



GCE Examiners' Report



Health and Social Care and Childcare
Summer 2024

Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Executive Summary

Externally Assessed Units (1, 3 & 5)

Overall, candidates seemed well prepared and the attempt rate for all questions across all the externally assessed units was pleasing.

The overall standard of candidate's responses to the papers were good and candidates generally demonstrated a good understanding of the specification and could apply what they had learned effectively to the questions. There were few examples of candidates answering with responses where they had not understood what the question was asking, and some evidence of gaps in knowledge and understanding of certain topics.

Centres should also ensure that their candidates are able to understand and to apply the different command verbs, such as 'describe', 'explain' and 'discuss' for AO1, AO2 and AO3 respectively. Candidates need to develop their answers fully, as too many candidates miss out on achieving the higher bands for AO3 by giving superficial explanations and unsupported judgements, which are often one sided.

Candidates need to read each examination question very carefully to focus on: answering the set question, highlighting or underlining key words in the question to avoid making rubric errors or only answering part of the set question.

In addition, candidates would benefit from regular examination question practice, so the final examination is potentially less stressful, and not an unfamiliar experience. Candidates do need to become familiar with applying the different command verbs so they can access and be awarded marks within the top mark bands. The mark schemes from previous examination papers can also provide valuable resources to support teaching and learning activities. Full mock examination practice can help candidates to improve their time management skills and to avoid making future rubric errors.

Internally Assessed Units (2, 4 & 6)

In most cases, the tasks presented were in order and completed in an appropriate format, with evidence of research conducted prior to NEA starting was well documented and referenced in most cases.

Candidate's work must adhere to awarding body assessment objectives and centres should ensure that there is full coverage of these before awarding higher mark bands. This information can be found 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 throughout and referenced after each section, and the use of headings (Section a, b, c etc) is encouraged to support candidates in presentation of work.

It was pleasing to note that most candidates utilised the correct piece of legislation that was specified in the pre-release content for each of the NEA units this year.

Areas for improvement	Classroom resources	Brief description of resource
Exam question practice	https://www.healthandcarelearning.wales/resources/	Exam walk through's (practical hints and tips).
Underpinning knowledge	https://www.healthandcarelearning.wales/resources/	Knowledge organisers/ Blended learning

HEALTH AND SOCIAL CARE AND CHILDCARE

GCE

Summer 2024

UNIT 1 PROMOTING HEALTH AND WELL-BEING

Overview of the Unit

This is the third examination paper for this GCE qualification, and centres are commended for their preparation of candidates at Advanced Subsidiary level. It was encouraging to see that most candidates completed all the questions on the examination paper, and allocated sufficient time to complete the final, highest tariff question on the paper.

Most candidates demonstrated a good knowledge and understanding of the vocational sectors, making regular use of sector specific terminology across the assessment objectives AO1, AO2 and AO3.

However, a few candidates were less familiar with some of the essential specification content, including the biomedical model, the More than just words framework, the Child Poverty Strategy for Wales and care navigation. This examination paper may cover any aspect of the specification and centres should ensure that candidates are familiar with the whole specification content.

Centres should also ensure that their candidates are able to understand and to apply the different command verbs, such as 'describe', 'explain' and 'discuss' for AO1, AO2 and AO3 respectively.

Comments on individual questions/sections

Q.1 This was an accessible AO1 first question, which was answered well. Most candidates described the meaning of health promotion and its benefits. However, a few candidates stated that 'health promotion promotes health, well-being and resilience' and did not clarify how this promotion raises awareness and makes individuals more likely to adopt a positive approach towards their health and well-being. Candidates often provided a range of detailed and appropriate examples of health promotion campaigns, such as the eatwell plate and smoking cessation schemes. They described how healthier lifestyles bring longer term health benefits and resilience, as a result of individuals taking on personal responsibility to prevent illness and disease from occurring.

Q.2 (a) This AO2 question was generally well-answered, although some candidates described more generic actions for health and well-being, without explaining the risk and links to Type 2 diabetes. Candidates providing mark band 4 responses clearly explained that Sanjay should eat a healthy, balanced diet and exercise regularly to avoid being overweight or obese, since this is a triggering risk factor for type 2 diabetes. If Sanjay becomes overweight, then he may have more fatter tissue around his liver and pancreas, making him more resistant to insulin.

Candidates should be aware that the command verb 'explain' requires an identification or description of a factor which is then interpreted or developed further.

Top mark band candidates provided explanations of why Sanjay should not consume foods or beverages high in sugar foods, because it can lead to a spike in blood sugar and these high glucose levels again contribute to insulin resistance and a progression into type 2 diabetes.

- Q.2 (b)** This was a point marked AO1 question requiring the identification and description of three methods used to provide health promotion to individuals who speak English as an additional language.

This question was generally answered well, and candidates described the use of leaflets, posters, promotional events and the role of professionals in providing face-to-face information in the preferred language of the individual. A few candidates mentioned the role of the 'More than just words' framework, which was credited when linked to appropriate health promotion methods.

- Q.3** This was an AO1 question requiring a description of the characteristics of the biomedical model of health, disability and well-being. Most candidates answered this question well, and there were some outstanding detailed responses achieving top marks. However, some candidates described another model of health and well-being and were not awarded marks.

- Q.4** This question requiring an AO2 explanation of how the 'More than just words' framework may benefit Welsh speaking children and adults when accessing health and social care and childcare services. Most candidates identified and explained the benefits for adults, but not for children. Candidates need to be aware of the need to focus on all aspects of the stated questions. Also, some candidates described the framework, but did not always explain the benefits, such as the active offer providing individuals with a language preference to ensure that language differences do not create barriers to stop access to services.

- Q.5** This question required an AO3 analysis of how the Child Poverty Strategy for Wales may contribute to improvements in the health, well-being and resilience of children in Wales. Most candidates provided a mark band 1 or 2 response, although a few candidates did not attempt this question. Top mark band responses analysed the benefits provided by the strategy, such as free school meals, school uniform support and free prescriptions for targeted geographical areas of deprivation, to address health and educational inequalities. Some mark band 3 candidates identified the need to reduce the number of children living in workless households, and the health, educational and economic support required to break cycles of unemployment and poverty for future generations.

- Q.6** This question required an AO3 discussion of the Welsh Network of Healthy School Schemes and was well-answered by most candidates. Candidates should be very familiar with the WNHSS because they have been in place in schools and colleges for several years. However, a few candidates had no knowledge or understanding of the schemes or did not attempt this question.

Top mark band responses provided clear and detailed examples of the characteristics, such as the focus on diet, exercise, hydration, hygiene, substance misuse awareness raising and the link between health, behaviour, achievement and happiness. Some candidates also discussed how feedback is encouraged so children can become empowered to take on a positive approach to their health and well-being at an early age, which will reduce future sickness rates and stress on NHS services.

- Q.7** This AO3 question required a consideration of how an ageing population may create challenges for health and well-being service provision in Wales. This question was generally answered well and candidates demonstrated a good knowledge and understanding of a very topical issue. They identified key challenges, such as the pressure on services, equipment and staff leading to longer waiting lists for treatment, bed blocking in hospitals, increased morbidity and mortality rates and a lack of joined up provision between the health and the social care sectors.
- Q.8 (a)** This AO1 point marked question required candidates to identify three ways in which the 'Beat Flu' campaign contributes to improvements in the health and well-being of all individuals in Wales. Most candidates gained marks on this question by outlining the promotion and availability of influenza vaccinations, the free and annual offer of vaccination to specific groups, raising awareness of how to treat flu and encouraging public uptake of vaccination to decrease the risk of getting flu.
- Q.8 (b)** This was the last question on the examination paper. Candidates approached the question in different ways. Some candidates provided a description of care navigation, and then an analysis of health and social care services available to support older individuals. These candidates defined and described care navigation, and then outlined a range of appropriate services for older people, such as befriending, house adaptations, shop mobility and telecare systems. Other candidates provided a more integrated response, where they described care navigation within the context of how care navigation aims to direct the right services to meet the individual needs of the older person at the right time and in the best place to support their overall health and well-being. Some candidates described how care navigators, such as advanced nurse practitioners and pharmacists regularly take on the role of care navigators to reduce the pressure on GP appointments. Some candidates were not very knowledgeable about the care navigation strategy or general health and social care services available for older individuals.

Summary of key points:

1. Candidates need to read each examination question very carefully to focus on:
 - Answering the set question. Candidates could be encouraged to highlight or to underline key words in the question to avoid making rubric errors or only answering part of the set question.
 - Addressing the correct command verb in the examination question.
 - Checking the marks awarded for the examination question. This examination paper carries 80 marks which equates to approximately 1.5 minutes per mark. Therefore, for example, a question worth 6 marks should be completed within 9 minutes.
2. Candidates would benefit from regular examination question practice, so the final examination is potentially less stressful, and not an unfamiliar experience for them. Candidates do need to become familiar with applying the different command verbs so they can access and be awarded marks within the top mark bands. The mark schemes from previous examination papers can also provide valuable resources to support teaching and learning activities. Full mock examination practice can help candidates to improve their time management skills and to avoid making future rubric errors.
3. Centres should ensure that their candidates are familiar with the whole of the Unit 1 specification content. Future examinations could continue to focus on any part of the specification content.

4. Candidates should be encouraged to use sector specific vocabulary and terminology, as stated in the specification and from their vocational sector engagement.
5. Centres should be aware of the range of resources and support materials being regularly updated and available on the Health and Care Learning Wales and WJEC 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

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

Overview of the Unit

Centres can find the specified legislation, policy for 'Task 2 Section F' on WJEC Secure website, under resources, 'Non-examination Assessment Tasks'. 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. 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, 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 and Childcare sectors. It is important that candidates understand the roles within the Health, Social and Childcare sectors prior to deciding on the two job roles. Evidence of research conducted prior to NEA starting was well documented and referenced for most candidates.

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. Linking employment opportunities and pathways to; opportunities for promotion or progression, areas of specialism and/or geographical locations/ settings, 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. 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 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 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. 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. Evidence of research conducted prior to NEA starting was well documented and referenced for most candidates.

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 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 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 to achieve a higher mark band. 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 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 Prudent Healthcare 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 Prudent Healthcare 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 throughout 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 Health and Care Learning Wales website.

HEALTH AND SOCIAL CARE AND CHLDCARE

GCE

Summer 2024

UNIT 3-THEORETICAL PERSPECTIVES OF CHILDREN AND YOUNG PEOPLES DEVELOPMENT

Overview of the Unit

The overall standard of candidate's responses to the paper was good and candidates overall demonstrated a good understanding of the specification and could apply what they had learned effectively to the questions. There were few examples of candidates answering with responses where they had not understood what the question was asking.

This is the third year of this qualification being awarded and, in comparison to last year the candidates left less questions not attempted and gave fewer responses where no marks were awarded. Candidates generally demonstrated better knowledge and understanding of the specification and were better able to apply their answers to the case study and theoretical perspectives of child development across all sections of the paper. Centres are to be commended for the improvements they have made in teaching and learning across all aspects of the specification this year. Most 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 throughout 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.

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 Aisha in the case study and in the context of a childcare setting.
- Demonstrated good knowledge of the specification including how practitioners can promote children's holistic development, stages of play and the strategies that promote positive behaviour.

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. Gave responses which related to the wrong area of development.
- Were able to state elements of the theories of development but were unable to apply these to a childcare or early years context.
- Found it difficult to differentiate between the different theories of development or attributed theories to the wrong theorist.
- Produced responses that lacked depth and were mostly descriptive when asked to explain or assess.
- Confused stages of play with types of play or found it difficult to explain ways in which play promotes different aspects of children's development.

Comments on individual questions/sections

- Q.1 (a)** This was attempted by most candidates who were able to outline physical changes experienced by girls during puberty. Less successful candidates gave very brief responses or outlined changes that were emotional or social rather than physical.
- Q.1 (b)** Most candidates could describe some of the expected features of emotional and social development for a 12-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. Some candidates gave features of emotional and social development not relevant for a 12-year-old.
- Q.1 (c)** Many candidates demonstrated a good knowledge of the benefits of counselling to develop positive behaviour, less successful candidates described what counselling is without applying it to Aisha and how it could help her to develop positive behaviour or showed little understanding of the benefits of counselling in general.
- Q.2 (a)** Some candidates were able to assess how Erikson's theory of psychosocial development accounted for some of Aisha's behaviour identifying the correct stages that applied to Aisha and demonstrating a good assessment of these in terms of her behaviour. Other candidates lacked understanding of the theory, could not identify the stages applicable to Aisha or described Erikson's theory without applying it to Aisha or her behaviour.
- Q.2 (b)** Most candidates responded very well to this question demonstrating good understanding of the sociological factors affecting Aisha and were able to describe them in detail to meet the AO1 element of this question effectively. Many candidates were successful in analysing the potential impact of these factors on Aisha's holistic development, with many choosing to do this through PILES and giving reasoned judgements on both the positive and negative impact which was pleasing to see. Many candidates achieved high marks for this question across both aspects of the question AO1 and AO3. Less successful candidates were able to identify the factors but gave brief descriptions and did not consider the impact on Aisha's development effectively.
- Q.3 (a)** The responses to this question were overall very pleasing and candidates had good knowledge and understanding of the benefits of active play for children. Less successful candidates gave brief responses or discussed the benefits of play in general rather than focussing on active play.
- Q.3 (b)** Some candidates gave a good assessment of how unstructured play can promote intellectual development showing good understanding of this type of play. Other candidates confused unstructured play with structured play and gave a description rather than an assessment.
- Q.3 (c)** The responses demonstrated candidates had a good understanding of the importance of attachment and many candidates responded well to this question achieving high marks. Less successful candidates gave vague or confused responses which failed to explain the importance of attachment but just described what attachment is in general terms.

- Q.4 (a)** The standard of responses for most candidates was good, knowledge and understanding of Piagetian theory was clearly demonstrated by many candidates who were able to explain how the theory helps practitioners understand how children learn through play. Less successful candidates described the theory but did not apply it to learning through play or practitioners.
- Q.4 (b)** Most candidates were able to describe the stages of play from birth to five years effectively and in the correct order, there were many extremely pleasing responses to this question with many candidates achieving top marks, less successful candidates confused stages of play with types of play.
- Q.4 (c)** Candidates gave some good responses in relation to how practitioners meet the holistic needs of young children in terms of Maslow's theory and were able to apply the hierarchy of needs to the work of practitioners in the setting. Some candidates found it difficult to apply the theory to a childcare setting and were therefore unable to achieve the higher marks for this question.
- Q.5** Most candidates showed good knowledge of the strategies used in behaviour modification and were able to apply these to Jac. There was evidence that many candidates had good understanding of the behaviour modification approach and how this could develop positive behaviour patterns. Candidates who were most successful were able to evaluate the impact of these strategies in terms of Jac's behaviour and give judgements on their effectiveness. Candidates who were less successful described some of the strategies but did not apply them to Jac or did not evaluate their impact in terms of developing positive behaviour. Overall, it was pleasing that most candidates attempted this question and were able to demonstrate their knowledge and understanding of this area of the specification successfully.

Summary of key points.

1. Most candidates attempted all questions and few achieved zero marks, candidates were able to demonstrate good understanding of the content of the specification and demonstrated better application of their knowledge than in previous years.
2. Candidates showed good understanding of the case study and were able to apply the content of the specification to the case study effectively. Section A of the paper was responded to well by most candidates with some excellent responses and marks achieved.
3. There was good evidence of quality teaching and learning applied to the content of this unit by centres and this has been evidenced by improved candidate responses demonstrating a broader depth of knowledge, understanding and application than in previous years.

HEALTH AND SOCIAL CARE AND CHILDCARE

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Summer 2024

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

Overview of the Unit

It was pleasing to see that most candidates answered each task. 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. Some candidates applied Task 1 to a generic childcare setting such as primary schools or nurseries. Candidates who were most successful in Task 1 applied their knowledge and understanding to a specific childcare setting which allowed them to better explore how needs are met using specific examples to inform their work.

Some candidates explained children's developmental needs in detail at all key stages of development which is unnecessary as the primary focus in Task 1 should be the needs of children and young people within the key stage of development related to the setting of choice. Most 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. In relation to the specified legislation in task 2 some candidates discussed all the legislations and initiatives in the specification content, candidates should ensure the primary focus is on the specified legislation which was the Social Services and Wellbeing Act 2014 for this year.

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 improvements made in both presentation and application to the sector this year.

Comments on individual questions/sections

Tasks

- (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. Most 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 who had chosen to apply their knowledge to generic settings such as nurseries or primary schools without focussing on a specific setting found it more difficult to apply their knowledge with sufficient depth and detail to achieve the higher mark band.

Candidates who explained how children's needs were met across all key stages of development rather than that of the specified setting for example primary school found it more difficult to evidence a confident grasp as they gave less detailed responses over a broader age range which is not needed in the context of this task. Candidates should explain the needs of the age range within the specified setting in detail, demonstrating a confident grasp. Most candidates gave some explanation of the possible effects if these needs were not met allowing them to achieve mark band 2 or 3, but some candidates only addressed this for children's physical needs limiting the marks they could achieve. Candidates should explain the possible effects if children's needs are not met for all areas of development.

- 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.
- 1 (b) (ii)** The majority of candidates were able to examine the positive and negative impact of different types of transitions, life experiences and life changes on children and discuss the positive support given by settings to children to promote their resilience. Candidates who did less well only examined the impact of different types of transitions, life experiences and life changes without considering how children were supported during these at the setting. There were some good responses here where candidates fully explained ways in which childcare setting support children's transitions giving relevant and detailed examples from their setting of choice.
- 1 (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 in this section included assessments not relevant to the age range of the setting of choice, for example including Foundation phase assessments when the setting of choice was for children aged 11-16. The assessments explained in this section should relate to the age range within the setting of choice. 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.
- 1 (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 considered a range of barriers.

Task 1

- (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.

Task 1

- (e) (ii) Some candidates performed well in this question with specific examples of how the setting of choice understandings varying complex care needs of children and were able to give a detailed explanation of a range of ways in which complex care needs were responded to which were specific to the setting of choice. These candidates were able to achieve the highest mark band by explaining in relation to the setting 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 A Healthier Wales. 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. Candidates who achieved the highest marks were able to fully examine the impact of social policy in Wales on the childcare sector and objectively examined the ways in which A healthier Wales is designed to drive change within the sector.
- (b) Most candidates explained the changes in childcare provision in Wales but not all candidates explained the impact on practitioners. Those candidates who did explain the impact on practitioners were able to fully explore the changes in provision through the impact on the role of the practitioner allowing them to achieve the highest mark bands.
- (c) (i) Many candidates were able to respond well in this section and it was pleasing to see most candidates demonstrating a thorough knowledge of the concept of safeguarding and its importance in protecting children and young people. Most candidates answered this section well and related it appropriately to safeguarding legislation and procedures in Wales.
- (c) (ii) Most candidates were able to describe the responsibilities of organisations and the responsibilities of individuals in relation to safeguarding and this section demonstrated considerably improved responses in comparison to previous years. Candidates overall were less able to assess how these responsibilities influenced practice within settings or refer to policies or procedures around safeguarding children within settings, although the majority were able to structure their answers adequately using appropriate punctuation and grammar. Candidates should split their answer into two sections: (1) the responsibilities of individuals; and (2) the responsibilities of organisations to ensure they can fully assess the impact on practice in both elements of this section.
- (c) (iii) Most candidates discussed the aims and roles of the specified legislation, Social Services and Wellbeing Act (SSWA) 2014, 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 all the legislations in this section of the specification rather than the having a primary focus on the specified legislation of SSWA, and therefore could not

be credited for large parts of their response in this section, their discussion was therefore only basic or limited in terms of how SSWA safeguards and improves the care of children in Wales. In this section candidates did not always discuss both the aims and the role of SSWA which was required to achieve the highest mark bands.

- (d) Most were able to consider the changing nature of society; many 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. Overall this section was responded to well, and some candidates had conducted extensive research using statistical analysis and wider reading to support their points which allowed them to achieve high marks.

Summary of key points

- For Task 1 (a), Candidates should ensure the possible effects if physical, intellectual/cognitive, language, emotional and social needs of children and young people is fully addressed to be able to reach Band 3. Candidates should give primary focus to how the needs of children are met within the key stage of development of the setting of choice. Candidates benefit from using a specific rather than generic setting when applying their work.
- For Task 1 (b) (ii), candidates should examine how transitions, life experiences and life changes impact on development and resilience and care and support within the setting of choice.
- For Task 1 (c) (i), to be able to reach Band 4, candidates should ensure they are explaining the five elements of assessment and the responsibilities of the local authority and considering the principles of assessments. Candidates should apply the assessments to the specified age range of the setting of choice.
- Task 2 (b) candidates should ensure they explain the impact of the changes on the role of practitioners.
- For Task 2 (c) (ii), candidates need to ensure they address the AO3 part of this section and how the responsibilities and accountabilities impact on practice within the childcare sector.
- 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 by WJEC.

HEALTH AND SOCIAL CARE AND CHILDCARE

GCE

Summer 2024

UNIT 5 – THEORETICAL PERSPECTIVES OF ADULT BEHAVIOUR

Overview of the Unit

It was pleasing to see that most 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 to prepare for their responses to Section A of the paper. Time management did not appear to affect candidate 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 verbs of the questions from the beginning of their responses. If the command verb 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 suggested that candidates found it difficult to distinguish between psychological theory and the approaches based on that theory particularly in reference to Q4 (c). 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. Variability in the quality of responses rather than lack of knowledge accounted for lost marks.
- Q.1 (a)** Candidates were able to show a good knowledge and understanding of the effect of sociological factors and were able to achieve full marks.
- Q.1 (b)** Candidates showed a mixed response with most candidates showing generally secure knowledge and understanding of how talking therapy may help Nico cope with the death of his wife.
- Q.1 (c)** Most candidate responses provided sound knowledge of the principles of person-centred care and of talking therapy. But some responses did not discuss how talking therapy is based upon the principles of person-centred care.

- Q.2 (a)** Candidates were able to make use of the information in the case study to show a good knowledge and understanding of factors that may have had an impact upon Sofia's resilience and were able to achieve full marks.
- Q.2 (b)** Responses showed that most candidates were able to provide a good explanation which showed generally secure knowledge and understanding of Bandura's social learning theory and how it can explain Sofia's addiction to shopping.
- Q.2 (c)** The majority of responses provided evidence of good discussion and a generally secure knowledge and understanding of how cognitive behavioural therapy (CBT) theory could support an individual with addictive behaviour. But some responses lacked detail of the cognitive element of the theory. Candidates achieving the higher mark bands often used examples of addictive behaviours to illustrate their responses showing a depth of understanding.

Section B

- Q.3 (a)** Most candidates were able to provide a good description a clear knowledge and understanding of how a learning disability may affect Yousef's behaviour.
- Q.3 (b)** Responses showed that most candidates were able to provide a good explanation of how developing resilience may benefit Yousef in the future showing a generally secure knowledge and understanding of the concept of resilience.
- Q.3 (c)** Candidates showed a mixed response. Most candidates showed good knowledge and understanding of the Traffic Light System of behaviour management. Those candidates that achieved the higher mark bands were able to show how the Traffic Light System is an example of a positive and proactive approach, linking in with each stage and providing exemplar to qualify their answers.
- Q.4 (a)** Most candidates were able to provide a good description of the key areas of development that may be affecting Mair make use of the information provided in the rider.
- Q.4 (b)** Responses showed that most candidates were able to provide good explanations of how practising mindfulness could help Mair, showing generally secure knowledge and understanding of the concept of mindfulness.
- Q.4 (c)** Most responses showed basic evaluative skills and generally valid judgements about the strengths and or limitations of how the Humanistic approach could support Mair during counselling therapy. But some responses often just described the underlying theories of Maslow and Rogers and did not relate to the approach.
- Q.5** This question combined two assessment objectives (AO1 and AO3) requiring candidates to describe and analyse. Responses were also assessed for spelling, punctuation, grammar, and use of subject specific terminology.

AO1

Most candidates were able to show a generally secure knowledge and understanding of the relevant key features of the Butterfly scheme and were able to provide good descriptions. It was pleasing to see some excellent descriptions with some candidates achieving Mark Band 4.

AO3

Most responses were adequately expressed and showed some interpretation of the benefits of the Butterfly scheme for those who live with dementia. Most responses were adequately expressed, and candidates used reasonably accurate punctuation, and grammar. Writing was mainly well-structured. Subject specific terminology was used appropriately by most candidates.

Summary of key points

- 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.
- Candidates not only need to have confident grasp of the psychological theories but also how these theories are used to provide the basis of different approaches.
- Candidates showed a good understanding of the principles of person-care but need to be able to link these directly to the different strategies and approaches that are used to support adults to develop positive behaviour patterns.
- Full use of the resource materials provided to support unit 5 is recommended to prepare candidates for the demands of this examination.

HEALTH AND SOCIAL CARE AND CHILDCARE

GCE

Summer 2024

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

Overview of the Unit

Most work was uploaded by the deadline of the 15th of May. Prompt submission of work is essential for the moderation process to be completed on time. There were some clerical errors with addition of marks, centres should check that marks awarded add up correctly on the marksheets.

Comments on individual questions/sections

Task 1

Choosing an appropriate health or social care setting for this task is essential for candidates to demonstrate knowledge and understanding throughout the task. A poor choice of setting can inhibit candidates' scope to reach the higher mark bands due to a lack of relevant examples of that can be applied to each section of the task.

Many candidates wrote an initial section on their setting before starting Task 1. This sets the scene well for this task and encourages candidates to show application to their chosen setting. Outcome focused care and its place within the Social Services and Wellbeing (Wales) Act, was generally well understood by most candidates.

Some candidates wrote generically about transitions, life changes and experiences and did not make clear distinctions between one, although most were able to identify a relevant range. For b (ii) application of the transitions, changes and experiences on the individual within their chosen setting varied depending on the appropriateness of the setting. This should be considered by centres when advising candidates about health and/or social care settings on which to focus for this task.

Candidates generally showed good understanding of assessment and it was pleasing to see the five elements of assessment present in more candidates' work this year. Application to the setting, including consideration of care plans and timely intervention would enable some candidates to attain marks in the higher band.

Candidates identified barriers well and many wrote comprehensively about a range in relation to the individual within their chosen setting, including realistic ways to overcome challenges.

Section e (i) and (ii) was split into two parts by many candidates which is good practice. More focus is needed for this section of the task, including more depth when considering how the setting may respond to complex care needs to provide outcome focused care for adults to achieve personal outcomes. Encourage candidates to refer to section (a) as a reminder of what outcome focused care looks like for the individual in their chosen setting.

Task 2

Candidates wrote thorough accounts of the social policy issues affecting adult health and social care provision in Wales and whilst it was pleasing to note that a greater number of candidates considered *A Healthier Wales* this year, a greater awareness is still required for some candidates to reach the higher band marks. Some work tended to be descriptive and lacked analytical content.

For section (b), candidates should take note not to duplicate work required for section (d). This section should clearly be an explanation of changes in provision and the impact on the roles of health and social care practitioners. Explanation of new and developing roles within the sector is helpful to consider.

Candidates generally showed good understanding of the importance of safeguarding for section (c) (i) and were able to demonstrate knowledge of those individuals and organisations with responsibilities for safeguarding adults at risk. More depth is required for Assessment Objective AO3 to analyse how responsibilities and accountability for safeguarding has an impact on those practitioners providing care for adults at risk. Some candidates lacked evaluative content in this section of the task and were awarded generous marks.

It was pleasing to note that all candidates discussed the correct piece of legislation that was specified in the pre-release content this year however, candidates should be encouraged to focus on the areas of the legislation that deal with safeguarding and probe the relevant sections to provide a clear discussion of how the legislation safeguards and improves care for adults at risk. Some work in this section was largely descriptive and not focused on safeguarding. Evidence of reasoned judgements would enhance candidates' work at the higher mark bands.

Section (d) requires an assessment of changes within society and how they impact on the health and social care sector in Wales. Many candidates identified relevant factors such as food poverty and an ageing population but did not assess the impact on health and social care. Some responses were largely descriptive, although at the higher end of the mark bands, some candidates had researched facts and statistics and made a good attempt to relate information to the impact on the health and social care sector.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02922 404 264

Email: HSCandCC@wjec.co.uk

Qualification webpage: [Health and Care Learning Wales](#)

See other useful contacts here: [Contact us | Health and Care Learning Wales](#)

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