

Moderators' Report/  
Principal Moderator Feedback

Summer 2013

GCSE Health and Social Care (5HS02)  
Unit 2 Exploring Health, Social Care &  
Early Years Provision

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## **General Comments**

It was pleasing to see that most centres met the submission deadline this series and students had authenticated their work. Centre administration was generally good with few errors noted.

The unit is assessed through the production of a portfolio of evidence based on Controlled Assessment Material (CAM). The requirements of the CAM change each year and give the students the choice of two service user groups on which to base their assignment. For Summer 2013 the two service user groups were in the categories of Early Years and People Accessing Residential Care. The majority of students chose Early Years as their service user group and, for the most part, completed the tasks quite well. There was some evidence of students appearing to work from the wrong CAM and centres must ensure, particularly now that the qualification is linear, that students use the CAM appropriate for the year of submission.

As has been seen in past years, assessment was once again either very accurate or very lenient with some centres struggling to interpret the requirements of the Assessment Objectives. Some centres still appear to be limiting assessment of the tasks to the assessment objectives only using task 1, for example, to provide evidence for assessment objective 1 and so on although it was pleasing to see that in the majority of cases a more holistic approach had been taken. Centres might find the following useful for future series.

The assignment comprises four tasks which provide evidence for the variety of contexts. The tasks cover the main elements of the syllabus.

Students would benefit from going out on placement and basing their report on their experience within the placement but this is not a requirement and centres can use visiting speakers and case studies for the students to base their assignments on. One issue with the use of case studies is that it makes it more difficult for students to obtain evidence from primary research, a requirement of Task 3 and an aid to gaining marks in the higher mark bands for Assessment Objective 2(i).

The CAM required the students to complete four tasks under Controlled conditions within a suggested time frame of 22.5 hours. Centres should note that the 22.5 hours is only a guideline and refers to the time allowed to write up the portfolio. Research time may be in addition to the 22.5 hours. However, centres should note that any data obtained during research must not be analysed outside the controlled environment and only raw data should be taken in to the environment.

The assessment requirement is to provide evidence of knowledge and understanding, planning and research, application, analysis and evaluation of information. As mentioned above, the various tasks, if undertaken correctly, will provide evidence for all four assessment objectives and therefore assessment should be holistic and not based on a task per assessment objective method. It was clear from portfolios sampled that assessors are finding this easier as the qualification becomes more established

### **Assessment Objective 1**

This assessment objective assesses knowledge and understanding and evidence should be found throughout the portfolio and particularly within Tasks 1, 2 and 3. In general students were able to discuss the services provided by the service provider for Task 1, the needs of the individual service user for Task 2 and also the roles of workers for Task 3 quite well. Evidence of an understanding of the National Framework was less well evidenced. Centres should note that for Early Years the National Framework is the Early Years Foundation Stage and it is this that should be discussed.

For other service user groups it is admitted that a specific framework may be more difficult to identify and therefore the structure of the department from the Government down to the local provision would suffice although students should identify where their chosen service provider fits in to this framework. Students were also expected to demonstrate knowledge and understanding of other agencies who work in partnership with the service provider to provide care for the service user. This element was not well done by a large percentage of students. Many had identified inappropriate examples including external catering companies and waste disposal companies as examples.

External agencies should be those that have some involvement in the planning of care for the service user. Examples might be the Health Service providing School Nurses, Health Visitors, Speech Therapists and so on, Children's Services (Social Services) providing Social Workers and the Education Department providing Educational Psychologists for Early Years. Again, the Health Service would provide GPs, District Nurses, Speech Therapists or Physiotherapists and Social Services would provide Social Workers for Residential Care. The focus should have been on care planning.

### **Assessment Objective 2(i)**

This assessment objective assesses the students' ability to plan their work and undertake both primary and secondary research. Marks are also awarded for independent work. It was pleasing to see that many assessors had commented on the amount of help required by the individual students. Planning was evidenced in some portfolios by the inclusion of an action plan for completion of the portfolio and this is considered good practice although completion of all elements of all four tasks was accepted as evidence of implicit planning. In the majority of cases, however, elements of some of the tasks had been omitted. This was most apparent in Task 1 where a discussion of the role of External Agencies was not seen. There was some very good evidence of both primary and secondary research seen in many portfolios with students providing comprehensive bibliographies as evidence of secondary research and questionnaires or transcripts of interviews for primary research.

### **Assessment Objective 2(ii)**

This assessment objective assesses the students' ability to apply the knowledge shown in Assessment Objective 1 and as in previous series, this was weak in the majority of portfolios and had been over assessed. There are multiple opportunities throughout all the tasks for student to demonstrate their ability to apply knowledge but many had been missed. A discussion of how the service provider works with external agencies to provide care for the service user, the method of referral used and the barriers specific to the service user are all examples.

Many students had included Maslow's hierarchy of needs in their evidence for Task 2 but a significant percentage had merely included the diagram with no evidence of application of the hierarchy to the service user. Evidence for this Assessment Objective is also provided through discussion and application of Care Values. Once again, in the majority of portfolios seen the Care Values were discussed very briefly showing limited understanding and application was not well evidenced. For future series, students wishing to achieve marks in the top two mark bands need to discuss all Care Values in detail and then provide clear examples of how the workers implement the Care Values to evidence an ability to apply knowledge and understanding. The Quality of Written Communication (QWC) should also be assessed in this Assessment Objective and there was limited evidence seen that assessors had taken QWC into account when awarding marks

### **Assessment Objective 3**

This final Assessment Objective assesses the students' ability to analyse and evaluate information and once again this was not well done and for the most part had been leniently assessed. Analysis can be clearly evidenced through interpretation of data obtained from primary and secondary research and yet in too many cases whilst it was clear that students had used questionnaires or undertaken interviews there was limited, if any, evidence of conclusions drawn from the information gained. Many students had just included the questionnaires and not commented on the information at all.

Evaluation skills were not well evidenced in the main with the majority of students merely providing descriptive comments and not evaluative statements. Whilst it is understood that this is a difficult skill for students of this age, it is important that assessors do assess this element accurately and ensure that where marks are awarded in the top two bands, students have considered how effective the service user is at meeting the needs of the service user. This should be done by discussing the strengths and weaknesses of the service provision and, most importantly, relevant conclusions should be drawn. Students had attempted to make suggestions for improvement but these were limited and not fully justified. Again, the QWC is assessed in this Assessment Objective and for the most part this does not appear to have been taken into account.



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