



# Examiners' Report/ Lead Examiner Feedback

June 2018

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 Healthy Living 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 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 the link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	17	24	31	38

# 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.

## Introduction to the Overall Performance of the Unit

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.

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 experienced some difficulty with the terminology used within the examination although the same terminology is used within the specification.

## Individual Questions

### Question 1

<b>Targeted Specification Area: Learning Aim A2</b>
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#### 1b

In several cases learners could not identify one example of emotional development during the first year of life:

Aya is growing rapidly.

(b) State **one** example of physical development and **one** example of emotional development during the first year of life.

(2)

Physical

crawling

Emotional

crying

The response above was only awarded 1 mark for crawling (gross motor skill).

However, most learners were able to gain full marks:

Aya is growing rapidly.

(b) State **one** example of physical development and **one** example of emotional development during the first year of life.

(2)

Physical

Learning to crawl/walk

Emotional

Being able to bond with mother and father.

2 marks awarded – crawl/walk (gross motor skill) (1), bonding (1).

**Targeted Specification Area: Learning Aim B2**

**1ci**

This item was answered correctly by most learners:

Aya attends a nursery three times a week and is learning through play.

(c) (i) Define the term **social play**.

(1)

Social play is playing with others

1 mark awarded - playing with others.

Aya attends a nursery three times a week and is learning through play.

(c) (i) Define the term **social play**.

(1)

Playing with other children

1 mark awarded - playing with other children.

### 1cii

This item required learners to identify activities that could encourage social play. Many learners suggested activities that were not age appropriate (Aya is 9 months old). Although there were examples that received marks (playing peek-a-boo, taking her to the park to play with others etc) many were inappropriate e.g. football. Social play is a key part of the specification.

(ii) Identify **two** examples of activities that could encourage social play for Aya.

(2)

- 1 Taking her out with other children, maybe children from the nursery she attends
- 2 Taking Aya to play centres/the park so she can interact and play with the other children

1 mark awarded - taking Aya to the park or play centres.

(ii) Identify **two** examples of activities that could encourage social play for Aya.

(2)

1 ~~Hide and seek~~ peek-a-boo

2 PUZZLES

1 mark awarded - peek-a-boo.

**Targeted Specification Area: Learning Aim B4**

**1ei**

Learners appeared to find this item very difficult. Many learners did not understand the effects of air pollution on health. Answers regularly referred to Hiroko contracting chest infections from air pollution.

Pass example:

Hiroko works in the city. He rides his bike to work every day. Traffic fumes cause air pollution.

(e) (i) Explain **one** effect of air pollution on Hiroko's physical development.

(2)

If Hiroko inhales the fumes from traffic it could result him with having chest or lung problems.

1 mark awarded - breathing in traffic fumes could cause chest/lung problems

Merit example:

Hiroko works in the city. He rides his bike to work every day. Traffic fumes cause air pollution.

(e) (i) Explain **one** effect of air pollution on Hiroko's physical development.

(2)

Air pollution could effect Hiroko's breathing causing his airways to get blocked making it hard for him to breath. This could stop him from been active as he could get out of breath

2 marks awarded - breathing in car fumes (1) will make it harder for him to breathe (1).

**Targeted Specification Area: Learning Aim B5**

**1eii**

Pass example:

Yuka works as a translator. Deadlines and targets in her job can cause stress.

(ii) Explain how Yuka can reduce work-related stress.

(2)

• Yuka could take breaks at work. Concentrate on her-self. Have a drink or food.

1 mark awarded - take regular breaks.



Merit example:

Yuka works as a translator. Deadlines and targets in her job can cause stress.

(ii) Explain how Yuka can reduce work-related stress.

(2)  
making a timetable of when  
to do some work so she  
can reach the deadlines.

2 marks awarded - make a timetable (prioritise tasks) (1), so she can reach her deadlines (1).

**Targeted Specification Area: Learning Aim B7**

**1fi**

This item was straightforward:

Kazuo has recently been promoted at work. The promotion is an unexpected life event.

(f) (i) State **two** other unexpected life events.

(2)

1 ~~redundant~~ being made redundant.

2 becoming ill.

1 mark awarded – illness. Redundant was not awarded as the question asks for two other life events (this excludes any response related to work).

Kazuo has recently been promoted at work. The promotion is an unexpected life event.

(f) (i) State **two** other unexpected life events.

(2)

1 accident/injury

2 dropping out of education

2 marks awarded - accident (1), dropping out of education (1).

**Targeted Specification Area: Learning Aim B3, B7**

**1fii**

Learners responded well to this item:

Merit example:

(ii) Explain **two** possible effects of promotion on Kazuo's **emotional** development.

(4)

1 Kazuo would be very happy and pleased with himself for getting promoted because he would get a higher wage.

2 He would also be stressed because he would have to work longer hours and he won't be able to spend as much time with his family.

2 marks awarded - more money (1), so happy and pleased with himself (proud) (1). This response could have been awarded a further two marks if it identified and explained a second possible effect of promotion on Kazuo's emotional development e.g. increased responsibility (1) so he will feel valued (1).

Distinction example:

(ii) Explain **two** possible effects of promotion on Kazuo's **emotional** development.

(4)

1. It might affect him positively as he will feel good about himself. So, his self-image will ~~increase~~<sup>be</sup> positive.
2. It also might affect him negatively as he will have new responsibilities so he would spend less time with family. So, he will feel depressed.

4 marks awarded - positive, feel good about himself (1), increased self-image (1). Negative, more responsibilities so less time with family (1) may make him feel depressed (1).

**Targeted Specification Area: Learning Aim A2**

1fiii

Merit example:

(iii) Explain **two** possible effects of promotion on Kazuo's **social** development.

(4)

1. May feel isolated as he has to spend more time at work instead of spending time with family and friends.
2. ~~May~~ Kazuo might meet new people and feel like ~~his~~ his social life has developed positively and feels ~~more~~ less lonely.

2 marks awarded - Kazuo may feel isolated (1), as he is not able to spend time with friends due to spending more time at work (1).

Distinction example:

(iii) Explain **two** possible effects of promotion on Kazuo's **social** development.

(4)

1 Kazuo's social development may be negatively affected as he will have more work so he won't be able to spend as much time with family or friends as he will be busy working.

2 Kazuo's social development may be positively affected as being promoted may mean he makes new friends at work as he is socialising with people who are 'higher up' than he was previously.

(Total for Question 1 = 24 marks)

4 marks awarded - spends more time at work (1) so less time for socialising with family and friends (1). Meets new people at work (1) and makes new friends (1).

## Question 2

**Targeted Specification Area: Learning Aim A2**

### 2ai

This item was accessible to all learners.

Read the information and answer the questions that follow.

Rhys Jones is 54. He is married to Megan, aged 52. They have three children, Thomas aged 29, Gavin aged 25 and Sophie aged 17.

Sophie is nearing the end of puberty.

(a) (i) State **two** physical changes that Sophie will have experienced in the last eight years.

(2)

1 Sophie would of started her mensrilecycle.

2 she also her breast would have got larger and her hips widened

2 marks awarded - menstruation (1), hips widen (1).

Read the information and answer the questions that follow.

Rhys Jones is 54. He is married to Megan, aged 52. They have three children, Thomas aged 29, Gavin aged 25 and Sophie aged 17.

Sophie is nearing the end of puberty.

(a) (i) State **two** physical changes that Sophie will have experienced in the last eight years.

(2)

1 She may have gained facial and body hair.

2 ~~She may~~ Her breasts may have developed.

2 marks awarded - body hair (1), breast development (1).

**2aii**

Most learners were able to correctly define the term self-image:

Sophie is in her last year at school. She is a high achiever and is predicted to leave with very good grades. Sophie is hoping to start a university course next year.

Sophie has a positive self-image.

(ii) Define the term **self-image**.

(1)

The way you see yourself - your opinion of yourself

1 mark awarded - the way you see yourself.

Sophie is in her last year at school. She is a high achiever and is predicted to leave with very good grades. Sophie is hoping to start a university course next year.

Sophie has a positive self-image.

(ii) Define the term **self-image**.

(1)

how you see your self.

1 mark awarded - how you see yourself.

**Targeted Specification Area: Learning Aim B6, B8**

**2aiii**

This item was answered accurately by many learners:

(iii) State **two** sources of support to help Sophie with her university choices.

(2)

1 teachers

2 career advisers

2 marks awarded - teachers (1), careers advisor (1).

(iii) State **two** sources of support to help Sophie with her university choices.

(2)

1 Her family

2 she can search on internet.

1 mark awarded - family (1). 'Internet' was not awarded as it is a source of information, not support.

**Targeted Specification Area: Learning Aim B3**

**2bi**

Most learners identified the benefits of working together:

Megan and Rhys manage a farm. They work long hours especially during the summer months.

(b) (i) State **two** benefits of working together for Megan and Rhys.

(2)

- 1 They could swap shifts if one is ill.
- 2 They both can spend more time together.

2 marks awarded - swap shifts if one is ill (support each other) (1), spend more time together (1).

Megan and Rhys manage a farm. They work long hours especially during the summer months.

(b) (i) State **two** benefits of working together for Megan and Rhys.

(2)

- 1 They get to spend a lot of time together
- 2 They can talk to each other a lot.

1 mark awarded for the first response - 'spend time together'. 'Talk to each other a lot' is not an acceptable response, therefore no further mark was awarded. If the learner had written 'they can share ideas' for example, a second mark would have been rewardable.

**Targeted Specification Area: Learning Aim A2**

**2bii**

Responses to this item varied considerably.

Merit example:

(ii) Explain **one** way that working together can influence Megan's emotional development.

(2)

Working together could make Megan feel content and secure in her relationship with Rhys. Rhys, positively influencing her emotional development.

1 mark awarded - Megan will feel content.

Distinction example:

(ii) Explain **one** way that working together can influence Megan's emotional development.

(2)

It may make Megan feel more happy and secure because she is with Rhys all of the time.

2 marks awarded - Megan may feel happy and secure (1) as she is with her partner all of the time (1)

**2cii**

Most learners were able to score 2 marks for this item.

Gavin has recently lost his job as a farm labourer.

(ii) State **two** effects of unemployment on Gavin's emotional development.

(2)

1 Gavin may feel upset<sup>and depressed</sup> due to him losing his job, as he doesn't have any ~~am~~ income.

2 Gavin may have a lower self-esteem as he may think he is not as good as other people as he doesn't have a job.



2 marks awarded - depression (1), low self-esteem (1).

Gavin has recently lost his job as a farm labourer.

(ii) State **two** effects of unemployment on Gavin's emotional development.

(2)

- 1 Gavin may feel depressed as he has no money coming into his bank.
- 2 Gavin may also feel relieved as he may have been unhappy in the job.

2 marks awarded - he may feel depressed (1) he may feel relieved (1). Positive effects were also awarded.

### 2ciii

Most learners scored two marks here.

Merit example:

Gavin belongs to the local young farmers' club. The club arranges many social activities during the year.

(iii) Explain **two** benefits of belonging to the young farmers' club for Gavin's social development.

(4)

- 1 Gavin can meet new people and make new friends meaning they could go out after the activities.
- 2 He can feel more comfortable meeting and seeing new people. Outside of activities he could go out more.

2 marks awarded - Gavin will meet other people (1) and will make new friends (1).

Distinction example:

(iii) Explain **two** benefits of belonging to the young farmers' club for Gavin's social development. (4) 4 Q2ciii

- 1 Gavin will be surrounded and with many people in the same field of work as him so he can make friends and expand his social group with other farmers - which will positively impact his social development.
- 2 The club organising many social activities during the year means Gavin will go out often - with other members of the club in many social settings, this will positively impact Gavin's social development as he will be going out lots and develop his social skills.

4 marks awarded - Gavin will meet other people (1) and will make new friends (1). Being part of the club (1), he is likely to increase social interaction (1)

**Targeted Specification Area: Learning Aim B1, B7**

2d

This was an accessible item for most learners:

Thomas has felt unwell for many months. Recently he has been diagnosed with multiple sclerosis. This degenerative condition affects mobility.

(d) State **two** health and social care professionals who could provide support for Thomas as he adapts to the changes that may follow. (2)

- 1 Doctor
- 2 Counsellor.

2 marks awarded - doctor (1), counsellor (1)

Thomas has felt unwell for many months. Recently he has been diagnosed with multiple sclerosis. This degenerative condition affects mobility.

(d) State **two** health and social care professionals who could provide support for Thomas as he adapts to the changes that may follow.

(2)

1 A doctor

2

1 mark awarded – doctor.

**Targeted Specification Area: Learning Aim B1, B5, B7**

**2e**

The final long answer question required learners to look at two strands:

How moving into a purpose-built facility will support Thomas to maintain his independence

and;

How this may affect his relationship with his family.

Many learners were able to score 2 or 3 marks for generic responses. The higher marks were awarded to those learners who had described a range of points or explained a few in depth, considered all aspects of the scenario and the answer was well-balanced, giving weight to all areas.

Merit example:

The response below is a good level 2 response which was awarded 5 marks. The move will promote his self-image, he will gain more independence. But he may not feel comfortable asking strangers to help him and could damage his confidence levels. His family relationship could be affected negatively, with Thomas being less close, they may not interact as often, and this could make Thomas feel insecure or less content. Or, it may be positively affected as they will see each other less often so have more to talk about. A well-balanced response.

Thomas's health has deteriorated rapidly. He now finds it difficult to manage basic tasks without assistance. Although his parents and siblings are willing to help him, he wants to be able to live independently.

Thomas has recently visited a purpose-built facility for young people with physical disabilities. He is keen to move into this new environment.

- (e) Discuss how moving to this facility will support Thomas to maintain his independence and how this may affect his relationship with his family.

(8)

If Thomas moves to the purpose-built facility for young people with physical disabilities it will support him to maintain his independence.

Firstly, the environment is adapted so that Thomas is able to do a lot of tasks for himself. This will promote his independence as he won't be relying on his parents and siblings to assist him.

In turn, this will promote Thomas' self image as he will view himself in a positive way.

However, because Thomas' health has ~~also~~ deteriorated rapidly, he could still struggle to do certain tasks which would mean he has to rely on people at the facility to help him. Thomas could feel less comfortable with people at the facility ~~that~~ ~~help~~ helping him because he could be worried about being judged, due to his disability. Therefore, this could result in Thomas being less independent because he could feel less confident at doing tasks for himself.

People with physical disabilities it could affect his relationship with his family.

Firstly, Thomas could feel less close to his family members this is because if he moved out of his home he wouldn't see or ~~talk~~ talk to his family as much - he could feel slightly left out which will negatively impact on his emotional development because he won't feel secure or content.

On the other hand, Thomas' relationship with his family could improve this is because he will see them less which will give them more to talk about when they see each other. Moreover, Thomas and his family could treasure the time they have together more as they realise how special and important it is. As Thomas would have more independence from living in the facility, he would feel <sup>happier</sup> ~~more happy~~ and have a positive outlook which would improve the time spent with his family because they would be able to ~~start~~ get along well which would improve their relationships.

Distinction example:

The response below is a good level 2/3 response which was awarded 7 marks. The learner has written about Thomas's sense of achievement and increased confidence as he will be able to look after himself, they have included information about Thomas learning to manage money. His family relationship is also discussed. Pointing out that the family may be worried about Thomas being away from his family home. However, the learner then suggests that the family can arrange times to call and visit so that Thomas will feel involved and included. The learner also includes the fact that the centre may arrange appropriate activities for Thomas and his family so that they can all learn new skills. Thomas's physical health is included – both maintaining his fitness and his ability to learn to cook for himself. Thomas's social development is included towards the end when the learner discusses the fact that he could meet other people with his needs and develop social relationships with him.

22  
Thomas's health has deteriorated rapidly. He now finds it difficult to manage basic tasks without assistance. Although his parents and siblings are willing to help him, he wants to be able to live independently.

Thomas has recently visited a purpose-built facility for young people with physical disabilities. He is keen to move into this new environment.

- (e) Discuss how moving to this facility will support Thomas to maintain his independence and how this may affect his relationship with his family.

(8)

He will meet New people in the  
same boat as him finding ways  
how to deal and still do things  
independently learning New Skill that  
will help him feel good about  
himself and grow in confidence  
and enjoy New skills to live  
independently

His family might get upset stress and worried about him coping living away and miss his but arranging times calls and day to visit they will both still feel involved in each others ~~activities~~ activities watching him do things independently will make them feel proud of him.

It a purpose built facility so will have hand rails, ramps and other support meaning his family and himself will feel he is in a safe place.

Days out and inhouse activities will be ~~set~~ set up for him and family join in that will involve both learning new skills and bond and overcome any problems they will have.

he will learn to manage his money, cook and do things by himself. ~~if~~ he will have more space to move around with out going up stairs meaning this will help with his physical fitness.

learning to cook with help with  
health and well being and a  
healthy diet if picks right food  
but also living alone could  
end up eating junk food and  
put on weight  
other young people to learn and  
support on in the same board  
meeting New friends people to  
confine stress and worries with  
also happy fun time will be had  
together feeling like not allowed  
but away from family

(Total for Question 2 = 26 marks)



# Summary

Based on their performance in this paper, learners should:

- Write in the space provide, 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 one minute for each mark, they will be able to complete the paper and read through afterwards.
- Use appropriate language.
- Not repeat the question. Marks are not awarded for repetition of the question.
- If the term influence is used in a question the answer must include some form of change.

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