



**General Certificate of Education (A-level) Applied
June 2011**

Health and Social Care

HC11

**(Specification
8621/8623/8626/8627/8629)**

Unit 11: Working in Health and Social Care

Report on the Examination

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Unit 11: Working in Health and Social Care June 2011

The standard of work submitted this year was generally good, with more centres showing a good understanding of the requirements of the unit.

This unit aims to increase the candidate's understanding of the world of work in health, social care and early years. The candidates look at their own aptitudes and suitability for the chosen jobs roles/careers.

The unit is synoptic and uses knowledge of service provision, life quality factors and caring skills described in AS Unit 1 Effective Caring. It also provides knowledge on which many other units are built.

Moderators were grateful that work was presented in the required order with many centres using the AQA checklist for assessment purposes. This enabled moderators to see what had been covered and why marks had been awarded.

There are **four sections**

Section A	Introduction – both job roles are presented here.
Section B	Evidence – this includes the interview and the aptitudes
Section C	Evaluation and suitability
Section D	Appendix

AO1 (Section A)

Candidates choose two contrasting job roles to research and provide accurate descriptions using the headings in the specification. The centres that used portfolio advisors to check choice of job roles were particularly successful at this assessment objective. More centres have used this service this year resulting in a high level of success.

If choosing a primary school teacher, it is imperative that the work clearly states that this is an “Early Years Practitioner” or a “Reception class teacher” or a “Key Stage 1 Teacher”. Some candidates failed to do this and included generic notes on teachers mentioning Key Stage 2. The specification clearly states that educationalists are permitted but only from early years. This resulted in some centre marks being adjusted often due to only one or two candidates making this error.

The job roles must be contrasting in order to access high marks in section C, for example a children's nurse and a social worker.

The candidates generally covered the requirements with the high-grade work having good detail on life quality factors, applied legislation and no omissions.

AO2 (Section A)

The candidates are required to apply the concepts of work to the two chosen job roles. Some did this very well and showed a good understanding of the jobs chosen and researched.

A03 (Section B and D)

This section is in two parts.

Part 1 – the candidates either interview a practitioner from one of their job roles or a service user who has received care from one of the job roles. The candidates all chose to interview a practitioner. This gives the candidates an opportunity to ask about the job role factors in practice. Ethical precautions must be described and the completed interview should be in the appendix. This section was well done by most candidates, but for some, more guidance is required in the write-up of the interview.

Part 2 – aptitudes. The candidates are beginning to show good evidence to support their aptitudes. Candidates wrote about their school life, qualifications, work experience, voluntary work, and fundraising using a variety of evidence. This was very pleasing to see. Marking was very accurate for this assessment objective.

The appendix is also marked here. The high-grade candidates had excellent appendices, referenced well throughout the work. Candidates need to cross-reference their section A more if accessing high mark bands.

A04 (Section C)

This section is in two parts.

Part one – the candidates compare and contrast the two job roles using the titles from section A. They should not merely repeat the information from section A, but select the areas where comparisons and contrasts are. There were still some centres where repetition was a concern. The more-able candidates may then write an evaluation about the job roles. Some used charts for this section and this was helpful especially for the weaker candidates.

Part two – this is the section where the candidates use information from section B, their own aptitudes and the rest of the report to discuss their own suitability for the two jobs. It was interesting to read their thoughts on conditions and concepts and how insightful they were. There should be more direct referencing back to section B. This was weak in some cases. Some centres also encouraged their candidates to discuss suitability in terms of their PIES – this helped the less-able candidates.

Overall the assessment was good, with more centres showing a good understanding of the requirements.

Grade boundaries

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