

# L2 Lead Examiner Report 2001

January 2020

**BTEC Firsts in Health and Social  
Care – Unit 1 Human Lifespan  
Development (20544E)**

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### 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.

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### 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.

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### Unit 1 Human Lifespan Development (20544E)

Grade	Unclassified	Level 1 Pass	Level 2		
			P	M	D
Boundary Mark	0	19	27	35	43

## Introduction to the Overall Performance of the Unit

The paper was designed to assess learner's knowledge and understanding of development across the life stages and the factors that impact growth and development. The paper was differentiated allowing candidates to demonstrate their knowledge of this unit at Level 1 and Level 2. Very few questions generated blank responses and it evident that in the mains candidates are familiar with the requirements of the different command verbs. This report has been written to help you understand how candidates performed overall. There is a brief analysis of learner responses and examples of learner responses for each question. These should help to provide additional guidance for future assessment opportunities.

## Individual Questions

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

### Question 1

**Targeted area of specification: Learning Aim A - A2**

#### Q 1a

This question was targeted at Level 1, candidates are expected to correctly identify the life stage or age range of the individuals given in the scenario. Most candidates could accurately complete the table and access all three marks available, as seen in the example below.

(a) Complete the table by adding the life stage and the age ranges.

(3)

Name	Life stage	Age range
Carol	Middle adulthood	46 - 65
Alison	Adolescence	9 - 18 years old
Steven	Early adulthood	19 - 45

**Targeted area of specification: Learning Aim A - A2**

#### Q 1b (i)

This question was targeted at a Level 2 Pass, candidates were expected to state two examples of physical changes that only occurred to girls during puberty.



(ii) State **two** examples of physical changes that **only** happen to boys during puberty.

(2)

1 Enlargement of penis

2 Growth of facial hair

Candidates who lost marks did so because they gave generic answers which could have happened to girls or boys, some candidates referred to testes descending which occurs in infancy rather than during puberty. The response below achieved 0 marks.

(ii) State **two** examples of physical changes that **only** happen to boys during puberty.

(2)

1 they can have a growth spurt

2 they develop oily skin.

**Targeted area of specification: Learning Aim A - A2**

Q 1c

This question was targeted at Level 1, candidates had to correctly identify that writing stories is most important for intellectual development. This question was answered very well by candidates. The response below achieved 1 mark.

Steven likes to spend time writing stories.

(c) Identify the type of development that writing stories is **most** important for.

<input checked="" type="checkbox"/>	A Physical development
<input checked="" type="checkbox"/>	B Intellectual development
<input checked="" type="checkbox"/>	C Emotional development
<input checked="" type="checkbox"/>	D Social development

Some candidates selected more than one box, as you can see in the response below. It is a good idea to remind candidates that if they make a mistake they should put a line through the response they do not want to be accepted by examiners. The response below was awarded 0 marks.

Steven likes to spend time writing stories.

(c) Identify the type of development that writing stories is **most** important for.

<input type="checkbox"/>	A Physical development
<input checked="" type="checkbox"/>	B Intellectual development
<input checked="" type="checkbox"/>	C Emotional development
<input type="checkbox"/>	D Social development

**Targeted area of specification: Learning Aim B- B3/B7**

Q 1d

This question was targeted at a Level 2 Pass/Merit, candidates were asked to explain one possible positive and one possible negative effect on Steven’s intellectual development as a result of is unemployment. Candidates struggled to identify intellectual effects so centres may wish to consider this for future cohorts.



The response below achieved 4 marks, the candidate correctly identified a positive effect on Steven's intellectual development and went on to give a reason why this was the case. He could learn a new activity (1) because he has time to pursue a new hobby (1). This would be classed as an appropriate alternative on the mark scheme. The candidate also correctly identified a negative effect on Steven's intellectual development and went on to give a reason for this effect. He may struggle to learn new things at a higher level (1) as he can't afford it (1) this was awarded marks based on the last point on the mark scheme.

Steven has recently lost his job and is now unemployed.

(d) Explain **one** possible positive and **one** possible negative effect on Steven's intellectual development as a result of his unemployment.

(4)

Positive

He will now have more time to persue other hobbies and to develop his holistic wellbeing by learning a new activity or exercising more often with friends, who can help him to learn this new activities

Negative

Stevens may struggle to learn new things as he is now no longer in employemnt, he may not be able to afford to pay to learn new things at a higher level.

Candidates who did not do well on this question gave responses that referred to other types of development, such as the impact on Steven socially or emotionally, or they did not identify an effect. The response below achieved 0 marks because they did not identify an effect on Steven's intellectual development.

(d) Explain **one** possible positive and **one** possible negative effect on Steven's intellectual development as a result of his unemployment.

(4)

Positive

He will have more spare time. This could possibly mean he could go back in to further education

Negative

As he is no longer working, he won't be getting any training or experience for other jobs.

Q 1ei

**Targeted area of specification: Learning Aim B- B5**

This question was targeted at Level 1, candidates were asked to give two benefits of having close friends on Carol's emotional development. The response below was awarded 2 marks.

Carol has several close friends.

(e) (i) Give **two** benefits of having close friends for Carol's emotional development.

(2)

- 1 Carol may have a higher self-esteem as she feels that she is being valued and liked as an ~~an~~ individual
- 2 Carol may have a positive self-image as she sees herself in a positive light because people like and respect who she is

Most candidates performed well on this question, where they didn't it was because they gave general responses and did not identify an emotional effect. The candidate below was awarded 1 mark for 'feelings of support'.

Carol has several close friends.

(e) (i) Give **two** benefits of having close friends for Carol's emotional development. (2)

- 1 Carol has more people to open up too emotionally about her problems.
- 2 More people she can relate to.

Targeted area of specification: Learning Aim B- B3

**Q 1eii**

This question was targeted at Level 2 Merit/Distinction. Candidates were asked to explain two possible effects on Carol's social development of David working long hours. Candidates who performed well on this question could identify a social effect and explain how it would impact Carol. As the question is open it allows learners to give either positive or negative effects, it can be helpful to candidates to remember this if they are struggling to think of an effect. The candidate below was awarded the full 4 marks. Carol has less time to socialise (1) because of her family responsibilities (1) Carol may have more time to socialise (1) as she isn't spending as much time with David (1).

David works long hours.

(ii) Explain **two** possible effects on Carol's social development of David working long hours. (4)

- 1 She will not see her friends as much as she has to look after her children, this may lower her self esteem
- 2 She might see her friends more often because she won't be spending as much time with David.

Candidates who did not perform as well often gave emotional effects rather than social effects, or referred to David instead of Carol. Some candidates could give social effects but struggled with to explain why. The candidate below was awarded 1 mark for social isolation. Some candidate's make the mistake of thinking loneliness is a social effect, feeling lonely is an emotional effect which can be because of social isolation but

it is possible to feel lonely in a room full of people. The second response given is also an effect on emotional development.

David works long hours.

(ii) Explain **two** possible effects on Carol's social development of David working long hours.

(4)

1 She may feel lonely while David as work leading to social isolation.

2 Her and David can talk about his day at work and form a close bond.

**Targeted area of specification: Learning Aim A- A2**

Q 1f

This question was targeted at Level 1. Candidates were asked to state two other physical signs of ageing in middle adulthood.

David has some grey hair.

(f) State **two** other physical signs of ageing in middle adulthood.

(2)

1 Skin loses elasticity.

2 Degrading or loss to hearing or eyesight.

The candidate below was awarded full marks.

Some candidates lost marks as they gave signs of ageing which occur in later adulthood rather than middle adulthood. Marks were also lost for 'grey hair' as this is given in the question stem. The response 'wrinkles' is not accepted, candidates must state that the skin loses elasticity.

David has some grey hair.

(f) State **two** other physical signs of ageing in middle adulthood.

(2)

1 Grey hair

2 wrinkles start appearing

Targeted area of specification: Learning Aim B- B2

### Q 1g

This question was targeted at Level 2 Merit/Distinction. Candidates were asked to explain two effects that fundraising for charity may have on Carl's emotional development.

David and Carol are working with a local charity to raise money for a new children's playground.

(g) Explain **two** effects that fundraising for charity may have on Carol's emotional development.

(4)

1 Carol's self-esteem could increase because she is doing something good for other and she this'll make her feel happy.

2 She could also be content because she gets to help and to spend more time with David too.

The candidate below was awarded full marks. Two emotional effects were identified; increased self-esteem and contentment and the candidate went on to explain the reasons for this.

Candidates who struggled to gain marks on this question did so because they didn't give emotional effects or did not read the question properly, therefore making assumptions about the charity that Carol was working for. The candidate below was awarded 1 mark for 'Carole could feel upset' but the explanation was not appropriate so couldn't be awarded a further mark.

David and Carol are working with a local charity to raise money for a new children's playground.

(g) Explain **two** effects that fundraising for charity may have on Carol's emotional development.

(4)

1 Fundraising for charity could effect Carol emotionally as it might get her upset seeing and ~~not~~ knowing the people that the charity is based around are ill or they are homeless, this was upset her as she could think there is not many ways to help them immediatly. It will also upset her as its not a nice thing to witness for example if she working for a ~~ether~~ cancer based charity. (Total for Question 1 = 24 marks)

**Targeted area of specification: Learning Aim B- B1**

Q 2a

This question was targeted at Level 1. Candidates were asked to state two lifestyle choices other than smoking cigarettes which was given in the question stem.

Candidates performed well on this question. The candidate below was awarded two marks.

2 The following information is about the Balan family.

Read the information and answer the questions that follow.

Mihal, aged 24, is married to Francise aged 21. Francise gave birth to a baby girl, Catina, 14 months ago.

Mihal smokes cigarettes, which is a lifestyle choice.

(a) State **two** other lifestyle choices.

(2)

1 Drinking alcohol  
2 Taking drugs



Where candidates did not perform well they confused lifestyle choices with expected life events as seen in the response below.

(a) State **two** other lifestyle choices.

(2)

1 Move house

2 Marriage

Some candidates gave responses such as 'drug addiction' or 'alcoholism', this was not awarded as these are not choices that individuals make, and would be considered illnesses. The candidate below was awarded 1 mark for 'taking drugs'.

(a) State **two** other lifestyle choices.

(2)

1 taking drugs

2 being an alcoholic

**Targeted area of specification: Learning Aim A- A1**

**Q 2b**

This question was targeted at Level 2 Pass. Candidates were asked to state two gross and two fine motor skills that Catina will develop in infancy. Marks were given for examples of the skills. The response below was awarded 4 marks.

(b) State **two** gross motor skills and **two** fine motor skills that Catina will develop during this life stage.

(4)

Gross motor skills

1 Leg muscles - walking

2 Running

Fine motor skills

1 Pincer grip

2 Holding a Pencil - Palmer grip

Candidates lost marks when they could not give examples of different skills, for example the response below states four examples of fine motor skills but they all involve the same pincer grip skill of holding a pen, pencil or crayon. Therefore they were awarded 1 mark for fine motor skills and 2 were given for gross motor skills.

Gross motor skills

- 1 ~~start~~ start to walk  
Crawling
- 2 dance  
Swim

Fine motor skills

- 1 painting  
writing
- 2 drawing  
colouring

**Targeted area of specification: Learning Aim A- A2**

Q 2ci

This question was targeted at Level 1. Candidates were asked to define bonding. Learners are expected to recall the subject specific terminology, which refers to bonding in relation to infancy. The candidate below has correctly defined bonding as the attachment that forms between a child and their care giver so the full mark has been awarded.

Catina has bonded with her father, Mihal, as her mother is in a brain injury unit following an accident.

(c) (i) Define bonding.

(1)

is the attachment between the child and their  
parents or carers

The response below was typical of some of the responses seen that could not be awarded any marks as it is not the correct definition of bonding.



Catina has bonded with her father, Mihal, as her mother is in a brain injury unit following an accident.

(c) (i) Define bonding.

(1)

Bonding is when you have an attachment to someone who you love, ~~and~~ care about and you both get along.

**Targeted area of specification: Learning Aim B- B2**

Q 2cii

(ii) State ~~two~~ examples of activities that could help Catina bond with her mother, Francise.

(2)

- 1 play games such as pat a cake or hide and seek.
- 2 paint together.

This question was targeted at Level 2 Pass. Candidates were asked to state two examples of activities that could help Catina and her mother bond. The response below was awarded two marks, the activities are appropriate for Catina's age and could be done within the brain unit where Francis lives.

Candidates who did not perform well generally suggested activities which were not age appropriate or were not suitable when considering Francine's circumstances. As you can see from the response below the activities suggested did not account for the fact that Catina is 18 months old.

(ii) State **two** examples of activities that could help Catina bond with her mother, Francise.

(2)

- 1 breast fed by her mother
- 2 skin to skin contact ~~to~~ <sup>so</sup> ~~know~~ e  
catina knows her smell.

**Targeted area of specification: Learning Aim B- B8**

**Q 2di**

This question was targeted at Level 2 Pass. Candidates were asked to identify three sources of support, other than family, that may help Mihal.

Candidates generally did well on this question and could identify at least two accurate sources of support. The response below achieved 3 marks.

Elena, Francise's mother, has been living with the family since Catina was born.  
Elena moved in to help Mihal with Catina.

(d) (i) Identify **three** sources of support, other than family, that may help Mihal.

(3) Q02di

- 1 Nurses/ doctors.
- 2 social workers
- 3 Close friends

Some candidates did not read the question properly and instead of sources they named types of support, for example; financial. The response below was awarded 0 marks.

(d) (i) Identify **three** sources of support, other than family, that may help Mihal.

(3)

- 1 Formal.
- 2 Informal.
- 3 Voluntary.

**Targeted area of specification: Learning Aim A- A2**

**Q 2dii**

This question was targeted at Level 2 Merit/Distinction. Candidates were asked to explain one positive effect on Mihal's emotional development of Elena moving in.

Candidates were expected to identify a positive effect and explain how it would affect Mihal. Common responses were that Elena moving in would reduce the pressure on Mihal making him happier or less anxious. The response below was awarded full marks.

(ii) Explain **one** positive effect on Mihal's emotional development of Elena moving in.

(2)

He may feel less stressed knowing that he's got somebody to help raise Catina and know he's got someone to rely on.

Candidates who did not perform well on this question generally got confused over the characters in the scenario and lost marks by not reading the question properly. The response below shows a good expansion but they haven't identified the effect on his emotional development so therefore were not awarded any marks.

(ii) Explain **one** positive effect on Mihal's emotional development of Elena moving in.

(2)

he has ~~an~~ another experienced adult to help him look after his first, and new born, baby.

**Targeted area of specification: Learning Aim A- A2**

Q 2diii

This question was targeted at Level 2 Merit/Distinction. Candidates were asked to explain one negative and one positive effect on Elena's social development of supporting Mihal. Candidates who performed well on this question were able to identify two effects and expand this to say how they would impact Elena.

The response below was awarded four marks. The candidate had clearly read the scenario and understood who they were being asked about.

(iii) Explain **one** negative and **one** positive effect on Elena's social development of supporting Mihal.

(4)

Negative

She may be too busy taking care of the baby that she doesn't have any time to spend with friends

Positive

She can attend events that she may not normally attend like baby group and get to interact with a new group of people

Candidates lost marks for repeating the question stem as their expansion, this was a common mistake as seen in the example below. One mark was awarded for not having time to spend with friends (reduced social interactions).

(iii) Explain **one** negative and **one** positive effect on Elena's social development of supporting Mihal.

(4)

Negative

She might not have time to go out with friends because she is supporting mihal

Candidates also lost marks for giving effects on emotional development rather than social development as seen in the example below which was not awarded any marks.

Positive

Elena may develop a bond with Catina because of spending so much time with her.

**Targeted area of specification: Learning Aim B- A2/B6**

**Q 2e**

This question was targeted at Level 2 Pass/Merit/Distinction. Candidates were asked to assess the positive and negative effects on Catina's development of being separated from her mother. Candidates could consider any aspect of Catina's development which meant that there were a wide range of effects that could be reflected in their response. Most candidates focused on the effects on Catina's emotional development but could still achieve some good marks if they assessed the positive and negative effects.

For the command verb of assess, a different level descriptor is used in the mark scheme. The response below was awarded 2 marks, which places it in the middle of the Level 1 mark band. This candidate has shown some knowledge and understanding but this is limited, they have not considered Catina's age which makes some of the points irrelevant, conclusions are unsupported.

Francise has been in the brain injury unit for most of Catina's life. Mihal has been the primary care giver for Catina, balancing caring for her and visiting Francise with his full-time work.

(e) Assess the positive and negative effects on Catina's development of being separated from her mother. (8)

-Catina may not have a close bond ever with her mother as she's ~~may be~~ in hospital, she may feel jealous of other children's <sup>mum</sup> AS Catina gets a bit older she may feel she can't speak to her Dad about every single thing and may start to feel alone, which will affect her emotional development.

~~But~~ AS Mihal has a full time job, Catina may feel alone and bored, which may ~~that~~ make her feel like she wants to go out and socialise with people which is



a good impact on her social development. With Mihai working a full time job and when he's not at work, he's visiting Francise, Catina may feel jealous <sup>and</sup> left out that her mum is getting all the attention and feel ~~are~~ alone and like she has no one which may cause conflict and ~~is~~ for Catina to rebel.

(e) Assess the positive and negative effects on Catina's development of being separated from her mother.

(8)

Being separated from her mother can leave both a negative and positive effect on Catina's development.

Physically Catina may not be spending as much time outside due to her father working long hours. Although, with Mihai working in full time work he will be bringing sufficient amount of money to be able to afford to buy fresh, healthy food for Catina.

Intellectually, Catina may become confused as to where her mum

The following response was awarded 4 marks, placing it at the bottom of the Level 2 mark band. The candidate has demonstrated some accurate knowledge and understanding, they have attempted to assess positive and negative factors showing a reasonable argument which is relevant to the context and the scenario. There is some evidence of conclusions being drawn within the response but these are not well supported. There is some repetition which puts it at the bottom of the mark band rather than at the top.

Catrina's emotional development may also be effected negatively as she wont be able to create a strong bond with her mother. It will have a positive effect as Catina will have a strong bond with her father.

Catrina's social development will improve as not only will she be seeing her grandmother more often she'll be meeting doctors/nurses whilst visiting her mum. It may also have a <sup>negative</sup> ~~positive~~ effect on her social development as she may be left with different baby sitters when her father is in work and it may not be best for her to be moving around a lot not knowing the people she's with.

is and why she isn't home as she is too young to understand her mothers situation. It may have a positive effect on her intellectual development as she'll be able to learn about her mums situation as she gets older.

The following response was awarded 6 marks placing it at the top of the level 2 mark band. The candidate has demonstrated some accurate knowledge and understanding, they have assessed the positive and negative factors which are relevant to the context and scenario. The have

covered a range of PIES development. Whilst there isn't an overall conclusion there is evidence of conclusions being drawn within the response and the candidate has given some partially supported conclusions.

Catrina's ~~social~~ social development would also be positively affected by her separation from her mum, by making her more comfortable around others, this is because her dad is at a full time job so catrina would have to go to daycare this would ~~of~~ effect her ~~also~~ by making her able to form friendships with other children, increasing her friendship circle.

As Catrina's been separated from her mother her social development ~~is~~ would be benefited <sup>positively</sup> as she would have more time to bond and do activities with her dad, this will make catrina have a strong connection between her and dad, increasing her friendship with him.

As catrina is separated from mum her social development would be negatively affected ~~as~~ she socially as her and her mum have not bonded, this is because they have spent less time together this will make Catrina have less of an ~~attachment~~ connection between her and mum, decreasing ~~her~~ <sup>her</sup> friendship with her.



Catrina may negatively be affected by the separation from her mum ~~so~~ emotionally by ~~not~~ feeling anxious around her, ~~as her~~ this is because her dad is her primary care giver, so she ~~may~~ would be more anxious around <sup>her</sup> mum, as they don't know each other.

Catrina may positively ~~be~~ emotionally be affected by ~~her~~ mum ~~not~~ being separated from her by, being more comfortable around her dad this is because she is her primary care giver, therefore Catrina would be more confident around <sup>her</sup> dad and feeling happy when he's around.

## Summary

Based on their performance of this paper, learners should:

- Read the question carefully, ensuring they know who the question is about.
- Take note of the emboldened words within the question.
- Ensure they are familiar with what is required from the command words.
- Identify which type of development the question relates to.

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