



EXAMINER'S REPORTS

LEVEL 2 HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

JANUARY 2024

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

Level 2 Certificate

January 2024

UNIT 1: PROMOTING HEALTH AND WELL-BEING THROUGHOUT THE LIFESTAGES

General Comments

Candidates were generally well prepared for this examination.

Most candidates completed the paper suggesting there was sufficient time for candidates to write detailed responses.

The candidates' knowledge of the specification was generally good; the content areas addressed in the questions appeared to show good, all-round understanding. Candidates' ability to apply knowledge to the specific situations posed in the scenarios varied, depending on the scenario. The application of knowledge should be practised in a wide range of contexts.

Spelling and grammar were a positive for most candidates, with handwriting legible in most cases.

In the higher value questions, candidates who showed a clear thought process in their approach to the structure of their responses, achieved the highest band marks. Evidence of mind maps and mnemonics were used to support recall, for example, PIES.

Candidates generally offered developed responses to all questions that required more than identification or a statement, with brief points or bullet points not regularly seen. There were very few one-word answers or brief sentences.

Some candidates misread questions and some candidates would benefit from increased focus on the command words of the questions.

Comments on individual questions

- Q.1** Intended as an introduction to the paper, based on recall. Some candidates were confused over life factors and events.
- Q.2**
- (a) It was pleasing to see most candidates could recall the life stages and age ranges accurately.
 - (b) Responses showed good knowledge of centile charts, identifying length/ height, weight, and head circumference as aspects of growth recorded on a centile chart.
 - (c) Candidates generally understood the term gross motor skills and responses linking the large muscle movements with infancy gained credit.
- Q.3**
- (a) In this question, candidates confused stages of play with types of play. Stages of play link to the age of the child, whereas types of play link to the range of activities.
 - (b) When describing the importance of play, candidates who achieved full marks gave clear descriptions for intellectual and social development with examples of activities to support their descriptions.

- Q.4** Most candidates could outline the term 'more able and talented', those using subject terminology and well-structured sentences were able to gain more credit than candidates who tried to outline in just one- or two-word responses, such as '*smarter*'.
- (b) There were a variety of responses to this question. The most common focus was on obesity and depression, which limited marks to bottom/ lower middle mark band.
Candidates who understood the command word gave detailed discussions with a range of both positive and negative effects on Molly's growth, health, and well-being. These responses were awarded top mark band.
- Q.5** (a) Many candidates misunderstood the term 'active participation' responding with mobility related responses. Marks were awarded for responses that described the importance of having a voice and control over his own care for Sanjay's recovery.
- (b) The question required careful reading and understanding. Answers that explained in detail how independence can improve self-concept were credited top mark band.
- (c) Candidates who understood the command word gave a detailed assessment with a range of both positive and negative effects on Sanjay's growth, health, and well-being. These responses were awarded top mark band.
- Q.6** (a) The question was asking for ways that the care home may support Tai's health and well-being. Candidates were required to describe examples, such as helping him to wash and shave each morning. Candidates lost marks for vague responses such as 'help him do things.'
- (b) Whilst some credit was given for explaining the positive effects of group meetings, to be awarded top mark band, candidates responses were required to show clear understanding of 'mindfulness'
- (c) The PE was pleased with a wide range of responses to this question, explaining the importance of internet contact with family for Tai. Some marks were lost through a lack of detail in the responses. Higher marks were awarded to candidates for good quality, detailed answers, these candidates often showed a plan, before writing their response.
- Q.7** A high number of candidates did not attempt this question. Responses showed a lack of knowledge of the Well-being of Future Generations (Wales) Act 2015. Current legislation is an important topic area that should be addressed in future learning. (Specification: Topic area 1.4)

- Q.8** (a) This was a straightforward question testing recall, many candidates lost marks. It is important that candidates recognise/ name examples of current Welsh health and well-being initiatives. Whilst there are many new initiatives, it is recommended that learning of this topic area starts with those identified on the specification.
- (b) A good range of responses were seen describing the role, purpose, and challenges of the antibiotics awareness well-being initiative campaign. Marks were lost where candidates explained only the role or purpose and not the challenges.
- (c) The requirement for this question was to assess different types of promotional material.
Many candidates lost marks by not providing a detailed response. Some candidates responded with a basic sentence or two, limiting their access to the marks.

Summary of key points

- In general candidates showed a clear thought process in many questions and were able to recall information for lower mark questions.
- Candidates need to be reminded to pay attention to the command words and prepare their response appropriately to access high band marks.
- Candidates scored lower marks if they made lists rather than giving more detailed answers.
- Candidates need practise to draw out the key areas required for each question and only respond to those questions or at least link their answers back to the key terms e.g. to only give effects on 'health' if that is what the question had asked.

Sample assessment materials are available on the WJEC website for candidates to see how the questions are phrased and what could be examined. WJEC's online resources, including revision techniques, are also a useful source of information and, for further guidance; CPD materials are available on WJEC's secure website.

There is a new textbook available to support learners on this course, available from resources@wjec.co.uk ISBN:978-1-86085-763-8



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk