

Examiners' Report/ Principal Examiner Feedback

January 2010

Principal Learning

Society, Health and Development SH106
Health, Wellbeing and Lifestyle

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our Diploma Line on 0844 576 0028, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our [Ask The Expert](#) email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

January 2010

Publications Code DP023005

All the material in this publication is copyright

© Edexcel Ltd 2010

Contents

1.	Level 1 Introduction	4
2.	Level 1 Unit 6 Report	5
3.	Statistics	8

Principal Learning Society, Health and Development

Level 1 Introduction

This is the second moderation series where all the available units for the Level 1 Principal Learning in Society, Health and Development, whether internally or externally assessed, have been offered for moderation and awarded.

Although there were only a small number of centers that submitted work for this series, it is pleasing to report that all work moderated this January shows that centers are actively supporting their learners in accessing the grading criteria for the relevant units and that the majority of learners are applying their knowledge to the four sectors as required by the Society, Health and Development Principal Learning at Level 1.

It is also pleasing to report that the majority of learners were seen to be able to generate evidence that demonstrated application to work related scenarios and, therefore, fulfilled the requirements for applied learning. The best work seen was produced as a result of case studies or scenarios either set by the centers or related to those supplied within the specification. Where centers generated their own assignment brief, internal verification procedures were seen to be useful in ensuring that these were fit for purpose.

Level 1 Unit 6 Health, Wellbeing and Lifestyle

General Comments

This was the third series of this external examination paper, the first and second having taken place in January 2009 and June 2009 respectively. On the whole this exam paper performed as expected, resulting in a good pass rate with some learners gaining the higher grades.

Question 1

Question 1 did not require the learners to refer to the case studies that were found subsequently throughout the exam paper, the case studies were not included until after Question 1.

The question required learners firstly to simply 'identify' lifestyle choices that could have a positive or a negative effect on health and well-being from 4 given answers. The majority of learners gained full marks here. Where this was not the case it was due to learners being confused between positive and negative effects of lifestyle choices.

The learners then needed to go on to identify a lifestyle choice that would increase the risk of becoming obese. Again, most learners gave a correct answer here although some misread the question and gave an answer that would be relevant to decreasing the risk. The final part of this question required learners to give one long-term effect on health and well-being of drinking too much alcohol. Again, most responses were correct here.

Question 2

Questions 2 to 6 inclusive required the learners to refer to the case studies directly above the relevant question. Understanding of the case studies was supported by the inclusion of a diagram to contextualize the characters that appeared in the case studies. Some questions also required the learners to add their own knowledge of the content of the unit to that triggered by the content of the case studies.

Generally this question performed well. Learners were given two case studies and they were asked to 'identify, outline and describe' various answers that could be taken directly from the source material. Any problems seen were usually related to question 2b(iii) and question 2d. Question 2b(iii) asked the learners to identify an activity that Ben did. Some learners identified and outlined activities that Ben's mother Jayne did. Learners need to be reminded to read the questions carefully in order to ensure that their answers are relevant. Question 2d asked learners to identify and describe a lifestyle choice or activity not mentioned in the case study. Several learners answered with a lifestyle choice that was already given in the case study and, therefore, did not achieve any marks.

Question 3

The majority of learners answered this question accurately. Where problems were seen it was usually caused by learners not being clear about the differences between physical and social factors and not being able to correctly identify what category of development various factors could affect.

In question 3d, learners were asked to describe both positive and negative effects on Betty's health and well being of living with Susan and David. Several learners described the effects on Susan's and David's well being despite this being asked in the next question.

Question 3f gave the learners an opportunity to provide some free writing in their answers. Generally all learners gained some marks here. The best answers gave information that addressed more than just one aspect of Betty's health and well-being.

Question 4

Question 4 was an identification question. This should have given all learners the opportunity to perform well. However, there were problems with question 4a(i). This question required learners to know the three main ways that can be used to assess a person's health. The answers for this question come from the content for learning outcome Learning Outcome 4 on the specification where it states that health and well-being can be assessed by using normal baseline measurements, interviewing, observation or self reporting. These were the expected answers. However, most learners gave specific examples of baseline measurements only. Most other questions were well answered.

Question 5

The majority of learners made a good attempt at this question. Most learners could identify two relevant baseline measurements that could be used to assess David's health. Marks were lost on the second part of the question - 5b - particularly where learners did not describe a baseline measurement that they had identified in part (a). Also, some learners found it difficult to actually describe how the baseline measurement was actually carried out. Learners would benefit from further support in carrying out this type of answer. Several learners did not describe what the baseline measurement assessed but went straight into a description of how it was taken.

Question 6

This question was the most challenging for the learners. In order to be successful in this question, learners needed to have covered the requirements of learning outcome 6 in the specification in some detail. Learners tended to only identify or list some information about Jayne taken from the various case studies throughout the exam paper. Other learners went straight into giving some suggestions about how Jayne could improve her health and well being without first giving an assessment of her current health status. Those learners achieving more marks for this question attempted to describe the case study information about Jayne, and then went on to make logical suggestions about possible improvements.

Recommendations

- Learners need to be taught how to perform an assessment about an individual's health and well being, and what assess means.
- Physical, intellectual, emotional and social factors that affect health and wellbeing must be studied in detail and learners need to be clear of the differences between these and be able to give examples of each.
- Encourage learners to read the questions accurately.

- Practice exam technique with past papers and mark schemes available from Edexcel.
- Ensure all the content of the specification for SH106 is fully covered and understood.

Statistics

Level 1 Unit 6 Health, Wellbeing and Lifestyle

	Max. Mark	A*	A	B
Raw boundary mark	60	50	36	23
Points Score	4	3	2	1

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.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code DP023005 January 2010

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

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH