

# L2 Lead Examiner Report 1906

June 2019

**BTEC 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 website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

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:

<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>  
You will need an Edexcel Online 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 students at: [www.pearson.com/uk](http://www.pearson.com/uk)

June 2019

**Publications Code 20544E\_1906\_ER**

All the material in this publication is copyright

© Pearson Education Ltd 2019

## 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 (20544E)

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	14	20	26	33

## 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. As in previous series, the paper was wide ranging in terms of grades attempted to be awarded from the questions.

The external assessment process was judged to be straightforward. There were approximately 4,000 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.

## Introduction to the Overall Performance of the Unit

As in previous series, the paper differentiated well with students scoring a wide range of marks from the questions. From the responses seen, it appears that some learners may not be familiar with the requirements of the different command verbs. Students were generally able to show an understanding of human lifespan development.

## Individual Questions

### Question 1

#### Q1a

**Targeted Specification Area: Learning Aim A1**

The first question is targeted a level 1 pass. Learners were required to complete the blank boxes.

Example 1: One mark awarded. 0 – 2 years identified as infancy:

**Answer ALL questions.**

**1** The following information is about the Patel family.

Read the information and answer the questions that follow.

Rahul Patel, aged 61, is married to Shreya, aged 56. They have one son, Amit, aged 32. Their granddaughter, Aisha aged 10 months, also lives with them.

(a) Complete the table by filling in the missing life stage and age ranges. (3)

Name	Life stage	Age range
Rahul	Middle adulthood	62 <i>18-24</i>
Aisha	<i>infancy</i> <i>infancy</i>	0 – 2 years
Amit	Early adulthood	<i>18-24</i> <i>34-45</i>

Example 2: Two marks awarded. The age range for middle adulthood is incorrect:

**Answer ALL questions.**

1 The following information is about the Patel family.

Read the information and answer the questions that follow.

Rahul Patel, aged 61, is married to Shreya, aged 56. They have one son, Amit, aged 32. Their granddaughter, Aisha aged 10 months, also lives with them.

(a) Complete the table by filling in the missing life stage and age ranges.

(3)

Name	Life stage	Age range
Rahul	Middle adulthood	<del>19</del> 46-64
Aisha	Infancy	0-2 years
Amit	Early adulthood	19-45

Example 3: Three marks awarded. Student has identified three life stages/age ranges.

**Answer ALL questions.**

**1** The following information is about the Patel family.

Read the information and answer the questions that follow.

Rahul Patel, aged 61, is married to Shreya, aged 56. They have one son, Amit, aged 32. Their granddaughter, Aisha aged 10 months, also lives with them.

(a) Complete the table by filling in the missing life stage and age ranges.

(3)

Name	Life stage	Age range
Rahul	Middle adulthood	46 - 65 years
Aisha	Infancy.	0 - 2 years
Amit	Early adulthood	19 - 45 years.

## Q1b

**Targeted Specification Area: Learning Aim B4**

This question is targeted at level 2 pass. Learners are required to identify two ways that air pollution affects health.

Example 1: Zero marks awarded. The response has not identified the effects on health.

The family home is close to a busy motorway. The levels of air pollution are high.

(b) Identify **two** ways that air pollution affects health.

(2)

- 1 Breathing in substances + chemicals.
- 2 can decrease lung capacity.

Example 2: One mark awarded. Lung cancer (1). Whilst the term cancer alone is not acceptable, this response specifically states lung cancer therefore a mark is awarded.

The family home is close to a busy motorway. The levels of air pollution are high.

(b) Identify **two** ways that air pollution affects health.

(2)

- 1 Causes lung cancer
- 2 Causes kidney failure



Example 3: Two marks awarded. Respiratory problems (1) cardiovascular disease (1).

The family home is close to a busy motorway. The levels of air pollution are high.

(b) Identify **two** ways that air pollution affects health.

(2)

1 Air pollution can cause breathing problem.

2 ~~potential lung / heart diseases~~ Heart diseases

**Q1ci**

**Targeted Specification Area: Learning Aim A2**

This is another level 1 pass question. Learners were asked to identify two gross motor skills that could develop during infancy.

Example 1: Zero marks awarded. Clapping is not a gross motor skill - it is a combination of fine motor skills and hand-eye coordination.

Aisha has started to walk.

(c) (i) Identify **two** other gross motor skills that she could develop during this life stage. (2)

1. Sharing with others (toys).
2. Clapping her hands together. (applauding)

Example 2: One mark awarded. Kicking (1). The second response relates to hand/eye coordination.

Aisha has started to walk.

(c) (i) Identify **two** other gross motor skills that she could develop during this life stage. (2)

1. Using leg muscles to kick out.
2. Develop slightly better and eye coordination when moving building blocks.

Example 3: Two marks awarded. Running (1) Jumping (1).

Aisha has started to walk.

(c) (i) Identify **two** other gross motor skills that she could develop during this life stage.

(2)

1 Running

2 Jumping

## Q1cii

**Targeted Specification Area: Learning Aim A2**

This question is targeted at merit and distinction level. Learners are required to explain two activities that could help develop gross motor skills during infancy.

Example 1: Zero marks awarded. The student has not answered the question:

(ii) Explain **two** activities that could help develop Aisha's gross motor skills. (4)

1 playing outside with her which gives her more opportunities

2

Example 2: One mark awarded. The first response relates to fine motor skills, therefore no marks were awarded. However, in the second response, football (ball games) (1) is as an activity that could develop gross motor skills.

(ii) Explain **two** activities that could help develop Aisha's gross motor skills.

(4)

- 1 One activity that could help develop Aisha's gross motor skills is drawing this could help her hand coordination.
- 2 Another activity that could help develop Aisha's gross motor skills is playing games such as football which would help help develop gross motor skills because she will be using large muscles.

Example 3: Two marks awarded for ball games (1) and climbing (1). However, these are definitions of gross motor skills. "She will be using the bigger muscles in her legs and arms" - this is not a suitable elaboration.

(ii) Explain **two** activities that could help develop Aisha's gross motor skills.

(4)

- 1 Outdoor activities such as playing football, basket ball, can help develop Aisha's gross motor skills because for this activities, she will be ~~using~~ using her bigger muscles, such as <sup>in</sup> her legs and arms.
- 2 Activities such as climbing and ~~swimming~~ eyeing can also help develop ~~the~~ Aisha's gross motor skills.

Example 4: Three marks have been awarded. Dancing as an activity (1) as this will strengthen her muscles (1). This first response gained 2 marks as there is an identification and expansion. However, the second response has only been awarded 1

mark as there is only an identification point (running), but there is no further expansion.

(ii) Explain **two** activities that could help develop Aisha's gross motor skills.

(4)

1 Dancing as it requires Aisha to physically move, this can strengthen her ~~gross motor skills~~ muscles.

2 ~~jumping~~ Allowing Aisha to run around can help her gross motor skills, running with other infants.

Example 5: Full marks have been awarded here as the learner has provided identification points, as well as expansions to their responses. The learner has identified ball games as an activity (1) therefore helping balance (1). They have also identified walking as an activity (1) therefore helping stamina (1).

(ii) Explain **two** activities that could help develop Aisha's gross motor skills.

(4)

1 Playing football with parents, this would help her balancing and running skills.

2 ~~Using a walker toy~~  
Going out for walks with family would improve her leg motions and start to improve how long she can walk for.

**Q1di**

**Targeted Specification Area: Learning Aim A2**

This is a level 1 pass targeted question. Learners are required to define the term self-image.

Example 1: Zero marks awarded as there is no rewardable material.

Rahul works as a surgeon at the local hospital. He has a positive self-image.

(d) (i) Define the term self-image.

(1)

He dresses smartly due to being a surgeon

Example 2: One mark awarded. 'The way you see yourself'.

Rahul works as a surgeon at the local hospital. He has a positive self-image.

(d) (i) Define the term self-image.

(1)

It is the way you see yourself in a mirror for example.

## Q1dii

**Targeted Specification Area: Learning Aim A2**

This question is targeted at level 1 pass. Learners are required to identify two reasons why Rahul has a positive self-image.

Example 1: Zero marks awarded. Neither response identifies why Rahul has a positive self-image.

(ii) Identify **two** reasons why Rahul has a positive self-image. (2)

- 1 Because his healthy diet will have a positive impact on his appearance
- 2 Because he will be fit due to lot of movement

Example 2: One mark awarded. He has a good (rewarding) job (1).

(ii) Identify **two** reasons why Rahul has a positive self-image. (2)

- 1 works at a local hospital.
- 2 He has a good job as a surgeon.



Example 3: Two marks awarded. He has a good and important (rewarding) job (1); He gets well paid (1).

(ii) Identify **two** reasons why Rahul has a positive self-image.

(2)

1 He has a good and important job.

2 He is getting paid well.

**Q1ei**

**Targeted Specification Area: Learning Aim A2 & B3**

This question is targeted at level 2 pass. Learners are required to identify two ways that owning his own company could affect Amit’s physical health. Learners missed marks here as they did not always focus on physical health.

Example 1: Zero marks awarded as there is no rewardable material in this response.

Amit is Rahul and Shreya’s son. He manages his own company.

(e) (i) Identify **two** ways that owning his own company could affect Amit’s physical health. (2)

1 first he will have enough money to take care of Amit

2 -

Example 2: One mark awarded for ‘more money for a healthier diet’ (1).

Amit is Rahul and Shreya’s son. He manages his own company.

(e) (i) Identify **two** ways that owning his own company could affect Amit’s physical health. (2)

1 More money for a healthier diet.

2 might be strong from working a manual job.

Example 3: Two marks were awarded for 'he will be able to afford nutritious meals' (1)  
'He might not have time to eat them' (1).

Amit is Rahul and Shreya's son. He manages his own company.

(e) (i) Identify **two** ways that owning his own company could affect Amit's physical health.

(2)

1 he will be able to afford nutritious meals.

2 because he works he might not have time to eat healthy meals so he could ~~eat~~ eat unhealthy meals.

**Q1eii**
**Targeted Specification Area: Learning Aim A2**

This question is targeted at level 2 pass and merit. Learners are required to explain one way that managing his own company could affect Amit's intellectual health. Learners missed marks here as answers did not always relate to intellectual health.

Example 1: Zero marks awarded. The answer relates to emotional/social health.

(ii) Explain **one** way that managing his own company could affect Amit's intellectual health.

(2)

not spending enough time with him and not building a relationship between him and his father

Example 2: One mark awarded. Learn new skills (1).

(ii) Explain **one** way that managing his own company could affect Amit's intellectual health.

(2)

He'll learn new skills along the way because he's entitled to deal with money which increases his mathematic knowledge

Example 3: Two marks awarded. Learning new skills (1) To ensure his company survives (1).

(ii) Explain **one** way that managing his own company could affect Amit's intellectual health.

(2)

By managing his own company, Amit's intellectual health will be positively affected because he may be learning new skills or information from his staff and he will be using his brain often in order to think of ways of attracting customers and improving his company.

**Q1f**

**Targeted Specification Area: Learning Aim A2**

This question is set at level 1 pass. Learners are required to identify two physical signs of the ageing process.

Example 1: One mark awarded. Hair loss (1). 'Wrinkles' is another term for 'skin loses elasticity'; therefore, the second answer is a repeat of the information provided in the scenario thus no marks have been awarded.

Shreya's skin has started to lose elasticity. This is part of the ageing process.

(f) Identify **two** other physical signs of the ageing process. (2)

- 1 LOSS OF HAIR
- 2 WRINKLES.

Example 2: Two marks awarded. Grey hair (1) Sensory loss (1).

Shreya's skin has started to lose elasticity. This is part of the ageing process.

(f) Identify ~~two~~ other physical signs of the ageing process. (2)

- 1 Grey hairs appearing
- 2 LOSS of hearing or sight may occur.

**Q1gi**

**Targeted Specification Area: Learning Aim B5**

This question is targeted at level 1 pass. Learners are required to state two ways that being part of a large family can affect social development.

Example 1: Zero marks awarded. The answers given do not relate to the question asked.

Shreya and Rahul are part of a large family.

(g) (i) State **two** ways that being part of a large family can affect social development. (2)

1 they might not all be together at the same time

2 Rahul works as a surgeon he might work nights so Shreya, Aisha, Amit wont get to see him much

Example 2: One mark awarded. Increased socialisation or improvement of social skills (1).

Shreya and Rahul are part of a large family.

(g) (i) State **two** ways that being part of a large family can affect social development. (2)

1 It could make them more sociable from having alot of people to talk too

2

Example 3: Two marks awarded. Increased social interactions (1) and forming relationships with others (1).

Shreya and Rahul are part of a large family.

(g) (i) State **two** ways that being part of a large family can affect social development.

(2)

- 1 One way that being part of a large family can affect social development is increase interaction skills.
- 2 It could also ~~be~~ affect social development by helping build relationships ~~with~~ with others.



**Q1gii**
**Targeted Specification Area: Learning Aim B5**

This question is targeted at merit and distinction. Learners are required to explain two reasons why regular visits can help maintain relationships with extended family.

Example 1: Two marks awarded. The first response provides an identification: Regularly in contact with family (1). There is no elaboration, therefore, no second mark is awarded. The second response provides an identification: feelings of belonging (1). Again, there is no elaboration therefore no second mark is awarded.

Shreya and Rahul are visiting their extended family in India.

(ii) Explain **two** reasons why regular visits can help maintain relationships with their extended family.

(4)

1 Regular visits maintain a relationship as it keep them in physical contact regularly and also allows them bonding time.

2 It allows them to go back to their culture and family and it keeps them close so they don't forget who they are and where they're from.

Example 2: Three marks awarded. The first response provides an identification and expansion: Regularly in contact with family (1) therefore strengthen relationships (1). The second response only provides an identification: Older relatives are able to see children grow and develop (1). However, the expansion of 'therefore strengthen relationships' is repetition of the first answer, therefore, cannot be awarded twice.

Shreya and Rahul are visiting their extended family in India.

(ii) Explain **two** reasons why regular visits can help maintain relationships with their extended family.

(4)

1. Because they will see each other more regularly and form a stronger bond as they will get to know them better.
2. Because you will be able to see how they grow and develop so it will bring you closer as you know them better.

Question 2

Q2a

**Targeted Specification Area: Learning Aim B6**

This question is targeted at level 2 pass. Learners are required to identify two ways that a reduced income may affect Caroline. In some cases, Learners did not focus their response on Caroline.

Example 1: Zero marks awarded. The first response focuses on the baby and the second response is too vague, therefore no marks have been awarded.

2 The following information is about the Clarke family.

Read the information and answer the questions that follow.

Darren, aged 46, is married to Caroline aged 39. Caroline is expecting a baby. This is an unplanned pregnancy. Caroline is finishing work soon and does not want to return to work after the baby is born.

(a) Identify **two** ways that a reduced income may affect Caroline.

(2)

- 1 Reduced income may affect caroline because she will not be able to buy food, clothing for the baby.
- 2 She also may not have enough money to work after herself.

Example 2: One mark awarded. Reduced social activities (1).

2 The following information is about the Clarke family.

Read the information and answer the questions that follow.

Darren, aged 46, is married to Caroline aged 39. Caroline is expecting a baby. This is an unplanned pregnancy. Caroline is finishing work soon and does not want to return to work after the baby is born.

(a) Identify **two** ways that a reduced income may affect Caroline.

(2)

- 1 Good environment for the baby as it stays with Caroline
- 2 decreased social life

Example 3: Two marks awarded. Unable to buy nutritional food (Malnutrition) (1) may be unable to afford trips out (Reduced social activities) (1). This responses provided an identification and expansion, therefore full marks have been awarded.

2 The following information is about the Clarke family.

Read the information and answer the questions that follow.

Darren, aged 46, is married to Caroline aged 39. Caroline is expecting a baby. This is an unplanned pregnancy. Caroline is finishing work soon and does not want to return to work after the baby is born.

(a) Identify **two** ways that a reduced income may affect Caroline.

(2)

- 1 She may not be able to buy nutritional food for her and the baby especially if breast feeding.
- 2 She may not be able to afford trips out for her and the family.

**Q2bi**

**Targeted Specification Area: Learning Aim B3 & B6**

This question is targeted at level 2 pass. Learners are required to identify two intellectual skills that continuing education could help develop.

Example 1. One mark awarded. Problem solving (1).

Darren and Caroline already have two sons, David aged 18 and Stuart aged 17. David is in his first year at university.

Continuing his education will help David to develop his intellectual skills.

(b) (i) Identify **two** of these skills.

(2)

- 1 problem-solving since he might need this skills in his courses.
- 2 Concentration- since he will need to concentrate more to understand the courses.

Example 2: Two marks awarded. Increased vocabulary (1). Problem solving (1).

Darren and Caroline already have two sons, David aged 18 and Stuart aged 17. David is in his first year at university.

Continuing his education will help David to develop his intellectual skills.

(b) (i) Identify **two** of these skills.

(2)

- 1 He would have more vocabulary.
- 2 problem solving.

## Q2bii

**Targeted Specification Area: Learning Aim B7**

This question is targeted at merit and distinction. Learners are required to explain two ways that going to university could affect David's emotional development.

Example 1: Two marks awarded have been awarded for the second response - feel lonely (1) because he doesn't know anyone (1). No marks have been awarded for the first response.

(ii) Explain **two** ways that going to university could affect David's emotional development.

(4)

1 David may feel more independent as he is going to university he is going to have to learn to do things for himself.

2 David may feel lonely and isolated as he may not have any friends or know anyone and he may miss his family

Example 2: Three marks awarded. Lonely (1) because he misses his family (1). Feel happy (1).

(ii) Explain **two** ways that going to university could affect David's emotional development.

(4)

1 David may not be able to see his family as much because of him being really busy with university work. So there for he may be feeling lonely.

2 David could feel happier and look forward to seeing his family when hes home.



Four marks awarded. Feeling sad (1) because he misses his family and friends (1). Feeling lonely (1) because he doesn't know anyone (1). The learner has responded with two identification points and two expansions, therefore full marks have been awarded.

(ii) Explain **two** ways that going to university could affect David's emotional development.

(4)

- 1 David could become sad and miss his family, causing him to be depressed.
- 2 David could feel lonely because he is by himself and does not know anyone.

**Q2biii**
**Targeted Specification Area: Learning Aim B6**

This question was targeted at level 2 pass and merit. Learners were required to explain one way that going to university could affect David's social development.

Example 1: One mark awarded. Meet new people (1).

(iii) Explain **one** way that going to university could affect David's social development.

(2)

he will meet new freinds to hang out with.

Example 2:

Two marks awarded as the learner has provided an identification and expansion in their response. Make new friends (1) more opportunity to go out (1).

(iii) Explain **one** way that going to university could affect David's social development.

(2)

It could affect David's social development because he will make new friends and will go out and do things with them.



**Q2biv**

**Targeted Specification Area: Learning Aim B6**

This question was targeted at level 1 pass. Learners were required to identify two unexpected life events.

Example 1: Zero marks awarded. The first response is about dropping out/leaving education which is a repeat of the information provided in the scenario and therefore not rewardable. The second response is not rewardable as 'death' on its own is not an unexpected life event.

David is thinking about dropping out of university and getting a job to help with the family finances.

Dropping out of education is an unexpected life event.

(iv) Identify **two** other unexpected life events.

(2)

1 *One is getting excluded from school.*

2 *Another one is death.*

Example 2: One mark awarded. Death of family member (1).

David is thinking about dropping out of university and getting a job to help with the family finances.

Dropping out of education is an unexpected life event.

(iv) Identify **two** other unexpected life events.

(2)

1 *One of his family might die.*

2 *Or his parents might get a divorce.*

Example 3: Two marks awarded. Unemployment (1). Injury/accident (1).

David is thinking about dropping out of university and getting a job to help with the family finances.

Dropping out of education is an unexpected life event.

(iv) Identify **two** other unexpected life events.

(2)

1 *Getting fired.*

2 *Losing a limb.*

Q2c

**Targeted Specification Area: Learning Aim A2**

This question was targeted at merit and distinction. Learners were required to explain two activities that Stuart could do to promote his independence.

Example 1: One mark awarded for the identification in the second response - learn to drive (1). No further mark was awarded in the second response as there is no expansion. There is no rewardable material in the first response.

The Clarkes' other son, Stuart aged 17, has just started working weekends at a local restaurant. This will help to promote his independence.

(c) Explain **two** other activities that Stuart could do to promote his independence.

(4)

1 An activity that Stuart could do to promote his independence will be that he could travel with his school.

2 Another activity that could help Stuart with his independence will be that he could start to drive.

Example 2: Two marks awarded for the first response as the learner has provided an identification and expansion. Learning to drive (1) will give a sense of responsibility (1). The second response is vague and does not answer the question; therefore, no marks have been awarded.

The Clarkes' other son, Stuart aged 17, has just started working weekends at a local restaurant. This will help to promote his independence.

(c) Explain **two** other activities that Stuart could do to promote his independence.

(4)

1. Stuart could start to learn how to drive this will promote his independence as he will not be relying on his parents to take him places.

2. Stuart could join a group this will promote his independence as he will be learning new things from his friends and he won't be relying on anyone.

Example 3:

Three marks awarded. 'He could go food shopping' (getting involved in domestic tasks) (1). He could learn to drive (1) so he can get out more (1).

The Clarkes' other son, Stuart aged 17, has just started working weekends at a local restaurant. This will help to promote his independence.

(c) Explain **two** other activities that Stuart could do to promote his independence.

(4)

1. He could go shopping for food which would help because he would be able to buy what he wants to eat.
2. He could learn to drive this means that he would be able to go where he wants when he wants without having to get a bus or ask another person to take him somewhere.

Example 4: Four marks have been awarded in the example below as the learner has provided identifications and expansions in each response. Getting his driving licence (1) so he can get out more (1). Move out (1) gives him a sense of responsibility (1).

The Clarkes' other son, Stuart aged 17, has just started working weekends at a local restaurant. This will help to promote his independence.

(c) Explain **two** other activities that Stuart could do to promote his independence.

(4)

1. Getting his driving licence. This will show he's independent because he will go places himself.

2. Moving out. This will show independence because he will look after himself, pay bills and feed himself.

Q2d

**Targeted Specification Area: Learning Aim A2, B5 & B6**

This long answer question was targeted at pass, merit and distinction. This is the only question in the paper that is not points based. Level descriptors were used by our examiners to determine the marks awarded for this question. The response should have discussed the impact of Caroline's pregnancy on Stuart's wellbeing and his relationship with Caroline.

Example 1: One mark awarded. A few key points have been identified, however answers are superficial and without any depth of discussion; therefore, this answer is within the level 1 grade descriptor. As only a few points have been identified from the indicative content; the response was judged to be at the lower end of the level descriptor. Therefore, only 1 mark has been awarded.

Since David moved to university, Caroline and her youngest son, Stuart, have developed a very close relationship.

(d) Discuss how Caroline's pregnancy may affect Stuart's wellbeing and his relationship with his mother.

(8)

Stuart may feel like his mother doesn't want him because she'll have to look after this baby. Even though they have a close relationship they may lose the bond they have. Caroline may have mood swings so there could be a risk of arguing, Caroline or Stuart may even get really upset. It could affect Stuart's job because he might bottle his feelings up because he has no one to talk to, Caroline might not want to go out as a family because she's tired, Stuart may move home and Caroline and Darren may feel like they won't be able to cope.



Example 2: Three marks awarded. Only one viewpoint (negative) has been considered; therefore, this answer is within the level 1 grade descriptor. This answer has a few key points described therefore it is at the top of the level 1 grade descriptor.

Since David moved to university, Caroline and her youngest son, Stuart, have developed a very close relationship.

(d) Discuss how Caroline's pregnancy may affect Stuart's wellbeing and his relationship with his mother.

(8)

Stuart's wellbeing could be affected as his mum is pregnant. Stuart may start to feel like his mother does ~~not~~ not love him as much as the baby and he could ~~become~~ <sup>become</sup> distant with her. If Stuart becomes distant with his mother, this could cause all sorts of problems including their relationship. As they are very close they may stop interacting and speaking to each other as much, which could cause mental health issues for both.

Caroline may always be caring for the new baby and may feel like she may not have enough time to spend with Stuart so she is making the time up before she has the baby.

Another example could be that Stuart may start to feel lonely as



when the baby arrives he may not spend much time with her. On the other hand Caroline could possibly <sup>be</sup> missing David so she is giving Stuart all the attention he needs and more to cover for David ~~around~~ while he is away at university.

Finally, Stuart could start to miss going to work on the weekends to spend more time with Caroline. This could mean that he will not have any money, and may stop socialising with the people around him. Money can have a big impact on someone that has stopped going to work.

Example 3: Six marks awarded. The answer has described key points and has given consideration of more than one viewpoint - positive and negative effects. However, the answer is unbalanced as it discusses one point of view more than the other; this limited the learner from going into grade descriptor 3. Therefore, this response as it the top of grade descriptor 2.

P728

Since David moved to university, Caroline and her youngest son, Stuart, have developed a very close relationship.

(d) Discuss how Caroline's pregnancy may affect Stuart's wellbeing and his relationship with his mother. (8)

Due to Carolines pregnancy, Stuart might feel like he is being pushed aside because of the new baby. He is not getting as much attention as before and this could make him feel unwanted and angry. Although, Stuart could feel excited and overwhelmed by the news and wanting to be a part of the process overall making Caroline and Stuarts relationship better and help them to have a closer bond. Stuart could be affected as he may not be able to socialize with friends as much due to the fact that he needs to stay and take care of his mother. However, Stuart and his mother could go to certain class for the baby meaning he is going outside of his comfort zone and meet a different group of people. Intellectually, Stuart may develop as he is learning new things about the

pregnancy and the baby, widening his contextual language and general knowledge about the baby. In contrast, Stuart may want to go to a college or a proper job and his mother's pregnancy could be holding him back from developing his knowledge the way he wants to. Stuart will probably be doing a lot of work around the house meaning he could get aches and pains; he still continues to do this as he knows his mother is unable to do it herself. Stuart could physically be affected by the food he is eating. As there is less income, there is not as much money to buy healthy, good quality food with. This means that Stuart could either lose weight from not eating or gain weight from eating unhealthy foods.

## Summary

Based on their performance of this paper, Learners should:

- Write in the space provided. If extra space is required, learners should use additional sheets.
- Use only the information given in the scenario.
- Read the question carefully, noting emboldened words.
- Learners are expected to use appropriate language.
- Answers containing repetition of the scenario will not be awarded marks.

For more information on Pearson qualifications, please visit  
<http://qualifications.pearson.com/en/home.html>

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE



