



EXAMINERS' REPORTS

LEVEL 2 HEALTH & SOCIAL CARE: PRINCIPLES AND CONTEXTS

January 2023



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HEALTH & SOCIAL CARE: PRINCIPLES AND CONTEXTS

Level 2 Certificate

January 2023

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

General Comments

The number of candidates being entered for this unit has increased, which is encouraging.

In most cases, candidates showed understanding of the command words and handwriting was legible. Most questions were attempted by the candidates, however some of the responses were quite brief and lacked detail, particularly for the higher tariff questions. There was evidence of candidates misreading questions which limited their access to marks.

To access higher band marks for the extended response questions, candidates needed to apply their response to the scenario, too often there was evidence of generic responses that lacked application and subject specific terminology. Questions which required consideration of growth, health and well-being did not always address each aspect which restricted the marks awarded.

Comments on individual questions/sections

- Q.1** Most candidates were able to identify the life stages correctly, as outlined in the specification, which was pleasing.
- Q.2** A range of responses were evident for this question. There was also evidence of misreading. To be awarded full marks, candidates were required to respond with ways in which each factor influenced the aspect of development indicated in the question.
- Q.3** (a) Most candidates correctly outlined examples of lifestyle choices with popular responses focused on healthy diet and avoiding substance misuse. Credit was given for positive lifestyle choices only.
- (b) This question required candidates to name health and social care services. Marks were lost by naming the practitioner rather than the service, as required.
- Q.4** (a) The responses to this question were good with most candidates able to give examples of ways a care worker may assist in later adulthood. Popular responses included assisting with personal care and feeding.
- (b) There were a range of responses for this question, candidates that explained the impact on mental health and Shae's psychological security were awarded the top mark band.

- (c) To access the top mark band for this question, candidates were required to address each of the three types of support. Many candidates did not address mindfulness. Responses for technology included connecting to family and friends using social networking. Candidates were awarded marks for the support offered from personal alarms and lifeline pendant technologies.
- Q.5** (a) Candidates were given credit for a brief description of one activity that a school may offer children to encourage creativity. Naming a suitable activity with no description limited the mark awarded.
- (b) A variety of factors that influence a child's speech and language were given. Most popular were environmental factors, illness and disability and children living in a bilingual family, where they were learning more than one language. Credit was given for positive and negative responses.
- (c) There were a range of good responses for Owen's self-concept, candidates explaining that the support would positively affect his self-concept. Credit was also given for responses that suggested the intervention may have a negative effect, Owen may feel labelled and different to his peers.
- Q.6** (a) The question asks for campaigns specific to Wales. Credit was given for the campaigns identified in the specification and any other current Welsh campaign. It was disappointing to report that many candidates were unable to name a current health campaign. No credit was given for naming a charity.
- (b) Many good responses were seen, with candidates showing good understanding of the role and purpose of promoting health and well-being. Candidates who applied their understanding specifically to adolescents were able to access the top mark band.
- Q.7** (a) Most candidates described the meaning of the word resilience. Brief responses, such as "bounce back" were credited with one mark.
- (b) The question required positive influences of employment and marriage only. No credit was given for a negative response. It is important that candidates read the question carefully.
- (c) This question appeared challenging with a minority of candidates correctly demonstrating their understanding of the term inclusion. Some candidates gave vague responses about individuals wanting to be included which did not gain any credit. (Specification topic area 1.3)
- Q.8** (a) Candidates who addressed the effect of a physical disability on Yousef's growth, health and well-being in their response were able to access the top band marks.
- (b) This question required candidates to name the service, with many losing marks by naming the practitioner. Popular services identified included physiotherapy and occupational therapy.
- (c) A range of good responses were seen that demonstrated understanding of Yousef's sense of security. Popular responses included worry about visiting public places and worry about the future.

Summary of key points

Candidates should be more careful in reading the requirements of the question to prevent misinterpretation.

To access top mark bands, responses should be applied to the life stage and individual circumstances given in the scenario. Generic responses should be discouraged.

In questions which require consideration of growth, health and well-being, candidates should ensure they are considering each aspect to avoid giving only a partial response.

Current health and well-being campaigns and promotions are an important topic area that should be addressed in future learning. (Specification topic area 1.4).

Sample assessment materials, past papers and mark schemes and exam walkthroughs are available on the WJEC website for candidates to see how exam questions are phrased and expected responses. The WJEC online resources are also a useful source of information and activities related to this specification.

For further guidance, CPD materials are available on the WJEC's secure website.



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