

GCSE



Chief Examiner's and  
Principal Moderator's  
Report  
Health and Social  
Care

Summer Series 2024



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2024 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](http://www.ccea.org.uk).



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# GCSE HEALTH AND SOCIAL CARE

## Chief Examiner's Report

### Subject Overview

The performance in the exam varied with a high percentage of candidates scoring top marks. However, it is clear that some candidates need to improve their exam techniques, such as carefully reading the questions and avoiding the inclusion of the question stem in their answers. It is crucial for candidates to write their responses in the designated space, as writing in the margins can lead to unclear and hard-to-read answers. When a candidate requests an additional booklet to finish the exam, it is vital that the responses are properly numbered. Unfortunately, this was not adhered to by a number of candidates, making the marking process more challenging. Additionally, some papers were difficult to evaluate due to poor handwriting, with some answers being nearly illegible.

### Assessment Unit 1      Personal Development, Health and Well-Being

Many candidates were able to answer all the questions on the exam paper. The paper was successful in allowing candidates of differing abilities to respond positively to the questions posed.

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 marks available by correctly identifying the age range of early adulthood.
  - (b)** Most candidates were able to gain the marks available by correctly identifying the type of relationship Alison had with Noah.
  - (c)** A number of candidates answered this question well however, some struggled to fully develop their answer to gain the full marks available. Candidates were able to answer how becoming a parent would affect Alison's social development better than how it would impact her intellectual development. A large number of candidates repeated themselves throughout their answer, and at times candidates provided emotional responses instead of social responses. Some candidates discussed how becoming a parent would impact upon Alison's education or University life, despite the question stating that Alison is in employment.
  - (d)** Responses to this question varied. The question required candidates to discuss how Alison's family may help her cope with the life change of becoming a parent through providing emotional support, advice and information and practical help. Many candidates were able to access one or two marks for each type of support, but many found it difficult to access full marks available due to lack of depth in responses. Practical help was answered well by candidates, however a number of candidates struggled with advice and information and emotional support. Some candidates confused practical help with emotional support.

- (e)** Most candidates approached this question well and many were able to gain high marks in their responses. A large number of candidates made reference to an individual on a low income being unable to access a gym and therefore experience poor physical health and well-being. This answer was not awarded a mark as there are many free forms of exercise that an individual can take part in and it is not a necessity to have a paid gym membership to keep physically healthy. A number of candidates also discussed how an individual would not have access to health care or medication. In this instance only those candidates who linked their response to private healthcare, or to over the counter medication, were awarded marks.
- (f)** **(i)** Most candidates gained the marks available by correctly identifying the age range of infancy.
- (ii)** A significant number of candidates showed competent knowledge and understanding of the expected intellectual and social expected patterns of development in infancy. Intellectual was generally answered in detail, however a number of candidates discussed the development of communication here rather than under social. At times some candidates discussed the expected patterns of physical development, which was not asked for in the main stem of the question.
- Q2** **(a)** **(i)** Most candidates gained the mark available by correctly identifying the age range of later adulthood.
- (ii)** This question was well answered by most candidates, many gaining the full marks available by displaying competent knowledge of intellectual development during later adulthood. A few candidates did not explain their response in enough depth for the award of the third mark.
- (b)** Candidates struggled to gain full marks in this question. The majority of candidates were able to discuss how age may impact upon Frank, however many candidates did not directly link this impact back to self-concept. This resulted in many candidates only being able to access one of the two marks available.
- (c)** Responses to this question varied. Some candidates were able to gain full marks and clearly had an in-depth understanding of Coronary Heart Disease (CHD). At times, other candidates gave generic responses that could be used for many different health conditions, and did not directly link these back to CHD. Some candidates discussed causes of CHD instead of the affect it may have on Frank's health, and these responses were not worthy of credit.
- (d)** Many candidates struggled to gain full marks in this question. A large number of candidates failed to successfully link their response back to geographical location and instead gave vague and generic responses. A number of candidates focused on Frank's ill-health and relationships. A number of candidates focused solely on the introductory statement for Question 2, rather than the actual question for Question 2(d) and therefore were not able to access all marks available.



- (e) (i)** Most candidates showed sound understanding and knowledge of how the death of a loved one may affect an individual's physical, emotional and social development. The impact on emotional and social development were analysed in detail by most candidates, however, physical development was not as well answered by most candidates and tended to lack depth. A number of candidates marks had to be adjusted due to the high amount of Quality of Written Communication (QWC) errors.
- (ii)** Some candidates were not able to access the full marks available as many did not specifically state the type of support that they were discussing i.e. emotional support, practical help, social care and advice and information. At times candidates became repetitive and gave two separate responses linking to the same type of support. Some candidates provided exaggerated responses e.g. the voluntary organisation coming to clean Frank's house. These responses were not worthy of credit.
- Q3 (a) (i)** Most candidates gained the marks available by correctly identifying the age range of adolescence.
- (ii)** Responses to this question varied. A large number of candidates were able to gain high marks for this question but a number of candidates interpreted the question to be focusing on Olena, rather than the life stage of adolescence in general. This resulted in candidates only discussing female physical development rather than both male and female, thus limiting the marks they could access. Some candidates also focused on Olena having immigrated, leading to responses that were not worthy of credit. Some candidates discussed the expected emotional development of an adolescent, however the question only referred to the expected physical, intellectual and social development of adolescents. This question clearly demonstrates the importance of candidates thoroughly reading the question before beginning their response.
- (b)** This question was generally well answered but a number of candidates failed to link their response back to how having a job could positively effect Olena's self-concept. Some candidates did not fully develop their response to include self-concept, self-esteem etc. and therefore were not able to gain access to the full marks available.
- (c)** Most candidates were able to gain the mark available by correctly identifying the type of relationship Olena had with the manager of the coffee shop.
- (d)** Most candidates performed well in this response by describing how Olena's relationships may have had a positive effect on her emotional development. Some candidates struggled to provide enough depth in their response and therefore were unable to access the full three marks available.
- (e)** This question was generally answered very well by candidates. Those who lost some marks tended to exaggerate their response e.g. noise in the coffee shop leading to hearing problems and physical abuse from customers.

- (f) Most candidates achieved well in this response displaying sound knowledge of how drugs may affect an individual's physical, emotional and social health and well-being. Candidates showed an in-depth understanding of how drugs may impact upon an individual's emotional and social health and well-being. Some candidates struggled to discuss how drugs may impact an individual's physical health and well-being, and a lack of depth in this instance led to marks not being awarded. Similar to Question 3(a)(ii), a number of candidates focused on Olena in their response and focused on how walking past the drug users may impact upon her rather than how the drugs would impact upon the drug users themselves. This again draws attention to the importance of candidates fully understanding each question before beginning their response.

## Principal Moderator's Report

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

#### Internal Assessment Overview

In general, there was good understanding of the requirements of each task within Parts A, B and C amongst the majority of centres. Candidate work had been well annotated by the teacher in most instances, which assisted greatly during moderation by indicating to moderators how and where teachers were awarding marks. For the most part, the marks awarded by teachers were in line with the standards set within the assessment criteria and it was clear that standards being exemplified in the webinar and online Agreement Trial were being adhered to within the majority of centres.

It should be noted that several tasks were completed with much greater accuracy in relation to following the requirements of the task title than in previous series, which was extremely encouraging. In particular, candidates appear to have become more adept at approaching tasks where they are asked to describe the job roles of health practitioners, as well as in describing how practitioners can apply values of care in their work and in distinguishing between the safeguarding roles of differing practitioners. Similarly, candidates completed tasks relating to meeting the needs of service users with much greater competency than in previous series.

Where work was reviewed and deemed to have been marked leniently in comparison with the standards set within the assessment criteria, this was the result of several key factors:

- Teachers did not take the Quality of Written Communication being displayed by candidates into account when awarding marks. Teachers are reminded that candidates cannot attain marks in Mark Band 4 where the QWC is not deemed to be used with almost faultless accuracy.
- In Part A(i), candidates provided general explanation of methods of referral, without making their explanations specific to how an adult could access the care of a social worker.
- In Part B(iv), candidates provided discussion on how to remove barriers to accessing care, which was not the focal point of the task. In addition, many candidates discussed barriers which are not listed on the specification and some candidates chose barriers which were overly similar, leading to overlap in discussion which limited the marks available.

- In Part C(ii), candidates focused on how Joe’s needs could be met rather than analysing the needs he possessed as a result of his mental health difficulties.
- In Part C(iii), candidates chose to discuss voluntary organisations which were not linked to mental health care and which would not be capable of supporting an adult service user like Joe. In addition, while candidates were able to describe the role carried out by the chosen voluntary organisations, they did not then link this to how the organisations could help to meet the needs of service users with mental health difficulties.
- 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, in order 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. This was done more thoroughly in this series than in previous years, however, there is still a need for a consistent approach across all centres when candidates are carrying out research and referencing the sources they use.

It is recommended that all teachers thoroughly annotate candidate work in future series in order to help illustrate the marks 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 is to be encouraged in future series, and teachers are reminded that candidates cannot attain Band 4 marks if candidate work is not completely independent.

## Contact details

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