



GCSE EXAMINERS' REPORTS

**GCSE (NEW)
HEALTH AND SOCIAL CARE AND
CHILDCARE**

SUMMER 2022



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HEALTH AND SOCIAL CARE AND CHILDCARE

GCSE (NEW)

Summer 2022

UNIT 1: HUMAN GROWTH, DEVELOPMENT AND WELL-BEING

General Comments

8,291 candidates were entered for the Unit 1 examination, for which they were well prepared. A good understanding of the command words was shown by candidates; however, some responses lacked detail, particularly for the higher marked questions: 5, 7 (d) and 3 (b). Candidates need to be aware that poor handwriting can be difficult to understand therefore result in marks being lost.

Comments on individual questions/sections

- Q.1** This question was, in general, one of the most accessible parts of the paper. Questions were based on recall, which gave candidates a good start to the paper, as was the intention.
- (a) A well-answered question, with most candidates able to correctly identify the two growth and two development areas.
 - (b)
 - (i) Candidates were able to state what is meant by 'gross motor skills'. Some candidates did not use the term 'muscle groups' and used 'large body parts' which is not accurate enough. Terms should be learnt accurately.
 - (ii) Candidates were able to give one example of a gross motor skill.
- Q.2**
- (a)
 - (i) It was surprising how many candidates were not able to gain full marks when describing the reasons why percentile charts are used to measure growth. Answers should have specifically described the use of percentile charts rather than monitoring growth as there could be an overlap to part (b) as well as not answering the questions correctly.
 - (ii) Candidates were able to identify one health professional who would use a percentile chart. However, for future cohorts, appropriate terminology will be expected, for example, 'GP' rather than 'doctor'.
 - (b) Some candidates repeated parts of the question in their answer or repeated part (i). This question should have included terminology and responses such as: refers to points in an individual's life where particular changes are expected to happen; milestones; overtime; growing at a certain rate.
 - (c) There was a large number of well-structured answers to this question about how diet could affect a child's physical development. Many candidates reached mark band 3. Many gave examples and discussed suitable factors such as the intake of too much fat causing obesity, too much sugar with its risks of diabetes, a lack of nutrients and too many calories. A small number of candidates misunderstood the term 'diet' as being on a restrictive diet.

- Q.3** (a) (i) Candidates were able to describe the expected physical patterns of development for a two-year-old. Some mentioned expected patterns for a younger individual rather than a two-year-old such as sitting up without support.
- (ii) Candidates were able to describe the expected intellectual patterns of development for a two-year-old.
- (iii) Candidates were able to describe the expected emotional patterns of development for a two-year-old. However, some candidates mixed up the expected patterns for emotional and social areas of development in their examples.
- (iv) Candidates were able to describe the expected social patterns of development for a two-year-old. However, some candidates mixed up the expected patterns for emotional and social areas of development in their examples.
- (b) Difficulties arose for this question when some candidates could not name a correct screening programme offered to babies and young children in Wales. The screening programmes should have been from the PCHP, The Newborn Hearing Screening Wales, The Newborn Bloodspot Screening Wales and Cymru Well Wales: the first 10,000 days.
- Q.4** (a) Most candidates selected the correct term for Alun's life stage. No marks were awarded for 'elderly'.
- (b) Candidates demonstrated very good knowledge of the possible effects of divorce on Alun and many included positive as well as negative effects. Some very good structured answers were evident, with candidates organising their answers with the use of PIES.
- (d) Again, this question was generally well answered and candidates understood the social and emotional health benefits that attending exercise classes with his friends could have on Alun.
- Q.5** This was the highest marked answer and was challenging for some candidates but was an opportunity for some other candidates to gain high marks with discussions and examples of being able to have more choice, more control, independency and voice. Some candidates did not understand 'active participation' and had misunderstood it with 'being active'. Therefore they answered the question with the benefits of being active rather than the benefits of 'active participation'.

- Q.6** (a) The majority of candidates ticked the correct answers of 'starting work' and 'marriage' for this question.
- (b) Again, it was clear from the answers that candidates were familiar with the effect of the death of a loved one on an individual. However, some answers simply made vague references to being lonely.
- (c) This question was well answered and candidates correctly identified two practitioners that could support an individual who has experienced bereavement. However, some candidates mentioned the treatment rather than the practitioner, for example, therapy rather than therapist. One candidate also mentioned 'family' which is incorrect. The correct terminology should be used for practitioners such as 'licensed therapist.'
- Q.7** (a) (i) Many candidates could not correctly identify what is meant by the term 'resilience'. It is advised to teach in order to recall the exact definition as it is in the specification. Resilience is the ability of any individual in the face of disadvantage or other adverse conditions/experiences/trauma. Examples were also awarded marks such as family problem and health problems.
- (ii) This question presented a problem if the candidates did not understand the term 'resilience'. However, it was evident that some candidates did not gain the mark for (i) as they hadn't identified 'resilience' correctly, but did have some idea of what it means. Candidates should have referred to Adam to gain mark band 2 or 3 for this answer. Some candidates attempted general explanations rather than specifically referring to Adam as the question asks.
- (b) In this question which was asking about the mental health benefits of engaging in regular physical activity for Adam, many candidates showed sound knowledge of key benefits. They could identify the main benefits such as release of endorphins and other chemicals to improve mood, feel good, have a calming effect, reduction of stress and increase in self-esteem.
- (c) As with the term 'resilience', using the definition in the specification correctly is advisable as the element of AO1 (recall) can be used. Candidates' descriptions of 'growth-mindset' was often not accurate enough to be awarded any mark. Growth mindset is 'the belief that an individual can learn and improve by way of constant culture of high expectation and good quality feedback'.
- (e) Difficulties arose when candidates had not understood 'growth mindset' correctly to enable them to discuss the ways that Adam's school could help him develop a growth mind-set and become more resilient.

- Q.8** (a) (i), (ii) Many candidates would have been able to access higher marks in part (ii) of this question if they had identified a suitable government guideline. General areas would have been accepted in (i). More thorough revision of the different government guidelines in 2.1.4 (a) would have allowed candidates to gain higher marks.
- (b) This question did not present a problem for the majority of candidates as they showed a good level of understanding of the possible effects of neglect, and many mentioned very relevant terminology such as ACEs, trauma and trust issues.

HEALTH AND SOCIAL CARE AND CHILDCARE

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UNIT 2: PROMOTING AND MAINTAINING HEALTH AND WELL-BEING

General Comments

It is pleasing to report a large number of candidates being entered for this new qualification. The standard of work submitted indicated that centres are entering candidates across the full range of grades. Some centres had completed exemplary work for this unit, and they should be commended on their performance. Some centres, however, had awarded marks in the highest achievement levels for work with insufficient evidence of investigation or analysing. This will have been highlighted in individual centre reports and centres should act on this guidance. These centres should use the resources available on WJEC's website.

Administration

Most centres had accurately included the candidate/teacher declaration form which is a compulsory element of the controlled assessment requirements. Centres should ensure that they adhere to the ten hours permitted for Task 1. The candidate's name and centre number need to be included on the work. Centres successfully produced concise, well-presented work. Annotation of work according to the assessment criteria greatly assists the moderation process and it was pleasing to see this being carried out by most centres – this is good practice and needs to be done by all centres.

Assessment

Generally, centres have been consistent in their marking, although some tended to be over-generous. These centres should use the exemplar material available on WJEC's secure website to assist with the content and assessment of this unit.

Comments on individual questions/sections

Task 1: Service provision

This was the only task assessed in the summer 2022 series as a result of adaptations.

(a) Investigate service provision locally and nationally to meet the needs of children, adolescents or adults

The majority of candidates identified their individual/group for investigation. A small number of centres provided unnecessary information across more than one group. Many candidates chose target groups with specific needs, and this is an option for all centres. It does not mean achieving higher marks but does provide an opportunity for candidates to carry out more personal research and to demonstrate personal interests. However, the work should primarily be about the target group, not the specific need. Some candidates' work seemed to be around a specific need such as mental health problems, rather than the target group living with a mental health problem. Teachers should be guiding their candidates appropriately at the start of the work. To achieve mark band 4, detailed and relevant investigation is needed of a broad range of appropriate local and/or national services. Difficulties arose when some candidates did not show a detailed understanding of how these services are regulated.

This would include descriptions such as registering services, inspecting services and taking action where and when needed. Candidates should ensure that they use a suitable method of showing their knowledge and information. Tables are acceptable, but they must ensure that these are detailed enough to demonstrate the range of marks. Most candidates had accurately identified the sectors and providers. Candidates need to ensure that they reference their use of an appropriate range of sources throughout the work. Some centres awarded generous marks for this section when there were no sources shown.

(b) Investigate the job roles of two key professionals

Generally, candidates successfully identified two different key professionals linked to one of the services from section (a). However, some candidates chose two key professionals from different services. This should be corrected for next year's cohort in order to address the task. This also made explaining how the chosen professionals work as part of a multi-agency more difficult. To achieve the higher marks, all candidates should describe in detail the skills and qualities needed for the two job roles. This must also be in relation to the target group and its needs, and some candidates missed out on reaching the higher marks for this section. The use of PIES is advisable here. Candidates must avoid listing skills and qualities as this limits their marks. Some candidates did not show an understanding of the difference between skills and qualities. Some, however, showed excellent knowledge and information about the two different job roles. Candidates must identify career opportunities within these roles. This should include the opportunities available within the job roles, rather than the qualifications necessary for the job roles. Candidates must explain how both key professionals may contribute to multi-agency working. Higher band marks should only be awarded to candidates who give a thorough, relevant explanation of how these two job roles may contribute to multi-agency working.

(c) Analyse the task

Section (c) is where the quality of candidates' communication is assessed. Candidates need to analyse the findings of their investigation with regard to the availability of services and key professionals and analyse whether these meet the needs of the target group. Candidates from several centres had attempted this section well, covering the requirements of the higher mark bands; however, an excellent, detailed analysis of the findings of the investigation are required to achieve mark band 4. Some centres awarded mark band 3 and mark band 4 for a basic analysis. In the analysis, candidates should include their own opinions and make judgments on the services and key professionals investigated. This task should follow on from sections (a) and (b) and candidates should use the correct terminology as in the specification. Candidates who only provide a limited or basic analysis of their findings can only reach mark band 1/2.

Some candidates misunderstood the requirements of the task, and a small number analysed their work rather than the services and key professionals and target group needs.

To award mark band 4 for this section, centres must ensure that candidates demonstrate very good use of specialist terminology with few errors in grammar, punctuation and spelling. Work should be well structured and presented in a highly appropriate manner.

Centres that have had their marks adjusted are encouraged to access the exemplar material available on WJEC's secure website as well as the updated assessment exemplification to assist with the marking of this unit.

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UNIT 3: HEALTH AND SOCIAL CARE AND CHILDCARE IN THE 21ST CENTURY

General Comments

Many candidates showed a clear thought process, working through the questions on the paper. Often, incorrect answers were as a result of an incorrect reading of the question or a lack of knowledge and understanding of the question.

A generally good understanding of the command words was shown by many candidates; however, some responses lacked detail, particularly for the higher marked questions such as 6 (d), 7 (b) and 8.

Candidates need to be aware that poor handwriting can be difficult to understand and result in marks being lost.

Comments on individual questions/sections

- Q.1** This question was based on recall, which gave candidates a good start to the paper and was answered well.
- Q.2** (a) Most candidates were able to state what the acronym WHO stands for. However, some candidates incorrectly stated 'Wales Health Organisation', rather than the 'World Health Organisation.'
- (b) Many candidates were able to correctly outline the WHO's definition of health. However, some candidates failed to gain these marks for outlining the correct definition – there were too many incorrect responses that included vague attempts which showed a lack of guidance on the correct definition.
- Q.3** (a) This question, requiring candidates to outline one principle of Prudent Healthcare, was answered well. Some candidates did not gain the full two marks as their outline was not accurate.
- (b) (i) A well-answered question, with most candidates able to identify an appropriate physical activity programme. A small number just gave a general type of physical activity rather than a programme and therefore did not gain the mark.
- (ii) A popular response was the 5 x 60 programme, and some candidates also identified Change4Life. A very small number mentioned the Dragon Multi-Skills and Sport programme. Marks were also awarded for other programmes not listed in the specification such as the Couch to 5K programme. The question was based on recall of knowledge on the identified programme and candidates that had correctly identified an appropriate physical activity programme in (i) generally explained the purpose of the programme well. Candidates could only be awarded marks if they had identified an appropriate programme in (i).

- Q.4** (a) There were a lot of well-formed answers to this question about the ways in which the nursery can promote equality and inclusion for Elis. Many candidates reached band 3 marks by providing at least three ways the nursery can promote equality and inclusion for Elis.
- (b) It was surprising how many candidates did not have the basic knowledge of the Additional Learning Needs and Education Tribunal (Wales) Act 2017 to enable them to describe how the Act aims to support children like Elis. However, some candidates were able to form a basic response without this knowledge, providing one suggestion of the ways it can be of support.
- (c) Most candidates correctly identified two barriers that individuals with a hearing impairment may face when attending a hospital appointment. Many candidates wrote about the communication barriers and environmental barriers, such as background noise, making it difficult to hear the advice being given.
- Q.5** (a) (i) This question required candidates to list three signs of abuse in children and offered an accessible three marks. Many incorrect answers were as a result of misreading the question, where candidates listed three *types* of abuse rather than three *signs* of abuse.
- (b) Candidates demonstrated very good knowledge and understanding of how a school should deal with a case of suspected abuse of a pupil. Some very well-structured answers were evident, with candidates organising their answers around the different stages in the process. Some candidates offered a more basic explanation with only some suggestions and examples of how a school would deal with suspected abuse of a pupil.
- (c) (i) Most candidates were able to name and outline an accurate example of current legislation designed to protect children to promote their health and well-being. Marks were awarded for a correct identification, even without the correct year of formation.
- Q.6** (a) (i) This question required candidates to correctly identify information from the graph and was answered well by most.
- (b) This question was based on describing the information from the graph rather than recall or knowledge and understanding, and many candidates were able to access the full three marks if they gave an accurate description. Some candidates' answers did not refer to the data, just visual patterns and therefore did not gain the full three marks.
- (c) (i) Candidates were able to confidently describe what is meant by Adverse Childhood Experiences (ACEs). Many candidates included examples and types of abuse to gain the full two marks.
- (ii) As with (i) above, candidates were able to describe what is meant by exploitation. Many candidates included examples and types of exploitation to gain the full two marks.

- (d) This question, on the impact that cruelty and neglect experienced in childhood may have on individuals' health and well-being throughout their lifecycle, offered a wide range of content that could be discussed. Some candidates focused on the mental and emotional impact while other candidates included a wide range of factors. Candidates should be encouraged in such extended answer questions to offer more discussion of the points they make; for example, discussing why cruelty and neglect in childhood could cause low self-esteem and poor self-worth.

- Q.7** (a) (i) The explanations of how obesity could impact on the provision of sustainable health and social care and childcare in Wales showed some good application of knowledge. Often, candidates gained only limited marks as a result of explaining the impact of obesity in general without enough consideration of how it impacts the provision of sustainable health and social care and childcare. The question referred to the impact on this provision rather than on individuals. Candidates were able to gain one mark for a basic response, even without mentioning the impact on the provision.
- (ii) As with (i) above, this required an answer of the same format. More candidates were able to link the contemporary issue of the ageing population with the impact on the provision of sustainable health and social care and childcare in Wales than were able to for obesity in (i); however, many candidates' lack of understanding regarding contemporary issues had an impact on the detail of their responses here. Candidates were able to gain one mark for a basic response, even without mentioning the impact on the provision.
- (b) In this question which required candidates to explain how the Well-being of Future Generations (Wales) Act 2015 aims to support a sustainable health and social care and childcare system in Wales, many candidates showed good knowledge and understanding in their explanations which included the well-being goals. Difficulties did arise with this question when some candidates showed a clear lack of knowledge and information of the Act. More thorough revision of this Act in 2.3.4 (b) would have allowed candidates to gain higher marks.

- Q.8** This was the highest marked question in the paper and proved challenging for some candidates but was an opportunity for others to gain high marks for discussing the importance of current legislation and national policies in recognising and supporting Welsh language and culture. Most candidates were able to include at least one example of current legislation or national policies in their answer. Stronger responses included all three pieces of legislations/policies, that is, Cymraeg 2050, More than just words and the Active Offer. Candidates with higher levels of understanding of the different legislation and policies stated above were able to deal with this answer better. Unfortunately, some candidates were unable to make the link to any legislation or policy in their answer and some did not attempt to answer at all.

HEALTH AND SOCIAL CARE AND CHILDCARE

GCSE (NEW)

Summer 2022

UNIT 4: PROMOTING AND SUPPORTING HEALTH AND WELL-BEING TO ACHIEVE POSITIVE OUTCOMES

General Comments

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

Administration

Most centres had included the candidate/teacher declaration form – this is a compulsory element of the controlled assessment requirements.

The candidate's name and centre number should be included on the work.

Centres should ensure that they adhere to the twenty hours permitted for this unit.

Centres successfully produced concise, well-presented work.

Annotation of work according to the assessment criteria greatly assists the moderation process and it was pleasing to see this being carried out by most centres. This is good practice and should be done by all centres.

When guiding their candidates, centres should be aware that some methods of demonstrating their investigation can be more limiting than others. Candidates from some centres used generic structuring which can be constraining. Candidates should be encouraged to have an open choice as how to structure and organise their own work.

Assessment

Generally, centres have been consistent in their marking, although some tended to be over-generous. These centres should use the exemplar material available on WJEC's secure website to assist with the content and assessment of this unit.

Comments on individual questions/sections

Section (a)

Candidates were asked to investigate how different types of care meet the needs of a chosen target group. Candidates from a small number of centres investigated many different target groups before choosing one – this is neither necessary nor an effective way of working.

The quality of work produced for this section varied. Good descriptions of physical, intellectual, emotional and social needs of the chosen target group were given. In some cases, identification of a holistic approach was not fully addressed, nor was knowledge and understanding of person-centred care fully demonstrated. Candidates should make reference to person-centred care throughout this section for the higher mark bands. A number of candidates did not meet the requirements of explaining how holistic care can be provided. For this reason, assessment was often generous. Some candidates showed a clear understanding of the needs of the chosen target group and therefore were able to explain how the different types of care met the identified needs. Other candidates lacked understanding of the needs and, as a result, were unable to reach the higher mark bands for which they needed to demonstrate how the different types of care met these identified needs. Generally, candidates of all levels should be encouraged to produce more detail when describing the different needs of their chosen target group and regarding the types of care relevant to target groups, person-centred care and holistic care.

Section (b)

This section was adapted for summer 2022 in order to assess only the AO2 element. Centres understood and reflected the adaptations effectively. This section was completed well by the majority of candidates, with some good investigations and explanations of a range of relevant local and national initiatives. Candidates also identified accurately how these initiatives related to the health and well-being of the chosen target group. Some candidates referred to initiatives that were neither local nor national but from other countries such as the USA. In future, candidates should be encouraged to check the accuracy of the location and the suitability of their initiatives. Some candidates acknowledged their sources of information; however, some did not.

Section (c)

In this section, candidates should investigate meaningful activities to meet specific needs of their chosen target group. Generally, candidates showed an effective use of a range of sources of information. Candidates need to show knowledge and understanding of how these different types of activities relate to the principles of the Social Services and Well-being (Wales) Act 2014 when planning the activities – this should be addressed more effectively for future cohorts. For mark band 4, there should be an accurate and detailed explanation of the purpose of participating in the identified meaningful activities used for therapeutic, creative and recreational purposes. Most candidates identified their meaningful activity with reasons for choice; however, for the top band, an excellent application of knowledge to explain in detail how participating in each activity should be identified. Candidates should not be awarded marks in band 3 or 4 for a limited or basic application.

Section (d)

Section (d) requires candidates to plan and produce a meaningful activity which meets the needs of the specific target group, helping them to promote self-identity, self-worth and a sense of security and resilience. This section was marked generously – work should reflect the marks awarded for this section. Most candidates were able to choose a suitable meaningful activity, showing aims, planning and organising. However, some work lacked enough detail for the higher mark bands when demonstrating relevant health and safety issues. Centre generic health and safety sheets should be avoided, as these do not show personal and specific requirements for the chosen activity, as should lists of safety requirements. For mark band 4, these health and safety requirements need to be fully considered. Candidates must also consider how the activity could be co-produced in a care setting and this was not evident in some candidates' work. Some candidates and some whole centres' work lacked sufficient detail when considering a range of strategies, techniques and approaches to gain feedback for this section and this needs to be addressed for future cohorts. Further information can be seen on the WJEC website, in CPD resources and exemplar work.

Section (e)

When analysing and evaluating the task for this section, candidates need to evaluate their chosen activity. Candidates gave good discussions of the strengths and the weaknesses of their planning and organisation. The majority made judgements about how well the activity met the needs of their target group and how this supported personal outcomes. However, more detail is needed to achieve mark band 4 which requires a fully informed judgement. Some centres awarded marks in the highest achievement levels for work with insufficient evidence of analysis or evaluation. To award mark band 4 for this section, centres must ensure that candidates demonstrate very good use of specialist terminology with few errors in grammar, punctuation and spelling. Work should be well structured and presented in a highly appropriate manner.

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



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