

Examiners' Report/  
Principal Examiner Feedback

January 2013

Principal Learning  
Society, Health and Development  
(SH204) Paper 01  
Growth, Development & Healthy  
Living

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## **Introduction**

The judgement of the examiners is that many centres have continued to show some improvements from the June 2012 series.

It is 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 training events. It is highly recommended that centres take advantage of these opportunities throughout the academic year.

The examiners once again exercised great care to ensure that standards were comparable across the full range of units for Level 2. Centres should revisit the specification, the teachers' guide and the website for the example assessment materials i.e. past question papers and mark schemes, schemes of work and use these to inform their teaching, learning and assessment strategies.

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

- increased contextualised and applied learning opportunities relevant to some or all of the four sectors under investigation.
- effective communication and collaboration with their exam officer/s.
- effective internal quality assurance systems.
- effective partnership/collaborative work with local organisations and employers from across the four sectors.

Overall, there was an improvement in the examination techniques displayed across the responses to the paper. It is pleasing to note that centres had read the previous Examiner's Report when the need for improved preparation of candidates for the external assessment was highlighted. Most learners provided answers for all the questions and there were very little gaps. Centres may find it helpful to study the Mark Scheme for this paper to learn how to enhance the achievement of their learners. The Mark Scheme shows how higher marks are achieved for quality answers.

It is pleasing to see how learners are approaching the more demanding 'explain' questions. This stretches the more able learner and encourages other learners to attempt the more complex issues. Responses for 'explain' questions were on the whole answered well.

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 the coming June 2013 series.

### **General comments**

Generally this paper performed as expected and generated marks across the whole spectrum for the level. Almost all Level 2 learners were able to access the identify / outline questions and the describe questions. Differentiation was seen with regard to the explain and assess questions.

Most learners were able to demonstrate their knowledge of how lifestyle choices affect health and well being across physical, emotional, social and intellectual well being, show their understanding of how lifestyle choices can affect health and well being both positively and negatively and how social and economic factors can affect the health and well being of individuals and communities. However, some learners are still having problems understanding the difference between physical, intellectual, social and emotional factors and are therefore losing marks on the more accessible questions. Centres need to ensure that this knowledge is firmly embedded in their Level 2 learners before attempting this examination.

It is very pleasing to report that learners continued to demonstrate much stronger and relevant answers to the final question on the paper where they are required to carry out an assessment of a person's health and well being and then make suggestions for improvement. This question demonstrated some excellent answers in this series. This shows that centres are implementing the recommendations of previous examiner reports where this question was highlighted as needing further support.

Across all answers seen a general comment can be made that learners would benefit from careful reading of the question. Often responses were seen that reflected information concerning the incorrect individual from the case study or reflected reference to the wrong aspect of development. Learners therefore lost all marks available for these questions.

In some scripts seen learners would also benefit from paying more detailed attention to their spelling, punctuation and grammar as this, if not corrected by the learner, can sometimes impede the awarding of marks for learner responses if answers are not clear.

Centres are advised to use the mark scheme for this paper that can be downloaded from the Edexcel Diploma website, to support their learners in providing full responses to questions that would attract full marks. Often learner responses were seen in this series that, although accurate, lacked the depth and detail needed to access the full marks available for the questions.

## **Comments on specific questions**

### **Question 1**

Learners were asked to respond to a number of identify and outline questions based on the short case study provided. Whilst most learners gained some marks here it was disappointing to see that several learners could not accurately identify specific factors that are directly linked to social, physical and emotional development. Where the identify part of the question was inaccurately answered no marks could be achieved.

The identification of both a predictable and an unpredictable event was generally answered well although some learners lost marks by not giving answers derived from the case study as required by the question. Centres are advised to ensure that learners pay attention to the exact wording of the question to prevent this in future series.

### **Question 2**

Most learners were able to describe at least one effect on Jane and Ravi's emotional well being of Sadi living with them. Where no marks were awarded it was usually due to the learners giving the effects on Sadi's and not Jane and Ravi's emotional health and well being.

The effects of puberty on Nadine's physical development was generally answered well with most learners gaining at least half marks.

### **Question 3**

This question proved quite challenging to a number of learners. Whilst most learners were able to describe the need to monitor Jane's blood pressure and iron levels there was often little explanation as to why this would be carried out and very few learners were able to demonstrate knowledge of other services that Jane could access. Centres are advised to ensure that learners have a well-rounded knowledge of the roles and services provided by both the health care and social care sectors in future.

### **Question 4**

Answers here required learners to respond to questions concerning Sadi's diabetes.

Whilst some learners scored well here other learners did not demonstrate a thorough knowledge of the effects of diabetes on an individual's health and well being and were restricted to generic comments such as 'gain weight' without stating how this might affect health and well being. Most learners were able to at least gain one mark for their definition of a 'chronic illness.'

### **Question 5**

Most learners were able to describe one Hindu practice in order to gain the two marks available. However, some learners lost marks here by describing practices relevant to other religious beliefs.

Most learners were at least able to give one or two brief explanations for how Ravi and Jane having different beliefs could affect their lifestyles. Some

marks were lost by learners who just gave a brief statement such as 'they might argue' without explaining why and the effect the arguments might have on lifestyles.

### **Question 6**

Generally this question was answered well by learners showing that they had a reasonable knowledge of the effects of smoking both cigarettes and cannabis on an individual's health and well being. Some marks were lost where learners repeated the same effect.

### **Question 7**

Responses to this synoptic question have vastly improved over the past four series. Most learners are now able to give an overall assessment of the individual's current health status based on the information given in the case study and then go on to make relevant recommendations for health improvements linked to the assessment.

Where marks were lost this was generally due to the learners only giving an assessment with no recommendations or only giving recommendations for improvements with no assessment.

## **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>

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