



# Examiners' Report/ Lead Examiner Feedback

January 2014

NQF BTEC Level 1/Level 2 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 websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

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: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel 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 learners at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2014

Publications Code BF037900

All the material in this publication is copyright

© Pearson Education Ltd 2014

## **Introduction**

This report has been written by the lead examiner for the BTEC Human Lifespan Development unit. It is designed to help you understand how learners performed overall in the exam. For each question, there is a brief analysis of learner responses. You will also find example learner responses from Level 2 Pass and Distinction learners. We hope this will help you to prepare your learners for future examination series.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	20	27	34	42

## **General Comments on Exam**

The paper was wide ranging in terms of grades attempted to be awarded from the questions. This generated a number of blank responses. It seemed that these were particularly concentrated in the long answer questions.

The external assessment process was judged to be straightforward. There were 7368 entries for this examination. Generally, learners were able to show an understanding of lifespan development and investigate the factors that affect human growth and development and how they are interrelated.

Learners found some difficulty with the terminology used within the examination although the same terminology is used within the specification. For example, the term bonding was poorly understood in this context as were the terms self-image and formal/informal support.

## Question 1

1c (i)

**Targeted Specification Area: Learning Aim A2**

Learners' were very confused about the term bonding – many responses referred to friendship rather than parent/child bonding. The term attachment was seldom seen in this series.

Level 2 Pass example:

(c) (i) Define the term **bonding**.

(1)0 Q01ci

bonding is when you spend time  
and get to know people

Level 2 Distinction example:

(c) (i) Define the term **bonding**.

(1)1 Q01ci

An attachment between a child and  
their parent or carer.

1e

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

Learners' found this question very challenging. Often, the response focused on Yvette and Le Shaun rather than Craig and Callum. The negative effects of high levels of income were often referred to. These varied between spending all the money and living in poverty, to the money all being spent on Yvette and Le Shaun rather than the children.

Level 2 Pass example:

LeShaun and Yvette both have well paid jobs. They have a high level of income.

(e) Explain **two** possible positive and **two** possible negative effects of LeShaun and Yvette having high levels of income on Craig and Callum's development.

(8) 3 Q01e

**Positive**

1 It will help them because having an income will pay for a good school in the future.

2 It will give them ~~the~~ more toys to play to make them develop more quickly.

**Negative**

1 They might spoil Craig and Callum so the expect alot from people.

2 They might spend it on themselves and not the children so the children grow up unhealthy

(Total for Question 1 = 22 marks) **14**

Level 2 Distinction example:

LeShaun and Yvette both have well paid jobs. They have a high level of income.

(e) Explain **two** possible positive and **two** possible negative effects of LeShaun and Yvette having high levels of income on Craig and Callum's development.

(8) 8 Q01e

**Positive**

- 1 Craig and Callum will never experience poverty and will always have the necessary things they need to grow and develop to their full potential.
- 2 They will be able to afford good nursery's for Craig and Callum and in the future, good schools to help them develop intellectually.

**Negative**

- 1 If the jobs are well paid with a high level of income, that might mean the job has long working hours so Craig and Callum will not be able to bond as much with them.
- 2 The children may become spoilt because their parents can afford whatever they want, therefore, they may never grow out of the egocentric phase.

(Total for Question 1 = 22 marks) **22**

## Question 2

2a (i)

**Targeted Specification Area: Learning Aim A2 B4  
& B5**

This question was poorly answered by many learners'. Many responses focussed on the effects on Ria and Will rather than the benefits of house sharing for young people. Learners' frequently referred to money but not in the context of sharing expenses (rent, fuel bills etc.).

Level 2 Pass example:

(a) (i) Identify **two** benefits of house sharing for young people.

(2)1 Q02ai

- 1 The younger people could look up to the older people as role models.
- 2 The younger ones ~~sh~~ could help out with the finance of the house.

Level 2 Distinction example:

(a) (i) Identify **two** benefits of house sharing for young people.

(2)2 Q02ai

- 1 They can share costs with rent, good toiletries
- 2 widens social circle - more people to make friends with.

2b (iii)

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

Learners' tended to focus on negative effects of university (debt etc.). Few learners' referred to Stuart's intellectual development or his improved self-image from attending university.

Level 2 Pass example:

Stuart is in his first year of university.

(iii) Explain **two** ways Stuart's development may be affected by being at university.

(4) 2 Q2biii

1 Stuart probably feel stressed out due to all the work he had to do.

2 feel upset because he is away from his family and feels he hasn't got their support.

Level 2 Distinction example:

Stuart is in his first year of university.

(iii) Explain **two** ways Stuart's development may be affected by being at university.

(4) 4 Q2biii

1 Intellectually he is going to be developing life skills and work skills. Life skills from ~~first~~<sup>learning</sup> to live by himself and ~~the~~ perhaps his final stage in education to learn his skills needed to get a job.

2 Emotionally he is going through all sorts of emotions like feeling nervous and excited. But also could go through a lot of stress and low self-esteem worrying about his future.

2c (ii)

**Targeted Specification Area: Learning Aim A2 & B2**

This question was very poorly answered. There was very little reference to Ria's status or that she would be helping people and could potentially change their lives with her medical care. Learners' tended to focus on how Ria would dress, how much Ria would be paid.

Level 2 Pass example:

(ii) Explain **one** way Ria's role as a doctor may give her a positive self-image.

(2)1 Q02cii

She would be helping others so that would make in the people she helps feel good which would make her feel better about herself.

Level 2 Distinction example:

(ii) Explain **one** way Ria's role as a doctor may give her a positive self-image.

(2)2 Q02cii

This can be positive as she is helping people get better and overcome illness which can make her feel valued as she is potentially saving peoples lives.

2e

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

This question was poorly answered in many instances. Learners' tended to write about the impact of starting a family on Ria's development rather than Will's. They focussed on maternity leave, post natal depression, lack of money, that Ria may decide to leave work etc. Also, finance was mentioned in many cases as was a break down in the marriage and potential divorce. The impact of starting a family on Ria & Will's relationship was answered more fully in many cases

Level 2 Pass example:

Ria and Will are planning to start a family. They realise that this decision is going to affect many areas of their lives. Ria intends to return to work as a doctor and Will has decided to be a stay-at-home dad.

(e) Assess the possible impact of starting a family for the development of Will and his relationship with Ria.

(8) 3 Q02e

If Ria intends to continue going to work, it might make Will feel like he isn't doing anything to help out with. It could also make Will feel that Ria is the man of the house and ~~that~~ in a typical relationship the man goes to work and the woman stays at home. But on the other hand it would give Will more time to spend with their child. Also if Ria goes to work she wouldn't have that strong of a bond with her baby. Ria would also have to take a few weeks off before and after having the baby for her maternity leave, so Ria and Will's relationship would go from seeing her all the time to Will ~~not seeing~~ hardly seeing her at all. So this would all put strain on their relationship.

Level 2 Distinction example:

Ria and Will are planning to start a family. They realise that this decision is going to affect many areas of their lives. Ria intends to return to work as a doctor and Will has decided to be a stay-at-home dad.

- (e) Assess the possible impact of starting a family for the development of Will and his relationship with Ria.

(8) 8 Q02e

Being a stay at home dad can be a good experience for Will. It can help him learn about the development of a young child but also give him the understanding of being depended on. It can help him emotionally as he will be experiencing what it is like to bond and care for someone else. It can also affect him negatively as although being a stay at home dad is an amazing experience, it can also become stressful and tiring. This could put a strain on the relationship as Will will be exhausted by the end of the day and so will Ria after doing a full days work. This can cause arguments between them. It could also bring them closer as a couple as they are working together to maintain their family unit.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code BF037900 January 2014

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

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

**Ofqual**  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

