

Level 3 Examiners' Report

Health and Social Care: Principles and Contexts
Level 3

January 2025

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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	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised 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.</p> <p>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.</p>	For unitised 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

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Executive Summary

This series saw submission of internally assessed work for units 1 and 5 and an increase in entries for the externally assessed units 2 and 7 with candidates entering through written and online papers. Of the 950 entries for Unit 2 this series, 19 candidates entered through the medium of Welsh, and for Unit 7, 4 candidates of the 367 entered through the medium of Welsh.

Outcomes for all units were largely in line with performance in the Winter 2024 series.

Externally assessed units (2 and 7)

The overall standard of responses for both papers was good with candidates showing good knowledge and understanding of the content of the specification. Good application of knowledge was seen through valid responses, some of which demonstrated an effective understanding of the AO3 command verbs; developed, balanced and reasoned arguments were evident in many cases when answering 'evaluate', 'assess' and 'consider' questions.

Further familiarity with the command verbs through examination practice and development of exemplar answers would allow candidates to develop their responses fully to ensure that the higher mark bands are reached. The examination walk through on the WJEC website stresses the importance of this alongside other examination tips.

The attempt rate for questions in both Unit 2 and Unit 7 improved this year, demonstrating that candidates had been well prepared by centres.

Emphasis on the development of knowledge of the main theorists will benefit candidates in Unit 2 and should be interwoven within the teaching of the Unit 2 specification to enable candidates to observe how theories are applied to practical scenarios; it was pleasing to see some candidates using knowledge and understanding of alternative theories as a means of identifying strengths or weaknesses when writing A03 responses. Candidates should be encouraged to work with case studies when writing responses to familiarise themselves with applying knowledge to specific scenarios.

Answers on the Unit 7 paper showed an improved level of understanding in many cases although candidates should work on development of answers and addition of detail to reach the higher mark band, particularly for the higher assessment objectives. Explanations should show a developed response with facts presented in some depth. Some good knowledge of systems applied to a scenario was pleasing to see in the higher band candidates.

Internally assessed units (1 and 5)

In most cases, tasks were in order and presented appropriately with evidence well documented and referenced throughout. For tasks where the internet is not permitted, class notes should be uploaded to support the work.

It is essential that candidates' work should be in their own words and any direct quotations referenced. Additionally, class notes should not be taken directly from the internet. Please see guidance on the website or get in touch for more information.

Centres should be mindful of using the correct and current brief for both Unit 1 and Unit 5. This can be found on the secure website and changes annually.

All work was uploaded on the IAMIS system which will be used exclusively in the summer series. Please ensure that work is correctly uploaded, and all documents are present.

Areas for improvement	Classroom resources	Brief description of resource
Develop further understanding of command words for examination techniques.	PAST PAPERS (SECURE WEBSITE) CPD MATERIALS (SECURE WEBSITE) EXEMPLAR MATERIALS 2024 (SECURE WEBSITE) FOR UNITS 2 AND 7.	PAST PAPERS AND MARK SCHEMES TO PRACTICE. EXAMPLES OF RESPONSES AND MARKS. EXAM SUPPORT (COMMAND WORDS FOR UNITS 2 AND 7) ONLINE EXAM REVIEWS AND EXAMPLES OF RESPONSES WITH MARKS.
Ensure that legislation, codes of practice and codes of conduct are all included in Task 2 Unit 5 and that marks reflect this.	KNOWLEDGE ORGANISERS EXEMPLAR MATERIALS 2024 (SECURE WEBSITE)	Legislation, codes of practice. A grade Unit 5 example.
Include theorists throughout teaching of the specification to familiarise candidates with Unit 2 content using a range of scenarios.	EXEMPLAR 2023 (SECURE WEBSITE) KNOWLEDGE ORGANISERS EXEMPLAR MATERIALS 2024 (SECURE WEBSITE)	2 examples of Unit 1 work – 55 and 79 marks. Gesell, Goleman, Bandura, Piaget, Bruner, Vygotsky. Range of theoretical approaches. A grade example Unit 1, review of Unit 2 with Principal Examiner comment

HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

Level 3

January 2025

UNIT 1: PRINCIPLES OF CARE AND SAFE PRACTICE WITHIN OUTCOME-FOCUSED, PERSON-CENTRED CARE

Overview of the Unit

Unit 1 focuses on the knowledge and understanding of professional responsibilities, roles, and accountabilities of health and social care workers in the sector. Candidates are given a case study from a choice of two but must not have access to it until the start of the assessment.

Assessment objectives are evaluated through five questions in Task 1 and two questions in Task 2. The weighting for each assessment objective is as follows: 40% for AO1, 36% for AO2, and 26% for AO3.

The content assessed in Unit 1 includes principles of care, outcome-focused care, challenges faced by workers, ethical approaches and principles, as well as demonstrating positive trust and communication. In Task 2, candidates are assessed on their knowledge of legislation and national policies relevant to the specific setting within the case study. Additionally, candidates must be aware of codes of conduct and professional practice, understanding how they guide workers within the setting.

For the Winter 2025 series, one centre mistakenly used the case study from the previous series instead of the correct one. Due to mitigating circumstances, this was accepted. However, all centres must adhere to WJEC requirements at all times.

WJEC requirements include:

- A non-examination assessment (NEA) comprising two tasks, both of which relate to a chosen case study.
- Both tasks require learners to apply their knowledge and understanding of principles of care, safe practice, and outcome-focused care.
- An Assessment Pack will be released to centres via the WJEC secure website on the first Monday of September each year.
- Each Assessment Pack includes a case study that candidates must use as the basis for completing both tasks.
- Candidates must choose which case study they wish to use.
- The task is published on www.healthandcarelearning.wales and will remain the same for the lifetime of this specification.

Comments on individual questions/sections

This was the fourth year of assessment of this unit.

Overall, the unit tested the scope of the specification and resulted in some excellent

knowledge being demonstrated by candidates, although there were some issues across entries which will need addressing before the next series.

There were some excellent examples of an in-depth understanding of principles of care and how to apply these in practice. The majority of candidates gained a reasonable to good mark in the assessment although some candidates' knowledge of applying the principles of care in context was limited.

There was a variety of styles of marking and assessment documentation submitted by centres for moderation. Some excellent annotation was seen on candidates' work which enabled moderators to see how centres were justifying assessment decisions. In other cases, annotation was minimal. Class notes were provided by centres for this series which was pleasing. It was difficult to determine the authenticity of class notes as many candidates relied too much on the use of the internet. Some answers, particularly for task 2, consisted of information lifted straight from the internet which is not acceptable, as the specification states work must be the candidates' own and it is the responsibility of the invigilator/tutor to check the authenticity of class notes.

Page 71 of qualification specification is a useful reminder here:

"All notes used by candidates must be retained by the centre and must be submitted for review as part of the moderation process."

The teacher/assessor is responsible for reviewing notes that candidates intend to take into the assessment environment and making sure that they are in line with the requirements above. If the teacher/assessor has any concerns regarding the authenticity of the notes, they should stop the assessment from taking place and follow their own internal procedures for dealing with cases of suspected malpractice."

"Candidates must understand that, to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to WJEC if the candidate has signed the declaration of authentication form."

Task 1

In some cases, specific questions were marked generously, in particular Task 1 (b). To achieve marks in the the higher bands for Task 1 (b), candidates should explain how care and support workers in the chosen case study are expected to demonstrate and promote outcome focused person-centred care in their work and how this benefits the individual they are working with. It is important that candidates make clear the expectation and not just give examples from the specific chosen case study. By doing this, candidates are able to access the higher mark bands. It is important that the expectation is specific to the care and support workers in the chosen case study.

For Task 1 (e) many candidates reflected upon how care and support could develop positive relationships and effective communication, however, the question asked for a reflection on how the methods and skills were used by the care and support workers in the chosen case study.

Task 2

Applying the appropriate legislation and code of practice to the setting in the case study attracted higher marks, some candidates did not use relevant legislation and national policies in relation to the specific settings of the case study chosen.

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UNIT 2: FACTORS AFFECTING INDIVIDUALS' GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN

Overview of the Unit

This unit is assessed through an examination (either on screen or written paper) comprising of a range of question types to assess factors affecting individuals' growth and development across the lifespan.

It is recommended that teaching of Erikson Psychosocial Theory is started at the beginning of the unit, alongside teaching candidates the different aspects of development across the lifespan. By doing this, candidates can apply Erikson's theory to different areas across the lifespan.

- Candidates should be encouraged to consider positive and negative aspects of factors that affect human growth and development across the lifespan (2.1)
- Centres could use sector engagement for this unit, for example, encouraging the involvement of a health visitor, allowing candidates to explore key milestones in infancy and childhood.
- Candidates should be given the command words to support them during class revision sessions and when revising at home – a useful link to support candidates is - <https://www.healthandcarelearning.wales/en/resources/hsgcc-command-words>
- In this series, there was evidence that top-performing candidates were familiar with a range of concepts from various psychological models. It is important that candidates are aware of the strengths and weaknesses of all the psychological models. In particular, when evaluating psychological models, higher-banded candidates should be able to expand upon critiques by introducing other psychological models to challenge the theory. This is in line with the 2.2 element of the specification, 'Learners should know and understand the basic concepts related to well-established theories and current critiques, **and how they relate to each other.**'
- Candidates should be aware of community resources available to support the long-term effect of factors that impact growth and development (2.1). A useful way candidates could prepare for this is to draw a map of their community within a radius of their home or college/school, drawing pictures of different resources within their area to support individuals. Drawings could be expanded upon through explanation of how individuals could access this support and how it would support them with a range of factors identified in 2.1.

Comments on individual questions/sections

- Q.1 (a)** A generally well answered question. Some candidates identified retirement; although this is a predictable life event, it was clear from the question that Lyn had not yet retired and was not at retirement age and therefore, this was not credited, as the response should relate specifically to two predictable life events that Lyn may have experienced during her current lifespan.
- (c)** Some candidates explained menopause, but this is not linked to later adulthood and is not typically a feature of physical changes in later adulthood (65+). Menopause usually occurs in middle adulthood, around the age of 50, marking the end of a woman's reproductive years.
- (d)** In general, this was not a well-answered question. Many candidates were able to describe Cumming and Henry's Disengagement Theory but struggled to evaluate it. Candidates who achieved higher marks were able to evaluate a wide range of aspects and provide detail of strengths and weaknesses. Additionally, some candidates enhanced their evaluation by bringing in Erikson's psychosocial theory to provide a strength or a weakness of the theory, this was excellent practice and fully in line with the 2.2. specification in relation to current critiques of models and how they relate to each other.
- Q.2 (d)** Answers to this question varied across candidates' responses. Many candidates were able to identify the impact of anxiety on Norman's growth and development but struggled to explain the long-term effects in any depth, resulting in marks within the lower bands. It was pleasing to see some candidates acknowledge the positive impact of Norman experiencing anxiety in adolescence, explaining that this could improve his future resilience during
- (e)** Some candidates confused Erikson with other psychological models. Others provided generalised answers, such as, "Erikson argues that individuals develop through stages," but failed to make a clear and direct reference to the stage that Norman would be at 'Identity vs. Role Confusion', or to other relevant stages that may explain his anxiety. Additionally, some candidates described stages that Norman would not have experienced yet according to Erikson's theory. These responses were not credited, as the question focused on why Norman may have anxiety based on Erikson's framework.
- Q.3 (a)** On the whole, this was a poorly answered question, with many candidates confusing the term 'exceeding milestones' with 'expected milestones'. It is important that candidates read the question carefully. Many candidates were able to score 1 mark by clarifying that the core meaning of 'exceeding milestones' typically refers to development that goes beyond the expected life stage, being more advanced or considered intellectually gifted or more talented. Some candidates did not focus on the number of marks attached to the question, which in this case was 2. It is important that candidates outline the core meaning and expand upon this; the expansion can be brief, but the question asks for an outline. It was pleasing to see some candidates expand upon the term, such as discussing the effects of exceeding milestones or potential reasons why some individuals exceed milestones. Candidates who did not expand upon their answers could not achieve the maximum marks. As noted in previous exam series, it is essential that candidates include both a core meaning and expansion to score maximum marks.

(d) Candidate responses to this question varied. Typically, this question was not answered very well. Many candidates demonstrated a basic understanding of Gesell's Biological Theory by stating that Jonah is developing at his own pace or that children mature differently. However, to achieve higher marks, candidates needed to provide more detailed explanations and reference key concepts such as biological determinism, nature, maturation, pacing, or equilibrium. Some candidates struggled to go beyond basic statements, and those that did were not able to explain the theory in enough depth to reach the higher marks. In band 2 responses, candidates effectively incorporated one or two of these terms and explained how focusing on age rather than stage could affect Jonah's development. Higher-band responses (band 3) showed a deeper understanding by using a wider range of relevant concepts from Gesell's theory and explaining how they applied to Jonah's development. Some candidates examined or evaluated weaknesses in Gesell's theory, but this was not required and did not address the demands of the question.

Q.4 (a) Stronger responses to this question applied accurate concepts directly to Xavier's situation, detailing how his social environment (e.g., university life, peer influence) may have played a role in him adopting the behaviour. Some candidates provided detailed explanations, incorporating the idea of vicarious reinforcement and how these could influence Xavier's decision to start smoking. A few candidates struggled to fully apply the theory to Xavier's context or failed to explain how Bandura's concepts specifically related to Xavier's behaviour. Candidates who linked their answers to the stages of modelling and reinforcement, whilst making clear connections to Xavier's environment, performed at higher levels.

Q.5 (a) This question slightly differed from previous series questions as it asked for an outline of the term. Many candidates were able to identify signs or symptoms of autism, such as difficulties with social communication or difficulties with non-verbal communication. However, to fully outline the term, it was important for candidates to make the distinction that being on the autism spectrum is not a one-size-fits-all condition, and autism affects individuals in different ways. It was also pleasing to see some candidates clarify that autism can also be linked to other named conditions, such as Asperger's syndrome. Some candidates gave vague answers, such as "it impacts communication," which were not credited, as this could apply to many different conditions.

(c) Candidate responses to this question varied in depth. Many candidates were able to identify a range of appropriate approaches to support Ruth, such as social skills training, providing encouragement, or using community resources. Candidates who successfully described the actions involved in these approaches (e.g., how social skills training might work or the specific role of a mentor) were able to achieve higher marks. However, some candidates struggled to describe how these approaches would specifically protect Ruth's resilience. For example, they may have described the approach but failed to link it directly to how it would help Ruth. Some candidates also described more than one approach and therefore lost focus.

- Q.6 (b)(i)** Most candidates demonstrated a good understanding of the question and were able to identify appropriate physical activities for Feng, considering his health limitations. However, some students needed to be more specific in their recommendations, ensuring that the suggested activities were not overly strenuous, such as running or jogging, given Feng's potentially painful knees. The ability to tailor suggestions to Feng's individual needs was crucial, and while many candidates correctly identified low-impact activities like walking, a few still suggested more intense options.

Moving forward, candidates should focus on providing context-appropriate responses that take into account the individual's unique health and physical capabilities.

- Q.7** Overall, this was not a well-answered question, with many candidates struggling to examine Watson's study and paying little attention to the Little Albert study or the concept of classical conditioning. Their answers were often general, with limited or no reference to Watson's work. These responses showed basic awareness of nurture but lacked detail and failed to link their points directly to Watson's research. Some limited responses made clear that Watson would argue that nurture is important in terms of development. A small number of students referred to nature, which indicated they had misread the question or were not familiar with Watson's theory. Some confused Watson with Pavlov's and Skinner's theory. Candidates who achieved higher marks were able to use a wide range of concepts and examine Watson's theory using strengths and weaknesses. Some candidates were able to critically engage with Watson's idea of nurture and even question his theory by bringing in the role of Gesell and biological factors in development, fully meeting the A03 assessment command word "examine."

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UNIT 5: SUPPORTING INDIVIDUALS AT RISK TO ACHIEVE THEIR DESIRED OUTCOMES

Overview of the Unit

This is the second series for this unit since it has been assessed as an NEA and candidates worked well using a variety of ways and methods to respond to the task. Overall, the level of work and understanding was a good standard, and candidates demonstrated clear understanding and knowledge of the different learning outcomes.

Overall, there was a good level of knowledge and understanding and the candidates were able to relate that to their chosen individual.

For this series there was a submission of the incorrect assessment brief by one centre, who submitted work using the case study from the Summer 2024 series. Action points at the end of this report will indicate the importance of centres ensuring that the correct assessment brief is used.

Comments on individual questions/sections

Task 1

The NEA comprises of 2 tasks, the first requiring candidates to present case notes on a chosen individual and this assessed 5.1, 5.2 and 5.5 of the specification. For this task candidates worked in controlled conditions, without access to the internet and were able to use pre prepared notes. These notes should be included on any upload, along with candidate work, assessment documentation, learner declaration and timesheet.

Many candidates gave clear explanations in this task. Those candidates scoring on the lower mark bands, focussed on identifying or describing the factors without any explanation. It is important factors are clearly linked to the individual in the case study and that they are factors in the past. A minority of candidates approached this question by giving an overview of potential factors, without referring to their chosen individual.

For 1b, some candidates gave detailed answers but because they only focussed on two factors, they were limited to achieving mark band 3, as they did not 'demonstrate a *range* of accurate knowledge and understanding'; it would be expected that three or more risks would be discussed. In line with performance in the Summer, a lack of application to the case study restricted some candidates' marks, however, overall, this question was addressed very well.

Task 2

The second task relates to 5.3 and 5.4 of the specification and internet access is permitted to assist candidates in creating a care plan for their chosen individual. There was a range of formats submitted for this task, but the majority of candidates used a 'slides' format; Canva was also used. Both of these formats were appropriate methods of presenting the information. In question 2a, a number of candidates focussed only on legislation and not on codes of practice or conduct, thus limiting their mark for this section. For 2b, some candidates did not write in detail on practices, and at times, this was due to lack of reference to their chosen individual.

For this task, many candidates provided generalised and, in some cases, brief overviews with limited assessment, and therefore were often limited to mark band 2. It is important that the wording and command verbs are applied accurately when considering candidates work.

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UNIT 7: ANATOMY AND PHYSIOLOGY

Overview of the Unit

This is the second Winter series of the Anatomy and Physiology unit for health and social care. It was pleasing to note the level of detail some candidates gave in their papers. Some candidates chose to provide answers on the electronic portal and many others chose the paper variation.

In this winter 2025 series, it was evident that candidates were able to access all questions across the paper, with fewer questions being left blank. The length of the paper was clearly accessible, with little evidence of candidates not finishing questions.

It is important that candidates are fully made aware of the key command words that they could be assessed on, for example, in questions for A02 'explain', some candidates were unable to give reasons or explore their answer in any detail. It would be useful to give a copy of the assessment command words to candidates who are sitting external examinations to enable them to fully prepare. Many candidates were brief in the questions that required fuller answers such as explain and describe. Candidates should be encouraged to write full answers where the command verb requires it.

Where candidates fell into the lower mark bands it was generally down to questions on integumentary systems, blood pressure and role of this in monitoring health and wellbeing. Many candidates were unclear in their answers and their application to the physiology and/or the effects of these on wellbeing.

Overall, the last question posed a challenge to candidates with many candidates not making the link between an individual's poor diet and the development of type 2 diabetes.

It is important for centres to consider whether candidate handwriting is legible, if candidates handwriting is not legible, these candidates should be encouraged to be entered for the onscreen version.

Comments on individual questions/sections

- Q.3** Candidates needed to describe the function of the heart in the human body. The higher ability candidates were confident in detailed descriptions of the way in which the electrical conduction system worked, cardiac cycle and the chambers and ventricles of the heart. There were a few candidates who had insecure knowledge of the heart and were not sure of the primary function of the heart, which is to pump blood.
- Q.4** On the whole candidates were able to score marks for this question. It was evident that candidates were secure in their knowledge of the nucleus. Candidates scoring higher marks could further expand on the function of a nucleus in a human cell and could confidently explore the way in which the nucleus carries DNA. Further work needs to be taught in terms of wider functions of the role of the nucleus in the human cell.

- Q.5** This question asked the candidates to explain the functions of the integumentary system. Generally, candidates were able to identify that it is composed of the skin and hair. However, a few candidates knew the wider nails and glands function of this system. Many candidates were then able to explore the function of hair and skin to explain their function and those candidates achieved higher band marks. Where candidates simply identified the basic function of these systems they achieved lower band marks.
- Q.6** This question required the candidates to examine the wider way in which substance misuse may cause damage to the liver. Where higher marks were awarded, candidates were confident in examining a variety of effects and how these may damage the liver. For example, fatty liver disease and reduced blood flow. Some candidates were able to widely examine the way in which it affected the detoxification process. Lower ability candidates simply identified a few ways in which it may cause damage such as liver cancer.
- Q.7** The majority of candidates successfully attempted this question and achieved the full two marks. They were confident in identifying two benefits of physical activity. A range of answers were witnessed from the candidates and centres should be congratulated on the teaching of this element.
- Q. 8** The majority of the candidates were able to confidently explain the role of Public Health Wales (PHW). A minority of candidates incorrectly confused the role of Public Health Wales with HIW (Healthcare Inspectorate Wales). Centres are to be reminded to use the specification material to teach the role of PHW. Many candidates were able to explain well and effectively the way in which PHW promotes national screening programmes, immunisation programmes and tackling health inequalities.
- Q11.** This question was the most poorly answered question with many candidates not making effective links between an unbalanced diet and Diabetes Type 2. Many candidates discussed the balanced diet and explored how a diet which was mainly based on fats and sugars contributed to Diabetes Type 2 although many candidates were unsure of the way in which this then led to Diabetes Type 2.

Summary of key points

- Candidates to ensure that they have a grasp of the physiological systems and the way in which they connect with each other within the human body.
- Candidates to be confident across the learning outcomes in the specification.
- Candidates to be given the command words to support them during class revision sessions and when revising at home. A useful link to support candidates is : <https://www.healthandcarelearning.wales/en/resources/hsgcc-command-words>

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: 029 2240 4264

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](#)

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