



Examiners' Report/ Lead Examiner Feedback

January 2016

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	18	26	34	42

General Comments on Exam

As in previous series, the paper differentiated well with learners scoring a wide range of grades 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 approximately 27,000 entries for this examination. Of these, just over 3,000 entries were resits. 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.

Once again, learners experienced some difficulty with the terminology used within the examination although the same terminology is used within the specification. For example, the term 'economic' was poorly understood in this context.

Question 1

1b (ii) & 1b (iii)

Targeted Specification Area: Learning Aim A.2

In several cases learners did not understand what chess was. This resulted in some poor responses.

1b (ii)

Level 1 Pass example:

Apart from attending the chess club, Tara discusses chess problems with her school friends.

(ii) Identify **one** way that discussing chess problems with school friends could influence her social development.

(1) 1 Q01bi

She could make new relationships with people who share her interest in chess.

(iii) Identify **one** way that discussing chess problems with school friends could influence her emotional development.

1 mark awarded

1b (iii)

Level 1 Pass example:

(iii) Identify **one** way that discussing chess problems with school friends could influence her emotional development.

(1) 1 Q1biii

Tara will feel more secure because she has people to talk to about her interests.

1 mark awarded

1c

Targeted Specification Area: Learning Aim A.2 & B.6

Many learners misread this question identifying physical changes rather than emotional changes.

Level 2 Pass example:

Tara is about to start adolescence.

(c) State **two** emotional changes that will affect Tara over the next five years.

(2) 2 Q01c

1. She may ~~start~~ to become attracted to people.
2. She may experience mood swings.

2 marks awarded

1e (iii)

Targeted Specification Area: Learning Aim B.8

Learners misunderstood the word 'feature'

Level 2 Pass example:

(iii) State **two** features of **formal** support.

(2) 2 Q1eiii

1. They are qualified to do their job and have undergone training and will give an honest answer.
2. They are paid to give you support and it is often their job.

2 marks awarded

1 (fi) & 1f (ii)

Targeted Specification Area: Learning Aim B.4 & B.6

These items were regularly mixed up as learners appeared to misread the questions. This led to the responses for 1fi and 1fii being inserted in the wrong place and then arrows added by the learners.

1f (i):

Pass example:

(f) (i) Explain **two** possible **positive** effects on Maira's development of her living in her own room in a house with shared bathroom and kitchen. (4) 2 Q01fi

1 Maira would have space and privacy in her own room. This would help her emotionally as ~~she could have more people around~~ it would increase her confidence and self-esteem. She would also be more content as she would have her own space to retreat to.

2 The others in the house would befriend her and introduce her to their own friends. This would introduce her to a wider range of people and improve her social development.

2 marks awarded

Merit example:

(f) (i) Explain **two** possible **positive** effects on Maira's development of her living in her own room in a house with shared bathroom and kitchen.

(4) 4 Q01fi

1. Maira would have her own room/
living space which would mean
she's becoming independent and
learning to do her own household
chores/jobs.

2. She could make friends ~~in the~~
who also live in the shared house
which could boost her self-image
and could potentially broaden her
friendship horizons. They may also have
similar interests they could do together.

4 marks awarded

1f (ii):

Pass example:

(ii) Explain **two** possible **negative** effects on Maira's development of her living in her own room in a house with shared bathroom and kitchen.

(4) Q01fii

1. ~~not~~ being able to go to the toilet because of her feeling self conscious which won't help her physically because she will become ill from ~~not~~ being able to go to the toilet.
2. ~~not~~ being able to bond very well with the house mates and she might start feeling depressed and stressed which her self-image will drop so this will affect her emotionally.

2 marks awarded

Merit example:

(ii) Explain **two** possible **negative** effects on Maira's development of her living in her own room in a house with shared bathroom and kitchen.

(4) Q01fii

1. It may feel cramped in her house this may affect her emotional development because she may become stressed, this may lower her self esteem.

2. She will be more prone to catching infectious diseases that her ~~her~~ house mates may have caught. This will affect her physical ^{growth and} development.

4 marks awarded

Question 2

2a (ii)

Targeted Specification Area: Learning Aim B.3 & B.6

Many learners misunderstood the word 'economic'.

Level 2 Pass example:

- (ii) State **one** social effect and **one** economic effect that retirement may have on Tom's development.

(2) 2 Q02a

Social effect

Tom may lose friends from his workplace. which

Economic effect

~~Tom no longer has an income, but he now has a pension.~~
no longer has an income and he'll rely on Laura and his pension.

2 marks awarded

2d

Targeted Specification Area: Learning Aim A.1 & A.2

This question was answered well by the higher level learners. They were able to accurately identify and explain two activities that could help promote independence in adolescence.

Merit example:

Sonia's son, Adam, aged 17, is visiting for the holidays. He is learning to drive and has passed his theory test. Learning to drive will help to promote his independence.

(d) Explain **two** other activities that Adam could do to promote his independence.

(4) 2 Q02d

1 Learning to cook will help him as he doesn't have to rely on others or getting a takeaway. This may also make him healthier

2 Living alone will help him become independent as he will manage his own finance to ensure he can stay there

2 marks awarded

Distinction example:

Sonia's son, Adam, aged 17, is visiting for the holidays. He is learning to drive and has passed his theory test. Learning to drive will help to promote his independence.

(d) Explain **two** other activities that Adam could do to promote his independence.

(4) 4 Q02d

1. He could find a job to start earning some money as this will make him feel financially secure whilst boosting his independence.

2. He could ~~move out~~ find a partner to move in with because then he will be providing money for the house and his partner, therefore he will feel content and more independent due to taking on responsibility.

4 marks awarded

2e

Targeted Specification Area: Learning Aim B.5 & B.6

This long answer item was not well answered. The response should have been about the impact of moving into their own home on Sonia & Jenny's development and the impact on their relationship with Tom and Laura. Many answers excluded the second part of the question (impact on Sonia and Jenny's relationship with Tom and Laura).

Level 2 Merit example:

After their wedding, Jenny and Sonia intend to move into a new house that is being built close to Tom and Laura's house.

(e) Discuss how moving into their own home may affect Jenny and Sonia's development and how it may affect their relationship with Tom and Laura.

(8)

P - Moving into their own home may affect Jenny and Sonia's development because they might feel closer. This could affect their physical development because if they are financially better off together they are able to buy good foods because of both of their incomes. This would mean they would be getting the correct vitamins and minerals. They would physically be healthier. Moving in together
I - would affect their intellectual development because they are learning how to look after each other and a home. It would affect their emotional development because they will spend more time with each other and will love each other more. They will be able to be there for each other if one of them is upset. This is good and is healthy for the relationship because they will always feel like someone is there for them. Moving into their own home would affect their social development because they are living together they can spend time with each other whenever they want. However it could negatively affect

their social development because they have just bought a new house so they may not have enough money to go out to social events. However Tom and Laura's house is just down the road so they could also go and see them whenever they want. The relationship between Tom, Laura, Jenny and Sonia would improve because they would become closer to each other. They would see each other more so a closer friendship would be formed this would help all of their social development's because they can go round to each other's houses if they were feeling lonely. It would affect their emotional development because they will always feel like they have got someone to speak to when they are sad. It would affect them intellectually because they can all teach each other how to look after their new homes. Being close to Tom and Laura will affect their physical development because they are all friends so they might all want to go out to the gym or somewhere together.

(Total for Question 2 = 26 marks)

TOTAL FOR PAPER = 50 MARKS

5 marks awarded

Level 2 Distinction example:

After their wedding, Jenny and Sonia intend to move into a new house that is being built close to Tom and Laura's house.

- (e) Discuss how moving into their own home may affect Jenny and Sonia's development and how it may affect their relationship with Tom and Laura.

(18) Q02e

Jenny and Sonia would have their own freedom. They would be able to do what they liked and feel more independent. They may become closer and content as their relationship could progress. They would begin to trust each other more as they would be sharing the same things. They may learn new things about each other and maybe more comfortable with opening up. They would become closer with each other and both would feel loved and have a good sense of security. Their relationship may also become better with Tom and Laura as they would no longer be invading their space. Tom and Laura may not like Jenny and Sonia being around all the time. They could, however, become distant. They may not be able to visit as often meaning their relationship with Tom and Laura may become strained. Jenny and Sonia would develop in all areas. Physically, emotionally, socially and intellectually. They could start working out together, they could have friends and more often, they would feel secure and content with each other and could learn how to rely on each other and themselves. They could play games together like chess and scrabble to help each other intellectually. Also,

if they have friends around, they wouldn't have to be worrying about bothering Tom and Laura. They would all become more independent. Their relationship ~~may~~ with Tom and Laura may suffer but it could get better too. The house wouldn't be too far away and so they could always visit them too.

8 marks awarded

Summary

Based on their performance of this paper, learners should:

- Write in the space provided, if possible
- Use the information in the text boxes, if supplied
- Read the question carefully, noting emboldened words
- Manage their time effectively. This paper is worth 50 marks so, if learners allow 1 minute for each mark, they will be able to complete the paper and read through afterwards.
- Learners are expected to use appropriate language. For example, a physical sign of ageing is that the skin loses elasticity. This may be colloquially known as wrinkles but the use of this term will not be an acceptable answer.
- If the term influence is used in a question the answer must include some form of change
- Marks are not awarded for repetition of the question

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