



GCSE EXAMINERS' REPORTS

**GCSE
HEALTH AND SOCIAL CARE AND CHILD
CARE**

SUMMER 2023



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Unit	Page
Unit 1: Human Growth, Development and Well-Being	1
Unit 2: Promoting and Maintaining Health and Well-Being	4
Unit 3: Health and Social Care, and Childcare in the 21 st Century	7
Unit 4: Promoting and Supporting Health and Well-being to achieve positive outcomes	10

HEALTH AND SOCIAL CARE AND CHILD CARE

GCSE

Summer 2023

UNIT 1: HUMAN GROWTH, DEVELOPMENT AND WELL-BEING

General Comments

A total of 7096 candidates were entered for the Unit 1 examination, for which they were generally well prepared.

Comments on individual questions/sections

- Q.1** This question was based on recall and the majority of candidates were able to answer this question correctly.
- Q.2**
- (a) Many candidates were able to identify the area of development that the health visitor was checking. The correct answer was 'physical', however, some candidates gave other answers such as 'weight' or 'mass' which were also accepted.
 - (b)
 - (i) Most candidates were able to identify James's weight at birth by reading the percentile chart.
 - (ii) As above, most candidates were able to identify James's current weight using the percentile chart.
 - (iii) Many candidates recognised the fact that James's weight was increasing, some candidates did not identify the fact that James's weight was on the 50th percentile, however, many did state that his pattern of development as 'normal'.
 - (iv) Some candidates provided the correct answer, that James was undergoing his 15-month check, as a reason for the most current weight recording. Marks were also awarded for reference to James eating a healthy diet.
- Q.3** Most candidates were able to underline the correct term which was 'menopause'.
- Q.4**
- (a) Most candidates provided an appropriate response to this question, providing three different characteristics in relation to the type of relationship listed.
 - (b) Most candidates were able to describe some key areas of language development for a child. In some cases, the ages given were incorrect.
 - (c)
 - (i)(ii) Most candidates were able to give examples of both physical and mental health benefits of swimming lessons. Some candidates included other benefits which didn't address the question. Candidates need to make sure that their answers address the question.

- Q.5** This was one of the higher mark questions. There were many well-structured answers to this question which required candidates to analyse the impact of puberty on physical and emotional development. Many candidates reached band mark 3, offering answers such as hips widening for physical development and mood swings for emotional development.
- (b) Many candidates were able to access one or more marks for this question about how mindfulness lessons could help Katie. Many answers referred to keeping her calm and helping keep things in perspective.
- Q.6** (a) (i)(ii) Although many candidates were able to access marks for this question, there were a high number that named professionals rather than services. Candidates must be reminded to read the question properly in order to access the full range of marks.
- (b) Many candidates were able to explain how care and support from health services could help Steffan manage his condition. There were however some candidates who referred to services outside of healthcare for which marks were not awarded. Again, candidates make sure they read and think about the question carefully.
- Q.7** (a) (i)(ii) These were short answer questions based on recall. Most candidates were able to identify two physical changes which Patrick may experience in later adulthood. There were a small number of candidates who didn't read the question correctly and gave answers not linked to physical changes, such as loss of a loved one.
- (b) (i) Nearly all candidates were able to identify the unexpected life event which Patrick had experienced. A small minority gave answers not at all related to the question.
- (ii) Many candidates were able to offer both short and long-term effects and were able to clearly distinguish between the two. A minority of candidates gave a generic answer for both so were not able to access the higher band marks.
- (c) There were a wide range of answers offered for this question. Many candidates broke their answers down into P.I.E.S and were able to offer a broad range of examples. If candidates are doing this, it is important that they are fully explained and not simply listed. In general, responses to this question were pleasing.
- Q.8** (a) Most candidates were able to access at least one mark here, and many referred to not being cared for or not having your basic needs met. A minority of candidates referred to 'abuse' and although neglect is a form of abuse, it is important to differentiate between the two.
- (b) Many candidates understood this question to be referring to active participation and offered clear examples of the benefits. A minority, as per last year, referred to Dorothy being physically active. It is important that candidates refer to the key terms when referring to being an active partner or active participation. These key terms include, having a voice, choice and control, autonomy and independence which in turn leads to higher self-worth, self-esteem and reduced vulnerability.

- (c) Many candidates identified the active offer as a provision which encourages and promotes the use of the Welsh language and enables first language speakers to have their care delivered in Welsh. Many candidates did not give examples of how the care home could help Dorothy feel more comfortable in her new environment. Examples could have included pictures of Wales on the walls, TV, radio or books in Welsh or Welsh foods being offered.

Q.9 Some candidates did not differentiate between early intervention and prevention and did not therefore use examples for each. This meant that they were not able to access the higher band marks. Many pupils however gave examples for both, such as the PCHR for early intervention and MMR vaccine for prevention and went on to explain what the benefits would be for babies and young children. This allowed those candidates to access the higher band marks.

Summary of key points

In general candidates showed a clear thought in many questions and were able to recall information for lower mark questions. A minority of candidates listed their answers when asked to 'analyse' or 'explain' and this should be discouraged, unless out of time. Candidates need to be reminded to pay attention to the command word and prepare their response appropriately in order to access high band marks. Candidates need to be encouraged to draw out the key areas required for each question and only respond to those questions or at least link their answers back to the key terms e.g. to only give 'physical' benefits if that is what the question had asked.

HEALTH AND SOCIAL CARE AND CHILD CARE

GCSE

Summer 2023

UNIT 2: PROMOTING AND MAINTAINING HEALTH AND WELLBEING

General Comments

It is clear that centres have taken on board issues raised in the principal examiners report and possibly in individual centre reports last year. There has been far greater success by candidates and greater understanding of the tasks by candidates and centres is evident. The purpose of the sections below is to ensure we are providing the best guidance possible for candidates to reach their full potential.

Comments on individual questions/sections

Task 1

- (a) In the main the work produced for this task was very detailed with extensive research taking place to investigate service provision. Much of the work was presented in a table format and whilst this is not suitable for all tasks, it is suitable for this task, and allows candidates the opportunity to meet the assessment outcomes. Higher banded candidates did not appear to be hindered by the use of a table for this task. Following last year's report, there is an improvement on how knowledge on regulation of services is expressed. However, there remains some confusion surrounding this. For a good response to this we would expect to see details on the regulatory body, for instance, do they hold workers' registration? Are they responsible for inspections? What happens if a service does not meet the standards when regulated? providing an understanding of how the regulation takes place. There is greater use and evidence of sources with this cohort, although, there have been high bands awarded by some centres when this is not evidenced. A range of sources must be clearly identified to achieve the higher mark bands.
- (b) There was some excellent evidence for this section. Detailed investigation into the two job roles has been shown along with a much greater understanding of the skills and qualities needed for these job roles. In some instances, job roles are chosen from different services, although this has improved on last year. There remains an issue with how knowledge on multi-agency working is expressed. Many candidates are giving generic descriptions of multi-agency working without linking to the specific job roles. For higher band marks there needs to be a thorough, relevant explanation of how both key professionals may contribute to multi-agency working. There is an improvement in understanding the career progressions of the key professionals, with some excellent responses giving specific progressions within the relevant area of work. There are still some instances where sideways career options are identified and this has affected the marks in this area.

- (c) Excellent understanding of this task has been shown by most centres, however, there remains an issue relating to accurate grammar and spelling. To be placed in the higher bands candidates must be able to produce work that is error free. There is very little annotation on the candidates' work to identify issues with grammar and spelling, which may be hindering the assessor when deciding on the mark bands. There is some excellent analysis which considers the needs of the target group. Issues arise when analysis is generic, so the suitability of the services and the job roles is assessed against the public as a whole rather than the specific group. This will cause marks to be altered where centres have awarded higher bands for these responses. In the main, however, there has been clear improvement for this task.

Task 2

- (a) There have been some very good responses to this task with detailed reasons given for the choice of group and topic. These responses included statistical data to demonstrate the importance of the issue and how it relates to the target group. Many of the responses achieved a good mark band, as whilst they give reasons, these were not always detailed or offered as part of range of other reasons. In the main the justifications given were either good or very good with clear evidence that candidates had given this some consideration.
- (b) This section has been well attempted by most candidates with detailed responses seen and clear evidence that extensive research has taken place. There has been some confusion when offering positive and negative influences on the target group with some giving positive and negative influences of the chosen topic on the target group instead. Where this has occurred, it is not usually identified by the centre and therefore causes an alteration in marks. It is important that candidates understand the purpose of researching the positive and negative influences on the chosen group which is that it can then inform their considerations of campaign methods in tasks c and d. It is important that candidates' work included a broad range of sources to reach the higher mark bands. The use of sources appears to have been assessed on the basis of the work produced. Whilst this does suggest sources have been used, it is not enough to show breadth and range and therefore to which mark band the response belongs. Table formats have been used by some centres for this task which whilst supportive to lower-level candidates, can be restrictive for those at the higher levels.
- (c) The results of this task were varied amongst this year's cohort, however, there were some common themes. The majority of work produced was relevant to the target group and the chosen topic. Clear understanding of the aims of the health promotion materials was evident from the samples. There was less attention given to the judgements on the suitability of the materials for the target group. This is an important part of the task as it should impact the considerations made in task d. It is important that the candidates see how each task impacts on the next as this will give it more purpose and the work will have more meaning for them. There were good responses regarding what support is available for the target group, however, there were also times when this was omitted from responses completely.
- (d) This is the task where the highest marks can be attained and is also what the 3 previous tasks were preparing for. Parts of this task were well executed, however, there remain issues with some areas. Often the consideration of methods is basic and is ignored when the final methods are decided. For instance, many recognise the disadvantages of using power points presentations, but then go on to choose this giving little if any justification as to why.

There was evidence of some excellent promotion materials produced by some which included the creation of videos for social media, games and websites, however, the majority appeared to choose power point presentations and posters. Whilst these can be appropriate (depending on the target group), there needs to be clearer evidence to show that these have been presented and therefore we will be asking for a witness statement to accompany these materials going forward. The methods of feedback are very rarely considered, apart from the method that has been chosen. It is important for candidates to demonstrate that they have specifically chosen their method of feedback because they believe it to be best for their target group. This needs to be done by considering more than one method. More evidence of the planning aspect of the task needs to be demonstrated, as at times there was no clear evidence of this at all. A way this could be demonstrated is with a planning table of when certain parts of the task would be completed, how long it would take and what resources would be needed.

- (e) There were some excellent responses to this task with analysis of feedback obtained and how this has impacted their evaluation. Again, there are issues where band 4 is given when there are errors in spelling and grammar. Some centres are using questions to guide learners in their evaluation, whilst this is supportive of lower banded candidates, it is best if it is used for differentiation as opposed to a blanket technique for the whole cohort.

Summary of key points

- Some excellent work has been submitted for task 1, giving detailed knowledge that is well written and presented, with some key points for 1a) regulatory bodies and 1b) multi-agency working to be addressed.
- Sources of information need to be clear for all tasks that require it.
- For task 2d) witness statement will be required to evidence the presentation of certain promotion materials.
- The grammar and literacy aspect of tasks 1c) and 2e) are important and marks need to match the mark bands for this element.
- More understanding is needed on how all the elements for each task provide a steppingstone onto the following tasks, this should help candidates see that they have the information they need ready for the next step.

HEALTH AND SOCIAL CARE AND CHILD CARE

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Summer 2023

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

General Comments

A generally good understanding of the command words was shown by many candidates. Many candidates showed good understanding within many questions, some however found it hard to apply this knowledge when addressing certain questions, such as Q9 which looked at partnership working. In certain questions, some candidates lacked detail and could have expanded their answers in order to access higher band marks. An example of this would be Q5b. Some candidates talked about equality, diversity and equality but didn't give enough detail as to how they could be achieved in childcare settings.

Comments on individual questions/sections

- Q.1** This question was based on recall, which gave most candidates a good start to the paper and in most cases, the correct answers were identified.
- Q.2** Many candidates were able to outline examples of how the Dragon Multi-Skills and Sport initiative supports the health and well-being of young people in Wales. Popular answers included, improves physical fitness, helps develop gross motor skills and exercise releases endorphins so makes people feel happy. A generally good response to this question.
- Q.3** (i)(ii)(iii) Nearly all candidates were able to identify the three protected characteristics for all three marks to be awarded.
- Q.4** (a) In a minority of cases, candidates didn't show understanding of this question within their answer. Generally, the range of answers was limited but many pupils were able to access marks by referring to communication difficulties or lack of empathy from health professionals.
- (b) Many candidates referred to vulnerable people being at risk of being taken advantage of financially. This was a valid response however, it was surprising that more answers didn't relate to things such as social isolation.
- (c) Most candidates gave appropriate responses here, the most popular answers were children and elderly people.
- (d) Again, most candidates were able to access marks here by naming one, if not two pieces of current legislation. There were a few candidates who named the act but with the wrong dates. Positive marking enabled these candidates to still access a mark, but it is a point to note for the future.
- (e) Many candidates gave basic answers here, most stating that the purpose is to keep people safe. Whilst this is correct, candidates needed to give more detailed answers in order to access higher marks.

- Q.5** (a) (i)(ii)(iii) Each of these questions were worth two marks. Most candidates were able to access at least one mark here but needed to expand on their answers in order to gain the full two marks.
- (b) Whilst most candidates showed clear understanding of what equality, diversity and inclusion are, some did not fully explain how they could be achieved in a childcare setting. Some candidates, however, did give relevant examples of how each could be achieved in a childcare setting and were able to access higher marks.
- (c) Many candidates did not show clear understanding within this question. Most candidates were able to gain some marks by using relevant examples but in general, answers were limited and did not reach the highest band for marks.
- Q.6** Many candidates were able to access at least one mark here by giving relevant examples for the main purpose of the More than just words strategic framework. A small minority of candidates were confused by this question and referred to bullying.
- (b) Many candidates described what the active offer is but didn't go on to describe the benefits. This comes down to candidates not taking the time to read and address the question correctly.
- Q.7** (a) (i) Most candidates read the correct line on the graph.
- (ii) Most candidates were able to identify that bullying had decreased over the years.
- (iii) For the majority of candidates who answered 7ii correctly, were then able to give at least one possible explanation for the pattern of bullying. The most popular response was that schools are doing more to prevent it.
- (b) On the whole there were a lot of well-formed answers to this question. Many candidates referred to all aspects of P.I.E.S and structured their answers well, showing clear understanding of the impact whilst using relevant examples. Many candidates were able to access the higher bands for marks in this question.
- Q.8** The answers to this question varied, however, many candidates showed understanding of a holistic approach. Many of these candidates gave a range of examples including, doing more exercise and reducing stress levels which allowed them to access the higher band marks. Some candidates would have benefitted from further expanding their answers in order to gain higher marks. It is important for candidates to consider the number of marks on offer before they write their response.
- Q.9** This was the highest marked question in the paper and proved challenging for some candidates. Many candidates were able to demonstrate a clear understanding of both the Social Services and Well-being (Wales) Act 2014 and the Well-being of Future Generations (Wales) Act 2015 and gave relevant examples of the main principles for each act. Many candidates however, found it a challenge to link this information back to how it supports partnership working.

Summary of key points

In general, candidates showed good subject knowledge across a broad range of topics. Some candidates would benefit from expanding on their answers and using a broader range of examples to demonstrate their knowledge. It is important for candidates to consider the number of marks available before writing their response.

HEALTH AND SOCIAL CARE AND CHILD CARE

GCSE

Summer 2023

UNIT 4: PROMOTING AND SUPPORTING HEALTH AND WELLBEING TO ACHIEVE POSITIVE OUTCOMES

General Comments

In most cases, centres completed the necessary authenticity documents and submitted their samples in a timely manner. Generally, there was some pleasing evidence of excellent work, making improvements on the Summer 22 series. There needs to be more consideration and recognition of sources of evidence across the board and greater adherence to the mark bands throughout the assessment process.

Comments on individual questions/sections

Section:

- (a) There has been some excellent work for this section. Candidates have provided much more detailed investigations into their chosen target group. Whilst some candidates did confuse the developmental areas when talking about the needs of their target group, this was usually identified by the assessors and marked accordingly. There is a great improvement on the types of care by some centres, and on how holistic care can be provided. The latter is significantly improved from last year. There remain issues with the understanding of person-centred care and this is not being identified by the centres. Often assessors will annotate the work with the words, 'person-centred care' when there is no evidence of this in the candidates' work. When candidates do refer to person-centred care it is often inaccurate and this is not being identified by the centres. This issue will cause alteration of marks. There is also a need to show evidence of a broad range of sources if responses are to reach the higher mark bands. Giving higher banded marks without this evidence will also cause alteration of marks.

- (b) Again there was some very detailed responses showing a clear understanding of the task. Some of the responses referred to trends in other countries including the USA. This must be discouraged. The trends discussed should be either the UK or Wales if referring to countries. Some candidates referred to English data that had no relevance to Wales or Welsh initiatives. In order to correctly respond to the task and to reach the higher mark bands, data must be relevant. This issue has also occurred when candidates referred to initiatives and guidelines, however, this was much improved on last year. There were instances where the candidates would first talk about international data and then talk about local data. This is a waste of time and effort as it cannot be considered when making the assessment decision.

There was an improvement on how candidates evidence their sources for this section and this was encouraging to see.

- (c) There was a varied response to this section. Excellent work showed consideration of different activities in relation to the principles of the Social Services and Well-being (Wales) Act 2014, with understanding of the purpose of the task for the target group and their PIES needs. This activity was sometimes presented in a pre-structured table format which seemed to encourage candidates to write in bulleted notes. This cannot show clear explanations or considerations that are needed to reach the higher mark bands. Whilst this was usually marked appropriately, there is a disadvantage to higher level candidates who would need more freedom of expression to achieve their potential. This could be used as a differentiation technique to support lower level candidates. Also, for the higher mark bands, thorough and effective use of a broad range of sources is required. Whilst this was evidenced in section b) it was not consistently evidenced in this section.
- (d) This section has seen the least improvement on last years cohort. There was some adaptation to the assessment last year as AO1 was not assessed, with both assessment outcomes being assessed this year, however the issues are relating to AO1 and AO2. There remain issues in relation to the suitability of activities chosen, as often the whole cohort will have chosen to carry out the same activity regardless of their target group. There are a high number of power point presentations which would not be seen as an activity unless there is some clear, structured interaction from the target group. There are also issues surrounding the setting in which the activity is taking place. This must be a care setting and yet most activities have taken place in a school, which is an educational setting. There is effort by some centres to encourage activities in appropriate settings such as residential care homes. Where this happens it is more meaningful for the candidates as they are considering the needs of an actual group of people that they know will be taking part. This is the purpose of the assessment and therefore all centres should be producing evidence of the activities taking place in a type of care setting relevant to their target group. There are also issues with how the activity is evidenced and future cohorts will be encouraged to provide a signed witness statements to show that the activity has taken place. There remain issues with how health and safety is assessed and despite the principal moderator's report identifying this last year, it has not improved. There are generic health and safety tables still being used which means it is not always relevant to the specific group or activity. Candidates are receiving high banded marks where there is little to no evidence of planning. In order to achieve the highest mark bands there needs to be thorough and effective planning and this needs to be clearly evidenced. Whilst there is evidence by some centres that candidates have considered different strategies and techniques for obtaining feedback, this is true of all centres, however, this has shown great improvement from last year.
- (e) There has been some excellent and detailed analysis and evaluation in this section. Results from feedback are shown through a variety of formats including graphs, pie charts and tables and it is clear that candidates understand and can analyse these results. There is also evidence of candidates applying this feedback when moving on to evaluate their activity. The lower level candidates do struggle with this part of the task and often give strengths and weaknesses that show no consideration of the feedback given. This is usually accurately reflected in the assessment decisions made. The planning of the activity is not always referred to, and when it is, it is not done so in great detail. This needs to be a thorough and effective discussion, however, many responses focused only on how they performed during the activity. This was not always accurately assessed.

Summary of key points

- Some excellent responses for section a) and e) have been witnessed showing improvement on last year's cohort.
- Sources of evidence need to be clearly included for all tasks; candidates are losing marks in this area during moderation.
- There is a clear need to adhere to the marking guide when making assessment decisions, as higher band marks are given despite lacking evidence in multiple areas.
- Care settings must be used, schools are education settings and cannot substitute care settings.
- Witness statements are recommended to evidence that activities have taken place.



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