

Examiners' Report/ Lead Examiner Feedback

June 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

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback).

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each test we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it wouldn't take into account that a test might be slightly easier or more difficult than any other.

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

The grade boundaries for this series are:

Grade	Unclassified	Level 1	Level 2		
Graue	Unclassineu	Pass	Pass	Merit	Distinction
Boundary Mark	0	18	26	34	43

General comments on the exam

The external assessment process was judged to be straightforward. There were approximately 21,000 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.

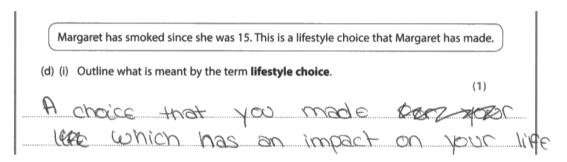
Learners continue to find some difficulty with the terminology used within the examination although the same terminology is used within the specification. For example, the term 'lifestyle choice' was poorly understood in this context as was the term 'inherited condition'.

Question 1

1d (i) Targeted Specification Area: Learning Aim B1

Learners were very confused about the term lifestyle choice, often confusing it with the choices that we make in life (e.g. getting married, job we do).

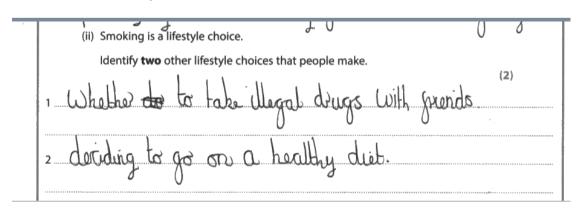
Level 2 Pass example:



1d (ii) Targeted Specification Area: Learning Aim B1

Learners incorrectly identified two lifestyle choices – again limiting their responses to the choices that we make in life.

Level 2 Pass example:



Targeted Specification Area: Learning Aim A2, B6 & B7

For these two items learners confused the different scenarios – the first item (1fi) was about promotion. The second item (1fii) was about leaving the family home.

1fi:

Level 2 Pass example:

David has recently moved into his own flat. (f) (i) Give two positive effects of David's promotion on his emotional development.
(2
110 mill for more to mile more organical
He uiu pe more pappier, more ecryider

1fii:

Level 2 Pass example:

(i	i) Identify two ways in which leaving the family home may develop David's independence.	
	·	(2)
1 He	will have to lern how to cook,	Clean
Sho	op etc. on his own.	
2 Lle	- will have to work hard at work	e to
kee	p Paying for his flat.	

Targeted Specification Area: Learning Aim A2, B6 & B7

Learners often appeared to misread this item. The response should have been focused on Margaret and the effect on her of her son's promotion. Many learners responded incorrectly about the effect on David.

Level 2 Pass example:

I	1771
Positive	
1 Margaret will be proud of David	and
mare her happy which will make	e her
go out to tell people therefore her so	cal
and emotional development will incre	
2 Also Margaret will feel confident	
that David can suppor himself an	
her social development will increa:	
because she'll have to go see him.	
Negative	
1 She www see David less, which a	opects
her emotionally as she "I miss him	
and also her social because she	won't
be able to speak to him as much	7
2 Margaret may have to go somew	here
one day who her friends but Day	Jid
may not be able to take her which	n
affects her emotionally and soci	ally
(Total for Question 1 = 26	marks)

Level 2 Merit example:

(iii) Explain two possible positive and two possible negative effects of David's promotion on Margaret's social and emotional development. (8) Positive
I an emotional impact could be that
<u> </u>
.She feels proud that her son has been
pramoted at work.
za. Social Impact Could be that berson mai
take her out more after because he is about
to pay for her, \$50 they can do things \$0:
togetrur.
Negative
I an emotional impact could be that she
. U. Scared that her son will leave her an
that he want inted or want her help we
things anymore
a social impact could be that spe feels
like an mus was town to he will have luss
time 12 per to spend time together.
- FOLK - La. 1121 - 10 Steel of Thirk to decite.
(Total for Question 1 = 26 marks)

Question 2

2c (i)

Targeted Specification Area: Learning Aim A2 & B1

Learners could not identify two inherited conditions. Many responded with hair colour or eye colour. Others responded with congenital conditions.

Level 2 Pass example:

Roshan has two sisters, Danna and Bela.	
Roshan's older sister, Danna, was born with cystic fibrosis, which is an inherited condition.	
(c) (i) Identify two other inherited conditions.	(2)
example of an inherited Condition would	be
Example of an inherited Condition would Sickle cell	
example of an inherital condition we	ould
ha Reach conser.	

2c (ii)

Targeted Specification Area: Learning Aim B1 & R7

Many learners could not outline what the term inherited condition meant. The majority of incorrect answers were just rewording of the stem.

Level 2 Pass example:

(ii) Outline what is meant by the term inherited condition.

(1)

An illherited condition is a condition that is passed on to a person from their parents via genetics.

This long answer item was not well answered. The response should have been about the impact on physical development. Many answers were about the impact on all PIES.

Level 2 Pass example:

Living in environment that she has been placed in could not only impact on her hetalth health byther physical Development Bela could feel Clothalphobic Causing her destessed, this could lead to her not wanting to eat or sleep, the environment of the Living Space She could also become overweight or isolated as there is a busy road so it would be dangerous or her and the baby Puss there is not
the baby, Pluss there is not
(Total for Question 2 = 24 marks)

There are many impacts on bellos physial development. Physially sho will be allo to get out of the of gat on a regular bases to go and visit him in preson allowing has to got some excessive and onsure has body stays got and healthy which is a positive. Negeticly the glab is damp and him down which will appel her physical health as it could lead to various socies Conditionis Such as ashma and other beathing degiculture quie bola a lad quality of his. Applicaly Sho the glat is Shuated on a main Had which wild cause sella to just it had to sleep at night leading to her body not being able to north and sectionalists. Salz Cousing Witours health problems and possible body aductation making her. Under to do daily lacks. Physically living on a lucy had could also be a positive as the hill have every access to shaps and harropodotox wooded to get out and thout allowing to get places guidly. Having to have a litcher and Eather to start of edd of blief yet as indeed and the son done to dutie and help each other dean and look is below will not be putting to much present on hostedy and word be constantly doing things, guing but body from to Alax. Degetively having to other familys Grand Could cause proflums as Related not have a lot of space to move advid and do indoor suburties. (Total for Question 2 = 24 marks)

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