

Online Support for Centre Assessors (OSCA)

Exemplar Material Exercise Commentary

GCSE 2009 Health & Social Care

Unit 2: 5HS02/01

Exploring Health, Social Care and Early Years

UNIT 2 – Exploring Health, Social Care and Early Years Provision

Assessment Objective 1: Recall, select and communicate their knowledge and understanding of health and social care in range of contexts

Mark Range	Descriptor	Mark
0	Student shows no evidence of recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication is poor.	
1-3	The student shows limited recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be limited and developed at a basic level.	
4-6	The student shows some recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be evident but not fully developed.	
7-8	The student shows good recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be good and clearly developed.	√
9-10	The student shows excellent recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be thorough, detailed and comprehensively developed.	

Moderator Comments

The student has addressed all the major aspects of the task and has shown good recall and selection of knowledge and understanding. Lack of demonstration of understanding of Maslow's hierarchy and no attempt to address the range of contexts prevented the student accessing the top mark range. This is a good example of where students should not just cut and paste material but should explain their relevance to gain the higher marks.

Assessment Objective 2(i): Plan and carry out investigations and tasks

Mark Range	Descriptor	Mark
0	Student shows no evidence of planning and carrying out investigations and tasks.	
1-3	The student needs support to plan and carry out their investigations and tasks, demonstrating limited skills. Information is collected from a limited range of resources, with little evidence of independent research	
4-6	The student is able to plan and carry out investigations and tasks with only occasional support, demonstrating appropriate skills although this is not always sustained. Information is collected from different sources with evidence of some independent research.	
7-9	The student demonstrates good skills in planning and carrying out investigations and tasks. Information is collected from a range of sources and there is clear evidence of independent research.	√
10-12	The student demonstrates excellent skills in planning and carrying out investigations and tasks. Information is collected from a wide range of sources and there is detailed evidence of independent research based on the student's own initiative.	

Moderator Comments

The student has clearly demonstrated that she can plan and carry out investigations and tasks and this has been backed up by the assessor's comments at the end of the work. The reason she has not accessed marks in the top mark range is that, apart from her questionnaire used to obtain primary data from the parent, there is no evidence of any other research. Primary data from nursery workers is implied and no references have been provided or a bibliography to evidence secondary research. Therefore, it is impossible to verify that she has collected 'information from a wide range of sources' as required by the top mark range or even a 'range of sources' as required by the (7-9) mark range. Nevertheless, it is clear that she has worked independently and has planned her work well so marks in the middle of this range have been awarded.

Assessment Objective 2(ii): Apply skills, knowledge and understanding in a variety of contexts

Mark Range	Descriptor	Mark
0	Ability to apply skills, knowledge and understanding not in evidence.	
1-3	The student's application of skills, knowledge and understanding is restricted and context is narrow. Skills needed to recognise the care values which underpin care practice may be present but the significance will not be explored or applied with any conviction. Quality of written communication will be basic with high incidences of spelling and punctuation errors and negligible use of specialist vocabulary.	
4-6	The student applies some skills, knowledge and understanding to a limited variety of contexts. The care values in the behaviour, attitudes and work of care practitioners are identified and applied to practice. Quality of written communication will show a limited command of English with frequent spelling and punctuation errors and limited use of specialist vocabulary.	
7-9	The student applies good skills, knowledge and understanding in a variety of contexts. The care values in the behaviour, attitudes and work of care practitioners are identified and applied to practice in detail. Quality of written communication will be fluent with only occasional spelling and punctuation errors. Specialist vocabulary used will be mainly accurate but not sustained throughout.	√
10-12	The student applies excellent skills, knowledge and understanding in a variety of contexts. The care values in the behaviour, attitudes and work of care practitioners are explored in depth and applied to practice in detail. Quality of written communication will show a secure command of English. Writing will be fluent and any errors will not detract from the overall performance. Use of specialist vocabulary will be assured and consistent throughout.	

Moderator Comments

On the whole, application of knowledge and understanding is good with only minor omissions. The learner has discussed the Care Values quite well and has demonstrated application of knowledge and understanding in the way she has described how the two workers implement those values. There is no evidence of the student considering a range of contexts. More depth of understanding was needed to access the top mark range. The quality of written communication is good with only the occasional spelling or punctuation error. There is limited use of specialist vocabulary seen and this again precludes the work from accessing the top mark range.

Assessment Objective 3: Analysis and Evaluation

Mark Range	Descriptor	Mark
0	Student shows evidence of analysis and evaluation.	
1-4	The student will demonstrate a basic level of analytical and evaluative skills. The work presented is likely to be mainly descriptive with little independent thinking. The ability to make judgements will be limited with few conclusions drawn and only limited suggestions for improvement. Students will show a basic level of writing style with a high incidence of inaccurate spelling, punctuation and grammar.	
5-8	The student will make some relevant analysis and display evidence of evaluative skills. The work presented will be mostly clear but with some lapses in clarity. Independent thinking and the ability to make reasoned judgements are also evident with some descriptive conclusions drawn and appropriate suggestions for improvement made. Students will show a limited level of writing style with frequent incidence of inaccurate spelling, punctuation and grammar.	√
9-12	The student will demonstrate a good level of analytical and evaluative skills. The work presented will be clear with some evidence of independent thinking and the ability to make reasoned judgements. Conclusions will be drawn, although they may be mainly descriptive. Suggestions for improvement to all aspects of service provision will be offered but not always fully reasoned. Students will show a good level of written communication including writing legibly, minor errors in spelling, punctuation and grammar and a good writing style.	
13-16	The student will demonstrate an excellent level of analytical and evaluative skills. The work presented will be logical with evidence of independent thinking and the ability to make reasoned judgements. Well-considered conclusions are drawn with the student showing high level of evaluative skills. Realistic suggestions for improvement to all aspects of service provision will be offered. Students will show a high level of clearly presented and organised conclusions using accurate spellings, punctuations and grammar and appropriate specialist vocabulary.	

Moderator Comments

The weakest area of the portfolio but the student has demonstrated some analytical and evaluation skills throughout the piece of work. Where the work is lacking is in demonstrating the ability to make reasoned judgements and appropriate suggestions for improvements.

Although the general level of writing style is good, and worthy of marks in the (9-12) mark range, the lack of evidence of ability to make reasoned judgements and suggest possible improvements limits this work to the top of the (5-8) mark range.

Overall Comments

This is a solid 'C' grade piece of work with the student addressing all the criteria and working independently for the most part. Some weak application in some areas and limited analytical and evaluation skills has precluded the work from achieving a higher grade.

More explicit evidence of resources used would have enhanced the portfolio.

The quality of written communication is good for the most part with only minor spelling and punctuation errors being made.