

GCSE

# WJEC GCSE Health and Social Care, and Childcare

Approved by Qualifications Wales

## Delivery Guide

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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## Contents

Aims of the Delivery Guide .....	3
Qualification Structure.....	3
Unit 1 .....	3
Unit 2 .....	4
Unit 3 .....	4
Summary of assessment .....	5
Assessment Objectives.....	6
Unit 1 .....	6
Unit 2 .....	6
Unit 3 .....	6
Specification and Assessment Pack .....	7
Understanding the specification amplification.....	7
Specification Stems .....	7
Command words.....	9
Mark Schemes .....	13
Important Dates .....	15

## Aims of the Delivery Guide

The aim of the Delivery Guide is to give an overview of the qualification and to help teachers understand how we assess the GCSE. It will offer an introduction to the specification, an assessment overview, and will support teachers in better understanding how to prepare their learners for the assessment of the different units in each qualification. More information on each unit can be found in the separate unit guides.

## Qualification Structure

WJEC GCSE Health and Social Care, and Childcare consists of three units:

	Unit title	Type of Assessment	Weighting
<b>Unit 1</b>	Health and Social Care, and Childcare in Wales in the 21 <sup>st</sup> Century	Written examination: 1 hour 30 minutes	40%
<b>Unit 2</b>	Adult Health and Social Care	Non-examination assessment: 12 hours	30%
<b>Unit 3</b>	Childcare	Non-examination assessment: 12 hours	30%

All units are compulsory.

### Unit 1

#### Health and Social Care and Childcare in Wales in the 21<sup>st</sup> Century

Written examination  
40% of qualification  
80 marks

#### Overview of unit

The purpose of this unit is to develop knowledge and understanding of:

- the life cycle and the factors that affect growth and development
- the promotion and maintenance of health and wellbeing and tools that can be used to measure and support this
- core principles and values, underpinned by legislation and service provision within a Welsh context, across the health and social care, and childcare sectors.

This unit will focus on:

- human growth, development and wellbeing across the life cycle
- factors affecting growth, development and wellbeing across the life cycle
- legislation and service provision across health and social care, and childcare
- core principles, values and approaches when working in health and social care, and childcare
- the promotion and maintenance of health and wellbeing of individuals throughout their life
- indicators and tools to measure and support health and wellbeing
- Welsh language and culture in health and social care, and childcare.

## Unit 2

### Adult Health and Social Care

Non-examination Assessment: 12 hours  
Marked by centre and moderated by WJEC  
30% of qualification  
60 marks

#### Overview of unit

The purpose of this unit is to gain knowledge and understanding of:

- individual needs and key conditions and illnesses in adulthood
- how professionals work in adult health and social care to achieve positive outcomes
- the role of health promotion in public health in Wales.

This unit will focus on:

- types of care to meet individual needs and achieve positive outcomes
- how professionals work to meet needs in adult health and social care
- public health and health promotion in adult health and social care
- key conditions and illnesses in adulthood.

## Unit 3

### Childcare

Non-examination Assessment: 12 hours  
Marked by the centre and moderated by WJEC  
30% of qualification  
60 marks

#### Overview of unit

The purpose of this unit is to gain knowledge and understanding of:

- life stages, expected milestones, and physical, intellectual, language, emotional, and social (PILES) development
- key conditions and illnesses of children
- how professionals work, including play and play work, to meet the needs of children in Wales to achieve positive outcomes.

This unit will focus on:

- life stages, expected milestones, and PILES
- play and play work
- types of care and intervention to meet children's needs and achieve positive outcomes
- how professionals work to meet children's needs
- health promotion and early intervention in childcare
- key conditions and illnesses in children.

## Summary of assessment

### **Unit 1: Health and Social Care, and Childcare in Wales in the 21<sup>st</sup> Century**

***Written examination: 1 hour 30 minutes***

**40% of qualification**

**80 marks**

Set and marked by WJEC. The assessment will include questions requiring objective responses, short and extended answers, with some based around applied situations.

### **Unit 2: Adult Health and Social Care**

***Non-examination assessment: 12 hours***

**30% of qualification**

**60 marks**

Set by WJEC, marked by the Centre and moderated by WJEC. The assessment brief, which will include a choice of case studies and several tasks, will be available via the WJEC Portal.

### **Unit 3: Childcare**

***Non-examination assessment: 12 hours***

**30% of qualification**

**60 marks**

Set by WJEC, marked by the Centre and moderated by WJEC. The assessment brief, which will include a case study and several tasks, will be available via the WJEC Portal.

## Assessment Objectives

### Unit 1

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
25%	10%	5%	40%

### Unit 2

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
-	17.5%	12.5%	30%

### Unit 3

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
-	17.5%	12.5%	30%

## Specification and Assessment Pack

When we develop new qualifications, we produce the following documents:

- Specification – this covers all the information and skills that learners are expected to know by the end of their course.
- Assessment Pack – this contains the Sample Assessment Materials (SAMs) i.e.: sample exam papers and sample NEA tasks, relevant controls for the NEA and, mark schemes.

This guide builds upon the information in the specification and assessment pack to help further your understanding of said documents.

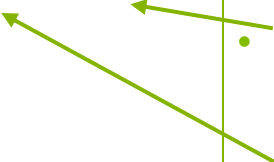
## Understanding the specification amplification

Learners should be made aware of:

- the specification stems
- what the specification stems mean.

## Specification Stems

When you look through the specification you will notice in the amplification column, we use a variety of wording before the list of content learners need to know; we call this a stem:

Amplification	
<p>Learners should:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> that legislation underpins the provision of health and social care, and childcare in Wales and is implemented to support and promote the health and wellbeing of the population.</li> <li>• <b>Be able to</b> recognise the following common childhood illnesses and should understand the appropriate care and timely intervention, symptoms, causes, and treatment for each illness:               <ul style="list-style-type: none"> <li>• respiratory infections: asthma, pneumonia, croup and whooping cough</li> <li>• bacterial infections: meningitis, conjunctivitis, ear infections and tonsillitis</li> <li>• viral infections: chicken pox, measles, mumps, and hand, foot and mouth disease</li> <li>• gastrointestinal infections: bacterial gastroenteritis, viral gastroenteritis, food intolerances, and norovirus.</li> </ul> </li> </ul>	<p><b>Specification Stem</b></p> 



Each stem is used for a slightly different reason:

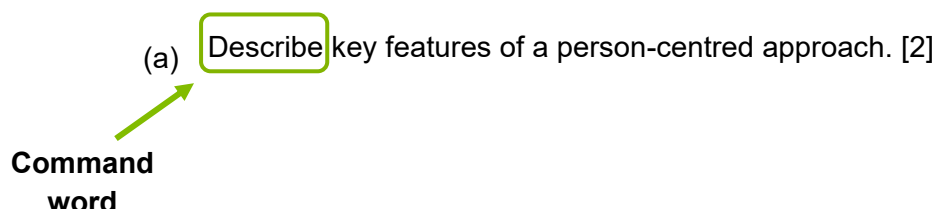
<b>Specification Stem</b>	<b>When it is used</b>
<b>Learners should know</b>	When learners are required to use direct recall.
<b>Learners should be aware of</b>	When learners do not need to understand all aspects of the specified content in detail. Teachers should refer to guidance for teaching documents for further guidance on the depth and breadth to which this content should be taught.
<b>Learners should understand</b>	When learners are required to demonstrate greater depth than straight identification or recall, for example they can apply knowledge to familiar or unfamiliar contexts and can synthesise and evaluate information for a given purpose.
<b>Learners should be able to</b>	When learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

## Command words

Learners should be made aware of:

- what command words are
- what each command word means
- what each command word assesses.

Command words are the words and phrases used in assessments that tell learners how they should answer the question or complete the task. Command words direct the learner through the question or task and indicate the nature of the response required.



The following tables are not exhaustive, but will give you a good idea of the command words we typically use:

Command words for direct recall	
Command Word	Requirements of response
Account	Give reasons for.
Complete	Add necessary items/information.
Define	Give the precise meaning of a term.
Describe	Identify distinctive features and give descriptive, factual detail. <i>This is one of the most widely used command words. If an explanation is required, then use two command words: 'describe and explain'.</i>
Give	Produce an answer from recall.
Identify/ Tick/ Click / Circle	Point out and name from a number of possibilities.
Label	To designate with a name.
List	State the factors (with no explanation or elaboration).
Match/Link	To choose something that has the same quality as something.
Name	Identify or make a list.
Outline	Set out the main characteristics.
Place	Put in a particular position.
Sort/ Order	Arrange systematically.
State	Express in clear terms.

**Command words for application/ demonstration of skills:**

<b>Command Word</b>	<b>Requirements of response</b>
Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context. Put into effect in an appropriate way.
Categorise/ classify	Arrange into a particular classification or group.
Clarify	Make (an idea or situation) clear by describing it in more detail.
Collaborate	Make a contribution to the work of a team, supporting team members as required.
Communicate, write and speak	Share information by speaking or writing.
Complete	Add necessary items/information.
Compose	Write or create.
Construct	Create a framework or argument.
Convert	Change data from one specified form to another
Demonstrate	Exemplify, describe with reference to examples.
Design	Decide upon the look and functioning of something by making or drawing plans.
Discuss	Present key points.
Display	Present information diagrammatically.
Estimate	Assign an approximate value.
Explain	Give reasons or causes. Show an understanding of how or why something has occurred.
Explore	Investigate without preconceptions about the outcome.
Illustrate/Show	Use a diagram or words to make clear how a concept or theory works in a particular context. Present clarifying examples. Refer to a case study or example.
Investigate	Carry out research or study into a subject or problem.
Make/Produce/ Create	To create/make/manufacture.
Participate	Play a role in.
Place	Put in a particular position.
Plan	A detailed proposal for doing or achieving something.
Populate	Add specified items to
Present	Communicate in a way that can be clearly followed and understood.

Propose	Suggest a course of action based on supported reasons.
Prove	Demonstrate validity on the basis of evidence
Record	Obtain and store data and information.
Relate	Demonstrate connections between items
Report	To prepare a detailed account or statement about an event or a topic.
Review	Survey information.
Select/Choose	Make an appropriate choice from a range of options.
Simplify	Re-write an expression or a number in a simpler form
Suggest	Put forward an idea, reason or course of action.
Summarise	Give a shortened version of something, stating its main points without detail.
Use	Apply the information provided to a particular theory or concept. Employ, take or hold something for a purpose.
Write	Formulate and write down (for example an algorithm)

### Command words for synthesis and evaluation

Command Word	Requirements of response
Advise	Suggest a proposal or course of action based on supported reasons.
Analyse	Separate information into components and identify their characteristics.
Argue	Present a reasoned case.
Assess	This is an evaluative question, meaning that there are a number of possible explanations/arguments/outcomes. Make an informed judgement. Make a judgement about the quality or value of something.
Comment	Present an informed opinion.
Compare	Identify <b>similarities only</b> .
Consider	Review and respond to given info.
Contrast	Identify <b>differences only</b> .
Criticise	Assess worth against explicit expectations.
Debate	Present different perspectives on an issue.
Develop	To extend, advance, or elaborate.

Discuss	Examine an issue in detail in a structured way, taking into account different ideas.
Distinguish	Identify the differences between two or more factors.
Evaluate	Judge from available evidence.
Examine	Investigate closely.
Judge	To form an opinion/decide upon critically.
Justify	Support case with evidence.
Recommend/ Improve	To suggest as appropriate.
Reflect	To consider thoughts, experiences, situation or issue.
Review	To consider something with the intention making changes if necessary.
Suggest	State a possible reason or course of action.
Support	To maintain or advocate.
Synthesise	Combine information, objects or ideas.

## Mark Schemes

Mark schemes and/or assessment criteria test the intended learning outcomes for a component. They describe the knowledge and skills (and possibly attitude) that a candidate is expected to demonstrate in their responses, and they are then used in marking the work.

### Objective based mark scheme:

For very short answer questions requiring one correct response.

Question		Answer		AO1	AO2	AO3	Total Mark
1.	(a)	(i)	Identify when growth begins. Tick (✓) <b>one</b> box:				
			Award <b>one</b> mark for ticking: <ul style="list-style-type: none"> <li>conception.</li> </ul>	1			1

### Points based mark scheme:

For short answer questions with a range of possible responses

Question		Answer		AO1	AO2	AO3	Total Mark
2.	(b)	(ii)	Describe the function of Care Inspectorate Wales (CIW) within the care sector in Wales				
			Award up to <b>two</b> marks, for example: <ul style="list-style-type: none"> <li>to inspect care settings (1 mark)</li> <li>to register care settings (1 mark)</li> <li>to regulate care settings (1 mark)</li> <li>to improve the quality and safety of services for adults and children in Wales (1 mark)</li> <li>to ensure care settings meet the National Minimal Standards (NMS) for nurseries, residential homes and childminders (1 mark).</li> </ul> Credit any other valid response.	2			2

**Levels based mark schemes:**

For questions requiring extended responses

**Task 1b**

Create a set of notes to record Alaw's chronological interactions and progress to date. You should:

Record the illness(es) and conditions that Alaw has experienced and how these have affected her health and wellbeing.

Candidates are permitted to use the 'notes template' provided.

**Indicative Content**

A consideration of the illnesses and conditions that Alaw has experienced and how these have, or are, affecting Alaw's health and wellbeing:

- Illnesses – respiratory infections
- Conditions – cancer and depression.

The long-term impact of experiencing these conditions on Alaw's self-image, with consideration to her physical, intellectual, emotional and social health.

Self-concept is the way Alaw sees herself and the way she feels others may see her.

Consideration of how each of the following could affect her self-concept:

- physical – obesity or poor immunity due to poor diet
- intellectual – both cancer and depression can have an impact on cognitive function
- emotional – learning to live with a new self-image after the mastectomy
- social – break down of friendships, struggle with social skills and reintegrating into friendship groups.

<b>Band</b>	<b>AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.</b>
	<b>Award 4-5 marks</b>
<b>3</b>	A very good response which demonstrates a comprehensive record of the illnesses and conditions that Alaw has experienced with detailed and clear understanding of how these have affected her health and wellbeing.
	<b>Award 2-3 marks</b>
<b>2</b>	A good response which demonstrates a generally comprehensive record of the illnesses and conditions that Alaw has experienced, with clear understanding of how these have affected her health and wellbeing.
	<b>Award 1 mark</b>
<b>1</b>	A basic response which demonstrates a partial record of the illnesses and conditions that Alaw has experienced, with some understanding of how these have affected her health and wellbeing.
	<b>Award 0 marks</b>
<b>0</b>	No response attempted or nothing worthy of credit.

## Important Dates

First Teaching of WJEC GCSE Health and Social Care and Childcare	September 2026
First assessment for Unit 1	Summer 2027
First release of Unit 2	September 2027
First release of Unit 3	September 2027
First submission of Unit 2	Summer 2028
First submission of Unit 3	Summer 2028
First Certification	Summer 2028