



Examiners' Report/ Lead Examiner Feedback

January 2018

BTEC Level 1/2 Firsts in Health and Social Care

Unit 1: Human Lifespan Development

(20544E)

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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 at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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 external assessment 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 assessment, because then it would not take accessibility into account.

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

Unit 1: Human Lifespan Development (20544E)

Grade		Level 1		Level 2	
	Unclassified	Pass	Pass	Merit	Distinction
Boundary Mark	0	16	24	32	41

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.

General Comments on Exam

As in previous series, 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 approximately 17000 entries for this examination. Of these, 4401 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.

Individual Questions

The following section considers each question on the paper, providing examples of popular learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

Question 1

Q1(b)(ii)

In many cases learners, did not understand the term group support. This resulted in some poor responses with many learners just identifying either formal or informal support. Learners should have wrote answers that were relevant to Lily's early childhood.

1(b)(ii). State two examples of groups that may offer support.

This response gained 2 marks.

	During the first few months of fostering, Lily and the Rutabel family will receive regular support from various organisations. Some of this will be group support.	
	(ii) State two examples of groups that may offer support.	(2)
1R	eligious groups eng. Church	
2 V	Oluntary groups e.g. Albe Oxform.	***************************************

Q1(b)(iii)

Learners were often able to score one mark for the identification of the benefits of reading to intellectual development. However, they were often unable to elaborate on this.

1(b)(iii). Explain one way that reading can benefit Lily's intellectual development.

Lily enjoys reading books and magazines.

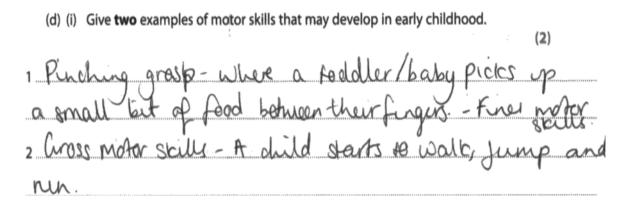
This response gained 1 mark.

Q1(d)(i)

Many learners correctly identified two motor skills that may develop in early childhood.

1(d)(i). Give two examples of motor skills that may develop in early childhood.

This response gained 2 marks.

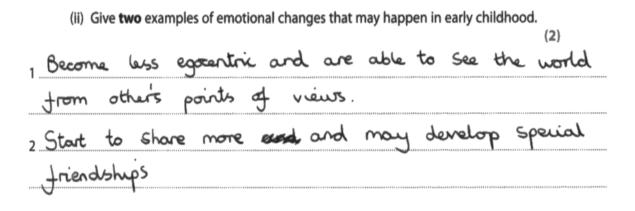


Q1(d)(ii)

Learners found this question difficult, responses were often emotional changes in infancy.

1d (ii). Give two examples of emotional changes that may happen in early childhood.

This response gained 2 marks.



Q1(e)(i)

A lot of learners seemed to have confused "gender inequality" and "sexual discrimination." Many of the response referenced sexual discrimination even though the question refers to gender inequality.

1(e)(i). Crystal works as an assistant in a supermarket. She is happy in this job, although she sometimes experiences gender inequality.

This response gained 1 mark.

Crystal works as an assistant in a supermarket. She is hap sometimes experiences gender inequality.	py in this job, although she
(e) (i) Give one example of gender inequality.	(1)
Higher wages for men than en	comen for doing the
same job:	

Q1(f)(i)

This question was challenging for some learners. Many responses stated that Ellen would be happier in a different school, it would be a clean slate etc. Although there was no reference to Ellen having to change schools in the scenario.

Q1(f)(i). Explain **two** possible positive effects on Ellen's intellectual development of changing schools.

This response gained 2 marks.

Ellen (aged 13) has recently changed schools. The new school is smaller.

(f) (i) Explain two possible positive effects on Ellen's intellectual development of changing schools.

(4)

- as it's smaller which means she will learn monerthings and understand more things.
- 2 Ellen will make new friends so she will gain new knowledge, incriproving her abstract thinking.

This response gained 4 marks.

Ellen (aged 13) has recently changed schools. The new school is smaller.

(f) (i) Explain two possible positive effects on Ellen's intellectual development of changing schools.

14

As the school is smaller, the teachers will beable to Support Ellen in her learning and ensure She thoroughly understands the work and gets the Support she needs to improve.

There will be less problems at the school as there are less pupils. This will mean Ellen is able to focus without being distrocted as the teachers will have more control as there are fewer pupils. This will enable Ellen to convent rate on making progress.

Q1(f)(ii)

This question was very accessible to most learners.

Q1(f)(ii). Explain two possible negative effects on Ellen's social development as a result of moving to a smaller school.

This response gained 2 marks.

(ii) Explain two possible negative effects on Ellen's social development as a result of moving to a smaller school.	
	(4)
1 Ellen won't be able to lan many activities in	
school and make a big group of friendship groups.	*************************

2 Ellen will have less chance of meeting new people	
and less chance of fitting in a pear group which s	Le
fits in	

This response gained 4 marks.

(ii) Explain two possible negative effects on Ellen's social development as a result of moving to a smaller school.

(4)

1. She won't have as many students to so cialise with which will mean she will have less friends at her new school so she won't develop her social skills as much.

2. The children may already have tight friendship groups so she might find it hard to make new friends which could result in her feeling socially isolated and will negative effect her social development as she won't be socialising with people.

Question 2

Q2(a)(i)

This question was well answered by the level 2 pass grade learners although some did struggle to identify two benefits of retirement.

2(a)(i). Give two benefits of retirement on development.

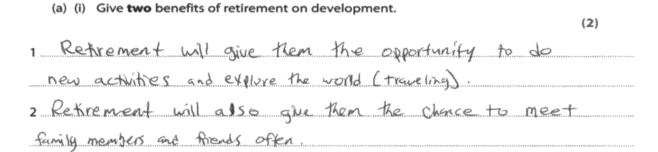
This response gained 2 marks.

2 The following information is about the Dubois family.

Read the information and answer the questions that follow.

Alexandre Dubois is <u>69</u>. He is married to Sarah aged <u>68</u>. They are <u>both retired</u> school teachers.

They have one son, Romaine, aged 44.



Q2(b)(iii)

This question was very well answered by pass/merit learners. However, several learners seemed to confuse "social development" and "emotional development." Some answers focusing on social development while the question referred to emotional development.

2b (iii). Explain two ways that Hugo's emotional development may be affected by leaving school and starting an apprenticeship.

This response gained 2 marks

(iii) Explain two ways that Hugo's emotional development may be affected by leaving school and starting an apprenticeship.	(4)
1 Hugo will have a positive self-esteem as he	
will start apprenticeship and start to meet new	
people	***************************************
2 Hugo will be happy and have a positive self-im and confidence as he will be proud of himself for working as an apprentice.	

This response gained 4 marks

leaving school and starting an apprenticeship.

(4)

1 He may be hoppier and more confident because he is going out into the adult world, making him feel more important, which will improve his self-image because he is proud that he has an apprenticeship.

2 He may get very stressed because it is a massive change from the school environment to the work environment and he may think that he cannot handle it. This will negatively impact his emotional development.

(iii) Explain two ways that Hugo's emotional development may be affected by

Q2(c)(ii)

This question was responded to well by the higher-level learners. It differentiated well at the distinction boundary.

2(c)(ii). Explain two effects of regular exercise on physical health and well-being.

This response gained 2 marks

Camille belongs to the school gymnastics team.
(ii) Explain two effects of regular exercise on physical health and well-being. (4)
Regular exercise leads to someone being fit and
healthy which is good for the body and they will feel good about themselves
2 It also helps prevent future health issues and illnesses
like arthritis or diabetes, because the muscles
are constantly working and burning calories.

This response gained 4 marks

- "1. By exercising regularly the effects on physical health and well-being is keeping a maintained weight. This is because she is burning the excess calories off which will gain her weight.
- 2. By exercising regularly can prevent you from getting ill, for example, developing a blood clot from not moving, you need to get your heart pumping so your blood and blood pressure works better and prevents you from any illness like this."

Q2(d)

This long answer item was not well answered. The response should have been about the impact of Alexandre no longer driving on Sarah's development and Sarah's relationship with her grandchildren.

Many answers concentrated on Sarah and the impact of Alexandre no longer driving. Few responses gave information on Sarah's relationship with her grandchildren.

2(d). Assess the possible impact of Alexandre no longer driving on Sarah's development and her relationship with her grandchildren, Hugo and Camille.

This response gained 4 marks

Alexandre and Sarah live in the countryside, a long way from other houses, shops and facilities like a library. Recently, Alexandre has decided to stop driving. Sarah has never learnt to drive.

(d) Assess the possible impact of Alexandre no longer driving on Sarah's development and her relationship with her grandchildren, Hugo and Camille.

(8)

This could impact Sorah's physical development because positively because She will have to walk to places which wit might keep her healthy it She does this on a regular basis. This could impact Sarah's relationship with her grandchildren as her children. Son might need to go and get things For her. This could impact Sarah's intellectual development because she won't be able to go to the library as often to read new books. This means she will not be intellectually stimulated or challenged on a negular basis. This could impact South's emotional development near ively as the may be said that she can't go and see her grandchildren whenever she likeds. This could effect her relationship with her grandchildren because they might not see her as often and grow distance. However this could also mage thogo and camille more eager to see grandparents as they over't visiting as often emotionall development could be positively impacted be cause she could be proud that her husband decided to stop druing This means that he is less in risk of houring an accident or causing an accident. Sarah's social development could be regardly impacted as she might not be able to go our with her friends as often or go into different groups which are those to support Ker people her age. However Sarah's social development could be improved because her Friends may go and give hor a lift so they can do an activity together. This means that she will also grow closer to her friends. Sarah's relationship with her grund shildren could be regatively impacted because she won't be able to take them out with her husband as often. However tago and come thousand the social development could be improved because they and come they and come they and come they are the social development could be improved because they and come they are they are the social development with their grandpowents.

This response gained 6 marks

Alexandre and Sarah live in the countryside, a long way from other houses, shops and facilities like a library. Recently, Alexandre has decided to stop driving. Sarah has never learnt to drive.

(d) Assess the possible <u>impact of Alexandre no</u> longer driving on Sarah's development and her relationship with her grandchildren, Hugo and Camille.

By Alexandre not driving, sarah's Physica development 15 going to improve be walking and all the time. Sitting in a car Ine libary long way from different read 1600KS Sarah not able to increase her intellectual Skuls. By not progressing understanding words. Now has Stopped Alexandre means that they See their grandchildren that oftern, Sarah's emotional develop to decrease, have a negative because she will miss will feel ωa good Connection grandchildren, She upset, this might in doing do motivation anything.

relationships will be difficult if you live far away from friends and family. This could cause social isolation is when you don't have contact or see people for a very long time. This can cause, lendiness depression lack of motivation you could start to gain weight by compet eating this is not good on your physical health.

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. Learners appeared to misread the item and gave answers that were irrelevant
- 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
- Marks are not awarded for repetition of the question