



GCSE EXAMINERS' REPORTS

HEALTH AND SOCIAL CARE

SUMMER 2015

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online results analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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HEALTH AND SOCIAL CARE

General Certificate of Secondary Education

Summer 2015

UNIT 1: HEALTH, SOCIAL CARE AND CHILDREN'S SERVICES

Principal Moderator: Linda James

Introduction

It is again pleasing to report that there are encouraging numbers of candidates being entered for the qualification as well as a number of new centres choosing the WJEC course.

The standard of work submitted indicated that centres are continuing to enter candidates across the full range of grades.

Some centres had completed exemplary work for this unit and they should be commended on their performance.

Administration

The improvement in the administration of the moderation process has continued this year, with more centres maintaining good practice. Some centres are successfully continuing to complete very thorough, concise reports. However, there are some that include irrelevant work as well as presenting the reports in unsuitable formats such as using individual plastic wallets for each page, and presenting bulky files – this can make moderation difficult.

Annotation of work according to the assessment grids greatly assists in the moderation process, and it was pleasing to see this being carried out by several centres this year; this is good practice and needs to be adopted by all centres.

Centres must include the candidate name and number clearly on the work as well as on the front cover sheets which are removed during the moderation. Candidates should also include their name and candidate number on the pro-forma time logs – the inclusion of this time log, available to download from the subject page of the website, is compulsory and should not be substituted by a centre-designed log.

This is a controlled assessment, and centres should adhere to the specified controlled time of 45 hours to complete the report; some had included large volumes of work. Others failed to total the requested 45 hours on their time logs and only covered the basic requirements of the report, thereby penalising their candidates.

Centres should access their moderator's reports which are available on the secure website for support and advice for their individual centres – some centres failed to act on previously issued guidance.

Assessment

In general, centres had been consistent in their marking, although some had a tendency to be generous. These centres should access exemplar material available on WJEC's secure website.

In a few cases the centres were extremely generous in their marking and awarding marks in the highest achievement levels for work that did not contain sufficient evidence of explanation, analysis or evaluation. This would have been highlighted in the moderators' report and centres should act on the guidance issued on these reports.

The work for this unit was mainly in line with the requirements of the specification; centres have been following the guidelines and exemplification and acting upon advice provided at CPD, as well as accessing resources available on WJEC's secure website.

There was evidence of some exemplary work completed for this unit; these centres should be commended on their performance. However, some centres continue to rely on the theoretical rather than vocational approaches to the research aspects of the course. Opportunities to visit care settings and interview professional care workers should be encouraged.

Candidates need to ensure that the theme of their individual's care needs and how the local health and social care provision meets these needs form the basis of all tasks within the unit.

Candidates should indicate clearly in their study whether they are following Task 1 or Task 2 as they are given the choice. The client group needs to be specified with the correct age group included.

The reports should follow the format of the marking criteria as shown on the pro-forma front cover sheet. Some centres continue to present disorganised folders which are difficult for the teacher to assess and the moderator to moderate. Some include referrals and barriers before research on the services available, which causes difficulties in marking and moderation, as the reports lack structure and coherence.

Centres should access WJEC's secure website for the updated exemplification for the assessment to assist them.

Candidates do not need to submit all their class notes but include appropriate, clearly applied information relevant to their chosen individual.

(a) Planning the task

Select and justify the choice of target group

The majority of candidates identified their individual/group for investigation and justified their choice. Candidates should be encouraged to identify their choice of individual through the use of PIES and use this research as a basis for selecting and justifying their choice of individual. To achieve A4, detailed and realistic justification for choice is required.

Produce aims and plan of action

Several candidates included clear aims and a detailed plan of action. Candidates should ensure that the aims need to be specific to the chosen individual as well as the plan of action.

Some centres were awarding generous marks for brief aims and plans; to achieve A4 a logical and detailed plan of action, with clear expressed aims, is required.

Most centres had accurately recorded a time log. The time log is a compulsory element of the controlled assessment requirements and centres must ensure they are submitted with each candidate's work. Candidate names and centre numbers need to be included on the time logs.

(b) Carrying out the task

Apply knowledge and understanding in order to research the local provision for chosen client group

Generally, candidates had included clear evidence of primary and secondary research of their local provision; however, care should be taken to avoid including downloaded notes on the services researched. There was a tendency to include too many leaflets and secondary information on the local services in relation to the primary research. Candidates should investigate at least four services used by their individual for the higher band criteria of marks.

Candidates should apply their relevant research to the services used by their individual.

Candidates must give detailed descriptions of the services used by the individual and then apply these and explain how the services have helped the needs of their individual. Higher band marks should only be awarded to candidates who explain in detail the work of the services.

Identify and describe access and barriers to the services

Candidates who only describe the access and barriers and apply to the services previously researched can only reach level 3, as detailed descriptions accurately applied to the services are required to achieve B4. Some candidates only gave brief descriptions, therefore achieving level B2 or possibly the lower mark of B3.

To achieve the higher marks, all candidates should make links to the specific services used by their individual and not make generalisations. The barriers must relate to the individuals and only the barriers named in the specification should be used. Centres should avoid giving too many notes on the types of referral and barriers but apply them to their individual. There was some confusion between self-referral and third party referral; candidates must ensure that they apply the correct referral to the services accessed by their individual. It is a self-referral if a parent takes a child who is under the age of 16 to the service, not a third party referral.

Select and communicate the roles, responsibilities and skills of two practitioners

Several candidates had included detailed descriptions of the jobs, responsibilities and skills of two practitioners although some continue to include downloaded information. Candidates should apply their research to the study and be encouraged to interview care workers to assist with this task, then use the information gathered as a basis to support their research to write their own reports. If centres fail to access professionals for interviews, candidates can design appropriate questionnaires and access research and information from the websites to assist them with answers for their questionnaires. Some candidates had made comparisons between the two jobs investigated, which is not required. To achieve B4, candidates are required to include a detailed and comprehensive description of the jobs, skills and responsibilities of the health care professional. To achieve B4, candidates need to apply their research accurately and in their own language.

Candidates should also ensure that the two job roles are linked to the services discussed.

Candidates who include large amounts of downloaded information with very little application to their individuals can only achieve, at the most, B2 criteria.

Those candidates who gained the higher band marks had clearly interviewed care workers. They could give a real insight into work of the people involved, showing depth of knowledge and understanding, applying the theoretical aspect of their research to actual situations and including detailed information covering all the requirements for B4.

Apply the principles of care to the work of the practitioners

Candidates had generally applied the principles of care correctly to the practitioners discussed. Some had included the codes of practice; however, candidates should be encouraged to show how the principles are incorporated into the codes of practice of the two practitioners. Again, care must be taken to avoid using downloaded material without applying it to the chosen care professionals. To achieve B4, detailed discussion of how the principles of care relate to and are used by the two practitioners is required.

A list or copies of downloaded policies are insufficient evidence for the higher mark band; candidates need to assess how the principles of care are incorporated into the codes of practice and policies to affect the quality of care provided by the care professionals.

(c) Evaluating the task

Analyse the findings of the investigation

Several centres had attempted this section well, covering the requirements of C3; however, a comprehensive analysis of all areas of the study with justified comments are required to achieve C4.

In this section, candidates are expected to analyse the findings of the whole study. They need to analyse how the services and the practitioners within the services previously investigated have supported their client – this could be completed in the form of PIES. They can also comment on the referrals and barriers by including how to overcome the barriers to help meet their clients' PIES.

Assess how services meet the care needs

Candidates had attempted to assess how the services met the identified care needs of their individual. Although a detailed and realistic assessment is required for C4, some centres awarded C4 for brief assessments.

In the assessment, candidates can include their own opinions and make judgments on the benefits/advantages/positives of the services investigated as well as the disadvantages/negatives. These need to be realistic for achievement of level 4.

To meet the higher band criteria, candidates should be encouraged to comment on national and regional variations in the provision of services available to their individual.

Suggest improvements in provision of services

Some centres had completed this section well, providing detailed suggestions for improvement. To achieve C3, candidates are expected to include realistic suggestions for improving the services investigated. C4 should only be awarded for detailed, practical and realistic suggestions for improvements. In this section, candidates could evaluate the strategies suggested for overcoming the barriers from the previous section.

To award level 4 for each achievement criteria, centres must ensure that candidates demonstrate very good use of specialist language with few errors in spelling, punctuation and grammar.

Reports need to be well organised and presented in a highly appropriate manner.

Centres that have had their marks adjusted should be encouraged to access the exemplar material for this unit available on WJEC's secure website; there is also updated assessment exemplification to assist with the marking of this unit.

HEALTH AND SOCIAL CARE

General Certificate of Secondary Education

Summer 2015

UNIT2: HUMAN GROWTH AND DEVELOPMENT

Principal Examiner: Vivienne Morris

General Comments

1950 candidates were entered for the Unit 2 examination in June 2015, of which 193 candidates sat the examination through the medium of Welsh.

Candidate performance on this paper was similar to the June 2014 series. Candidate responses indicated that they were well prepared for the examination. Those with lower marks in questions arose from making lists rather than giving more detailed answers. Candidates generally understood the context of the questions. Nearly all the candidates attempted every question. There was no evidence of candidates being restricted by time.

Section A of the question paper was answered well. Questions were based on recall, with some questions focusing on the ability to apply knowledge to different contexts.

Section B of the question paper is generally more demanding, the final question being a more in-depth case study. There is opportunity in section B for candidates to apply detailed knowledge and understanding with a high level of accuracy and clarity, as well as demonstrate effective communication skills. This section was accessible to G grade candidates, and provided opportunities for candidates to demonstrate understanding and application of knowledge. The final question gave candidates the opportunity to provide more detailed responses and to demonstrate their depth and breadth of knowledge. Criteria marking gave accessibility to G grade candidates to gain some marks in this more challenging section, that is, questions 5 (c), 6 (b), 6 (d), 7 (a), 7 (b) and 7 (c). Weaker candidates may miss the key points of the question and answer by repeating the text or their previous answer.

In all sections, candidates' responses were much improved. Section A gave candidates a good start to the paper. In section B, candidates focussed on the context of the case studies.

There was again improvement in the use of vocational language and terminology in sections A and B, with candidates clearly linking their responses to the correct areas of development, self-concept and health and well-being. Candidates referred to the development factors, physical, intellectual, emotional and social. Candidates know the self-concept factors but are reluctant to use them in an answer, the exception being emotional development. In general, if candidates mention an appropriate voluntary organisation or a local initiative that can be found when researched by the examiner, marks can be considered.

Candidates applied their knowledge and demonstrated good understanding of the subject. The more able candidates attained marks in the higher band due to the use of good language. Some candidates lost marks due to the quality of their communication.

Candidates need to read the question carefully and fully understand what is required. Answers need to be realistic and relevant to the scenario. Some candidates attempted to extend the scenario, which was often not realistic and not worthy of marks. If an answer has been divided into sub-headings, candidates need to read the requirements of the question very carefully and refer accurately to the question. The instructions of a question need to be followed – if a mistake is made, this needs to be crossed out clearly and a revised answer entered. To gain high marks for a criteria-marked question, the answer needs to be correct and the writing of good quality, clear and comprehensive. Those candidates that bullet-point their answers cannot gain the higher band marks unless the answers are qualified or explained. A bullet-point list is acceptable but it is just that, a list, which will be awarded marks in the lower band. Candidates need to be encouraged to attempt a response as they may give an answer that warrants at least one mark.

There was evidence of good examination practice such as a plan for answering the question. However, this should be written on the additional pages provided. Some candidates wrote down mnemonics for self-concept and development. Candidates need to remember to refer to these and use the terminology in their answer. Higher band marks were accessible if the area of development, self-concept and well-being was mentioned accurately and in sufficient detail.

There was evidence of poor examination practice, such as using arrows to re-position an answer. It is far better to read the question carefully and write the response in the correct space. One or two candidates have taken to underlining key points in their answer, this should be discouraged. A few candidates are using black ink to cross out the scenario of a question. This should also be discouraged, as the candidate may want to go back to a question and they will not be able to read the scenario. In question 4 (a), one candidate crossed out the factors asked for and wrote in other self-concept factors. This is totally unacceptable as the candidate must respond to what is asked for in the question. Some candidates used valuable writing space by repeating the question.

Candidates need to be aware that formal language must be used in an examination. Correct terminology and spelling of terms is expected throughout the examination paper, that is, no text language, slang, abbreviations or inappropriate language. Candidates must ensure that their handwriting is legible – if it is illegible, it cannot be marked.

The examination papers for health and social care are marked electronically so it is important that candidates write on the lines provided and continue on the WJEC additional pages in the examination booklet. It is also important that they do not scribble or draw pictures on the back page as this can cause problems with the electronic marking process. If the candidate is not going to attempt a response, the space should be left blank.

There was clear evidence that candidates had used past papers and were well prepared. However, they must read the question as, although it may be in a similar format to past questions, it will be asking for something different. If candidates use additional pages or booklets they must indicate that they are continuing onto another page, including the question number. Candidates must accurately write their centre and candidate number on the front of any additional booklets.

Revision techniques are available in the resource area of the WJEC website. These online resources are a useful source of information related to the unit. The WJEC bookshop stocks relevant text books. For further guidance, past CPD materials are available on WJEC's secure website.

Section A

This section required short-response answers at the beginning, mainly one word answers. tick boxes, extracting the answer from the text given and applying knowledge in short sentences. The section developed into questions requiring a sentence or two and then a more extended answer. The majority of candidates attempted all questions.

- Q.1 The majority of candidates correctly identified whether the life experiences were expected or unexpected. However, many candidates identified moving house as an expected life experience. It is regarded in health and social care to be unexpected because, when you live in a house, you are not constantly planning to move. One or two candidates ticked both boxes, which was marked as incorrect. Candidates must read the instructions which required them to tick only one answer. The number of marks available will give an indication to the number of ticks required. Some candidates wrote the answer, and, if the response was correct, the mark was given.
- Q.2 The majority of candidates correctly identified the physical change. Some gave a characteristic rather than the physical change, which is incorrect.
- Q.3 (a) Candidates understood the question. Candidates need learn the life stage and the age ranges of the life stages. They also need to know the difference between the type of relationship and the relationship between individuals.
- (b) This question was well answered. It asked the candidates to give an example from the information given; some did not do this. If they explained the correct answer in their own words, marks were awarded. If they wrote about examples of development that were not in the information given, this did not warrant a mark.
- (c) Candidates genuinely understood the benefit of wearing a school uniform. The majority of candidates gained full marks.
- (d) This question was well answered. There was a good variety of answers. Some candidates repeated 'support' from the text – unless qualified, this was not creditworthy.
- Q.4 Candidates related well to this question and most came to the correct conclusions. They were asked to describe the positive and negative effects on Sarah's self-concept. So in question 4 (b) (iv), referring to eating disorders was incorrect as it is part of physical development and not part of a self-concept factor. Using descriptions from the text, for example, 'happy with her boyfriend' are not creditworthy to describe the effects on Sarah's self-concept. Some candidates repeated the word 'positive' or 'negative' from the question which is not creditworthy – this is standard practice. Answers such as 'good', 'bad', 'high' or 'low' self-concept were considered too vague, as the question asked why the factor has a positive or negative on Sarah's self-concept. Candidates must note the headings of the boxes carefully and answer in the correct space. They must indicate very clearly if they have answered in the incorrect space. Some candidates answered in the incorrect space but did not indicate where the answer should have been; hence, no marks were given. Some candidates, if they answered in the incorrect space, drew arrows to re-position their answer, and marks were awarded if the response was correct. However, this is poor examination practice and should be discouraged.

Section B

This section required longer answers, with some explanation. The final question required a more detailed response. All questions were attempted and well-answered, showing understanding of the topics covered.

- Q.5 Candidates understood the requirements of this question.
- (a) Most candidates understood the requirements of this question. Candidates must read the question - it mentioned 'from the information above'.
 - (b) The majority of candidates understood the question and gave good answers. However, they must read the question carefully. It asked about the three basic essentials and the effect on physical well-being. Candidates should have ensured that this is what they wrote about. A basic essential is what individuals need to stay alive. Some considered love a basic essential which is incorrect.
 - (c) Candidates understood the question and answered it well – the responses were insightful. However, most candidates focussed on development, while some referred to self-concept. Candidates are encouraged to write in the blank space (no lines) instead of on the additional pages in the booklet.
- Q.6
- (a) (i)-(ii) This question was answered well. The term 'identify' means to pick out the key words or important facts from the information given. Some candidates gave generic answers which were not asked for. The question asked for factors related to physical development and only this. Candidates lost marks if they referred to other development areas. Some candidates repeated their answer from (i) in (ii) – only one answer was accepted. Physical development is a factor of growth and development which candidates should learn.
 - (b) This question was well answered, and most candidates qualified their answer. Some candidates gave a list of feelings which limited the marks they could achieve. The question was about Jack's parents and candidates' responses should have been focussed on them. Answers should only refer to emotional development. The question did not require responses about the parents' relationship unless there was an emotional effect.
 - (c) Candidates demonstrated a good understanding of this question. Marks were lost by their not being specific. Some candidates gave an example to explain their answer which was creditworthy.
 - (d) Candidates showed that they understood the question and it was well answered. However, some candidates limited their answer by writing about the importance of play in general terms. Those that gained the higher band marks linked their answer to the specific area of development and made specific reference to the benefit of playing outside.
- Q.7
- (a) Candidates generally understood the requirements of the question. The health and well-being factors need to be correctly linked to the benefits of being happily married for the higher band marks. The initials of the factors, that is, PIES, is not acceptable; the full words need to be given to demonstrate that the candidate understands the terminology. Candidates need to read the scenario carefully and the answers must be appropriate to the context of the question.

- (b) The majority of candidates understood that they needed to identify which factor they were explaining. Only physical and social factors were asked for so any other factor was not creditworthy. The effects should be different for each factor, with no repetition.
- (c) Candidates understood the support Omar needed after his bereavement. Some wrote a good answer but did not identify the type of the support, for example, formal. Candidates need to make sure they do not repeat the support given throughout their answer, for example, 'listen and talk to' for all sources. Answers must be appropriate for the context of the question. Some candidates only wrote about one source of support, therefore limiting their marks.

HEALTH AND SOCIAL CARE

General Certificate of Secondary Education

Summer 2015

UNIT 3: MAINTAINING HEALTH AND WELL-BEING

Principal Examiner: Vivienne Morris

General Comments

198 candidates were entered for the Unit 3 examination in June 2015, of which 27 sat the examination through the medium of Welsh.

Candidate performance on this paper was similar to the June 2014 series. Candidates' responses indicated that they were well prepared for the examination. Candidates scored lower marks if they made lists rather than giving more detailed answers. Candidates generally understood the context of the questions. Nearly all candidates attempted every question. There was no evidence of candidates being restricted by time.

Section A of the question paper was answered well. Questions were based on recall, with some questions focusing on the ability to apply knowledge to different contexts.

Section B of the question paper was generally more demanding, the final question being a more in-depth case study. There is opportunity in section B for candidates to apply detailed knowledge and understanding with a high level of accuracy and clarity, as well as demonstrate effective communication skills. This section was accessible to G grade candidates, and provided opportunities for candidates to demonstrate understanding and application of knowledge. The final question gave candidates the opportunity to provide more detailed responses to questions and to demonstrate their depth and breadth of knowledge. Criteria marking gave accessibility to G grade students to gain some marks in this more challenging section, that is, in questions 5 (b), 6 (b), 7 (a), 7 (b) and 7 (c). Weaker candidates missed the key points of the question and answered by repeating the text or their previous answer.

Candidates gave responses to all sections and these were much improved. Section A gave candidates a good start to the paper. In section B, candidates focussed on the context of the case studies. They demonstrated good use of vocational language and terminology in section B, with candidates clearly linking their responses to the correct aspect of the specification. Candidates again had plenty to say in response to the question about health promotion campaigns and first aid.

There was evidence of good use of vocational language and terminology, with candidates clearly linking their responses to the correct topic. There was opportunity in section B for candidates to apply detailed knowledge and understanding with a high level of accuracy and clarity, as well as demonstrate effective communication skills.

Candidates applied their knowledge and demonstrated good understanding of the subject. The quality of the use of vocabulary and expression was apparent, evidence of good teaching. There was clear evidence of the correct use of the terminology specific to health and social care. The more able candidates attained marks in the higher band due to the use of good language. Some candidates lost marks due to the quality of their communication.

Candidates must read the question carefully so they fully understand what is required. Answers need to be realistic and relevant to the scenario. Some candidates attempted to extend the scenario which was often not realistic and not worthy of marks. If an answer has been divided into sub-headings, candidates need to read the requirements of the question very carefully and refer accurately to the question. The instructions in the question need to be followed and, if a mistake is made, this should be crossed out clearly and a revised answer entered. To gain high marks for a criteria-marked question, the answer needs to be correct and the writing of good quality, clear and comprehensive. Those candidates that bullet-point their answers will not gain the higher band marks unless the answers are qualified or explained. A bullet point list is acceptable but it is just that, a list, which will be awarded marks in the lower band. Candidates should be encouraged to attempt a response because they may give an answer that warrants at least one mark.

There was evidence of good examination practice, such as a plan for answering the question. However, this should be written on the additional pages in the answer booklet. Examiners read the plans as well as the answer and, consequently, award any additional marks as appropriate. Some candidates write down mnemonics for first aid, for example, DRABC. Candidates should refer to these and use the terminology in their answer. Higher band marks are accessible if the techniques used in health campaigns were mentioned accurately, the sequence of first aid was realistic, the target groups were identified and the safe lifting equipment identified, how it worked and how it helps, as well as giving sufficient detail.

There was evidence of poor examination practice, such as using arrows to re-position an answer. It is far better to read the question carefully and write the response in the correct space. One or two candidates had taken to underlining key points in their answer, which should be discouraged. A few candidates used black ink to cross out the scenario of a question. This should be discouraged as the candidate may want to go back to a question and they will not be able to read the scenario. Some candidates used valuable writing space by repeating the question.

Candidates need to be aware that formal language must be used in an examination. Correct terminology and spelling of terms is expected throughout the examination paper, that is, no text language, slang, abbreviations or inappropriate language. Candidates must ensure that their handwriting is legible. If it is illegible, it cannot be marked.

The examination papers for health and social care are marked electronically so it is important that candidates write on the lines provided and continue on the WJEC additional pages in the examination booklet. It is also important that candidates do not scribble or draw pictures on the back page as this causes problems with the electronic marking process. If the candidate is not going to attempt a response, the space should be left blank.

There was clear evidence that candidates had used past papers and were well prepared. If candidates use additional booklets or sheets they must indicate that they are continuing onto another page and indicate the question number correctly. Candidates must accurately write their centre and candidate number on the front of any additional booklets.

Revision techniques are available in the resource area of the WJEC website. The online resources are also a useful source of information related to the unit. The WJEC bookshop stocks relevant text books. For further guidance, past CPD materials are available on WJEC's secure website.

Section A

This section required short-response answers, mainly tick boxes, one word answers, extracting the answer from the text given and applying knowledge in short sentences. The section developed into questions requiring a sentence or two and then a more extended answer. The majority of candidates attempted all questions.

- Q.1 The majority of candidates gained these marks. However, candidates must read the instructions; some candidates lost the mark by ticking more than one response. One or two candidates ticked both boxes, which was marked as incorrect. The number of marks available give an indication to the number of ticks required. A few candidates wrote the answer – if it was a correct response, it was awarded a mark.
- Q.2 (a) Most candidates gained full marks. However, candidates lost marks by answering 'doctor' instead of 'GP'.
- (b) Candidates answered this question well, with most candidates gaining at least one mark.
- (c) This question was well answered. A few candidates did not read the description and just put their ticks in order, for example, ticking box 1, outpatient, for (i). One or two candidates ticked more than one box, which was marked as incorrect.
- (d) (i)-(ii) A well-answered question. In (ii), candidates were required to focus on the care needs of Dennis after being discharged from hospital. Name, address and date of birth were irrelevant to this question.
- Q.3 Most candidates understood the requirements of the question, which was about lifestyle diseases.
- Q.4 (a) This question was well answered.
- (b) Candidates gave a written account of the purpose of health campaigns. They needed to focus on why health campaigns are developed. Some enhanced their answers by using exemplar campaigns to illustrate their answers.
- (c) Candidates understood the question and answered it well. They needed to focus on the techniques used in campaigns and not continue or repeat their answer from the previous question. There should be no repetition in the descriptions of the two techniques chosen.

Section B

This section required longer answers, with some explanation. The final question required a more detailed response. All questions were attempted and well-answered, showing understanding of the topics covered.

- Q.5 (a) (i)-(ii) These questions were well answered and candidates understood PPE(personal protective equipment).
- (b) (i)-(iii) Candidates knew the principles of DRAB (danger, response, airways and breathing). However, they needed to understand that each part-question required a response relating to a different part of this sequence, that is, (i) referred to danger, (ii) to response, and (iii) to airways and breathing. In (iii), to gain full marks, the sequence needed to be correct to realistically help Wynn. Some credit was given if the correct actions were not in the right order.

- (iv) This question was poorly answered by some candidates who wrote about carrying out CPR. Candidates must read the question carefully; it asked for the action required before carrying out CPR. Most candidates gained a mark for stating in their answer, 'call an ambulance'.
- Q.6 (a) (i)-(ii) Candidates understood the question and it was well-answered.
- (b) (i) Candidates clearly understood the question and it was well-answered. Some candidates did not refer to the risk of autism but did pick up on cultural objections. Not having the vaccination due to illness, being on holiday or forgetting were not creditworthy, as a reminder for having the vaccination would have been automatically sent out.
- (ii) This question was well-answered as candidates related to the fact that some parents work and that children are in school on weekdays.
- (iii) Most candidates focussed on protection against contracting measles and a few wrote about the prevention of measles spreading. There were some excellent, well thought out answers, where candidates made a point, explained it and gave an example.
- (iv) The majority of candidates gained marks for this question. Some answered in general terms and limited their mark to the middle band. Candidates gained marks by saying why certain groups were vulnerable and giving different reasons for each target group. Candidates needed to write in detail about more than one target group to gain marks in the top band. Again, candidates must read the question carefully.
- Q.7 (a) Candidates answered this question well. They knew the procedure for a cut that is bleeding and how to stop the bleeding. The sequence of actions needed to be accurate, realistic, helpful and detailed to gain marks in the top band. Candidates were required to identify the action, explain it and give a detailed explanation of the why the action was taken. A few candidates wrote about DRAB, which was incorrect. Some credit was given if the correct actions were not in the right order. Candidates must read the question carefully.
- (b) Most candidates gained marks in this question. Answers need to be realistic and possible. The safe lifting equipment should be named, followed by an explanation of what it does and explain how it helped Tracy. Some candidates resorted to giving just a list of equipment which is only creditworthy in the lowest mark band. Others gave confused answers as to the function of the equipment or named it incorrectly. This could gain candidates marks in the middle band if the information given was correct and would realistically help Tracy.
- (c) Most candidates gained marks in this question which gave scope to the candidate to consider all aspects of well-being. Candidates were restricted to lower band marks if they only listed the effects or type of ill-treatment. Candidates needed to stay focussed and not repeat the effects for each type of ill-treatment they wrote about. To gain marks in the higher band, candidates are required to give a detailed response, identifying the type of ill-treatment and naming the effects on Tracy's well-being.

HEALTH AND SOCIAL CARE

General Certificate of Secondary Education

Summer 2015

UNIT 4: PROMOTING HEALTH AND WELL-BEING

Principal Moderator: Linda James

The work for this unit was mainly in line with the requirements of the specification; several centres have been following the guidelines and exemplification and acting upon advice provided at CPD.

Some centres submitted exemplary work for this unit and they should be commended on their performance.

Most candidates showed understanding of the links between each section to produce a coherent report.

Candidates should indicate clearly in their study whether they are following Task 1 or Task 2, as they are given the choice, and include the completed pro-forma time logs which are a compulsory component of the report.

Candidates should ensure that they have included their name and candidate number on their reports, as well as on the front cover assessment sheet, and the time logs must also have candidate name and centre number clearly marked.

Centres should access their moderator's reports which are available on the secure website for support and advice for their individual centres as it is evident that some centres fail to act on support issued previously.

(a) **Planning the task**

Select and justify choice of individual/group

The majority of candidates identified their individual/group with reasons for choice; however, for the top mark band, detailed and appropriate reasons for choosing the individual are required. Candidates should not be awarded A3 and A4 for brief coverage of this task.

Produce a plan for the investigation

Several candidates included a detailed plan of action. Candidates should ensure that the plan is specific to the chosen individual.

Some centres were awarding generous marks for brief plans; to achieve A4, a logical and detailed plan of action is required.

Most centres had accurately recorded a time log. This is a compulsory element of the controlled assessment requirements, but should not be used as a substitute for planning the task. Candidates need to include their own individual plan of action as well as the pro forma time log.

(b) **Carrying out the task**

Research the ways individual/groups define health and well-being

Generally, candidates researched their individual's health and well-being through the use of PIES, with the majority successfully completing questionnaires to investigate their individual's state of health. The definitions of health and current health issues relating to their individual's health is required to meet B2 criteria. To achieve B4, work must be detailed and appropriate.

Collect relevant data on the factors affecting the individual/group and three physical measures of health

Many candidates achieved a good standard of work in this section, applying knowledge and understanding of the positive and negative effects of factors on their chosen individual's well-being.

At least four negatives and four positive factors should be considered for the higher marks.

Centres should take care to ensure candidates have considered a range of factors including at least one social and one emotional factor, along with the more apparent physical factors, before awarding the higher band marks. Candidates should discuss and explain how the relevant factors could affect their clients' health from a positive or negative perspective.

Candidates must apply their research to their individual and avoid the use of too much secondary information and notes in this section.

The majority of candidates included three physical measures of health as required.

Centres should refer to the specification for guidance on the measures to be used. Height and weight charts and resting pulse are not acceptable measures to be used on their own; height and weight charts may be used as supporting evidence for BMI findings. Resting pulse should be used as a basis for recovery rate; marks cannot be awarded just for the resting pulse reading.

To award B4, candidates must accurately explain and apply the measures to the individual/group.

Identify targets

Candidates generally had set realistic targets although they need to be well-defined and realistically timed for B4 criteria. Candidates should include both short- and long-term targets for their health plan.

Produce a health plan

This task allows candidates to present work in a variety of forms. Plans were varied and realistic targets set by the majority. Ways of achieving the targets were less detailed and not always applied to the selected client.

To gain the higher band marks, candidates should include a realistic health plan which is detailed, logical and justified, including health promotional materials that can support the individual to achieve the plan.

Identify support

It was very pleasing to see that some candidates had presented very detailed and appropriate support materials for their plans, and also included an assessment of how the material would help them achieve their plan. Candidates should avoid including bulky leaflets and large amounts of downloaded information; the literature should relate to the plan with details of how they would support it. The support evidence must be from reliable sources.

(c) Evaluating the task

Review and assess the health plan and identify the possible effects on the individual/group's health and well-being

In this section, candidates were required to assess the plan, identifying its strengths and weaknesses, as well as exploring a range of possible effects on the individual/group. To achieve C4, candidates should fully explore and include a wide range of possible effects of the plan on their health. Detailed evidence is required at this level, and too many centres awarded the top criteria for brief coverage of this section.

Produce suggestions for overcoming difficulties

Candidates who address only a restricted number of suggestions for overcoming difficulties can only be awarded C2 in this section. Realistic and appropriate suggestions for overcoming the difficulties which are fully described in detail and justified are required for C3/4 criteria. Many candidates showed understanding of this task but some work was over-marked as higher band marks were awarded for lists of effects and difficulties without explanation relating to the individual's personal circumstances. Some centres awarded C3/4 for very brief analysis.

To award level 4 for each assessment criteria, centres must ensure that candidates demonstrate very good use of specialist language, with few errors in spelling, punctuation and grammar. Reports need to be well organised and presented in an appropriate manner.

Centres that have had their marks adjusted should be encouraged to access the exemplar material for this unit available on WJEC secure website; there is also updated assessment exemplification to assist with the marking of this unit.



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