

GCSE



WJEC GCSE Health and Social Care, and Childcare

Approved by Qualifications Wales

Sample Assessment Materials

Unit 1: Health and Social Care, and Childcare in Wales in the 21st Century

Teaching from 2026

For award from 2028



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

Made for Wales.
Ready for the world.

Contents

Question paper	1
Mark scheme	17
Mapping grid	34

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Surname
First name(s)

Centre number

Candidate number
0



GCSE
3900U1

Health and Social Care, and Childcare – Unit 1
Health and Social Care, and Childcare in Wales in the 21st Century

Time 1 hour, 30 minutes
SAMPLE ASSESSMENT MATERIALS

Instructions to candidates

Use black ink or black ball-point pen. Do **not** use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

Answer **all** questions.

For examiner's use only		
Question	Maximum mark	Mark awarded
1.	4	
2.	4	
3.	6	
4.	8	
5.	10	
6.	12	
7.	12	
8.	12	
9.	12	
Total	80	

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Number the question(s) correctly.

Information for candidates

The number of marks is given in brackets at the end of each question or part-question.

The total number of marks available is **80**.

You should think carefully about how you use your time.

Your responses must be clear, accurate and well presented.

Answer **all** questions.

1. (a) (i) Identify when growth begins. Tick (✓) **one** box:

[1]

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only

	Tick (✓)
Birth	
Conception	
Infancy	
Childhood	

(ii) Complete the following statement:

[1]

Growth refers to changes, whereas development refers to changes in functional ability.

(iii) Identify **two** of the main life stages of growth and development for individuals across the life cycle.

[2]

I
.....
II
.....

2. (a) Jane is 15 years old. She cares for her disabled mother. Identify the care sector where individuals like Jane deliver this type of care.

[1]

.....
.....

- (b) (i) In the table below tick **one** service which is **not** part of the independent sector.

[1]

	Tick (✓)
Childminder	
Dentist	
Flying Start	
Residential Care Home	

- (ii) Describe the function of Care Inspectorate Wales (CIW) within the care sector in Wales.

[2]

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.....

3. (a) (i) Identify the key area of development which includes the development of memory. [1]

.....

(ii) Identify the key area of development which includes the development of strength. [1]

.....

(iii) Identify the key area of development which includes children learning to share and take turns. [1]

.....

(b) (i) Identify the age puberty typically begin in boys. Tick (✓) **one** box. [1]

	Tick (✓)
18-20 years	
5-7 years	
21-25 years	
9-14 years	

(ii) Identify **one** physical change that boys experience during puberty. [1]

.....

(iii) Identify **one** physical change that girls experience during puberty. [1]

.....

4. (a) (i) Identify which of the following is **one** of the seven wellbeing goals of the Well-being of Future Generations (Wales) Act 2015. Tick (✓) **one** box.

[1]

	Tick (✓)
A better Wales	
A cleaner Wales	
A resilient Wales	
A happy Wales	

- (ii) Outline **two** ways the Well-being of Future Generations (Wales) Act 2015 aims to improve the wellbeing of individuals in Wales.

[2]

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- (b) Identify which of the following outlines the aim of 'A Healthier Wales'. Tick (✓) **one** box.

[1]

A Healthier Wales is a vision for a health and social care sector that works...	Tick (✓)
together to focus on wellbeing and prevent illness	
to develop new medications	
to increase pay for healthcare workers	
to improve ambulance services in Wales	

- (c) Delivery of service provision in Wales is underpinned by core principles, values and approaches. Outline what is meant by:

[2]

- (i) Advocacy

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.....

.....

(ii) Active participation

[2]

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5. (a) Immunisation is a preventative measure.
Identify **two** other preventative measures which support individuals to take responsibility for their own health and wellbeing.

[2]

I
.....
II
.....

(b) (i) Prevention and early intervention is one of the principles of The Social Services and Well-being (Wales) Act 2014 (SSWA).

[2]

Identify **two** further principles of this Act.

I
.....
II
.....

(ii) Describe how The Social Services and Well-being (Wales) Act 2014 (SSWA) supports the wellbeing of carers in Wales.

[2]

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(c) Explain the importance of prevention and early intervention for the health and wellbeing of the population in Wales.

[4]

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6. It is important to have an inclusive and anti-discriminatory health, social care, and childcare system in Wales.

(a) Describe what is meant by anti-discriminatory practice. [2]

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(b) The Active Offer ensures Welsh-speaking service users are treated with dignity and respect.

Describe **two** additional benefits of The Active Offer for the wellbeing of individuals accessing health services in Wales.

[2]

I
.....
II
.....

(c) Outline how practitioners can celebrate diversity in a childcare setting. [2]

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(d) There is evidence of racial discrimination in Wales.

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Explain how racial discrimination may affect an individual's access to health and social care.

[6]

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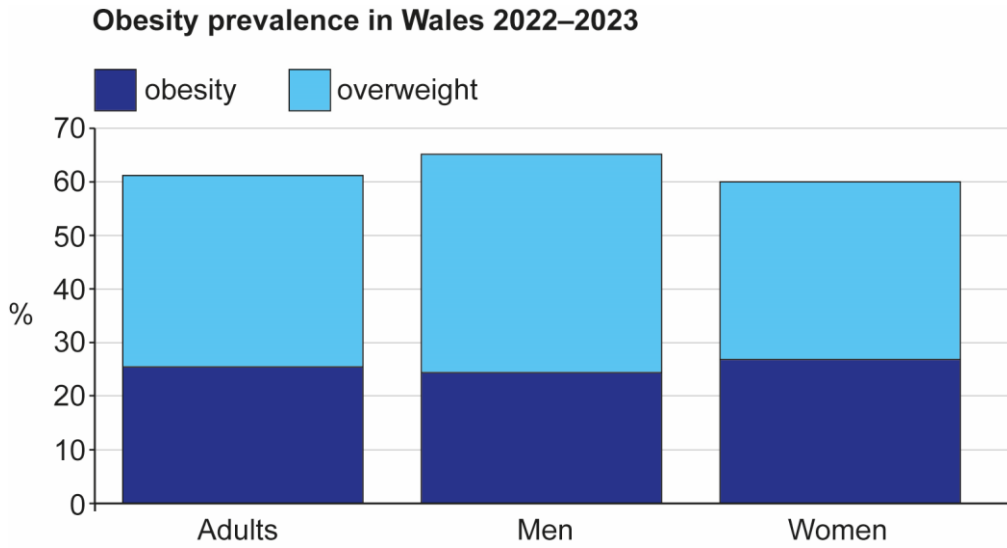
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7. The graph below shows the number of adults who are overweight and obese in Wales.



National Survey for Wales 2022-2023.

(a) (i) Use the graph above. Identify the percentage of women considered overweight and obese in Wales in 2022-2023.

[1]

.....

.....

(ii) Outline **three** ways in which individuals can be supported to take responsibility for their own health and wellbeing.

[3]

I

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II

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III

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(b) (i) Explain how the initiative 'Healthy Weight: Healthy Wales' promotes the health and wellbeing of individuals in Wales.

[6]

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(ii) Name two **other** Welsh Government initiatives / campaigns that promote improvements to the health and wellbeing of the population of Wales.

[2]

I

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II

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8. Rhys is a 2 year-old. He lives in a deprived area of Wales with his mother, Amy. The family has a low income and sometimes relies on the local foodbank. Amy is pleased that Rhys is able to attend Flying Start nursery to support his development.

(a) (i) Identify **two** ways in which Flying Start provides support to individuals in Wales. [2]

I
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II
.....

(ii) Explain how Flying Start provides support for children and their families in Wales. [4]

I
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.....
.....
II
.....
.....
.....

(b) (i) Identify two sociological factors affecting Rhys and Amy.

[2]

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only

I

.....

II

.....

(ii) Assess how the factors identified in question 8(b)(i) could have a negative impact on Rhys and Amy's health and wellbeing.

[4]

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9. Delyth has been diagnosed with dementia. She has recently moved into a residential care home, which provides care by using a rights-based and person-centred approach.

(a) (i) Describe **two** features of a person-centred approach. [2]

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.....

(ii) Describe **four** ways the care home could provide a person-centred approach for Delyth. [4]

I

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II

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III

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IV

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- (iii) Evaluate ways a rights-based approach may benefit individuals like Delyth, who are living with dementia.

[6]

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END OF QUESTIONS

MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of '*Credit any other valid response.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions mark schemes are in two parts: the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive, and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors most closely matches the work.

Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement to determine the validity of the response in light of the task and reward as directed by the bands. Candidates are free to choose any approach that is relevant to the set task. Candidates can (and will most likely) incorporate ideas other than those mentioned in the mark scheme.

Question		Answer	A01	A02	A03	Total Mark	
1.	(a)	(i)	Identify when growth begins. Tick (✓) one box:				
		Award one mark for ticking:		1			1
		<ul style="list-style-type: none"> conception. 					
		(ii)	Complete the following statement:				
		Growth refers to changes, whereas development refers to changes in functional ability.					
		Award one mark for:		1			1
<ul style="list-style-type: none"> physical. 							
(iii)	Identify two of the main life stages of growth and development for individuals across the life cycle.						
Award one mark for each correct main life stage of growth and development up to a maximum of two marks:		2			2		
<ul style="list-style-type: none"> infancy (1 mark) childhood (1 mark) adolescence (1 mark) adulthood (1 mark) later adulthood. (1 mark) 							
Candidates may include age ranges but the life stage must be identified for 1 mark.							

Question	Answer	A01	A02	A03	Total Mark
2.	(a)	Jane is 15 years old. She cares for her disabled mother. Identify the care sector where individuals like Jane deliver this type of care.			
		Award one mark for:			
		<ul style="list-style-type: none"> unpaid care. 			
		1			1
	(b)	(i)	In the table below tick one service which is not part of the independent sector.		
		Award one mark for ticking:			
		<ul style="list-style-type: none"> Flying start. 			
		1			1
	(ii)	Describe the function of Care Inspectorate Wales (CIW) within the care sector in Wales			
		Award up to two marks, for example:			
		<ul style="list-style-type: none"> to inspect care settings (1 mark) to register care settings (1 mark) to regulate care settings (1 mark) to improve the quality and safety of services for adults and children in Wales (1 mark) to ensure care settings comply with legislation, for example, meet the National Minimal Standards (NMS) for nurseries, residential homes and childminders. (1 mark) 			
		2			2
		Credit any other valid response.			

Question		Answer	A01	A02	A03	Total Mark	
3.	(a)	(i)	Identify the key area of development which includes the development of memory.				
			Award one mark for		1		1
			• intellectual.				
		(ii)	Identify the key area of development which includes the development of strength.				
			Award one mark for:		1		1
			• physical.				
	(b)	(i)	Identify the age puberty typically begin in boys. Tick (✓) one box.				
			Award one mark for ticking:		1		1
			• 9-14 years				
		(ii)	Identify one physical change that boys experience during puberty.				
Award one mark for any of the following:			1		1		
		• voice deepens, growth of body hair, taller, shoulders broaden, sperm production, genitals enlarge, acne / spots, sweat more.					
	Credit any other valid response.						
(iii)	Identify one physical change that girls experience during puberty.						
	Award one mark for any of the following:		1		1		
	• breast growth, periods, growth of body hair, taller, uterus and vagina enlarge, eggs are produced in the ovaries, sweat more, hips widen, acne / spots.						
	Credit any other valid response.						

Question	Answer	A01	A02	A03	Total Mark		
4.	(a) (i)	Identify which of the following is one of the seven wellbeing goals of the Well-being of Future Generations (Wales) Act 2015. Tick (✓) one box.					
		Award one mark for ticking: <ul style="list-style-type: none"> A resilient Wales. 	1			1	
	(ii)	Outline two ways the Well-being of Future Generations (Wales) Act 2015 aims to improve the wellbeing of individuals in Wales.					
		Award up to two marks, for example: <ul style="list-style-type: none"> aims to improve the social, economic, environmental, and cultural wellbeing of Wales (1 mark) the Act's goal is to ensure that future generations have at least the same quality of life as current generations. (1 mark) Credit any other valid response.	2			2	
	(b)	Identify which of the following outlines the aim of 'A Healthier Wales' Tick (✓) one box.					
		Award one mark for ticking: <ul style="list-style-type: none"> together to focus on wellbeing and prevent illness. 	1			1	
	(c)	Delivery of service provision in Wales is underpinned by core principles, values and approaches. Outline what is meant by:					
		(i)	Advocacy				
			Award up to two marks, for example: <ul style="list-style-type: none"> supporting individuals to say what they want, / that their voice is heard (1 mark) taking action to help individuals make decisions and choices (1 mark) helping individuals to secure their rights (1 mark) representing individuals for their interests (1 mark) obtaining the services individuals need (1 mark) advocates and advocacy schemes work in partnership with the individuals they support and take their side. (1 mark) Credit any other valid response.	2			2
		(ii)	Active participation				
		Award up to two marks, for example: <ul style="list-style-type: none"> helps individuals be more involved in their own care (1 mark) 	2			2	

		<ul style="list-style-type: none"> • a way of working that helps individuals receiving care to be more involved in their lives (1 mark) • a person-centred approach that focuses on helping individuals to be engaged in their care (1 mark) • helps individuals to participate in all areas of their lives, such as personal care, meal preparation, and shopping. (1 mark) <p>Credit any other valid response.</p>				
--	--	---	--	--	--	--

Question	Answer	A01	A02	A03	Total Mark
5.	(a)	Immunisation is a preventative measure. Identify two other preventative measures which support individuals to take responsibility for their own health and wellbeing.			
		2			2
		Award one mark for each correct answer, up to a maximum of two marks: <ul style="list-style-type: none"> • screening programmes (1 mark) • strength-based approach (1 mark) • health promotion / government initiatives (1 mark) • personal / parental responsibilities for health and wellbeing (1 mark) • education and advice. (1 mark) Credit any other valid response.			
	(b)	(i) Prevention and early intervention is one of the principles of The Social Services and Well-being (Wales) Act 2014 (SSWA). Identify two further principles of this Act.			
		2			2
		Award one mark for each correct answer, up to a maximum of two marks: <ul style="list-style-type: none"> • voice and control (1 mark) • wellbeing (1 mark) • co-production (1 mark) • multi-agency working. (1 mark) Credit any other valid response.			
	(ii)	Describe how The Social Services and Well-being (Wales) Act 2014 (SSWA) supports the wellbeing of carers in Wales.			
		2			2
		Award up to two marks, for example: <ul style="list-style-type: none"> • introduces rights for carers (1 mark) • a carer's needs assessment is available (1 mark) • provides support for carers (1 mark) • provides support for carers' future needs (1 mark) 			

		<ul style="list-style-type: none"> • promotes equivalent rights for carers. (1 mark) <p>Credit any other valid response.</p>				
(c)	<p>Explain the importance of prevention and early intervention for the health and wellbeing of the population in Wales.</p>					
	<p>Award up to four marks, for example:</p> <ul style="list-style-type: none"> • prevent the escalation of disease through preventative measures such as: <ul style="list-style-type: none"> • screening/ immunisation/education (1 mark) • individuals can be supported to take responsibility for their own health and wellbeing by engaging with preventative and early intervention methods (1 mark) • avoid situations worsening (1 mark) • prevent disease - reduce risk before something happens (1 mark) • intervene early to reduce the risk of disease spreading (1 mark) • to prevent the need for medical intervention or care by helping individuals earlier (1 mark) • less intensive clinical interventions supporting individuals to live healthy, happy lives. (1 mark) <p>Credit any other valid response.</p>			4		4

Question	Answer	A01	A02	A03	Total Mark
6.	It is important to have an inclusive and anti-discriminatory health, social care, and childcare system in Wales.				
(a)	Describe what is meant by anti-discriminatory practice.				
	Award up to two marks, for example: <ul style="list-style-type: none"> working in a way to promote equality (1 mark) working with individuals to promote respect for all (1 mark) challenging discrimination (1 mark) valuing diversity (1 mark) creating an inclusive environment. (1 mark) 	2			2
(b)	The Active Offer ensures Welsh-speaking service users are treated with dignity and respect. Describe two additional benefits of The Active Offer for the wellbeing of individuals accessing health services in Wales.				
	Award one mark for each correct response up to a maximum of two marks, for example: <ul style="list-style-type: none"> individuals feel more comfortable discussing personal and emotional matters in their first language (1 mark) The Active Offer helps ensure that patients receive quality services that meet their needs (1 mark) The Active Offer reduces worry and allows individuals to feel less anxious without having to ask for Welsh language services (1 mark) language is a core part of effective clinical assessment and safe treatment (1 mark) individuals feel empowered and confident that their needs will be met (1 mark) provides care and support that puts the person at the centre of care. (1 mark) <p>Credit any other valid response.</p>	2			2
(c)	Outline how practitioners can celebrate diversity in a childcare setting.				
	Award up to two marks, for example: <ul style="list-style-type: none"> creating inclusive environments (1 mark) avoiding making assumptions about children's identities or backgrounds (1 mark) managing and reporting negative attitudes, language and stereotypes (1 mark) creating school diversity and inclusion policies (1 mark) encouraging parents to share aspects of their cultural background, or heritage. (1 mark) <p>Credit any other valid response.</p>	2			2

Question	Answer
6. (d)	There is evidence of racial discrimination in Wales. Explain how racial discrimination may affect an individual's access to health and social care.

Indicative Content

Answers may refer to the following:

- experiencing racism may mean that individuals are less likely to seek help or talk about their health and social care needs, meaning they do not get the help or support they require
- stereotypes and perceptions based on race may affect the way that practitioners work with people of ethnic minority backgrounds within the health and social care sectors, negatively affecting service provision
- when feeling vulnerable due to e.g. illness, individuals may feel less able to cope with racial discrimination or challenge prejudiced behaviours which would negatively impact full access to provision
- racial discrimination can cause loneliness and isolation, meaning an individual may not know where to turn for help with their health issues or concerns
- racial discrimination linked to cultural insensitivity can mean individuals e.g. pregnant women, do not speak up for themselves and may require advocacy services – individuals may lose trust in the health and social care sectors.

Band	AO2: Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare
3	5-6 marks A very good explanation, which shows: <ul style="list-style-type: none"> • thorough application of knowledge and understanding of how racial discrimination may affect an individual's access to health and social care.
2	3-4 marks A good explanation, which shows: <ul style="list-style-type: none"> • generally secure application of knowledge and understanding of how racial discrimination may affect an individual's access to health and social care.
1	1-2 marks A basic explanation, which shows: <ul style="list-style-type: none"> • some application of knowledge and understanding of how racial discrimination may affect an individual's access to health and social care.
0	No response attempted or nothing worthy of credit.

Question		Answer	AO1	AO2	AO3	Total Mark
7.	(a)	(i)	Use the graph above. Identify the percentage of women considered overweight and obese in Wales in 2022-2023.			
		Award one mark for:		1		
			<ul style="list-style-type: none"> 60% 			
	(ii)	Outline three ways in which individuals can be supported to take responsibility for their own health and wellbeing.				
Award one mark for each correct answer up to a maximum of three marks, for example engaging in:		3			3	
		<ul style="list-style-type: none"> education (1 mark) positive lifestyle choices (1 mark) immunisation programmes (1 mark) preventative and early intervention practices (1 mark) a strength-based approach (1 mark) personal and parental responsibilities (1 mark) Welsh Government initiatives and campaigns. (1 mark) 				
		Credit any other valid response.				

Question	Answer
7. (b) (i)	Explain how the initiative 'Healthy Weight: Healthy Wales' promotes the health and wellbeing of individuals in Wales.

Indicative Content

Answers may refer to the following:

The Healthy Weight Healthy Wales strategy is a long-term plan to prevent and reduce obesity in Wales. As part of its ambition, Welsh Government has created a course of actions consisting of four themes, linked to the Future Generation of (Wales) act 2015 they will do this by creating:

- **healthy environments** – where healthier food and drink is widely available, appealing and affordable, making the healthier choice the easy choice. Developing active environments that support and motivate individuals to be more active; by making green spaces, sport and recreation opportunities more accessible and by making active travel the obvious choice in terms of safety, convenience and cost achieved through- long term continuous improvement through evidence approach, integration by a whole government approach, a collaborative environment, making prevention the core emphasis, involvement by listening and communicating, monitoring on delivery by use of milestones rather than targets.
- **healthy settings** – through healthy learning and healthy work and community settings. Making the settings where we learn, work and live, positive environments; that create a supportive cultural norm where being healthy and active is what everyone does; providing healthier food choices and encouraging regular physical activity.
- **healthy people** – through prevention and early intervention and targeted and specialised services. This will motivate, enable and support individuals to make healthier choices throughout their lives. Closing the health inequality gap amongst disadvantaged communities through the targeting of services, funding and support. Health and care services which are compassionate

and are supported by skilled, confident professionals, fair and equitable access to clinical pathways for weight management services with guaranteed access for all.

- **leadership and enabling change** – through national delivery and a systems based approach to develop a ‘wellness’ system for healthy weight, to support and anticipate health needs, to prevent illness, and reduce the impact of poor health and inequality.

Band	AO2: Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare						
3	5-6 marks						
	A very good explanation, which shows: <ul style="list-style-type: none"> • thorough application of knowledge and understanding of how the Healthy Weight: Healthy Wales promotes health and wellbeing of individuals in Wales. 						
2	3-4 marks						
	A good explanation, which shows: <ul style="list-style-type: none"> • generally secure application of knowledge and understanding of how the Healthy Weight: Healthy Wales promotes health and wellbeing of individuals in Wales. 						
1	1-2 marks						
	A basic explanation, which shows: <ul style="list-style-type: none"> • some application of knowledge and understanding of how the Healthy Weight: Healthy Wales promotes health and wellbeing of individuals in Wales. 						
0	No response attempted or nothing worthy of credit.						
Question	Answer			AO1	AO2	AO3	Total Mark
7.	(b)	(ii)	Name two other Welsh Government initiatives / campaigns that promote improvements to the health and wellbeing of the population of Wales.				
			Award one mark for each correct answer up to maximum of two marks, for example: <ul style="list-style-type: none"> • Flying Start (1 mark) • Talk to me 2 (1 mark) • Welsh Network of Healthy School Schemes (WNHSS). (1 mark) Credit any other valid response.	2			2

Question	Answer	A01	A02	A03	Total Mark
8.	Rhys is a 2 year-old. He lives in a deprived area of Wales with his mother, Amy. The family has a low income and sometimes relies on the local foodbank. Amy is pleased that Rhys is able to attend Flying Start nursery to support his development.				
(a)	(i)	Identify two ways in which Flying Start provides support to individuals in Wales.			
		Award one mark for each correct response, up to a maximum of two marks, for example:	2		2
		<ul style="list-style-type: none"> • perinatal classes (1 mark) • parent classes (1 mark) • play and language groups (1 mark) • partnership for young parents – providing support and training for young mums and their babies. (1 mark) 			
		Credit any other valid response.			
	(ii)	Explain how Flying Start provides support for children and their families in Wales.			
		Award up to four marks, for example:		4	4
		<ul style="list-style-type: none"> • provides a range of services for families with children under four years old in disadvantaged areas (1 mark) • all services are free to families (1 mark) • free, part-time childcare for children aged two to three (1 mark) • enhanced health visitor service giving support and training for young mothers and their babies (1 mark) • early intervention approaches to support vulnerable parents (1 mark) • programmes to support parents in positive parenting (1 mark) • parenting groups and sessions (1 mark) • assessment of families identified as medium and high risk (1 mark) • appropriate referrals (1 mark) • routine childhood immunisations: vaccines to protect children against a range of diseases (1 mark) • Early Years support: play and learn sessions to help children develop their language, communication, and social skills. (1 mark) 			
		Credit any other valid response.			

8.	(b)	(i)	Identify two sociological factors affecting Rhys and Amy.				
			<p>Award one mark for each correct response, up to a maximum of two marks, for example:</p> <ul style="list-style-type: none"> • environmental (1 mark) • lifestyle (1 mark) • family (1 mark) • socio-economic. (1 mark) 	2			2
		(ii)	Assess how the factors identified in question 8(b)(i) could have a negative impact on Rhys and Amy's health and wellbeing.				
			<p>Award up to four marks, for example:</p> <ul style="list-style-type: none"> • environmental housing conditions and location- Amy and Rhys lives in a deprived area and may have poor housing conditions, there may also be more crime and poor living conditions (1 mark) • in a deprived area there may be poor availability of health and social care, and childcare services opportunities for play / resources (1 mark) • family: Rhys lives with just his mum and has no siblings to play with so may feel lonely, and lack social development expected at his age. Amy could feel lonely and isolated because she is looking after Rhys alone and may not have family support (1 mark) • lifestyle - diet: Amy cannot afford nutritious healthy food for herself and Rhys, so they may lack the vitamins and components of a balanced diet, and could suffer from malnutrition or obesity (1 mark) • lifestyle - exercise: In a deprived area there may be a lack of space for play and recreation and Amy cannot afford to pay for the gym/swimming or sports activities for herself and Rhys, so they may be unhealthy or become obese (1 mark) • socio-economic: Amy has a low paid job, so may not be able to afford rent and they could become homeless. She may also face stigma due to her having a low income and not being able to afford new clothes and shoes, for example. (1 mark) <p>Credit any other valid response.</p>			4	4

Question	Answer	A01	A02	A03	Total Mark
9.	Delyth has been diagnosed with dementia. She has recently moved into a residential care home, which provides care by using a rights-based and person-centred approach.				
(a)	(i)	Describe two features of a person-centred approach.			
		Award up to two marks, for example:	2		2
		<ul style="list-style-type: none"> • treating individuals with dignity, respect, and compassion (1 mark) • placing individuals at the centre of their care (1 mark) • understanding individuals' unique needs, experiences, and goals (1 mark) • allowing individuals to actively participate in decision-making regarding their treatment, or support (1 mark) • ensuring focus is on all health concerns, not just physical health. (1 mark) 			
		Credit any other valid response.			
	(ii)	Describe four ways the care home could provide a person-centred approach for Delyth.			
		Award up to four marks for each correct description of a way in which the care home could provide a person-centred approach for Delyth, for example:	4		4
		<ul style="list-style-type: none"> • involve health and social care services, and Delyth, as equal partners (1 mark) • plan, develop and monitor her care and support to make sure it meets her needs (1 mark) • support Delyth to help ensure she can take part in the things she enjoys (1 mark) • support Delyth to have a voice, and make choices about all aspects of her life including: clothing, meals, personal care (1 mark) • encourage activities, socialising, language and religion (1 mark) • tailor Delyth's care to her interests, abilities, history and personality (1 mark) • ensure that Delyth maintains dignity, and is treated with compassion and respect (1 mark) • support Delyth to recognise and develop her own strengths and abilities (1 mark) • enable Delyth to live a more independent and fulfilling life. (1 mark) 			
		Credit any other valid response.			

Question	Answer
9. (a) (iii)	Evaluate ways a rights-based approach may benefit individuals like Delyth, who are living with dementia.
Indicative Content	
<p>Rights-based approaches – service providers must aim to ensure that they provide an inclusive and rights-based approach. Their practice should promote equality and diversity and should not discriminate, and show respect for beliefs, choices, cultures, values and preferences. This can benefit individuals like Delyth to ensure that her beliefs, culture, choices and preferences are respected by the staff in the residential care home.</p> <p>A rights-based approach should support individuals like Delyth to ensure that their voice is heard, irrespective of their communication needs or abilities. This can benefit those who may not be able to communicate with clarity at all times.</p> <p>A rights-based approach should ensure that individuals like Delyth have the opportunity to be involved from the beginning of any decision making that could affect them.</p> <p>A rights-based approach in health and social care will benefit individuals like Delyth as they should deliver services that protect and promote their human rights. It will ensure that individuals like Delyth receive care that is tailored to their needs, and that they are free from discrimination, abuse, and neglect.</p> <p>Benefits of a rights-based approach for individuals like Delyth:</p> <ul style="list-style-type: none"> • non-discrimination: everyone has the same rights, regardless of their gender, ethnicity, income, or religion • participation: individuals should be able to voice their experiences and take part in decisions that affect them • accountability: organisations and individuals should be responsible for upholding human rights • empowerment: individuals should have the power to know and claim their rights • legality: all decisions should comply with human rights legal standards • improves the quality of care, quality of life, and safety for individuals using services. <p>Credit any other valid response.</p>	

Band	AO3: Investigate, analyse, and evaluate values, issues and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions.
3	<p style="text-align: center;">5-6 marks</p> <p>A very good evaluation, which shows:</p> <ul style="list-style-type: none"> • Reasoned judgements of ways in which a rights-based approach can benefit individuals like Delyth, living with dementia.
2	<p style="text-align: center;">3-4 marks</p> <p>A good evaluation, which shows:</p> <ul style="list-style-type: none"> • Some judgement of ways in which a rights-based approach can benefit individuals like Delyth, living with dementia.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic evaluation, which shows:</p> <ul style="list-style-type: none"> • Little evidence of judgements of ways in which a rights-based approach can benefit individuals like Delyth, living with dementia.
0	<p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Mapping of questions to specification content and assessment objectives: Unit 1

Question			Mark allocation												
			Topic and Section									Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
			1.1			1.2			1.3						
			1.1.1	1.1.2	1.1.3	1.2.1	1.2.2	1.2.3	1.3.1	1.3.2	1.3.3				
1	(a)	(i)	1								1	1			
		(ii)	1								1	1			
		(iii)	2								2	2			
2	(a)	(i)				1					1	1			
		(ii)					1				1	1			
		(iii)					2				2	2			
3	(a)	(i)		1							1	1			
		(ii)		1							1	1			
		(iii)		1							1	1			
	(b)	(i)		1							1	1			
		(ii)		1							1	1			
		(iii)		1							1	1			

4	(a)	(i)							1			1	1		
		(ii)							2			2	2		
	(b)	(i)							1			1	1		
	(c)	(i)					2					2	2		
		(ii)					2					2	2		
5	(a)								2			2	2		
	(b)	(i)					2					2	2		
		(ii)					2					2	2		
	(c)								4			4		4	
6	(a)						2					2	2		
	(b)									2		2	2		
	(c)										2	2	2		
	(d)										6	6		6	
7	(a)	(i)							1			1	1		
		(ii)							3			3	3		
	(b)	(i)							6			6		6	
		(ii)							2			2	2		

8	(a)	(i)						2				2	2		
		(ii)						4				4		4	
	(b)	(i)			2							2	2		
		(ii)			4							4			4
9	(a)	(i)					2					2	2		
		(ii)					4					4	4		
		(iii)					6					6			6
Total marks												80	50	20	10

Source Acknowledgements

Text 1 (Q4a)	'The Well-being of Future Generations Act' Published by Welsh Government 2015 Link: https://www.gov.wales/well-being-of-future-generations-wales
Text 2 (Q4b)	'A Healthier Wales: our Plan for Health and Social Care' Published by Welsh Government 2024 Link: https://www.gov.wales/sites/default/files/publications/2024-11/2024-plan-for-health-and-social-care.pdf
Text 3 (Q5)	'Social Services and Well-Being (Wales) Act 2014' Published by Welsh Government 2015 Link: https://www.gov.wales/sites/default/files/publications/2019-05/social-services-and-well-being-wales-act-2014-the-essentials.pdf
Text 4 (Q6)	'Delivering the 'Active Offer' Information Pack – Health' Published by Welsh Government 2019 Link: https://www.gov.wales/sites/default/files/publications/2019-04/delivering-the-active-offer-information-pack-health_0.pdf
Text 5 (Q7)	'Releases of official statistics and research on Wales' Published by Welsh Government Link: https://www.gov.wales/statistics-and-research