

Examiners' Report/  
Principal Examiner Feedback

Summer 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 visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **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 our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code DP033071

All the material in this publication is copyright

© Pearson Education Ltd 2012

## **Introduction**

Overall the judgment of the examiners is that many centres have continued to show improvements on learner performance as seen in previous series. This is particularly evidenced by the learners improved ability to provide responses to the 'explain' questions throughout this paper.

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 Edexcel run training events and through resources available on the Edexcel diploma website.

The examiners once again exercised great care to ensure that standards were comparable across the full range of units for Level 2.

Centres are advised to revisit the specification, the teachers' guide and the website for the example assessment materials i.e. past question papers and mark schemes, schemes of work and examiner reports and use these to inform their teaching, learning and assessment strategies.

A number of centres have learners who have performed very well in this series and centres should be congratulated for the way in which their learners are prepared for this external examination.

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, there were very few areas on the paper where no answer was given. Centres may find it helpful to study the mark scheme for this paper to support the achievement of their learners.

The mark scheme demonstrates how higher marks can be achieved for quality answers.

In some centres it is seen that many learners are not achieving best marks due to completing their answers by writing legibly.

It was quite apparent within this series that learners who have weak spelling, grammar, punctuation and handwriting are restricted in their achievement particularly with respect to the higher tier questions. However, many centres deserve praise for coming to terms with the demands of this external assessment.

## **General comments**

Generally learners responded well to the Case Study, which developed across the paper. Many responses showed mature awareness of the problems highlighted and learners showed empathy for the characters featured in the paper and were able to demonstrate their understanding of related issues.

There was strong evidence of learners' awareness of the developmental stages and what constitutes healthy living. However, there is a need to consolidate learners understanding and application of knowledge of developmental factors related to physical, intellectual, emotional and social areas as this is still causing some confusion. Several learners lost marks on the paper by, for example, citing factors that affect social development when specifically asked for those that affect physical development.

Centres attention is also drawn to section 2 of the content for this unit found in the specification. This area requires that learners develop an understanding of the role of the sectors in supporting and monitoring key changes that can occur across the lifespan including the role of early interventions. It is clear from answers seen on this paper that this area of learner knowledge would benefit from further focus.

Numerous learners did not use the full length of the printed lines resulting in fairly brief answers that restricted the number of marks that could be awarded. Some learners overran the space provided with scribbled additions outside the allocated space. These were difficult to read. Centers are asked to note that if all the allocated space for the answer has been filled then a supplementary sheet should be requested.

Some learners wasted valuable time and space on the examination paper by starting their answers by writing out the question. Imprecise words or phrases such as "learning stuff" does not allow marks to be awarded.

Centres are also advised that learners could still benefit from further support in understanding the requirements of the relevant command verbs, e.g. describe, explain, discuss, assess etc., which appear within the question. These indicate the level and depth of response required. Hence, one word answers for a describe question are inadequate.

Careful reading of the question is once again recommended. Many scripts had clearly not been re-read by the learners after completion and before being handed in within the time allowed for the examination. Hence, some promising answers could not be awarded marks due to lack of key words, such as negatives, which altered the intended meaning of the answer. Further attention to the correct use of grammar, spelling and punctuation would enable learners to express themselves more accurately and meaningfully.

Learners who had studied other Principal Learning units were more able to show awareness of relevant parts of the Learning Outcomes within this unit.

## **Comments on individual questions**

### **Question 1**

This question required examples from the text to be given and not general statements about effects on well being and development.

Generally, part (a)(i) was answered correctly although some learners lost marks by not being able to give the correct title for this life stage. Answers such as 'older people' did not generate any marks.

Parts a(ii), (iii) and (iv) were generally answered well but some learners lost marks by not being able to correctly differentiate between the various types of development such as giving effects for emotional well being that were in fact relevant to intellectual development.

Part (b) was answered well with only the minority of learners losing marks by stating teenager instead of adolescence.

In part (c) the majority of learners gave a correct unpredictable life event although some lost marks by giving one that was not taken from the information given.

### **Question 2**

Responses required for question 2 were based on knowledge gained from learning outcome 2 as given in the specification. For part (a) learners were asked to outline what is meant by early intervention and then, for part (b) go on to describe how care services could support Lillian in her own home.

Part (c) focused on an explanation of the monitoring of the support given to Lillian. Generally learners were not able to outline early intervention sufficiently to gain both marks available. Most answers stated that it was giving help when needed which did not generate marks.

Responses to part (b) were generally well developed.

For part (c) many learners lost marks here by still focusing on the types of support that could be given to Lillian instead of how that support would be monitored.

### **Question 3**

Questions in this section were based on factors such as redundancy, religions and moving house. The case study set the questions in context and required learners to both describe for part (a) and explain for part (b). Part (c) required learners to 'examine'.

Numerous candidates responded well to all questions. Some learners lost marks in part (a) by not focusing on effects on intellectual development but this was in the minority of cases. For part (c) the majority of learners gained some marks and were able to at least describe some relevant customs and rituals. Most responses seen would benefit from more in depth comments commensurate with an 'examination' of the customs and rituals.

**Question 4**

Questions in this section were relevant to learning outcome 4 on the specification. Part (a) required learners to comment on practitioners who may have treated the person in the case study after his cycling accident. The vast majority of learners gained at least half marks here. It was pleasing to see that learners could identify specific practitioners such as radiologists and physiotherapists.

In part (b) most learners could describe one effect on emotional development. Marks were, again, lost where learners did not give an effect relevant to emotional development but relevant to another area of development such as physical development.

For part (c) the majority of learners gained at least half marks here. Responses could have been improved by the explanation given being relevant to more than one area of development.

**Question 5**

It is pleasing to report that learners have shown consistent improvement in their responses to this question across all series of this examination paper so far and this series is no exception.

The majority of learners were able to at least give some assessment of Fiona's current health status and most could then go on to give at least some brief suggestions for improvements. For full marks learners needed to ensure that their comments on assessment were clearly linked to suggestions for improvements.

## **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](mailto:publication.orders@edexcel.com)  
Order Code DP033071 Summer 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://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

