



EXAMINER'S REPORT

LEVEL 2

**HEALTH AND SOCIAL CARE:
PRINCIPLES AND CONTEXTS**

JANUARY 2022



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HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

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

General comments

Centres should be commended for preparing the candidates in such unprecedented circumstances. Most candidates attempted all questions and demonstrated understanding of the content of this unit.

All candidates completed the paper, suggesting the paper allowed sufficient time for candidates to write detailed responses. Some candidates misread questions and some candidates would benefit from increased focus on the command words of the questions. It is recommended that candidates re-read and check their responses, time permitting. Spelling and grammar were positive for most candidates and handwriting was legible in most cases.

Whilst every attempt is made to provide sufficient space for candidates to write their responses, candidates who required extra space to write their responses clearly identified the question number and sub-section when answers continued onto extension pages. This was appreciated by the examiners.

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 mnemonics were used to support recall; for example, PIES. Candidates generally benefited from this aid to memory. Most candidates offered developed responses to questions that required more than identification or a statement. The use of bullet points or brief points was not regularly seen. 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 all-round understanding. Candidates' ability to apply knowledge to the specific situations posed in the scenarios varied. Candidates would benefit from greater understanding of the command words used in the questions. Practise of a wide range of contexts is recommended to develop the candidates' understanding of promoting health and well-being throughout the life stages.

Comments on individual questions

- Q.1** Most candidates correctly identified the correct life stage for each milestone usually demonstrated.
- Q.2** Some candidates were unable to identify life events (specification: topic area 1.2), but good knowledge was shown on how the life event influenced development. Some candidates lost marks through misreading the specific area of development required by the question.
- Q.3 (a)** Candidates correctly identified the life stage of childhood.

- Q.3 (b)** This question required candidates to link play with emotional development. Candidates were awarded the top mark band for explaining the development of creativity, confidence, resilience, and releasing anger and frustration. Credit was not given for responses focused on social development; for example, sharing and making friends.
- (c)** This question appeared challenging, limiting the marks awarded. Candidates lacked understanding of the term “moral development”. A small number of responses correctly described that play will support good behaviour and empathy and sharing, and good examples of moral development included taking turns, saying “please” and “thank you”, sharing toys.
- Q.4 (a)** Whilst candidates responded clearly to the definition of gender inequality, some candidates misread the question and responded with equality rather than inequality.
- (b)** The question asked for two examples of gender inequality. Candidates provided evidence of good understanding, although some candidates lost marks for repeating examples such as: (i) Men will be expected to do the maintenance; and (ii) Women will be expected to cook and clean. Both points are giving examples of stereotypical job roles and therefore repeating the example gained one mark only.
- (c)** Responses demonstrated good knowledge and explanation of self-esteem. Higher marks were awarded to candidates for good quality, detailed answers which explained that the effects of the promotion may be positive and negative.
- (d)** This question was about being treated unfairly and discrimination. Candidates who explained how being treated unfairly impacted health and well-being were awarded marks in the top band. Credit was not given for responses that focused on Haydn thinking his work was not good enough.
- Q.5** The responses to this question were very good. Candidates demonstrated a good understanding of peer pressure and the effects of substance misuse.
- Part (c) required candidates to discuss the support available to encourage Zainab to take responsibility. Credit was given for types of support, such as: PSHE sessions and policies offered by the college, parental support, and encouragement to help Zainab to make informed choices.
- Q.6** Candidates clearly defined the term obesity, with top marks awarded for indicating that BMI would be 30 or higher.
- (c)** Evidence of basic understanding of the purpose of BMI was shown. When answering questions on BMI, the calculation is based on the comparison between an individual’s height and weight, and it may be used as a tool for monitoring and setting targets.
- (d)** The question was answered well by most candidates, demonstrating good knowledge and understanding of how an individual could achieve a healthy BMI. Popular responses included diet, exercise, water. Candidates who discussed tools such as trackers, diaries, fitness apps, and support groups such as a running club and attending a weight loss club as methods for maintaining a healthy BMI were credited in the top mark band.

- Q.7** Candidates' responses to this question were good, with most able to identify the effects of bereavement and loneliness.
- (b) Candidates correctly identified that the community centre provided Marc with social support. However, to access the top mark band, candidates were expected to describe a wider range of support, such as a hot meal, learning new skills, signposting to other health and social services.
- (c) Responses suggested that a limited number of candidates were familiar with the *Talk to me* well-being campaign. This campaign is web-based, providing information, resources and signposting to services and contact numbers for individuals considering self-harm and suicide. No credit was given for responses that described it as a chat-line for lonely individuals. (Specification: topic area 1.4.)
- Q.8** Candidates demonstrated knowledge and understanding of the role of Public Health Wales and the benefits of anti-smoking campaigns for the individual. To achieve top marks in part (c), candidates were required to discuss the benefits of anti-smoking campaigns for health and social care services as well as for the individual.

Summary of key points

- In unprecedented circumstances overall, candidates were well prepared for this examination.
- There was no evidence of time restriction.
- Candidates should be encouraged to read the questions carefully and apply their responses to the individuals and circumstances described in the scenario; generic responses are unable to access the top mark bands.
- Candidates are required to respond to the command words used in each question. It is recommended that centres ensure candidates have a clear understanding of the command words to inform their responses and access higher mark bands.
- Candidates scored lower marks if they made lists rather than giving more detailed answers.
- Proofreading of responses to questions is recommended.
- It is important that candidates understand how health and well-being is promoted through the campaigns indicated in the specification. Current health and well-being campaigns and promotions are an important topic area (specification, topic area: 1.4) that should be addressed in future learning. These campaigns are time-sensitive. A list of the latest Welsh Government health and well-being initiatives is available on the Health and Care Learning Wales website.

Sample assessment materials are available on the Health and Care Learning Wales website for candidates to see how the questions are phrased and what may be examined. WJEC's online resources, including revision techniques and exam walk-through are also a useful source of information. For further guidance; CPD materials are available on WJEC's secure website.



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