

Lead Examiner Report

January 2019

**BTEC Firsts in Health and
Social Care - Unit 1 Human
Lifespan Development**

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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 student 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 students receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure students 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 students if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Unit 1: Human Lifespan Development

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

Introduction

This lead examiner report should be read in conjunction with the question paper and the published mark scheme. We attempt to provide insight and examples of good and not so good responses. Centres could use this with learners to ensure they understand how marks are awarded.

Introduction to the Overall Performance of the Unit

The external assessment process was judged to be straightforward. There were approximately 8,000 entries for this examination. Generally, students were able to show an understanding of lifespan development and investigate the factors that affect human growth and development and how they are interrelated. However, students experienced some difficulty with the terminology used within the examination although the same terminology is used within the specification. In addition to this, there were a number of blank responses, and these were particularly concentrated in the long answer questions.

Individual Questions

Question 1

Q1a

Targeted Specification Area: Learning Aim A1

The first question required a line drawing response: This is a level 1 pass question.

The following information is about the Murphy family.
Read the information and answer the questions that follow.

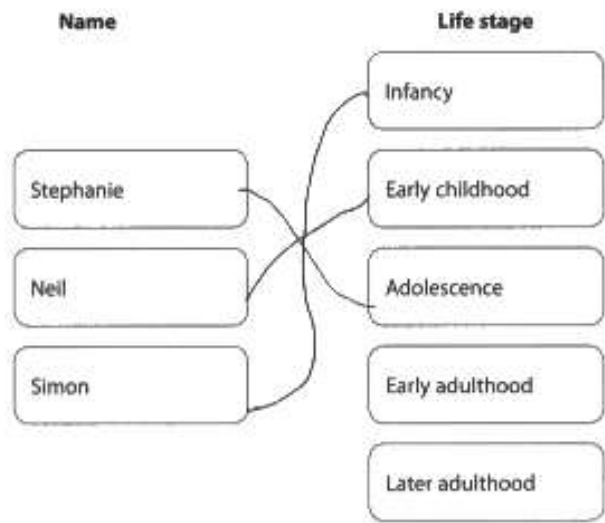
Stephanie is a single parent aged 32. She has three children.

- Neil aged 12
- Emma aged 4
- Simon aged 1

(a) Identify the current life stages of Stephanie, Neil and Simon.

Draw a line from each name to the correct life stage.

(3)



1 mark awarded

1 The following information is about the Murphy family.
Read the information and answer the questions that follow.

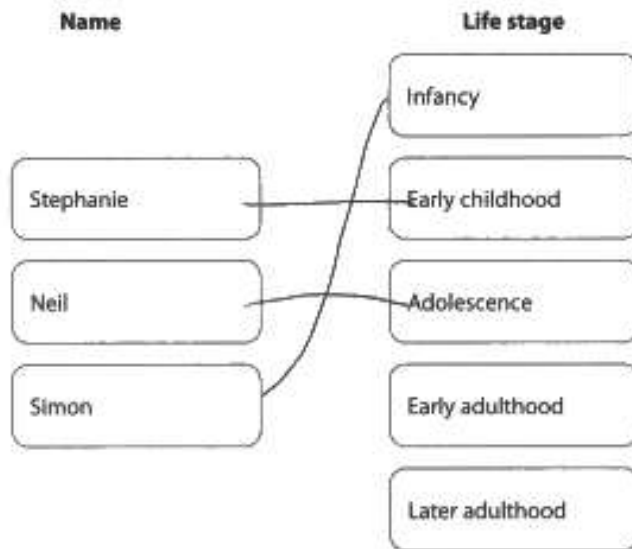
0-2
3-8
8-18
19-45
46-65
65+

Stephanie is a single parent aged 32. She has three children.

- Neil aged 12 *adolescence*
- Emma aged 4 *early childhood*
- Simon aged 1 *infancy*

(a) Identify the current life stages of Stephanie, Neil and Simon.
Draw a line from each name to the correct life stage.

(3)



2 marks awarded

answer, put a line through the box or and then mark your new answer with a cross in.

1 The following information is about the Murphy family.

Read the information and answer the questions that follow.

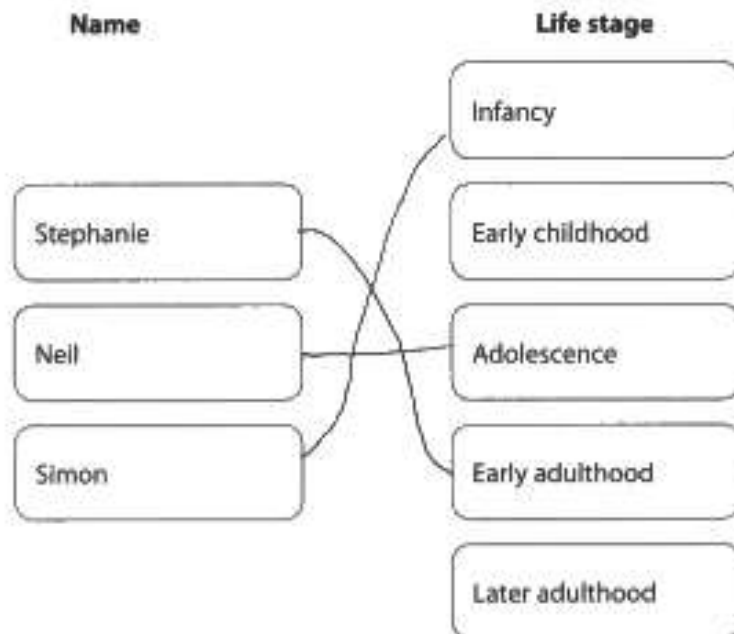
Stephanie is a single parent aged 32. She has three children.

- Neil aged 12
- Emma aged 4
- Simon aged 1

(a) Identify the current life stages of Stephanie, Neil and Simon.

Draw a line from each name to the correct life stage.

(3)



3 marks awarded

Q1bi

Targeted Specification Area: Learning Aim A2

This is another level 1 pass question. Students are asked to identify two physical changes that happen to boys during adolescence.

Neil is developing hair on his face.
The development and growth of facial hair is a **physical change** for males.

(b) (i) Identify **two** other physical changes that Neil will experience during this life stage.

(2)

1 penis growth

2 puberty

1 mark awarded as puberty is not a physical change.

Neil is developing hair on his face.
The development and growth of facial hair is a **physical change** for males.

(b) (i) Identify **two** other physical changes that Neil will experience during this life stage.

(2)

1 puberty - pubic hair

2 Growth spurt

2 marks awarded for two correct identifications of changes that occur to boys during adolescence

Q1bii

Targeted Specification Area: Learning Aim A2 & B6

This question is aimed at level 2 pass, merit and distinction students. Students are required to explain two positive effects on Neil's intellectual development of living close to school.

Pass response:

No marks were awarded for the first response as there is no identification of intellectual development. However, two marks have been awarded for the second response 'better understanding (more alert) (1) as he does he does extra revision (takes extra classes):

The family lives in a three-bedroomed apartment in a large city.
The apartment is close to Stephanie's workplace, and her children's school.

(ii) Explain **two** ways that Neil's intellectual development could be positively affected by living close to school.

(4)

1 By living close to the school, he could do extra-curricular studies/activities as it's at a easy access for him.

2 He could stay back to do extra revision classes which will benefit him in his classwork/exams. It will also give him a better understanding in his class/home work.

2 marks awarded

Merit response:

One mark awarded for the first response 'more alert' and two marks awarded for the second response 'improved concentration (1) as he will spend less time travelling/more sleep' (1)

(ii) Explain **two** ways that Neil's intellectual development could be positively affected by living close to school.

(4)

1. He won't have to wake up as early resulting in him being well rested therefore he will be more awake and ready to learn - Better Grades.
2. It won't take him long to get home so his homework and revision can be completed with enough time for him to relax allowing his brain to have a rest. resulting in better concentration / focus on school work

3 marks awarded

Distinction response:

Full marks awarded:

Improved grades (1) as his punctuality could be improved (1).

Improved concentration (1) as he will spend less time travelling/more sleep (1).

(ii) Explain **two** ways that Neil's intellectual development could be positively affected by living close to school.

(4)

1 ONE positive intellectual effect of Neil living close to school is that he ~~can~~ would not be late to school this would allow him to gain all the information being taught at school ~~the~~ which would allow him to get good grades

2 ALSO another positive effect is he would be able to sleep longer because he lives close to the school this would allow him to become more focus on his school work

4 marks awarded

Q1biii

Targeted Specification Area: Learning Aim A2 & B6

This question is aimed at merit and distinction students. Students are required to explain two positive effects on Neil’s social development of living close to school.

Merit response:

Two marks awarded. There are two identifications in the first response ‘maintain friendships’ and ‘meet new people’. Unfortunately, the second response has no rewardable material.

For the student to have gained full marks on this question they would need to expand on the identification to say why this is a positive effect.

(iii) Explain **two** ways that Neil’s social development could be positively affected by living close to school.

(4)

1 Can interact with his friends more often. (meeting new people).

2 Wouldn't be hard to be able 'school home and friends could encourage Gang out more to socialise.

2 marks awarded

Distinction response.

Full marks have been awarded: 'meet new people who may attend extracurricular activities' and 'build new relationships when walking to school.'

(iii) Explain **two** ways that Neil's social development could be positively affected by living close to school.

(4)

1. Because he lives close to the school it might mean that he can stay for after school clubs because he lives close to his house therefore he can ~~also~~ make new friends.
2. Neil might start to make friends with the people that live close to him as they can walk home together.

4 marks awarded

Q1di

This is a level 1 pass question.

Targeted Specification Area: Learning Aim B3

Students are required to identify two economic factors that could affect Stephanie's growth and development.

1 mark awarded for 'struggle to pay' this is related to her income.

Stephanie works at a local factory. Although her job is secure, the pay is low, and she often struggles to buy nutritious food for her family.

(d) (i) Identify **two** economic factors that could affect Stephanie's growth and development.

(2)

1. Stephanie could struggle with paying for transport or activities for her children.

2. She may not be able to pay bills for her home, electricity ect.

1 mark awarded

Full marks awarded for income and employment – these responses are directly off the mark scheme.

Stephanie works at a local factory. Although her job is secure, the pay is low, and she often struggles to buy nutritious food for her family.

(d) (i) Identify **two** economic factors that could affect Stephanie's growth and development.

(2)

1 Income

2 Emp Employment.

2 marks awarded

Q1dii

Targeted Specification Area: Learning Aim A2 & B3

This question is aimed at the level 2 pass student. Students are required to identify two ways that Simon's intellectual development could be affected by a low income.

One mark awarded for lack of books and toys.

(ii) Identify **two** ways that Stephanie having low pay could affect Simon's intellectual development.

(2)

1. She may not be able to buy books or colouring thing that can help him progress.
2. She may not afford toy for example that will help his fine motor skills.

1 mark awarded

Two marks awarded for 'unable to buy toys' and 'unable to afford family trips' (educational visits).

(ii) Identify **two** ways that Stephanie having low pay could affect Simon's intellectual development.

(2)

- 1 She won't be able to buy him toys to help him learn and play.
- 2 he may not be able to go out on family day trips due to lack of money.

2 marks awarded

Q1ei

Targeted Specification Area: Learning Aim B6

This question is aimed at the level 1 pass student. Students are required to identify two expected life events.

One mark awarded here for getting a job (employment on the mark scheme). Death is an unexpected life event so is therefore not rewardable.

1

Emma will be starting school soon. Starting and leaving education are expected life events.

(e) (i) Identify **two** other expected life events people may experience during their lifetime.

(2)

- 1 ~~FB~~ Death
- 2 Getting a job.

1 mark awarded

Two marks were awarded for having children and getting a job.

Emma will be starting school soon. Starting and leaving education are expected life events.

(e) (i) Identify **two** other expected life events people may experience during their lifetime.

(2)

1. having children / being a parent.

2. getting a ~~house~~ job.

2 marks awarded

Q1eii

Targeted Specification Area: Learning Aim B5

This question is aimed at a level 2 pass student. Students are required to identify two positive effects of attending school on Emma's intellectual development.

One mark awarded for learning to write and read (language skills)

(ii) State **two** positive effects that starting school will have on Emma's intellectual development.

(2)

- 1 one effect, will be having new ~~friends~~ friends.
- 2 another effect will be learning to write, and read.

1 mark awarded

Two marks awarded for 'expand her vocabulary' (language skills) and 'how to count' (numeracy skills)

(ii) State **two** positive effects that starting school will have on Emma's intellectual development.

- (2)
- 1 Allow Emma to expand her vocabulary and learn new things
 - 2 Learn how to do ~~math~~ basic things in math like Count, add numbers and subtract numbers

2 marks awarded

Q1eiii

Targeted Specification Area: Learning Aim A2

This question is aimed at merit and distinction students. They are required to explain two effects on Emma’s physical and emotional development of attending school.

Merit example

Two marks have been awarded here. The student has identified one physical effect of attending school - improvement of gross motor skills and one emotional effect – happy.

(iii) Explain how attending school will affect Emma's physical and emotional development.

(4)

Physical

She can improve her gross motor skills as she ~~will~~^{might} have to be independant and do things herself.

Emotional

It'll make her happy as she gets to learn and see her friends in school.

(Total for Question 1 = 26 marks)

2 marks awarded

Distinction example

Four marks have been awarded for 'improved fitness by participating in exercise' and 'feelings of happiness because she feels safe'

(iii) Explain how attending school will affect Emma's physical and emotional development.

(4)

Physical

Emma will be a lot more active as she ~~will~~^{may} be walking there and back from school and ~~is~~ running around the playground with her friends so her muscles will become stronger and she will become fit.

Emotional

At first Emma may feel nervous about starting school which may stress her out. But once she has settled in, she will become happy and excited about meeting new people and ^{feel} safe as she knows that she has teachers to talk to about anything.

4 marks awarded

Q2ai

Targeted Specification Area: Learning Aim B1

This question is aimed at the level 1 pass student. Learners are required to identify two lifestyle choices.

One mark awarded for drinking alcohol. Getting married is an expected life event, not a lifestyle choice.

2 The following information is about Doreen and her family.

Read the information and answer the questions that follow.

Doreen, aged 78, has three children.

- Steven aged 60
- Rachel aged 55
- Michael aged 50

Doreen has smoked tobacco all her adult life. This is a lifestyle choice.

(a) (i) Identify **two** other lifestyle choices.

- 1 Drinking Alcohol
- 2 Getting married

1 mark awarded

Two marks awarded for regular exercise and healthy diet.

2 The following information is about Doreen and her family.

Read the information and answer the questions that follow.

Doreen, aged 78, has three children.

- Steven aged 60
- Rachel aged 55
- Michael aged 50

Doreen has smoked tobacco all her adult life. This is a lifestyle choice.

(a) (i) Identify **two** other lifestyle choices.

1. regular exercise

2. healthy diet.

2 marks awarded

Q2aii

| |
|---|
| Targeted Specification Area: Learning Aim B5 |
|---|

This question is aimed at the level 2 pass student. Students are required to identify two benefits for Doreen of living with her son, Michael.

One mark awarded for 'she won't feel alone' (reduced risk of social isolation).

Michael still lives at home with his mother, who is a widow.

(ii) State **two** benefits of this arrangement for Doreen.

(2)

1 She won't feel alone.

2 ~~There are~~

1 mark awarded

Two marks awarded for 'someone to talk to' and 'to help her with cleaning' (support with household management).

Michael still lives at home with his mother, who is a widow.

(ii) State **two** benefits of this arrangement for Doreen.

(2)

1. ~~She~~ Doreen won't become lonely or depressed because Michael is always there to talk to her.
2. Michael could do things for Doreen such as the cleaning or cooking.

2 marks awarded

Q2aⁱⁱⁱ**Targeted Specification Area: Learning Aim A2**

This question is aimed at the level 2 pass student. Students are required to give a correct description of the term self-esteem.

One mark awarded for 'how you value yourself'. The student has not elaborated on this and therefore no additional mark has been awarded.

Michael works as an illustrator of children's books. He is a very talented artist and has high self-esteem and a positive self-image.

(iii) Describe the term self-esteem.

(2)

How you value yourself, (if you have a strong dominant mindset on something)

1 mark awarded.

Two marks awarded for 'how you value yourself' and the response is expanded with how self-esteem can be reduced.

Michael works as an illustrator of children's books. He is a very talented artist and has high self-esteem and a positive self-image.

(iii) Describe the term self-esteem.

(2)

Self-esteem means how you value yourself. If you have a high self-esteem you ^{are very} have a good with yourself if you don't then you see yourself negatively

2 marks awarded.

Q2bi

Targeted Specification Area: Learning Aim B6

This question is aimed at the level 1 pass student. Students are required to identify two ways that reduced working hours will affect Rachel's social development .

One mark awarded for 'more time to go out'.

Rachel lives with Paul. He manages the garage where Rachel works as a full-time mechanical engineer. Rachel has decided to reduce her working hours.

(b) (i) State **two** ways that reduced working hours will affect Rachel's social development.

(2)

- 1 She would be able to go out with her friends more
- 2 She would

1 mark awarded.

Two marks awarded for 'more time to spend with friends' and 'more time to relax' (more time to pursue hobbies and interests).

Rachel lives with Paul. He manages the garage where Rachel works as a full-time mechanical engineer. Rachel has decided to reduce her working hours.

- (b) (i) State **two** ways that reduced working hours will affect Rachel's social development.

(2)

- 1 this will give her more time to spend with her friends.
- 2 also she can have more time to relax.

2 marks awarded

Q2bii

Targeted Specification Area: Learning Aim B6

This question is aimed at the merit and distinction student. They are required to explain one economic and one intellectual effect on Paul due to Rachel's reduced working hours.

Merit example

Two marks awarded for 'Paul may learn new things as they have more time'

Rachel's reduced working hours may have an effect on Paul's development.

- (ii) Explain **one** economic effect and **one** intellectual effect of this change on Paul's development.

(4)

Economic

Intellectual

Paul ~~will~~ be able to learn new things from Rachel as they have more time to themselves at home, such as

2 marks awarded
Distinction example

Three marks awarded for 'Paul will be able to work more hours to earn more money, and 'he may feel he has more freedom to expand his knowledge'

Rachel's reduced working hours may have an effect on Paul's development.

(ii) Explain **one** economic effect and **one** intellectual effect of this change on Paul's development.

(4)

Economic

More hours being available to work so ^{he} ~~extra~~ could take some extra hours at work, meaning some extra wages

Intellectual

He may ~~have~~ feel he has more freedom to expand his knowledge and career further ~~without~~ ~~having~~ to

3 marks awarded

Q2ci

Targeted Specification Area: Learning Aim A2 & B3

This question was aimed at level 2 pass and merit students. Students were required to explain one way that being unemployed may affect Steven’s emotional development.

Pass example

One mark awarded for depressed

Steven is married to Yvonne. Steven used to work as a builder, but he had to stop because of a back injury. Currently, Steven is unemployed.

(c) (i) Explain one way that being unemployed may affect Steven’s emotional development.

(2)

Steven’s emotional development will be affected by him not working he may become very stressed, depressed and possibly very frustrated.

1 mark awarded

Merit example

Two marks awarded for low self-esteem and feeling worthless.

Steven is married to Yvonne. Steven used to work as a builder, but he had to stop because of a back injury. Currently, Steven is unemployed.

- (c) (i) Explain **one** way that being unemployed may affect Steven's emotional development.

(2)

Steven used to be a provider in the house and now he can't work it will have him feel worthless and he then will have low self-esteem making his feel very down at times.

Q2cii

| |
|--|
| Targeted Specification Area: Learning Aim A2 & B3 |
|--|

This question was aimed at level 2 pass and merit students. Students were required to explain how unemployment may impact on Steven's social development.

Pass example

One mark awarded for 'not able to see his friends'

(ii) Explain **one** way that being unemployed may affect Steven's social development.

(2)

He wouldn't be able to see
friend as much ~~to~~ because of not
working

1 mark awarded

Merit example

Two marks awarded or 'not able to socialise with work colleagues (no longer has work colleagues) may lead to social isolation'

(ii) Explain **one** way that being unemployed may affect Steven's social development.

(2)

~~set set~~ Steven won't be able to socialise with his ~~colleges~~ colleagues. This can lead to social isolation

2 marks awarded

Q2d

Targeted Specification Area: Learning Aim A2, B3 & B7

This long answer item was not well answered. The response should have been about the impact of Yvonne's redundancy of Steven and his relationship with Yvonne.

Many answers concentrated on Yvonne rather than Steven.

Merit example:

Yvonne has recently been made redundant. As she had only been in this job for a few months, she is not entitled to redundancy pay. Yvonne must now claim welfare benefits.

Steven and Yvonne are going to be at home full time with a limited income.

(d) Discuss how Yvonne's redundancy will affect Steven and his relationship with Yvonne. (8)

Yvonne's redundancy will affect Steven because it will add more stress on him because he is not working either which may cause arguments between him and Yvonne. Steven might become embarrassed because he has to claim and his friends don't so he may start to take out his frustrations on Yvonne.

Yvonne's redundancy may bring them closer together because neither of them are at work so they will have more time to spend with each other.

Steven might have to learn how to budget because he and Yvonne are not bringing in the same amount of money they used to so him and Yvonne will have to discuss what they need to spend money on and what they don't need to spend money on.

Yvonne and Steven's relationship might last because of the situation they're in they may start to argue more.

more resulting in them going through a divorce.

This is one of the few responses that has concentrated on Steven. The student has included information about them being able to do activities together but also that there may be more arguments. Still a very basic response though.

3 marks awarded.

Distinction example:

Yvonne has recently been made redundant. As she had only been in this job for a few months, she is not entitled to redundancy pay. Yvonne must now claim welfare benefits.

Steven and Yvonne are going to be at home full time with a limited income.

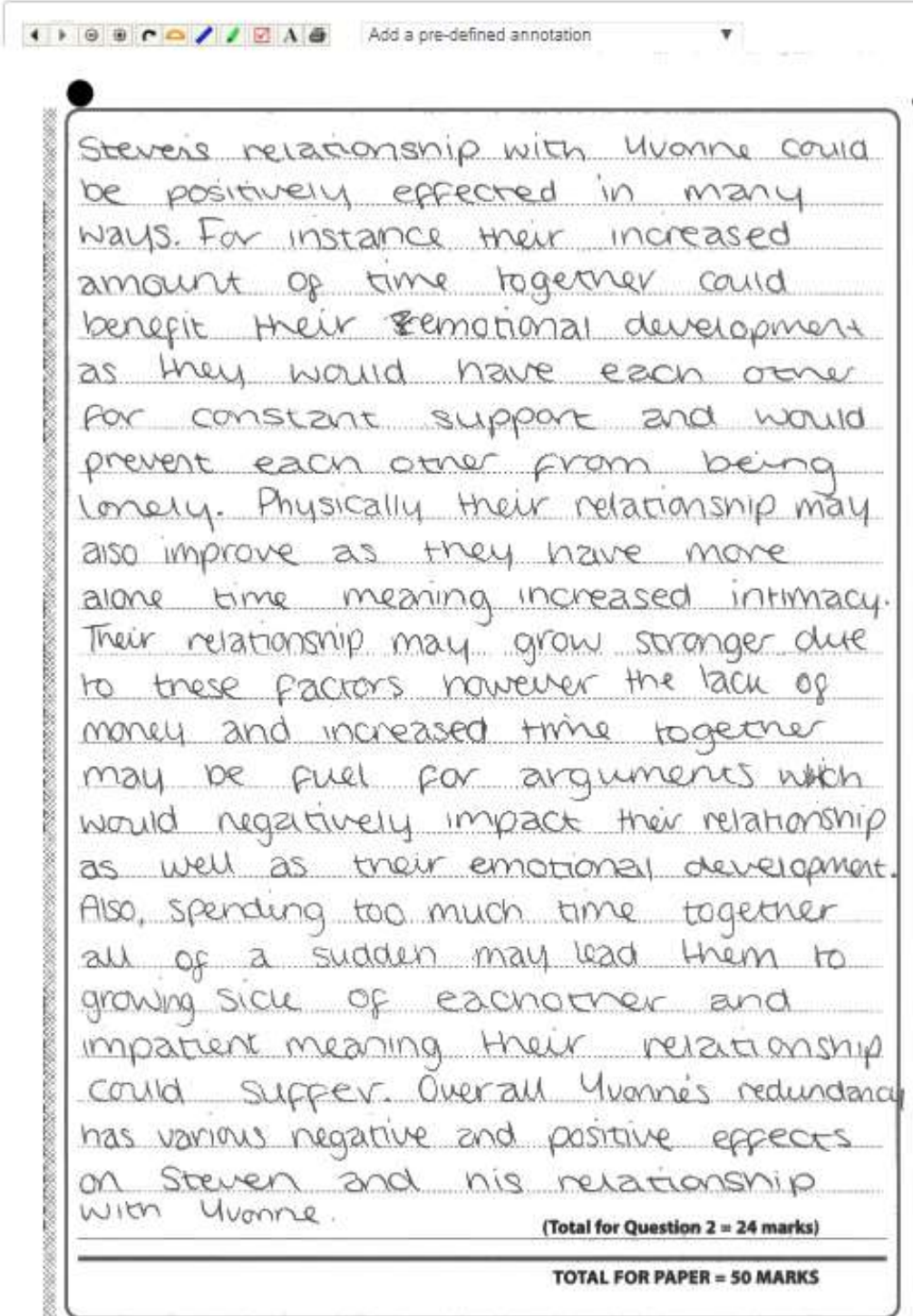
(d) Discuss how Yvonne's redundancy will affect Steven and his relationship with Yvonne. (8)

Steven may be affected negatively firstly in an economic way due to the lessened amount of money they will receive. They may now have to eat cheaper, less nutritious foods which will also effect their physical development.

His emotional development may be negatively effected as his self esteem may become lower due to ^{Yvonne's redundancy,} his unemployment and need to claim benefits. As well as this, he could negatively effect his physical development as he ^{and Yvonne} are no longer able to afford active activities they may have done previously.

Social development could be positively effected though, as both Steven and Yvonne have no work commitments now so they would have more time to dedicate to visiting family and friends.

as they are more likely to become unhealthy or overweight



Steven's relationship with Yvonne could be positively effected in many ways. For instance their increased amount of time together could benefit their emotional development as they would have each other for constant support and would prevent each other from being lonely. Physically their relationship may also improve as they have more alone time meaning increased intimacy. Their relationship may grow stronger due to these factors however the lack of money and increased time together may be fuel for arguments which would negatively impact their relationship as well as their emotional development. Also, spending too much time together all of a sudden may lead them to growing sick of each other and impatient meaning their relationship could suffer. Overall Yvonne's redundancy has various negative and positive effects on Steven and his relationship with Yvonne.

(Total for Question 2 = 24 marks)

TOTAL FOR PAPER = 50 MARKS

This response identified several key points (reduced income leading to less nutritious diet, being able to support each other, more time to dedicate to their family etc.). However, the response was slightly unbalanced although the student had linked the information in the scenario to PIES.

6 marks awarded

Summary

Based on their performance of this paper, students 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 students allow 1 minute for each mark, they will be able to complete the paper and read through afterwards.
- Students 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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Welsh Assembly Government



