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# **GCSE EXAMINERS' REPORTS**

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**HEALTH AND SOCIAL CARE (LEGACY)**

**SUMMER 2018**

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

### GCSE (LEGACY)

Summer 2018

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

##### General comments

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.

Generally, the work for this unit was in line with the requirements of the specification and some centres had completed exemplary work. However, some candidates 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 make sure that their individuals' care needs and how the local health and social care provision meets these needs form the basis of all tasks within this 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.

Most candidates showed an understanding of the links between each section to produce a coherent report. The reports should follow the format of the marking criteria as shown on the front cover mark sheet – following this structure assists the teacher when assessing as well as the moderator; for example, some candidates included referrals and barriers before the research on the services available, which can cause difficulties with marking and moderation, as the reports lack structure and coherence.

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

##### Administration

The improvement in the administration of the moderation process has continued this year, with more centres maintaining good practice. Candidates are successfully continuing to complete very thorough, concise, well-presented reports in accessible project files (although a few centres still continue to use plastic wallets and bulky files making the moderation process more difficult).

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

To ensure work can be identified once mark sheets and authentication sheets are removed as part of the moderation process, centres must ensure that candidates include their name and candidate number and the centre name and number clearly on their work.

Candidates should also include their names and candidate numbers on the compulsory pro-forma time logs. Centres must include the WJEC pro-forma, rather than substituting their own individually designed time logs. Centres must adhere to the specified controlled time of 45 hours to complete the report; some centres had included seemingly large volumes of work for the time allowed, while other centres had failed to total the requested 45 hours on their time logs and only covered the basic requirements of the report.

Centres should access their individual reports which are available on the secure website for guidance and advice as it is evident that some centres had failed to act on guidance issued previously.

## **Assessment**

Generally, 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 for guidance.

Some centres awarded marks in the highest achievement levels for work with insufficient evidence of explanation, analysis or evaluation. This will have been highlighted in their individual centre report and, as mentioned above, centres should act on the guidance issued on these reports. Centres can also access further unit exemplification on WJEC's secure website for guidance.

To award level 4 for each achievement criteria, centres must ensure that candidates make 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.

### **(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 then use this research as a basis for justifying their choice. 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 including timings, with clearly 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 all centres are required to include these for each candidate. Centres must also ensure that they adhere to the 45 hours permitted. Candidate and centre details must 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 included clear evidence of primary and secondary research of their local provision; however, candidates should avoid including too much information downloaded directly from websites for their secondary research. Candidates should apply their research of the services used by their individual to their primary research, and a minimum of three to four services should be investigated for the higher band marks. Candidates could access website information to design a leaflet advertising the services available in the locality as well as maps showing their location, etc.

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

**Identify and describe access and barriers to the services**

Candidates should include details of how their clients access all the services they have previously investigated and include several barriers that may affect them accessing these services. This task should follow on from the services and candidates should use the correct terminology, as referenced in the specification. Candidates who only give a basic description of the access and barriers and attempt to apply these to the services previously researched can only reach level 3, as detailed descriptions which are accurately applied to the services are required to achieve B4. Some candidates only gave very brief descriptions, therefore achieving level B2 or possibly the lower end 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 named barriers as referenced in the specification should be used. Candidates should avoid including 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 the mother takes a child who is under the age of 16 to the service.

**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 linked to the services previously researched. 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 are unable 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, the skills and responsibilities of the health care professional. Candidates for B4 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 vast 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 work included codes of practice; however, for B4, rather than just including them, candidates should be encouraged to show how the principles of care 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, candidates must give a detailed discussion of how the principles of care relate to and are used by the two practitioners, as well as relating the codes of practice. A list or copies of downloaded policies are insufficient evidence for the higher band mark; as mentioned above, candidates need to assess how the principles of care are incorporated in 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 candidates had made a good attempt at this section, 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, which could be completed in the form of the PIES. They can also discuss what the consequences would be if the PIES are not met by the individual.

### **Assess how services meet the care needs**

Candidates had attempted to assess how the services meet the identified care needs of their individual, although a detailed and realistic assessment is required for C4 and 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 to achieve level 4.

Candidates for the higher band criteria should be encouraged to comment on national and regional variations in the provision of services available to their individual and examine and consider a variety of factors regarding the ways in which the individual/client group's needs are met by the local service provision.

### **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.

## HEALTH AND SOCIAL CARE

### GCSE (LEGACY)

Summer 2018

#### UNIT 2: HUMAN GROWTH AND DEVELOPMENT

##### General comments

It was pleasing to see that the majority of candidates completed all the questions set, with few omissions than in previous exam sessions, suggesting time management was not an issue, and that candidates appeared to be well-prepared for the exam. This also suggested candidates understood the questions and had enough knowledge of the question areas to be able to write something. Subsequently, with fewer omissions, there was the potential to gain some credit when a valid attempt was made.

There were some candidates who misread questions, such as Question 6 (d). It was pleasing to see that candidates appeared more focused on the command words in questions; for example, explain, describe, state. In the longer-answer questions, many candidates showed a clear thought process in their approach to the structure of their responses. For example, in questions requiring consideration of the effects on development, the acronym of PIES clearly formed the structure. Mnemonics were used far less to support recall than in previous sessions, with, for example, self-concept. Where this was clearly evident on scripts, candidates generally benefited from this aid to memory.

Very few candidates used additional pages to continue their extended answers, which suggests they were writing concisely and with focus on the demands of the questions, along with appropriate time and mark allocation. When continuation pages were used, this was often from candidates with large writing. The size of a small number of candidates' writing did have an impact on marks; the candidates seemed to feel restricted by the line space provided and therefore did not use the continuation pages to present the development required of their response.

Candidates generally attempted to offer developed responses to all questions that required them to do more than identify or state, with brief points or bullet points not as frequently seen as in previous sessions. There were very few one-word answers or brief sentences, suggesting candidates were engaging with the questions. Knowledge of question areas appeared to show good all-round understanding.

There was, however, no improvement from the last series in the two questions which required understanding of 'self-concept', which has proved a challenging concept for candidates, particularly when applying it to scenarios. Questions 3 (d) and 6 (a) focused on self-concept. There were too many inaccurate expressions of self-concept within both of these questions, with only a small number of candidates being able to offer an accurate explanation of self-concept; however, accurate reference to self-concept was used in relation to emotional development in Question 4 (a) (ii). This would suggest that candidates do not have a sound understanding of self-concept and are perhaps unaware of when they are using it accurately. It is hoped the accurate reference to self-concept in Question 4 (a) (ii) is something teachers can use and build on.

Candidates' showed greater ability to apply knowledge to the specific situations posed in the scenarios in this series, perhaps because the scenarios might have been more engaging



and relevant to the candidates. However, for future sessions candidates need to remain focused on the application of knowledge even when the context and scenarios are not as relevant to them.

Questions that required the circling of a correct answer or ticks placed in a box were answered clearly, without the need to use arrows to indicate where these responses should be, which suggested that candidates were reading the questions fully before answering and were more sure of their responses. However, where incorrect answers were not corrected in this manner, it could indicate that candidates were not re-reading and checking their answers.

As in every series, there was evidence of some very poor spelling, with some words phonetically spelt and some words indistinguishable; however, it was pleasing to see less mis-spelling this series and improvements in the standard of literacy.

An improvement in the use of formal language was also seen this series, with fewer shortened terms, and text language kept to a minimum. Handwriting under the pressure of examination conditions was generally maintained and ensured legibility; however, there were a few instances of poor handwriting which was only just legible. Centres should be vigilant here and make arrangements for the use of a scribe for candidates with particularly poor handwriting which is likely to become even more illegible when writing under pressure. Section A was generally answered competently. Questions were based on recall of knowledge, with some questions focusing on the ability to apply knowledge to different contexts.

Section B was more demanding, with many questions requiring more developed explanations and discussion. Criteria marking gave accessibility to G grade candidates to gain some marks in this more challenging section, even when the command words, such as 'discuss', were not addressed and points merely identified. Weaker candidates tended to attempt the more challenging questions and did not omit them, but often offered only a few sentences, or very short paragraphs.

## Section A

- Q1.** (a) Candidates were generally able to correctly identify the correct statement as being true or false.
- (b) The description of growth by most candidates gained the full two marks. Where it did not, it was either because the description of 'growth' used the word 'grow', which was too similar to 'growth' (for example, 'when a child grows'), or an example (for example, 'size') was not given. Alternative words for 'growth' were required, supported by an example, such as 'Growth is the *increase in size.*'
- (c) (i), (ii) It was surprising how many times the examples of gross and fine motor skills were not correct. Where they were correct, they were not awarded marks as the examples did not come from the question stem.
- Q2.** (a) The life stage of later adulthood was correctly identified by most candidates. Older adulthood, which was given by some candidates, was incorrect.
- (b) Arthritis was correctly identified by most candidates as a health problem most likely experienced in later adulthood.

- (c) The mostly accurate descriptions of a balanced diet gained at least one mark. Some further development, such as reference to some of the food groups, was needed for the second mark.
  - (d) These three true/false questions were answered well.
  - (e) (i) Responses here were varied. One mark was often awarded but, for the second mark, some reference back to Connie's well-being (for example, not being able to go out causing reduced social interactions and isolation, or lack of mobility causing reduced exercise and weight gain) was required.
  - (ii) The identification of a professional (carer) was generally answered correctly.
- Q3.** (a) (i), (ii) The social and emotional factors were not always identified from the question; therefore, while some answers identified a social and an emotional factor, they were incorrect as they were not related to the information provided.
- (b) Some candidates offered the question back as the answer, by stating 'the family could provide support for Alice'. The question was looking for a way in which the family could support Alice in starting a new school. Stating that the family could 'talk to her' would gain a mark; further detail of how this would help, such as 'making her feel less nervous' was needed for the second mark.
  - (c) (i) Intellectual development was accurately stated by most candidates, although some inaccurate reference to 'education' was seen. Social development was accepted, but candidates should be encouraged to look at the wording of questions: here, the focus was on school's *main* area of development.
  - (ii) The effect of intellectual development on an individual's life opportunities was well addressed, with candidates making clear links from being absent from school to a lack of knowledge impacting on qualifications, educational opportunities and employment. Some candidates developed their answers further, with brief reference to poverty due to low paid jobs or unemployment having an impact on life opportunities.
  - (d) Self-concept always appears to challenge candidates. Credit was given to candidates who explained how moving from place to place can make an individual feel, but an accurate explanation of self-concept is not a 'feeling' an individual has, but the belief, understanding, knowledge, etc that an individual has of themselves. It was clear to see the candidates who had grasped this distinction in this question and in Question 6 (a).

## Section B

- Q4.** (a) (i) The type of abuse Beth is experiencing was more often than not correctly identified as verbal or emotional abuse.
- (ii) The focus here was on emotional development and, to this end, candidates generally stayed focused on this. Given the difficulties candidates had with their knowledge of self-concept in Questions 3 (d) and 6 (a), this question often presented accurate reference to self-concept, such as 'Beth believes

she is unattractive'. Many examples of accurate reference to self-concept, self-esteem were made. This would suggest candidates do have sound understanding of what self-concept is.

- (b) This extended-answer question showed some clear links from being underweight to well-being and development. Most candidates covered PIES within their responses. The more able candidates offered some detailed references to the physical impact of weight loss, and made clear links back to being underweight throughout their response.
- Q5.** (a) (i) 'Money you save' was often a response here. Candidates need to think of an alternative word to the one they are being asked to describe in the question – here, the meaning of the term 'savings'.
- (ii) Lower-band answers mainly made reference to the advantage of savings being the ability to go on holiday and buy items you want. While this is clearly an advantage of savings, more thought was needed to move beyond this band. Reference in the discussions of what children can learn by saving, or seeing parents save, the emotional security of having savings, development of self-control, etc, are examples of the type of development seen.
- (b) A variety of interesting responses were offered here, many candidates also considering the negative side of a family holiday, which offered a more balanced explanation than considering it as all positive. There was often too much focus on the social and emotional development of the family, in terms of family time, bonding, feeling happy and relaxed, etc. with too many responses solely focusing on these areas at the expense of intellectual and physical development. Better responses offered a range of areas of development and supported this with detailed examples which added depth to candidate responses.
- Q6.** (a) This was the second question relating to self-concept. Like Question 3 (d), candidates struggled with moving beyond considering how Sana would feel by starting college.
- (b) It was good to see an understanding by some candidates that the college counsellor would not tell Sana what to do, nor would they go into classes with her. Some candidates showed an inaccurate understanding of the role of a counsellor. This question focused on Sana, who experiences anxiety around new people and in new situations, so it was acceptable here for candidates to offer responses where the counsellor was supporting Sana with strategies to manage anxiety. Many candidates offered this within their response and, in doing so, made clear links to Sana.
- (c) Candidates generally focused on the positive aspects of mixing with students of different cultures, and the effect on an individual's development. A few candidates focused on how discrimination might arise if there were no other students from an individual's culture in the college, which was not the focus of the question, suggesting that candidates had not read the question properly. The question clearly stated that there are students from many different cultures at the college.
- (d) Some candidates interpreted the question as asking for a discussion of the benefits of being a nurse for Adam's family, friends, teachers and peers, when the question actually asked for a discussion of how such relationships could have an impact on his decision to become a nurse. Some quite repetitive points

were made across family, friends and peers, making it difficult to distinguish between the impact of these three groups. Responses on teachers showed more distinction, with many positive points made regarding the role of a teacher. Better responses kept referring back to the impact on Adam's decision to become a nurse, which showed good engagement with the question.

## HEALTH AND SOCIAL CARE

### GCSE (LEGACY)

Summer 2018

#### UNIT 3: MAINTAINING HEALTH AND WELL-BEING

##### General comments

Candidates went into the exam prepared, with knowledge in all areas, as evidenced by the addressing of all questions, with very few omissions or partially completed responses, suggesting that time management was not also not a problem. Very few candidates continued questions on another page on the script, which again suggests candidates were writing concisely and with focus on the demands of the questions, along with an awareness of appropriate time and mark allocation.

Very few responses were presented as lists, the majority being continuous prose, demonstrating candidates' ability to extend and develop their answers, which is an improvement from the last series, where there was a tendency to provide one-word answers to questions that required further description or explanation.

Candidates generally understood the question requirements and responded appropriately to the command words (for example, describe, explain). Some candidates demonstrated effective skills to support their understanding of questions, highlighting key words in the questions.

Many candidates appeared not to have read Question 6 (a) carefully and therefore failed to engage with the focus of the question which was the government. As this was a later question, it may have been due to rushing near the end in order to answer all the questions. In Question 5, parts (a) (iii), (b) (iii) and (c) (iii), where there was a requirement to *explain how current health guidance relates to the target audience*, was poorly engaged with by most candidates. A more explicit understanding of health guidance and links to target audiences is needed.

Candidates did not present evidence of planning for the longer Question 4 (c) (8 marks), which might have ensured that all areas of development and the behaviour stated in the case study was more consistently covered.

The majority of candidates' hand writing was clear and legible, with only a few scripts being particularly poor, some verging on the illegible. Informal language, slang, and abbreviated terms were not evident in this paper, candidates demonstrating their ability to use formal language.

Candidates' performance in Section A was of a particularly high standard this series, with most responses gaining some marks and many being awarded full marks. 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, with Question 4 (a) being a more in-depth response to a 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. Criteria marking gave accessibility to G

grade students to gain some marks in this more challenging section, and provided opportunities for candidates to demonstrate understanding and application of knowledge.

### Section A

- Q1.** (a) Candidates were able to clearly engage with the explanation as to why children are at greater risk than adults of having an accident on the road. Two marks were consistently awarded.
- (b) (i) (ii) (iii) (iv) (v) This question was in the form of a table based on the steps of the Green Cross Code, using numbers to identify the correct order. Candidates were confident in providing the correct response. When there was some confusion, it was often with only two of the statements so candidates could gain only three of the available five marks.
- (c) (i) (ii) (iii) (iv) (v) (vi) Generally, candidates were able to identify from the three images which were safe places to cross the road and then provide a reason. However, a few stated that crossing between two parked cars was safe, which is incorrect.
- Q2.** (a) (i) Surprisingly, many candidates did not know what PPE stands for. Many responses were incorrect, suggesting candidates were guessing.
- (ii) If a candidate did not know what PPE stands for in Question 2 (a) (i), it was unlikely they would be able to describe the benefit of it here. Many candidates did offer a reasoned response, but did not offer any development for the second mark.
- (b) The correct reason for screening was addressed by the majority of candidates.
- (c) (i) The majority of candidates accurately stated what 'single use only' means.
- (ii) To gain the second mark here, candidates should have made reference to the PPE single use item being disposed of, being new or clean each time it was used, etc. Candidates could only gain one mark for saying that the benefit could be 'reduced risk of cross contamination', as there was no further development of the answer (for example, 'due to new gloves being used with the next patient').
- Q3.** (a) Candidates demonstrated good application of the benefits of undertaking a risk assessment to the visit to the park by the day nursery, and regularly accessed the full three marks.
- (b) (i) (ii) (iii) Two marks were available for each explanation of the three risks, and candidates consistently gained full marks.
- (c) Seatbelts was the popular response here.

### Section B

- Q4.** (a) (i) This was an interesting question to pose because it asked for the action *not* to be taken rather than action to be taken. Many candidates accurately identified an action that should not be taken. Any reference to inaction did not gain a mark. Offering a drink was a popular answer.

- (ii) If candidates answered (i) with a suitable action that should not be taken, they were able to offer a valid reason.
- (b) Some candidates showed a good understanding of the Heimlich manoeuvre in their descriptions and regularly gained a least three marks; however, reference was not always made to five continual thrusts and bending the individual over when positioned behind them. A number of candidates described CPR or, after they had described the Heimlich manoeuvre, went on to describe putting the individual in the recovery position, calling 999, etc, which was not a requirement of the question.
  - (c) Most candidates were able to offer an extended response to this eight-mark question. Better responses considered all the points within the scenario: pushing Shareen over, threatening and verbal aggression. Such responses also considered the effect on most areas of Shareen's development and, in doing so, formed a discussion. Some candidates offered some insightful points regarding what Shareen will have learnt from the experience, which was not an obvious focus but one which, when considered, was expressed well.
- Q5.**
- (a)
    - (i) (ii) (iii) Out of the three campaign images in this set of questions, this seemed to be the most challenging for candidates. The explanation of the message was generally explicit in linking it to children dying early due to others smoking, and the more engaged responses made reference to passive smoking around children. Several candidates did not engage with the image and offered a response focused on smoking in pregnancy. The target audience was accurately identified by the majority of candidates. The last aspect, requiring the candidates to explain how current health guidance related to the target audience, was poorly addressed in most cases. Candidates often just repeated the message from the image. Better responses did make links to current legislation regarding smoking in cars. Links to the health risks of smoking were given some credit in terms of what health guidance is attempting to address.
  - (b)
    - (i) (ii) (iii) The explanation of the message was generally explicit in linking it to childhood obesity and the health risks. More engaged responses, gaining two marks, made reference to the role of parents in changing eating habits. Some candidates incorrectly identified the target audience as children. The last aspect, requiring the candidates to explain how current health guidance related to the target audience, was reasonably addressed. Candidates were able to consider some current legislation, such as the sugar tax, or make reference to guidance on healthy eating.
  - (c)
    - (i) (ii) (iii) The explanation of the message was generally explicit in linking it to the high risk of teenage pregnancy. The target audience was almost always accurately identified as children. The last aspect, requiring the candidates to explain how current health guidance related to the target audience, was generally well addressed. Candidates were able to make reference to access to contraception, and the safe sex message.
- Q6.**
- (a) There was a significant amount of candidates that did not engage with *why the government wants* individuals to take responsibility for their own lifestyle choices. Too many candidates addressed the question by only considering the value of

the individual taking responsibility for their lifestyle choices. Pressure on the NHS and the cost to government was rarely considered; although, when it was, responses were informed.

- (b) (i) (ii) Part (i) referred to healthy eating and (ii) to regular exercise – both offered some repetitive points linked to an individual's health. More developed responses made a clear distinction between the two question areas. The focus was on health, so a physical development focus was given, although consideration of mental health was also creditworthy. Some informed responses were seen on nutrition but its specific impact on the body was evident in only a few responses – generally, responses lacked depth.
- (c) Examples to illustrate the importance of immunisation programmes were required here and, when used effectively, added depth to the candidates' responses. Shorter responses were more generic. Through giving examples, the importance of immunisation programmes for individuals could be engaged with. It was popular for candidates to consider immunisation of babies and some candidates were able to explain how immunisation works in terms of the immune system of an infant. Adolescent girls' cervical cancer vaccine, the flu vaccine for the elderly and vulnerable groups were also considered by many candidates. Some incorrect forms of immunisations were also stated, such as a vaccine for diabetes.



## HEALTH AND SOCIAL CARE

### GCSE (LEGACY)

Summer 2018

#### UNIT 4: PROMOTING HEALTH AND WELL-BEING

##### General comments

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.

The work for this unit was mainly in line with the requirements of the specification and there was evidence of exemplary work for this unit from some centres.

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 must include completed pro-forma time logs which are a compulsory component of the report.

##### Administration

The improvement in the administration of the moderation process has continued this year, with more centres maintaining good practice. Candidates are successfully continuing to complete very thorough, concise, well-presented reports in accessible project files (although a few centres still continue to use plastic wallets and bulky files making the moderation process more difficult).

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Centres should access their individual reports which are available on the secure website for guidance and advice as it is evident that some centres had failed to act on guidance issued previously.

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To award level 4 for each assessment criteria, centres must ensure that candidates make 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 readjusted should be encouraged to access the exemplar material available on WJEC secure website; there is also further assessment exemplification to assist with the marking of this unit.

### (a) Planning the task

#### **Select and justify choice of individual/group**

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

#### **Produce a plan for the investigation**

Several candidates included a detailed plan of action, but they 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 but these should not be used as a substitute for planning their 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 individuals' health and well being through the use of PIES, with the majority of candidates successfully completing questionnaires to investigate their individual state of health. The definitions of health and current health issues relating to their individuals' health is required for 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 high standard of work in this section, applying knowledge and understanding of the positive and negative effects of factors on their chosen individual's wellbeing.

At least four negatives and four positive factors should be considered for the higher marks. Centres should ensure that 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 inclusion of too much secondary information and notes in this section.

The majority of candidates included three physical measures of health as required. Candidates 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, although they 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 had generally set realistic targets, although they should be well-defined and realistically timed for B4 criteria and 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 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 vast amounts of downloaded information; the literature should relate to the plan with details of how it 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 only brief coverage.

**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 described in detail and justified are required to meet C3/4 criteria. Many candidates showed an understanding of this task but some work was generously marked – higher band marks were awarded for lists of effects and difficulties without any explanation relating to the individual's personal circumstances.



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