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Examiners' Report/
Lead Examiner Feedback

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

Unit 1: Human Lifespan Development
(20544E)

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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 and Pass). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

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 would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link: qualifications.pearson.com/gradeboundaries

Unit 1: Human Lifespan Development (20544E)

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	18	25	32	40

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.

Introduction to the overall performance of this unit

As in previous series, the paper differentiated well with learners scoring a wide range of grades 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 approximately 19,000 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.

Once again, learners experienced some difficulty with the terminology used within the examination although the same terminology is used within the specification.

Individual questions

Q1c (i)

In several cases learners, did not understand the term bonding. This resulted in some poor responses.

1c (i). Define the term bonding.

This response received 1 mark

"Bonding is the attachment between a child and a parent/carer/guardian".

Q1c (ii)

Many learners correctly identified two activities that could help Connor bond to Jon.

1c (ii). State **two** examples of activities that could help Connor to bond with Jon.

This response received 2 marks

"1. Jon could take Connor out to different places or events

2. Jon could read Connor stories/ books or picture books".

Q1e (i)

Many learners accurately identified two possible emotional effects on Becky of being socially isolated.

1e (i). Identify **two** possible emotional effects for Becky of being socially isolated.

This response received 2 marks

"1. She may feel lonely

2. She may feel upset as there is no one to talk to, so her problems wouldn't get sorted"

Q1e (ii)

Many learners explained how Becky could avoid being socially isolated.

1e (iii). Explain how Becky can avoid being socially isolated.

This response received 1 mark

"She could join some clubs that she enjoys and doing that she will become more social"

This response received 2 marks

"Becky could join after school clubs such as art club, this could allow her to make new friends that she can hang out with after school and during school".

Q1f (i)

Many learners accurately identified two other (apart from a growth spurt) physical changes that Becky may experience during adolescence.

1f (i). Identify **two** other physical changes that Becky may experience in this life stage.

This response received 2 marks

"1. Menstruation begins (she will have monthly periods)

2. Enlargement of breasts"

Q1g (i)

Many learners misread or misunderstood this question mixing up Becky and her Mother.

1g (i). Explain **two** possible effects on Becky's emotional development of her mother staying at home.

This response received 2 marks

"1. Becky may feel secure and content as she's aware of her mother's presence so may feel loved and supported

2. Becky may feel relieved as her mother can support her needs and she may have a raised self-esteem as she will be able to speak to her mother".

This response received 4 marks

"1. Becky could have a low self-esteem because she feels bad that her mother has to stay at home and care for her and her brother and could develop a sense of guilt.

2. Becky could develop a sense of contentment and be happy that she has her mother at home with her to talk to and vent emotions towards, therefore feeling valued and respected by somebody.

Q1g (ii)

Again, many learners misread or misunderstood this questions mixing up Becky and her Mother.

1g (ii). Explain **two** possible effects on Becky's intellectual development of her mother staying at home.

This response received 4 marks

"1. Becky may learn new skills from spending time with her mom, such as how to cook. Skills like this will help her become more independent later in life, so learning them from her mum now is good.

2. Her mum may be able to help her with homework/ school work that she doesn't understand. This will help Becky to understand new things and may improve her academic performance".

Q2a (i)

The majority of learners accurately defined the term self-image.

This response received 1 mark

(a) (i) Define the term **self-image**.

1 Q02ai

(1)

your self image is how you see
yourself, for example you may see
yourself as clever.

Q2a (ii)

Most learners correctly identified two benefits of working as a volunteer during retirement.

2a (ii). State two benefits of working as a volunteer during retirement.

This response received 2 marks

"1. Volunteering gives David something to do, keeps him busy and gets him out which could positively affect his social development.

2. He can meet new people, make friends and form relationships with other volunteers/colleagues. Also with new friends, he has more support which can positively affect his emotional development."

Q2c (i)

Many learners found it difficult to explain two emotional benefits of a long-term relationship. Many identified two benefits but did not go on to expand on this.

This response received 2 marks

David and Carol have been married for 50 years.
They are very happy and contented with their lives.

(c) (i) Explain **two** emotional benefits of a long-term relationship.

(4) 2 Q02c

1 They feel secure and loved and will never feel lonely as they always have someone to share memories with.

2 They feel like they've always got someone who can give them support and talk to them about their struggles and worries

This response received 4 marks

"1. Feelings of security as they know they can rely on each other and trust each other, even if they are not always together.

2. Increase self-esteem as they are both wanted and loved. They both know that they are valued by one another and important for each other"

Q2c (ii)

The majority of learners responded well to this question. They accurately identified and explained one benefit of living in a bungalow for older adults

This response received 2 marks

(ii) Explain **one** benefit for older adults of living in a bungalow.

(2) 2 Q0

They wouldn't have to walk up and down stairs which could lead to accidents happening. It is more safer than living inside of a large house.

Q2c (iii)

Although many learners identified how friendship can promote feelings of security and happiness in later adulthood, many were unable to justify this.

This response received 2 marks

(iii) Explain **two** ways that friendship can promote feelings of security and happiness for David and Carol in their present life stage.

2 Q2ciii
(4)

1. If David or Carol pass away and one is left alone they will always have their friends to talk to in their time of need making them feel happy and have high self esteem.
2. If ever there was a problem they could rely on their friends to always have their back making them feel happiness and feel like they have security.

This response received 4 marks

(iii) Explain **two** ways that friendship can promote feelings of security and happiness for David and Carol in their present life stage.

4 Q2ciii
(4)

1. It will prevent them from becoming socially isolated as they age because they have many friends. This could make them happy as they know that they always have people to turn to when they need them.
2. David and Carol are in the last life stage, so it is when they will die soon. Having lots of close friends can help them come to terms with this because they can offer them support through this time.

Q2e

This extended answer item attracted a variety of responses across all grades. The response required a discussion of how David could help Peter to adjust to the physical and emotional changes happening in his life. Many learners discussed all four areas of development.

2e. Discuss how David can help Peter to adjust to the physical and emotional changes that are happening in his life.

This response received 5 marks

“One way that David can help Peter adjust to the physical changes in his life is by offering him formal support such as a doctor. A doctor could give physical therapy, which in time could improve peter’s physical condition. This would give a sense of achievement both raising Peter’s self-esteem and giving a positive self-image.

Another way hat David can help his brother adjust to the physical changes is by encouraging him to complete tasks. This could be done by showing Peter the small things that he can’t do.

David could support Peter financially, allowing for comfortable living such as a bed downstairs or a chair lift on the stairs. This would decrease the physical demand. Extra money would also mean that Peter could ease back into work at school as it may be too much for him all at once.

To help peter with his emotional development David could offer informal support by talking to him about his worries concerning returning to work.

David could also suggest peter see a counsellor to help with his lack of motivation. He could speak to someone who specifically caters to disabled people as they will have experience and are qualified to offer help and support”

This response received 8 marks

“David can help Peter in everyday tasks and help him learn to do things again by himself.

David could offer to make meals, carry out household chores and clean so it would help Peter.

David can give Peter full emotional support, this can allow Peter to be happy as David could listen, advise and help Peter.

David could refer him to counselling or therapy if Peter believes it could help him emotionally.

David can spend quality time with Peter and create/maintain a good relationship with him which can allow Peter to become happier and his self-image and self-esteem can increase. It could also give him a sense of security, having a hand with his brother can help him reduce isolation, depression and loneliness.

David can maybe take Peter out to meet new friends, form new relationships or keep in touch and see existing friends. This could relieve anxiety, worry and isolation. If Peter’s social life is good this can give him happiness, increase self-image and self-esteem as he has support and isn’t isolated or withdrawn.

David helping with making meals, keeping the house clean and improving hygiene allows Peter to maintain physical health or improves physical health.

David helping can reduce the risk of accidents and injuries, because Peter is in a wheelchair he may need help in going to the toilet and washing or brushing his teeth. David can offer assistance in helping Peter become more independent again or make it easier for him to do these things”.

Summary

Based on their performance of this paper, learners should:

- Write in the space provided, if possible
- Use the information in the text boxes, if supplied
- Read the question carefully, noting emboldened words
- Manage their time effectively. This paper is worth 50 marks so, if learners allow 1 minute for each mark, they will be able to complete the paper and read through afterwards.
- Learners are expected to use appropriate language. For example, a physical sign of ageing is that the skin loses elasticity. This may be colloquially known as wrinkles but the use of this term will not be an acceptable answer.
- If the term influence is used in a question the answer must include some form of change
- Marks are not awarded for repetition of the question