

Examiners' Report/ Principal Examiner Feedback

January 2010

Principal Learning

Society, Health and Development SH204
Growth Development and Healthy Living

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Contents

1.	Level 2 Introduction	4
2.	Level 2 Unit 4 Report	5
3.	Statistics	8

Principal Learning Society, Health and Development

Level 2 Introduction

The judgement of the moderators and examiners is that many centres have shown improvements from the June 2009 series as they have better addressed the requirements of the qualification.

It is still early days for trends to have been established, however it is already evident that the pattern continues towards improved achievement and this reflects the improvements in teaching and preparation in line with guidance delivered at the Edexcel run training events. It is highly recommended that centres take advantage of these opportunities throughout the academic year.

The moderators and examiners once again exercised great care to ensure that standards were comparable across the full range of units for Level 2, and that the moderated marks were based solely on the Mark Bands within the Marking Grids and the guidance for allocating marks provided.

Centres should revisit the specification, the teachers' guide and the website for the example assessment materials, schemes of work, assignment briefs and record sheets to be used, and use these to inform their teaching, learning and assessment strategies.

A number of centres have done well. Contributing factors include:

- Plenty of contextualised and applied learning opportunities relevant to some or all of the four sectors under investigation
- Effective communication and collaboration across the consortium partners and members
- Effective internal quality assurance system (standardisation and moderation)
- Effective partnership/collaborative work with local organisations and employers from across the four sectors

With regards to the delivery model used centres are strongly advised to use the templates provided and to ensure that all sections and insertions are completed. At least one key member of the programme team should be encouraged to attend the nearest Edexcel feedback and/or training event (see the Edexcel website for a list of events available and booking details).

Notice should be taken of Annexe E and the information contained within about controlled assessment. It is evident that some centres have embedded this within their planning and practice for this assessment series; however the majority of centres are still not adhering to this as yet. You are advised to read Annexe E and take its contents into consideration in the future.

Many centres deserve great praise for coming to terms with the demands of this qualification. If the advice and guidance provided above and within the following unit reports can help consolidate the good practice already evident and help other centres to improve their provision to match that of the best centres, we can look forward to an even stronger performance in this coming 2010 summer June series.

Level 2 unit 4 Growth, Development and Healthy Living

General Comments

This is the third time Unit 4 has been offered for external assessment. Learners appeared slightly better prepared for this type of assessment than previously. There were few blank answers within the scripts. Learners related well to the case study and the characters highlighted within the study. They showed insight into their needs and situations.

Advice to centres

- Although the examination techniques generally displayed by the learners had improved, centres are advised that further support is needed for learners to progress their examination techniques.
- Learners need to be encouraged to read the questions carefully. They need to note the number of responses required for each question. For instance, Question 3 b) required one negative way to be described. Many learners considered two or more ways. These they briefly described or identified instead of describing in more detail one way for which they could then gain full marks.
- It is important that learners understand the level of responses required by the different command verbs which included identify, describe, discuss and explain. It is suggested that centres may wish to plan to give learners practice writing responses to these different levels when reviewing past papers.
- Although the use of colloquial language was not so prevalent in this series, some learners failed to be awarded marks due to vague, meaningless expressions. For example, several learners offered the following answer for Q1c: "emotions all over the place". It is important that when studying a vocational subject that learners adopt a level of communication which is appropriate for that vocational area. Good communication is an important skill in work situations related to this qualification.
- Some learners produced writing which was virtually impossible to read. Considering that in Unit 2 Learning Outcome 4, learners have to consider completing records legibly, there appeared to be little awareness that an examination paper is an important record of their competency, knowledge and understanding and should, therefore, be completed legibly.
- Learners need to read their answer script through carefully before the end of the examination. Some learners clearly intended to include a negative in their answer but, unfortunately, omitted it when this was the appropriate response to a particular question. Marks can only be awarded for what appears on the script.
- Careful note should be made of the number of marks for each question as this can give an indication of the detailed required in the response.

Question 1

Q1 (a) Most learners showed that they had a good knowledge of the key types of development across the life span.

Q 1(b) and Q1(c) Some learners wrote about menstruation instead of the menopause. This later term appeared in the question stem. Generally, the answers showed that the learners had thought carefully about the subject highlighted in the question and the many challenges in her lifestyle which added to the affects of the menopause.

Question 2

Q2(a) The order of the development of language was generally known by many of the learners.

Q2(b) There were some realistic suggestions for ways the nursery might encourage language development.

Q2(c) Learners have a vague knowledge of how services are monitored, despite this being clearly stated in Learning Outcome 2 and highlighted in previous Examiners' Reports

Q2(d) High marks were awarded for responses which described the affect on a named type of a child's development e.g. social development. Weaker answers described general affects and did not relate them to a particular type of development.

Question 3

Q3(a) and Q3(b) These two parts of the question only required one way to be described for each part. Where learners included more than one way, the responses tended to be weak and lacked a detailed description, hence did not gain full marks.

Q3(a) Answers generally showed that learners had thought carefully and sensitively about the postman's situation.

Q3(b) Many of the answers showed a very negative view of retirement. A large number of learners viewed retirees as lazy, lacking in resourcefulness, motivation or imagination. Slippers, sitting in an armchair and TV all day was the stereotype often portrayed.

Question 4

Q4(a) The question required learners to consider ways **Emily and George** would, as Christians, celebrate Christmas. Often learners related their answer to how the granddaughter, Lorraine, would celebrate the festival. The study of Christianity had clearly not featured in the teaching and learning plans for some centres, despite this religion appearing in the indicative content for Learning Outcome 5.

Q4(b) Learners often produced sensitively considered responses including the affect on the grandparents feelings and the granddaughter's respect for her elderly relatives. In some answers, although these issues were considered, it was not clear what the ultimate affect on her lifestyle would be.

Question 5

The answers to this question showed that the learners were sensitive to the needs and situation of the mother.

Question 6

Q6(a) Answers were often very vague with limited knowledge displayed of nutrition. Learners were required to relate their answers to both health and well being. Careful reading of the question was needed to ensure that both aspects, health and well-being, were addressed.

Q6(b) Learners showed much awareness of the effects of alcohol on health but many considered the immediate effect rather than the long-term effect which the question required. However, they often did not respond at the higher level of "explain". Some answers identified a list of effects or merely described rather than explained the effects.

Question 7

Q7(a) Under half of the responses correctly identified emotional development as the correct answer.

Q7(b) Often learners identified several ways of gaining information without the use of medical equipment instead of just considering one way and developing their descriptive answer to gain full marks.

Q7(c) Answers were often descriptive. Few learners developed their comments to explain the effect on health. There was more evidence of the affect on well-being. However, learners were asked to comment on both health and well-being.

Q7(d) Learners were required to provide an extended piece of writing on the likely affect on a refugee's lifestyle in his adopted country of his cultural upbringing in his homeland in relation to the role of women. The more able learners commented on the refugee's culture. Some learners, who did not achieve highly on this question, commented on a religious influence on the refugee. The marks awarded reflected this inappropriate approach. Learners need to understand the difference between culture and beliefs. This features in Learning Outcome 5 of this Unit.

Statistics

Level 2 Unit 4 Growth, Development and Healthy Living

	Max. Mark	A*	A	B	C
Raw boundary mark	60	50	41	33	25
Points Score	10	8	6	4	2

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.

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