

Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCSE
in Health & Social Care (5HS02/01)

Unit 2: Exploring Health and Social
Care & Early Years

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General Introduction

It was pleasing to see that most centres met the submission deadline this series and candidates 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 learners the choice of two service user groups on which to base their assignment. For June 2015 the two service user groups were in the categories of Care of People with Specific Needs and Health. There was an even split between the two service user groups. Centres should note that 'specific needs' are not the same as 'special needs' and so the pool of suitable service users is very wide. However, there was a small but significant number of learners choosing inappropriate service users or considering 'needs' which were inappropriate for the age group under discussion with no consideration of ethical issues. Examples would include adolescents with severe mental health issues and adolescents under the age of consent whose needs included 'intimate sexual relationships'.

In general, assessment was once again either very accurate or very lenient with some Centres struggling to interpret the requirements of the Assessment Objectives. Nevertheless, for the most part, centres did demonstrate a better grasp of the concept of holistic assessment and there was minimal evidence seen of assessors attempting to link specific tasks to assessment objectives.

The assignment for 2015 comprised four tasks which provide evidence for the variety of contexts. The tasks cover the main elements of the syllabus.

Candidates 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 learners to base their assignments on. One issue with the use of case studies is that it makes it more difficult for learners to obtain evidence from primary research, a requirement of Task 3 and an aid to gaining marks in the higher mark bands for AO2(i).

The CAM required the learners 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.

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 learners were able to discuss the needs of the individual service user for Task 1 and also the roles of workers for Task 3 quite well. However, a significant number of learners seem to confuse needs with developmental stages and merely described what their service user should be capable of developmentally. Learners struggled to identify future needs. Some learners did discuss the hierarchy of needs with most referring to Maslow. However, for the most part learners appeared to struggle with the concept and did not understand that 'Self-Actualisation' according to Maslow is aspirational. Many learners felt that if children were creative this meant they had achieved self-actualisation. Referral methods and barriers were, for the most part understood. Many learners attempted to provide an explanation of the structure of the NHS Centre should note that this was NOT a requirement of the CAM for 2015 and meant that learners had spent a great deal of time both researching a writing up evidence that was not relevant, often at the expense of providing evidence that was. Task 2 required learners to consider direct and indirect services, the role of multi-agency workers and how some services might be outsourced. For the most part it became clear that learners had a poor understanding of the process of outsourcing with many confusing this concept with multi-agency work. The two are quite different. Outsourcing refers to the concept of buying in services, often but not always support services such as cleaning and catering but also services such as hairdressing, after school clubs, foreign language clubs and holiday clubs whereas multi-agency working refers to professionals from different agencies, health, education and social care for example who work together to provide a comprehensive, but specific, care plan for individual service users. Job roles were discussed quite well by the majority of learners.

Assessment Objective 2(i)

This assessment objective assesses the learners' 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 learners. 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 2 where a discussion of outsourcing, the role of multi-agency workers and the importance of good communication between direct and indirect workers was not seen. There was some very good evidence of both primary and secondary research seen in many portfolios with learners 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 learners' ability to apply the knowledge shown in AO1 and in general, this was weak in the majority of portfolios and had been over assessed; however, it was pleasing to see that where learners had considered the hierarchy of needs in Task 1, this had been applied with much more accuracy this series. Evidence for this AO 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, learners 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. It was interesting to note that a small but significant number of learners discussed non-standard care values. Centres are advised that learners may find this task easier if the standard 5 Care Values are used although credit was given for any evidence of an understanding of the main principles. The Quality of Written Communication (QWC) should also be assessed in this AO and there was limited evidence seen that assessors had taken QWC into account when awarding marks

Assessment Objective 3

This final AO assesses the learners' ability to analyse and evaluate information and in general 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 learners had used questionnaires or undertaken interviews there was limited, if any, evidence of conclusions drawn from the information gained. Many learners had just included the questionnaires and not commented on the information at all.

As is often the case with learners of this age, evaluation skills were not well evidenced in the main with the majority of learners merely providing descriptive comments and not evaluative statements. What learners should do is evaluate the service provider under discussion in terms of how effective it is at meeting the needs of the service user. This should be done by discussing the strengths and weaknesses of the service provision and relevant conclusions should be drawn. Learners had attempted to make suggestions for improvement but these were limited and not fully justified. Again, the QWC is assessed in this AO and for the most part this does not appear to have been taken into account.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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