

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

Basic knowledge and understanding have been demonstrated throughout most sections of the portfolio with the student able to select appropriate information for the task in hand.

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 assessor had noted on the final feedback that she had given the student a fair amount of assistance in planning and carrying out the relevant tasks and researching the subject area and therefore there was little evidence of independent research seen. This immediately limits this section to the lower mark ranges.

There is no evidence of resources used. A questionnaire for either the service user/carer or the two members of staff to elicit information and bibliography of secondary sources used would help to evidence independent research.

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

The student has tried to apply her knowledge and understanding in some areas but the evidence for this is weak. Discussions on barriers, for example, have not been applied to either the service provision or the service user under discussion.

The student has discussed Care Values generically but a discussion about how the two workers implement those values and apply them to their care practice is very brief.

The quality of written communication shows a limited command of English with frequent spelling and punctuation errors. Limited use of specialist vocabulary is seen.

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

This section is very weak with the student showing no evidence of evaluation skills and very basic analytical skills. The only evidence for this can be found on P2 in her discussion about the benefits of having an older sister and on P5 where the student is discussing the problems of geographical barriers.

There is little independent thinking demonstrated with several sections appearing to be copied from an information source which has not been referenced. The student has not drawn any conclusions and has made no suggestions for improvements to the service.

Spelling and grammar are generally inaccurate.

Overall Comments

This is a very weak piece of work and just scrapes the boundary for an 'F' grade pass.

Although the student has demonstrated a basic level of knowledge and understanding of Health & Social Care, application of that knowledge is weak and there are limited, if any analytical and evaluation skills demonstrated.

Large sections have not been addressed – a detailed discussion on how the service provider meets the needs of the service user and the national and local framework, for example. Poor understanding is demonstrated in some areas, for example, where the learner discusses the provision of food and links this to doctors and dentists on P 3.

The assessor has indicated on the portfolio that the student required a great deal of assistance in planning and researching the topic and this has to be taken into account when awarding marks. It is clear from some sections that the learner has used some resources but none of these are referenced and the language used suggests that some information has been copied directly – the section on qualifications required by the workers, for example.

Written communication skills are poor with many spelling and punctuation errors.