



General Certificate of Education

Health and Social Care 8626/8629

**HC11 Working in Health and Social
Care**

Report on the Examination

2008 examination – June series

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Unit HC11 Working in Health and Social Care Principal Moderator's Report

This unit is designed to increase a candidate's knowledge of careers in Health and Social Care and to enable them to determine their aptitude to certain professions.

It is synoptic which means that candidates will use knowledge they have acquired in many of the AS topics (HC01, HC07, HC09, HC09 and HC10).

It is suggested that the candidates choose two different and contrasting careers.

The unit should be set out under 4 headings

An Introduction

Evidence

Evaluation

Appendix

Most candidates carefully chose careers and carried out research which enabled them to complete A01 and A02 successfully.

However, it is advisable that teachers check candidates' choices of careers to make sure they are acceptable.

Sadly, some candidates did not choose careers within the correct sectors and their marks were reduced accordingly.

Successful candidates chose contrasting job roles allowing them to differentiate between different career paths.

More able candidates gave detailed job roles and they described status and prestige, quality of life factors, relevant legislation, local and political factors, stressors and client outcomes.

Common mistakes included candidates misunderstanding the term "status" for "qualifications" and confusion over job roles of midwives and neonatal nurses.

A01 is straight forward and requires the candidate to describe the job role, but in A02 the candidate is expected to apply the concepts of work to the job roles and this was tackled less successfully.

A03 requires an in-depth interview with one of the professionals chosen or a service user. Ethical precautions should be described and used.

Candidates were expected to produce a detailed interview describing methods of recording. Open and closed questions and rating scales should be used to find out about job satisfaction. Candidates need more guidance on how to write interview questions as responses were brief. Very few used follow up questions to responses.

The specification requirements clearly state that only one interview should be carried out

Sub-section 2 requires candidates to document their own aptitudes. There was a significant weakness to this part of the work. The majority of candidates merely gave a list of GCSE qualifications and comments from their parents that they were 'kind' and 'helpful'.

Aptitudes could include evidence from work experience, job-shadowing, mentoring roles in school, Saturday or holiday jobs, voluntary work or computer preference programmes.

There must be relevant supporting literature in the appendix, as suggested in the Teachers' Guide.

A04 involves an evaluation of the two job roles based on information already provided. Candidates who attempted this using comparative charts fared better than those who wrote long descriptions of job roles, but were not comparative. From the information given candidates are then expected to evaluate their own suitability. Candidates should identify their own PIES needs and determine whether they are met in the role.

Throughout the study, candidates must ensure that they cross-reference to information contained in the appendix.

This unit gives candidates the opportunity to research their chosen career and allows them an insight into the world of work.

It was, in general, done well, with an obvious input from Careers departments, Connexions staff and specialist teachers.

There was also evidence of work shadowing and work experience.

Grade boundaries

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