

Level 2 Examiners' Report

Health and Social Care: Principles and Contexts

Level 2

January 2026

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Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitted specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitted specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

Contents

	Page
Executive summary	5
Unit 1 Promoting health and well-being throughout the life stages	6
Supporting you – useful contacts and links	9

Executive Summary

This series saw a small increase in candidates sitting the Unit 1 paper and, significantly, more candidates choosing to sit the paper online. This is useful for those candidates who struggle to make their handwriting legible.

Performance was largely in line with previous series' with some questions being accessible to the majority of the cohort.

Although there was a pleasing trend of candidates attempting most questions, marks were lost due to misreading the question and/or responses lacking enough detail to access the higher mark bands.

This was particularly evident in question 5d; many candidates showed an awareness of self-concept but were unable to apply knowledge and develop responses to demonstrate knowledge of the services and professionals that support self-concept. More work on this area of the specification would be useful to prepare candidates in the future.

Likewise, whilst it was pleasing to see that many candidates had good knowledge of legislation, for example in question 8b, more work on application of knowledge within a scenario would encourage candidates to develop their answers in future and access the higher mark bands.

Areas for improvement

Areas for improvement	Classroom resources	Description of resource
Exam question practice	https://www.healthandcarelearning.wales/resources/WJEC_Secure_Website	Past papers and exam walkthrough
Developing and applying knowledge and understanding	https://www.healthandcarelearning.wales/resources/	Online exam review Learning resources

HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

Level 2

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

Overview of the Unit

Candidates were generally well prepared for the examination. Scripts were clearly presented, with good handwriting and legible responses mostly. It was pleasing to see an increased number of candidates completing the unit using the digital entry option. Candidates generally demonstrated confidence in presenting their responses clearly and appropriately using this format.

Whilst there was some evidence of misreading questions, candidates generally demonstrated an understanding of the command words used. However, some candidates lost marks due to a lack of sufficient detail and limited use of appropriate subject terminology.

Centres are encouraged to continue reinforcing learners' understanding of the different types of play and their role in supporting holistic development, including social and cognitive development. It is also important that learners are confident in identifying and distinguishing between the different areas of development and responding specifically to the requirements of each question.

Centres are reminded that the factors affecting self-concept are clearly outlined in section B of the specification. This was an area that some candidates found challenging. Using the terminology provided in the specification when delivering this content will support learners' understanding and help them respond more accurately to questions on self-concept.

Centres are also encouraged to support learners in applying their knowledge of legislation to the specific individual named in the scenarios, ensuring responses are relevant, focused, and clearly linked.

Comments on individual questions/sections

- Q.1** This was a straightforward question requiring candidates to identify developmental skills. Most candidates correctly identified examples of gross and fine motor skills, some confusion was evident in relation to the types of play that support understanding others and learning new concepts.
- Q.2** (a) (i,ii) Candidates scored well on this question, with most able to recall appropriate life factors.
- (b) Candidates demonstrated a sound understanding of cultural and religious influences. Stronger responses included clear discussion and considered the specific impact on the adolescent, which was necessary to access the top mark band.

- Q.3** (a) This question required candidates to identify that Remi lives in a nuclear family. Many candidates were unable to correctly identify this family structure. (specification reference 1.2)
- (b) Candidates were generally able to provide relevant examples of Adverse Childhood Experiences (ACEs). Where marks were lost, this was often due to repetition of the same example rather than providing two distinct responses.
- (c) To access the top mark band, candidates were required to explain the impact of Adverse Childhood Experiences (ACEs) on a child's current and future health and wellbeing. Stronger responses provided clear, developed explanations that considered both immediate and longer-term effects.
- Q.4** (a) Many candidates were able to access the marks by outlining developmental milestones as the physical, intellectual, emotional, and social skills that most children achieve by a certain age.
- (b) To access the top mark band, candidates were required to demonstrate clear knowledge and understanding of the purpose of tracking developmental milestones using both centile charts and the Schedule of Growing Skills. Stronger responses explained how these tools are used to monitor development and identify any potential delays or concerns that may indicate the need for additional support or early intervention.
- (c) Specialist therapies needed to be specific to supporting a child who was not meeting developmental milestones. Credit was given where candidates identified an appropriate specialist professional instead of the therapy; however, credit was not awarded for vague or general job roles such as nurse or doctor. Specific roles, for example speech and language therapist or occupational therapist, were required.
- Q.5** (a) Credit was only awarded for responses that correctly identified later adulthood as 65 years and over.
- (b) This question required candidates to focus on physical aspects of development in later adulthood only. However, some candidates included intellectual, emotional, and social aspects, which did not gain credit. In addition, some responses were vague or repetitive, for example referring generally to skin changes without further development or clarification.
- (c) Candidates were required to name the factors affecting self-concept. These are clearly listed and unambiguous in section 1.3 of the specification.
- (d) There was evidence of some candidates misreading this question. Whilst many responses identified factors that may affect self-concept, marks were awarded for explaining how these factors could be supported. Creditworthy responses included examples such as ensuring carers have appropriate DBS checks, following safeguarding procedures, and providing a safe environment with access to suitable mobility aids. Centres are encouraged to remind learners of the importance of reading questions carefully and focusing on the specific requirements of the command words.
- Q.6** (a) Candidates were generally able to explain the role of the Welsh Government in improving the health and wellbeing of individuals. Basic marks were awarded for simple responses, such as identifying health promotion campaigns. Higher mark band responses demonstrated a more detailed understanding, including reference to named initiatives and relevant legislation, showing clearer explanation of how these improve health and wellbeing.

- Q.7** (a)(i,ii) Candidates were generally able to outline the effects of visual impairment. To access full marks, candidates were required to outline the impact on the individual, for example how the visual impairment may affect their independence, mobility, safety, and ability to carry out everyday activities.
- (b) There was a range of responses to this question, with most candidates able to access the available marks.
- (c) Whilst candidates generally demonstrated knowledge of resilience and positive self- concept, some responses were too brief and lacked sufficient detail across all areas of development. Stronger responses used the PIES framework (Physical, Intellectual, Emotional, and Social) to provide a more comprehensive explanation and were therefore able to access higher marks.
- Q.8** (a) Candidates were able to explain how being a primary carer could affect Mandy's employment opportunities. It was appropriate that candidates recognised that Mandy may face challenges in gaining or maintaining employment, and full marks could be accessed through explaining negative impacts only. It was pleasing to see some candidates recognising that Mandy may develop transferable skills through her caring role, such as empathy, resilience, and strong caring skills, which could be valuable to an employer also.
- (b) Whilst some candidates demonstrated awareness of the Social Services and Well-being (Wales) Act 2014, responses often lacked sufficient depth and were not always clearly focused on how the Act supports Mandy and her daughter specifically. Stronger responses applied knowledge of the legislation directly to the scenario, for example by explaining how the Act ensures access to support services, protects wellbeing, and promotes the rights of both Mandy and her daughter. Top band marks were awarded to responses that used accurate subject terminology to explain Mandy's entitlement to a carer's needs assessment and the support available as a result.
- (c) To access the top mark bands, candidates were required to provide a balanced discussion that clearly considered the impact on both Mandy and her daughter, with relevant and developed points applied to both individuals.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02920 265139

Email: hscpandc@wjec.co.uk

Qualification webpage: [Level 3 Health and Social Care: Principles and Contexts \(First Assessment 2024\)](#)

See other useful contacts here: [Contact us | Health and Care Learning Wales](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: [Upcoming Training and Events | Health and Care Learning Wales](#) <https://www.wjec.co.uk/home/professional-learning/>

WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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