

Examiners' Report January 2009

Principal Learning

Society Health & Development

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report 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/>

January 2009

Publications Code DP021006

All the material in this publication is copyright

© Edexcel Ltd 2009

Contents

1.	Level 1 Unit 1 Report	1
2.	Level 1 Unit 6 Report	3
3.	Level 2 Unit 1 Report	5
4.	Level 2 Unit 4 Report	7
5.	Statistics	11

Principal Learning Society Health and Development Level 1 Unit 1 Exploring the Sectors

In the work moderated for unit SH101, all learners were able to demonstrate some knowledge of the four sectors relevant to the diploma. Across all the centres that submitted work for this unit for moderation it was pleasing to see that assessors had taught relevant material related to all four sectors allowing learners to have the knowledge required to address the respective learning outcomes.

However, the learners' ability to provide specific and accurate evidence for the learning outcomes was variable. Regarding learning outcome 1, most learners could plan and carry out a brief investigation into the four sectors although, where this activity was conducted in groups, the individual contribution to the evidence was not always clear. Learners found difficulty in providing justification for the questions that they asked to investigate the sectors and, therefore, could not access mark band three for learning outcome 1.

Most learners were able to identify the overall structure and purpose of each the four sectors for learning outcome 2. Some evidence seen was cut and pasted and not referenced or submitted in the learner's own words and therefore could not be awarded marks. Centres are asked to note that this learning outcome is referring to the structure of the four sectors in the UK only and that, therefore, evidence given for other countries will not be awarded marks.

Learners found it challenging to produce evidence for learning outcome 3. Whilst most learners were able to give some examples of how sectors worked together, this evidence was brief and not fully explained in the depth required to access marks in mark band 3. Learners had difficulty in applying their knowledge directly to demonstrate how two sectors work together to provide two different services. Where learners did achieve well in this learning outcome, it was pleasing to see that evidence was derived from their work experience.

Regarding learning outcome 4, most learners gave information related to the four sectors instead of investigating four organisations that worked in the various sectors. No evidence was seen that clearly demonstrated how four organisations worked together to interact in delivering a service or community improvement.

Principal Learning Society Health and Development

Level 1 Unit 6 Health, Wellbeing and Lifestyle

Centres who entered their students for this exam paper conducted all administration procedures accurately, thoroughly and within the time schedule.

As an overview of the whole exam paper, the majority of learners completed all of the questions leaving no gaps or questions unanswered; this is very pleasing.

Question 1

All of the sections in question 1, were short answer / identify questions, requiring a one word answer or a small simple sentence. This was completed well on the whole, with many learners gaining full marks.

However, where a learner failed to receive high marks for this question it was usually because they mixed up the words from the questions e.g. increase and reduce, short-term and long-term, and positive and negative, therefore suggesting they did not read the questions properly.

Questions 2 - 6 were based around a case study about some characters introduced to the learners before Question 2 and building up with more information added to the case study as the learner proceeded through the exam paper to finish at Question 6. The majority of the questions required the learner to find the answer in the case study; however a few questions required the learner to also recall their own knowledge and understanding in their answers.

Question 2

Activities about the character under question were answered well. However, learners often lost marks in question 2 (b)(i) and 2 (c)(i) & (ii) when they were asked to comment on the effect of Paul's activities and smoking on his children's health and wellbeing and NOT Paul's own health. Many learners made their answers about Paul's health and wellbeing and not his children's.

Question 2 (d) was answered particularly well, with many learners suggesting lots of very real and appropriate ideas based on their own experiences and lifestyles.

Question 3

This question seemed to create the most problems for learners. Only the very strong learner who often came out with a very good mark overall, appeared to know what 'economic factors' are and could differentiate them from 'social factors'. Learners are not at all clear as to what economic factors are.

In questions 3(d) and (e) where learners were asked to 'describe', often answers were just identifications. Therefore learners, even if correct in their identifications, could not be awarded any more than 2 out of 4 marks.

Question 3(f) was answered quite well. Again, many weak attempts at 'describe' but where this was attempted, many relevant ideas were put forward about the effects of burglary on individuals and community.

Question 4

On the whole this question was answered well.

Question 4(a)(i) - learners were asked to identify two different baseline measurements. However some learners, where they obviously did not know the answer, gave 'observation and interviewing' responses from the case study directly above. The baseline measurements were not written down for the learners in the case study, so if they had not done this in class, it was very evident. Spelling was often incorrect but learners were not penalised for this. Where the learners had covered this in class, most chose blood pressure and BMI. Some just wrote Peak [meaning Peak Flow Test] and they were not awarded a mark, answers must state Peak Flow Test to get a mark.

Question 4(b) appeared to be more difficult for learners, suggesting teaching of mental health and health and wellbeing is not being covered sufficiently or as much as physical and social health and wellbeing.

Question 5

This question was answered very well in the majority of cases. Question 5(c) was particularly well answered. It was evident that some learners knew baseline measurements in great detail. 5(c) was not answered as well when 5(a) &/or 5(b) were wrong or muddled up, this meant that 5(c) was often weak or completely wrong.

Question 6

Question 6 tested the learners' ability to analyse and evaluate through an assessment of a character's health and wellbeing from the case study. This question proved to be the toughest for learners. Where marks were awarded, it was often for a description rather than an analysis, with the learner mainly just repeating information from the case study in a descriptive manner. In these cases learners would get 1-2 marks. Learners who attempted some analysis of the character's health and wellbeing and included some of their own thoughts and feelings supported with examples, gained between 3 and 5 marks. To get 6 marks, learners were required to include a conclusion with a justification for their ideas. Very few learners gained 4/5 or 6 out of 6 for this question but these that did often gained an overall high mark for this exam paper.

Recommendations:

- Learners must read the questions properly and be guided to not mix up words like reduce and increase, positive and negative.
- Learners need to be clear on what makes a 'description' different from identification and an outline.
- Learners need to be clearly taught what economic and social factors are and the differences between them.
- Learners require guidance on how to assess a person's health and wellbeing and how this should be reported rather than just a repetitive 'description' from the case studies.

Principal Learning Society Health and Development Level 2 Unit 1 Principles, Values and Personal Development

Candidate Record Sheets were not always completed accurately or fully. There were inconsistencies regarding the annotation of learners' work. Some centres were very accurate and consistent in their assessment/annotation/moderation of learner's scripts, some centres were not as efficient at this and this must be addressed before the June 2009 series of assessment. All learners must be given their correct candidate number and this must be written on their work and record / feedback sheets in future. Most centres had ensured learners had signed their record sheet. There were inconsistencies regarding internal moderation/verification of learners' work - some centres annotated learners' sheets to indicate this had taken place, whilst others did not at this time. Internal moderation must take place in line with a centre's quality cycle.

Assessment of the Learning Outcomes

Unit 1 includes 7 learning outcomes.

L01:

Definitions and meanings of key terms were mostly outlined rather than described or explained. Where descriptions were included these were generally good and thorough. Only a few learners were able to explain using examples. It is recommended that a dictionary is used to determine a basic definition for each term at the start of this section.

L02:

This was generally well understood by most learners and they were clear about the ways equality and diversity are promoted across the sectors. More description than explanation is necessary.

L03:

There were some well chosen examples of inappropriate behaviour and the more able learner was able to explain these. A few learners attempted an explanation using some very appropriate examples.

L04:

This learning outcome proved to be one of the more difficult ones for learners. Key legislation was referred to and more able learners showed they understood how professional practice is affected by this. This is most encouraging and learners should be commended for this.

L05:

This learning outcome required the learner to show how values, knowledge and skills were relevant to and could be applied to the individual sectors. Some centres had provided some direction about how this was to be achieved. It is encouraged to explore other ways of doing this. Less able learners only referred to their own values and did not make these relevant to any of the sectors under focus as required.

L06:

Reflective practice. This was handled quite confidently and successfully. It was evident that the majority of learners are involved in some sort of reflective practice and some are keeping a reflective log / diary, this is to be commended as good practice. However, for higher marks, learners should investigate further how this helps practitioners to improve their practice and quality of provision.

LO7:

This section was not completed well. Most learners just mentioned 'books' and 'training' rather than other specific sources of information. Without this learners will not be able to gain higher marks in this learning outcome. It was evident here that learners may not be getting advice from actual practitioners from any of the four sectors about CPD, but just outlining the obvious and what can be discussed in the classroom rather than including actual / applied experiences for this learning outcome.

Advice for Centres

- Learners need to be clear about the difference between description and explanation.
- Learners MUST reference any source used in a Bibliography, and make specific reference to it in their own text, explaining why it has been included and its relevance. Just printing off an article from the internet or including a teacher handout will not be rewarded.
- Further applied/work based learning opportunities are needed to be included for learners to be able to draw on when writing up this unit evidence. It is clearly evident in a learners' work when they have actually spoken with a practitioner from one of the sectors about CPD as an example.
- All candidate record sheets and feedback sheets must be completed in full and accurately to include the learner ref number.
- Full and clear annotation of assessment must be included on every page of the learners' work.
- Internal moderation must take place.
- Most marks at moderation remained unaltered, however it was evident that some centres marking was consistently too high and that assessors have not yet become confident with the new mark scheme. This is only to be expected with a new specification and award. Training is available by Edexcel for centres who would like this support.

Overall an excellent start with much encouraging, good work by learners. Some excellent practice is evident with assessment and internal moderation by the majority of centres.

Principal Learning Society Health and Development Level 2 Unit 4 Growth, Development and Healthy Living

This Unit 4 paper was the first paper to be sat for this new qualification. Therefore learners had only one term to prepare for the external assessment.

Many learners demonstrated that they have already developed much knowledge and understanding of most areas of the specification. Also, they had an understanding of many of the key principles that underpin the Society, Health and Development sector.

However, the performance of some centres could be enhanced by ensuring that all aspects of the Learning Outcomes are studied fully. Many learners showed little knowledge and understanding of aspects of LO2 and LO5.

Some centres may wish to consider giving further guidance in examination techniques in order to assist their learners to achieve full marks for questions. However, some learners had developed these skills and, consequently, were able to target their answers appropriately. Their responses were less general. In these cases, information was selected and used from within the scenarios effectively. For example, for 1b(ii) and 1b(iii) better prepared learners had read the questions carefully and had selected a *predictable* life event in *adulthood* for 1b(ii) and then proceeded to describe how this *predictable* life event may have affected more than one type of development, which they named.

Learners need more guidance as to the appropriate response needed to the command verbs within a question. A one word answer is not an adequate response when the instruction is to "describe".

Careful reading of the question is vital. Learners need to be aware of the number of responses required by a question. For example Question 4 required a total of four ticks, two for physical development and two for intellectual development, making a total of four marks. Some learners made as many as eight ticks which clearly showed they had not spent time reading and re-reading the question before attempting to answer it. Also, some learners ignored the instruction to provide ticks within the table and, instead, had filled each box with detailed information which was not relevant.

Learners need to plan their time carefully to allow time to re-read the whole paper before the end of the examination. Several people left out key words in sentences which resulted in the examiner being unable to award marks. Careful use of effective vocabulary is advisable. The frequent use of meaningless words, such as "stuff", does not enhance the quality of an answer. This results in a lower level of response for which full marks cannot be awarded since the information provided is too general and lacking in appropriate detail.

Generally, the papers were neatly presented with legible handwriting. Few scripts proved to be a challenge for examiners to decipher in order to ensure that learners were appropriately rewarded for their answers.

Learners showed empathy for the situations set within the scenarios featuring in the paper.

Q1a) i), ii), (iii) and (iv)

Most learners responded positively to the question and were able to identify the link between Naomi's life events and developmental change.

Q1b(i) and 1b(ii)

Careful reading of the question produced the appropriate answers. Several learners underlined the key words, *unpredictable, predictable and adulthood*, which helped them select the correct answer.

Q1b(iii)

Often general statements were made about development which did not link to specific identified types of development and, consequently, did not gain full marks. In order to gain maximum marks, it was necessary to describe the link between the predictable life event in adulthood to at least two named types of development.

Q2

All responses to Q2 required a description. One word answers were inadequate. A full description was required in order to be awarded the maximum marks.

Q2 (a)

Most answers showed an understanding of the term, "daily task" but some clearly did not appreciate the difference between a "daily task" and an activity. A full description was required in order to gain full marks.

Q2 (b)

There was good evidence of learners using their knowledge and understanding of social development when reflecting on the situation set.

Q2c)

There were many reflective responses to this question. However, a few learners showed that they had not identified one of the key words, *mobility*, within the question. Instead, they described how Naomi's bereavement had affected her emotionally.

Q3a)

There was little evidence of learners demonstrating understanding of some of the key principles which underpin Judaism. Learning Outcome 5 clearly states this as an example of a religion. There were few high quality answers.

Q3b(i)

Many answers showed that learners had not read the scenario carefully. Statements were included which linked to residential social care when the scenario stated that Naomi had decided to return home and needed domiciliary care.

Q3b(ii)

The responses to the question showed little awareness of monitoring despite it being a key part of Learning Outcome 2.

Q4

This question required careful reading. See earlier comments on examination technique.

Q5

Learners empathised well with the situation in the scenario and showed an ability to use and reflect on knowledge of disability and its affect on development (LO4).

Q5b)

There was a worrying number of answers that suggested that the sibling, Sian, would be bullied because she had a blind brother and that he would, also, be a subject of bullying!

Q6

The responses to this question showed little awareness of socio-economic factors which are a key part of LO5. Very general answers were provided which did not relate clearly to the lifestyle of the family.

Q7a)

Generally, the answers showed a good understanding of different aspects of a male teenager's development.

Q7b)

Learners showed a good awareness of links between physical health, well-being and life opportunities. However, some answers included much repetition with the same statement being provided for several different sections of the question.

Q7c)i)

Many learners provided little evidence that they were aware that the assessment of physical health, mental health, well-being and life styles will involve observations and/or interviews, notes or written reports.

Q7c)(ii)

The answers to this question, once again showed that learners had related well to the situation set.

Q 7c(iii)

Most answers showed an appropriate, considered approach to the recommendations suggested. However, some learners valued highly the importance of discussing issues with gang members in order to get advice.

Statistics

Level 1 Unit 1 Exploring the Sectors

Grade	Max. Mark	A*	A	B
Boundary mark	60	52	37	22

Level 1 Unit 6 Health, Wellbeing and Lifestyle

Grade	Max. Mark	A*	A	B
Boundary mark	60	50	36	23

Level 2 Unit 1 Principles, Values and Personal Development

Grade	Max. Mark	A*	A	B	C
Boundary mark	60	52	42	33	24

Level 2 Unit 4 Growth, Development and Healthy Living

Grade	Max. Mark	A*	A	B	C
Boundary mark	60	50	41	33	25

Centres are reminded that this is the first examination for this new specification and that coursework boundaries may change in the following series

Notes

Maximum Mark: the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids .

Boundary mark: the minimum mark required by a learner to qualify for a given grade.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code DP021006January 2009

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH