



**General Certificate of Education**

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

**HC11 Working in Health and Social Care**

**Report on the Examination**

*June 2010*

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## **HC11: Working in Health and Social Care**

It was pleasing to see the improvement in the standard of work submitted this year. 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.

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 generally successful at this assessment objective.

It is important that if choosing a primary school teacher the work must clearly state 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 centres marks being adjusted.

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.

### **AO3 (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 this year 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, fundraising using a variety of evidence. This was very pleasing.

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

#### **AO4 (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. 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 using 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. Some centres also encouraged their candidates to discuss suitability in terms of their PIES – this helped the weaker candidates.

#### **Grade boundaries**

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