

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

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

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## **Grade Boundaries**

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### **General comments**

Generally this paper performed as expected and generated marks across the whole spectrum for the level. Almost all level 2 students were able to access the identify/outline questions and the describe questions.

Differentiation was seen with regard to the explain and assess questions.

Most students were able to demonstrate their knowledge of how lifestyle choices affect health and well being, and show their understanding of how lifestyle choices can affect health and well being both positively and negatively.

Most students could demonstrate some understanding of how social and economic factors can affect the health and well being of individuals and communities. However, some students 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 students before attempting this examination.

It is very pleasing to report that students demonstrated much stronger and relevant answers to question 7b where they were required to explain recommendations to improve the emotional health of the service user. 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 students would benefit from careful reading of the question. Often responses were seen that reflected information concerning the incorrect individual from the case study. Students therefore lost all marks available for these questions. In some scripts seen students would also benefit from paying more detailed attention to their spelling, punctuation and grammar as this, if not corrected by the student, can sometimes impede the awarding of marks for student 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 students in providing full responses to questions that would attract full marks. Often student 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**

Students were asked to respond to identify and outline questions based on the short cases study provided.

Whilst most students gained some marks here it was disappointing to see that several students could not accurately identify specific factors that are directly linked to intellectual and /or emotional development. Where the identify part of the question was inaccurately answered no marks could be achieved.

The majority of students gave some description of how dementia may affect life opportunities but many answers were rather vague stating that the dementia would make Harold 'confused' but not amplifying this to show how it may impact on his life opportunities.

### **Question 2**

The descriptions of the activities that could improve Harold's physical and intellectual well being were reasonably answered with examples chosen correctly from the case study provided.

Where marks were lost this was usually due to the student not making their examples relevant to the correct type of development.

Questions 2b and 2C required an explanation. Most students gained marks here but did not attract full marks due to the explanation lacking focus or depth.

### **Question 3**

This question required students to have a detailed understanding of the role of adult social services with dementia patients. Whilst several students answered this question very well attracting full marks many students failed to explain the fundamental role of social services in assessing and planning appropriate care for their service users. Some answers were vague stating that social services would give Harold some games to play or take him out. Centres are advised to ensure that the fundamental role of all 4 sectors studied in the diploma is made known to students in some detail.

### **Question 4**

Most students showed that they had sufficient knowledge of coronary heart disease to be able to gain marks across all 3 sections of question 4.

Where marks were lost it was usually due to a lack of understanding of the impact that heart disease could have on Philip's life opportunities.

### **Question 5**

This question was very well answered across most papers. It is clear that students have a good knowledge of the health campaigns that are relevant to the diploma syllabus.

**Question 6**

This set of questions was quite challenging to a number of students. Whilst students could make some comments about Buddhist beliefs several answers confused beliefs from other religions that were not relevant to Buddhism and these students, therefore, lost marks here. Most students could give some information relevant to how religious beliefs may influence the way people choose to live their lives but often the answers lacked depth and were vague in relation to a specific belief.

**Question 7**

Generally this question was answered well. For question 7a, most students could identify at least one way in which Ikue's GP might assess her health although several students did lose marks by referring to taking blood pressure and pulse rate. The question specifically states ways 'other than taking measurements' so marks could not be given for taking blood pressure and pulse rate.

For question 7b most students could explain some recommendations to improve Ikue's emotional health. Marks were lost where students gave recommendations to improve other aspects of health without focussing on emotional health.



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