



# Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Firsts  
In Health and Social Care (20544E)  
Unit 1: Human Lifespan Development

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## 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 for each question. As in previous series, the paper had a variety of question aimed at Level 1 Pass through to Level 2 distinction, allowing for learners of differing ability and a range of grades that could be awarded.

The external assessment process was judged to be straightforward. There were approximately 1,000 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 or they may not have fully read the questions. Students were generally able to show an understanding of human lifespan development.

## Individual Questions

### Question 1

**1(a)** The first question on the paper was designed to look at candidates understanding of the key terminology. Most candidates accurately identified the correct definition for each type of development. Occasionally some candidates confused emotional and social development.

The example below was awarded 4 marks.

**1 (a) Identify the correct definition for each type of development.**  
 Draw a line from each type of development to the correct definition. (4)

Development	Definition
Physical development	The formation of relationships
Intellectual development	How an individual sees and feels about themselves
Emotional development	The acquisition of language, thinking and memory skills
Social development	How an individual's body grows and changes over time

1b

Example 1: The answer was awarded 2 marks for correctly identifying that they would have the same eye and hair colour.

Andrew and Simon are identical twin brothers, who are aged 26.  
They share physical characteristics.

(b) State **two** physical characteristics that Andrew and Simon will have inherited. (2)

1 Same hair colour

2 The same eye colour

Example 2: The answer below lost marks for not being specific enough, the answer would have needed to refer to them having the same features, for example, the same shape nose or the same eye colour, therefore no marks were awarded.

Andrew and Simon are identical twin brothers, who are aged 26.  
They share physical characteristics.

(b) State **two** physical characteristics that Andrew and Simon will have inherited. (2)

1 Nose

2 eyes

**1c (i)** This question produced mixed results, the answers which specifically said that characteristics are passed down from parents or biologically through family generations were awarded the mark as in example 1 below.

Example 1: 1 mark awarded.

(c) (i) Define the term 'genetic inheritance'.	(1)
characteristics which are passed down from your parents	

Example 2: No marks awarded. The answer below has not been specific enough, "thing" could refer to an object like a photo or family heirloom. The answer needed to refer to genes or characteristics being passed down.

(c) (i) Define the term 'genetic inheritance'.	(1)
things you inherit from your parents or family members	

**1c (ii)** Learners responded well to this question with most learners being able to give at least one genetically inherited disability.

Example 1: This answer achieved the two marks available.

<p>(ii) Give <b>two</b> disabilities that may be genetically inherited.</p>	<p>(2)</p>
<p>1 Cystic fibrosis</p>	
<p>2 Dwarfism</p>	

Example 2: The answer below was not awarded any marks.

Downs syndrome is not a genetically inherited disability, it is a condition which is caused by being born with an extra chromosome.

There are some heart conditions which are genetically inherited however these would need to be specified to gain the mark, generally you inherit genes which make you more pre-disposed to these conditions. This is similar to diabetes which a lot of learners referred to, regardless of the type of diabetes, genetics alone do not cause diabetes.

<p>(ii) Give <b>two</b> disabilities that may be genetically inherited.</p>	<p>(2)</p>
<p>1 down syndrome</p>	
<p>2 heart conditions</p>	

**1d (i)** Most learners did very well on this question and could accurately give two expected life events.

Example 1: 2 marks awarded.

Simon is engaged to be married to Ayesha, who is also aged 26.

Getting married is an expected life event.

(d) (i) Give **two other** expected life events. (2)

1 move house

2 have children

Example 2: The learner below gave 'death' as an answer, which is not considered an expected life event and therefore cannot be awarded a mark. Death of a partner, relative or friend is in the specification but only as an unexpected life event.

Simon is engaged to be married to Ayesha, who is also aged 26.

Getting married is an expected life event.

(d) (i) Give **two other** expected life events. (2)

1 Having children

2 facing death



**1d (ii)** Learners overall did well on this question. Most learners could correctly identify a positive effect that marrying Ayesha would have on Simon's emotional development, but they didn't always get the second mark available for describing why this may be.

Example 1: This answer includes a detailed description of the positive effect that getting married could have on Simon's emotional development. A mark has been awarded for identifying that Simon would feel loved or valued and a second mark was given for describing that this could be because he has someone to talk to or because he feels secure.

(ii) Describe **one positive** effect of getting married on Simon's **emotional** development. (2)

Simon will feel secure and loved. He will have a companion and always have someone to talk to. Marriage can give him a chance to give and receive love and this will result in him feeling valued. This can further help his self-esteem.

Example 2: This answer received a mark for correctly identifying that getting married would make Simon feel happy, which is a positive effect on his emotional health. The second mark was not awarded as there is no appropriate descriptive point to develop the identification further.

(ii) Describe **one positive** effect of getting married on Simon's **emotional** development. (2)

He will feel very happy about himself as hes just gone and done more what most people dream about doing.

**1d (iii)** Learners did well on this question gaining at least one mark for identifying a positive effect on Simon's social development but they weren't all able to describe why this was so often missed the second mark available.

Example 1: This answer was awarded 2 marks, one mark has been given identifying that Simon may meet/talk to new people, which is a positive effect on Simon's social development, and there is an appropriate descriptive point that this is because his partner has friends which he might meet, therefore the second mark has been awarded.

(iii) Describe **one positive** effect of getting married on Simon's **social** development. (2)

He will always have someone to talk to and it may of made him feel more confident and his partner has friend who they might meet with so he can talk to new people too.

Example 2: This answer has been awarded one mark as it correctly identifies that Simon may meet new people, which is a positive effect on his social development. They have not described why this may happen; therefore, a second mark has not been awarded.

(iii) Describe **one positive** effect of getting married on Simon's **social** development. (2)

getting to meet new people will make simons social development to improve

**1e (i)** Most learners did well on this question and were able to give at least one effect of pollution on John's physical health.

Example 1: The learner has received two marks for correctly stating that air pollution could cause lung cancer and cardiovascular disease.

John, aged 18, has started university and moved into a shared house.  
The house is on a busy road in the middle of a city centre.

Fumes from traffic cause high levels of air pollution.

(e) (i) State **two** effects that air pollution could have on John's **physical** health. (2)

1 He could have lung cancer

2 He could also have ~~an~~ a heart attack.

Example 2: The learner was not awarded any marks as these were not appropriate effects, becoming unwell is not specific enough and would need to give an illness or related disease. Becoming unfit is related to levels of activity and has nothing to do with the effects of air pollution.

Fumes from traffic cause high levels of air pollution.

(e) (i) State **two** effects that air pollution could have on John's **physical** health. (2)

1 It could make him unwell if he's breathing it in everyday

2 can become unfit from it

**1e (ii)** The majority of learners identified that noise pollution would impact John's sleep and gained the mark available.

Example 1: This answer is a detailed response and been awarded the mark available. They were awarded a mark for lack of sleep, but it could have alternatively been awarded for correctly identifying that noise pollution could cause John stress.

High levels of traffic also cause noise pollution.

(ii) Identify **one** way that noise pollution could impact John's **physical** health. (1)

John may struggle with a sleep routine or any sleep at all which will make him very tired, leading to early adjutation, stress + possibly affect his growth + recovery rate.

Example 2: Some answers referred to noise pollution causing John to lose his hearing, marks were not awarded for this as noise pollution causes damage to hearing, only in extreme situations where the noise is at a very loud level for a sustained amount of time, rather than noise from traffic, as given in this scenario. Marks were also not awarded for effects on Johns concentration as this would be an intellectual effect rather than physical.

High levels of traffic also cause noise pollution.

(ii) Identify **one** way that noise pollution could impact John's **physical** health. (1)

Concetrate ( ~~he will not~~ the noise pollution will annoy him also not to concetrate on his study )

**1f (i)** This question gained a mixture of answers, most learners could give at least one positive effect on John's intellectual development, many answers did not provide an appropriate expansion to explain why this was the case.

Example 1: This response was awarded the full 4 marks available. The answer identifies that John's learning could improve as he learns how people live, gaining 1 mark. The answer goes on to explain this by stating that this is because he would develop his abstract thinking when he tries to see things from different perspectives, therefore achieving the second mark. The second point also gained two marks, one mark for identifying that John could gain knowledge about different cultures, and an additional mark for justifying this by expanding the answer to say that this is because he may be sharing with individuals from different backgrounds.

(f) (i) Explain **two positive** effects that sharing a house might have on John's intellectual development. (4)

1 He will be able to learn a lot more things about how others live which could help improve his abstract thinking as he is looking at things from another perspective.

2 He may also be sharing with individuals from another cultural background by him sharing a ~~the~~ house with the he'll be able to develop knowledge on different cultures.

Example 2: The example below shows the identification of one positive effect, John could develop his household management skills such as cooking and cleaning, which was awarded a mark, an explanation for why this may be has not been provided in the response so the second mark could not be given. In the second answer, there is no identified positive effect, so although there is part of an explanation, no marks can be awarded here as an identification needs to be provided alongside the explanation.

(f) (i) Explain **two positive** effects that sharing a house might have on John's **intellectual** development. (4)

1 He could learn skills such as cooking and cleaning of his roomates which will improve intellectual development

2 His roomates could aid John in his uni-work, thus helping him intellectually by being tutored and completing work.

**1f (ii)** Most learners did better on this question and were able to give negative effects on John's physical health of sharing a house. Expansions were not always provided or not always appropriate.

Example 1: This response gained 3 marks. Where the learner has correctly identified that John may have a lack of exercise, a second mark was not awarded for the expansion point, as a lack of personal space would not be an appropriate expansion. Having a small space to live in does not mean that John can't exercise as he could go for a walk, join a gym etc. The answer gained another mark for identifying that John could contract a disease or illness, and an additional mark has been gained for explaining that this could be because they are sharing unhygienic spaces like the bathroom or kitchen.

(ii) Explain **two negative** effects that sharing a house might have on John's **physical** development. (4)

1 John may have less personal space as he is sharing the house. This can reduce the space he has to exercise and work out.

2 Sharing a bathroom and kitchen with others may be too unhygienic which can increase his chance of contracting a disease or illness.

Example 2: The response below did not achieve any marks as the answer includes emotional effects rather than physical effects. Similarly, some answers lost marks for giving intellectual or social effects, and some answers gave positive effects rather than negative effects.

(ii) Explain **two negative** effects that sharing a house might have on John's **physical** development. (4)

1 John might feel on edge as hes not getting the personal ~~space~~ space he used to when he lived on his own.

2 Johns self esteem may not be good as he could be embarresed with living with other people and cant do his own thing anymore.




## Question 2

**2a (i)** Most learners responded well to this question, but some learners confused the term 'social isolation' with 'self-isolation', which was not awarded any marks.

Example 1: The response below achieved one mark for giving a correct definition of the term 'social isolation'. The learner has correctly stated that the individual doesn't go out and doesn't interact with others.

**2** Read the information and answer the questions that follow.

Agnieszka is aged 17. She moved to the UK with her mum, Lena, last year. She has started college. She often feels isolated.



(a) (i) Define the term 'social isolation'. (1)

Social isolation is when an individual doesn't go out and doesn't interact with others outside their household.

Example 2: Many answers were not awarded marks for stating that social isolation is a choice and that individuals choose to distance themselves, this can be seen in the example below where no marks were awarded.

2 Read the information and answer the questions that follow.

Agnieszka is aged 17. She moved to the UK with her mum, Lena, last year.  
She has started college. She often feels isolated.



(a) (i) Define the term 'social isolation'.

(1)

when you distance yourself from  
others.

**2a (ii)** Most learners could identify effects on Agnieszka's social development, with the majority of answers being negative effects but only a few learners could expand this fully to explain how or why this effect happened.

Example 1: The response below was awarded the full 4 marks. The answer correctly identifies that Agnieszka's social life could decrease, and then the answer went onto explain that this is because Agnieszka doesn't know anyone and has no friends, which gained the second mark. In the second answer, another mark was gained for identifying that Agnieszka would struggle to interact with people, and the explanation that this could be because of the language barrier was awarded the second mark.

(a) (ii) Explain **two** effects, other than social isolation, that moving to another country may have on Agnieszka's **social** development. (4)

1 Agnieszka's social life can decrease when moving and not knowing anyone and having no friends.

2 Language barrier can lower her social development by not being able to talk to people.

Example 2: The response below gained 1 mark. The answer correctly identifies that Agnieszka could meet new people and make friends, which gained a mark. However, as there was no appropriate expansion for this, a second mark was not awarded.

(a) (ii) Explain **two** effects, other than social isolation, that moving to another country may have on Agnieszka's **social** development. (4)

1 There may be a language barrier as she is from a different country.

2 she could make new friends and meet new people

**2b (i)** Most learners answered this question accurately and gained the mark available.

Example: This response was awarded the full mark.

Agnieszka has been going through lots of physical changes during this life stage.

(b) (i) State the life stage Agnieszka is currently in. (1)

Adolescence

**2b (ii)** The majority of learners struggled with this question, there were lots of answers which showed a lack of understanding.

Example 1: This response gained a mark for correctly defining the term 'secondary sexual characteristic'.

(ii) Define the term 'secondary sexual characteristic'. (1)

Secondary Sexual characteristics are not necessary for reproduction  
Are present at Puberty. Such as, female breasts grow  
and increase <sup>gain</sup> size of fat under skin and male facial hair growth.

Example 2: Some learners did not gain a mark as they confused the term 'secondary sexual characteristic' with 'sexuality', like the response below.

(ii) Define the term 'secondary sexual characteristic'. (1)

~~Preference~~ secondary sexual characteristic is your  
preference on who you're sexually attracted to.

**2c (i)** Most learners did well on this question and could correctly identify two professionals who could support Agnieszka with her low mood.

Example 1: The response below gained the two marks available. It is worth noting that some learners gave therapist as an example, which is too generic as there are many kinds of therapists working in health and social care including physiotherapists, beauty therapists etc and so this would not be awarded a mark.

Since moving to the UK, Agnieszka has been feeling low in mood.  
Lena has encouraged her to speak to someone to get some help.

(c) (i) Give **two** professionals who could support Agnieszka with her low mood. (2)

1. Councillor

2. her doctor.

Example 2: The response below was not awarded a mark as it is unlikely that a social worker would support someone with their low mood, and there is no mention in the scenario that Agnieszka has a social worker. The second response, mental health worker, has also not been awarded a mark as it is too generic and would need a specific named worker like mental

Since moving to the UK, Agnieszka has been feeling low in mood.  
Lena has encouraged her to speak to someone to get some help.

(c) (i) Give **two** professionals who could support Agnieszka with her low mood. (2)

1. Mental health workers

2. Social workers.

health nurse.

**2c (ii)** This question had a very mixed response from learners, with many understanding the difference between formal and informal support and some learners who were confused by the question and gave examples.

Example 1: The response below was awarded two marks as the answer accurately outlined that formal support was by someone who is trained, which is sufficient to be awarded a mark, but the answer also identifies that the professional would also have been paid to provide that support. A second mark was awarded for accurately outlining that informal support is provided by someone who isn't qualified and is usually family or friends.

(ii) Outline what is meant by formal and informal support.	(2)
<p>Formal - This is support given by someone that is trained and is a professional. They will get payed for what they do and deal with a lot of people</p> <p>Informal Support given by people who arnt qualified often family or friends.</p>	

Example 2: Some answers provided examples of formal and informal support without any reference to what they mean. Marks were also not awarded for responses that stated 'professional' or 'not professional', as seen in the learner response below, as this is not a characteristic of formal or informal support.

(ii) Outline what is meant by formal and informal support.	(2)
<p>Formal means professional</p> <p>Informal means not professional</p>	

**2c (iii)** Learners were required to explain why forming friendships is an important part of Agnieszka's emotional development, many learners did this well with some learners expanding this to explain why this is the case.

Example 1: The response below was awarded 2 marks as the answer has correctly identified that having friendships will make Agnieszka feel happy, and the second mark was awarded for the expansion that it will make Agnieszka feel like she fits in and make her feel wanted, which was given for 'as her friends enjoy her company' on the mark scheme.

(iii) Explain why forming friendships is an important part of Agnieszka's **emotional** development. (2)

friends will make her feel like she fits in and will make her feel wanted and happy.

Example 2: This response did not gain any marks as no effect on Agnieszka's emotional development was identified.

(iii) Explain why forming friendships is an important part of Agnieszka's **emotional** development. (2)

forming friendships is important as Agnieszka will be emotionally stressed during college so she will need someone other than family to talk to.



**2d (i)** Most learners accurately identified the correct life stage and gained the mark available. Where learners did not achieve the mark, it was because they either said early adulthood or later adulthood which is incorrect.

Example: The response below was awarded the full mark.

Lena is aged 53. She is going through the menopause.	
(d) (i) Give the life stage Lena is currently in.	(1)
Middle adulthood	

**2d (ii)** Learners were required to state two physical changes that Lena may experience during the menopause; most learners could accurately give at least one change.

Example 1: The response below was awarded two marks.

(ii) State <b>two physical</b> changes that Lena may experience during the menopause.	(2)
1 her menstruation ceases	
2 hot and cold sweats	

Example 2: The response below gained 1 mark. Although some women do gain weight during the menopause, this is not always the case. Hormonal changes that occur during the menopause may make a woman more likely to gain weight around the abdomen in particular, but hormonal changes alone don't necessarily cause weight gain, this is usually related to ageing as well as lifestyle and genetic factors.

(ii) State **two physical** changes that Lena may experience during the menopause. (2)

1 weight gain

2 stopped periods

**2e** This question is different to previous papers where typically learners had to discuss or assess the impact of a factor on the physical, intellectual, emotional, or social development of an individual. Learners need to be reminded to read the question fully as many learners made the mistake of focusing on PIES rather than lifestyle choices, as the question asks.

Example 1: The response below gained 5 marks. The answer has given some positives and negatives of peer pressure and how it impacts on lifestyle choices, such as exercise and diet, showing a partially developed assessment. The answer has demonstrated some accurate knowledge and understanding of how peer pressure could impact drug use and smoking. Links are not always clear and the response lacks conclusions. This places the response in the middle of the second mark band.

Agnieszka has joined a local youth club.

Her mother, Lena, is concerned that some of the young people at the club are negative role models.

drugs ✓  
alcohol ✓  
diet ✓  
smoking ✓  
exercise ✓

(e) Assess the impact that peer pressure could have on Agnieszka's lifestyle choices.

(8)

Peer pressure may impact Agnieszka both positively and negatively. ~~Young people~~ The young people may exercise and ~~may~~ influence Agnieszka to keep fit and active, meaning that she will help <sup>her</sup> mental health and physical health. In contrast, the young people may just lounge about and not participate in physical activity possibly meaning Agnieszka may slack off and not do sport deteriorating her ~~ment~~ mental health and ~~may~~ may lead to obesity.

Agnieszka's peers may participate in antisocial behaviour <sup>and</sup> and consume illegal substances such as ~~drugs~~ drugs.

They may persuade Agnieszka to try some which can lead to addiction and Agnieszka may rely on her mum to help her when she moves out. Similarly, her peers may smoke cigarettes which contain harmful chemicals. If Agnieszka's peers persuade her to partake in smoking this may affect her physically when she is older. ~~Agnieszka's~~ Agnieszka's peers may always eat junk and fast food. If Agnieszka followed her peers this could lead to obesity, heart attack or type 2 diabetes. Whereas Agnieszka's diet may be influenced

positively as they may try to eat healthily making Agnieszka healthier and consuming the right nutrients and minerals.

Example 2: The response below was awarded 1 mark. Whilst the answer has briefly mentioned that peer pressure could lead to smoking and drug use, this is limited and demonstrates little knowledge and understanding, they have not made the connection about the impact on lifestyle choices. The answer has mainly focused on how peer pressure can impact PIES development, which is not relevant to the question, placing the answer just in Mark Band 1.

(e) Assess the impact that peer pressure could have on Agnieszka's lifestyle choices. (8)

Peer pressure can effect Agnieszka's physical development as she may be pressured into smoking or drinking alcohol or even drug use; which is all extremely bad and dangerous for her health both physically and mentally. If she starts these things she may become addicted which will be even worse for her health.

Peer pressure can also effect her intellectual development as she can become distracted at school which means she will fall behind on her learning and she may not get as high grades which will effect her in later life. She may also struggle to concentrate which will have a bad impact on her learning.

Agnieszka's emotional development can also be effected in a negative way.

as she can feel stressed and frightened about the people peer pressuring her and also the things they want her to do can lead her to feel that way. She can also become very anxious that it may happen again.

peer pressure can also have a negative impact on her social development as she can become scared to leave her house in case she gets peer pressured into doing things she doesn't want to do, as she may feel more safe at home. Although this can lead to her losing friendships and bonds as she won't be out socialising to keep them friendships, which may make her feel isolated.

(Total for Question 2 = 24 marks)

## Summary

Based on their performance of this paper, learners should:

- Ensure they read the questions carefully, taking time to ensure that they are writing about the specific type of development given in the question.
- Pay attention to the command verb used in each question.
- Familiarise themselves with the indicative content of the unit in its entirety.
- Not assume that the eight-mark question will always be written asking for an impact on PIES development.
- Remember that extended responses do not attract top marks unless they provide expansion points, as described in the examples above within this report.
- Manage their time effectively to ensure that they can spend enough time on each question.





Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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