



EXAMINER'S REPORT

LEVEL 2 HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

JANUARY 2020

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HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

Level 2

January 2020

UNIT 1: PROMOTING HEALTH AND WELL-BEING THROUGHOUT THE LIFE STAGES

General comments

It is pleasing to report that teaching of this new specification in a short timeframe has prepared the candidates well for this first examination. In most cases, candidates attempted all questions. The candidates' knowledge of the areas addressed in the questions appeared to show good, all-round understanding.

All candidates completed the paper, suggesting that time management was not an issue during the examination.

Some candidates misread questions and some candidates would benefit from focusing more on the command words at the start of each question.

It is recommended that candidates re-read and check their responses, time permitting.

In the longer-answer questions, candidates showed a clear thought process in their approach to the structure of their responses. Mnemonics were used to support recall – for example, with self-concept – candidates generally benefited from this aid to memory.

Candidates generally offered developed responses to all questions that required more than identification or a statement. There were very few one-word answers or brief sentences, suggesting candidates were engaging with the questions.

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

Good spelling and grammar and legible handwriting were displayed by the majority of candidates.

Every attempt is made to provide sufficient space for candidates to write their responses to each question. However, if candidates need to use the continuation pages, their answers here must be clearly labelled with the full question number.

Comments on individual questions

Q.1 (i), (ii), (iii), (iv)

The correct life stages were identified by most candidates; however, some candidates failed to identify increased dependency on others as an aspect of later adulthood – possibly evidence of misreading the question.

Q.2 (a) (i), (ii)

Fine and gross motor skills were defined correctly by most candidates, linking to small and large muscle co-ordination and development.

- (b) (i), (ii)**
Popular examples of fine motor skills expected to be displayed in childhood included finger painting, colouring and holding cutlery. Drawing and writing should suggest the control of the pencil.
- (c)** Candidates produced a range of answers for how climbing frames support physical development. Answers that gained full marks linked the actions, such as swinging, stretching, jumping off, to gross motor skill development
- Q.3 (a)** This question appeared challenging for candidates, with limited marks awarded for defining self-esteem. (Please see topic area 1.3 of the specification.)
- (b)** Credit was given for social *and* emotional development only. There was some evidence of limited and repetitive responses. Vague answers did not gain credit. Some responses were limited by referring to only social *or* emotional development.
- Q.4** A good range of responses was seen for this question
- (a) (i), (ii)**
Candidates were required to explain positive *and* negative effects of the home environment to access the top mark band.
- (b) (i), (ii)**
Understanding of the term 'resilience' proved challenging for some candidates who confused it with 'resistance'.
- Q.5 (a), (b (i), (ii), (iii)), (c)**
Evidence was seen of a good understanding of the term ACEs, with most candidates being able to give three examples and explain in detail how ACEs may have an impact on adulthood.
- Q.6** While most candidates demonstrated good knowledge and understanding of being a carer and the benefits of attending a day centre, only those who read the question carefully were able to access full marks.
- (a)** Candidates were required to list the effects of being a carer on Jack.
- (b)** Candidates were required to discuss the benefits for Ffion of attending a day centre.
- (c)** This part of the question appeared challenging for candidates, with limited marks awarded. Awareness and understanding of current well-being campaigns is an important part of this unit.
- Q.7** A range of responses was seen for this question.
- (a)** This required the identification and description of three *stages* of play; no credit was given for *types* of play.

- (b) The importance of play for a child’s intellectual and social development was answered well by most candidates, although some responses were quite repetitive. The higher band was gained by giving a good quality discussion that specifically addressed intellectual and social development.

Q.8 A range of responses was seen for this question. Again, current campaigns, as indicated in the specification, are an important area for learning.

- (a) (i), (ii)

This required the *identification* of two services within the *Screening for Life* campaign.

- (b) This required an *explanation* of the purpose and benefits of screening services in Wales.

- (c) This required an *evaluation* of the use of posters for promoting screening services in Wales, meaning that candidates should weigh up the evidence, make judgements and reach a conclusion; only by doing this can they access the higher mark bands.

Candidates need to understand the importance of the command words in questions. If an answer is in bullet point or list format when the question requires, for example, an explanation or a discussion, the candidate cannot access the higher band marks so these types of answers should be discouraged.

Summary of key points

- The candidates’ performance on the first paper of this new specification was generally pleasing, indicating that teachers had prepared their candidates well for the examination.
- Candidates generally understood the context of the questions.
- Candidates scored lower marks if they made lists rather than giving more detailed answers.
- There was no evidence of time restriction.
- Candidates should be encouraged to read the questions carefully and to proofread their answers.
- Current health and well-being campaigns and promotions are an important topic area that should be addressed in future learning. (Please see topic area 1.4 of the specification.)
- Every attempt is made to provide sufficient space for candidates to write their responses to each question. In future series, candidates should be reminded to clearly identify the question number and sub-section when answers continue onto extension pages.
- Sample assessment materials are available on the WJEC website for candidates to see how questions are phrased. 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.



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