



General Certificate of Education

**Health and Social Care
8621/8623/8626/8627/8629**

HC08 Needs and Provision for Early Years Clients

Report on the Examination

June 2010

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

Higher-ability candidates presented detailed and well-organised work. This ensured the assessment criteria were adhered to closely and therefore candidates could access higher marks.

However, some candidates presented work which lacked structure and detail and did not follow the assessment requirements. Candidates should be encouraged to present the evidence in the same order as the assessment criteria.

A02 and A03 were often confused and the emphasis on A02 was not how needs of the age range were met by local provision. Both of these sections often lacked focus and detail.

It is vital that the needs identified in the AO1 section of the portfolio form the basis of the evidence presented in sections A02, A03 and A04 and that realistic local provision is investigated.

Most candidates selected an age range that was realistic to cover and ensured that the development covered was realistic, e.g. 0-1 years.

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 still some misinterpretation of the assessment requirements. 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 did not investigate what would be realistically accessed locally. The emphasis should be on how local provision meets the needs identified in AO1.

Other candidates 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.

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 generally analysed well and often tabulated or displayed as pie charts or graphs.

Some mid-range to lower-ability candidates included downloaded information and prospectuses from nurseries only, etc. 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 consider if there are any gaps in the local provision provided.

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 requirements carefully; 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 requirements. 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