



GCSE EXAMINERS' REPORTS

HEALTH AND SOCIAL CARE

SUMMER 2014

Grade Boundaries

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.

HEALTH AND SOCIAL CARE
General Certificate of Secondary Education

Summer 2014

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

Principal Examiner: 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 administration 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 centres that include irrelevant work, as well as presenting the reports in unsuitable folders such as individual 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.

Centres must include the candidate's name and number clearly on their work in addition to the WJEC front cover sheet, as these are removed during the moderation process.

It is a formal requirement of the examination board that authentication sheets, signed by both candidates and teachers, and completed time logs are submitted with each candidate's work. Assessment documentation is available from the GCSE Health and Social Care subject page of WJEC's website.

Centres should adhere to the specified controlled time of 45 hours to complete the report; the volume of work from some centres seemed particularly large to have been completed within 45 hours.

Assessment

In general, centres were consistent in their marking, although some had a tendency to be generous. These centres are encouraged to attend CPD events to get guidance on the assessment procedure, and to access the exemplar material available on WJEC's secure website.

In a few cases, centre marks were adjusted as they were extremely generous in their marking and awarded 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 individual centres' moderator's report and centres should act on the guidance contained in these. Individual centre reports are available from results day via the internal assessment mark input system.

Generally, the work for this unit was 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 the support available on WJEC secure website.

There was evidence of some exemplary work completed for this unit. However, some centres continue to rely on 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 the theme of their individuals' needs and how the local health and social care provision meets their care 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; for example, some include the referrals and barriers before the research on the services available, and this causes difficulties in marking and moderation as the reports lack structure and coherence.

(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 individuals through the use of PIES and use this research as a basis for selecting and justifying their choice of individual. A detailed and realistic justification for choice is required to achieve A4.

Produce aims and plan of action

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

Some centres awarded generous marks for brief aims and plans. A logical and detailed plan of action, with clearly expressed aims, is required to achieve A4.

Most candidates had accurately recorded a time log which is a formal requirement of the controlled assessment. Centres should ensure that candidates adhere to the 45 hours permitted. It would be helpful if the candidate's name and centre number could be indicated 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, 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 mark criteria. The candidates should apply their relevant research to the services used by their individual.

Candidates should give detailed descriptions of the services used by the individual and then explain how the services have helped with their individuals' needs. 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 briefly describe the access and barriers and apply to the services previously researched can only reach B3. Detailed descriptions of the access and barriers and accurate application are required to achieve B4. Some candidates only gave brief descriptions, and therefore achieved B2 or the lower end of mark band 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 – there was a tendency to include too many notes on the types of referral and barriers with very little application 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 mother takes a child who is under the age of 16 to the service, and not a third party referral.

To be awarded marks in the B4 band, candidates need to evaluate the strategies suggested for overcoming barriers – some centres awarded B4 for only brief suggestions on overcoming the barriers included.

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

Many candidates had included detailed descriptions of the jobs, responsibilities and skills of two practitioners, although too many candidates are still including downloaded information – this should be avoided as candidates should apply their research to the study. They should be encouraged to interview care workers and to 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 websites to assist them with answers for their questionnaires. Some centres 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. Candidates need to apply their research accurately and write it up in their own words.

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

Candidates who rely heavily on downloaded information for this section will fail to have a clear insight into the day-to-day work of the care professionals and can only achieve B2 criteria at the most, while those candidates who gained the higher band marks had clearly interviewed care workers. They could give a real insight into the work of the professionals involved, showing depth of knowledge and understanding and applying the theoretical aspect of their research to actual situations, 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. To achieve B4, detailed and accurate discussion of how the principles of care relate to and are used by the two practitioners is required.

Some centres 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. A list or copies of downloaded policies are insufficient evidence for the higher band mark; 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, is 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 the PIES. They can also comment on the referrals and barriers by including details of how to overcome the barriers to help with their clients' PIES.

Assess how services meet the care needs

Candidates had attempted to assess how the services meet the identified care needs of their individual and, 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 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 candidates 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.

To award level 4 for each achievement criteria, centres must ensure that candidates have 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 this year are encouraged to attend CPD events provided by WJEC to assist with the requirements of the specification. Exemplar material is available on WJEC's secure website.

HEALTH AND SOCIAL CARE

General Certificate of Secondary Education

Summer 2014

Unit 2: HUMAN GROWTH AND DEVELOPMENT

Principal Examiner: Vivienne Morris

General Comments

1,484 candidates were entered for the Unit 2 examination in June, of which 144 candidates sat the examination through the medium of Welsh.

Candidate performance on this paper was similar to the June 2013 series. Candidates' 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 candidates attempted every question – there were very few blank answers. 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. This section was accessible to all candidates, and provided opportunities for more able candidates to demonstrate thorough understanding and application of knowledge. Criteria marking allowed lower grade candidates to gain some marks in this more challenging section in questions 8 (b) and (c).

In all sections, candidate 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 both English and Welsh scripts, with candidates clearly linking their responses to the correct areas of development, self-concept, health and well-being. Candidates showed knowledge of the self-concept factors but rarely use the correct terminology to identify 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, then marks can be awarded.

Candidates applied their knowledge and demonstrated good understanding of the subject. The quality of the use of vocabulary and expression was much improved, 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 good quality of communication.

There was clear evidence that teachers had made past papers available and candidates were well prepared. However, candidates need to read the question as it may be in a similar format to past questions but may be asking for something different, for example, factor affecting growth and development and the effect on health and well-being, question 5 (b).

Candidates need to read the questions carefully and fully understand what is required. Answers need to be realistic and relevant to the scenario. Some candidates extend the scenario which is often not realistic and not worthy of marks. If a question is divided into sub-sections, candidates must read the requirements of the question very carefully and refer accurately to the question. The commands of a question need to be followed and, if a mistake is made in the answer, this should be crossed out clearly and a revised answer entered. Candidates use valuable writing space by repeating the question. Some candidates use arrows to re-position their answer, which is poor examination technique.

Candidates need to be aware that formal language needs to be used in an examination. Correct terminology and spelling of terms is expected throughout the examination paper: there should be no use of text language or slang. Inappropriate language is reported to the exam board and the relevant centre(s) contacted.

Candidates who format an answer as a bullet point list will not gain the higher band marks unless the answers are qualified or explained. Bullet point answers should be discouraged. One or two candidates underlined key points in their answer – this is the role of the examiner and such practice should be discouraged. Candidates need to be encouraged to attempt a response as they may give an answer that warrants at least one mark.

The examination papers 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. If no attempt at a response is to be made, the answer section should be left blank.

Because the examination is marked electronically, there are extra lines per answer so that there is less use of additional pages and booklets. If candidates use additional pages or booklets, they must indicate they are continuing on another page, and identify which question the continuation of their answer refers to clearly, including all relevant parts of the question number, for example, 7. (d) (ii). Candidates must write their centre and candidate numbers accurately on the front of any additional booklets.

Online exam review (OER) provides examples of how questions should be answered and how marks are awarded. Past papers are available on the WJEC website for candidates to see how the questions are phrased and what may be examined. WJEC's online resources, including revision techniques, are also a useful source of information and, for further guidance, CPD materials are available on WJEC's secure website.

Section A

This section required short-response answers at the beginning, mainly one word answers, circling, tick boxes, putting milestones in the correct order and extracting the answer from the text given. 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 (a) The majority of candidates correctly identified the correct meaning of bereavement. Several candidates ticked more than one box, which was marked as incorrect. Some candidates wrote the answer if they made a mistake – if the response was correct, the mark was awarded.
- Q.1 (b) The majority of candidates correctly identified whether bereavement was expected or unexpected. Again, several candidates circled both expected and unexpected, which was marked as incorrect. Some candidates drew arrows to re-position their answer if they had made a mistake. Examiners considered this and marks were awarded if the response was correct.
- Q.2 Candidates performed very well in this question which required the ordering of developmental milestones.
- Q.3 (a) Candidates showed a good understanding of this question and some candidates used relevant examples. Some repeated the word 'positive' which was considered too vague. The question asked for a description of 'positive self-concept'.
- (b) This question required the candidates to use correct terminology to identify the self-concept factor that was represented by the statements; no description or explanation was required. Candidates need to learn the nine self-concept factors and their meaning.
- Q.4 (a) Candidates related well to this question and most came to the correct conclusions.
- (b) This question was well answered. 'Hair going grey' was not allowed as a characteristic of later adulthood as this often happens before this life stage.
- Q.5 Candidates needed to have learnt the factors affecting growth and development to enable them to answer the question using the vocational terminology.
- (a) Most candidates understood the requirements of this question and responded by following the instruction 'from the information above'.
- (b) The majority of candidates understood the requirements of this question. Those candidates that lost marks either did not know the factors affecting growth and development or could not describe their positive effect.

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.6 (a) (i) This question was answered well.
- (ii) The majority of candidates described at least one effect of James' condition on his education. Some candidates lost marks by simply repeating the symptoms of James' condition that were given in the question (for example, he isn't able to concentrate). Some candidates referred to James being excluded from school (which may be a consequence of his behaviour) but did not describe how this would affect his education.
- (b) Candidates showed a good understanding of this question. They related well and explained the effects on Kristina's health and well-being; some referred to possible illnesses.
- Q.6 (c) This question asked candidates to identify a type of support, for example, GP, friends, ChildLine, and what the support offers, for example, GP – diagnosis, monitor, medication. Candidates were not able to differentiate between formal, informal and voluntary support and, consequently, lost marks as answers were confused.
- (i) The correct names for health and social care professionals should be used, for example, not 'doctor' but 'GP'; not 'health care professionals' but 'hospital doctor', 'consultant'. If candidates are referring to a local or not so well known group or service these need to be identified in full, not abbreviated, so it can be checked.
- (ii) Candidates gave better responses to this question on informal support than to 6 (c) (i) on formal support.
- (iii) Candidates seemed to be unclear about the fact that, while people may *volunteer* to help in a church or youth centre, the umbrella organisation is *formal*, for example, youth worker is a job within social services and is not voluntary.
- Q.7 (a) The majority of candidates identified an appropriate example of a social factor. However, some candidates omitted crucial words – for example, 'could fit in' would not warrant any marks, while 'could *not* fit in' would. Candidates can quote from the scenario if the rider says 'from the text above identify one example'.
- (b) This question was quite well done. Some candidates lost marks for writing about other aspects of development. The majority of candidates focused on the effect of bullying on Natalie's physical and social development.
- (c) Candidates generally understood the question. The focus of the question was on the intellectual and emotional factors only. Candidates lost marks if they did not focus on Natalie being successful but on her being bullied.

- (d) Candidates understood the requirements of the question and most gained marks here. They were given credit if they referred to the initial scenario and/or the rider to the question.

In general, candidates gave better responses to question 7 (d) (ii) – how others see Natalie – than to question 7 (d) (i) – how Natalie sees herself. In 7 (d) (ii), some candidates still referred to how Natalie saw herself which was incorrect.

- Q.8 (a) There were some good responses seen, with most focussing on emotional development. Some candidates gave vague responses such as ‘well looked after’ which was not creditworthy. Candidates were required to make a point, and explain how this would enable Tegan’s parents to support her emotional development.
- (b) This question required candidates to look in detail at the ways a family can support the physical, intellectual and social development of a child. Some candidates wrote about emotional development which was asked about in question 8 (a) and was not creditworthy. Most candidates made a good attempt at answering this more challenging question. Some mentioned the milestones, for example, walking, problem-solving, sharing. A few did put an age range and/or a sequence to the milestones, which demonstrated clear understanding.
- (c) Here, candidates were required to look in detail at the effect on Tegan’s self-concept when she found out she was adopted. In general, candidates understood the requirements of the question and wrote well within their limits. They covered a wide range of effects on her self-concept, in particular emotional development. The higher band was gained by having a good quality answer and relating it to specific self-concept factors.

HEALTH AND SOCIAL CARE

General Certificate of Secondary Education

Summer 2014

Unit 3: MAINTAINING HEALTH AND WELL-BEING

Principal Examiner: Vivienne Morris

General Comments

264 candidates were entered for the Unit 3 examination in June 2014, of which 11 candidates sat the examination through the medium of Welsh.

Candidate performance on this paper was similar to the June 2013 series. Candidates' 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 candidates attempted every question – there were very few blank answers. 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. This section was accessible to all candidates, and provided opportunities 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 allowed candidates to gain some marks in this more challenging and detailed section in questions 5. (d), 6. (d), 7. (c), 8. (b) and (c). Weaker candidates often missed the key points of the answer and answered by repeating the text or their previous answer.

In all sections, candidate 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 both English and Welsh scripts, with candidates clearly linking their responses to the correct areas of the specification. Candidates again showed thorough knowledge and understanding in their responses to the question about first aid, STIs and health promotion campaigns.

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 much improved, 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 good quality of communication.

There was clear evidence that teachers had made past papers available and candidates were well prepared. However, candidates need to read the question as it may be in a similar format to past questions but may be asking for something different, for example, factor affecting growth and development and the effect on health and well-being, question 5 (b). Candidates need to read the questions carefully and fully understand what is required. Answers need to be realistic and relevant to the scenario. Some candidates extend the scenario which is often not realistic and not worthy of marks. If a question is divided into sub-sections, candidates must read the requirements of the question very carefully and refer accurately to the question. The commands of a question need to be followed and, if a mistake is made in the answer, this should be crossed out clearly and a revised answer entered. Candidates use valuable writing space by repeating the question. Some candidates use arrows to re-position their answer, which is poor examination technique.

Candidates need to be aware that formal language should be used in an examination. Correct terminology and spelling of terms is expected throughout the examination paper: there should be no use of text language or slang. Inappropriate language is reported to the exam board and the relevant centre(s) contacted.

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Section A

This section required short-response answers at the beginning, mainly one word answers, circling, tick boxes, and brief sentences. Toward the end of the section, more extended answers were required. The majority of candidates attempted all questions.

- Q.1 (a) The majority of candidates gained this mark. Some candidates lost the mark by circling more than one response. A few candidates made a mistake and wrote the answer: if it was a correct response, it was awarded.
- (b) Most candidates gave a full answer to this question. Some candidates lost marks because they did not say why the screening van was in a supermarket car park. Also, they referred to 'people' rather than women or females. The question said that women are given appointments; some candidates stated that women could 'drop in to get checked at any time' which is incorrect (women can 'drop in' for information or to find out how to get an appointment).
- Q.2 Candidates answered this question well, with most candidates gaining at least one mark.
- Q.3 (a) The majority of candidates gained this mark. Marks were not awarded to candidates who ticked more than one response.
- (b) Candidates clearly understood the effects of drink-driving and gave good responses.
- Q.4 This question was well answered. Most candidates showed they had some knowledge about safety in vehicles for under-12-year-olds. Some candidates lost marks as their answer did not apply to under-12-year-olds.
- Q.5 (a) (b) These questions were well answered. Some candidates lost marks as answers were repetitive. For example, in question 5.(a), for swallowing, 'eating and drinking' would count as one mark and, in question 5. (b), for vomiting, 'nausea and sickness' would count as one mark.
- Q.5 (c) This question was well answered. Most candidates identified that the casualty should not be given a sip of water or anything to eat.
- (d) Candidates made a good attempt at this question. They had good insight into the actions that needed to be taken by the first aider. Candidates should be encouraged to put the actions in the correct order.

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.6 (a) (i) (ii) These questions were well answered. However, some candidates lost marks in the explanation by saying 'reasonable' or 'unreasonable'. This was not creditworthy as it was the same as the type of force.
- (b) (i) Candidates understood the idea of cross-contamination but, for full marks, should have stated that it is a two way process, that is, first aider to casualty and vice versa.
- (ii) Candidates knew the procedure for a cut that is bleeding and how to stop the bleeding.
- (c) This question was well answered. Most candidates accurately stated both numbers.
- (d) Candidates showed knowledge of CPR, although this was sometimes confused. The question asked about the procedure for carrying out CPR because Bill had stopped breathing, which meant that the first aider has already decided that CPR with rescue breaths was the necessary action.
- Q.7 (a) (i) Candidates understood the question and it was well answered. Candidates needed to include the word 'alcohol', not simply 'drinking'.
- (ii) Candidates understood the question answered it well.
- (iii) Candidates knew what 'STI' stood for.
- (b) (i) Many candidates did not know the target group for the National Chlamydia Screening Programme (NCSP). This screening programme is mentioned in the specification under health guidelines. 'Being sexually active' is not specific and would cover a wider range of individuals than the NCSP targets.
- (ii) Many candidates gained this mark; however, they need to use the correct terminology for the services, for example, 'GP surgery' or 'health centre', not 'doctors' surgery'. Simply saying 'clinic' was too vague: candidates needed to specify the type of clinic, for example, 'GUM clinic'.
- (iii) This question was well answered. Candidates need to know that screening is about detection it is not a treatment.
- (c) (i) The majority of candidates gained this mark. The answer needed to imply that any sexual activity was unprotected. So, just stating sexual intercourse was not a creditworthy response.
- (ii) Candidates answered this question well and the majority gained marks. The question asked how an STI can be *prevented* from being passed on. Marks were not awarded to candidates who referred to getting checked regularly (which does not prevent the contraction of chlamydia but, rather, identifies if the individual has it) or to those who referred to taking medication (which is a treatment for chlamydia, therefore also not preventative).

- Q.8 (a) Candidates answered this question well.
- (b) Most candidates gained marks in this question. It was evident that some candidates did not understand the focus of the question because they offered advice to improve Sam's lifestyle, which was not asked for. Candidates were restricted to lower band marks if they only listed *either* the causes of his obesity *or* the consequences of these for his health. Candidates who achieved the higher mark bands correctly linked the causes to the scenario and explained the consequences.
- (c) Most candidates gained marks in this question. Candidates were restricted to lower band marks if they only listed the health campaigns and/or changes to his lifestyle and/or improvements to Sam's health and well-being. Some candidates in this band did not mention health campaigns at all. To achieve marks in the middle and higher mark bands, candidates needed to look in detail at how health campaigns could motivate Sam to change his lifestyle and how this would improve his health and well-being. In these responses, candidates revealed good insight into the way health campaigns could help Sam, with some mentioning specific campaigns. Those that discussed generic health campaigns did not lose marks if the response was correct.

HEALTH AND SOCIAL CARE

General Certificate of Secondary Education

Summer 2014

Unit 4: PROMOTING HEALTH AND WELL-BEING

Principal Examiner: Linda James

The work for this unit was mainly in line with the requirements of the specification – most centres have been following the guidelines and exemplification and acting upon advice provided at CPD. Some centres had completed exemplary work.

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 complete the pro-forma time logs as a compulsory component of the report.

Candidates should ensure that they have included their names and candidate numbers on their reports as well as on the awarding body's front cover assessment sheet. It would be helpful if the candidate's name and centre number was indicated on the time logs.

(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 band, detailed and appropriate reasons for choosing the individual are required. Candidates should not be awarded A3 or 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 which is a compulsory element of the controlled assessment requirements, but this 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 individuals' 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 good 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 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. Centres should avoid copied notes but discuss and explain how the relevant factors could affect their clients' health from a positive or negative perspective.

There was still a tendency for weaker candidates to include irrelevant information as well as downloaded health promotion material and leaflets. Candidates must apply their research to their individual and avoid submitting too much secondary information and notes.

The majority of candidates included three physical measures of health as required. Centres need to 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. To award B4, candidates must accurately explain and apply the measures to the individual/group.

Identify targets

In general, candidates 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 of candidates. 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 centres had presented very detailed and appropriate support materials for their plans, and also included an assessment of how the material will 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 they would support it.

(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 – 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. Realistic and appropriate suggestions for overcoming the difficulties, which are 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 achievement criteria, centres must ensure that candidates have 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 readjusted should be encouraged to attend WJEC's CPD training to assist with the requirements of the specification; exemplar material for this unit is also available on WJEC's secure website.



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