

GCSE



WJEC GCSE in  
HEALTH AND SOCIAL CARE,  
AND CHILDCARE

WJEC GCSE in  
HEALTH AND SOCIAL CARE,  
AND CHILDCARE  
(DOUBLE AWARD)

APPROVED BY QUALIFICATIONS WALES

# SPECIFICATION

Teaching from 2019  
For award from 2021

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.







# WJEC GCSE in HEALTH AND SOCIAL CARE, AND CHILDCARE

For teaching from 2019  
For award from 2021

This specification meets the Approval Criteria for GCSE Qualifications which set out the requirements for all new GCSE specifications approved for award in Wales from September 2017.

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# GCSE HEALTH AND SOCIAL CARE, AND CHILDCARE (Wales)

## SUMMARY OF ASSESSMENT Single Award

### Unit 1: Human growth, development and well-being

Written examination: 1 hour 30 minutes

40% of Single Award qualification

20% of Double Award qualification

80 marks: 100 UMS

An assessment (either taken on-screen or as a written paper), comprising of a range of question types to assess specification content related to human growth, development and well-being.

All questions are compulsory.

### Unit 2: Promoting and maintaining health and well-being

Non-exam assessment: approximately 25 hours

60% of Single Award qualification

30% of Double Award qualification

120 marks: 150 UMS

#### Task 1: Service Provision (approximately 10 hours)

40% of the marks within this unit are allocated to a service provision investigation which will assess the learner's knowledge, understanding and skills in relation to health and social care, and childcare service provision locally and nationally.

#### Task 2: Health Promotion (approximately 15 hours)

60% of the marks within this unit are allocated to a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well-being.

# SUMMARY OF ASSESSMENT

## Double Award

Units 1 and 2 plus:

**Unit 3: Health and social care, and childcare in the 21<sup>st</sup> Century**  
**Written examination: 1 hour 30 minutes**  
**20% of Double Award qualification**

**80 marks: 100 UMS**

An assessment (either taken on-screen or as a written paper), comprising of a range of question types to assess specification content related to health and social care, and childcare in the 21<sup>st</sup> Century.

All questions are compulsory.

**Unit 4: Promoting and supporting health and well-being to achieve positive outcomes**  
**Non-exam assessment: approximately 25 hours**  
**30% of Double Award qualification**

**120 marks: 150 UMS**

### **An activity to meet a need**

This task assesses the learner's knowledge, understanding and skills in relation to meaningful activities to meet a specific need of a chosen target group, and which helps to promote self-identity, self-worth, sense of security or resilience.

*GCSE HEALTH AND SOCIAL CARE, AND CHILDCARE 4*

The unitised single award and double award qualifications are untiered.

Both qualifications will be available for assessment in May/June each year. They will be awarded for the first time in summer 2021.

The table below shows the possible routes to a GCSE Health and Social Care, and Childcare qualification.

Qualification	Unit 1 from 2020	Unit 2 from 2021	Unit 3 from 2021	Unit 4 from 2021
GCSE Health and Social Care, and Childcare (single award)	✓	✓		
GCSE Health and Social Care, and Childcare (double award)	✓	✓	✓	✓

**Where candidates have cashed-in Unit 1 and Unit 2 for a single award, the outcomes from Unit 1 and Unit 2 cannot contribute to a subsequent double award.**

**Qualifications Wales Approval Numbers  
Single Award: C00/3685/2  
Double Award: C00/1237/9**

# GCSE HEALTH AND SOCIAL CARE, AND CHILDCARE

## 1 INTRODUCTION

### 1.1 Aims and objectives

The WJEC GCSE in Health and Social Care, and Childcare equips learners with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being. They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

Learners will gain an understanding of how service provision in Wales supports the development and well-being of individuals, to be able to make informed decisions now and in later life.

This specification has been designed to include contemporary issues in relation to the provision of an ethical and sustainable health and social care, and childcare system in Wales, and to create independent learners that can make informed decisions about further learning opportunities or continuing into related career choices.

The layout of the content into units promotes flexibility of delivery. Active learning and personalisation is promoted by giving learners opportunities to investigate care issues and topics of their own choice.

By studying Health and Social Care, and Childcare learners will be able to:

- develop and apply knowledge, understanding and skills to contemporary issues in a range of health and social care, and childcare contexts
- actively engage in the study of health and social care, and childcare to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- appreciate a range of perspectives on the impacts of health and social care, and childcare services on wider society
- consider how health and social care, and childcare practice should be ethical and support a sustainable health and care system
- develop and apply skills relevant to health and social care, and childcare including using and interpreting data
- develop an awareness of career pathways available within the health and social care, and childcare sector.

## 1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification provides a suitable foundation for the study of Health and Social Care, and Childcare at AS or A level.

In addition, this specification provides a suitable foundation for a range of Level 2 or Level 3 qualifications within the Health and Social Care, and Childcare suite, including:

- *Level 2 Health and Social Care: Core*
- *Level 2 Children's Care, Play, Learning and Development: Core.*

Additionally, learners with an interest in further education could study:

- *Level 2 Health and Social Care: Principles and Contexts*
- *Level 2 Children's Care, Play, Learning and Development: Practice and Theory, or*
- *Level 3 Children's Care, Play Learning and Development: Practice and Theory.*

Learners with an interest in work-based learning could study:

- *Level 2 Health and Social Care: Practice (Adults), or*
- *Level 2 Children's Care, Play, Learning and Development: Practice.*

This specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. In addition, this specification will help learners make informed decisions about a wide range of career pathways.

## 1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage and civil partnership.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.*

This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.



## 1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate within the Welsh Baccalaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

## 1.5 Welsh perspective

In following this specification, learners must consider a Welsh perspective as the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

The Government of Wales Act (2006) defines the areas of policy responsibility devolved to the Welsh Government. These include *health and health services*, and *education and training*. It is therefore particularly relevant for learners to consider key aspects of this specification's content from a Welsh perspective and how services deliver care in Wales. For example:

- in Unit 2, learners are required to consider Welsh regulatory bodies and current Welsh legislation and frameworks
- in Unit 3, learners are required to draw upon the Welsh context when considering equality, diversity and inclusion. This unit also includes specific content on the Welsh language and culture.

## 2 SUBJECT CONTENT

The subject content and assessment requirements are designed to ensure learners develop an appropriate breadth and depth of knowledge, understanding and skills in health and social care, and childcare.

Learners will be expected to be familiar with current issues in health and social care, and childcare. They should be encouraged to make connections between theory and practice so that they are able to apply their knowledge and understanding of health and social care, and childcare in familiar and unfamiliar contexts.

The specification content should be considered in the context of health and social care, and childcare in Wales in the 21<sup>st</sup> Century. That is, with regard to the provision of holistic care, how this care and support is delivered, and the issues faced in doing so. There should be an ethical focus and a view to sustainability of care and support in Wales.

Learners should understand the importance of developing sustainable services for the future, along with an individual's responsibilities for their own well-being. They should also be familiar with the main aspects of current legislation which underpins and drives health and social care, and childcare in Wales.

In following this specification, learners should consider health and social care, and childcare on a local and a national level. In all aspects of health and social care, and childcare, learners should consider '*national*' to refer to an all-Wales focus. In terms of health care, there are seven Local Health Boards in Wales, and learners may consider any one of those as being '*local*'. However, it is usually more appropriate to consider each local authority in Wales as '*local*' in terms of social care and childcare.

Within each topic area the relevant knowledge, understanding and skills are set out in an initial overview and then in two columns. The left hand column details the content to be studied; the right hand column provides amplification to content listed on the left. A brief overview is presented for each topic to place the content in context.

Units 1 and 2 define the subject content for the single award qualification. Units 1, 2, 3 and 4 define the content for the double award qualification.

There is no hierarchy implied by the order in which the content is presented and although it does not imply a prescribed teaching order, it is recommended that Units 1 and 2 are covered before Units 3 and 4. This provides learners following a double award course the flexibility of entering for a single award should their plans change.

Whilst the assessment for each unit focusses on the content specific to that unit, candidates may make relevant reference to content from other units. For example:

- in Unit 2, candidates will be able to draw upon knowledge and understanding gained within Unit 1 when completing their NEA tasks
- in Unit 4, candidates will be able to draw upon knowledge and understanding gained within any of the other three units when completing their NEA task.

Thus, candidates will be provided with the opportunity to make connections between, and demonstrate their knowledge and understanding of, elements from across the full course of study.

## Summary of Subject Content

<b>2.1</b>	<b>Unit 1</b>
	<b>Human growth, development and well-being</b>
<b>2.1.1</b>	Human development across the life cycle
<b>2.1.2</b>	Physical, social, emotional and intellectual health
<b>2.1.3</b>	The importance of active participation on development and well-being
<b>2.1.4</b>	Early intervention and prevention to promote and support growth, development and well-being for a range of conditions and circumstances

<b>2.2</b>	<b>Unit 2</b>
	<b>Promoting and maintaining health and well-being</b>
<b>2.2.1</b>	Health and social care, and childcare provision in Wales to promote and support health and well-being
<b>2.2.2</b>	Public health and health promotion across the life cycle
<b>2.2.3</b>	Factors affecting health and well-being across the life cycle

<b>2.3</b>	<b>Unit 3</b>
	<b>Health and social care, and childcare in the 21<sup>st</sup> century</b>
<b>2.3.1</b>	Equality, diversity and inclusion including Welsh language and culture
<b>2.3.2</b>	Safeguarding
<b>2.3.3</b>	Contemporary issues in health and social care, and childcare
<b>2.3.4</b>	Supporting a sustainable health and social care, and childcare system in the 21 <sup>st</sup> century

<b>2.4</b>	<b>Unit 4</b>
	<b>Promoting and supporting health and well-being to achieve positive outcomes</b>
<b>2.4.1</b>	How public health and social care, and childcare and the National Health Service Wales (NHS Wales) have improved the health and well-being of the nation
<b>2.4.2</b>	How types of care can support individuals to achieve positive outcomes
<b>2.4.3</b>	Supporting self-identity, self-worth, sense of security and resilience across the life cycle
<b>2.4.4</b>	Meaningful activities to support and promote health, development and well-being

## 2.1 Unit 1

### **Human growth, development and well-being**

Written examination: 1 hour 30 minutes

40% of single award qualification

20% of double award qualification

80 marks

Learners should be given the opportunity to develop their knowledge and understanding of the four areas of content set out on pages 11 to 17.

#### **Areas of content:**

2.1.1 Human development across the life cycle

2.1.2 Physical, social, emotional and intellectual health

2.1.3 The importance of active participation on development and well-being

2.1.4 Early intervention and prevention to promote and support growth, development and well-being for a range of conditions and circumstances

#### **Overview of unit**

In this unit learners will gain knowledge and understanding of human development across the life cycle and the ways in which this may be affected; how individuals can take control of their care and health and well-being; and how early intervention and prevention can support growth and development of individuals.

### 2.1.1 Human development across the life cycle

This section provides an important foundation for learners to gain knowledge and understanding of how individuals grow and develop throughout the life cycle, and to be able to analyse the factors that influence this.

Content	Amplification
<b>(a) Life stages across the life cycle</b>	Awareness of the main life stages: Infancy 0-2 years Childhood 3-12 years Adolescence 13-19 years Adulthood 20-64 years Later adulthood 65+ years
<b>(b) Growth and Development</b>	Learners should know that growth refers to an increase in physical size (mass and height) and that development is concerned with the emergence and increase in sophistication of skills, abilities and emotions.
<b>(c) Expected milestones of growth and development</b>	Learners should be able to describe the expected milestones of physical growth and development and the key intellectual, social and emotional milestones of development that typically take place in each of the main life stages. To include an understanding of the use of centile charts and the Schedule of Growing Skills to record development 0-19 years. <ul style="list-style-type: none"> <li>• Physical development – body growth, gross and fine motor skill development, strength, puberty, menopause, features of age and ageing</li> <li>• Intellectual development – language skills, mental capacity and memory development, how children learn, including learning through play, problem solving, moral development</li> <li>• Emotional development – bonding, attachment, self-esteem, self-confidence, development of feelings, attachments and independence</li> <li>• Social development – social skills/socialisation, stages of social play, interactions and roles.</li> </ul>
<b>(d) Factors affecting growth, development and well-being</b>	Learners should understand how these factors may inter-relate and how they can affect an individual's well-being, positively or negatively throughout the life-cycle. <p>Physical factors, including:</p> <ul style="list-style-type: none"> <li>• genetic inheritance (e.g. pre-disposition to medical conditions)</li> <li>• diet, nutrition and hydration, including breastfeeding, bottle feeding, weaning</li> <li>• amount and type of physical activity (e.g. benefits of exercise versus risks of little or no exercise)</li> <li>• opportunity for play</li> <li>• experience of illness or disease</li> <li>• disability</li> </ul>

Content	Amplification
<p><b>(d) Factors affecting growth, development and well-being (cont.)</b></p>	<p>Social and emotional factors, including:</p> <ul style="list-style-type: none"> <li>• gender</li> <li>• family (family type, size and lifestyle)</li> <li>• relationships – including family (with parents and siblings, and as parents), friendships, intimate personal and sexual relationships, working relationships (including teacher/student, employer/employee, peers, colleagues).</li> <li>• Adverse Childhood Experiences (ACEs) i.e. traumatic experiences that occur before the age of 18 and are remembered throughout adulthood</li> <li>• abuse (emotional, physical, sexual, psychological and neglect) – to include controlling/coercive behaviour in family and/or personal intimate sexual relationships</li> <li>• educational experiences</li> <li>• employment (e.g. benefits of being in employment versus adverse effects associated with unemployment)</li> <li>• cultural and racial diversity (e.g. benefits and challenges of living in a multicultural society)</li> </ul> <p>Economic factors including:</p> <ul style="list-style-type: none"> <li>• income – wages/salary, benefits, savings, bills, debts, poverty</li> <li>• material possessions – wants vs needs.</li> </ul> <p>Environmental factors including:</p> <ul style="list-style-type: none"> <li>• housing conditions</li> <li>• availability of health and social care, and childcare services</li> <li>• air pollution</li> </ul>

## 2.1.2 Physical, social, emotional and intellectual health

In this section learners will gain knowledge and understanding of the relationship between physical and mental health and well-being and the support that is available.

Content	Amplification
<p><b>(a) Inter-dependence between physical health and good mental health</b></p>	<p>Physical activity and exercise can have immediate and long-term health benefits and can improve an individual's quality of life. Being physically active is good for the body, but physical health and mental health are closely linked – so physical activity can be beneficial for mental health and well-being too.</p> <p><b>Physical health benefits</b></p> <p>As well as improving overall physical fitness, being more active can have the following physical benefits:</p> <ul style="list-style-type: none"> <li>• reduced risk of some conditions, e.g. stroke, heart disease and Type 2 diabetes</li> <li>• reduced risk of physical health problems as our bodies adapt to stress including heart disease, high blood pressure, a lowered immune response, as well as depression and anxiety</li> <li>• healthier organs, e.g. a stronger heart will help lower blood pressure</li> <li>• healthier bones. Weight-bearing exercises will strengthen bones and build muscle, which can reduce the chances of developing osteoporosis.</li> <li>• healthier weight</li> <li>• more energy</li> <li>• improved sleep.</li> </ul> <p><b>Mental health benefits</b></p> <ul style="list-style-type: none"> <li>• reduced anxiety and happier moods - through the release of endorphins (sometimes called 'feel good' hormones) during exercise, brain chemistry changes which can calm anxiety and lift mood</li> <li>• reduced feelings of stress</li> <li>• a greater sense of calm – taking time out to exercise gives space to think things over and help the mind feel calmer, and better able to think clearly</li> <li>• increased self-esteem – when fitness levels increase and the body improves this can boost self-esteem. The sense of achievement from learning new skills and achieving goals can also help individuals feel better about themselves and lift mood. Improved self-esteem also has a protective effect that increases life satisfaction and can make individuals more resilient to feeling stressed</li> <li>• reduced risk of depression.</li> </ul> <p><b>Social and emotional benefits</b></p> <ul style="list-style-type: none"> <li>• making friends and connecting with people – being around people is good for mental health and social networks</li> <li>• having fun</li> <li>• individuals feel part of a group, thus reducing marginalisation and promoting inclusion, as stigma and discrimination are challenged.</li> </ul>

Content	Amplification
<p><b>(b) Tools to support social, emotional and intellectual health</b></p>	<p>Learners must know and understand the tools/process available to promote social, emotional and intellectual health:</p> <ul style="list-style-type: none"> <li>• <b>Growth mind-set</b> – the belief that someone can learn and improve by way of a consistent culture of high expectations and quality feedback. Advantages include, coping better with transition, higher self-regulation, grit and pro-social behaviours. There is also evidence suggesting mental health benefits – those with a growth mind-set have been found to be less aggressive, with higher self-esteem and fewer symptoms associated with depression and anxiety.</li> <li>• <b>Mindfulness</b> – an integrative, mind-body based approach that helps individuals better manage their thoughts and feelings and mental health. It involves paying more attention to the present moment – to a person's own thoughts and feelings and to the world around them.</li> <li>• <b>Resilience</b> – an individual's ability to successfully adapt to life tasks in the face of social disadvantage or other highly adverse conditions, such as family or relationship problems, health problems, workplace and financial worries, among others.</li> </ul> <p>Learners should be aware that these tools are applicable to all life stages and are a particular feature of use in schools as well as other care settings.</p>



### 2.1.3 The importance of active participation on development and well-being

In this section learners will develop an understanding of how individuals can take responsibility for their own care, health and well-being, to support a sustainable health and social care, and childcare system in Wales.

Content	Amplification
<b>(a) Active participation</b>	Learners should know that active participation is a way of working that regards individuals as active partners in their own care rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.
<b>(b) Benefits of active participation for the individual</b>	<p>Learners should know that active participation provides a number of benefits, including:</p> <ul style="list-style-type: none"> <li>• greater control over decisions about their lives, including their care and support</li> <li>• increased opportunities for               <ul style="list-style-type: none"> <li>• learning and development of important skills and knowledge</li> <li>• education and employment</li> <li>• social contact and interpersonal relationships</li> <li>• participating in everyday activities that are important to them as independently as possible</li> </ul> </li> <li>• enhanced feeling of self-worth and confidence</li> <li>• decreased vulnerability and scope for abuse by others</li> <li>• improved physical and mental health, and resilience.</li> </ul> <p>Learners should be aware that this process applies to all life stages and for young children, parents/carers could be the active participant on their behalf.</p>

### 2.1.4 Early Intervention and prevention to promote and support growth, development and well-being for a range of conditions and circumstances

In this section learners will develop an understanding of how early intervention services, to promote health and well-being, can contribute to an ethical and sustainable health and social care, and childcare system in Wales.

Content	Amplification
<p><b>(a) Ways to promote and support growth, development and well-being</b></p>	<p>Learners should be aware that individuals may benefit from support for their well-being at an early stage to prevent, or at least delay, the use of formal health and social care, and childcare services.</p> <p>Learners must know and understand ways in which individuals' growth, development and well-being may be promoted and supported by early intervention and prevention methods.</p> <ul style="list-style-type: none"> <li>• screening programmes – breast, cervical, bowel, abdominal aortic aneurism, maternal, child (e.g. personal child health record (PCHR, known as the 'red book')), including new born hearing, Newborn Bloodspot Screening Wales, Cymru Well Wales: The First 1000 Days (F1000D).</li> <li>• immunisation programmes through the life stages</li> <li>• services               <ul style="list-style-type: none"> <li>• GP/health centre/hospitals</li> <li>• antenatal/postnatal care</li> <li>• child health clinic</li> <li>• well woman/man clinic</li> <li>• family planning clinic/sexual health clinic</li> <li>• mobile services, e.g. NHS Breast Screening Programme/Breast Test Wales</li> <li>• counselling</li> </ul> </li> <li>• government guidelines designed to promote the health and well-being of individuals relating to: diet, sexually transmitted diseases, alcohol and substance misuse, smoking, healthy living</li> <li>• government initiatives, including Flying Start, The Active Offer</li> <li>• community involvement and support, e.g. playgroups, networks of friends, access to community centre activities, faith groups.</li> </ul>
<p><b>(b) Conditions</b></p>	<p>Learners will need to know and understand the conditions that require additional care and support (such as regular contact with health service or other providers/professionals, frequent check-ups, support from family members, the community) to maintain health and well-being; these may be acute or chronic (short or long term) conditions.</p> <p><b>Short term</b> – illnesses including: food poisoning, rashes, fever, coughs and colds, chicken pox, measles</p> <p><b>Long term</b> – conditions including: obesity, diabetes, heart disease, arthritis, dementia, cancer.</p> <p>Learners should know that some conditions are preventable, e.g. food poisoning, measles, obesity, Type 2 diabetes, heart disease.</p>

Content	Amplification
<b>(c) Circumstances</b>	<p>Learners will need to know and understand that individuals' circumstances may arise from expected and unexpected life events to include:</p> <ul style="list-style-type: none"> <li>• birth, e.g. of a sibling, becoming a parent</li> <li>• starting and leaving nursery/school/college/university</li> <li>• starting work/changing employment/redundancy/unemployment/retirement</li> <li>• marriage and civil partnership</li> <li>• divorce</li> <li>• bereavement</li> <li>• serious illness or accidents</li> <li>• acquired disability</li> <li>• moving home/moving into residential care.</li> </ul> <p>Likely impacts of life events can largely be predicted and there may be positive/negative effects. The effects can be short-term and/or long-term.</p> <p>Impacts include:</p> <ul style="list-style-type: none"> <li>• physical, such as disturbed eating or sleeping patterns from illness or stress</li> <li>• intellectual, such as skills acquisition or difficulty in concentrating</li> <li>• emotional, such as enhanced happiness from becoming a parent, getting a job, getting married, leaving an unhappy relationship; anxiety, grief or depression, as a result of bereavement or unemployment</li> <li>• social, such as change of social opportunities and interactions, as a consequence of: starting nursery or primary school, starting higher education or a new job, becoming a parent, separation or divorce, becoming withdrawn and isolated as a consequence of separation, divorce, unemployment or bereavement.</li> </ul>

## 2.2 Unit 2

### **Promoting and maintaining health and well-being**

Non-exam assessment: approximately 25 hours  
60% of single award qualification  
30% of double award qualification  
120 marks

This non-exam assessment (NEA) is composed of two tasks set by WJEC, shown in Appendix B. Candidates may carry out their research for both tasks without direct supervision, prior to writing up their reports. Candidates should spend approximately 25 hours in total writing up their NEA reports, completing the work under supervised conditions within the centre.

Learners should be given the opportunity to develop their knowledge and understanding of the three areas of content set out on pages 20 to 24.

#### **Areas of content:**

- 2.2.1 Health and social care, and childcare provision in Wales to promote and support health and well-being
- 2.2.2 Public health and health promotion across the life cycle
- 2.2.3 Factors affecting health and well-being across the life cycle

#### **Overview of unit**

In this unit learners will gain knowledge and understanding of the range of health and social care, and childcare services provided in Wales and how these services promote and maintain the health and well-being of the nation.

## Unit 2 NEA

### Task 1: Service Provision

#### 40% of Unit 2

This assessment will require each learner to produce a report which evidences the following:

- (a) investigate the service provision locally and nationally to meet the needs of one of the following target groups:
  - children
  - adolescents
  - adults
- (b) investigate the job roles of two key professionals
- (c) analyse the task.

Other than their investigation work, candidates should complete this NEA under supervised conditions in approximately 10 hours.

### Task 2: Health Promotion

#### 60% of Unit 2

This assessment will require each learner to produce a report which evidences the following and includes visual evidence to support the activity:

- (a) select topic and target group
- (b) investigate the chosen topic using a range of resources
- (c) assess existing health promotion materials
- (d) plan and produce a health promotion campaign or activity
- (e) analyse and evaluate the task.

Other than their investigation work, candidates should complete this NEA under supervised conditions in approximately 15 hours.

## 2.2.1 Health and social care, and childcare provision in Wales to promote and support health and well-being

In this section learners will gain knowledge and understanding of the main health and social care, and childcare services available in Wales, how they work together to meet individuals' needs, and how they are regulated to provide an ethical and sustainable health and social care, and childcare system in Wales.

Learners will also gain knowledge of the career pathways available within the different sectors.

Content	Amplification
<p><b>(a) National legislative frameworks that promote and support health and well-being</b></p>	<p>Learners must know and understand that all health and social care, and childcare services are guided and regulated by the following national regulatory bodies:</p> <ul style="list-style-type: none"> <li>• Healthcare Inspectorate Wales (HIW)</li> <li>• Care Inspectorate Wales (CIW)</li> <li>• Estyn.</li> </ul> <p>Learners must know that legislation exists to support and promote health and well-being. Learners should understand the key aims of current legislation, including:</p> <ul style="list-style-type: none"> <li>• NHS and Community Care Act 1990, 2012</li> <li>• Social Services and Well-being (Wales) Act 2014</li> <li>• Public Health Wales Act 2017</li> <li>• The Children Act (1989 and 2004)</li> <li>• Well-being of Future Generations (Wales) Act 2015</li> <li>• Current initiatives/strategies/frameworks, e.g. New treatment fund, Building a Brighter Future, Healthy Child Wales, Flying Start, Welsh Network of Healthy Schools Schemes, A Healthier Wales, free prescriptions, A Framework for Delivering Integrated Health and Social Care For Older People with Complex Needs, National Minimum Standards for Regulated Childcare</li> <li>• Care Standards Act 2000.</li> </ul>
<p><b>(b) Service provision</b></p>	<p>Learners should understand that there are different sectors that provide health and social care, and childcare. They should be able to identify local and national examples of service providers in the different sectors:</p> <ul style="list-style-type: none"> <li>• statutory care sector: these are services that are paid for and provided by the Welsh Government and includes all NHS services, health boards, hospitals, health centres, and local authority services – children's social care, adult social care, education (nursery, primary and secondary schools)</li> <li>• private care sector: these are services that are run as a businesses to make a profit and receive funding only from individuals and/or their insurance policies. This includes private companies who may provide: day care for children – crèche/day nursery; health care – BUPA, dentists; social care – residential/nursing homes, personal assistants, and self-employed practitioners – childminders, personal assistants, private nurses</li> </ul>

Content	Amplification
(b) <b>Service provision (cont.)</b>	<ul style="list-style-type: none"> <li>• voluntary care sector: these services are provided by non-profit making organisations that are quite often a registered charity – for example, Save the Children, Action for Children, Mind, Marie Curie, Scope, Stroke association: local support groups using volunteers – playgroups, counselling and bereavement groups and not-for-profit organisations with paid employees – Barnardo's, NSPCC, Childline, Macmillan, hospices</li> <li>• informal care: this type of care is carried out by people who want to help others and are usually unpaid, such as family, friends, neighbours, local church groups, this may include: babysitting, shopping, cleaning, picking up prescriptions, providing transport for appointments.</li> </ul> <p>Learners should know the main services available to individuals throughout the life cycle.</p> <p>They should know:</p> <ul style="list-style-type: none"> <li>• the different sectors to which the services belong</li> <li>• that some services may be available from more than one provider, i.e. statutory, private and/or voluntary, for example, care and support at home, childcare, physiotherapy</li> <li>• where services may be accessed, for example, podiatry may be available at a health centre or hospital</li> <li>• that some services may be used throughout all life stages, for example, health centres, hospitals, opticians</li> <li>• that some services are available for specific target groups, for example, Flying Start, Foundation Phase services, antenatal care, Mind Cymru, Age UK</li> </ul> <p>To include:</p> <p><b>Health care</b> services, such as:</p> <ul style="list-style-type: none"> <li>• primary care: General Practitioner services, opticians, pharmacies, dentists</li> <li>• secondary care: hospitals, occupational therapy, physiotherapy.</li> </ul> <p><b>Social care</b> services, such as: foster care, residential care, child and family support services, youth offending services, youth work, support groups, care and support at home (domiciliary care and personal assistants), homeless shelters, day centres, counselling services, advice bureau, sheltered/supported living, lunch clubs, service user organisations.</p> <p><b>Childcare</b> services, such as: childminders, playgroups, day nurseries, crèches, before/after school care. Learners should be aware of the 30 hours a week of free early education and childcare for working parents of 3 and 4 year olds in Wales offered through Talk childcare.</p>

Content	Amplification
<b>(b) Service provision (cont.)</b>	<p>Learners should know that:</p> <ul style="list-style-type: none"> <li>• some services are 'free at the point of delivery': most NHS GP and hospital treatment, some social services interventions, for example, contact arrangements for looked after children</li> <li>• some services have to be paid for: private care; some NHS treatments – eye tests, glasses and contact lens, dental treatment; cosmetic surgery (unless for a medical reason); residential care; childminders</li> <li>• some individuals are exempt from payment: <ul style="list-style-type: none"> <li>• children and young people living in Wales get free: <ul style="list-style-type: none"> <li>• NHS dental examinations carried out in Wales before their 25th birthday. Any subsequent treatment as a result of the free examination carries a charge</li> <li>• NHS sight tests for those under 16 or aged 16, 17 or 18 and in full-time education</li> </ul> </li> <li>• people over 60 get free: <ul style="list-style-type: none"> <li>• NHS Sight Tests</li> <li>• NHS dental examinations carried out in Wales. Any subsequent treatment as a result of the free examination carries the appropriate charge</li> <li>• individuals receiving benefits, such as Income Support and Universal Credit, are exempt from charges for NHS dental treatment and eye tests and may be eligible for vouchers towards glasses or contact lenses and refunds for travel expenses</li> </ul> </li> </ul> </li> </ul> <p>payment for some services are means tested, for example, social services residential care and non-residential care.</p>



Content	Amplification
<b>(c) Multi-agency working</b>	<p>Learners should know that services rarely work in isolation and that co-production, citizen led services and partnership working across services and professions for health and well-being are a main feature of health and social care, and childcare provision in Wales. To include:</p> <ul style="list-style-type: none"> <li>• Multi-agency working: a range of services from health and/or social care/childcare working together to provide a seamless response to individuals with multiple and complex needs. Locally based services are organised around the needs of the individual, their family and informal support network to provide person/child centred care for the individual.</li> <li>• Multi-disciplinary team: a group of workers who may be members of different disciplines or professions, but working together in one team, for example: <ul style="list-style-type: none"> <li>• within 'Flying Start' there are a group of care workers who are members of different disciplines/professions, including psychiatrists, social workers, speech and language therapists, health visitors and child care workers each providing specific care for the individual child and their parents or carers,</li> <li>• a child or adult in hospital may receive care from ward nurses, a consultant, a physiotherapist, an occupational therapist and a radiographer all working as part of a team to provide care for the individual.</li> </ul> </li> <li>• The Joint Assessment Family Framework (JAFF): an assessment framework for organisations such as Families First, Child's health and disability team (CHAD), Team around the family (TAF), working with families below the threshold for statutory intervention.</li> <li>• Well-being of Future Generations (Wales) Act 2015, which makes public bodies work better with people, communities and each other (to take a more joined-up approach).</li> </ul>

Content	Amplification
<p><b>(d) The importance / benefits of multi-agency working</b></p>	<p>The Social Services and Well-being (Wales) Act 2014 helps ensure that local authority, social services and other care and support services work together in partnership with individuals, taking into account their needs, preferences and strengths, to provide person/child centred care.</p> <p>This way of working:</p> <ul style="list-style-type: none"> <li>• streamlines assessments and prevents families and individuals from having to give the same information more than once</li> <li>• improves information sharing between agencies to ensure that each individual receives the correct care</li> <li>• co-ordinates provision of care to ensure that all needs are met at the correct times to provide effective care for the individual.</li> </ul>
<p><b>(e) Career Pathways</b></p>	<p>Learners should be able to identify job roles in health and social care, and childcare and have understanding of the knowledge, skills and attributes needed for these roles.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• personal skills and qualities required</li> <li>• qualifications/training needed</li> <li>• qualifications required for entry to training</li> <li>• roles and responsibilities</li> <li>• opportunities for progression.</li> </ul>

### 2.2.2 Public health and health promotion across the life cycle

In this section learners will gain knowledge and understanding of how public health and health promotion supports individuals to improve and maintain their health and well-being, to reduce their need for additional services, thus helping to maintain a sustainable health and social care, and childcare system.

Content	Amplification
<b>(a) Public Health</b>	<p>Learners must know and understand the purpose of public health and how this helps individuals.</p> <ul style="list-style-type: none"> <li>• public health is about helping individuals to stay healthy, and protecting them from threats to their health. The government wants everyone to be able to make healthier choices, regardless of their circumstances, and to minimise the risk and impact of illness.</li> <li>• Public Health Wales is part of NHS Wales. Part of its function relates to prevention and promotion within communities, e.g. Design to Smile, smoking cessation, 10 Steps to a Healthy Weight.</li> <li>• government guidelines relating to food, exercise and alcohol.</li> </ul>
<b>(b) Health Promotion and Health Promotion methods</b>	<p>Learners should understand how different health behaviours can help individuals achieve their targets.</p> <p>Learners should understand the purpose of health promotion and Public Health Wales prevention and promotion strategies and the ways this may be achieved. To include:</p> <ul style="list-style-type: none"> <li>• enabling individuals to increase control over their own health</li> <li>• social and environmental interventions that are designed to benefit and protect individual individuals' health and well-being</li> <li>• to address and prevent the root causes of ill health, not just focusing on treatment and cure</li> <li>• issues for health promotion – for example: healthy eating; exercise; smoking; alcohol; hygiene; safe sex; stress; medical conditions, e.g. diabetes, heart disease; life expectancy; social isolation/bullying; environmental pollution</li> <li>• health promotion agencies – for example, NHS, Public Health Wales, Local Authorities, including schools, national and local charitable and voluntary organisations, e.g. Family Planning Association, British Heart Foundation, British Nutrition Foundation</li> <li>• the different types of health promotion materials and methods that are used to inform, motivate and support individuals to maintain and improve their health and well-being.</li> </ul>

### 2.2.3 Factors affecting health and well-being across the life cycle

This section links with the content of 2.1.1, to develop learners' understanding of how the factors that affect growth and development also have an impact on health and well-being. Learners will also gain awareness that some lifestyle choices can have a negative effect on health and well-being.

Content	Amplification
<p><b>(a) Indicators of good health and well-being across the life cycle</b></p>	<p>Learners should know about the measures which are used as indicators of good health:</p> <ul style="list-style-type: none"> <li>• body mass index</li> <li>• blood pressure</li> <li>• peak flow</li> <li>• resting pulse and recovery after exercise.</li> </ul>
<p><b>(b) Influences on good health and well-being across the life cycle</b></p>	<p>Learners should know about the factors that influence good health and well-being such as:</p> <ul style="list-style-type: none"> <li>• nutrition, hydration and diet</li> <li>• adequate rest and sleep</li> <li>• regular exercise</li> <li>• adequate financial resources – income; wages, benefits, saving</li> <li>• stimulating work, education and leisure activity</li> <li>• influence of others.</li> </ul> <p>Whilst learners should focus on the benefits of these factors for individuals' physical, mental and social well-being across the life cycle, they should be aware that there can also be adverse effects.</p> <p>Learners should be able to identify the lifestyle factors over which individuals have control and the factors which they may not be able to change.</p>
<p><b>(c) Risks to health and well-being</b></p>	<p>Learners must be able to identify the lifestyle factors over which individuals, in different life stages, have control that put health and well-being at risk:</p> <ul style="list-style-type: none"> <li>• stranger danger</li> <li>• safety – roads, playgrounds, car seats, etc.</li> <li>• sun safety/sunbathing</li> <li>• lack of exercise</li> <li>• obesity</li> <li>• substance misuse:             <ul style="list-style-type: none"> <li>(i) alcohol</li> <li>(ii) illegal drugs</li> <li>(iii) prescription medication</li> <li>(iv) psychoactive substances.</li> </ul> </li> <li>• smoking</li> <li>• unsafe sexual behaviour</li> <li>• drinking alcohol/taking drugs and driving.</li> </ul> <p>Learners should know the impact of these factors on health and well-being.</p>

## 2.3 Unit 3

### **Health and social care, and childcare in the 21<sup>st</sup> Century**

Written examination: 1 hour 30 minutes  
20% of double award qualification  
80 marks

Learners should be given the opportunity to develop their knowledge and understanding of the four areas of content set out on pages 26 to 32.

#### **Areas of content:**

- 2.3.1 Equality, diversity and inclusion to include Welsh language and culture
- 2.3.2 Safeguarding
- 2.3.3 Contemporary issues in health and social care, and childcare
- 2.3.4 Supporting a sustainable health and social care, and childcare system in the 21<sup>st</sup> century

#### **Overview of unit**

In this unit learners will gain knowledge and understanding of the ethical issues affecting service provision in Wales to provide and support a sustainable health and social care, and childcare system in the 21<sup>st</sup> Century.

### 2.3.1 Equality, diversity and inclusion including Welsh language and culture

In this section learners will gain an understanding of the importance of equality, diversity and inclusion in society, and the legislation that guides this to promote an ethical health and social care, and childcare system in Wales.

Content	Amplification
<p><b>(a) What is equality, diversity and inclusion?</b></p>	<p>Learners should know and understand the meaning of each of the terms.</p> <p><b>Equality</b> refers to individuals being equal in terms of status rights, or opportunities. It is about ensuring individuals or groups of individuals are not treated differently or less favourably, on the basis of a specific protected characteristic, i.e. age, disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, gender reassignment and sexual orientation.</p> <p><b>Diversity</b> involves acceptance, respect and understanding that each individual is unique, recognising individual differences and embracing and celebrating the rich dimensions of diversity of individuals.</p> <p><b>Inclusion</b> is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need to give equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers) in all aspects of public life. Inclusion enables individuals to participate equally, confidently and independently in everyday activities. It is about making places that everyone can use.</p> <p>Learners should understand that the underlying aim of these principles is to prevent all forms of discrimination, including gender, disability and race. In this context, <b>discrimination</b> is taken to mean treating individual(s) less fairly or less well than other individual(s).</p>
<p><b>(b) Promoting equality, diversity and inclusion in Health Social Care and Childcare</b></p>	<p>Learners should know how equality, diversity and inclusion can be achieved and be able to apply this to a range of different health and social care, and childcare settings:</p> <ul style="list-style-type: none"> <li>• treating individuals fairly</li> <li>• creating an inclusive culture for all staff and individuals</li> <li>• ensuring policies, procedures and processes don't discriminate</li> <li>• ensuring equal access to opportunities to enable individuals to fully participate in their care and/or learning process</li> <li>• enabling all staff and individuals to develop to their full potential</li> <li>• equipping staff and individuals with the skills to challenge inequality and discrimination in their work/study environment</li> </ul>

Content	Amplification
<b>(b) Promoting equality, diversity and inclusion in Health Social Care and Childcare (cont.)</b>	<ul style="list-style-type: none"> <li>• making certain that any resource materials do not discriminate against any individuals or groups</li> <li>• ensuring the access needs of individuals are met</li> <li>• removing barriers that create separation.</li> </ul>
<b>(c) Legislation to promote equality, diversity and inclusion</b>	<p>Learners should know the key principles of current legislation designed to protect individuals and promote anti-discriminatory practice in health and social care, and child care.</p> <ul style="list-style-type: none"> <li>• <b>The Equality Act 2010</b> – this legislation provides protection against discrimination for people who possess one or more of the nine specific protected characteristics. These are age, disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, gender reassignment and sexual orientation.</li> <li>• <b>The Human Rights Act 1998</b> – this legislation outlines the basic human rights and principles of equality. The ‘FREDA’ acronym helps to remember what is covered by the Act: Fairness, Respect, Equality, Dignity and Autonomy.</li> <li>• <b>The Mental Capacity Act 2005</b> – notably the Deprivation of Liberty Safeguards (DoLS) which aim to help people who lack the capacity to maintain their independence, dignity and the right to freedom. The DoLS aid vulnerable individuals to maintain their right to dignity and equality.</li> <li>• <b>Social Services and Well-being (Wales) Act 2014</b> – the law for improving the well-being of people who need care and support, and carers who need support. The Act changes the way people’s needs are assessed and the way services are delivered – people have more of a say in the care and support they receive. It also promotes a range of help available within the community to reduce the need for formal, planned support.</li> <li>• <b>Additional Learning Needs and Education Tribunal (Wales) Act 2017</b> – the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach, identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver desired outcomes.</li> <li>• Codes of practice as produced by regulatory bodies which set out the standards of practice and behaviour expected of health and social care, and childcare workers and their employers, e.g. Social Care Wales (SCW) The Code of Professional Practice for Social Care; Nursing and Midwifery Council (NMC) Code of Conduct.</li> </ul>

Content	Amplification
<b>(d) Welsh language and culture</b>	<p>Learners need to know:</p> <ul style="list-style-type: none"> <li>• The importance of recognising and supporting Welsh language and culture</li> <li>• Current legislation and national policies for Welsh language including: <ul style="list-style-type: none"> <li>• <b>Cymraeg 2050: Welsh Language Strategy</b> This strategy has three strategic aims. They are to: <ul style="list-style-type: none"> <li>• increase the number of Welsh speakers</li> <li>• increase the use of Welsh</li> <li>• create favourable conditions (infrastructure and context).</li> </ul> </li> <li>• <b>More than just words:</b> This is the follow-on strategic framework for Welsh language services in health, social services and social care. The aim is to build on the original strategy to strengthen Welsh language services in health, social services and social care. This enables Welsh speakers to receive services in their first language, so that they are empowered to actively participate in their care.</li> <li>• <b>The Active Offer:</b> The purpose of this initiative is to ensure that the Welsh language is as visible as the English language, removing responsibility from the service user for having to ask for a service through the medium of Welsh. This links to Welsh Government guidelines and legislation on Welsh language, for example the Welsh Language Strategic Framework (More than just words...) and the role of the Welsh Language Commissioner.</li> </ul> </li> </ul>



### 2.3.2 Safeguarding

In this section learners will develop an understanding of the importance of safeguarding vulnerable individuals in society and the associated legislation that supports this.

Content	Amplification
<p><b>(a) Purpose of safeguarding</b></p>	<p>Learners need to know what is meant by the term safeguarding and why it may be necessary in relation to harm, abuse (emotional, physical, sexual, psychological and neglect) and ensuring individuals' rights are met.</p> <p>At a general level, learners need to understand that the purpose of safeguarding legislation and policies includes:</p> <ul style="list-style-type: none"> <li>• promoting and maintaining the safety of individuals (and care workers)</li> <li>• developing and maintaining effective lines of communication whilst also maintaining confidentiality of information</li> <li>• ensuring appropriate vetting procedures when recruiting new employees.</li> </ul> <p>Learners should have an awareness of key safeguarding provision set out in current legislation and policies such as:</p> <ul style="list-style-type: none"> <li>• United Nations Convention on the Rights of the Child 1989</li> <li>• Human Rights Act 1998</li> <li>• The Children Act 1989 – in relation to the welfare of the child</li> <li>• The Children Act 2004 – aims to identify needs and provide early intervention, and provide for the Joint Assessment Framework</li> <li>• All Wales Child Protection Procedures 2008</li> <li>• Safeguarding of Vulnerable Groups Act 2006 – in relation to the recruitment of staff working with children or vulnerable adults and the current necessary checks, e.g. DBS and the appropriate 'lists', e.g. List 99, POCA (children and young people) and POVA (adults).</li> <li>• Social Services and Well-being Act (Wales) 2014</li> <li>• Violence against Women, Domestic Abuse and Sexual Violence Act 2015.</li> <li>• Mental Health Act 1989.</li> </ul>

### 2.3.3 Contemporary issues in health and social care, and childcare

In this section, learners will develop an understanding of how contemporary issues in society in the 21<sup>st</sup> century may impact on the provision of a sustainable health and social care, and childcare system in Wales. Learners will also develop skills in interpreting data.

Content	Amplification
<p><b>(a) Contemporary issues</b></p>	<p>Learners should be aware of a range of contemporary issues affecting the health and well-being of individuals in Wales, e.g.</p> <ul style="list-style-type: none"> <li>• obesity – to include childhood obesity</li> <li>• food poverty</li> <li>• poverty and childhood</li> <li>• bullying</li> <li>• Adverse Childhood Experiences (ACEs)</li> <li>• female genital mutilation</li> <li>• substance misuse and young children</li> <li>• children who are looked after</li> <li>• children as carers</li> <li>• mental health/anxiety</li> <li>• ageing population</li> <li>• self-harming</li> <li>• sustainability of health and social care, and childcare in Wales</li> <li>• exploitation</li> <li>• radicalisation</li> </ul> <p>Learners will need to be aware of statistical evidence of contemporary issues in Wales, including:</p> <ul style="list-style-type: none"> <li>• analysis of that statistical evidence</li> <li>• the possible explanation(s) for any patterns or trends identified in the data</li> <li>• how patterns of health and the demography of an area influence service provision.</li> </ul> <p>Sources of data may include:</p> <ul style="list-style-type: none"> <li>• NHS Care Data Programme</li> <li>• Public Health Wales' Child Measurement Programme</li> <li>• Welsh Health Survey.</li> </ul>

### 2.3.4 Supporting a sustainable health and social care, and childcare system in the 21<sup>st</sup> century.

The main focus of this section is for learners to develop understanding of the ways in which the Welsh government aims to make the health and social care, and childcare system in Wales sustainable through a holistic health approach.

Content	Amplification
<p><b>(a) Holistic health, development and well-being across the life cycle</b></p>	<p>Learners should understand the main goals of the holistic health approach to life which is the basis of health and social care, and childcare provision in Wales.</p> <ul style="list-style-type: none"> <li>• rather than focusing on illness or specific parts of the body, this approach to health considers the whole person and how he or she interacts with their environment. It considers the connection of mind, body and spirit</li> <li>• individuals accept responsibility for their own level of well-being, and everyday choices are used to take charge of one's own health</li> </ul> <p>Learners should understand that the holistic approach to life supports the World Health Organisation (WHO) holistic definition of health – a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.</p>
<p><b>(b) Government Initiatives</b></p>	<p>Learners should know how current legislation and initiatives aim to support a sustainable health and social care, and childcare system in Wales, through:</p> <p><b>Partnership working</b>, to include the importance of main principles of the</p> <ul style="list-style-type: none"> <li>• Social Services and Well-being (Wales) Act 2014 – the legal framework that brings together and modernises social services law: <ul style="list-style-type: none"> <li>• voice and control</li> <li>• prevention and early intervention</li> <li>• well-being</li> <li>• co-production.</li> </ul> </li> <li>• Well-being of Future Generations (Wales) Act 2015 – aims to improve the social, economic, environmental and cultural well-being of Wales now and in the future, to include: <ul style="list-style-type: none"> <li>• well-being goals</li> <li>• sustainable development principles</li> <li>• well-being duty.</li> </ul> </li> </ul>

Content	Amplification
<b>(b) Government Initiatives (cont.)</b>	<p><b>Prudent healthcare:</b> shaping the Welsh NHS to ensure it is adding value, contributes to improved outcomes and is sustainable.</p> <ul style="list-style-type: none"> <li>• Principles <ul style="list-style-type: none"> <li>• achieve health and well-being with the public, patients and professionals as equal partners through co-production</li> <li>• care for those with the greatest health need first making effective use of all skills and resources</li> <li>• do what is needed, no more, no less; and do no harm</li> <li>• reduce inappropriate variation through evidence-based practices consistently and transparently.</li> </ul> </li> </ul> <p>Other current legislation and initiatives aimed at supporting sustainable health and social care, and childcare in Wales, including:</p> <ul style="list-style-type: none"> <li>• Lifestyle advice and information, signposting to public health interventions/services, e.g. <ul style="list-style-type: none"> <li>• Health Challenge Wales</li> <li>• Beat Flu.</li> </ul> </li> <li>• Combined nutrition and physical activity programmes in key settings, e.g. <ul style="list-style-type: none"> <li>• Healthy Start Programme</li> <li>• Welsh Network of Healthy School Schemes</li> <li>• Primary School Free Breakfast Initiative</li> <li>• Food and Nutrition for Childcare Settings Guidance on best practice</li> <li>• Dragon Multi-Skills and Sport</li> <li>• Community Food Co-operative programme</li> <li>• The Eatwell Guide</li> <li>• Change for Life</li> <li>• 5x60.</li> </ul> </li> </ul>

## 2.4 Unit 4

### **Promoting and supporting health and well-being to achieve positive outcomes**

Non-exam assessment: approximately 25 hours  
30% of double award qualification  
120 marks

The non-exam assessment (NEA) is composed of one task set by WJEC, shown in Appendix B. Candidates may carry out their research for the task without direct supervision, prior to writing up their report. Candidates should spend approximately 25 hours in total writing up their NEA report, completing the work under supervised conditions within the centre.

Learners should be given the opportunity to develop their knowledge and understanding of the three areas of content set out on pages 35 to 39.

#### **Areas of content:**

- 2.4.1 How public health and social care, childcare and the National Health Service Wales (NHS Wales) have improved the health and well-being of the nation
- 2.4.2 How types of care can support individuals to achieve positive outcomes
- 2.4.3 Supporting self-identity, self-worth and sense of security and resilience across the life cycle
- 2.4.4 Meaningful activities to support and promote health, development and well-being

#### **Overview of unit**

In this unit learners will gain knowledge and understanding of the ways health and social care, and childcare services support individuals in Wales to achieve health and well-being.

## Unit 4 NEA

### **An activity to meet a need**

The assessment will require each learner to produce a report which evidences the following and includes visual evidence to support the activity:

- (a) investigate how different types of care meet the specific needs of a chosen target group
- (b) analyse how local and national trends, demographics and government initiatives affect provision of care for the chosen target group
- (c) investigate meaningful activities to meet a specific need of the chosen target group
- (d) plan and produce a meaningful activity to meet a specific need of the chosen target group and which helps to promote self-identity, self-worth, sense of security or resilience
- (e) analyse and evaluate the task.

Other than their investigation work, candidates should complete this NEA under supervised conditions in approximately 25 hours.

### 2.4.1 How public health and social care, and childcare and the National Health Service Wales (NHS Wales) have improved the health and well-being of the nation

In this section learners will study demographic data to understand the impact of health and social care, and childcare services, and government initiatives, on the health and well-being of individuals in Wales.

Content	Amplification
<p><b>(a) Initiatives aimed at addressing aspects of health and well-being</b></p>	<p>Learners should be able to give examples of the ways Public Health Wales, the NHS, social care and childcare work together to try to improve the health and wellbeing of individuals in Wales through comparison of local and national statistics relating to:</p> <ul style="list-style-type: none"> <li>• demographic changes in population, i.e. ageing</li> <li>• obesity</li> <li>• mental health</li> <li>• sexual health</li> <li>• child poverty.</li> </ul> <p>Learners could make use of the NHS Care Data Programme in their investigation of national health; Public Health Wales' Child Measurement Programme in Wales and the Welsh Health Survey.</p> <p>Learners should consider the local social and health trends and investigate local and/or national initiatives aimed at addressing the identified trend, e.g.</p> <ul style="list-style-type: none"> <li>• the ageing population – Ageing Well in Wales</li> <li>• the Dementia Friends initiative</li> <li>• obesity:               <ul style="list-style-type: none"> <li>• Healthy Maps Wales</li> <li>• social prescribing</li> </ul> </li> <li>• mental health – Time to Change</li> <li>• sexual health – Well-being for Life strategy</li> <li>• child poverty – Flying Start.</li> </ul>
<p><b>(b) The impact of health, social care and childcare on wider society</b></p>	<p>Learners should be able to analyse the impact of the Social Services and Well-being (Wales) Act 2014 on health and social care, and childcare services working with individuals in Wales by considering:</p> <ul style="list-style-type: none"> <li>• the care and support of the ageing population</li> <li>• the impact of demographic changes in Wales (including pensions and working age)</li> <li>• the impact on informal carers</li> <li>• health and social care, and childcare provision, including the private, statutory and voluntary sectors</li> <li>• a focus on co-production</li> </ul> <p>Learners should consider the impact on individuals, their families/carers and wider society. They should appreciate that each challenge comes with associated effects, e.g. larger families can increase financial pressures on parents and place increased demands on children's services. However, larger families also offer the benefits of childcare responsibilities being shared between family members and the positive impact on the economy of enabling parents to return to work.</p>

**2.4.2 How types of care can support individuals to achieve positive outcomes**

This section builds upon the knowledge of health and social care, and childcare service provision gained in Unit 1. Learners will develop knowledge and understanding of the different types of care available within the services and how these types of care meet the needs of individuals across the life cycle.

Content	Amplification
<b>(a) Types of care</b>	<p>Learners should understand that all care is person/child centred and be aware of the different types of care available to individuals, including:</p> <ul style="list-style-type: none"> <li>• care and support for children in the early years, providing support for growth and development, opportunity for play, child protection, assessment, referral - e.g. crèches, nurseries, child minders</li> <li>• care and support for children and young people, child protection, holistic care when children and young people are unable to live with parents - foster care, respite care, residential child care;</li> <li>• care and support for adults, personal care, support with daily living activities such as shopping, cooking/feeding hygiene, household tasks - at home, day care, supported living, adult placement/shared lives, residential care, respite care; nursing care - at home, in a home</li> <li>• health care, including preventative; curative/treatment - acute, chronic; primary care - health centre, dentist, optician; secondary care - hospital</li> <li>• reablement - how individuals learn/re-learn after illness/injury - occupational therapy, physiotherapy, short term home-care</li> <li>• informal care provided by family and friends</li> <li>• end of life care, palliative - hospice, at home.</li> </ul>
<b>(b) Meeting needs</b>	<p>Learners should be aware of how the types of care and support services meet the different care needs of individuals across the life cycle, including:</p> <ul style="list-style-type: none"> <li>• physical care needs</li> <li>• emotional care needs</li> <li>• intellectual care needs</li> <li>• social care needs</li> <li>• keeping individuals safe</li> <li>• conditions and circumstances affecting care.</li> </ul> <p>Learners must know:</p> <ul style="list-style-type: none"> <li>• how needs can overlap</li> <li>• the importance for an individual that all needs are considered</li> <li>• the need/requirement to take a holistic approach to addressing needs, e.g. competing definitions of health</li> <li>• how these needs vary between individuals due to age, health, culture and gender.</li> </ul> <p>Learners should also consider how an individual's spiritual needs can be more or less important to them than other needs.</p>



### 2.4.3 Supporting self-identity, self-worth, sense of security and resilience across the life cycle

In this section learners will develop knowledge and understanding of how self-identity is influenced and the ways this can be supported to achieve a sense of self-worth, security and resilience across the life cycle

Content	Amplification
<p><b>(a) Self-identity, self-worth, sense of security and resilience</b></p>	<p>Learners should be able to define each of the terms and be aware of how they interrelate.</p> <p><b>Self-identity</b> - an individual's view of themselves, which is usually influenced by:</p> <ul style="list-style-type: none"> <li>• perceptions about themselves including abilities, flaws and status</li> <li>• feedback received from others.</li> </ul> <p><b>Self-worth</b> - the sense of an individual's own value or worth as a person.</p> <p><b>Sense of security</b> - a psychological sense that everything will be all right.</p> <p><b>Resilience</b> is being able to adapt well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress - such as family and relationship problems, serious health problems, or workplace and financial stressors. It means 'bouncing back' from difficult experiences.</p> <p>Learners should be able to analyse the factors that affect self-identity, self-worth, sense of security and resilience, such as:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• appearance</li> <li>• gender</li> <li>• culture</li> <li>• emotional development</li> <li>• education</li> <li>• relationships</li> <li>• sexual orientation</li> <li>• life experiences.</li> </ul> <p>Learners should be aware of how individuals can be supported to achieve positive self-identity, self-worth, sense of security and resilience, such as:</p> <ul style="list-style-type: none"> <li>• encouraging individuals to take part in physical activity or sport, develop hobbies and interests, group activities, discussion groups</li> <li>• promoting and empowering independence, recognition of choices</li> <li>• promoting self-help skills</li> <li>• recognising and promoting skills and abilities of individuals.</li> </ul>

#### 2.4.4 Meaningful activities to support and promote health, development and well-being

In this section learners will develop an understanding of the purpose and benefits of individuals taking part in meaningful activities to promote and support health and well-being. Learners will also investigate the suitability of activities for different life stages and develop skills to plan and carry out an activity.

Content	Amplification
<p><b>(a) Purpose of meaningful activities to support and promote health, development and well-being</b></p>	<p>Learners should understand that the purpose of meaningful activities may be to improve resilience in educational, residential and recreational sectors and can be:</p> <ul style="list-style-type: none"> <li>• therapeutic – to improve or treat a condition, learn a new skill or assist development</li> <li>• creative – to improve skills and raise self-esteem</li> <li>• recreational – to provide stimulation to prevent boredom.</li> </ul>
<p><b>(b) Types of activities</b></p>	<p>Learners should be aware of the principles of the Social Services and Well-being (Wales) Act 2014 when considering types of activities. The activities should:</p> <ul style="list-style-type: none"> <li>• support individuals to achieve well-being</li> <li>• allow individuals to have an equal say in the support they receive</li> <li>• prevent escalating need</li> </ul> <p>Learners should be able to recognise the different types of activities that may form part of an individual's care including:</p> <ul style="list-style-type: none"> <li>• physical activities – swimming, exercise, dancing</li> <li>• intellectual activities – memory games, puzzles, reading</li> <li>• emotional activities – painting, playing with water or sand</li> <li>• social activities – singing, playing games, drama</li> <li>• creative activities – arts and crafts, doing a jigsaw, playing an instrument.</li> </ul> <p>Learners should also be aware that:</p> <ul style="list-style-type: none"> <li>• some activities may be individual activities and/or group activities and can be either indoor or outdoor activities</li> <li>• some activity types are inter-related and can holistically support an individual's well-being; for example playing an instrument can be intellectual, emotional, creative and social</li> <li>• some activities are applicable to all life stages and that some have a focus for particular age groups</li> </ul>

Content	Amplification
<b>(c) Benefits of engagement in meaningful and creative activities</b>	<p>Learners need to know that meaningful activities can benefit individuals in a variety of ways:</p> <ul style="list-style-type: none"> <li>• physically – development of gross motor skills, development or improvement of fine motor skills, cardiovascular improvement</li> <li>• intellectually – improve concentration, development of language, learn new skills</li> <li>• emotionally – relaxation, security, pleasure, raise self-esteem</li> <li>• socially – cooperation with others, develop relationships.</li> </ul>
<b>(d) Planning and carrying out meaningful and creative activities</b>	<p>To plan and carry out meaningful activities learners should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the needs of a chosen target group</li> <li>• ways to encourage co-production and active participation</li> <li>• relevant health and safety issues for the target group and activity concerned</li> <li>• how to: <ul style="list-style-type: none"> <li>• select appropriate activities</li> <li>• plan and organise resources</li> <li>• set relevant goals/targets</li> <li>• gain feedback.</li> </ul> </li> </ul>

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

#### AO1

Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues

#### AO2

Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts

#### AO3

Analyse and evaluate health and social care, and childcare concepts, values and issues, making reasoned judgements and drawing conclusions

The tables below show the weighting of each assessment objective for each unit and for the single award and double award qualifications as a whole.

#### Single Award

	AO1	AO2	AO3	Total
Unit 1	15%	15%	10%	40%
Unit 2	20%	25%	15%	60%
<b>Overall weighting</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>	<b>100%</b>

#### Double Award

	AO1	AO2	AO3	Total
Unit 1	7.5%	7.5%	5%	20%
Unit 2	10%	12.5%	7.5%	30%
Unit 3	7.5%	7.5%	5%	20%
Unit 4	10%	12.5%	7.5%	30%
<b>Overall weighting</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>	<b>100%</b>

Quality of written communication will be assessed in:

- a specified question in each of the written examinations which requires extended writing
- the analysis/evaluation section of each NEA task.

Quality of written communication takes into account the candidate's use of specialist language. It also takes into account the candidate's spelling, punctuation and grammar.

## 3.2 Arrangements for non-exam assessment

Unit 2 and Unit 4 are non-exam assessments (NEA). Details on arrangements for NEA are provided by the Joint Council for Qualifications (JCQ). Please refer to the JCQ website, [www.jcq.org.uk](http://www.jcq.org.uk) for further information.

### Tasks

The tasks for assessment within Unit 2 and Unit 4 are presented in Appendix B of this specification. They will remain the same for the lifetime of this specification, to allow scope for learners to focus on an area of particular interest or a target group of particular relevance to them.

The target group for Unit 2 and Unit 4 may be drawn from any life stage. Candidates studying the double award qualification must not focus on a target group with the same condition in Unit 2 and in Unit 4. Furthermore, in the interests of developing breadth of knowledge and understanding, it is recommended that these candidates focus on target groups from different life stages for Unit 2 and for Unit 4.

### Preparation for NEA

NEA tasks may be completed and assessed at any suitable time during the course. However, centres need to ensure they have delivered the content needed for candidates to be able to access marks allocated to all aspects of the NEA. Candidates must have been given the opportunity to acquire skills and techniques and centres should guide them towards appropriate research areas and establish sound investigative skills, in preparation for the assessments.

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for GCSE Health and Social Care, and Childcare.

They must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to WJEC.

It is important that NEA activity is monitored by centres to ensure that candidates' work is their own. All candidates are required to sign that the work submitted is their own and teachers are required to confirm that the work is solely that of the candidate concerned and was conducted under the required conditions.

Candidates must not work together on any of their NEA tasks.

### Time available for NEA

Learners should spend approximately 10 hours on Task 1 and 15 hours on Task 2 within Unit 2, and approximately 25 hours on the single task within Unit 4. These times refer to work completed under direct supervision in the classroom.

Investigation work for Unit 2 and Unit 4 may be undertaken outside the supervised time, and should not be logged as counting towards the times noted above. All work other than investigation must be completed under direct supervision and does count towards the times noted above.

The NEA tasks do not have a required or recommended length in words or pages.

### **Supervision and Monitoring of NEA**

- During the write-up period candidates' work should remain within the centre at all times, and stored securely between timetabled sessions.
- Teachers may provide guidance and support to candidates to ensure that they have a clear understanding of the requirements of the NEA tasks and the associated marking criteria.
- Once work is underway, feedback must be limited to general advice on what needs to be improved. Teachers must not provide specific guidance on how to make these improvements.
- Once the task is finished and the final assessment made, no further amendments may be made.

The time spent working on each NEA task should be recorded by the teacher as a log and this may be requested by WJEC in addition to the work submitted for moderation. The log should be monitored by the centre to ensure that candidates spend approximately 10 hours, 15 hours and 25 hours on their relevant NEA tasks for Unit 2 and Unit 4.

### **Authentication**

It is important that NEA work is rigorously monitored by centres to ensure that candidates' work is their own. Centres should monitor candidates' work by:

- keeping a careful record of progress during the timetabled sessions
- carefully considering whether the written evidence submitted is characteristic of the candidates' ability/attainment
- keeping work secure in the centre once the evidence (i.e. the report and the supportive evidence) is handed in.
- ensuring work is not returned to the candidate to make changes.

### **References**

References to sources of information used in NEA tasks must be acknowledged. This can be through an appended bibliography using a conventional in-text referencing system, or through footnotes.

### **Evidence to be submitted**

Centres must assure WJEC that the evidence submitted is the work of the candidates concerned. Other than investigation activities, all work must be undertaken under direct supervision.

The teacher responsible for the supervision of the candidate's work must complete a declaration that she/he is satisfied that the evidence submitted is that of the candidate concerned.

Single Award and Double Award: Unit 2

**Task 1:** A report on service provision, a mark sheet completed by the assessor, signed declarations of authentication (by the teacher and the candidate) submitted electronically to WJEC.

**Task 2:** A report on health promotion which includes appropriate evidence of a campaign/activity produced by the candidate, a mark sheet completed by the assessor, signed declarations of authentication (by the teacher and the candidate) submitted electronically to WJEC.

Task 1 and Task 2 must be submitted to WJEC at the same time (i.e. for assessment in the same examination series).

Double Award: Unit 4

A report on meaningful activities to meet a specific need, which includes appropriate evidence of an activity produced by the candidate, a mark sheet completed by the assessor, signed declarations of authentication (by the teacher and the candidate) submitted electronically to WJEC.

NEA coversheets must be completed for all candidates, not just those selected for moderation. The forms can be downloaded from <https://www.healthandcarelearning.wales/>

**Assessment criteria for Unit 2 and Unit 4**

The assessment criteria for Unit 2 and Unit 4 are summarised in the tables below and shown in detail in Appendix A.

**Unit 2 Task 1: Service provision**

Assessment Criteria		Assessment objective(s)	Marks
(a)	Investigate the service provision locally and nationally to meet the needs of one of the following target groups: <ul style="list-style-type: none"> <li>• children</li> <li>• adolescents</li> <li>• adults</li> </ul>	AO1 & AO2	10 & 10
(b)	Investigate the job roles of two key professionals	AO1 & AO2	8 & 10
(c)	Analyse the task	AO3	10
			<b>Total 48</b>

**Unit 2 Task 2: Health promotion**

Assessment Criteria		Assessment objective(s)	Marks
(a)	Select topic and target group	AO2	5
(b)	Investigate the chosen topic using a range of resources	AO1 & AO2	6 & 6
(c)	Assess existing health promotion materials	AO2 & AO3	3 & 6
(d)	Plan and produce a health promotion campaign or activity	AO1 & AO2	16 & 16
(e)	Analyse and evaluate the task	AO3	14
			<b>Total 72</b>

**Unit 4: An activity to meet a need**

Assessment Criteria		Assessment objective(s)	Marks
(a)	Investigate how different types of care meet the specific needs of a chosen target group	AO1 & AO2	10 & 10
(b)	Analyse how local and national trends, demographics and government initiatives affect provision of care for the chosen target group	AO2 & AO3	10 & 10
(c)	Investigate meaningful activities to meet a specific need of the chosen target group	AO1 & AO2	10 & 10
(d)	Plan and produce a meaningful activity to meet a specific need of the chosen target group which helps to promote self-identity, self-worth and sense of security or resilience	AO1 & AO2	20 & 20
(e)	Analyse and evaluate the task	AO3	20
			<b>Total 120</b>



## **Marking**

### Single Award

- Unit 2 Task 1 and Task 2 are internally assessed using the mark schemes in Appendix A and externally moderated by WJEC.
- Task 1 and Task 2 must be submitted for moderation together, in the year of the award.

### Double Award

- Unit 2 Task 1 and Task 2 are internally assessed using the mark schemes in Appendix A and externally moderated by WJEC.
- Task 1 and Task 2 must be submitted for moderation together.
- Unit 4 is internally assessed using the mark scheme in Appendix A and externally moderated by WJEC.

## **Internal standardisation and moderation**

Where there is more than one teacher in a centre, work from all teaching groups must be standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved at the centre.

## **Assessment grids and teacher annotations**

When assessing the written evidence for each assessment teachers should study the NEA mark grids and bands in Appendix A, which are designed to present a system that links the assessment objectives to marks, and helps to discriminate clearly between varying levels of achievement.

Teachers are required to record separate marks for each section in the spaces provided on the marking grid, to total the overall mark in the box provided and to make an overall summative comment.

Teacher annotations within the body of the written evidence, whilst not mandatory are very useful to show where and why the marks have been awarded.

Examples of NEA will be issued by WJEC to help centres identify the quality of the work associated with various mark bands. These materials are intended for the use of internal assessors of NEA only and must not be shared with candidates.

### **Submission of marks and administration**

Centres need to submit marks for NEA work online by a specified date in May of the year when the work is to be submitted for moderation. When the marks have been submitted to WJEC, the system will identify the sample of candidates whose work is selected for moderation.

- only the evidence from the candidates selected for the sample should be submitted electronically using the online platform Surpass
- all other candidates' work must be retained at the centre
- the coversheet must be signed by both the candidate and the teacher

All candidates' work, not just the sample, must be authenticated internally by signing a coversheet.

Further details on the submission of samples will be made available at <https://www.healthandcarelearning.wales/>

### **Centre feedback**

Centres will receive detailed feedback from the moderation process in the form of an electronic report.

## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a unitised qualification which allows for an element of staged assessment.

A minimum of 40% of the overall assessment must be taken at the end of the course to satisfy the requirement for terminal assessment and the results from the terminal assessment must contribute to the subject award.

This means that at least one of the two units for a single award and at least two of the four units for a double award must be taken as 'terminal assessment'. Centres may determine which units are used to meet this rule. Alternatively, all units may be taken at the end of the course.

Assessment opportunities will be available in May/June each year, until the end of the life of this specification.

Summer 2020 will be the first assessment opportunity for Unit 1. Summer 2021 will be the first assessment opportunity for units 2, 3 and 4, and the first award of the single award and double award qualifications.

Candidates may resit an individual unit once only. The better uniform mark score from the two attempts will be used in calculating the final overall qualification grade(s) subject to terminal assessment requirements being satisfied first; i.e. that candidates must complete 40% of the overall assessment in the series in which they are cashing in. If the assessment being re-taken contributes to the 40% terminal assessment requirement, the mark for the new assessment will count.

A qualification may be taken more than once. However, if any unit has been attempted twice and a candidate wishes to enter the unit for the third time, the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from units taken prior to the fresh start can be used in aggregating the new grade(s).

Marks for either or both of the NEA units may be carried forward for the life of this specification.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate.

The entry codes appear below.

	Title	Entry codes			
		English-medium		Welsh-medium	
Unit 1	Human growth, development and well-being	On-screen	3570UA	On-screen	3570NA
		Paper	3570UB	Paper	3570NB
Unit 2	Promoting and maintaining health and well-being	3570U2		3570N2	
Unit 3	Health and social care, and childcare in the 21 <sup>st</sup> Century	On-screen	3570UC	On-screen	3570NC
		Paper	3570UD	Paper	3570ND
Unit 4	Promoting and supporting health and well-being to achieve positive outcomes	3570U4		3570N4	
GCSE Health and Social Care, and Childcare (single award) cash-in		3570QS		3570CS	
GCSE Health and Social Care, and Childcare (double award) cash-in		3570QD		3570CD	

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

## 4.2 Grading, awarding and reporting

The single award GCSE qualification is reported on an eight point scale from A\*-G, where A\* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified) and learners will not receive a certificate.

The double award GCSE qualification is reported on a fifteen point scale from A\*A\*-GG, where A\*A\* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified) and learners will not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

### Single Award

INDIVIDUAL UNITS										
Grade		MAX.	A*	A	B	C	D	E	F	G
Unit 1	Examination	100	90	80	70	60	50	40	30	20
Unit 2	NEA	150	135	120	105	90	75	60	45	30

QUALIFICATION - SINGLE AWARD Maximum mark 250									
MAX	A*	A	B	C	D	E	F	G	
250	225	200	175	150	125	100	75	50	

### Double Award

INDIVIDUAL UNITS										
Grade		MAX.	A*	A	B	C	D	E	F	G
Unit 1	Examination	100	90	80	70	60	50	40	30	20
Unit 2	NEA	150	135	120	105	90	75	60	45	30
Unit 3	Examination	100	90	80	70	60	50	40	30	20
Unit 4	NEA	150	135	120	105	90	75	60	45	30

QUALIFICATION – DOUBLE AWARD Maximum mark 500															
Max	A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG
500	450	425	400	375	350	325	300	275	250	225	200	175	150	125	100

## APPENDIX A

### NEA marking grids for Unit 2 and Unit 4

## **Assessment grids for NEA Unit 2 and Unit 4**

### **Banded mark schemes**

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

#### **Stage 1 – Deciding on the band**

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

#### **Stage 2 – Deciding on the mark**

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not credit worthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

### **Internal standardisation**

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

## Unit 2

## Task 1: Service provision

<p>(a) Investigate service provision locally and nationally to meet the needs of children, adolescents or adults. <span style="float: right;">[20 marks]</span></p> <p><b>Candidates should:</b></p> <p>Carry out research to identify and describe services from each of the health care, social care and/or childcare sectors.</p> <p>For each of these services they should:</p> <ul style="list-style-type: none"> <li>• identify whether the service is             <ul style="list-style-type: none"> <li>• in a local and/or national area</li> <li>• part of the healthcare, social care, or childcare sector</li> <li>• statutory, private or voluntary</li> </ul> </li> <li>• explain the main role of each of these services for the chosen target group</li> <li>• show how these services are regulated</li> <li>• identify the sources of their information</li> <li>• present the information in an appropriate format.</li> </ul>		
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues</i>	<b>AO2:</b> <i>Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts</i>
<b>4</b>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• Detailed, relevant investigation, clearly linked to the context, using an appropriate range of sources</li> <li>• Sectors and providers are identified clearly and correctly</li> <li>• A broad range of appropriate local and/or national services has been identified and described in detail.</li> </ul>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• Research demonstrates an excellent understanding of the task and the ability to apply information accurately to the context</li> <li>• Excellent explanation of the main role of the services for the chosen target group</li> <li>• Detailed understanding of how these services are regulated is shown</li> <li>• Information is very well organised and presented in a highly appropriate format.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>• Relevant investigation, linked to the context, using an appropriate range of sources</li> <li>• Sectors and providers are identified correctly</li> <li>• A range of appropriate local and/or national services has been identified and described in some detail.</li> </ul>	<p style="text-align: center;"><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>• Research demonstrates a good understanding of the task and the ability to apply information to the context</li> <li>• Good explanation of the main role of the services for the chosen target group</li> <li>• Good understanding of how these services are regulated is shown</li> <li>• Information is well organised and presented in an appropriate format.</li> </ul>



2	<p style="text-align: center;"><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>• Basic investigation, generally linked to the context, using at least two sources</li> <li>• Sectors and providers are identified correctly</li> <li>• A number of local and/or national services have been identified and described briefly.</li> </ul>	<p style="text-align: center;"><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>• Research demonstrates a basic understanding of the task and some application of information to the context</li> <li>• Basic explanation of the main role of the services for the chosen target group</li> <li>• Basic understanding of how some of these services are regulated is shown</li> <li>• Information is generally well organised/presented.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited investigation using at least one source</li> <li>• A small number of services have been identified.</li> </ul>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Research demonstrates limited understanding of the task and little application of information to the context</li> <li>• Limited explanation of the role of the services for the chosen target group</li> <li>• Little evidence of organising information.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or not attempted.</p>	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or not attempted.</p>

<b>(b) Investigate the job roles of two key professionals</b>		<b>[18 marks]</b>
<b>Candidates should:</b>		
For one of the services they have identified:		
<ul style="list-style-type: none"> <li>• select <b>two</b> different key professionals and explain their roles in relation to the target group and their needs</li> <li>• explain the personal skills and qualities needed for these roles</li> <li>• identify career opportunities within these roles</li> <li>• explain how the chosen professionals may work as part of multi-agency working.</li> </ul>		
<b>Note:</b> research which considers the role of one key professional only cannot be awarded higher than Band 2 marks in both AO1 and AO2.		
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues</i>	<b>AO2:</b> <i>Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts</i>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>• Excellent description of the skills and qualities needed in the job roles of two key professionals</li> <li>• Comprehensive identification of career opportunities within these roles.</li> </ul>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• Excellent, detailed explanation of the job roles of two key professionals, in relation to the target group and their needs</li> <li>• Thorough, relevant explanation of how both key professionals may contribute to multi-agency working.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• Good description of the skills and qualities needed in the job roles of two key professionals</li> <li>• Clear identification of career opportunities within these roles.</li> </ul>	<p style="text-align: center;"><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>• Good explanation of the job roles of two key professionals, in relation to the target group and their needs</li> <li>• Clear explanation of how both key professionals may contribute to multi-agency working.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• Basic description of the skills and qualities needed in the job roles of two key professionals</li> <li>• Basic identification of some career opportunities within these roles.</li> </ul>	<p style="text-align: center;"><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>• Basic explanation of the job roles of two key professionals, in relation to the target group</li> <li>• Brief explanation of how both key professionals may contribute to multi-agency working.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited description of the skills and qualities needed in the job roles of two key professionals</li> <li>• Little identification career opportunities within either role.</li> </ul>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited explanation of the job roles of two key professionals</li> <li>• Limited explanation of how either of the key professionals may contribute to multi-agency working.</li> </ul>
	<b>0 marks</b> Not credit worthy or not attempted.	<b>0 marks</b> Not credit worthy or not attempted.

<b>(c)</b>	<p><b>Analyse the task</b> <span style="float: right;"><b>[10 marks]</b></span></p> <p><b>Candidates should:</b></p> <p>Analyse the findings of your investigation with regard to:</p> <ul style="list-style-type: none"> <li>• the availability of services and key professionals</li> <li>• whether these meet the needs of the target group.</li> </ul> <p>The quality of candidates' communication is assessed in this section.</p>
<b>Band</b>	<b>AO3:</b> <i>Analyse and evaluate health and social care, and childcare concepts, values and issues, making reasoned judgements and drawing conclusions</i>
<b>4</b>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• An excellent, detailed analysis of the findings of the investigation</li> <li>• Appropriate conclusions are presented, in the context of how available services and key professionals meet the needs of the target group</li> <li>• Writing is very well structured, using accurate grammar, punctuation and spelling.</li> <li>• A broad range of specialist terminology is used with accuracy.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>• A good analysis of the findings of the investigation</li> <li>• Generally appropriate conclusions are presented, in the context of how available services and key professionals meet the needs of the target group</li> <li>• Writing is well structured, using mostly accurate grammar, punctuation and spelling.</li> <li>• Specialist terminology is used with accuracy.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>• A basic analysis of the findings of the investigation</li> <li>• Some appropriate conclusions are presented, in the context of how available services and/or key professionals meet the needs of the target group</li> <li>• Writing is mainly well structured, using generally accurate grammar, punctuation and spelling.</li> <li>• Basic use of specialist terminology.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• A limited analysis of the findings of the investigation</li> <li>• Limited evidence of relevant conclusions being drawn</li> <li>• Some errors in grammar, punctuation and spelling, which affect clarity of communication</li> <li>• Writing shows limited use of specialist terminology or structure.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or attempted.</p>

**Task 2: Health promotion**

<b>(a) Select topic and target group</b> <span style="float: right;"><b>[5 marks]</b></span>	
<p><b>Candidates should give reasons for their choice of:</b></p> <ul style="list-style-type: none"> <li>• topic</li> <li>• target group.</li> </ul>	
<b>Band</b>	<b>AO2:</b> <i>Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts</i>
<b>3</b>	<b>4-5 marks</b> Very good, appropriate range of reasons provided, clearly explaining choice of topic and target group.
<b>2</b>	<b>2-3 marks</b> Good, generally appropriate reasons provided, explaining choice of topic and target group.
<b>1</b>	<b>1 mark</b> Basic reasons provided, to support choice of topic and/or target group.
	<b>0 marks</b> Not credit worthy or not attempted.

<b>(b) Investigate the chosen topic using a range of resources</b>		<b>[12 marks]</b>
<b>Candidates should:</b>		
<ul style="list-style-type: none"> <li>describe positive and negative influences on the health and well-being of the chosen target group</li> <li>describe the effects of the chosen topic on the health and well-being of the target group</li> <li>explain how government guidelines/initiatives, specific to the chosen topic, aim to support health and well-being.</li> </ul>		
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues</i>	<b>AO2:</b> Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts
<b>3</b>	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>Very good use of relevant information to provide a clear description of a range of both positive and negative influences on the health and well-being of the chosen target group</li> <li>Very good use of a broad range of sources of information to provide a detailed description of the effects of the chosen topic on the health and well-being of the target group.</li> </ul>	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>Appropriate sources of information used effectively to select government guidelines/initiatives relevant to the topic and target group</li> <li>Very good, detailed explanation of how these government guidelines/initiatives aim to support health and well-being in the context of the target group.</li> </ul>
<b>2</b>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Good use of information to provide a description of a range of both positive and negative influences on the health and well-being of the chosen target group</li> <li>Good use of a range of sources of information to provide a description of the effects of the chosen topic on the health and well-being of the target group.</li> </ul>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Sources of information used to select government guidelines/initiatives generally relevant to the topic and target group</li> <li>Good explanation of how these government guidelines/initiatives aim to support health and well-being in the context of the target group.</li> </ul>
<b>1</b>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>Basic use of information to provide a description of influences on the health and well-being of the chosen target group</li> <li>Basic use of a small number of sources of information to provide a brief description of the effects of the chosen topic on the health and well-being of the target group.</li> </ul>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>A small number of sources of information used to select government guidelines/initiatives, some of which may not be directly relevant to the topic and target group</li> <li>Basic attempt an explanation of how these government guidelines/initiatives aim to support health and well-being in the context of the target group.</li> </ul>
	<p><b>0 mark</b></p> <p>Not credit worthy or not attempted.</p>	<p><b>0 mark</b></p> <p>Not credit worthy or not attempted.</p>

<b>(c) Assess existing health promotion materials</b>		<b>[9 marks]</b>
<p><b>Candidates should:</b></p> <p>Assess existing health promotion materials referring to:</p> <ul style="list-style-type: none"> <li>• the aims of the materials</li> <li>• their suitability for the target group</li> <li>• their availability to the target group</li> <li>• sources of support available to the target group.</li> </ul>		
<b>Band</b>	<b>AO2:</b> <i>Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts</i>	<b>AO3:</b> <i>Analyse and evaluate health and social care, and childcare concepts, values and issues, making reasoned judgements and drawing conclusions</i>
<b>3</b>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• Very good understanding of the aims of a range of relevant health promotion materials, in the context of the chosen topic</li> <li>• Very good explanation of the sources of support available to the target group.</li> </ul>	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• A well-reasoned, informed judgement of the suitability of the health promotion materials for the target group, with clear reference to the suitability of the content, language and images used</li> <li>• Very good consideration of how the materials are made available to the target group and the effectiveness of the media used.</li> </ul>
<b>2</b>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• Good understanding of the aims of a range of relevant health promotion materials, in the context of the chosen topic</li> <li>• Good explanation of the sources of support available to the target group.</li> </ul>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• A reasonably informed judgement of the suitability of the health promotion materials for the target group, with some reference to the suitability of the content, language and images used</li> <li>• Good consideration of how the materials are made available to the target group and the effectiveness of the media used.</li> </ul>
<b>1</b>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Basic understanding of the aims of a small number of health promotion materials, generally in the context of the chosen topic</li> <li>• Brief explanation of some sources of support available to the target group.</li> </ul>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• A basic judgement of the suitability of the health promotion materials for the target group, with little reference to the suitability of the content, language or images used</li> <li>• Little consideration of how the materials are made available to the target group or the effectiveness of the media used.</li> </ul>
	<p><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>	<p><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>

<b>(d) Plan and produce a health promotion campaign or activity</b>		<b>[32 marks]</b>
<p><b>Candidates should show evidence of:</b></p> <ul style="list-style-type: none"> <li>• consideration of methods/techniques to be used</li> <li>• selection and safe use of appropriate resources</li> <li>• appropriate level of text and illustration</li> <li>• consideration of cost</li> <li>• visual evidence of the materials to be used for the campaign or activity</li> <li>• visual evidence of presentation of the activity (if appropriate)</li> <li>• gaining feedback.</li> </ul>		
<b>Band</b>	<b>AO1: <i>Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues</i></b>	<b>AO2: <i>Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts</i></b>
<b>4</b>	<p style="text-align: center;"><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>• Excellent understanding of the task and the requirements which have to be met</li> <li>• Planning is very well structured and logical, taking into account resources to be used and cost</li> <li>• Accurate and clear description of appropriate sources of feedback.</li> </ul>	<p style="text-align: center;"><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>• Detailed consideration of a range of methods and techniques to be used to create an effective campaign or activity in the context of the chosen topic and target group</li> <li>• Applied knowledge and understanding, and used a range of appropriate skills, to produce a high-quality campaign or activity that is fit for purpose</li> <li>• Content is accurate and entirely relevant to the topic and target group</li> <li>• Excellent presentation and use of language and illustrations appropriate to the target group.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>• Good understanding of the task and the requirements which have to be met</li> <li>• Planning is well structured and generally logical, taking into account resources to be used and cost</li> <li>• Good description of appropriate sources of feedback.</li> </ul>	<p style="text-align: center;"><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>• General consideration of a range of methods and techniques to be used to create a campaign or activity in the context of the chosen topic and target group</li> <li>• Applied knowledge and understanding, and used a range of appropriate skills, to produce a good campaign or activity that is generally fit for purpose</li> <li>• Content is accurate and generally relevant to the topic and target group</li> <li>• Good presentation and use of language and illustrations appropriate to the target group.</li> </ul>

2	<p style="text-align: center;"><b>5-8 marks</b></p> <ul style="list-style-type: none"> <li>• Basic understanding of the task and the requirements which have to be met.</li> <li>• Planning shows evidence of structure, taking into account resources to be used and cost</li> <li>• Basic description of sources of feedback.</li> </ul>	<p style="text-align: center;"><b>5-8 marks</b></p> <ul style="list-style-type: none"> <li>• Some consideration of a number of methods and techniques to be used to create a campaign or activity in the context of the chosen topic and/or target group</li> <li>• Applied knowledge and understanding, and used appropriate skills, to produce a basic campaign or activity</li> <li>• Content is generally accurate and shows some relevance to the topic and/or target group</li> <li>• Basic presentation and use of language which is generally appropriate to the target group.</li> </ul>
1	<p style="text-align: center;"><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>• Limited understanding of the task or the requirements which have to be met</li> <li>• Planning shows little evidence of structure</li> <li>• Limited description of sources of feedback.</li> </ul>	<p style="text-align: center;"><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>• Limited consideration of methods and/or techniques to be used to create a campaign or activity</li> <li>• Used a limited range of skills, to produce a simple campaign or activity</li> <li>• Content has limited relevance to the topic and/or target group</li> <li>• Simple presentation and use of language.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or not attempted.</p>	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or not attempted.</p>



<b>(e)</b>	<p><b>Analyse and evaluate the task</b> <span style="float: right;"><b>[14 marks]</b></span></p> <p><b>Candidates should analyse and evaluate their work with regard to:</b></p> <ul style="list-style-type: none"> <li>• the feedback gained</li> <li>• strengths and weaknesses of the campaign or activity</li> <li>• possible long and short term effects of the campaign or activity on the target group.</li> </ul> <p>The quality of candidates' communication is assessed in this section.</p>
<b>Band</b>	<b>AO3:</b> <i>Analyse and evaluate health and social care, and childcare concepts, values and issues, making reasoned judgements and drawing conclusions</i>
<b>4</b>	<p style="text-align: center;"><b>12-14 marks</b></p> <ul style="list-style-type: none"> <li>• An excellent, detailed and accurate analysis of feedback obtained</li> <li>• Thorough evaluation of the strengths and weaknesses of the campaign or activity</li> <li>• An excellent detailed analysis of a range of possible long and short term effects of the campaign or activity on the target group</li> <li>• Writing is very well structured and highly organised, using accurate grammar, punctuation and spelling</li> <li>• A broad range of specialist terminology is used with accuracy.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>8-11 marks</b></p> <ul style="list-style-type: none"> <li>• A good, accurate analysis of feedback obtained</li> <li>• Clear evaluation of the strengths and weaknesses of the campaign or activity</li> <li>• A good analysis of a range of possible long and short term effects of the campaign or activity on the target group</li> <li>• Writing is well structured and organised, using mostly accurate grammar, punctuation and spelling</li> <li>• Specialist terminology is used with accuracy.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>4-7 marks</b></p> <ul style="list-style-type: none"> <li>• A basic analysis of feedback obtained</li> <li>• Brief evaluation of the strengths and/or weaknesses of the campaign or activity</li> <li>• A basic analysis of a range of possible effects of the campaign or activity on the target group</li> <li>• Writing is mainly well structured, using generally accurate grammar, punctuation and spelling</li> <li>• Basic use of specialist terminology.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-3 marks</b></p> <ul style="list-style-type: none"> <li>• A simplistic analysis of feedback obtained</li> <li>• Limited evaluation of the campaign or activity, or analysis of its possible effects on the target group</li> <li>• Some errors in grammar, punctuation and spelling, which affect clarity of communication</li> <li>• Writing shows limited use of specialist terminology or structure.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or attempted.</p>

### Mapping of NEA Unit 2 (Task 1 and Task 2) to specification content and assessment objectives

Assessment criteria		Specification content (main focus)			Mark allocation			
		Section			Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
		2.2.1	2.2.2	2.2.3				
<b>Task 1</b>	(a)	(a) (b) (c)			<b>20</b>	10	10	0
	(b)	(d) (e)			<b>18</b>	8	10	0
	(c)	(a) (b) (c) (d) (e)			<b>10</b>			10
<b>Task 2</b>	(a)		(b)		<b>5</b>	0	5	0
	(b)		(a)	(a) (c)	<b>12</b>	6	6	0
	(c)	(c)	(a) (b)		<b>9</b>	0	3	6
	(d)		(b)	(a) (b) (c)	<b>32</b>	16	16	0
	(e)	(e)	(b)	(a) (b) (c)	<b>14</b>	0	0	14
<b>Total marks</b>					<b>120</b>	<b>40</b>	<b>50</b>	<b>30</b>

## Unit 4

## Task: An activity to meet a need

<p><b>(a) Investigate how different types of care meet the needs of a chosen target group [20 marks]</b></p> <p><b>Candidates should:</b></p> <ul style="list-style-type: none"> <li>describe the physical, intellectual, emotional and social needs of the chosen target group</li> <li>explain how the different types of care meet the identified needs</li> <li>explain how holistic care can be provided for this target group.</li> </ul>		
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues</i>	<b>AO2:</b> <i>Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of contexts</i>
<b>4</b>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Thorough and effective use of a broad range of sources of information to provide a comprehensive description of the physical, intellectual, emotional and social care needs of the chosen group</li> <li>An excellent knowledge and understanding of person-centred care, demonstrating an awareness of a wide range of types of care relevant to the chosen target group.</li> </ul>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Excellent explanation of how the different types of care may address the identified care needs of the chosen target group</li> <li>Clear identification of how needs can overlap and the requirement to take a holistic approach to fully address needs</li> <li>Thorough and detailed explanation of how holistic care can be provided for this target group, with relevant consideration of where the care may be provided.</li> </ul>
<b>3</b>	<p><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>Effective use of a range of sources of information to provide a good description of the physical, intellectual, emotional and social care needs of the chosen group</li> <li>A good knowledge and understanding of person-centred care, demonstrating an awareness of a range of types of care relevant to the chosen target group.</li> </ul>	<p><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>Good explanation of how the different types of care may address the identified care needs of the chosen target group</li> <li>Generally clear identification of how needs can overlap and the requirement to take a holistic approach to fully address needs</li> <li>Good explanation of how holistic care can be provided for this target group, with consideration of where the care may be provided.</li> </ul>

<p style="text-align: center;"><b>2</b></p>	<p style="text-align: center;"><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>• Basic use of sources of information to provide a brief description of the physical, intellectual, emotional and social care needs of the chosen group</li> <li>• A basic knowledge and understanding of person-centred care, demonstrating an awareness of a small number of types of care relevant to the chosen target group.</li> </ul>	<p style="text-align: center;"><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>• Brief explanation of how the different types of care may address the identified care needs of the chosen target group</li> <li>• Some recognition that needs can overlap or the requirement to take a holistic approach to fully address needs</li> <li>• Brief explanation of how holistic care can be provided for this target group, with basic consideration of where the care may be provided.</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited use of sources of information to provide an outline of some of the physical, intellectual, emotional and social care needs of the chosen group</li> <li>• A limited knowledge and understanding of person-centred care.</li> </ul>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited explanation of how types of care may address the identified care needs of the chosen target group</li> <li>• Brief explanation of how care can be provided for this group.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or attempted.</p>	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or attempted.</p>

<b>(b) Analyse how local and national trends, demographics and government initiatives affect the care provided for the chosen target group [20 marks]</b>		
<b>Candidates should:</b>		
<ul style="list-style-type: none"> <li>analyse demographic data/statistics to investigate local and national social and health trends related to the specific needs/condition they have chosen</li> <li>investigate local and national initiatives related to the specific needs/condition you have chosen</li> <li>consider how these affect the availability of care and support services for the chosen target group.</li> </ul>		
<b>Band</b>	<b>AO2:</b> <i>Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of contexts</i>	<b>AO3:</b> <i>Analyse and evaluate health and social care, and childcare concepts, values and issues, making reasoned judgements and drawing conclusions</i>
<b>4</b>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Excellent, detailed investigation and explanation of a range of relevant local and national initiatives</li> <li>Clear identification of how the local and national initiatives identified relate to the health and well-being of the chosen target group.</li> </ul>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>Evidence of thorough and effective analysis of relevant data to inform understanding of local and national health trends</li> <li>Excellent consideration of how local and national trends, demographics and government initiatives have impacted on provision of both formal and informal care for the target group.</li> </ul>
<b>3</b>	<p><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>Good investigation and explanation of a range of relevant local and national initiatives</li> <li>Generally clear identification of how the local and national initiatives identified relate to the health and well-being of the chosen target group.</li> </ul>	<p><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>Evidence of effective analysis of relevant data to inform understanding of local and national health trends</li> <li>Good consideration of how local and national trends, demographics and government initiatives have impacted on provision of both formal and informal care for the target group.</li> </ul>
<b>2</b>	<p><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>Basic investigation and brief explanation of a range of relevant local and/or national initiatives</li> <li>Some identification of how the local and/or national initiatives identified relate to the health and well-being of the chosen target group.</li> </ul>	<p><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>Evidence of basic analysis of data to partially inform understanding of local and/or national health trends</li> <li>Basic consideration of how at least two from: local and national trends, demographics or government initiatives have impacted on provision of care for the target group.</li> </ul>
<b>1</b>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>Limited investigation of relevant local and/or national initiatives</li> <li>Little identification of how the local and/or national initiatives identified relate to the health and well-being of the chosen target group.</li> </ul>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>Little analysis of data, with limited evidence of this being used to inform understanding of trends</li> <li>Limited consideration of how at least one from: local and national trends, demographics or government initiatives has impacted on provision of care for the target group.</li> </ul>
	<p><b>0 marks</b></p> <p>Not credit worthy or attempted.</p>	<p><b>0 marks</b></p> <p>Not credit worthy or attempted.</p>

<b>(c) Investigate meaningful activities to meet specific needs of the chosen target group</b> <b>[20 marks]</b>		
<b>Candidates should:</b>		
<ul style="list-style-type: none"> <li>• describe a range of different types of activities</li> <li>• explain the purpose of participating in these activities</li> <li>• explain why these activities may meet the needs of the chosen target group.</li> </ul>		
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues</i>	<b>AO2:</b> <i>Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts</i>
<b>4</b>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• Thorough and effective use of a broad range of sources of information to identify and describe a range of different types of appropriate meaningful activities</li> <li>• Excellent knowledge and understanding of the different types of activities demonstrating an awareness of how these relate to the principles of the Social Services and Well-being (Wales) Act 2014.</li> </ul>	<p><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• An accurate and detailed explanation of the purpose of participating in the identified meaningful activities used for therapeutic, creative and recreational purposes</li> <li>• Excellent application of knowledge to explain in detail how participating in each of the activities identified may be meaningful for the target group in terms of their physical, intellectual, emotional and social needs.</li> </ul>
<b>3</b>	<p><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>• Effective use of a range of sources of information to identify and describe different types of appropriate meaningful activities</li> <li>• Good knowledge and understanding of the different types of activities demonstrating an awareness of how these relate to the principles of the Social Services and Well-being (Wales) Act 2014.</li> </ul>	<p><b>6-8 marks</b></p> <ul style="list-style-type: none"> <li>• A good explanation of the purpose of participating in the identified meaningful activities used for therapeutic, creative and recreational purposes</li> <li>• Good application of knowledge to explain how participating in each of the activities identified may be meaningful for the target group in terms of their physical, intellectual, emotional and social needs.</li> </ul>
<b>2</b>	<p><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>• Basic use of sources of information to identify and describe some appropriate meaningful activities</li> <li>• Basic knowledge and understanding of the different types of activities demonstrating some awareness of how these relate to the principles of the Social Services and Well-being (Wales) Act 2014.</li> </ul>	<p><b>3-5 marks</b></p> <ul style="list-style-type: none"> <li>• A brief explanation of the purpose of participating in the identified meaningful activities</li> <li>• Basic application of knowledge to explain how participating in some of the activities identified may be meaningful for the target group in terms of at least two from their physical, intellectual, emotional and social needs.</li> </ul>

1	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited use of sources of information to identify and describe appropriate meaningful activities</li> <li>• Limited knowledge and understanding of the different types of activities demonstrating little awareness of how these relate to the principles of the Social Services and Well-being (Wales) Act 2014.</li> </ul>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• An outline of the purpose of participating in the identified meaningful activities</li> <li>• Limited application of knowledge to explain how participating in activities may be meaningful for the target group.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or attempted.</p>	<p style="text-align: center;"><b>0 marks</b> Not credit worthy or attempted.</p>

<p><b>(d) Plan and produce a meaningful activity which:</b></p> <ul style="list-style-type: none"> <li>• meets specific needs of the chosen target group</li> <li>• helps to promote self-identity, self-worth and a sense of security or resilience</li> </ul> <p style="text-align: right;"><b>[40 marks]</b></p> <p><b>Candidates should show evidence of:</b></p> <ul style="list-style-type: none"> <li>• the aim(s) of the activity</li> <li>• selecting an appropriate activity</li> <li>• how the activity could be co-produced in a care setting</li> <li>• planning and organising resources</li> <li>• health and safety considerations</li> <li>• the activity</li> <li>• gaining feedback on the activity.</li> </ul>		
<b>Band</b>	<p><b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues</i></p>	<p><b>AO2:</b> <i>Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts</i></p>
<b>5</b>	<p style="text-align: center;"><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>• Excellent understanding of the requirements of the task</li> <li>• Excellent understanding of the principles of co-production</li> <li>• Thorough and effective planning and organisation, which is very well structured and logical, taking into account available resources and facilities</li> <li>• Relevant health and safety issues have been fully considered.</li> <li>• Considered a range of strategies, techniques and approaches to gain appropriate feedback.</li> </ul>	<p style="text-align: center;"><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>• Appropriate aims of the activity are set, which clearly demonstrate thorough consideration and understanding of the needs of the target group</li> <li>• Clear and comprehensive evidence of how the activity could be co-produced in a care setting</li> <li>• Fully considered a range of approaches to achieving the stated aims, before deciding upon the final activity</li> <li>• Clear, informed and fully justified decisions are provided to support the choice of activity</li> <li>• Clear and comprehensive evidence of an activity which is appropriate for the stated aims and the target group.</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>• Good understanding of the requirements of the task</li> <li>• Good understanding of the principles of co-production</li> <li>• Effective planning and organisation, which is well structured and generally logical, taking into account available resources and facilities</li> <li>• Relevant health and safety issues have been considered.</li> <li>• Considered a range of strategies, techniques and approaches to gain feedback</li> </ul>	<p style="text-align: center;"><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>• Appropriate aims of the activity are set, which demonstrate good consideration and understanding of the needs of the target group</li> <li>• Clear evidence of how the activity could be co-produced in a care setting</li> <li>• Considered a range of approaches to achieving the stated aims, before deciding upon the final activity</li> <li>• Clear and justified decisions are provided to support the choice of activity</li> <li>• Clear evidence of an activity which is appropriate for the stated aims and the target group.</li> </ul>



3	<p style="text-align: center;"><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the requirements of the task</li> <li>• Satisfactory understanding of the principles of co-production</li> <li>• Planning and organisation is generally well structured and takes some account of available resources and facilities</li> <li>• Some health and safety issues have been considered</li> <li>• Considered some strategies, techniques and/or approaches to gain feedback</li> </ul>	<p style="text-align: center;"><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>• Generally appropriate aims of the activity are set, which demonstrate satisfactory consideration and understanding of the needs of the target group</li> <li>• Satisfactory evidence of how the activity could be co-produced in a care setting</li> <li>• Considered some approaches to achieving the stated aims, before deciding upon the final activity</li> <li>• Some justification is provided to support the choice of activity</li> <li>• Satisfactory evidence of an activity which is generally appropriate for the stated aims and the target group.</li> </ul>
2	<p style="text-align: center;"><b>5-8 marks</b></p> <ul style="list-style-type: none"> <li>• Basic understanding of the requirements of the task</li> <li>• Basic understanding of the principles of co-production</li> <li>• Planning and organisation shows some evidence of structure, but with little evidence of available resources and facilities being considered</li> <li>• Some health and safety issues are identified</li> <li>• Little evidence of strategies, techniques and/or approaches to gain feedback</li> </ul>	<p style="text-align: center;"><b>5-8 marks</b></p> <ul style="list-style-type: none"> <li>• Some aims of the activity are set, which demonstrate basic consideration and understanding of the needs of the target group</li> <li>• Evidence of how the activity could be co-produced in a care setting, but which may be only partly appropriate</li> <li>• Basic evidence of having considered approaches to achieving the stated aims, before deciding upon the final activity</li> <li>• Little justification is provided to support the choice of activity</li> <li>• Evidence of an activity, but which may be only partly appropriate for the stated aims and the target group.</li> </ul>
1	<p style="text-align: center;"><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>• Limited understanding of the requirements of the task</li> <li>• Little or no evidence of understanding the principles of co-production</li> <li>• Little evidence of planning or organisation</li> <li>• Little consideration of feedback.</li> </ul>	<p style="text-align: center;"><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>• The aims set demonstrate limited consideration and understanding of the needs of the target group</li> <li>• One activity has been identified and is evidenced in the work, though it may have limited relevance to the target group.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not credit worthy or attempted.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not credit worthy or attempted.</p>

<b>(e)</b>	<p><b>Analyse and evaluate the task.</b> <span style="float: right;"><b>[20 marks]</b></span></p> <p><b>Candidates should:</b></p> <ul style="list-style-type: none"> <li>• evaluate the activity</li> <li>• discuss the strengths and weaknesses of their planning and organisation of the task</li> <li>• assess how well the activity meets the needs of the target group</li> <li>• evaluate the views or opinions gained in feedback on the activity</li> <li>• suggest ways the activity could be improved to better meet the needs of the target group.</li> </ul>
<b>Band</b>	<p><b>AO3:</b> <i>Analyse and evaluate health and social care, and childcare concepts, values and issues, making reasoned judgements and drawing conclusions</i></p>
<b>5</b>	<p style="text-align: center;"><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>• A critical and objective evaluation of the activity including a clear, detailed evaluation of feedback obtained</li> <li>• Thorough and effective discussion of the strengths and weaknesses of the planning and organisation of the task</li> <li>• A fully informed judgement on how well the activity meets the needs of the target group, to achieve the required personal outcome(s)</li> <li>• Realistic and appropriate suggestions for improvement are clearly described and fully justified</li> <li>• Writing is very well structured and highly organised, using accurate grammar, punctuation and spelling</li> <li>• A broad range of specialist terminology is used with accuracy.</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>• An objective evaluation of the activity including a clear evaluation of feedback obtained</li> <li>• Effective discussion of the strengths and weaknesses of the planning and organisation of the task</li> <li>• A well informed judgement on how well the activity meets the needs of the target group, to achieve the required personal outcome(s)</li> <li>• Realistic and appropriate suggestions for improvement are described and justified</li> <li>• Writing is well structured and organised, using accurate grammar, punctuation and spelling</li> <li>• A range of specialist terminology is used with accuracy.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>• A mainly objective evaluation of the activity including a satisfactory evaluation of feedback obtained</li> <li>• Satisfactory discussion of the strengths and weaknesses of the planning and organisation of the task</li> <li>• Appropriate judgement on how well the activity meets the needs of the target group, to achieve the required personal outcome(s)</li> <li>• Appropriate suggestions for improvement are described and justified</li> <li>• Writing is generally well structured and organised, using mostly accurate grammar, punctuation and spelling</li> <li>• Specialist terminology is used with accuracy.</li> </ul>

<b>2</b>	<b>5-8 marks</b>
	<ul style="list-style-type: none"> <li>• A basic evaluation of the activity including some evaluation of feedback obtained</li> <li>• Brief discussion of the strengths and weaknesses of the planning and organisation of the task</li> <li>• Some evidence of judgement on how well the activity meets the needs of the target group</li> <li>• Mainly appropriate suggestions for improvement are described</li> <li>• Writing shows some evidence of structure though some errors in grammar, punctuation and spelling affect meaning</li> <li>• Some specialist terminology is used with accuracy.</li> </ul>
<b>1</b>	<b>1-4 marks</b>
	<ul style="list-style-type: none"> <li>• A limited evaluation of the activity.</li> <li>• Limited discussion of the strengths and/or weaknesses of the planning and organisation of the task</li> <li>• Little judgement on how well the activity meets the needs of the target group</li> <li>• Simple suggestions for improvement are described in outline</li> <li>• Writing shows limited use of specialist terminology or structure</li> <li>• Some errors in grammar, punctuation and spelling, which affect clarity of communication.</li> </ul>
	<b>0 marks</b> Not credit worthy or attempted.

#### Mapping of NEA Unit 4 to specification content and assessment objectives

Assessment criteria	Specification content (main focus)				Mark allocation			
	Section				Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	2.4.1	2.4.2	2.4.3	2.4.4				
(a)		(a) (b)			20	10	10	0
(b)	(a) (b)				20	0	10	10
(c)				(a) (b) (c)	20	10	10	0
(d)			(a)	(a) (b) (c) (d)	40	20	20	0
(e)		(b)	(a)	(c) (d)	20			20
<b>Total marks</b>					<b>120</b>	<b>40</b>	<b>50</b>	<b>30</b>

## APPENDIX B

# NEA Tasks



## **GCSE HEALTH AND SOCIAL CARE, AND CHILDCARE**

### **UNIT 2**

#### **PROMOTING AND MAINTAINING HEALTH AND WELL-BEING**

**Task 1: SERVICE PROVISION**

**Task 2: HEALTH PROMOTION**

**Approximately 25 hours**

### **INSTRUCTIONS FOR CANDIDATES**

You should spend about 10 hours on Task 1 and about 15 hours on Task 2

Read the information overleaf carefully to make sure that you understand what is needed

It is important that you work independently from other candidates and make sure that what you hand in is your own unaided work

Make sure that you check your work carefully to ensure that it is accurate and correct.

### **INFORMATION FOR CANDIDATES**

Teachers and candidates will be required to sign a declaration that all work presented is the work of the candidate alone

Information about the assessment of this unit is shown in Appendix A of the specification.

## Task 1: Service Provision

This task is about service provision to meet the needs of children, adolescents or adults.

It is important that everyone in Wales has good health and social care, and childcare services. It is also important that people are attracted to work in health and social care, and childcare, and that they have suitable career pathways as they develop their skills.

**Your task is to investigate service provision for one target group and the job roles of two key professionals involved in meeting the needs of the target group.**

**Your work should be presented as a report.**

You will need to:

- (a) Investigate the service provision locally and nationally to meet the needs of one of the following target groups: [20]
- children
  - adolescents
  - adults.

Carry out research to identify and describe services from each of the health care, social care and/or childcare sectors.

For each of these services you should:

- identify whether the service is
  - in a local and/or national area
  - part of the healthcare, social care, or childcare sector
  - statutory, private or voluntary
- explain the main role of each of these services for the chosen target group
- show how these services are regulated
- identify the sources of your information
- present the information in an appropriate format.

- (b) Investigate the job roles of two key professionals. [18]

For one of the services you have identified:

- select **two** different key professionals and explain their roles in relation to the target group and their needs
- describe the personal skills and qualities needed for these roles
- identify career opportunities within these roles
- explain how the chosen professionals may contribute to multi-agency working.

- (c) Analyse the findings of your investigation with regard to: [10]
- the availability of services and key professionals
  - whether these meet the needs of the target group.

The quality of your communication is assessed in part (c).

**Total marks [48]**

*You should spend about 10 hours writing up this task, under supervised conditions in school/college. This does not include your investigation work which can be completed outside of school/college.*

**Task 2: Health Promotion**

This task is about a health promotion campaign.

We are strongly encouraged to take responsibility for our own health and well-being. To be able to do this we need advice and support.

**Your task is to plan a health promotion campaign or activity that enables a chosen target group to improve their health and well-being.  
Your work should be presented as a report.**

For a chosen health issue you will need to:

- (a) Give reasons for your choice of: [5]
- topic
  - target group.
- (b) Investigate the chosen topic using a range of resources: [12]  
You should:
- describe positive and negative influences on the health and well-being of the chosen target group
  - describe the effects of the chosen topic on health and well-being of the target group
  - explain how government guidelines/initiatives specific to the chosen topic aim to support health and well-being.
- (c) Assess existing health promotion materials with regard to: [9]
- the aims of the materials
  - their suitability for the target group
  - their availability to the target group
  - sources of support available to the target group.
- (d) Plan and produce a health promotion campaign or activity. [32]  
You should show evidence of:
- consideration of methods/techniques to be used
  - selection and safe use of appropriate resources
  - appropriate use of text and illustration
  - consideration of cost
  - visual evidence of the materials to be used for the campaign or activity
  - visual evidence of the presentation of the activity (if appropriate)
  - gaining feedback.
- e) Analyse and evaluate the task with regard to: [14]
- the feedback gained
  - strengths and weaknesses of the campaign or activity
  - possible long and short term effects of the campaign or activity on the target group.

The quality of your communication is assessed in part (e).

**Total marks [72]**

*You should spend about 15 hours writing up this task, under supervised conditions in school/college. This does not include your investigation work which can be completed outside of school/college.*



**GCSE HEALTH AND SOCIAL CARE, AND CHILDCARE**

**UNIT 4**

**PROMOTING AND SUPPORTING HEALTH  
AND WELL-BEING TO ACHIEVE POSITIVE OUTCOMES**

**AN ACTIVITY TO MEET A NEED**

**Approximately 25 hours**

**INSTRUCTIONS FOR CANDIDATES**

You should spend about 25 hours on this task

Read the information overleaf carefully to make sure that you understand what is needed

It is important that you work independently from other candidates and make sure that what you hand in is your own unaided work

Make sure that you check your work carefully to ensure that it is accurate and correct.

**INFORMATION FOR CANDIDATES**

Teachers and candidates will be required to sign a declaration that all work presented is the work of the candidate alone

Information about the assessment of this unit is shown in Appendix A of the specification.



This task is about how specific needs can be met through meaningful activities.

Person-centred care is a vital feature of health and social care, and childcare services in Wales. Taking part in meaningful activities is one focus of person-centred care.

**Your task is to select a target group with a specific condition or specific needs and investigate how care is provided to meet the specific needs of this target group. You are then required to create a meaningful activity for this target group. Your work should be presented as a report.**

For a chosen target group with specific needs you will need to:

- (a) Investigate how different types of care meet the needs of a chosen target group, for example: [20]
- children with delayed development
  - individuals with mobility issues
  - older adults with memory loss
  - individuals with a specific health condition.

You should:

- describe their physical, intellectual, emotional and social needs
- explain how different types of care may meet their needs
- explain how holistic care can be provided for this target group.

- (b) Analyse how local and national trends, demographics and government initiatives affect the care provided for the chosen target group. [20]

You should:

- analyse demographic data/statistics to investigate local and national social and health trends related to the specific needs/condition you have chosen
- investigate local and national initiatives related to the specific needs/condition you have chosen
- consider how these affect the availability of care and support services for the chosen target group.

- (c) Investigate meaningful activities to meet specific needs of the chosen target group. [20]

You should:

- describe a range of different types of activities
- explain the purpose of participating in these activities
- explain why these activities may meet the needs of the chosen target group.

- (d) Plan and produce a meaningful activity which:
- meets specific needs of the chosen target group
  - helps to promote self-identity, self-worth, and a sense of security or resilience.
- [40]

You will need to show evidence of:

- the aim(s) of the activity
- selecting an appropriate activity
- how the activity could be co-produced in a care setting
- planning and organising resources
- health and safety considerations
- the activity
- gaining feedback on the activity.

- (e) Analyse and evaluate the task. [20]

You should:

- evaluate the activity
- discuss the strengths and weaknesses of your planning and organisation of the task
- assess how well the activity meets the needs of the target group
- evaluate views or opinions gained in feedback on the activity
- suggest ways the activity could be improved to better meet the needs of the target group.

The quality of your communication is assessed in part (e).

**Total marks [120]**

*You should spend about 25 hours writing up this task, under supervised conditions in school/college. This does not include your investigation work which can be completed outside of school/college.*