



EXAMINERS' REPORTS

LEVEL 2 HEALTH AND SOCIAL CARE : PRINCIPLES AND CONTEXTS

SUMMER 2023



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HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

Level 2

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UNIT 1: PROMOTING HEALTH AND WELL-BEING THROUGHOUT THE LIFESTAGES

General Comments

Candidates were well prepared for this unit and their knowledge of the specification was good. The content areas addressed in the questions appeared to show good, all-round understanding. The candidate's ability to apply knowledge to the specific situations posed in the scenarios varied depending on the scenario. The application of knowledge should be applied in a wide range of contexts.

All candidates completed the paper suggesting the paper allowed sufficient time for candidates to write detailed responses. Spelling and grammar were a positive for most candidates, with handwriting legible in most cases. Candidates generally offered developed responses to all questions that required more than identification or a statement, with brief points or bullet points not regularly seen. There were very few one-word answers or brief sentences, suggesting candidates were engaging with the questions. Some candidates misread questions and some candidates would benefit from increased focus on the command words of the questions. It is recommended that candidates re-read and check their responses, time permitting.

Comments on individual questions/sections

- Q.1** Most candidates could correctly identify the correct area of development, which was pleasing to see. There were occasional errors made, perhaps through misreading or rushing.
- Q.2 (a)(i)(ii)** Most candidates accurately defined the terms growth and milestones.
- (b)** Marks were awarded for responses that identified examples of infants mastering a major new skill, such as rolling over, first tooth. Credit was not given to responses that referred to developing skills such as 'walking', expected milestones would have been 'first steps' and 'walking unaided'.
- (c)** The question asked candidates to identify three life factors that may affect the development of a child. Whilst most candidates could give a range of factors, learners should be discouraged from giving repetitive responses which will lose marks. e.g., mental illness, depression, and anxiety. This response was credited 1 mark for the life factor of mental health. (Specification: Topic area 1.2)
- Q.3 (a)** Candidates who understood the meaning of bilingual, gave good descriptions of how the bilingual environment increases a child's intellectual development, thinking skills, communication and opportunities. These responses were awarded top mark band. Many responses were based only on the social development of a child, which limited marks to bottom/ lower middle mark band. Credit was given for positive responses only.

- (b) This question appeared challenging with responses referring to culture and beliefs without making the links to self-concept. The factors that shape self-concept is an important area of the specification and it is recommended that sufficient learning hours are focused on this topic. (Specification: Topic area 1.3)
- (c) Candidates' responses were generally good to this question. It was important to address the impact of starting a family on both the health and well-being of the parents. Top marks were awarded where candidates had assessed both positive and negative impacts.
- Q.4** (a) Pleasing responses where most candidates could define the role of an advocate.
- (b) Candidates who explained why Aled's self-concept may increase were awarded the top mark band. Where a candidate simply listed that self-concept, self-esteem will increase, they were considered basic responses.
- (c) There was a variety of responses for this question. Whilst some very good responses were seen, many candidates confused an inclusion policy with being included. These candidates gave basic details of Aled making friends and improving his social life. To access the top mark band, candidates were required to assess the benefits for Aled where the college had introduced strategies to remove discrimination.
- Q.5** (a) This question required candidates to explain the benefits of recreational activities as a family. Basic responses explained only the benefits for the children, whereas very good responses included both the health and well-being of all the family, including building positive relationships with each other.
- (b) Evaluate was the command verb in this question, requiring a balance of positive and negative effects and a conclusion drawn. A range of good responses were seen, but many candidates limited their response to the use of 'social media' only.
- Q.6** (a) Candidates were required to define a life-limiting condition, examiners were looking for responses that included: incurable and life shortening. No marks were given for the effects of living with a life-limiting condition.
- (b) Candidates who showed detailed knowledge and understanding of the term resilience and ways that the support group would help to empower Celyn to live her best life, were awarded top mark band.
- Q.7** A high number of candidates did not attempt this question. Responses showed a lack of knowledge of the Well-being of Future Generations (Wales) Act 2015. Current legislation is an important topic area that should be addressed in future learning. (Specification: Topic area 1.4)
- Q.8** (a)(b) The majority of responses correctly identified that the flu vaccination is a preventative method of protection and correctly identified vulnerable groups. Popular responses included later adults and individuals with weak immune systems.

- (c) This question was worth 8 marks. Whilst candidates could give a basic explanation of the purpose and challenges of the flu vaccine well-being initiative, marks were lost through a lack of detail in the responses. Higher marks were awarded to candidates for good quality, detailed answers.

Summary of key points

Candidates should be encouraged to carefully read the questions and respond to the command words. Proof-reading of work is recommended.

It is important that candidates can understand and apply the factors that shape self-concept to a range of scenarios. Active participation, inclusion, resilience, and self-concept support individuals in coping and reacting to life events (Specification: Topic area 1.3).

Current legislation, campaigns and promotions are an important topic area that should be addressed in future learning. (Specification: Topic area 1.4).

Across the board, candidates scored lower marks if they made lists rather than giving more detailed answers.

Every attempt is made to provide sufficient space for candidates to write their responses to each question. In future series, candidates should be reminded to clearly identify the question number and sub-section when answers continue onto extension pages.

Candidates should be encouraged to make use of the resources available on the HCLW website. Sample assessment materials, revision techniques, exam reviews and commentary from the principal examiner provide good support for candidates to see how the mark scheme is applied to a range of questions. CPD materials are also available on the secure website.

HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

Level 2

Summer 2023

UNIT 2: HEALTH AND SOCIAL CARE TO SUPPORT OUTCOME FOCUSED PROVISION FOR PERSON-CENTRED CARE

General Comments

This is the first year of this qualification that candidates have completed both components of this Unit without mitigation in place. This takes the form of Assignment 1 - Case study and Assignment 2 with a corresponding work placement. Centres have worked extremely hard to meet the submission requirements for this qualification with most centres submitting their samples of Assignment 1 and 2 within the timeframe.

There were a few delays in some submissions, but all centres involved offered valid reasons for this. All centres submitted samples of candidate work and generally, the samples submitted were well organised with the correct candidate numbers applied.

Most centres had some evidence of authenticity using the WJEC/C&G template however, there were some errors or omissions in many submissions. This included: tutor signature preceding the candidate signature which would not be evidence of authenticity, tutors signing on behalf of the candidate, omission of candidate signature all together. Nearly all submissions were word processed with a range of marking methods applied from electronic comments to hand-written.

There were no issues with understanding the work, however candidates could be encouraged to proofread their work and reflect on the quality of their written communication, to include spelling, punctuation and grammar. Annotation varied from no annotation to detailed justification of why marks are awarded. As both assignment 1 and 2 were to be completed under controlled assessment conditions with a word-count limit and 'notes' allowance, it was expected to see evidence of this. However, there was little comment, evidence or reference from tutors on these elements. In a few cases, notes were submitted but contained pre-prepared answers. In a few cases, candidates had exceeded the word count. There was no evidence of time keeping or how the controlled task was monitored. In a few cases, candidates had 'quoted' from the internet and included referencing but had not submitted any notes to evidence that this had been prepared prior to the controlled task, which may indicate that the internet had been permitted during the task.

Assignment 2 required candidates to engage in a relevant Health or Social care work placement and 60 hours of sector engagement, to produce evidence of this and apply it to the tasks in Assignment 2. Some centres provided this evidence effectively, however a number of candidates attended primary school placements which put them at a disadvantage when answering the criteria as the questions relate to health and social care. Little evidence of the assignments taking place under controlled assessment conditions. Candidates generally attempted all of the criteria in assignment 2 and applied a level of knowledge relating to sector engagement. The range of guest speakers and sector engagement interaction applied within centres was evident through the candidates work.

Comments on individual questions/sections

Assignment 1

Assignment 1 consisted of offering the candidates a choice of 2 case studies to complete a set of corresponding criteria within a 6 hours controlled task. Most centres sampled showed evidence of a choice being offered as there were samples of both Case study Jodie and Andrew completed. Notes were submitted in some cases. Tutors tended to mark generously when there was no justification given for why marks were awarded. Marks were awarded in higher bands, on occasion, when only part of a criteria had been met.

Task A

All candidates attempted this task and applied the fundamental needs of Max Neef to their chosen Case study. There was a range of answers given adhering to the command verb 'outline'. Some standardisation of marking would be useful here as some tutors would award Band 4 marks for bullet point answers where others would award Band 2 marks for an excellent detailed account. Most centres had evidently used the specifications to impart the fundamental needs according to Max Neef.

Task B – 2-part question

- B**
- (i) Very few marks lost here as most candidates copied the well-being outcomes from the case study.
 - (ii) Varied answers and marks awarded but generally very few candidates achieved full marks for this criteria either for not applying the role of the MDT to the personal well-being outcomes or for not describing how each member supported Jodie or Andrew.

Task C

Again, there were few candidates achieving top band marks in this criteria. There was some evidence of GATEAU being delivered but not in all centres. Marks were lost where candidates had not applied the challenges to accessing services or had discussed personal challenges.

Task D

- (i) A low success rate for Band 3 marks for this criteria. Candidates could offer some description of the 3 components of this criteria but very few 'explained' AND related them to the well-being outcomes.
- (ii) A good response to this criteria and a generally clear idea of what the codes of conduct are.

Task E:

A varied response to this criteria. Generally, candidates offered lengthy explanations of the goals of the Well-being of Future Generations Act with some discussion of how it applied to Jodie or Andrew. Centres would benefit from a standardised approach to accepted responses to this criteria as there was little evidence of the analysis of how the goals influence the case study or in some Band 3 or 4 responses a good discussion was given on the goals but not how they support well-being outcomes. This was not always acknowledged by the assessor.

Assignment 2

Task A

All candidates attempted this criteria with varied success. Centres could be encouraged to offer a wider range of sector engagement to enhance the candidates experience of appropriate roles within HSC to give them the best chance of achieving a higher band in this criteria. Whilst roles within Primary schools are valuable to the candidates they are not appropriate placements.

Task C

All candidates sampled attempted this criteria in part. Few candidates achieved band 4 marks with an excellent explanation. Adhering to the command verbs and using a placement diary would allow for further, in-depth detailed explanation.

Task D

Most candidates attempted this criteria with some reflection on their own strengths and weaknesses. The quality of the reflection seemed dependent on the quality of the placement diary if submitted and I would advise centres to implement this as good practice and to allow the candidates the best chance at achieving higher band marks in this criteria. Some centres did this very well and submitted a clear detailed record of sector engagement to enhance the learning experience.

Summary of key points

- Generally good submission process.
- Declarations of authenticity are essential, and the candidate should be signing and dating their work to confirm this before the assessor has marked it.
- Comment sheets were generally completed effectively but assessors should consistently use the 'sources' area to discuss how teaching and learning has taken place.
- Primary schools are not acceptable placements unless justification has been given in the comment sheet.
- Annotation should be offered as justification as to why marks have been awarded or omitted.
- Sector engagement logs and placement diaries showed good practice.



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