

Examiners' Report/
Principal Examiner Feedback

January 2012

Principal Learning
Society, Health and Development (SH204)
Paper 01
Growth, Development & Healthy Living

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 DP030867

All the material in this publication is copyright

© Pearson Education Ltd 2012

Introduction

The judgement of the examiners is that many centres have shown improvements from the January 2011 and June 2011 series as they have better addressed the requirements of the qualification.

It is 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 examiners once again exercised great care to ensure that standards were comparable across the full range of units for Level 2. Centres should revisit the specification, the teachers' guide and the website for the exemplar assessment materials ie. past question papers, mark schemes and schemes of work and use these to inform their teaching, learning and assessment strategies. A number of centres have done very 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 with their exam officer/s.
- Effective internal quality assurance systems.
- Effective partnership/collaborative work with local organisations and employers from across the four sectors

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 some of 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 for some questions, but not all. Most learners provided answers for all the questions and there were very little gaps. Centres may find it helpful to study the Mark Scheme for this paper to learn how to support and 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, also spelling, punctuation and grammar, whilst not assessed itself, should be a concern of teachers to encourage their learners to express themselves accurately and legibly within their written responses.

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 2012 June series.

Level 2 Unit 4: Growth, Development and Healthy Living

General Comments

Generally this paper performed as expected and generated marks across the whole spectrum for the level. Almost all level 2 learners were able to access the identify / outline questions and the describe questions. Differentiation was seen with regard to the explain and assess questions.

Most learners were able to demonstrate their knowledge of how lifestyle choices affect health and well being, 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. However, some learners are still having problems understanding the difference between physical, intellectual, social and emotional factors and are, therefore, losing marks on the more accessible questions. Centres need to ensure that this knowledge is firmly embedded in their level 2 learners before attempting this examination paper.

It is very pleasing to report that learners demonstrated much stronger and relevant answers to question 6 where they are required to carry out an assessment of a person's health and well being and then make suggestions for improvement. This question demonstrated some excellent answers in this series. This shows that centres are implementing the recommendations of previous examiner reports where this question was highlighted as needing further support.

Across all answers seen, a general comment can be made that learners would benefit from careful reading of the question. Often responses were seen that reflected information concerning the incorrect individual from the case study. Learners therefore lost all marks available for these questions. In some scripts seen learners would also benefit from paying more detailed attention to their spelling, punctuation and grammar as this, if not corrected by the learner, can sometimes impede the awarding of marks for learner responses if answers are not clear.

Centres are advised to use the mark scheme for this paper that can be downloaded from the Edexcel Diploma website, to support their learners in providing full responses to questions that would attract full marks. Often learner responses were seen in this series that, although accurate, lacked the depth and detail needed to access the full marks available for the questions.

Question 1

Learners were asked to respond to a number of identify and outline questions based on the short case study provided. Whilst most learners gained some marks here, it was disappointing to see that several learners could not accurately identify specific factors that are directly linked to physical and intellectual development. Where the identify part of the question was inaccurately answered no marks could be achieved. The majority of learners gave the correct response to the identification of 'Bens' life stage. However, several learners gave responses such as 'teenager' or 'puberty' that did not achieve any marks.

The identification of both a predictable and an unpredictable event was generally answered well although some learners lost marks by not giving answers derived from the case study as required by the question. Centres are advised to ensure that learners pay attention to the exact wording of the question to prevent this in future series.

Question 2

The identification of two practitioners who may have cared for the twins in the premature baby unit gained mixed responses from learners. Learners gaining 2 marks could correctly identify paediatric nurses and specialist doctors for example. However, many learners lost marks by identifying health visitors or midwives here.

The descriptions of the effects on Anna and Sam's and then on Ben's emotional health and well being of the twins being born was generally answered well. Where marks were lost it was often due to answers not being fully developed for 2 marks or being repetitive.

The description of the effect of looking after Ben on his grandparent's health and well being generated a reasonable range of responses. There tended to be emphasis on the negative effects rather than the positive affects although both types of responses generated marks.

Question 3

The answers to the effects of starting school on the twin's intellectual and social development were generally seen to attract at least half of the marks available. Where no marks were awarded it was due to the learners' lack of understanding of the meaning of either intellectual or social development. The question regarding an explanation of the role of the Children and Young people's sector in monitoring the twins learning and development was attempted by most learners. Only a minority of learners achieved full marks. This was due to lack of development of the answers. Whilst most learners could outline monitoring by the twins teacher and supplying support where necessary, very few learners mentioned having targets for numeracy and literacy, OfSTED inspections etc.

Question 4

Responses seen to question 4 were generally accurate and well developed. All learners were able to describe effects on Ben's emotional wellbeing of falling behind with his learning and also to explain what Ben's school might do to help to prevent bullying. Where marks were lost it was often due to the answers lacking development or amplification.

Question 5

This question required learners to be able to demonstrate their knowledge of the influence of different conditions, religions, beliefs and cultures on lifestyles. The syllabus clearly refers to the influence of religions and cultural and religious beliefs such as dietary beliefs. However, very few learners were able to demonstrate sufficient knowledge of these areas to gain full marks in question 5. This question required learners to explain the dietary requirements of a Jewish family meal. It was disappointing to see the majority of responses being very generic in nature and not being able to highlight the main relevant influences on the food presented for the family meal. However, most learners were able to describe two effects on Anna and Sam of Rachael and her husband living with them.

Question 6

This question reflects the learner's ability to demonstrate their understanding of how lifestyle choices can impact on an individual's health and well being. It is very pleasing to report that this question was answered well in most of the scripts seen. All learners were at least able to assess the areas of Isaacs lifestyle that could impact on his health and wellbeing. The best answers then went on to suggest relevant improvements that Isaac could carry out to his lifestyle in order to improve his health and wellbeing. For the higher marks learners needed to ensure that the suggestions for improvements were clearly linked to the assessment of his health status and that reasonable detail was given.

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 DP030867 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

