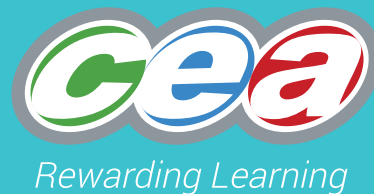


GCSE



Chief Examiner's Report
Health and Social
Care

Summer Series 2022



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

Contents

Assessment Unit 1	Personal Development Health and Well-Being	3
Assessment Unit 2	Working in the Health, Social Care and Early Years Sectors	6
Contact details:		7

GCSE HEALTH AND SOCIAL CARE

Chief Examiner's Report

Subject Overview

There was a significant increase in the number of candidates sitting the examined unit GHL11. The exam was taken by both year 11 and year 12 candidates. The performance in the exam varied with a significant number of candidates scoring high marks. It is evident that several candidates need to develop their exam technique, for example reading the question carefully and not including the question stem in their response. It is important that candidates write their responses in the space provided as writing in the margins often means the response is unclear and difficult to read. Some papers were very difficult to mark due to poor handwriting and in some cases nearly illegible. There was a tendency to suggest counselling as a source of support for every life change. It is important that candidates fully understand the role of a counsellor and that they are not always required by individuals experiencing life changes.

Assessment Unit 1 Personal Development Health and Well-Being

Many candidates were able to answer all the questions, however a small number of candidates had limited knowledge of the specification. A significant number of candidates had excellent knowledge and understanding of the content and provided very detailed responses. There was no evidence to suggest that candidates did not have time to complete the paper.

- Q1**
- (a)** Most candidates gained the mark available by correctly identifying the life stage. It is important that candidates use the terminology from the specification when identifying the life stages.
 - (b)** The question required candidates to write down two life changes Arthur and Lily had experienced using the information given. A small number of candidates did not do use the information given and listed other life changes. Again, candidates should use the terminology of the specification when identifying the life changes.
 - (c)** This question was well answered by most candidates, many gaining the six marks available by showing competent knowledge of physical development during later adulthood. A few candidates did not explain their response in enough detail for the award of the second mark.
 - (d)** Responses on how age may have a positive effect on Arthur's self-concept were for the most part accurate. Responses on gender identity tended to be very basic with many candidates showing little understanding of the term.

- (e) (i)** This question was well answered by most candidates clearly linking the effects of retirement on an individual's intellectual and social development. Several candidates made statements such as, an individual may have more time for hobbies but did not link this to the effect on intellectual development. There was a tendency by several candidates to state 'learn new things' with no detail on what these might be. Similarly, some responses on the effect of retirement on social development tended to be basic, for example an individual may have more time to go out, but no detail was given on where and there was no link to the effect on social development. A few candidates described intellectual and social development in later adulthood or made little reference to retirement.
- (ii)** Responses to this question varied. A significant number of candidates gained full marks whilst others were unable to explain two different types of support the voluntary sector may provide for individuals to help them cope with retirement. Several candidates referred to going into a care home or requiring help with daily living tasks.
- (f) (i)** Most candidates showed sound knowledge of the effects of dementia, but many did not describe the effect on Lily's physical health and well-being. Valid responses such as Lily may forget to eat, or bath/shower were made but the effect on her physical health and well-being was not described. Responses to the effect on Lily's emotional health and well-being were overall competent and a significant number of candidates achieved the three marks available.
- (ii)** Several candidates did not focus on Lily's friends when completing this question. Responses tended to be very generic, for example Lily could go out more or meet new people but friends were not referred to at all. A few candidates referred to effects on Lily's emotional development and could not be given credit. Other candidates gave negative effects which could not be credited either.
- Q2 (a)** Most candidates gained the two marks available by identifying correctly the two types of relationships.
- (b)** The majority of candidates gained the two marks available by correctly identifying the age range of early adulthood.
- (c)** The responses to this question varied. Several candidates gave generic responses which could have applied to other life stages whilst others gave competent responses focusing clearly on early adulthood.
- (d)** Most candidates gained two out of three marks available for this question as many responses did not make a link to self-concept, such as lowering or resulting in low self-esteem.
- (e)** This question was well answered by most candidates, many gaining full marks. A few candidates explained how eating an unhealthy diet may affect an individual's emotional health and well-being instead of physical health and well-being.
- (f)** Many candidates showed competent knowledge and understanding of the expected patterns of development in childhood. A small number of candidates confused childhood with infancy and adolescence. When analysing intellectual development there was a tendency to state 'learn new things', but no detail was included. In a few cases the quality of written communication did not meet the requirements for the award of level 3.

- (g) (i)** Most candidates completed a competent description of physical development in infancy and gained the three marks available.
- (ii)** A significant number of candidates did not describe one way the statutory sector may support Alina and her parents cope with the injury. There was a tendency to include two or three types of support and therefore the work lacked detail. It is important that candidates read the question and answer appropriately.
- (h)** Responses to this question varied. Several candidates failed to link their responses to the effect on the family's health and well-being. For example, it would be noisy due to the sound of the planes but the effect on health and well-being was not stated. Some responses were exaggerated such as the children would not be able to go out and play or the family would be socially isolated as friends would not visit.
- (i)** Few candidates were able to write down the two other environmental factors from the specification which may affect an individual's health and well-being.
- Q3 (a)** Most candidates showed sound understanding and knowledge of how alcohol misuse may affect an individual's health and well-being. This question was taken from the part of the specification which is on the factors affecting physical, emotional, and social health and well-being. Several candidates also focused on the effects on intellectual development, which is from a different section of the specification. A few candidates also included the effects on Mark and Patricia which were not required whilst others focused on the effects of divorce.
- (b)** Most candidates completed a competent description of how unemployment may have a negative effect on Patricia's emotional development and gained the three marks available.
- (c) (i)** Most candidates achieved well in this response showing sound knowledge of how starting university may affect Steven's intellectual, emotional, and social development with a significant number achieving level three.
- A few candidates assessed the effects of starting school on Steven's development. This may have been due to candidates learning by heart a response on the effects of starting school which highlights the importance of reading the question carefully.
- (ii)** Responses to this question varied. A significant number of candidates named and described two different types of support Steven's family and friends may give him to help him cope with starting university. Other candidates named several types of support with little description.

Principal Moderator's Report

Internal Assessment Overview

As a result of COVID-19, the Controlled Assessment Task was amended in line with unit omission guidance for the GCSE Health and Social Care specification. As a result, candidates were only required to complete Part A of the task.

Assessment Unit 2 Working in the Health, Social Care and Early Years Sectors

Unit Overview

For the most part, there was good understanding of the requirements of each task within Part A among centres. Marking in most centres was in line with standards exemplified in specimen tasks and highlighted during the Webinar and the online Agreement Trial. In many centres, the work presented by students had been well annotated by the teacher, which was helpful in guiding the moderation team when reviewing samples. It is recommended that teachers thoroughly annotate candidate's work in future series to help illustrate where marks are being awarded. In a small number of centres, teachers had also used their annotation to indicate levels of guidance that had been given to candidates which was extremely helpful in justifying marks awarded in each Mark Band. This again is to be encouraged in future series, and teachers are reminded that candidates cannot attain Band 4 marks if the candidate's work is not completely independent.

Where adjustments were required, this was the result of two main factors:

- In Part A (ii) candidates often failed to take full account of the task requirements, as many provided a general discussion of the strengths and weaknesses of informal care rather than focusing specifically on evaluating needs which could be met effectively by John's family.
- Similarly, in Part A (iii), while many candidates were able to provide competent or highly competent descriptions of the roles of relevant statutory services, they did not link their descriptions to the ability of each service to meet the specific needs of service users with dementia.

In future series, candidates are encouraged to interpret the task requirements carefully and to ensure that the focus of their work is closely linked to the assessment criteria before submitting.

Further observations:

It is necessary for all candidates to record the word count at the end of each task. In addition, to complete many of the tasks set thoroughly and accurately, it is recommended that candidates use secondary research sources. Where secondary sources are used, these must be referenced both within the main body of the text and in a detailed bibliography. Bibliographies should be presented at the end of the final task and candidates should use the Harvard referencing system.

Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Joan Jennings**
(telephone: (028) 9026 1200, extension: 2552, email: jjennings@ccea.org.uk)
- **Officer with Subject Responsibility: Deborah McGuffin**
(telephone: (028) 9026 1200, email: dmcguffin@ccea.org.uk)



INVESTORS
IN PEOPLE

