targeted Specification Area: Learning Aim A2 & B2

This question was very poorly answered in many cases. Learners tended to mix questions 2dii and 2diii up.

Level 2 Merit example:

<p>(ii) Explain one possible effect of forming new friendship groups on Sarah's emotional development. (2)</p> <p>She Sarah might feel Happier with her new friends. This will have a positive effect on Sarah's emotional development.</p>
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Level 2 Distinction example:

<p>(ii) Explain one possible effect of forming new friendship groups on Sarah's emotional development. (2)</p> <p>She may start to feel more confident because she knows people want to be her friend.</p>

2d (iii)

Targeted Specification Area: Learning Aim A2 & B2

This question was very poorly answered in many cases. Learners tended to mix questions 2dii and 2diii up.

Level 2 Merit example:

<p>(iii) Explain one possible effect of forming new friendship groups on Sarah's social development.</p> <p style="text-align: right;">(2)</p> <p>Start talking to other people as she might not have enough confidence in her self.</p>
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Level 2 Distinction example:

<p>(iii) Explain one possible effect of forming new friendship groups on Sarah's social development.</p> <p style="text-align: right;">(2)</p> <p>Sarah may be out of the house more and spending more time with her new friends than her mother.</p>
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2e

Targeted Specification Area: Learning Aim A2 & B2

This question was poorly answered in many instances.

Learners often didn't give a balanced assessment of the impact of role models on Sarah's development.

Many learners confused role models with fashion models.

Level 2 Pass example:

Sarah is very interested in fashion. She likes to practise with her make-up and changes her hairstyle regularly.

Sarah and her friends imitate fashion models in their dress and make-up.

Peggy is concerned that Sarah is being influenced by role models in the media.

(e) Assess the possible impact of role models in the media on Sarah's development.

(8)

If Sarah were to imitate role models in the media she can pick up a different habits like in the media (magazines, papers) these models are portrayed as "perfect" but they have been airbrushed and edited to suit their own purposes so Sarah could want to look like them or end up like them she may start to hate the way she looks because all the other women in the media are perfect well they are not and have been tampered with and Sarah might want to look like them. If like if some of the models were skinny and Sarah was skinny ~~but~~ ^{not} didn't look like that then things could become quite difficult and ~~escalate~~ ^{escalate} ~~change~~ rather quickly so she needs to ~~be careful~~ be careful who she's imitating.

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(Total for Question 2 = 28 marks)

TOTAL FOR PAPER = 50 MARKS

Level 2 Distinction example:

Sarah is very interested in fashion. She likes to practise with her make-up and changes her hairstyle regularly.

Sarah and her friends imitate talk on models in their dress and make-up.

Peggy is concerned that Sarah is being influenced by role models in the media.

(a) Assess the possible impact of role models in the media on Sarah's development.

(8)

The possible impact of role models may cause Sarah to feel insecure as she doesn't look exactly like them. She may then try things to look like them i.e. surgery.

She may go against the will of her mother if her mother prevents her from looking at her role model and copying what they do. This may cause a rift/damage in their relationship as Sarah may feel her mother is being irrational.

Sarah may copy exactly everything that her role model(s) do which can be dangerous. I.E. if her role model commits a crime, Sarah may do the same as she looks up to them. This can be bad as she could get imprisonment.

On the other hand, a positive possible impact may be that by copying her role model some good may come out of it. I.E. if Sarah sees her role model helping those in need, it may inspire her to do the same and help/give to those who are deprived.



Sarah may become very obsessive with her model which can damage the relationships she has with people around her, as she is likely to be following up the actions of her role model.

As a result of all the negative impacts she may be absent in her school work and may start failing.

TOTAL FOR PAPER = 50 MARKS



P 1 2 2 8 8 A 3 1 1 1 2

