



Pearson

Examiners' Report/
Lead Examiner Feedback

January 2018

BTEC Level 1/2 Firsts in Health and Social Care

Unit 1: Human Lifespan Development

(20544E)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

January 2018

Publications Code 20544E_1801_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

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	Unclassified	Level 1 Pass	Level 2		
			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)

1 Religious groups e.g. Church

2 Voluntary groups e.g. Age Oxfam.

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.

This response gained 1 mark.

Lily enjoys reading books and magazines.

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

(2)

By reading she will gain a bigger knowledge and vocabulary. It will give her an understanding of basic english and english literature/language. This could benefit her in school.

This response gained 2 marks.

Lily enjoys reading books and magazines.

Parent.

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

(2)

By reading books it increases Lily's intellectual development because it increases her knowledge and language development, you learn new words and information.

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.

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

(2)

- 1 Pinching grasp - where a toddler/baby picks up a small bit of food between their fingers. - Fine motor skills.
- 2 Gross motor skills - A child starts to walk, jump and run.

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.

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

(2)

- 1 Become less egocentric and are able to see the world from other's points of views.
- 2 Start to share more ~~and~~ and may develop special friendships

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 happy in this job, although she sometimes experiences gender inequality.

(e) (i) Give **one** example of gender inequality.

(1)

Higher wages for men than women 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)

- 1 Ellen will have more help by the teachers at this school as it's smaller which means she will learn more things and understand more things.
- 2 Ellen will make new friends so she will gain new knowledge, ^{promoting} ~~improving~~ 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.

(4)

- 1 As the school is smaller, the teachers will be able to support Ellen in her learning and ensure she thoroughly understands the work and gets the support she needs to improve.
- 2 There will be less problems at the school as there are less pupils. This will mean Ellen is able to focus without being distracted as the teachers will have more control as there are fewer pupils. This will enable Ellen to concentrate 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 join 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 peer group which she 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 socialise with which ~~can~~^{may} 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 negatively affect 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 69. He is married to Sarah aged 68. They are both retired school teachers.

They have one son, Romaine, aged 44.

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

(2)

- 1 Retirement will give them the opportunity to do new activities and explore the world (traveling).
- 2 Retirement will also give them the chance to meet family members and friends often.

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-image and confidence as he will be proud of himself for working as an apprentice.

This response gained 4 marks

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

(4)

- 1 He may be happier 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.

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)

1 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 Sarah's physical development ~~because~~ positively because she will have to walk to places which ~~will~~ might keep her healthy if 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 regular basis. This could impact Sarah's emotional development negatively as she may be sad that she can't go and see her grandchildren whenever she likes. This could affect her relationship with her grandchildren because they might not see her as often and grow distant. However this could also make Hugo and Camille more eager to see their grandparents as they aren't visiting as often. ^{this would strengthen their bond.} Sarah's emotional development could be positively impacted because she could be proud that her husband decided to stop driving. This means that he is less in risk of having an accident or causing an accident. Sarah's social development could be negatively impacted as she might not be able to go out with her friends as often or go into different groups which are there to support her people her age. However Sarah's social

development could be improved because her friends may go and give her a lift so they can do an activity together. This ~~mess~~ means that she will also grow closer to her friends. Sarah's relationship with her grandchildren could be negatively impacted because she won't be able to take them out with her husband as often. ~~However Hugo and Camille~~ However, the social development could be improved because Hugo and Camille might ask their parents more often to go out and try new things with their grandparents.

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 impact of Alexandre no longer driving on Sarah's development and her relationship with her grandchildren, Hugo and Camille.

PIES

(8)

By Alexandre not driving, Sarah's physical development is going to improve. Because Sarah will be walking and doing more exercise than sitting in a car all the time. The library is a long way from her house so Sarah is not able to read ^{different} books to increase her intellectual skills. By not doing this you are not progressing and understanding and learning new words. Now Alexandre has stopped driving this means that they cannot see their grandchildren that often, ~~the~~ Sarah's emotional development is going to decrease, have a negative effect on her because she will miss seeing them grow, she will feel lonely. She will not have a good connection with the grandchildren, she could feel hurt and upset, this might make her lack in doing things, lack of motivation to do anything. Developing

relationships will be difficult if you live far away from friends and family. This could cause social isolation. Social isolation is when you don't have contact or see people for a very long time. This can cause, loneliness, depression, lack of motivation. you could start to gain weight by ~~comet~~ 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

