



**General Certificate of Secondary Education
June 2011**

Health and Social Care 48202

(Specification 4820)

**Unit 2: Health, Social Care and Early Years
Provision**

Report on the Examination

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**GCSE Health and Social Care
Principal Moderator's Report: 48202
2011**

It is pleasing to report a significant improvement in the work submitted this year. Generally candidates' work was well-organised and arrived in good time for moderation for which the moderators were grateful. If centres advise candidates to follow the same order as the bullet points in the specification, their work will meet all requirements. The work of many candidates on this unit could be improved and justify higher marks with a more focussed approach and/or additional detail.

Assignment 1

The needs of the chosen individuals were generally clearly identified by the vast majority of candidates. In some cases however, the focus of this introductory part of the work tended to drift into other areas, e.g. treatments that the chosen individuals received. More-able candidates often gave very detailed accounts of the relevant medical conditions. This is appropriate, provided that the work is an account of the individual's medical condition and not just a general account of the condition itself.

Work for the second bullet point could be improved in many portfolios. Descriptions of local services that may meet the client's needs do not require information identifying and describing alternative providers within the local community, e.g. different GP services. Candidates should focus exclusively on the service providers actually engaged with the individual. They should be encouraged to include relevant information about the services in terms of their position in the national framework and their internal organisation, e.g. departmental structure.

Candidates may include labelled diagrams to support their work in this section, but they should not rely only on such diagrams. The work for this bullet point benefits greatly if supportive written explanations of what the diagrams show are included, e.g. what is the local primary care trust, strategic health authority, etc. The focus of this section and the assignment in general is service provision to meet the individual's needs. While it is inevitable that candidates will mention job roles in their work, these are the focus of Assignment Two and should not therefore be included in detail here. There is no requirement for candidates to include funding or any financial arrangements or information in their work.

Identification of local and national partnerships working to ensure the integration of services was improved in this series but still tended to be weak or absent in the work of some centres. Candidates may include any combination of teams, groups and/or services from within the same sector or cross sector, who work together to provide integrated care services for the individual.

How the services were obtained and identification of potential barriers again tended to be covered appropriately. It is not necessary for candidates to attempt to cover all the potential barriers named in the specification. Only those which apply to the chosen individual should be included.

In this series there was less misinterpretation and inappropriate evaluation of how the client's needs are met. The requirement is for evidence that matches service provision to the individual's needs and not how well the services deliver care for the individual. Candidates need only consider what the services provide and how these meet the client's needs. The clients' perspective of his or her care, or the opinion of the candidate on the quality of care provided, is not the focus. Generally candidates should focus more effort on this aspect as it

is intended as a major quality differentiator in the assignment. Higher-ability candidates are generally able to offer more coherent and detailed evidence here to justify their higher marks.

Assignment 2

Candidates may use care worker roles from the services of Assignment 1 or they may choose three completely different care worker roles or any combination of the two. Informal care roles are not appropriate and candidates are advised to focus on providers of care rather than support staff for their selections.

It was very pleasing to see some very good descriptions of the roles and skills of the three care workers. Some candidates, however, had downloaded information from the Internet and offered it, either as a verbatim account or as “a cosmetically” altered account. Such work cannot be credited as the candidate’s own work. It is not appropriate and can gain no credit.

There were some good descriptions of the skills that the care workers need, including communication. Generally where the work included the more technical skills used by the different care workers as well as the more general skills, then higher marks were gained, e.g. diagnostic skills required by GPs as well as the communication skills.

The focus of the work in the third bullet point of the assignment is best met when candidates explain how the principles of care underpin specific care actions delivered by the care workers. As the principles of care cover both codes of practice and what were the care value base elements, it is probably easiest to approach this work in terms of the bullet points listed in the specification. Candidates are then able to write about each in turn and include examples from the three care worker roles. To work through the principles and codes for each care role in turn tends to become repetitive and very lengthy and may well demotivate candidates. Candidates are encouraged to maintain a positive focus in this work i.e. what is expected that the carers do, rather than a negative focus on what the carers should not do. When applying the principles of care to the three roles a persistent common and basic error was to suggest that care workers do not discriminate against their service users if they treat everyone the same. Evidence on the other principles however, continues to be generally more secure.

Grade boundaries

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