



GCSE Examiners' Report



Health and Social Care and Childcare
Summer 2024

Introduction

Our Principal examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Executive Summary

Externally Assessed Units (1 and 3)

A generally good understanding of the command verbs was shown by many candidates. There are a small minority of candidates losing marks by not addressing the command words, e.g. candidates listing rather than explaining. On the higher tariff questions, some candidates lacked detail and could have expanded their answers to access higher band marks.

Many candidates were able to expand on their answers showing good knowledge and understanding in relation to the Health and Social Care, and Childcare sectors. The majority of candidates scored well on the AO1 questions on both exam papers.

Candidates would benefit from regular examination question practice, so the final examination is potentially less stressful, and not an unfamiliar experience. The mark schemes from previous examination papers can also provide valuable resources to support teaching and learning activities. Full mock examination practice can help candidates to improve their time management skills and to avoid making future rubric errors.

Internally Assessed Units (2 and 4)

Overall, the work seen was of a good standard, showing further improvements from last year. Centres are commended for taking on board key points from the PM's report in 2023, and there was evidence of improved application of the specification.

Many centres work showed a greater understanding and a more varied approach, highlighting candidate's strengths and a range of interests. Tasks were mostly word processed which allowed candidates to include charts, graphs and images and create more comprehensive promotion materials and activities. The use of observation records was used to some extent which aided the moderation process.

Centres showed evidence of good practice with detailed annotation throughout candidates work. This is recommended, as it is a useful tool in establishing consistency within and between centres.

Areas for improvement	Classroom resources	Brief description of resource
Exam question practice	https://www.healthandcarelearning.wales/resources/	Exam walk through's (practical hints and tips).
Underpinning knowledge	https://www.healthandcarelearning.wales/resources/	Knowledge organisers/ Blended learning

HEALTH AND SOCIAL CARE AND CHILDCARE

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UNIT 1: HUMAN GROWTH, DEVELOPMENT AND WELL-BEING

Overview of the Unit

General Comments

A generally good understanding of the command words was shown by many candidates, however there are a small minority of candidates losing marks by not addressing the command words, e.g. candidates listing rather than explaining. It was pleasing to see so many candidates scoring well in Q4c (active participation). This has been an area that many candidates found challenging previously. Most candidates showed good knowledge and understanding and were able to score well especially on the AO1 questions in the paper.

In certain questions, some candidates lacked detail and could have expanded their answers to access higher band marks. An example of this would be Q7c which was the highest tariff question. There were many candidates, however, who showed thorough knowledge and understanding within this question as well as excellent use of spelling and grammar which enabled them to access the higher band marks.

Comments on individual questions/sections

- Q.1 This question was, in general, one of the most accessible sections of the paper. The question was based on recall and most candidates were able to answer this question correctly. Both growth and growing were accepted as well as development and developing.
- (b) Many candidates were able to identify the correct life stage within this question.
 - (c) Most candidates were able to identify 'income' as the correct economic factor that affects human development.
- Q.2
- (i) Many candidates were able to correctly identify a physical development expected for a four-year-old child. A small number of candidates referred to developmental milestones expected at a younger age, such as walking and running.
 - (ii) Many candidates were able to correctly identify an emotional development expected for a four-year-old child. A small number of candidates referred to developmental milestones expected at a younger age, such as tantrums.
 - (iii) Many candidates were able to correctly identify an intellectual development expected for a four-year-old child. A small number of candidates referred to developmental milestones expected at a younger age, such as saying words. Candidates are encouraged to be more specific, for example, can use a variety of words to form sentences.

- Q.3 (a) This question was answered very well by many candidates and many candidates were able to access the top mark band. A small number of candidates gave answers which referred to other aspects of health causing them to lose marks. Candidates are encouraged to read the questions carefully and only address what is being asked.
- (b) Many candidates were able to give good explanations on the effects of stress on well-being. Candidates were able to refer to any aspect of P.I.E.S here. Some candidates would have benefited from providing additional examples to achieve higher marks. A small minority of candidates listed effects rather than explaining them.
- (c) Many candidates gave good explanations on what is meant by the term resilience and explained how it may help to manage stress. There were some strong answers which didn't clearly link back to the question, however showed enough understanding to access marks. Candidates are encouraged to ensure that their answers address the question.
- Q.4 There were many well-structured answers to this question which required candidates to describe the impact of bereavement on individuals. Many candidates were able to access the top band within this question, where a wide range of answers were accepted.
- (b) Many candidates did not refer to later adulthood when responding to this question. It is important that candidates make their answers specific to the question wherever possible. Marks were awarded if the answer was relevant, regardless of whether later adulthood was discussed specifically.
- (c) It was pleasing to see so many candidates achieving marks within the higher bands for this question. Active participation is a topic that many candidates have struggled with previously, this year saw a huge improvement in the quality of answers provided by many candidates.
- Q.5 (a) Most candidates were able to gain some marks by outlining the physical and environmental factors which may have contributed to Catrin's current state of health. Some candidates did, however, copy parts of the question into their answer without expanding on their answers.
- (b) Most candidates were able to access some marks in this question. It was surprising however that many candidates didn't refer to both informal and formal care and support that may be available for Catrin. Some candidates also referred to how care and support could benefit Catrin's children rather than Catrin herself. It is important that candidates read the questions correctly and only address what is being asked.
- (c) This was a question that many candidates found slightly challenging. They could have referred to any aspect of community support, however many candidates only referred to childcare support from other families. Answers were fairly limited within this question and therefore less candidates were able to access the higher band marks.
- Q.6 (a) Many candidates were able to identify two sources of care and support with the most popular answers referring to GP's and hospitals. A small number of candidates referred to immunisation clinics which was not an appropriate answer given the fact that Louis already had developed measles.

- (b) There were a small number of candidates that couldn't identify two appropriate sources of care and support, and then struggled with this question. Many candidates however were able to achieve good marks here by referring to e.g. offering advice about how to manage the illness and provide medication to relieve the symptoms.
 - (c) Many candidates referred to not getting the illnesses in the first place and getting less severe symptoms if they did get ill. Some of the more advance answers referred to an impact on intellectual or social health due to missing nursery or playgroups.
- Q.7
- (a)
 - (i) (ii) It was surprising that many candidates didn't state the aspect of Joshua's development when answering this question. Many candidates were able to identify areas within the case study which would have a benefit on his development but would have benefited from being more specific within their answers.
 - (b)
 - (i) Nearly all candidates were able to identify the life events that Amy had experienced and most gained marks by summarising the impact these may have had on her development and well-being. Many candidates referred to the impact that leaving school at a young age may have had on her intellectual development leading to limited employment opportunities.
 - (c) This was the highest scoring question within the paper. There were a range of answers offered for this question but there was also a lot of repetition within answers. Common answers included emotional support as result of living with parents, advice and guidance for bringing up children and financial support allowing Amy to feel safe. A small number of candidates didn't make their answers specific to Amy, which didn't enable them to properly address the question. There were some excellent answers which included excellent spelling and grammar, allowing candidates to access the higher band marks.

In general, candidates showed a clear thought processes 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'. This does not allow candidates to access the higher band marks. Candidates need to be reminded to respond to the command word and prepare their response appropriately. Candidates also need to be encouraged to pay close attention to the key areas required for each question and only respond to those questions or at least link their answers back to the key terms. An example would be to only 'give social and emotional' benefits if that is what the question has asked, as in Q3a.

It was pleasing to see that many candidates are now showing a much better understanding of the term 'Active participation' and were able to apply their knowledge and understanding to the question effectively.

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UNIT 2: PROMOTING AND MAINTAINING HEALTH AND WELLBEING

Overview of the Unit

Overall, the work presented this year was of a good standard, showing further improvements from last year, centres have taken on board key points from the principal moderator's report and there was evidence of improved application of the specification.

Many centres work showed a greater understanding and a more varied approach, highlighting candidate's strengths and a range of interests. Tasks were mostly word processed which allowed candidates to include charts, graphs and images and create more comprehensive promotion materials and activities. The use of observation records was used to some extent which aided the moderation process.

Where centres have annotated on candidates work and used the mark sheet of the front cover to comment on where candidates' marks have been awarded. This is recommended, as it is a useful tool in establishing consistency within and between centres.

Comments on individual questions/sections

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Task 1: Service provision

(a) Investigate service provision locally and nationally to meet the needs of children, adolescents or adults

Most centres produced work that showed a variety of specific needs across a range of target groups, with a good amount of detail and extensive research taking place to investigate service provisions. Majority of centres are adhering to guidance and presenting work 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 objectives. Higher banded candidates did not appear to be hindered using a table for this task. For a good response to this section, we would expect to see details on the regulatory body, e.g. 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. Indicating sources of evidence has improved overall, although, there have been high bands awarded by some centres when this is not evidenced. Please note, a range of sources must be clearly identified to achieve the higher mark bands.

(b) Investigate the job roles of two key professionals

Evidence for this section was much stronger than last year, showing a much greater understanding of the skills and qualities needed for these job roles. As in last year's report, in some instances, job roles are chosen from different services, although this has improved on last year. Knowledge on multi-agency working was expressed much better this year, with fewer candidates giving generic descriptions and more focusing on their contribution to their target group. Some centres, however, are still entering candidates for higher mark bands when they have shown little or no evidence towards multi agency working. For higher band marks there needs to be a thorough, relevant explanation of how both key professionals may contribute to multi-agency working. Career progressions of the key professionals was generally well done, with some excellent responses giving specific progressions within the relevant area of work. There are still some instances, as mentioned last year, where sideways career options are identified.

(c) Analyse the task

Excellent understanding of this task has been shown by most centres, however, there remains an issue relating to accurate grammar and spelling. As this section assesses the quality of the candidate's communication, 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. The same issues arise when analysis is generic, so the suitability of the services and the job roles is assessed against the public rather than the specific group.

Task 2: Health promotion

(a) Selection of topic and target group

There was evidence of some very good responses to this task with detailed reasons given for the choice of group and topic. It was good to see a larger variety of topics, not only within individual centres, but, across the board. The responses that included statistical data to demonstrate the importance of the issue and how it relates to the target group showed candidates understanding of the task ahead. The use of images, charts and graphs supported candidates to reach the higher mark band as they supported reasons for the choice of topic. In the main, the justifications given were either good or very good with clear evidence that candidates had given this some consideration.

(b) Investigation of the chosen topic using a range of resources

This section has been well attempted by most candidates with detailed responses seen showing an understanding of relevant government guidelines and initiatives. Most centres demonstrated clear evidence that extensive research has taken place. There is still some confusion when offering positive and negative influences on the target group with some giving generic positive and negative influences on the target group that has no relevance to the topic they have chosen. Each section of the NEA should be meaningful and purposeful to support the promotional material the candidates produce. It is important that candidates understand the purpose of researching the positive and negative influences on the chosen group and topic so that it can then inform their considerations of campaign methods in tasks c and d. It is also important that candidates' work includes a broad range of sources to reach the higher mark bands. Following on from last year, the use of sources appears to have been assessed based on the work produced rather than giving the source details. 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 are still being used by some centres which does support the lower level candidates but may be restrictive for those at the higher levels.

(c) Assessing existing health promotion materials

There was an improvement on how candidates performed in this section. There was an increase in the amount of relevant existing health promotional research achieved. However, candidates need to address all the relevant assessment criteria to reach the higher mark band as well as showing very good consideration and well-reasoned judgement on their suitability. Candidates need to analyse: What are the aims of the material? How suitable is it for the target group? How available is it to the target group? And what sources of support are available to the target group? Most of the work produced was relevant to the target group and the chosen topic. 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 their work.

(d) Plan and production of a health promotion campaign or activity

This is the task where the highest marks can be attained and is also what the 3 previous tasks were preparing for. There are still some ongoing issues with some areas. The consideration of methods and techniques to make an effective campaign are often overlooked or ignored when deciding on the final campaign. For example, candidates recognise the disadvantages of creating PowerPoint presentations, but still choose this method giving little if any justification as to why.

There was a wider variety of excellent promotion materials produced by some which included the creation of videos for social media, plays and websites, however, the majority appeared to choose PowerPoint presentations and leaflets. The use of photographic evidence and witness statements has worked well this year to help aid the moderation process and ensure marks have been awarded appropriately. The methods of feedback are still rarely considered, other than the method that has been chosen. Candidates need to demonstrate that they have chosen their method of feedback because they believe it to be best for their target group. This can be achieved by considering the pros and cons, comparing several methods before selecting the most appropriate. Evidence of the planning aspect of the task has been demonstrated well, the use of a planning table with costing, resources needed and timescales of when certain parts of the task would be completed has worked successfully.

(e) Analyse and evaluate the task

There were some excellent responses to this task with analysis of feedback obtained and how this impacted their evaluation. Again, there are issues where mark band 4 is awarded 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.

Task marking

Comments on approaches to internal marking

Sources of information need to be added to all areas of the task that require it. More understanding is needed on how all the elements for each task provide a stepping stone onto the following tasks, this should help candidates see that they have the information they need ready for the next step.

Candidates need to ensure that work is completed within the time allowance of 15 hours. The use of witness statements has greatly supported the candidates for certain promotional tasks, enabling marks to be awarded accurately, as supporting evidence is available.

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

Overview of the Unit

A generally good understanding of the command words was shown by many candidates. Most candidates were able to expand on their answers showing knowledge and understanding of a range of topics. Some candidates however did find it hard to apply this knowledge when addressing certain questions, such as Q8 which considered Prudent Healthcare. In certain questions, some candidates lacked detail and could have expanded their answers in order to achieve higher marks. An example of this would be Q9, which was on the topic of holistic healthcare. Candidates were asked to assess the benefits on both individuals and childcare provision in Wales. Many candidates only referred to one or the other so were unable to access the higher band marks.

Comments on individual questions/sections

- Q.1 This question was based on recall, which gave most candidates a good start to the paper and all the correct answers were identified by many candidates.
- Q.2 This was another AO1 question, with many candidates being able to identify the three correct aims of the Cymraeg 2050: Language Strategy.
- Q.3 It was surprising how many candidates were not able to name a combined nutrition and physical activity programme aimed at improving diet and physical activity. This then had an impact on their answer for 3b.
- Q.4 (a) Most candidates were able to explain the meaning of discrimination. A small minority of candidates would have benefited from expanding their answers to gain full marks.
- (b) (i) Most candidates were able to describe the aim of inclusion to gain a mark.
- (ii) Answers here varied but most candidates gained at least one mark for their explanation on how inclusion helps to prevent discrimination.
- (c) Candidates did particularly well with this part of the question, and most were able to give at least two examples of how health and social care and childcare workers promote diversity and equality in their day-to-day work.
- (d) Candidates found this part of the question a little more challenging and many did not show understanding of the question. Some candidates did however refer to setting standards and carrying out investigations.
- Q.5 (a) Responses from candidates within this question were mixed. Some clearly understood what the term 'Radicalisation' means whilst others referred to abuse or neglect.

- Q.5 (b) Again, mixed responses here. Those that understood the term 'Radicalisation' were able to gain marks here whilst others who didn't lost marks on this question.
- (c) Generally, candidates did well with this question, and most were able to identify three situations where children and young people may need to be safeguarded. A small minority mis-understood the question and gave answers such as 'in school' or 'in a nursery'.
- (d) Many candidates failed to identify a required check but did go on to show understanding of what the check was for which in turn allowed them to gain marks.
- Q.6 (a) (i) Almost all candidates identified the correct answer here as being 5609 children.
- (ii) Most candidates gained at least one, if not two marks here by giving a description of the pattern.
- (b) For most candidates, this question did not present a problem and they answered it very well. There were some candidates who listed reasons rather than explaining them resulting in a loss of marks.
- (c) Many candidates only discussed the negative impact on the health and well-being of children who are looked after rather than having more of a balanced discussion of both positive and negative impacts. The candidates who were awarded higher marks here provided a balanced response which looked at both positive and negative impacts.
- (d) Very few candidates gave a correct source of data here although some were close in their response therefore a mark was awarded.
- (e) On the whole there were a lot of well-formed answers to this question. Many candidates referred to identifying where in Wales illnesses or conditions were occurring most frequently and data allowing the correct intervention to be put in place.
- Q.7 Many candidates were able to gain some marks within this question but very few accessed the higher band mark. A common answer referred to better communication, but many candidates were not able to expand on their answers. Higher scoring answers referred to working towards a common goal, more efficiency and a higher quality of service for an individual.
- (b) This was a question that many candidates found challenging. Some candidates referred to the 7 well-being goals and were able to expand on their answers, whilst others showed limited understanding of the question. Those who had some knowledge of the act were able to gain marks through demonstrating this within their answer.
- Q.8 There were mixed responses to this question. The candidates who understood 'Prudent healthcare' were able to demonstrate this within their answers with some very good responses seen. Other candidates did not show understanding and many discussed holistic healthcare within their answers.

Q.9 Many candidates showed understanding of holistic healthcare within their responses and were able to access some marks. However, there were some candidates who only referred to either the benefits on individuals OR health and social care and childcare provision in Wales, rather than both as the question required. This limited some candidate's ability to gain higher marks.

In general, candidates showed good subject knowledge across a broad range of topics, with confusion in some areas by a small minority of candidates. Some candidates would benefit from expanding on their answers and using a broader range of examples to demonstrate their knowledge and understanding. Candidates must make sure that they address all areas within the question to access the higher band marks. It is important for candidates to consider the number of marks available before writing their response, especially with the higher tariff questions.

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UNIT 4: PROMOTING AND SUPPORTING HEALTH AND WELL-BEING TO ACHIEVE POSITIVE OUTCOMES

Overview of the Unit

Work produced this year was to a high standard and most centres completed the necessary authenticity documents and submitted samples in a timely manner. On-going issues that need to have more consideration and recognition are, evidencing the sources used and greater adherence to the specification and mark bands throughout the assessment process. Activities produced by candidates were much more considered and suitable for care settings, evidence of the activities through photographs and feedback forms were a good contribution to assist in the moderation process.

Comments on individual questions/sections

Task: An activity to meet a need

(a) Investigate how different types of care meet the specific needs of a chosen target group

Overall, the work for this section was excellent, with candidates providing more detailed investigations into their chosen target group. There was an improvement on how holistic care can be provided and the description of physical, intellectual, emotional and social needs of the chosen target group. There was some improvement on the understanding of person-centred care, which is good to see, however, more understanding will aid candidates to reach the higher mark band. Often assessors will still annotate the work with the words, 'person-centred care' when there is no evidence of this in the candidates' work. Again, like last year, there is a need to show evidence of a broad range of sources if responses are to reach the higher mark bands.

(b) Analyse how local and national trends, demographics and government initiatives affect provision of care for the chosen target group

Most candidates showed a clear understanding of the task, although as in last year, some candidates still referred to trends in other countries such as in the USA. The trends discussed should be either the UK or Wales if referring to countries. English data was also referred to that had no relevance to Wales or Welsh initiatives. To correctly respond to the task and to reach the higher mark bands, data must be relevant. Application of knowledge and understanding on relevant initiatives and guidelines was much improved. Using a table format to present work has restricted some candidates to reach the higher mark band for this section. It is a suitable method for lower ability candidates but does not encourage candidates to fully expand on their analysis and evaluation of data. Sources of evidence were done well for this section, and this was encouraging to see.

(c) Investigate meaningful activities to meet a specific need of the chosen target group

There was an improved response to this section. With excellent work that showed a clear understanding and consideration of a range of different activities in relation to the principles of the Social Services and Well-being (Wales) Act 2014. Knowledge was demonstrated well on the main purpose of tasks and how they supported PIES for the target group's needs. As in the previous section a table format was used by many candidates, this reduced the amount written, and in some cases restricting the candidates to not achieving a higher mark. This cannot show clear explanations or considerations that are needed to reach the higher mark bands. Whilst this was generally marked appropriately, there is a disadvantage to higher level candidates who would need more freedom of expression to achieve their potential. Most candidates demonstrated a clear understanding of the purpose of the activities chosen for target group.

(d) Plan and produce a meaningful activity to meet a specific need of the chosen target group which helps to promote self-identity, self-worth and sense of security or resilience

There was a clear improvement for this section, as compared to last series. There were many more suitable activities chosen, there were however, some centres where the whole cohort chose to carry out the same activity regardless of their target group. The setting in which the activities took place has improved with most centres, however some centres clearly did not adhere to the care setting environment. There is a clear effort by some centres to encourage activities in appropriate settings such as residential care homes, as seen in photographic evidence. 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. The use of witness statements has supported the moderation process. There remains to be some ongoing issues from last year with how health and safety is assessed, despite the principal moderator's report identifying this last year and the previous year. There is better use of health and safety tables showing more relevant points to the specific group or activity. Some candidates are still receiving high banded marks where there is little to no evidence of health and safety and planning, centres need to ensure the specification and mark bands are adhered to. To achieve the higher mark bands there needs to be thorough and effective planning and this needs to be clearly evidenced. Feedback has generally been evidenced well, an improvement on last year.

(e) Analyse and evaluate the task

Analysis and evaluation have been achieved well in this section. As with last year, a variety of formats have been used to show results including graphs, pie charts and tables and candidates understand their results through thorough analysis. Evidence of how candidates apply this feedback into their evaluation has also improved. There are still some candidates that struggle with adding depth to this section, and often give strengths and weaknesses that show no consideration of the feedback given, although this is usually accurately reflected in the assessment decisions made. How candidates planned activity is still not always referred to, and when it is, it is not done in detail. Most candidates showed a good understanding of how they could improve their activity, although it is worth noting that some candidates did not mention it at all.

Task marking

Comments on approaches to internal marking

To ensure accurate marking, ensure the marking guidelines and specification available on the WJEC website are used to ensure the correct mark bands are awarded. Sources of evidence need to be clearly included for all tasks, and annotation of where marks have been awarded either on the front cover or on candidates work significantly aids the moderation process. The use of witness statements helps to ensure candidates have evidence of the activities completed allowing them to attain their given mark.

Care settings must be used, schools are education settings and cannot substitute care settings. Ensure candidates and teachers sign and date the declaration, please note that authentication of candidates' work is mandatory.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02922 404 264

Email: HSCandCC@wjec.co.uk

Qualification webpage: [Health and Care Learning Wales](#)

See other useful contacts here: [Contact us | Health and Care Learning Wales](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: [Upcoming Training and Events | Health and Care Learning Wales](#) <https://www.wjec.co.uk/home/professional-learning/>

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E-mail: exams@wjec.co.uk
website: www.wjec.co.uk