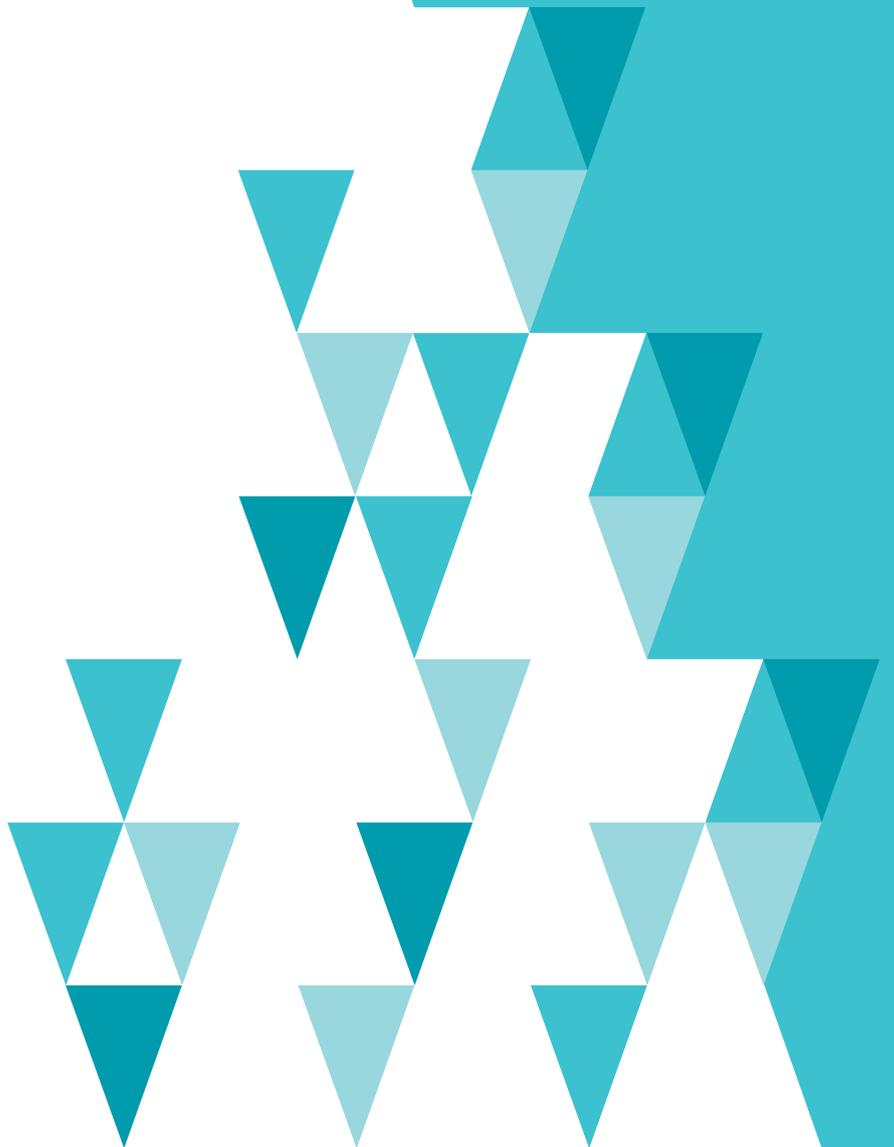


GCSE



**Chief Examiner's and
Principal Moderator's Report
Health and Social
Care**

Summer Series 2019



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2019 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's section on our website at www.ccea.org.uk.

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GCSE HEALTH AND SOCIAL CARE

Chief Examiner's Report

Subject overview

This is the first award of the revised specification. Overall candidates performed well in Unit 1 and there was evidence of good knowledge and thorough revision. Candidates made good use of specialist vocabulary and the quality of written communication was sound. A small number of candidates need to develop exam technique. In Unit 2 a significant number of candidates submitted work which did not meet the assessment evidence requirements. The main reason for this was that candidates did not read the task carefully and answered only what was required. Irrelevant information cannot be given credit. The importance of this must be stressed as the controlled assessment task changes every year. The fact files produced for this unit are a valuable resource and candidates should use them when completing their work.

Assessment Unit 1 Personal Development Health and Well-Being

This paper allowed for differentiation among candidates of varying abilities. There was some excellent performance in this paper by candidates who were able to demonstrate very good knowledge, understanding and application across the range of questions. A number of candidates, however may benefit by reading the questions more carefully and by paying closer attention to their quality of written communication in extended responses. More thorough revision of intellectual aspects of development, the specific effects of the genetically inherited conditions listed in the specification and the support offered by the statutory sector are required by some candidates.

- Q1**
- (a)** The majority of candidates were awarded the two marks available by identifying the age range of middle adulthood.
 - (b)** Most candidates identified the type of relationship and gained the mark available.
 - (c)** Responses varied but a significant number of candidates gained the three marks available by completing a competent description of physical development in middle adulthood. A small number of candidates confused middle adulthood with later adulthood and a number gave very basic underdeveloped responses.
 - (d)** The majority of candidates gained the two marks available by explaining how employment may positively affect Mark's self-concept.
 - (e)** Responses varied and the effect of smoking on Mark's emotional health and well-being tended to be answered in more depth. A number of candidates referred to physical effects on health and well-being such as bad breath and yellow fingers and teeth which were not worthy of credit.
Most candidates were able to identify cancer and coronary heart disease but did not develop their response.
 - (f)** A significant number of candidates gained the four marks available by explaining two occupational hazards other than chemicals which may affect Mark's physical health and well-being. A small number of candidates did not read the question accurately and repeated chemicals and there were some exaggerated responses such as physical and verbal abuse.

Some responses tended to be vague, for example Mark may hurt himself. Such explanations are basic and not competent and therefore worthy of one mark.

- (g) (i)** Responses to the effect of emigration on Anna's emotional and social development were more detailed and accurate than the effect on Anna's intellectual development. Candidates appeared to have learned old mark schemes and therefore responses stating that Anna needed to learn a new language were incorrect. Other responses tended to be very vague, for example Anna will learn new things.
 - (ii)** The majority of candidates gained full marks by listing three types of support Anna may receive from the informal sector.
- Q2**
- (a)** The majority of candidates correctly identified the age range of childhood.
 - (b)** A small number of candidates stated siblings but most correctly identified the relationship as family.
 - (c)** Responses varied. Many responses were detailed and described the expected patterns of intellectual, emotional and social development during childhood whilst a small number focused only on aspects related to school.
 - (d)** Well answered by the majority of candidates who completed a competent explanation of how education may have a positive effect on Jamie's self-concept.
 - (e)** The majority of candidates answered this question well by completing a competent description of how Megan's close relationship with her grandmother may have a positive effect on her emotional development.
 - (f)** Responses to this question varied and a number of candidates achieved the four marks available. A number completed a basic explanation, for example, if the house was damp Jamie and Megan could get ill but there was no detail on the type of illness.
 - (g)** The majority of candidates completed this question well showing a detailed understanding of the effects of domestic violence on Louise's health and well-being.
- Q3**
- (a)** Most candidates correctly identified the life stage and appropriate age range of adolescence.
 - (b)** Responses to this question varied. A significant number of candidates gained full marks but a number of candidates were unable to describe in detail the expected pattern of intellectual development during adolescence. In some cases the responses focused only on school and in others the description was more relevant to childhood.
 - (c)** Candidates answered this question well. A small number included the effect of Duchenne muscular dystrophy on Jakub's intellectual health and well-being which was not required. In addition a small number of candidates were unable to analyse in any detail how having the condition may affect Jakub's physical health and well-being. The effects on emotional and social health and well-being were completed in more detail. Candidates need to know the specific physical effects of the conditions listed in the specification.
 - (c)** Responses to this question varied and the effects of taking on a caring role on an individual's emotional and social health and well-being were assessed in detail. The effects on an individual's physical and intellectual development were assessed in less detail.

A number of candidates made valid points but did not state the effect on development such as an individual may have interrupted sleep or not have the time to prepare healthy meals and eat fast foods but did not state the effect, for example feeling tired or exhausted or may become overweight. Responses to the effect on intellectual development tended to be vague, for example, learn new things or exaggerated such as losing any skills they had. A few candidates did not read the question and focused on Jakub.

- (d) A significant number of candidates were able to explain the types of support the statutory sector may provide to individuals taking on a caring role. Some candidates did not attempt the question and others demonstrated little knowledge of the statutory sector.

Principal Moderator's Report

Assessment Unit 2 Working in the Health, Social Care and Early Years Sectors

This was the first year this unit has been moderated under the revised GCSE specification. For the most part, there was good understanding of the requirements of each task and work presented was of a standard that reflected this understanding. Marking within the majority of centres was in line with standards exemplified in the specimen task and highlighted during the Webinar. Work presented by these centres was often well annotated by the teacher, with detailed annotation helping to explain how the teacher was awarding marks in line with the assessment criteria. The use of detailed annotation to justify teacher marks is to be encouraged in future series, as it greatly assists the moderation process. In addition, it was evident that teacher marking within centres where marks were not adjusted had taken due account of the level of guidance given and awarded the appropriate mark band. It is essential that teachers acknowledge candidate work that has been produced with guidance, both when annotating candidate work and when completing candidate entries online so as to uphold the integrity of the process. In the case of centres where adjustments were required, this was the result of several key factors.

Part A

- (i) In some centres, candidates applied additional scenarios to the case study of Alex. The focus of this part was describing Alex's physical, intellectual, emotional and social needs.

In some centres the needs were not clearly identified and in others confused with developmental norms. The addition of unnecessary detail, for example giving Alex a condition often served to detract candidates from meeting the assessment criteria, resulting in marks being limited.

A number of candidates included detail on meeting Alex's needs which was not required and therefore could not be given credit.

- (ii) The work in some centres did not focus in enough depth on how the staff in the nursery school may meet Alex's needs and in other cases there was reference to the family meeting his needs.
- (iii) The work for this part was completed to a good standard in most centres but in others the work was quite general, focusing on the content of the policy and not on the safeguarding responsibilities of the staff.

Part B

- (i) A significant number of many candidates inaccurately focused on describing barriers to accessing care. This limited the marks available, as the task requirement was to discuss how three barriers could be overcome.
- (ii) A number of candidates did not address the requirements of the task accurately which was how one voluntary organisation may meet the needs of service users with mental health difficulties. Some candidates described the organisation in general terms with little reference to how it meets the needs of the service users which was the focus of the task.
- (iii) The issues in this task were similar to those in Part (ii) where a number of candidates did not focus on the specific needs of service users with mental health difficulties.

Part C

- (i) The majority of candidates completed this task to a good standard but it is important to create a balance when the focus is on two allied health professionals.
- (ii) A number of candidates failed to provide a detailed and specific discussion of staff actions when applying values of care. For instance, many candidates recognised that allied health professionals had a responsibility to keep service users safe, but did not expand on their discussion by including examples of how safety could be assured. General discussions on the role of allied health professionals cannot access the higher mark bands.

Recommendations

In future series, candidates are encouraged to interpret the task requirements carefully and to ensure that the focus of their work is closely linked to the assessment criteria before submitting. Candidates should take an in depth approach to task completion, providing specific examples to illustrate their understanding of each task where possible. The word count should be recorded at the end of each task. Work presented outside the word limit cannot achieve in Band 4, which requires work to be succinct and concise.

At this level, and in order to complete many of the tasks thoroughly and accurately, it is recommended that candidates use secondary research sources. Where secondary sources are used, these must be referenced both within the main body of the text and in a detailed bibliography. Bibliographies should be presented at the end of the final task and candidates should use the Harvard referencing system.

Candidates should access the wide range of support materials available on CCEA website.

Contact details

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