

Level 2 Examiners' Report

Health and Social Care: Principles and Contexts
Level 2

January 2025

© WJEC CBAC Ltd.



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 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. 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 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

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

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

Overview of the Unit

Externally Assessed: Unit 1

Generally, candidates were well prepared for this external assessment. In most cases, candidates attempted all questions and show a good level of understanding of the command verbs. There was also evidence of good spelling and grammar, with handwriting legible on hard copy papers. Overall, candidates exhibited a well-rounded understanding of the specification.

In some cases, there was evidence of responses lacking detail, particularly for the higher tariff questions. Some candidates limited their achievement by writing simple responses and not always responding to all aspects of the question.

Areas for improvement	Classroom resources	Brief description of resource
Exam question practice.	Resources Health and Care Learning Wales	Exam walk throughs (practical hints and tips)
Underpinning knowledge and understanding.	Resources Health and Care Learning Wales	Learning resources

HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

Level 2

January 2025

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

Overview of the Unit

Candidates were well prepared for this exam. Most candidates attempted all questions and demonstrated a good understanding of the command verbs.

Spelling and grammar were generally strong, with handwriting remaining legible in most cases. The assessment covered candidates' knowledge, understanding, application across all areas of the specification, as outlined in the mark scheme. Overall, candidates exhibited a well-rounded understanding of the specification.

However, in some cases, responses lacked detail, particularly for higher-tariff questions. Some candidates limited their marks by providing simplistic answers instead of taking the time to carefully read the question and respond to the requirements of the questions in detail.

Comments on individual questions/sections

- Q1. Many candidates scored well on this question, with some showing confusion over the difference between benefits and income support.
- Q2. Answers must link to self-concept for credit to be given. Higher scoring responses agreed that a good income would increase self-concept, making the individual proud of themselves, seeing themselves as successful. Some candidate's responses were focused on how they could spend more money, with no link to self-concept and therefore no marks were awarded. Candidates mostly stated that there could be positive and negative effects of social media, but to gain marks the detail of the impact on self-concept was necessary.
- Q3. (a) A range of responses gained credit, such as: breasts enlarge, ankles swell, stretch marks. No marks were awarded for hair loss or stomach gets bigger as these are not expected physical changes in pregnancy. No marks awarded for slang language, such as *belly*.
- (b) The benefits/positives of breast feeding were required for this question. Candidates were able to outline a range of benefits such as: natural and perfectly balanced nutrients, providing antibodies, skin to skin bonding, help reduce cancer risk for mum, free and correct temperature, with no preparation required.
- (c) Credit was given for responses that gave the benefits of a relaxation class during pregnancy. Both health and well-being of mother and baby were required for full marks.

Many candidates misunderstood the term 'antenatal' and responded with 'postnatal' mother and baby style classes and were unable to access the middle/ higher mark band.

- Q4. (a) The question asked for examples of inequality in health and social care, one-word responses such as race did not answer the question sufficiently to gain credit.
- (b) Most candidates were able to identify two examples of inequality in the health and social care environment.
- (c) Credit was given for policies, training, and legislation. However, candidates were keen to give generic responses explaining why inequality shouldn't happen which was not a requirement of the question.
- Q5. (a) A clear definition gained full marks: the way an individual thinks about themselves and believes others think about them, this could be positive or negative and may not be true.
- (b) Responses needed to be relevant to possible causes relating to a 7-year-old boy, living with a foster family to achieve full marks for this question.
- (c) This question required candidates to explain ways in which the foster family could support the development of Jacob's self-concept. Candidates generally responded well, including suggesting allowing time for Jacob to talk about his worries and concerns
- (d) Support the school may offer includes: the teacher, teaching assistant and ALNCO. Schools may refer to external services such as CAMHS and therefore did not gain credit.
- Q.6 (a) Most candidates were able to identify two aspects of social development in later adulthood. Responses worthy of credit included the effects of age on relationships, such as: more time to spend with family due to retirement, isolation, loneliness, caring for grandchildren, loss of a partner/bereavement.
- (b) Most candidates scored highly on this question, making good assessment of how John and Alex's current situation may impact the couple's health and well-being. Responses needed to include both health and well-being to access the top mark band. Top answers expanded on the following aspects of their situation: Welsh speaking, cancer diagnosis, carer responsibilities, isolation, poverty, stress, and psychological security.
- (c) A detailed explanation of ways that health and social care services can support the Welsh language in their daily work were required to achieve in this question. Methods of supporting the Welsh language were required, such as: celebrating the use of incidental Welsh for non-Welsh speakers, offering staff training. Credit was given for reference to the active offer/more than just words.

- Q7. (a) The majority of candidates correctly identified the types of abuse that Erika is experiencing in her workplace.
- (b) Candidates were expected to explain the impact of abuse in the workplace on Erika's health and well-being. Answers that addressed both types of abuse that Erika was receiving, were awarded the top band marks.
- Q8. (a) Most candidates were able to provide a detailed outline of what is meant by the term peer pressure.
- (b) In order to gain full marks, responses needed to link to the life stage of adolescence. Some candidates added relevant legislation in their responses, this is good practice providing they accurately name the legislation.
- (c) The role, purpose and challenges of initiatives and campaigns is a familiar question for candidates, and candidates should be encouraged to practise addressing all three elements as per the requirements of the question in their revision and preparation for their examinations.

Candidates offered a range of relevant discussion points and were given credit, such as:

- Role: to raise awareness
- Purpose: reduce number of individuals using vapes/smoking, encourage healthy choices and lifestyles
- Challenges: peer pressure, products designed to appeal to children, legal age limit for use/purchase.

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: <https://www.healthandcarelearning.wales/contact-us/>

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.



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