



Examiners' Report/ Lead Examiner Feedback

June 2014

BTEC Level 1/Level 2 First 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 or 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.

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.

You can also use our online Ask the Expert service at 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

June 2014

Publications Code BF038201

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 Health & Social Care 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.

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 11,935 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 social play was poorly defined in many examples. Learners also found the term self-esteem difficult to define.

Question 1

1c (ii)

Targeted Specification Area: Learning Aim A2, B2

Learners experienced some difficulty with the term social play. In some cases learners' responses included information about going out to clubs etc. with friends. The higher level learner included the term interacting or interaction in their response.

Level 2 Pass example:

(ii) Define the term social play . (1)
social play is where you go out to clubs and socialise instead of sitting in your room all the time.

Level 2 Distinction example:

(ii) Define the term social play . (1)
When you are playing a game which involves interacting with each other.

1e

Targeted Specification Area: Learning Aim A2, B1, B2, B3, B6

Learners found this question very challenging. Often, the response focused on Hakan rather than Ahmet. Where learners correctly focused on Ahmet's development the response was not always fully developed.

Learners achieving at Level 2 Distinction included physical, intellectual, emotional & social development in their response.

Level 2 Pass example:

Positive

1 he would have a man in house for him to talk about stuff with Instead of his mother and sister

2 could become closer to his dad ~~because~~ his dad may have worked for so many hours and might not of been able to bond with his dad as much.

Negative

1 ~~he~~ could become depressed because of financial issues that ~~could~~ ^{his} family might have to go through

2 won't be able to go out on activities because his family won't get as much money.

Level 2 Distinction example:

(e) Explain **two** possible positive and **two** possible negative effects on **Ahmet's** development as a result of his father's unemployment.

(8)

Positive

1. He will grow a stronger attachment with his father because he will see his father more

2. He will be able to go out more and socialise with other kids because his father is able to take him

Negative

1. He will not have the right nutrients to grow properly because his father can't afford them

2. He will not have the right technology to help him study ~~which~~ which may lead him to lack knowledge

(Total for Question 1 = 23 marks)

Question 2

2b (i)

Targeted Specification Area: Learning Aim A2

This question was poorly answered. Many responses were about 'feeling' or confused self-esteem with self-image. Higher level learners included 'respect' or 'value' in their response.

Level 2 Pass example:

(b) (i) Define the term **self-esteem**. ✓ (1)

Self-esteem is when your confident and when someone gives you a positive attitude so you feel good with in yourself.

Tom has grey hair.

Level 2 Distinction example:

(b) (i) Define the term **self-esteem**. (1)

Self esteem is how much you like, accept and respect yourself. It's how much you value yourself.

Tom has grey hair.

2c (ii)

Targeted Specification Area: Learning Aim A2 & B7

This question caused some confusion to learners. Unexpected life events included marriage in some cases. Death was not accepted unless it was sudden or, for example, the death of a child.

Level 2 Pass example:

(ii) Identify **two unexpected** life events people may experience. (2)

1. parents Death

2. having cancer

Level 2 Distinction example:

(ii) Identify **two unexpected** life events people may experience. (2)

1. being made redundant

2. winning the lottery

2d (ii)

Targeted Specification Area: Learning Aim A2 & B7

Learners found this question quite challenging. The higher level learners included at least two types of development in their response. Pass level learners often only included one type of development.

Level 2 Pass example:

1 1 U

(ii) Explain **two** possible effects which Elsie's sister's death may have on Elsie's development. (4)

1 Elsie will become depressed

2 become sad

Level 2 Distinction example:

(ii) Explain **two** possible effects which Elsie's sister's death may have on Elsie's development.

(4)

1 She might stop eating, so that would ~~stop~~ make her feel unwell and then that would make her feel ten times worse than she already does.

2 She could stop talking to people and block them out so that would affect her social development because she might not have any friends.

2e

Targeted Specification Area: Learning Aim A2

This was another challenging question. Many learner responses tended to repeat their first answer in the second. This was mostly about Elsie learning new things. The higher level learners would explain two different ways that Elsie's intellectual development could be affected by helping at the local school.

Level 2 Pass example:

(4)

1 ~~Elise~~ ~~it~~ It will affect her intellectual development because by listening to people read to her, she will be learning new vocabulary.

2 ALSO she will be learning different ~~things~~ ^{things} ~~things~~ and ^{learning} how she could improve her own writing skills to get better.

Level 2 Distinction example:

(4)

1. She will be keeping her brain active by listening to the children read, positively affecting her intellectual development, stopping it from slowing down. This will decrease chances of her brain deteriorating later in life.
2. It will also take her mind off of other problems in her life, allowing her to develop intellectually more. Listening to reading may also expand some of her knowledge and understanding.

Targeted Specification Area: Learning Aim A2 & B6
--

This question was poorly answered in many instances. Learners tended to write about the impact on Tom and Elsie's relationship with their family rather than the impact on their development.

Higher level learners included physical, intellectual, emotional and social development in their response.

Level 2 Pass example:

	<p style="text-align: center;">family on Tom and Elsie's development and on their relationship with their family. (8)</p> <p>The impact of moving to a smaller house could mean not seeing their friends and family as often as they used to, but as they get older, they become more more limited in what they do. The The impact of moving could mean not being as close to their family as they once were. And Elsie's development could drop and not become as active as she used used to be.</p>
--	--

Level 2 Distinction example:

moving into ^{a smaller} ~~broader~~ house can help them better physically as they don't need to move ^{around} as much or walk upstairs which could be a struggle as their muscles are getting weaker. Socially they can have people around more ~~as they don't need to worry about the weather~~ (because their house is smaller and it's less to clean). Being further away from their family can ~~affect them emotionally~~ as they will ~~feel loss~~ make them feel lonely at times because they won't have the regular visits as before and on the family they may feel that they can't ^{care} help for them as much being so far away. Their bungalow is two bedrooms so that ~~could be enough~~ ^{can stay} ~~if~~ ^{if} whenever they want. They may not have ^{as many} ~~many~~ friends or go out socially as much because they are too far away.

(Total for Question 2 = 27 marks)

Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
20544 unit 1: Human Lifespan Development	50	43	35	28	21	20 and under

External assessment

The suite of 'next generation' NQF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

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 ensures that a learner who receives a 'Distinction' grade next year, will have similar ability to a learner who has received an 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in externally assessed question papers

Each exam 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 year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

Grade boundaries for all papers can be found here:

<http://pastpapers.edexcel.com/content/edexcel/grade-boundaries.html>

Provisional qualification outcomes for BTEC First Level1/Level 2 Award in Health & Social Care

The provisional qualification outcomes for the BTEC Level 2 award in can be found below.

2013 – 2014	D*	D	M	P	L1	U
Claims: 859	6.52	12.46	36.79	73.81	97.09	100.00

These outcomes reflect the cumulative percentage of learners who have received each grade for the qualification this year.

These figures are provisional because we are expecting more learners to claim their overall qualification outcome over the coming weeks. We will publish updated qualification outcomes in due course.

Outcomes explained

An aggregate qualification grade is where all unit outcomes are joined together to give a final grade for the qualification. Full details on how the qualification grade has been calculated can be found on page 30 of the specification here:

<http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/BF031440-BTEC-L1-2-Award-HSC-spec-Issue2.pdf>

2013 – 2014	D*	D	M	P	L1	U
Claims: 82,247	1.56	5.31	22.62	65.25	96.21	100.00

Number of claims released by August 2014

Eg: proportion of learners claimed & grades released achieving a merit or above 2014

We will be publishing full year qualification outcomes for BTEC in the autumn.

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

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