

Examiners' Report/ Principal Examiner Feedback

Summer 2010

PRINCIPAL
LEARNING

Society, Health and Development SH204
Growth, Development and Healthy Living

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Principal Learning Society, Health and Development

Level 2 Unit 4

Introduction

The judgement of the moderators and examiners is that many centres have shown improvements from the January 2010 series as they have better addressed the requirements of the qualification.

It is still early days for trends to have been established, however it is already 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 run training events. It is highly recommended that centres take advantage of these opportunities throughout the academic year.

The moderators and examiners once again exercised great care to ensure that standards were comparable across the full range of units for Level 2, and that the moderated marks were based solely on the Mark Bands within the Marking Grids.

Centres should revisit the specification, the teachers' guide and the website for the example assessment materials ie. 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 well. Contributing factors include:

- Plenty of contextualised and applied learning opportunities relevant to some or all of the four sectors under investigation
- Effective communication and collaboration across the consortium partners and members
- Effective internal quality assurance system (standardisation and moderation)
- Effective partnership/collaborative work with local organisations and employers from across the four sectors

With regards to the delivery model used centres are strongly advised to use the templates provided and to ensure that all sections and insertions are completed. At least one key member of the programme team should be encouraged to attend the nearest Edexcel feedback and/or training event (see www.edexcel.com for a list of events available and booking details).

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. 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. Many learners are still not completing this record of their knowledge and understanding by writing legibly.

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 this coming 2011 January series.

Level 2 Unit 4 Growth, Development and Healthy Living

General Comments

It was evident that learners had covered most of the Learning Outcomes of this unit's specification, but some in greater detail than others. The learners responded well to the case study which developed across the paper. They showed empathy for the characters and were able to link the information provided to questions that appeared later in the paper.

However, learners could benefit from studying the individual parts of Learning Outcome 5 in more detail. The lack of coverage of this outcome was evident in the response to Question 4 in this paper and was, also, evident in responses to similar questions in previous external assessments for this unit.

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 learners for the external assessment was highlighted. Most learners provided answers for all the questions. 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. Many learners are still not completing this record of their knowledge and understanding by writing legibly. Unit SH202 highlights the need to complete records legibly but learners are not applying the knowledge gained as part of their studies for SH202 to their approach to SH204. New centres may find it helpful to study previous Examiners' Report when preparing their learners for their first time for this external assessment.

Q1

Most learners achieved full marks for this first question which required very basic knowledge to be identified of types of development. (Learning Outcome 1)

Q2(a)

This question required a descriptive response to a life event. Some learners merely identified a change, such as, "a highly paid job". In order to be awarded marks, the description needed to state not only the feature of the current lifestyle but the link to how it would support the application to adopt the child. For instance, a highly paid job which would enable adequate provision to be made for the child. (Learning Outcome 3)

Q2(b)

This question required learners to link any identified changes to lifestyle to the child's developmental needs. The Mark Scheme clearly shows how marks were awarded with only one mark for identifying the change and a further one or two marks gained according to the quality of the description.

Q3(a)

Learners showed a good awareness of the need for the mother to have a healthy diet during pregnancy and the effect of a poor diet on the developing foetus. Some responses repeated the same factor for both parts and did not show a wider range of

knowledge, such as the effect of environment or genetic factors on the development of the baby.

Q3(b)

The more able learners identified two different health services which monitor children's development and were able to describe how they would do this. The services identified had to be health services. Hence, social services were inappropriate and merely stating children's centres/nurseries was not sufficient since no health service operating within these centres was identified. However, if health services provided within children's centres had been highlighted these would have been appropriate. Often the role of the G.P. was poorly described and it was not clear how it differed from that of a health visitor.

Q3(c) & Q3(d)

There was a mixed response to these questions which required knowledge of a two-year olds social and physical development.

Q4

Most learners showed little awareness of the principles underlying the diet adopted by practitioners of the Buddhist faith. Buddhism is included as an example of a religion which could be studied as part of the coverage of Learning Outcome 5. Hence, this straight forward question should have presented no problems. It has been found that in previous series learners have shown little knowledge of religions, even though they are part of the required study content for Learning Outcome 5. Centres are recommended that they take careful note of the Content of Learning Outcome 5 when making their delivery plans for this Unit.

Q5(a) & Q5(b)

These questions allowed the more able learners to demonstrate an ability to make connections between the different Learning Outcomes while providing evidence of a depth of knowledge and understanding. Although this is a describe question requiring the description of only one way a serious accident might affect job opportunities, learners needed to show awareness of "an enabling environment", (Learning Outcome 4). This should include a general awareness of legislative measures to promote an enabling environment. Also, able learners should be able to apply their knowledge and understanding gained from studying all the Diploma units. Hence, responses need to reflect the values and attitudes which are currently promoted in relation to disability.

Q6(a)

Generally, there was a good understanding of the likely physical changes during older adulthood. It was pleasing to see an awareness of both negative and positive changes, such as improved fitness due to swimming. However, it was disappointing to note the large number of inappropriate references to going through puberty and the menopause. Learners need to avoid vague or poorly expressed references such as "It is harder to get around." Is this due to poor transport services or to muscles and

joints being less flexible? Some learners confused physical activities with physical changes.

Q6(b)

There was much repetition between the two sections of this question eg. "She forgets things" for the first part followed by for part 2: " She can't remember the songs".

Q6(c)

Learners were asked to explain the affect of bereavement on both health and well-being, (Learning Outcome 3). This required the learners to present the information clearly. This question was generally answered well with the learners empathising with the subject, Mary. However, many responses emphasised the affect on well-being and did not explain fully the affect on health.

Q7(a)

The learners showed they had a wide range of knowledge of drugs and the effect they had on their peer group. The learners generally did not read the stem of the question carefully. The question required only one way to be described. Hence, often two or three ways were briefly described and, consequently only gained one mark. Answers which concentrated on developing the description of one method, such as observation, usually gained the full marks for this question. Unfortunately, several answers did not relate to Mr & Mrs Smith but merely gave a detailed description of symptoms of drug abuse.

Q7(b)

Able learners selected relevant information from the scenario provided in order to suggest recommendations for improving the subject's situation. The question provided an opportunity for the learners to demonstrate their knowledge and understanding gained from studying the whole unit.

Q7(c)

Both parts, i) and ii), were answered well. Learners showed a keen awareness of the possible effects of drugs on a teenager's health, well-being and life opportunities. They provided much detail in their descriptive answers.

Statistics

Level 2 Unit 4 Growth, Development and Healthy Living

	Max. Mark	A*	A	B	C
Raw boundary mark	60	49	40	32	24
Points Score	10	8	6	4	2

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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