



# Examiners' Report/ Lead Examiner Feedback

June 2015

NQF BTEC Level 1/Level 2 Firsts in  
Health and Social Care

Unit 1: Human Lifespan Development  
(20544E)

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## **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

### 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 (Distinction, Merit, Pass and Level 1 fallback).

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the 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 should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

### Variations in external assessments

Each test 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 test, because then it wouldn't take into account that a test might be slightly easier or more difficult than any other.

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>

The grade boundaries for this series are:

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	18	26	34	43

## **General comments on the exam**

The external assessment process was judged to be straightforward. There were approximately 21,000 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 continue to find some difficulty with the terminology used within the examination although the same terminology is used within the specification. For example, the term 'lifestyle choice' was poorly understood in this context as was the term 'inherited condition'.

## Question 1

1d (i)

**Targeted Specification Area: Learning Aim B1**

Learners were very confused about the term lifestyle choice, often confusing it with the choices that we make in life (e.g. getting married, job we do).

Level 2 Pass example:

Margaret has smoked since she was 15. This is a lifestyle choice that Margaret has made.

(d) (i) Outline what is meant by the term **lifestyle choice**. (1)

A choice that you made ~~for your~~  
life which has an impact on your life

1d (ii)

**Targeted Specification Area: Learning Aim B1**

Learners incorrectly identified two lifestyle choices – again limiting their responses to the choices that we make in life.

Level 2 Pass example:

(ii) Smoking is a lifestyle choice. 2 0 0 0

Identify **two** other lifestyle choices that people make. (2)

1 Whether ~~to~~ to take illegal drugs with friends

2 deciding to go on a healthy diet.

**2 marks awarded**

**1fi & 1fii**

**Targeted Specification Area: Learning Aim A2, B6  
& B7**

For these two items learners confused the different scenarios – the first item (1fi) was about promotion. The second item (1fii) was about leaving the family home.

**1fi:**

Level 2 Pass example:

David, Margaret's youngest son, has recently been promoted at work. His new role involves working longer hours.

David has recently moved into his own flat.

(f) (i) Give **two** positive effects of David's promotion on his emotional development.

(2)

1 He will be more happier, more confident

2 Have a greater self-worth.

**2 marks awarded**

**1fii:**

Level 2 Pass example:

(ii) Identify **two** ways in which leaving the family home may develop David's independence.

(2)

- 1 He will have to learn how to cook, clean, shop etc. on his own.
- 2 He will have to work hard at work to keep paying for his flat.

**2 marks awarded**

1fiii

**Targeted Specification Area: Learning Aim A2, B6  
& B7**

Learners often appeared to misread this item. The response should have been focused on Margaret and the effect on her of her son's promotion. Many learners responded incorrectly about the effect on David.

Level 2 Pass example:

**Positive**

1. Margaret will be proud of David and make her happy which will make her go out to tell people therefore her social and emotional development will increase.
2. Also Margaret will feel confident that David can support himself and her social development will increase because she'll have to go see him.

**Negative**

1. She will see David less, which affects her emotionally as she'll miss him and also her social because she won't be able to speak to him as much.
2. Margaret may have to go somewhere one day, with her friends but David may not be able to take her which affects her emotionally and socially.

(Total for Question 1 = 26 marks)

**4 marks awarded**

Level 2 Merit example:

(11) Explain two possible positive and two possible negative effects of David's promotion on Margaret's social and emotional development.

(8)

Positive

1. an emotional impact could be that she feels proud that her son has been promoted at work.
2. a social impact could be that her son may take her out more often because he is able to pay for her, so they can do things together.

Negative

1. an emotional impact could be that she is scared that her son will leave her and that he won't need or want her help with things anymore.
2. a social impact could be that she feels like ~~she has less time~~ he will have less time for her to spend time together.

(Total for Question 1 = 26 marks)

6 marks awarded

## Question 2

2c (i)

**Targeted Specification Area: Learning Aim A2 & B1**

Learners could not identify two inherited conditions. Many responded with hair colour or eye colour. Others responded with congenital conditions.

Level 2 Pass example:

Roshan has two sisters, Danna and Bela.

Roshan's older sister, Danna, was born with cystic fibrosis, which is an inherited condition.

(c) (i) Identify **two** other inherited conditions.

(2)

1 example of an inherited condition would be

Sickle cell

2 example of an inherited condition would be Breast cancer.

**2 marks awarded**

2c (ii)

**Targeted Specification Area: Learning Aim B1 & B7**

Many learners could not outline what the term inherited condition meant. The majority of incorrect answers were just rewording of the stem.

Level 2 Pass example:

(ii) Outline what is meant by the term **inherited condition**.

(1)

An inherited condition is a condition that is passed on to a person from their parents via genetics.

**1 mark awarded**

2e

**Targeted Specification Area: Learning Aim A2, B1, B2, B3, B4, B5, B6, B7 & B8**

This long answer item was not well answered. The response should have been about the impact on physical development. Many answers were about the impact on all PIES.

Level 2 Pass example:

Living in environment that she has been placed in could not only impact on her ~~health~~ health but her physical development. Beta could feel claustrophobic causing her distressed, this could lead to her not wanting to eat or sleep, the environment of the living space she could also become overweight or isolated as there is a busy road so it would be dangerous for her and the baby, Plus there is not enough room or space for her to have fresh air due to there not being a garden. She could also become ill due to the dampness caused inside the flat.

(Total for Question 2 = 24 marks)

**3 marks awarded**

Level 2 Distinction example:

(8)

There are many impacts on Bella's physical development. Physically she will be able to get out of the flat on a regular basis to go and visit friends in person allowing her to get some exercise and ensure her body stays fit and healthy which is a positive. Negatively the flat is damp and run down which will affect her physical health as it could lead to various serious conditions such as asthma and other breathing difficulties give her a bad quality of life. Negatively she the flat is situated on a main road which could cause her to find it hard to sleep at night leading to her body not being able to rest and re-charge itself causing various health problems and possible body exhaustion making her unable to do daily tasks. Physically living on a busy road could also be a positive as she will have easy access to shops and transportation needed to get out and about allowing to get places quickly. Having to share a kitchen and bathroom could be a positive as they would be able to share domestic duties and help each other clean and cook so Bella will not be putting too much pressure on her body and won't be constantly doing things, giving her body time to relax. Negatively having to other families around could cause problems as Bella will not have a lot of space to move around and do indoor activities.

(Total for Question 2 = 24 marks)

**8 marks awarded**

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