

Examiners' Report/ Principal Examiner Feedback

Summer 2010

Principal Learning

Society, Health and Development SH106
Health, Wellbeing and Lifestyle

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Principal Learning Society, Health and Development

Level 1 Introduction

This was the fourth series of this external paper for the foundation level of the Society, Health and Development diploma. The previous 3 series were sat in January and June 2009 and Jan 2010 respectively.

Generally this paper performed as expected and generated marks across the whole spectrum for the level. Generally all level 1 learners were able to access the identify questions and attempt the outline questions. Differentiation was seen with regard to the describe and assess questions.

It is pleasing to report that, in this series, all learners were able, at least, to gain marks from the identify questions. Most learners were able to demonstrate their knowledge of how lifestyle choices affect health and well being, and 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. Learners find the areas that cover the assessment of an individual's health the most challenging.

Level 1 Unit 6 Health, Wellbeing and Lifestyle

General Comments

On the whole this exam paper performed as expected, resulting in a good pass rate with some learners gaining the higher grades.

Generally all level 1 learners were able to access the identify questions and attempt the outline questions. Differentiation was seen with regard to the describe and assess questions.

It is pleasing to report that, in this series, all learners were able, at least, to gain marks from the identify questions. Most learners were able to demonstrate their knowledge of how lifestyle choices affect health and well-being, and 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. Learners find the areas that cover the assessment of an individual's health the most challenging

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.

This 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 reduce the risk of coronary heart disease. Again, most learners gave a correct answer here although some misread the question and gave an answer that would be relevant to increasing the risk such as smoking or no exercise. The final part of this question required learners to give one long-term effect on health and well -being of smoking cigarettes. Again, most responses were correct here.

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.

Question 2

Generally this question performed well. Learners were given one main case study and triggers for each small part question. 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 2a_{ii} where many learners stated that being a vegetarian is a poor lifestyle choice as the diet lacks iron and meat. This did not give the positive effect asked for in the question. Also question 2d. This question asked learners to identify and describe a lifestyle choice or activity NOT mentioned in the case study. Several learners gave a choice already covered in the case study and, therefore, did not generate any marks. Question 2b_{iii} asked the learners to describe the negative effects of drinking too much alcohol. This question discriminated well with the least able learners being able to highlight damage to the

body and being drunk whilst the more able learners were able to highlight liver damage and unacceptable and aggressive behaviour.

Question 3

The majority of learners gained some marks from this set of questions. Most learners were able to identify social and economic factors relevant to Joe's health and well being but a minority of learners are still confused about the differences between social and economic factors and gave inaccurate answers to these identify questions. Regarding question 3d, whilst the majority of learners were able to focus on the physical effects of smoking on Joe's health and well being, a minority gave effects on social and emotional well being and did not, therefore, generate any marks. Question 3e proved difficult for a significant number of learners. This question asked for the effects on Joe of his son helping him. A significant number of learners gave the effects on the son's health and well being and, therefore, were not awarded any marks. Question 3f was often answered by focusing only on the effects on the well being of Tanya and Max and did not include the effects on the community. Where this was the case full marks could not be awarded.

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 4ai. This question asked learners to identify two different ways, other than baseline measurements, that could be used to assess a patient's health. The answers needed to be observation and interview.

The majority of learners failed to address this question as most gave answers that highlighted examples of baseline measurements such as pulse, blood pressure instead of interview / observation. This area of the specification is still proving difficult for centres to interpret correctly. The remaining questions in this section were, generally, answered accurately.

Question 5

The majority of learners made a good attempt at this question. Most learners could describe that the nurse would talk to Joe to find out how he was feeling and why he was depressed. However, a minority of learners stated that the nurse would send Joe to see someone else. This was not in the spirit of the question.

For question 5b, the majority of learners were not able to fully describe how BMI is calculated and what it assesses. Most learners gave some reference to either height or weight but were not able to give the exact calculation. Very few learners gained full marks for this question.

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 Tanya taken from the various case studies throughout the exam paper. Other learners went straight into giving some suggestions about how Tanya 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.
- Ensure that learners are clear regarding the knowledge base for learning outcome 4 'Know the ways in which the health and well being of individuals can be assessed'.
- Encourage learners to read the questions accurately.
- Practice exam technique with past papers and mark schemes available from the Edexcel website.
- 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.

Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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