



GCE EXAMINERS' REPORTS

**GCE
HEALTH & SOCIAL CARE AND CHILD
CARE
AS/Advanced**

SUMMER 2023



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

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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HEALTH AND SOCIAL CARE AND CHILDCARE

General Certificate of Education

Summer 2023

Advanced Subsidiary/Advanced

UNIT 1: PROMOTING HEALTH AND WELL-BEING

General Comments

Centres are to be commended for the effective preparation of their candidates for this examination, despite the challenging times experienced over the past few years. This is the second examination paper for the new GCE qualification and centres were provided with advanced information. It was encouraging to see that most candidates completed all questions on the examination paper and allocated sufficient time to complete the final, highest mark question on the paper.

Most candidates showed a good knowledge and understanding of the health, social care and childcare sectors and made regular use of sector specific terminology. The full range of assessment objectives were accessible from AO1, AO2 and AO3.

Comments on individual questions/sections

- Q.1 (a)** This was an accessible AO1 first question. Most candidates provided clear and detailed definitions of both the positive and the holistic definitions of health and well-being. There were some outstanding mark band 4 responses from candidates who had applied the health and well-being definitions to describe the actions needed for Mr Williams to improve his longer-term health and well-being. The mark band 1 responses tended to either just provide the holistic or positive health definitions, or alternatively, provide a limited description of what Mr Williams needed to do to improve his health or well-being.
- (b)** This was an AO3 question following on from Q1a, requiring a discussion of the anti-smoking societal approach to health promotion. Most candidates gained marks on this question, but they tended to focus on the educational approach instead of the societal one and were awarded within mark bands 1 and 2. The candidates achieving within mark band 3 presented a range of examples to discuss the societal approach such as the ban on smoking in public places, tobacco products hidden from view in shops and the health warnings on packets of cigarettes.
- Q.2** This was a point marked question requiring an outline of three principles of the Prudent Healthcare strategy for assessment objective AO1. This question was answered very well and most candidates scored a full 6 marks.

- Q.3** This question was generally well-answered, and most candidates explained the benefits of an appropriate Welsh Government Initiative or campaign targeting children and /or young people in Wales. Popular responses referred to Flying Start, the First 1,000 Days, Designed to Smile and the Welsh Network of School Schemes (WNHSS). A number of candidates achieved mark band 3 and 4 grades by presenting a detailed explanation of the selected initiative/ campaign and its benefits for health, well-being and resilience of children and /or young people in Wales. Unfortunately, some candidates made a rubric error on this question by identifying Welsh legislation such as the Social Services and Well-being (Wales) Act 2014 instead of a campaign or initiative.
- Q.4** This question required an AO3 analysis about the benefits and limitations for charitable organisations working within the health, social care and childcare sectors. Most candidates achieved within mark bands 1 and 2 focusing only on the benefits or the limitations for the charities. However, a number of candidates presented more balanced responses, by presenting and then analysing both the benefits and the limitations facing charitable organisations, making reference to specific examples.
- Q.5** (a) This question was an AO1 assessment objective which required a description of how inequalities in health and well-being can result from an individual's sex. Most candidates who focused on the role of the employment pay gap between males and females leading to lower income, poorer diet and lifestyle tended to be awarded within mark band 1. Some candidates in the top mark bands described the difference between male and female psychology and the fact that females are more likely to visit their doctor and to attend screening, so illness and disease is diagnosed and treated earlier, explaining increased life expectancy compared to males.
- (b) This AO1 question was well answered and many candidates achieved full marks by summarising two socio-economic factors that could affect individuals living in deprived areas. Candidates were familiar with the specification, and a whole range of possible answers were presented, such as reference to poverty, living or working conditions, or personal characteristics such as age and ethnic group.
- Q.6** (a) This AO2 question required an explanation of how barriers in society can exclude a wheelchair user. Candidates showed a good knowledge and understanding of the social model of health, disability and well-being to provide very good, detailed explanations, using a range of different examples to achieve mark band 3 and 4 grades.
- (b) This AO3 question required an evaluation of how physical health could affect an individual's well-being. Most candidates provided a good response addressing at least the holistic link between physical and mental well-being. Candidates achieving top mark band responses provided an evaluation using exemplification from physical, social, emotional and spiritual well-being. Mark band 3 and 4 responses presented balanced evaluative accounts, taking into consideration both positive and negative outcomes from good or poor physical health. Candidates achieving mark band 1 tended to present limited evidence or presented repetitive statements by saying the same thing in two different ways: 'good physical health promotes good mental health' and 'poor physical health can lead to poor mental health'.

- (c) This last AO1 and AO3 question was generally well answered and candidates showed knowledge and understanding of the risks of childhood obesity, and were aware of the role of different health, social care and childcare practitioners in helping children to maintain a healthy body weight. A number of candidates presented outstanding responses by outlining a range of activities and interventions undertaken within the health, social care, and childcare sectors and some candidates made accurate reference to the role of specific named professionals. Most candidates wrote lengthy written responses which were also assessed for spelling, punctuation and grammar.

Summary of key points

1. Candidates need to read each question carefully to focus on:

The marks awarded, to make best use of the available time. (This examination paper carries 80 marks which equates to approximately 1.5 minutes per mark.)

Addressing the correct command verb: answering the set question – candidates could be encouraged to highlight or to underline key words in each question to avoid making rubric errors.

2. Candidates would benefit from regular examination question practice, so the final examination is potentially less stressful and not an unfamiliar experience. They would become more familiar with applying the command verbs and the mark schemes provide valuable teaching and learning materials. Full mock examination practice can help candidates improve their time management skills and to avoid future rubric errors.
3. Centres should ensure that their candidates are fully aware and have a good knowledge and understanding of all the Unit 1 specification which may be assessed in future examinations. Candidates should be encouraged to use sector specific vocabulary and terminology, as stated in the specification.
4. Centres should be aware of and refer to the range of materials being regularly updated and made available on HCLW, resources and secure websites to support both teachers and their candidates. Resources include CPD training opportunities, sample assessment materials (SAMs), past examination papers and examiner reports.

HEALTH AND SOCIAL CARE AND CHILDCARE

General Certificate of Education

Summer 2023

Advanced Subsidiary/Advanced

UNIT 2: SUPPORTING HEALTH, WELL-BEING AND RESILIENCE IN WALES

General Comments

GCE Health and Social Care, and Childcare has moved to electronic upload for all NEA submissions. Please be advised that next academic year we will be unable to accept hard copies through the post and that all work will need to be uploaded via our electronic platform IAMIS.

Task 2 Section F AO2 AO3 2.2.4(a) 2.2.4(b) An explanation of how rights-based approaches are embedded in the specified legislation/policy, an assessment of how legislation and policies interrelate with each other, and the impact on the rights of both the provider and the individual was included in this year's assessment. Each exam series, WJEC will issue details of a specified piece of legislation, or a specified policy, to which learners must refer within their work. Centres are able to find the specified legislation, policy can be found on WJEC Secure website, under resources, 'Non-examination Assessment Tasks'.

There is a regulatory requirement for WJEC to ensure that NEA work submitted for assessment can be authenticated as the candidate's own unaided work. Candidates and teachers must sign a declaration to confirm that the work they submit for final assessment is the candidates own unaided work.

Centre comments on declaration forms are beneficial to justify marks awarded and where marks have been split with AOs. Annotations on work or the inclusion of marksheets, highlighting where marks had been awarded, assisted with moderation to justify marks awarded.

Accurate assessment by most centres was seen, it should be noted that, in order to achieve higher mark bands, candidates must provide evidence in more detail that matches the specification requirements, assessment objectives and command words.

Comments on individual questions/sections

Task 1

The tasks were in order and completed in an appropriate format of a report. Candidates chose appropriate job roles from the Health and Social Care sectors. It is important that candidates understand the roles within the Health, Social and Childcare sectors prior to deciding on the two job roles.

Section A - Content 2.2.3(c)

Good coverage of 2.2.3(c). Good outlines the job roles, employment opportunities and potential career pathways of two practitioners working within the health and social care, and the childcare sectors in Wales.

Research was relevant and applied appropriately, candidates must ensure that the report is completed in their own words and where candidates have used research and resources, these must be referenced.

Content of 2.2.3(c) needs to be linked to assessment criteria more specifically. In particular, linking employment opportunities and pathways to; opportunities for promotion or progression, areas of specialism and/or geographical locations/ settings, in order to achieve a higher mark band. This information can be found on page 36 in the specification.

Section B – Content 2.2.2(a), (d) 2.2.4 (a)

Good coverage of 2.2.2(a), (d) 2.2.4 (a). Good knowledge and understanding of how current legislation, initiatives and regulation, support, and have an impact on, the provision of sustainable, high-quality health and social care and childcare services in Wales. Content of 2.2.2(a), (d) 2.2.4 (a) needs to be linked to assessment criteria more specifically.

In particular the discussion about the impact of the legislations, regulations and initiatives on sustainable care services and high-quality care, in order to achieve a higher mark band. The list of legislations, regulations and initiatives can be found on pages 38-39 in the specification.

Section C (i) Content AO2 2.2.2(c)

Good coverage of 2.2.2(c). Good explanations of a range of skills and techniques applied to promote outcome focused care.

Content of AO2 2.2.2(c) needs to be linked to assessment criteria more specifically. In particular, candidates need to ensure that the skills and techniques are applied to working practices in order to promote outcome focused care, to achieve a higher mark band.

Content of AO2 2.2.2(c) needs to be applied to the chosen practitioner, with more explanation on how the practitioner may apply the skills in order to promote outcome focused care. more to awarded higher marks. The list of skills and techniques can be found on page 31 in the specification.

Section C (ii) AO2 2.2.2(b) 2.2.2(e)

Good coverage of 2.2.2(b) 2.2.2(e). Good explanation of the principles of care and core values that underpin their working practices, and their application. Good explanation of how the practitioner works within a multi-disciplinary team to ensure that personal outcomes are achieved.

Content of AO2 2.2.2(b) 2.2.2(e) needs to be linked to assessment criteria more specifically. In particular, principles of care need to be applied to the chosen practitioner more to awarded higher marks. The list of principles and core values can be found on page 30 in the specification.

Content of AO2 2.2.2(b) 2.2.2(e) needs to be covered in detail and candidates need to ensure that they cover Multi-disciplinary Team and partnership working to the same level as the principles and core values before awarding higher marks. Principles of care need to be explained in relation to how they help ensure high quality person/child-centred care. Multi-disciplinary and partnership working needs to be explained how it supports the individual to identify and achieve personal outcomes.

Task 2

Task 2 was completed in an appropriate format of presentation, blog, infographic. Majority of candidates produced a presentation. Some included PowerPoint notes also, candidates should be encouraged to include as much information onto the presentation as possible. Candidates should follow the structure of the assessment (Section A, B, C etc) and these sections should be used as titles, this would help to produce work of a coherent nature.

Section A AO2 2.2.1(c)

Good coverage of 2.2.1(c). Good explanations of how two of the individual's specific needs could be identified and assessed to identify and achieve personal outcomes.

Candidates must ensure that they cover the Needs (Physical, Intellectual, Emotional, Social and Language) of the individual. Coverage of how those needs could be assessed to identify and achieve personal outcomes needs to have more depth and detail in order to achieve a higher mark band. Full coverage of 2.2.1(c) is needed before awarding higher marks.

Section B Content AO1 AO2 2.2.1(a) 2.2.1(b)

Good coverage of 2.2.1(a) 2.2.1(b). Good outlines of how the individual can be supported to identify strengths, and an explanation of how this could help to achieve personal outcomes and build resilience.

Good coverage of outlining the individuals' personal outcomes and strengths, and good coverage of strategies that the individual can use to identify strengths and personal outcomes. Content of AO1 AO2 2.2.1(a) 2.2.1(b) needs to have more depth and detail in order to achieve a higher mark band. For AO2, more specific detail outlining how practitioners can support the individual to identify personal outcomes, identify strengths, to help and achieve personal outcomes and identify and build their resilience, will help to award higher mark bands.

Section C Content AO3 2.2.1(d)

Good coverage of 2.2.1(d). Good examinations of the ways in which the individual can be supported to measure their progress against personal outcomes.

Content of AO3 2.2.1(d) was covered well and linked to the individuals in depth. Candidates need to ensure that they examine a broad range of ways in which the chosen individual can be supported to measure their progress against personal outcomes.

Section D Content AO1 AO3 2.2.3(a) 2.2.3(d)

Good coverage of 2.2.3(a) 2.2.3(d). Good outlines of the structure of relevant health and social care, and childcare provision in Wales, and considerations as to how these contrast to elsewhere in the UK. Candidates must be encouraged to link content AO1 AO3 2.2.3(a) 2.2.3(d) to their individual. Content of AO1 AO3 2.2.3(a) 2.2.3(d) needs to have more depth and detail in order to achieve a higher mark band. In particular, consideration of how relevant services in Wales contrast to elsewhere in the UK.

Section E AO2 2.2.3(b)

Good coverage of 2.2.3(b). Good explanations of the sustainability of health and social care, and childcare provision in Wales. Content of AO2 2.2.3(b) needs to have full coverage in order to achieve a higher mark band. Candidates demonstrated good knowledge of the quadruple aim of a healthier Wales.

Section F AO2 AO3 2.2.4(a) 2.2.4(b)

Good coverage of 2.2.4(a) AO3 2.2.4(b). Good explanations of how rights-based approaches are embedded in The **Well-being of Future Generations (Wales) Act 2015** and assessments of how legislation and policies interrelate with each other, and the impact on the rights of both the provider and the individual. Content of AO2 2.2.4(a) needs to have more depth and a detailed explanation of how rights-based approaches are embedded in The **Well-being of Future Generations (Wales) Act 2015** in order to achieve a higher mark band. Content of AO3 2.2.4(b) needs to have more assessment as to how legislation and policies interrelate with each other and the impact on the rights of both provider and the individual, to award higher mark band.

Summary of key points

Candidates work needs to adhere to awarding body assessment objectives and ensure that there is full coverage of these before awarding higher mark bands. This information can be found on pages 79 and 80 in the specification.

Candidates must ensure that the report is completed in their own words and where candidates have used research and resources, these must be referenced. Evidence of research conducted prior to NEA starting was well documented through and referenced after each section. Candidates must ensure that work is referenced as stated on page 77 in the specification.

The use of headings (Section a, b, c etc) is encouraged to support candidates in presentation of work.

Reminder that resources to support delivery can be found on HCLW website.

HEALTH AND SOCIAL CARE AND CHILDCARE

General Certificate of Education

Summer 2023

Advanced Subsidiary/Advanced

UNIT 3: THEORETICAL PERSPECTIVES OF CHILDREN AND YOUNG PEOPLE'S DEVELOPMENT

General Comments

The overall standard of candidate's responses to the paper was good with few questions not achieving any marks and few questions not attempted. Candidates on the whole demonstrated a good understanding of what the questions were asking with few examples of candidates answering with responses where they had not understood what the question was asking. Candidates sometimes used more than the allotted number of lines for responses, but less so than on last years' paper.

This is the second year of this qualification being awarded and, in comparison to last year the candidates left less questions not attempted and, on the whole, showed better knowledge and understanding of the specification and were better able to apply their answers to the case study or to Childcare in general. Centres are to be commended for the improvements they have made in teaching and learning across all aspects of the specification this year. The majority of candidates attempted to answer all of the questions and the full range of marks was achieved for each question. There was no evidence that the time allowed for the paper had led to a candidate underperforming and the responses evidenced candidates had the opportunity to fully demonstrate their knowledge and understanding of the specification for this unit through the paper. Many excellent responses demonstrated that candidates were well prepared for the examination, they gave well-informed and well-structured answers using appropriate health and social care/childcare specific terminology from the specification. Others needed to develop their knowledge of key terms and concepts, for example: strategies relating to the theories of development; strategies promoting positive behaviour; the purpose of play.

Candidates who did well on this paper generally did the following:

- Applied knowledge and understanding to questions set in a childcare context within the case study for section A.
- Showed clear knowledge and understanding of how to apply the theories of child development to a childcare context.
- Demonstrated good knowledge of the specification including the purpose of play and difference between stages and types of play and how these promote children's holistic development. They were also able to discuss a range of strategies to support positive behaviour and how these could be used in relation to Osian.

Candidates who did less well on this paper generally did the following:

- Lacked precision in their responses, giving generalised responses on child development related to PILES without answering the question.
- Confused theorists such as Skinner with Pavlov, Watson and Bandura or Piaget with Vygotsky/Freud.
- Found it difficult to apply what they had learnt to childcare or early year's contexts.
- Produced responses that lacked depth and were often rambling and peripheral to what had been asked, sometimes simply repeating information provided in the case study rather than answering the question in section A and question 5.
- Confused stages of play with types of play.

Comments on individual questions/sections

- Q.1 (a)** This was attempted by the majority of candidates who were able to Describe the factors influencing behaviour correctly from the case study with many candidates achieving full marks for this question. Less successful candidates identified the factor but did not describe how this influenced Osian's behaviour they repeated the information given in the case study e. g. Factor is Diet this is due to Amy (Osian's mother) struggling to afford nutritious food.
- (b)** Most candidates could describe some of the expected features of emotional and social development for a 2-3-year-old child, less successful candidates could only describe one or two features for social and one or two features for emotional or only described one area of development. A few candidates talked about other aspects of development such as physical or intellectual.
- (c)** Many candidates demonstrated a good knowledge of a range of strategies used to promote positive behaviour, less successful candidates only referred to one or two strategies and were unsure of how these were promoting positive behaviour in relation to children and to Osian.
- Q.2 (a)** Some candidates demonstrated understanding and knowledge of the purpose of observations and answered the question well in relation to how continued observations could support communication and behaviour for Osian, and analysed well how this can help Katya to support Osian to communicate his needs to develop positive behaviour patterns. Other candidates lacked understanding of the purpose of observations in supporting children.
- (b)** The majority of candidates responded well demonstrating good understanding of Skinner's theory and how this could be applied to children's behaviour. Most candidates successfully evaluated positive reinforcement and discussed both the positive and negatives of using this strategy to support positive behaviour in Osian. Less successful candidates confused the theory of Skinner with Bandura, Pavlov and Watson or discussed positive reinforcement as a strategy but not in terms of Skinner'.

- Q.3 (a)** The responses to this question were on the whole very pleasing and candidates had good knowledge and understanding of the expected pattern of language development. The responses indicated excellent teaching and learning provided by centres for this area of the specification. The majority of candidates performed extremely well on this question. The candidates who performed less well gave responses which did not give the pattern of development from birth and just stated the expected developmental milestones at 3 years old or they gave a generic description of what language development is rather than the pattern of development within the specified age range.
- (b)** Candidates demonstrated a good understand and knowledge of Piaget's theories and this indicated high quality teaching and learning from centres in this area. Candidates in the majority could demonstrate understanding of *how practitioners can apply Piaget's theory of cognitive development to support the intellectual development of children*. Less successful candidates stated the main points of the theory but did not refer to how this supports intellectual development in responses. A few candidates confused the theory of Piaget with other theories such as that of Bruner or Vygotsky.
- (c)** The responses showed candidates had a good knowledge and understanding of physical play. Those who achieved the higher bands were able to relate physical play to holistic development effectively. Candidates who were less successful referred to physical development only or were unable to relate the type of play to development and simply listed aspects of physical play.
- Q.4 (a)** The standard of responses for the majority of candidates was good, knowledge and understanding of the Foundation Phase Framework, the purpose of play, and how this benefits development was demonstrated by most candidates. Candidates who were the most successful explained the purpose of play and referred to a range of benefits for children's development and showed both depth and breadth within responses.
- (b)** Most candidates were able to say how any two of the types of play may support key areas of development within the Foundation Phase and showed good knowledge and understanding of the types of play. Less successful candidates referred to one or two stages of play such as parallel play.
- (c)** Candidates gave mostly good responses on play therapy. Less successful candidates confused the benefits of play therapy with the benefits of play in general and did not refer to specific needs.
- Q.5** The majority of candidates showed depth of knowledge on the factors that could be affecting Matthew's behaviour but were less successful at discussing how the SEAL strategy could help and support him. Some candidates demonstrated a good knowledge of SEAL and how it can be used to support children and young people in schools and applied this knowledge well to Matthew, others confused SEAL strategy with other behavioural support strategies or described the strategy without discussing it in relation to Matthew.

Summary of key points

- 1.
2. The responses of candidates to questions were in the majority of a good standard showing knowledge and understanding of the content of the specification which demonstrates effective teaching of the new qualification within centres.
3. Candidates showed understanding of the case study and the ability to relate the development and behaviour of the children in the case study to their learning of the content of the unit effectively which shows effective teaching and learning strategies have been employed by centres.
4. Candidates who were less successful had often not fully answered the question with responses only partly covering the content being assessed e.g. Candidates stating the stages and key points of Skinner's theory but not relating it to Osian in question 2b or describing the factors affecting Matthew in question 5 but not how the SEAL strategy *could help and support him*.
5. In general, candidates knowledge and understanding of play and aspects of the specification relating to play was much improved this year from last. The weakest section was the strategies relating to the theories such as Play Therapy and the SEAL strategy. The strongest area of the specification was again theories of development with candidates having a particularly strong knowledge and understanding of Piaget and Skinner though application to children's development and behaviour was not as strong as the knowledge of the theories themselves.
6. On the whole, candidates performed better than last year with less questions not attempted or awarded zero marks and more candidates achieving mark bands 3 and 4 which is pleasing and reflects the positive response of centres to developing teaching and learning across a new qualification.

HEALTH AND SOCIAL CARE AND CHILDCARE

General Certificate of Education

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Advanced Subsidiary/Advanced

UNIT 4: SUPPORTING THE DEVELOPMENT, HEALTH, WELL-BEING AND RESILIENCE OF CHILDREN AND YOUNG PEOPLE

General Comments

It was pleasing to see that most candidates answered each question. Although some candidates' work was not presented as presentation and report, most linked to the childcare sector in Wales. Candidates used a variety of settings in Task 1, the majority of which were appropriate and well chosen. The majority of candidates engaged well with the way in which the needs of children and young people are met by settings in Wales across all sections of Task 1, presentation of this task was generally excellent. In Task 2 candidate's work was mostly well presented and accurately referenced. Candidates showed good knowledge and understanding of the social policies that effect the childcare sector in Wales and Centres are to be congratulated on the significant improvements made in both presentation and application to the sector this year.

Comments on individual questions/sections

Task 1

- (a) The majority of candidates were able to give a useful definition of child-centred care and the importance of child-centred care in meeting needs of children and young people. The majority of candidates separated their answers into physical, intellectual/cognitive, language, emotional, and social needs and make clear the ways in which child-centred care can be applied in meeting these specific needs. For candidates to reach Band 3, they must show a confident grasp of how child-centred care can be applied in meeting the holistic needs. Most candidates were able to apply the knowledge of how specific needs were met to their setting of choice and there were some detailed and thorough responses. Some candidates did not give any possible effects if these needs were not met and were therefore limited to band mark 1.
- (b) (i) Some candidates were able to score maximum marks for this question because they addressed the key features of the question – they were required to describe the different types of transitions, life experiences and life changes that a child or young person may experience, and most candidates gave a sufficient range and description to achieve mark band 2 or 3.

- (ii) The majority of candidates were able to explain the positive and negative impact of different types of transitions, life experiences and life changes on children and describe the positive support given by settings to children to promote their resilience. Candidates who did less well only explained the impact of different types of transitions, life experiences and life changes without explaining how children were supported during these at the setting.
- (c) The majority of candidates were able to explain the types and purpose of assessment used in the setting of their choice; however, some candidates listed assessments without explaining why this assessment would be used to meet the specific needs of children and young people at the setting. Candidates must reference the setting within the work. Some candidates did not address the five elements of assessments and the responsibilities of the local authority and this limited the marks they could achieve in this section. Also, the principles of assessment should be made clear.

Some candidates separated this question into two key parts:

1. focusing on the specified setting – types and purpose used at that setting – ensuring they consider how it may meet specific needs and provide appropriate timely and ongoing support.
 2. focusing on social care in general, such as explaining the five elements of assessment and the responsibilities of the local authority and considering the principles of assessments. Most candidates applied the types and purpose of assessment well to their setting of choice and were able to achieve mark band 3 and 4. Candidates who did less well did not refer to either the responsibilities of the local authority or the five elements of assessment or did not explain these fully.
- (d) The majority of candidates were able to list the barriers in accessing care and support that may be experienced by children and young people. However, this was not always linked to care and support or their setting of choice, although some candidates did this extremely well and gained high marks on this section. Candidates who developed their answers used explicit examples from their settings and also considered a range of barriers.
 - (e)
 - (i) Most candidates were able to explain why some children have complex care needs but could not always give a sufficient range of examples to gain the highest marks and instead focused on two types of complex care needs, which did not fully address the question.
 - (ii) Not many candidates achieved maximum marks for this question as they failed to address the key command words or applied the response to the setting of choice and the way in which the setting understands these needs and then responds to them. To achieve higher mark bands candidates should differentiate between understanding and responding to. Candidates should also expand their explanation by making it clear how understanding and responding to these complex needs benefit the children or young people in achieving their personal outcomes.

Task 2

- (a) The majority of candidates examined the different social policies and included the Well-being of Future Generations (Wales) Act 2015 and also A Healthier Wales, some candidates only discussed one of these so limited the marks they could achieve. Some candidates, however, did not refer to how they affected childcare provision in Wales. More direct links to how the childcare sector is affected would have achieved higher marks. A few candidates only discussed the Well-being of Future Generations (Wales) Act 2015 and A Healthier Wales and did not discuss a range of other social policies that impact on the childcare sector again limiting the marks they could achieve.
- (b) Candidates generally explained the changes in childcare provision in Wales but not all candidates explained how they impacted on the roles of practitioners in the sector. Some did not explain the changes in provision so were not able to achieve high marks. To achieve mark band 4, they need to clearly explain key changes in childcare provision.
- (c) (i) Candidates did not always give a core definition of safeguarding and often answers were too generalised. Candidates who achieved the higher mark bands were able to consider why avoiding specific types of abuse, for example, physical, emotional/psychological, sexual, financial and neglect, was necessary in terms of protecting children.
- (ii) Many candidates attempted to describe the responsibilities of organisations but did not always consider the responsibilities of individuals or confused the two. Some candidates did not describe how these responsibilities influenced practice within settings or refer to policies or procedures around safeguarding children within settings or safe recruitment of staff. Candidates should split their answer into two sections: (1) the responsibilities of individuals; and (2) the responsibilities of organisations.
- (iii) The majority of candidates discussed the aims and roles of the specified legislation, Disclosure Barring Service (DBS), but some did not discuss how it improves welfare of children and young people. A few candidates discussed different pieces of legislation and did not seem to be aware that the specified legislation changes and is released every year. Some discussed the Children Act and some discussed general legislation relating to safeguarding.
- (d) The majority of candidates were able to consider the changing nature of society; however, some candidates did not directly refer to Wales. Some candidates were able to give objective research regarding the changing nature of society but did not make any judgement in terms of how this would impact upon the childcare sector. It is important that candidates use research to make an informed judgement.

Summary of key points

1. For Task 1 (a), Candidates should ensure the possible effects if physical, intellectual/cognitive, language, emotional and social needs of children and young people are not met is fully addressed to be able to reach band 3.
2. For Task 1 (c) (i), in order to be able to reach band 4, candidates should separate their work into two sections: (1) focusing on the specified setting and the types and purpose of assessment used at that setting and consider how it may meet specific needs and provide appropriate timely and ongoing support; and (2) explaining the five elements of assessment and the responsibilities of the local authority and considering the principles of assessments.
3. Task 2 (b) candidates should ensure they explain the impact of the changes on the role of practitioners.
4. For Task 2 (c) (ii), candidates could separate their answer into two sections: (1) responsibilities of individuals; and (2) responsibilities of organisations.
5. For Task 2 (c) (iii), candidates should ensure they are aware of and discuss only the aims and role of the specified piece of legislation/initiative which changes and is released every year in December by WJEC.

HEALTH AND SOCIAL CARE AND CHILDCARE

General Certificate of Education

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UNIT 5 – THEORETICAL PERSPECTIVES OF ADULT BEHAVIOUR

General Comments

It was pleasing to see that the majority of candidates attempted all questions, most gaining credit for their responses, being able to demonstrate their knowledge and understanding of psychological theory. Candidates had made effective use of the pre-release case study (which related to Section A of the paper) along with the Advanced Information to inform their revision. Time management did not appear to affect performance, this would suggest the candidates had made use of the 'Examination Walk Through' resource to prepare.

Candidate responses generally showed appropriate written communication skills for GCE. Subject specific terminology was used by most to good effect across the paper. Illegible handwriting was rarely seen.

Candidates should be mindful to focus on the command words of the questions from the beginning of their responses. If the command word is not being addressed thoroughly, then only minimal credit may be given. Responses generally addressed question requirements some did not offer the level of engagement necessary to attain the higher mark bands.

Some responses to questions suggested that candidates found it difficult to distinguish between psychological theory and the approaches based on those theories particularly in reference to Q2b and Q5. It is important that candidates prepare not only by having a confident grasp of the psychological theories but how these theories are used in different approaches This can be facilitated by making full use of resource materials provided to support unit 5.

Comments on individual questions/sections

Section A – This relates to the information provided in the pre-release case study.

- Q.1** Overall performance for this question was good with most marks being in the mid teens. Variability in the quality of responses rather than lack of knowledge accounted for lost marks.
- (a)** Candidates were able to show a good knowledge and understanding of factors that can promote resilience and were able to achieve full marks.

- (b) Candidates showed a mixed response with most candidates showing a thorough knowledge and understanding of the final stage of Erickson's psychosocial theory with some candidates using Gloria to exemplify their response.
 - (c) 90 Responses showed that the majority of candidates were able to provide a good explanation which showed a generally secure knowledge and understanding of the practical application of the Butterfly Scheme and a generally secure grasp of how the Butterfly scheme could help provide care and support for Gloria.
- Q2**
- (a) The majority of candidates were able to demonstrate generally secure knowledge and understanding and a generally secure grasp by providing good descriptions of how yoga or meditation could be used by Rita to manage stress.
 - (b) The majority of responses showed a straightforward engagement with cognitive theory. Candidates who achieved the higher mark bands were able to apply cognitive theory to the associated approach and give reasoned judgements on how the cognitive approach could be used to help Rita manage her feelings. It was pleasing to see some candidates citing the theories of different cognitive theorists (Piaget, Vygotsky, Bruner) to illustrate a thorough knowledge and understanding.
 - (c) Responses were mixed, some candidates paid little attention to the command verb, "contrast", which requires the responses to identify and comment on/explain differences between the cognitive and psychodynamic approaches to counselling. Candidates achieving the higher mark bands showed reasoned judgements about the differences between both the cognitive and psychodynamic approaches and a through engagement with both approaches.

Section B

- Q.3**
- (a) Candidates were able to show a clear knowledge and understanding of factors that may have caused a deterioration in Rebecca's behaviour, making good use of the information provided in the rider and achieving full marks.
 - (b) Responses showed that most candidates were able to provide a very good explanation which showed a thorough knowledge and understanding and a confident grasp of the Restorative Approach and how it might help resolve the situation between Rebecca and the other residents.
 - (c) This question related directly to 2.3 (a) of the specification. Most responses provided a good analysis, with generally valid judgements of the impact of using an approach based upon the principles of person-centred care when dealing with behaviour that challenges. Some candidates provided examples of different approaches.
- Q.4**
- (a) Many candidates were able to achieve full marks to show a clear knowledge and understanding of factors that may have influenced Ahmed's decision to smoke, making good use of the information provided in the rider.

- (b) Responses showed that most candidates were able to provide good descriptions of how joining a self-help group can help and individual to give up smoking showing generally secure knowledge and understanding.
- (c) This question related directly to 2.5.2 (a) of the specification, Behavioural Theory: Pavlov, Skinner/Watson. Most responses provided a basic explanation, with some knowledge and understanding of behavioural theory. However, some responses lacked application of behavioural theory to explain how early childhood experiences can influence behaviour later in life.
- (d) The majority of candidates were able to provide a very good analysis with reasoned judgements, showing a thorough engagement with the importance and effects of resilience and how developing resilience could help Ahmed give up smoking.

Q.5 This question combined two assessment objectives (AO1 and AO3) requiring candidates to describe and assess. Responses were also assessed for spelling, punctuation, grammar, and use of subject specific terminology.

AO1

Most candidates were able to show a basic knowledge and understanding of humanistic approach and were able to describe some the key features but often just described the underlying theories of Maslow and Rogers and did not relate to the approach.

Higher achieving candidates provided more in-depth descriptions of the humanistic approach and it was pleasing to see some excellent descriptions with some candidates achieving Mark

Band 4.

AO3

The majority of responses were adequately expressed and showed generally valid judgements about the use of the humanistic approach to support positive behaviour and many used Rhys as to exemplify their responses. Most candidates used accurate spelling, punctuation, and grammar. Writing was mainly well structured. Subject specific terminology was used accurately by the majority of candidates.

HEALTH AND SOCIAL CARE AND CHILDCARE

General Certificate of Education

Summer 2023

Advanced Subsidiary/Advanced

UNIT 6: SUPPORTING ADULTS TO MAINTAIN HEALTH, WELL-BEING AND RESILIENCE PEOPLE

General Comments

All non-examination assessed work was uploaded electronically this year. Most was saved in a logical order which was straightforward to access. In a small number of cases, uploaded work was faint and difficult to read. All centres met the deadline for submission and work was authenticated by candidates.

Centre annotation on work varied in depth, more detailed annotation to justify how marks were awarded would help to support the moderation process in some cases. Candidates accessed both tasks well. Task 1 was submitted in PowerPoint form in most cases and many candidates wrote additional notes to demonstrate good understanding. A great variety of health and social care settings was researched, and good practice was seen when candidates wrote an explanation of their setting at the beginning of Task 1, this provided a good focus throughout the task.

Some sections of Task 1 can be generic which could allow candidates to extend their writing without being restricted by their chosen setting.

Nearly all centres submitted work which was representative of the recommended 40-hour guideline.

Comments on individual questions/sections

Task 1: All candidates chose an appropriate setting for this task, many researching local provision and referring to this throughout; this demonstrated good application of knowledge. It is essential for candidates accessing the higher mark bands, that section b (ii) shows clear explanation of the impact of life transitions, experiences and changes on adults in their chosen setting, although generic explanations may aid candidates whose settings restrict them.

In section (c), candidates demonstrated good understanding of the types of assessment and many included care plans. Candidates accessing the higher mark bands should be encouraged to include the five elements of assessment and to address the importance of timely and appropriate support.

Section (d) was completed well with many candidates showing thorough understanding of a range of barriers when accessing care and support, and most applying these accurately to their setting of choice.

Candidates gave good examples of complex care needs in section (e), more detailed linkage to settings would further enhance work in this section.

Task 2:

Candidates showed evidence of detailed research into social policy in Wales. All candidates should be encouraged to include *A Healthier Wales* in this section.

Section (b) of Task 2 showed good understanding and analysis although more focus on the implication of changes on newly created practitioner roles would improve candidates' work in this section.

Candidates discussed the importance of safeguarding well, writing in detail about the responsibilities that practitioners have when working with vulnerable adults in health and social care. In a small number of cases, candidates wrote about the incorrect legislation specified for section (c) (iii). This legislation changes annually, and centres should refer to WJEC release on the secure website in December to determine the correct legislation for candidates to study each assessment series.

Many candidates successfully identified relevant changes in society, and most were able to make some judgements about the impact of these changes on adult health and social care. Encouragement of more analytical writing would help those candidates accessing the higher mark bands.

Summary of key points

- Ensure that work is annotated throughout with signposting to justify where and how marks are awarded. Separate and label each section within tasks for clarity.
- Encourage candidates to discuss their chosen setting at the start of Task 1 to allow focus on the setting throughout.
- Avoid listing and bullet points in the sections that require candidates to explain, discuss, analyse and evaluate as this restricts writing. Encourage candidates to make judgements and apply knowledge in these sections.
- Encourage candidates to use clear referencing at the end, or throughout, their work.
- Continue to produce well-presented, detailed and interesting tasks next year.



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