



General Certificate of Education

Health and Social Care 8621/8623

**HC08 Needs and Provision for Early
Years Clients**

Report on the Examination

2008 examination – June series

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Dr Michael Cresswell Director General.

HC08 NEEDS AND PROVISION FOR EARLY YEARS CLIENTS PRINCIPAL MODERATOR'S REPORT

A wide range of candidate responses was generated, as may be expected when both local provision and candidate ability are taken into account.

More able candidates successfully organised their evidence in the four sections indicated by the specification. This ensured the assessment criteria were adhered to closely and therefore candidates could access higher marks.

However, many candidates presented disorganised work which lacked structure and detail.

Candidates should be encouraged to present the evidence in the same order of the assessment criteria.

A02 and A03, in particular were often presented together and because of this both sections often lacked focus and detail.

Candidates are required to choose an age range within the early years spectrum.

Candidates did select a chosen age range; however some candidates selected an age range that was too wide, for example 0-4.

The `needs` of this age range are too diverse.

An age range of 0-1, for example, would allow candidates to present more focussed evidence that specifically relates to the age range selected.

Higher-ability candidates did show clear knowledge and understanding of the needs of children within the chosen age range. Work in this range also included quotes on developmental needs from experts.

However, there was some misinterpretation of the assessment criteria. Some candidates described norms of development and ignored the `needs` of the age range selected. The information on physical needs was often more related to milestones.

Candidates are expected to look at a range of local provision and explain how this meets the needs of the age range. Higher-ability candidates produced evidence which described provision directly related to the age range selected.

Some candidates described provision generally and had not investigated what would be realistically accessed locally.

Other candidates had investigated local provision, as this was apparent from the evidence in A03 but did not emphasise `local` in A02.

It is vital that candidates provide evidence of realistic local provision in A02.

Some candidates described provision which would not be appropriate to the selected age range, e.g. nurseries were described when the age range selected was 6-8 years.

Candidates should be guided to be selective in the evidence they present and ensure it is appropriate to the selected age range.

Higher-ability candidates carried out thorough research to analyse provision within their local area. This information was gathered from a wide range of sources, for example, interviews with childminders, questionnaires from parents etc. This information was often tabulated or displayed as pie charts or graphs.

Some mid-range to lower-ability candidates included down-loaded information and prospectuses from nurseries only etc. There was sometimes minimal evidence of candidates' own work. Candidates should be guided to carry out independent research and include other such information in an appendix.

The evaluation section of the work proved to be challenging for a significant number of candidates.

Some repeated evidence from sections A02 and A03 and provided limited evidence of evaluation.

Candidates should evaluate how effective the local provision is in meeting the variety of needs of the children in the chosen age range and consider the relative advantage of formal and informal care.

Candidates could also include evaluative evidence on how services could be developed and/or delivered, in order to meet local needs both now and in the future.

It is important that candidates follow the assessment criteria carefully as if they do not describe the needs of the age range at the beginning of the portfolio it is difficult to fulfil the remainder of the assessment criteria. The focus must be on the appropriate needs of the age range and relevant local provision.

Grade boundaries

Grade boundaries and cumulative percentage grades are available on the AQA website at www.aqa.org.uk/over/stat.html .