

Examiners' Report/ Lead Examiner Feedback

June 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	14	23	32	41

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 18,500 entries for this examination. Of these, approximately 6,800 entries were re-sits. 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

1a (ii)

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

In several cases learners stated 'nose' or 'eyes' rather than nose shape or eye colour. This resulted in no marks:

- (ii) State **one** example of a physical feature that Emma may have inherited from her father.

(1)

her eyes.

1b (ii)

Targeted Specification Area: Learning Aim A.2 & B2

Occasionally, learners identified Gross Motor Skills rather than Fine Motor Skills.

Unfortunately, no marks could be awarded for this:

During the holidays Emma joins in creative activities at the local play scheme.

- (ii) Identify **two** creative activities that would help promote fine motor skills.

(2)

1 Climbing ~~and~~ on climbing frames would work on her large muscles.

2 Swings would develop strength in the legs from swinging back and forth.

1c (i) & 1c (ii)

Targeted Specification Area: Learning Aim B4 & B5

Many learners were unable to identify one condition caused by either air or noise pollution. Regular incorrect responses related to the causes of air or noise pollution.

No marks awarded:

Bronwyn's home is next to a busy road. This causes high levels of air and noise pollution.

(c) (i) Identify **one** condition caused by air pollution.

(1)

Smoke

(ii) Identify **one** condition caused by noise pollution.

(1)

Busses

For noise pollution 'deafness' was a common answer. However, this is incorrect as noise pollution does not cause deafness. Noise pollution can cause a hearing impairment.

This response earned one mark for the first answer but no marks for the second:

Bronwyn's home is next to a busy road. This causes high levels of air and noise pollution.

(c) (i) Identify **one** condition caused by air pollution.

(1)

High level of air pollution can cause asthma

(ii) Identify **one** condition caused by noise pollution.

(1)

High level of noise pollution can make a person a deaf

1c (iii)

Targeted Specification Area: Learning Aim B4

For this item, learners made assumptions. Answers often included comments regarding the fact that the family would move to the country, that Emma would have a big garden to play in or that the house would be away from a busy road.

Sadly, none of this detail was included in the scenario. The only information given was that the family had decided to move house as they were unhappy with the current levels of noise pollution.

0 marks awarded:

(iii) The family are unhappy with the current levels of noise and air pollution, and have decided to move house. This is an expected life event.

State **two** positive effects of moving house on Emma's development, other than a reduction in noise and air pollution.

(2)

1 Not living next to a busy road anymore would ensure Emma is safe from fast coming cars.

2

Also, the question states 'other than noise and air pollution'. Many learners did not read this.

0 marks awarded:

(iii) The family are unhappy with the current levels of noise and air pollution, and have decided to move house. This is an expected life event.

State **two** positive effects of moving house on Emma's development, other than a reduction in noise and air pollution.

(2)

1 Emma would be able to sleep as better because it not noise no more.

2 she wouldn't be sick from the air pollution because she move somewhere that ~~hasn't~~ ^{hasn't} got any ~~populations~~ ^{pollutions}.

1e (i) & 1e (ii)

Targeted Specification Area: Learning Aim A2, B3 & B5

Learners appeared to find these item difficult. For 1e (i) many did not respond about the effects on Emma's intellectual development. When they did, most learners just talked about having more time with Emma which only scored 1 mark.

This was a Merit response scoring one mark:

Bronwyn had to reduce her working hours to care for Emma and Kyle.

(e) (i) Explain **two** possible **positive** effects on Emma's intellectual development of Bronwyn's reduced working hours.

- (4)
- 1 Emma gets to see her mother more often and can hang around with her mother and father more often to learn from them and therefore she'll have better memories.
 - 2 She might learn more about Bronwyn and Kyle, so she can get better grades in school.

This is a Distinction response achieving four marks:

Bronwyn had to reduce her working hours to care for Emma and Kyle.

(e) (i) Explain **two** possible **positive** effects on Emma's intellectual development of Bronwyn's reduced working hours.

- (4)
- 1 It will mean that Bronwyn will be able to spend more time with Emma doing things like reading to her or playing educational games, which will help her learn, promoting her intellectual development.
 - 2 Because she will have more free time, it may mean that Bronwyn is able to take Emma on more days out or educational outings (eg. to museums) to promote her learning and intellectual development through educational experiences.

Learners responded slightly better to item 1e (ii). However, some learners included positive aspects whilst others responded with comments about social rather than emotional development.

This is a Merit answer, scoring two marks:

(ii) Explain **two** possible **negative** effects on Kyle's emotional development of Bronwyn's reduced working hours.

(4)

1 He might be upset because she's taking time off work only to care for him and raise their daughter

2 Also they won't be able to pay for things like tax, so he could be upset that prices might be high and money will be short.

This is a Distinction response, scoring four marks:

(ii) Explain **two** possible **negative** effects on Kyle's emotional development of Bronwyn's reduced working hours.

(4)

1 He may feel guilty or ashamed that he is making Bronwyn work less just to care for him. This may make him feel guilty as he may feel like he is a burden and difficult to care for, and he may worry that this will cause the family to lose money.

2 It may make Kyle feel insecure that he needs someone to care for him, as it will take away his independence, and this may reduce his self esteem.

Question 2

2c (ii)

Targeted Specification Area: Learning Aim B2 & B1
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Unexpectedly, this was probably the most challenging question. The main issue appeared to be that the majority of learners assumed that reference to a diet meant a weight loss programme, rather than the food that people choose to eat.

There was also a lot of confusion over the constituents of a vegetarian diet and many learners wrongly stated that energy is acquired from meat. A minority of learners wrote eloquently about an unbalanced diet and how this would affect development.

Merit example – scoring one mark:

(ii) Explain **one** way her diet could affect Ruth's physical development.

(2)

Ruth's diet could affect her physical development because if she isn't educated properly, she can become malnourished which can therefore cause serious internal problems.

Distinction example – scoring two marks:

(ii) Explain **one** way her diet could affect Ruth's physical development.

(2)

If she does not compensate for the lack of meat in her diet and the nutrients she will not be getting through meat (eg protein), by eating these nutrients in different foods (like nuts) she may become malnourished, as she may develop a nutrient deficiency. This would harm Ruth's health, or and could make her physically weaker - harming her physical development.

2d

Targeted Specification Area: Learning Aim A2 & B5

This was poorly answered with over a third of the cohort achieving zero marks. Many learners wrote about Ruth's appearance and often repeated the stem throughout their response.

Level 2 pass example – scoring two marks:

Ruth works as a primary school teacher. She has just returned to work after six months' sick leave.

(d) (i) Explain **two** possible reasons why Ruth may have low self-esteem.

- (4)
- 1 Because she has had a lot of time off of work, so she may feel as if she doesn't have a valued job anymore, or her qualifications don't mean as much. ~~that's why~~
 - 2 It may also be because she was sick, so she may of lost confidence as she may of not been at training, this could also effect her self image as she hasn't been looking after herself.

Merit example – scoring four marks:

Ruth works as a primary school teacher. She has just returned to work after six months' sick leave.

(d) (i) Explain **two** possible reasons why Ruth may have low self-esteem.

- which makes her feel not good enough (4) ↑
- 1 she may feel like she is isolated because she may not know the students and has to get back into a normal routine which can be challenging.
 - 2 she may also have low self esteem because she think she isn't good enough to teach because she has so much time off and missed out on training days and the curricular.

2e

Targeted Specification Area: Learning Aim B2, B3 & B6

This long answer item should have been an assessment of how sharing childcare could affect the child's mother and her relationship with her baby.

Many answers included reference to the physical, emotional, social and intellectual development of the baby's mother but did not assess the effect on the relationship between mother and baby. Where learners did do this, they excluded the physical, emotional, social and intellectual development of the baby's mother.

Merit example:

John and Ruth have a son, Dennis.
Dennis is married to Kathryn who is expecting their first baby. Dennis wants to work part-time so he can share the childcare.

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(e) Assess how sharing the childcare could affect Kathryn and her relationship with her baby.

2

2

(8)

Sharing child care would have a positive impact on Kathryn's social development as she'll have time, still, to go out with friends when it's Dennis' turn to look after the baby. This would lead to her keeping more friendships and still having a social life during parenthood. Sharing childcare would have a negative impact on her social development as her friends may only be available when it's her turn to look after the baby and they may not want to be around the baby. This could lead to Kathryn becoming isolated from friends or being lonely.

Sharing childcare would have a positive effect on her relationship with the baby as it gives them time to form bonds through playing games or going out. This would lead to Kathryn and her child forming a

strong bond and them having a close relationship. Sharing child care would have a negative impact on her relationship with the baby as, when it's not her turn to look after the baby, she may miss things like their first word/steps and this may lead to Kathryn becoming distant from the baby, as she may feel she's missed too much.

4 marks awarded

Level 2 Distinction example:

John and Ruth have a son, Dennis.

Dennis is married to Kathryn who is expecting their first baby. Dennis wants to work part-time so he can share the childcare.

- (e) Assess how sharing the childcare could affect Kathryn and her relationship with her baby.

(8)

Sharing her baby's childcare with Dennis could cause Kathryn to have ~~an~~ positive emotional development, because she ~~a~~ will be able to have breaks from caring for her child, allowing her to have some time for herself. This will improve her emotional well-being, by reducing her stress and giving her time to relax and do things she enjoys making her feel content and happy. It will also mean that Dennis and Kathryn will be able to share the work load of caring for their child, meaning that Kathryn will be able to have enough rest, and ^{get} enough sleep, improving her physical health and preventing her from becoming overwhelmed with the responsibility of having a new baby - reducing her stress and anxiety. Also, it will mean that Kathryn will have more free time where she can go out and meet her friends and socialise, improving her social development, and making her feel happier and more content as she will be spending time with people she is close to and getting out of the house. This will also reduce the risk of her becoming socially isolated due to having a new baby, and will improve her self-esteem and self image. However, sharing childcare could negatively impact Kathryn, as she may worry about her baby when she is not there and may doubt her Dennis' ability to care for the baby as well as she can, making her feel anxious, insecure and worried. She may also miss her baby when she is not with them, making her feel upset and harming her contentment. Sharing the childcare could positively impact on Kathryn's relationship with her baby, as having time away from the baby will make her feel less stressed, so the time she spends with her baby she will be in a calmer frame of mind, and will be able to spend more quality time with her child.

Also, it will make her appreciate the time she does spend with her child more, giving her and her baby a better, more positive relationship. Also, because Kathryn will be calmer and healthier, it will mean she can be a better role model to her baby as he grows up - positively impacting their relationship. However, spending time away from her baby when they are being cared for by Dennis may mean that the baby does not bond as strongly with their mum - they may grow up to be closer to their father and this may mean that Kathryn and the baby do not have as strong bonds or attachment for each other as they would have done if she was the fulltime carer. Spending the care time shared between Kathryn and ~~with~~ Dennis could mean that her and her baby have a weaker bond and relationship.

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
- Only use the information given in the scenarios. Marks are not awarded for additional information that falls outside of the question.
- Read the question carefully, noting emboldened words.
- Ensure that they are clear on the type of development referred to in the question.
- 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 that reflects a vocational care setting.
- 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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