

Examiners' Report/
Principal Examiner Feedback

January 2012

Principal Learning
Society, Health and Development
(SH106) Paper 01
Health, Wellbeing & Lifestyle

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, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification 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/>

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code DP030864

All the material in this publication is copyright

© Pearson Education Ltd 2012

Introduction

This paper performed as expected. The paper generated marks across the whole spectrum of marks for this level. It was very pleasing to see so much accurate spelling, punctuation and grammar at Level 1 and many learners expressed themselves clearly and appropriately. The majority of level 1 learners were able to access the basic identify and outline questions well, and differentiation was seen with regards to the description, explain and assess questions.

Many learners were able to demonstrate their knowledge and understanding of how lifestyle choices affect health and wellbeing, activities that have both a positive and negative effect on health and wellbeing in childhood and throughout life, the social and economic factors that can have an influence on the health and wellbeing of individuals and communities. The majority of learners could also show their knowledge about the ways in which a person's health and wellbeing can be assessed, the normal baseline measurements for health and how these are measured and be able to assess a specific individual's health, wellbeing and lifestyle, although these parts of the specification proved to be the most challenging for many learners.

Where mistakes were made by learners it is suggested that it was the learner not reading the question carefully enough and then making comment on the wrong individual from the case study or not using the case study information as requested.

It is recommended that centres refer to past exam papers and mark schemes available on the Edexcel website for the preparation of their learners studying towards this exam.

Question 1

Question 1 is marked out of 6 marks and requires learners to simply identify lifestyle choices that people can make that have a positive or negative effect on their health and wellbeing. Learners have to put a cross in the correct column indicating which lifestyle choice has a positive or negative effect. Following on from these learners just only identify from the table information to gain further marks. The majority of learners did very well with this question, the majority gaining full marks.

Question 2

Question 2 introduces the case study that will be developed throughout the rest of the exam paper.

This question requires learners to mostly identify activities that have an effect, either positively or negatively on the different developmental areas of a person's life (PIES). As in question 1 the majority of learners did very well with the initial identify questions for question 2. More differentiation was evident when learners answered (iv) where they were asked to 'identify' and then 'outline'. Unfortunately some learners made an error here by identifying 'teaching' as the activity Ben and Jane do together. If this was wrong, then learners could not get the outline part of the question correct either. In the case study it clearly states that Ben and Jane are both teachers, however it does not state that they do this together as an activity, the activity identified for a correct answer is 'swimming' as is clearly stated. Where learners correctly identified swimming as the activity they then tended to do well on the outline of the effect that this activity may have on Ben and Jane's emotional health and wellbeing. Some learners however did not just comment on Ben and Jane's emotional health and wellbeing in their outline eg. physical effects were included too. Learners were not able to gain marks for anything other than emotional health and wellbeing.

Question 2 includes the first question to test the learners further with the inclusion of an 'explain' question for 2(b). Almost half of the learners sitting this exam got 4 marks out of 4 for this question; it was very pleasing to see. Where learners did not do so well they tended to make both of their physical health and emotional health answers very similar, suggesting that they do not fully understand the effects of practising yoga on these two specific and very different areas of health.

Question 3

The case study continues to develop by other members of Ben and Jane's family being introduced eg. their children.

All sub-questions for this question require learners to describe their answers, rather than just outline or identify. Question 3 continues to encourage learners to show their knowledge about the effects of different activities on areas of development (PIES). It was evident that learners performed better for 3(a) where more than half of learners sitting this exam achieved 2 marks out of 2. 3(b) was also answered well, but over half of learners sitting this exam got just 1 mark out of 2 for 3(c), and for each sub-question there were some learners who got no marks, but this was the exception rather than the rule. Learners lost marks by only including an outline or basic description in their answer rather than a developed description.

Question 4

Other members of Ben and Jane's family are now introduced within the case study. Learners did, at times, make mistakes by giving answers about the wrong person in the case study eg. 4(a). This question requires learners to identify an activity that Ruth does with her grandchildren and how this could affect the children's physical health and wellbeing. Most learners identified correctly the activity as going to the park, but then incorrectly outlined how this affected Ruth's physical health and wellbeing rather than the children's as requested in the question. Learners must be encouraged, in their revision and exam preparation, to read the questions correctly, especially with questions such as 4(a) where there is more than one part. This error was also seen for 4(f) where learners were asked to explain how having both Ruth and Mary living with them may affect Ben and Jane's health and wellbeing. Some learners made comment on how Ruth and Mary's health and wellbeing were affected rather than Ben and Jane's. More than half of the learners achieved 3 out of 4 marks and a third of learner entered for this exam achieved full marks of 4.

Question 5

Question 5 was completed very well indeed. The questions are all based on Amber, one of the twins who have broken her right arm. Learners are questioned on their understanding of how having a broken arm may affect Amber's health and wellbeing and how her sister Ruby can aid her recovery. Two thirds of learners achieved full marks for (a), an identify question. Where a learner did not get 2 marks out of 2 for (a) it was because they included 'parents' as an answer, these are not practitioners as requested In the question, so no mark could be given. 5(b) was also done very well with almost half of the learners entered achieving 4 out of 4 marks. The highest achievement for this question was for 5(c) where almost all learners achieved full marks. This is very pleasing.

Question 6

Question 6(a) did not perform as well as expected. Many learners did not show that they fully understand the different methods used to assess a person's health and wellbeing. Learners were told that carrying out baseline measurements is one way of assessing a person's health and wellbeing and then they were requested to identify two other ways. The specification and SHD Diploma textbook indicate observations/ interviews / questioning as the other ways of assessing health and wellbeing. Unfortunately many learners' answers were the specific names of baseline measurements eg. BMI. Learners must be encouraged to read the questions correctly. Fortunately, this part of question 6 only carried 2 marks and so learners did not lose too many marks for their mistake made. Question 6(b) was answered well with many of the learners achieving 3 or 4 out of 4 marks.

Question 7

This question requires learners to show that they can assess a person's current health and wellbeing and make recommendations about how they could improve this. This question sets out to differentiate those learners who can successfully do this well. Learners need to go back through all the case study extracts within the question paper to reinforce what they have read and understood about the person, in this case Ruth. From this they then should assess Ruth's current health and wellbeing before they go on to recommend what Ruth could do to improve her health and wellbeing. Learners who initially assessed Ruth through the information about her in the case studies and then progressed to suggest areas of improvement were able to access the higher level marks eg. 4, 5 and 6. However learners who only assessed or only recommended and not both could only hope to achieve a lower level mark eg. 1, 2 and 3. It was pleasing to see that many learners achieved 3, 4, 5 and 6 marks out of 6.

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>

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

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code DP030864 January 2012

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

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

