

Examiners' Report/
Principal Examiner Feedback

Summer 2012

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

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General comments

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, 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

This 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 still just identify from the table information to gain further marks. The majority of learners did very well with this question, many gaining full marks.

Question 2

This introduces the case study that will be developed throughout the rest of the exam paper. It 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. More differentiation was evident when learners answered part (a)(iii) where they were asked to 'identify' and then 'outline'.

Part (b) tested the learners further with the inclusion of 'describe'. Many of the learners sitting this paper got 4 marks out of 4 for this question, this was very pleasing to see.

Question 3

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 on part (d) where more than half of learners sitting this exam achieved 2 or 3 marks out of 3 available. Learners lost marks by only including an outline or basic description in their answer rather than a developed outline or description.

Question 4

Learners did, at times, make mistakes by giving answers about the wrong person or the wrong activity in the case study. eg part (a)(ii). This question requires learners to identify an activity that Zac does that may benefit his future employment. Most learners identified correctly the activity as learning to drive or studying on the Diploma, but then incorrectly outlined how this affected Zac's future employment. Learners must be encouraged, in their revision and exam preparation, to read the questions correctly, especially with questions such as part (a)(ii) where there is more than one strand.

Question 5

Numerous candidates completed this question well. The questions are all based on Marni. For part (a) learners were required to describe how Marni's depression may have an effect on Stefan's (not Marni's) emotional health and wellbeing. Unfortunately some learners referred to Marni in their answer rather than Stefan. Part (b) was also done well with many of the learners entered achieving 4 out of 4 marks.

Question 6

This 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. The specification and SHD Diploma textbook indicate observations/ interviews questioning as ways of assessing health and wellbeing. Unfortunately some learner's 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. Part (b) was answered well with many of the learners achieving 3 or 4 out of 4 marks. Part (c) was not answered very well. It is clear from the answers provided that quite a few learners do not know what a dietician does within their job role.

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 Marni. From this they then should assess Marni's current health and wellbeing before they go on to recommend what Marni could do to improve her health and wellbeing.

Learners who initially assessed Marni 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 or 6. However learners who only assessed or only recommended and not both could only hope to achieve a lower level mark eg. 1, 2 or 3. It was pleasing to see that many learners achieved 3, 4, 5 or 6 marks out of 6.

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