GCSE HEALTH AND SOCIAL CARE, 
AND CHILDCARE  
(Single and Double Award)  
Preparing to Teach Spring 2019  

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What will the qualifications cover?

The qualifications will equip learners with knowledge and understanding of the development and care of individuals from conception to old age/end of life.

Learners will gain an understanding of how service provision in the Health and Social Care, and Childcare sectors in Wales support the development and well-being of individuals.

Learners will also be introduced to a broad range of roles within the Health and Social Care, and Childcare sectors which will help them to develop an understanding of the career pathways available to them.

The qualification has been written to allow centres to deliver the single or double award to KS4 learners or to offer the single award to KS4 and the extra units to add to a double award to KS5 learners. However it should be noted that where candidates have cashed-in Unit 1 and Unit 2 for a single award, the outcomes from these units cannot contribute to a subsequent double award.
Aims

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.
Structure and assessment

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.

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

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
Unit 3
Health and social care, and childcare in the 21st century
Written examination: 1 hour, 30 minutes
20% of double award qualification
80 marks

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
Assessment objectives and weightings

The assessment objectives specify exactly what learners must be able to do as a result of studying this subject.

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 weighting for these remain constant throughout the lifespan of the qualification, and each will be assessed in the Examination and NEA.

Ref: p 42, specification
**Assessment objectives and weightings**

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

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
<td>40%</td>
</tr>
<tr>
<td>Unit 2</td>
<td>20%</td>
<td>25%</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td>Overall weighting</td>
<td>35%</td>
<td>40%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Double award

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>7.5%</td>
<td>7.5%</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>Unit 2</td>
<td>10%</td>
<td>12.5%</td>
<td>7.5%</td>
<td>30%</td>
</tr>
<tr>
<td>Unit 3</td>
<td>7.5%</td>
<td>7.5%</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>Unit 4</td>
<td>10%</td>
<td>12.5%</td>
<td>7.5%</td>
<td>30%</td>
</tr>
<tr>
<td>Overall weighting</td>
<td>35%</td>
<td>40%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Unit 1 from 2020</th>
<th>Unit 2 from 2021</th>
<th>Unit 3 from 2021</th>
<th>Unit 4 from 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE Health and Social Care, and Childcare (single award)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCSE Health and Social Care, and Childcare (double award)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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.
Unit 1: Human growth, development and well-being  
Written examination: 1 hour, 30 minutes (80 marks)  
40% of single award qualification  
20% of double award qualification

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 of the specification.

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.
GCSE Unit 1 and Unit 2

Each area of content has been exemplified in detail to aid delivery.

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.

<table>
<thead>
<tr>
<th>Content</th>
<th>Amplification</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Life stages across the life cycle</td>
<td>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</td>
</tr>
<tr>
<td>(b) Growth and Development</td>
<td>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.</td>
</tr>
<tr>
<td>(c) Expected milestones of growth and development</td>
<td>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 take place in each of the main life stages. To include an understanding of the use of centile charts and the Schedule for Growing Skills to record development 0-19 years.</td>
</tr>
</tbody>
</table>
  - Physical development – body growth, gross and fine motor skill development, strength, puberty, menopause, features of age and ageing
  - Intellectual development – language skills, mental capacity and memory development, how children learn, including learning through play, problem solving, moral development
  - Emotional development – bonding, attachment, self-esteem, self-confidence, development of feelings, attachments and independence
  - Social development – social skills/socialisation, stages of social play, interactions and roles |
| (d) Factors affecting growth, development and well-being | 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. |
  - Physical factors, including:
    - genetic inheritance (e.g. pre-disposition to medical conditions) |

Ref: p 11-26, specification
GCSE Health and Social Care, and Childcare

GCSE Unit 1 and Unit 2

Each area of content has been exemplified in detail to aid delivery.

### 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.

<table>
<thead>
<tr>
<th>Content</th>
<th>Amplification</th>
</tr>
</thead>
</table>
| (a) National legislative frameworks that promote and support health and well-being | Learners must know and understand that all health and social care, and childcare services are guided and regulated by the following national regulatory bodies:  
  - Healthcare Inspectorate Wales (HIW)  
  - Care Inspectorate Wales (CIW)  
  - Estyn.  
  Learners must know that legislation exists to support and promote health and well-being. Learners should understand the key aims of current legislation, including:  
  - NHS and Community Care Act 1990, 2012  
  - Social Services and Well-being (Wales) Act 2014  
  - Public Health Wales Act 2017  
  - Well-being of Future Generations (Wales) Act 2015  
  - Care Standards Act 2000. |
| (b) Service provision | 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:  
  - statutory care sector: these are services that are paid for |
Unit 1: Human growth, development and well-being

Written examination  1 hour, 30 minutes
40% of the qualification

This examination will contain all compulsory questions, and will assess the full range of specified GCSE content.

A range of question types will be used to assess content.

The paper will always be out of 80 marks but marks per question may vary as appropriate to the question type.

This examination will also be available via e-Assessment (i.e. on line for candidates who prefer this medium)
Answer all questions.

1. (a) Complete the table below by adding in the missing life stage. [1]

<table>
<thead>
<tr>
<th>Life stage</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy</td>
<td>0 – 2 years</td>
</tr>
<tr>
<td></td>
<td>3 – 12 years</td>
</tr>
<tr>
<td>Adolescence</td>
<td>13 – 19 years</td>
</tr>
</tbody>
</table>

(b) Complete the following statement.

The term 'growth' is used to describe an increase in

................................. and ................................. [2]

Easy-to-access questions will be at the start of the paper.
4. Individuals benefit from taking part in activities throughout their life.

(a) Glenda is 76 years old and has chosen to swim every week at her local swimming pool.

(i) Identify Glenda's life stage. [1]

(ii) Explain the possible benefits of swimming to Glenda's physical and mental health. [4]
(a) Glenda is 76 years old and has chosen to swim every week at her local swimming pool.

(i) Identify Glenda’s life stage.
(ii) Explain the possible benefits of swimming to Glenda's physical and mental health.

(i) Award 1 mark for the correct life stage – later adulthood

(ii) Award up to 4 marks for an explanation of the possible benefits of swimming to Glenda's physical and mental health, for example:
- improve cardio-vascular endurance
- help lower blood pressure
- keep joints supple and improve flexibility
- develop strong and stable core muscles to maintain balance control
- is less likely to gain weight and become obese
- is less likely to develop conditions associated with obesity, such as stroke, heart disease and Type 2 diabetes
- reduced anxiety and happier moods
- reduced feelings of stress/a greater sense of calm
- increased self-esteem
- social and emotional benefits which are good for mental health, such as making friends and connecting with people, having fun.

Credit any other valid response which explains possible benefits of swimming to Glenda’s physical and mental health.

Ref: p 17 – 37. SAMs
Some extended responses will be based on a case study and will have a number of components.

Sarah attends university in a large city. She is 19 years old and lives away from home in a small, poorly-maintained flat in a deprived residential area.

To supplement her student grant, Sarah works in a local restaurant most evenings so has little time to socialise with friends, or exercise, which she used to enjoy. She is also finding it difficult to complete her studies and meet coursework deadlines.

(a) Analyse ways in which Sarah's emotional well-being may be affected by the way she lives. [5]
In order to meet AO, higher order skills will need to be demonstrated by candidates.
When questions require extended writing, the marks will be split across AOs to allow all learners to access some marks.

<table>
<thead>
<tr>
<th>Band</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>3</td>
<td><strong>5 marks</strong>&lt;br&gt;An excellent response that shows clear evidence of understanding a range of ways in which poor quality housing and low income could affect Sarah’s health and well-being.</td>
<td><strong>5 marks</strong>&lt;br&gt;An excellent response that assesses and draws reasoned conclusions about how poor quality housing and low income could affect Sarah’s health and well-being. The response is clearly expressed and shows accurate use of terminology. Writing is very well structured using accurate grammar, punctuation and spelling.</td>
</tr>
<tr>
<td>2</td>
<td><strong>3-4 marks</strong>&lt;br&gt;A good response that shows evidence of understanding some ways in which poor quality housing and low income could affect Sarah’s health and well-being.</td>
<td><strong>3-4 marks</strong>&lt;br&gt;A good response that assesses and draws some conclusions about how poor quality housing and low income could affect Sarah’s health and well-being. The response is adequately expressed and shows appropriate use of terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.</td>
</tr>
<tr>
<td>1</td>
<td><strong>1-2 marks</strong>&lt;br&gt;A basic response that shows little evidence of understanding how poor quality housing and/or low income could affect Sarah’s health and well-being.</td>
<td><strong>1-2 marks</strong>&lt;br&gt;A basic response with some attempt to assess how poor quality housing and/or low income could affect Sarah’s health and well-being.</td>
</tr>
</tbody>
</table>
Delivery of Unit 1 and preparing learners for Unit 1 examination

- Breakdown the detailed content to suit the needs of the learners
- Use a range of text books/resources during delivery
- Use past paper questions from legacy Child Development and Health and Social Care papers (secure website and open website)
- Utilise the question paper bank to select suitable questions for revision/homework tasks
- Introduce exam technique activities from the start of the course
- Use the ‘online examination review’ to assist with revision
Unit 2: Promoting and maintaining health and well-being
Non-exam assessment: approximately 25 hours (120 marks)
60% of single award qualification
30% of double award qualification

This non-exam assessment (NEA) is composed of two tasks set by WJEC, shown in Appendix B in the Specification. 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.
**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.
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.
Summary of internal assessment

Single award

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.
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 1: Service Provision

(a) Investigate service provision locally and nationally to meet the needs of children, adolescents or adults. [20 marks]

Candidates should:

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 they 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 their information
• present the information in an appropriate format.
(b) **Investigate the job roles of two key professionals** [18 marks]

Candidates should:

For one of the services they have identified:
- select **two** different key professionals and explain their roles in relation to the target group and their needs
- explain the personal skills and qualities needed for these roles
- identify career opportunities within these roles
- explain how the chosen professionals may work as part of multi-agency working.

(c) **Analyse the task** [10 marks]

Candidates should:

Analyse the findings of your investigation with regard to:
- the availability of services and key professionals
- whether these meet the needs of the target group.

The quality of candidates' communication is assessed in this section.
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.
Task 2: Health Promotion

(a) Select topic and target group

Candidates should:

Give reasons for their choice of:
- topic
- target group

(b) Investigate the chosen topic using a range of resources

Candidates 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 the 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** [9 marks]

Candidates should:

Assess existing health promotion materials, referring to:
- 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 marks]

Candidates should:

Show evidence of:
- consideration of methods/techniques to be used
- selection and safe use of appropriate resources
- appropriate level of text and illustration
- consideration of cost
- visual evidence of the materials to be used for the campaign or activity
- visual evidence of presentation of the activity (if appropriate)
- gaining feedback
(e) Analyse and evaluate the task

Candidates should:

Analyse and evaluate their work with regard to:

- 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 candidates' communication is assessed in this section.
Unit 2
Task 1: Service provision

(a) Investigate service provision locally and nationally to meet the needs of children, adolescents or adults. [20 marks]

Candidates should:
- 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 they 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 their information
  - present the information in an appropriate format.

<table>
<thead>
<tr>
<th>Band</th>
<th>AO1: Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues</th>
<th>AO2: Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts</th>
</tr>
</thead>
</table>
| 4    | 9-10 marks
- Detailed, relevant investigation, clearly linked to the context, using an appropriate range of sources
- Sectors and providers are identified clearly and correctly
- A broad range of appropriate local and/or national services has been identified and described in detail. | 9-10 marks
- Research demonstrates an excellent understanding of the task and the ability to apply information accurately to the context
- Excellent explanation of the main role of the services for the chosen target group
- Detailed understanding of how these services are regulated is shown
- Information is very well organised and presented in a highly appropriate format. |
| 6-8 marks | Relevant investigation, linked to the context, using an appropriate range of sources | 6-8 marks
- Research demonstrates a good understanding of the task and the |
### (b) Investigate the job roles of two key professionals

**Candidates should:**
For one of the services they have identified:
- select **two** different key professionals and explain their roles in relation to the target group and their needs
- explain the personal skills and qualities needed for these roles
- identify career opportunities within these roles
- explain how the chosen professionals may work as part of multi-agency working.

<table>
<thead>
<tr>
<th>Band</th>
<th><strong>AO1:</strong> Demonstrate knowledge and understanding of health and social care, and childcare concepts, values and issues</th>
<th><strong>AO2:</strong> Apply knowledge and understanding of health and social care, and childcare concepts, values and issues in a variety of relevant contexts</th>
</tr>
</thead>
</table>
| 4    | • Excellent description of the skills and qualities needed in the job roles of two key professionals  
     | • Comprehensive identification of career opportunities within these roles.                                              | • Excellent, detailed explanation of the job roles of two key professionals, in relation to the target group and their needs  
     |                                                                                                                  | • Thorough, relevant explanation of how both key professionals may contribute to multi-agency working. |
| 3    | • Good description of the skills and qualities needed in the job roles of two key professionals  
     | • Clear identification of career opportunities within these roles.                                                   | • Good explanation of the job roles of two key professionals, in relation to the target group and their needs  
     |                                                                                                                  | • Clear explanation of how both key professionals may contribute to multi-agency working. |
| 2    | • Basic description of the skills and qualities needed in the job roles of two key professionals  
     | • Basic identification of some career opportunities within these roles.                                               | • Basic explanation of the job roles of two key professionals, in relation to the target group  
     |                                                                                                                  | • Brief explanation of how both key professionals may contribute to multi-agency working. |
| 1-2  | • Limited description of the skills and qualities needed in the job roles of two key professionals.                | • Limited explanation of the job roles of two key professionals.                                                  |

**Note:** research which considers the role of one key professional only cannot be awarded higher than Band 2 marks in both AO1 and AO2.

Ref: p 56, specification
Unit 3: Health and social care, and childcare in the 21st century

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

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 21st 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 21st century.
Double award

Opportunity for learners to gain transferable skills

Again, detailed content of what the learners need to be aware of

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### 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 21st 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.

<table>
<thead>
<tr>
<th>Content</th>
<th>Amplification</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Contemporary issues</td>
<td>Learners should be aware of a range of contemporary issues affecting the health and well-being of individuals in Wales, e.g.</td>
</tr>
<tr>
<td></td>
<td>• obesity – to include childhood obesity</td>
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<tr>
<td></td>
<td>• food poverty</td>
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<td></td>
<td>• poverty and childhood</td>
</tr>
<tr>
<td></td>
<td>• bullying</td>
</tr>
<tr>
<td></td>
<td>• Adverse Childhood Experiences (ACEs)</td>
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<td></td>
<td>• female genital mutilation</td>
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<td></td>
<td>• substance misuse and young children</td>
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<td></td>
<td>• children who are looked after</td>
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<td>• children as carers</td>
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<td></td>
<td>• mental health/anxiety</td>
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<tr>
<td></td>
<td>• ageing population</td>
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<td>• self-harming</td>
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<tr>
<td></td>
<td>• sustainability of health and social care, and childcare in Wales</td>
</tr>
<tr>
<td></td>
<td>• exploitation</td>
</tr>
<tr>
<td></td>
<td>• radicalisation</td>
</tr>
</tbody>
</table>

Learners will need to be aware of statistical evidence of contemporary issues in Wales, including:

- analysis of that statistical evidence
- the possible explanation(s) for any patterns or trends identified in the data
- how patterns of health and the demography of an area influence service provision.

Sources of data may include:

- NHS Care Data Programme
- Public Health Wales' Child Measurement Programme
- Welsh Health Survey.
Double award

1. Tick the boxes to show whether each statement below is true or false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) One of the principles of Prudent Healthcare is to care for those with the greatest need first.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) The Social Services and Well-being Act applies only to children.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Individuals receiving care should be treated fairly at all times. This is supported by the Human Rights Act.
   (a) 'FREDA' helps identify the areas covered by the Act. State below what the letters 'R' and 'D' stand for.
       F - fairness
       R ..............................................................
       E - equality
       D ..............................................................
       A - autonomy
   (b) Identify one other piece of legislation which supports equality
        ..............................................................

6. Mari and Islwyn are in their 80s and have lived in the same house since they were married. Mari is not well and Islwyn cannot cope and is unable to look after her on his own. They both speak Welsh as their first language.

   The Social Services and Well-being (Wales) Act 2014 changed the way an individual's needs are assessed and the way services are delivered.

   (a) Explain how the Social Services and Well-being (Wales) Act 2014 will help Mari and Islwyn to remain in their own home.
       ........................................................................................................................................................................
       ........................................................................................................................................................................
       ........................................................................................................................................................................
       ........................................................................................................................................................................
       ........................................................................................................................................................................

   (b) One of the key principles of the Social Services and Well-being (Wales) Act 2014 is prevention and early intervention.

   Discuss how Islwyn's health and well-being could be affected by early intervention and prevention.
       ........................................................................................................................................................................
       ........................................................................................................................................................................
       ........................................................................................................................................................................
       ........................................................................................................................................................................
       ........................................................................................................................................................................
       ........................................................................................................................................................................
The diagram below shows the percentage of children aged 4 to 5 years in Wales who are underweight, healthy weight, overweight or obese, between 2012 and 2017.

<table>
<thead>
<tr>
<th>Years</th>
<th>Underweight</th>
<th>Healthy weight</th>
<th>Overweight</th>
<th>Obese</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/2013</td>
<td>0.6</td>
<td>74.9</td>
<td>14.6</td>
<td>11.2</td>
</tr>
<tr>
<td>2013/2014</td>
<td>0.8</td>
<td>72.7</td>
<td>14.6</td>
<td>11.3</td>
</tr>
<tr>
<td>2014/2015</td>
<td>0.9</td>
<td>72.5</td>
<td>14.5</td>
<td>11.6</td>
</tr>
<tr>
<td>2015/2016</td>
<td>1.0</td>
<td>72.0</td>
<td>14.5</td>
<td>11.6</td>
</tr>
<tr>
<td>2016/2017</td>
<td>0.8</td>
<td>72.2</td>
<td>14.7</td>
<td>11.4</td>
</tr>
</tbody>
</table>

It is important for individuals to take responsibility for their own well-being. Assess how this impacts on the sustainability of care and support services in Wales.

Double award

Data response-type question will reflect the subject content

Final question will assess higher order skills and QWC will also be credited in this question
Unit 4: Promoting and supporting health and well-being to achieve positive outcomes

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

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.
Double award

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.

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.
Double award

Unit 4: Promoting and supporting health and well-being to achieve positive outcomes

Internal assessment – an activity to meet a need

(a) **Investigate how different types of care meet the needs of a chosen target group**

Candidates should:
- describe the physical, intellectual, emotional and social needs of the chosen target group
- explain how the different types of care meet the identified 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**

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

Learners should select a different target group from Unit 2.
Double award
Unit 4: Promoting and supporting health and well-being to achieve positive outcomes

Internal assessment – an activity to meet a need

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

Candidates 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 marks]

Candidates should 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
Double award

Unit 4: Promoting and supporting health and well-being to achieve positive outcomes

Internal assessment – an activity to meet a need

(e) Analyse and evaluate the task [20 marks]

Candidates should:

• evaluate the activity
• discuss the strengths and weaknesses of their planning and organisation of the task
• assess how well the activity meets the needs of the target group
• evaluate the 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
Preparing learners for internal assessments

- Introduce short activities throughout the delivery so they are aware of the type of ways of writing up findings, etc.

- Use sections* from exemplar work to demonstrate how best to access the different mark bands

- Allow learners access to the mark schemes so they know what they are aiming towards

* Completed NEAs provided by WJEC as exemplars, or complete work prepared by a different cohort must not be shared with learners.
Marking the internal assessments

• The detailed mark schemes have been designed to help teachers mark the internal assessments.

• Cover sheets will be made available online to accompany learners’ work (September 2019).

• Exemplar material available within the guidance for delivery will assist marking and standardisation.

• Mark schemes which have been highlighted or annotated by the teacher could also accompany the work to give further clarification of how marks have been awarded.

• Internal standardisation should take place where there is more than one teacher in the centre.
Moderation

- Unit 2 – **both** Tasks 1 and 2 (and unit 4 if applicable) will be submitted for moderation in May (year of cash-in).
- Format will be: Unit 2 : submission of marks for **both tasks**, i.e. mark out of 120, into IAMIS system on secure website. Unit 4 – mark out of 120.
- Sample will be generated electronically, sample may be different for Unit 2 to Unit 4.
- Work may be submitted electronically or in hard copy, either word processed, typed or handwritten
- Sample of work to be posted by May 5th to the moderator; an extra sample may be requested if applicable.
- Moderators’ reports to be downloaded from secure website on results day.
- Work will be returned to centres before the end of the summer term

Exemplar work once available will be used at CPD to aid marking in centres, and made available on the secure website.
## Summary of subject content

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

<table>
<thead>
<tr>
<th>2.2</th>
<th>Unit 2</th>
<th>Promoting and maintaining health and well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1</td>
<td>Health and social care, and childcare provision in Wales to promote and support health and well-being</td>
<td></td>
</tr>
<tr>
<td>2.2.2</td>
<td>Public health and health promotion across the life cycle</td>
<td></td>
</tr>
<tr>
<td>2.2.3</td>
<td>Factors affecting health and well-being across the life cycle</td>
<td></td>
</tr>
</tbody>
</table>
## WJEC resources

### Unit 3

#### 2.3

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>Health and social care and childcare in the 21st century</td>
</tr>
<tr>
<td>2.3.1</td>
<td>Equality, diversity and inclusion including Welsh language and culture</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Safeguarding</td>
</tr>
<tr>
<td>2.3.3</td>
<td>Contemporary issues in health and social care, and childcare</td>
</tr>
<tr>
<td>2.3.4</td>
<td>Supporting a sustainable health and social care, and childcare system in the 21st century</td>
</tr>
</tbody>
</table>

### Unit 4

#### 2.4

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>Promoting and supporting health and well-being to achieve positive outcomes</td>
</tr>
<tr>
<td>2.4.1</td>
<td>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</td>
</tr>
<tr>
<td>2.4.2</td>
<td>How types of care can support individuals to achieve positive outcomes</td>
</tr>
<tr>
<td>2.4.3</td>
<td>Supporting self-identity, self-worth, sense of security and resilience across the life cycle</td>
</tr>
<tr>
<td>2.4.4</td>
<td>Meaningful activities to support and promote health, development and well-being</td>
</tr>
</tbody>
</table>
WJEC resources

(i) Available now on the open website

Specifications, sample assessment materials

Guidance for teaching – coming soon
- free of charge on open website
- route through the specification
- frequently asked questions
- detailed unit guidance
- additional guidance for NEA content
- suggested resources
- etc.

Online digital resources
- interactive worksheets
- printable activities/revision notes
- classroom resources
- free of charge
WJEC Resources

(ii) **Available now on the open or secure website**

Past papers and mark schemes for all legacy GCSE Health and Social Care and Child Development qualifications

(iii) **Question bank – create your own question paper**

Question bank is a free tool which allows you to create practice question papers from thousands of past paper questions: [http://www.wjec.co.uk/question-bank/](http://www.wjec.co.uk/question-bank/)

(iv) **Available when first cohort has been awarded**

- item level data
- online examination review for external assessed units
- exemplars for NEA s / internal assessments
- principal moderator and principal examiner reports
- individual centre reports on internal assessments
Additional resources

Text books and digital resources
WJEC endorsed

Resources for teachers
WJEC recommended
Progression from KS4: knowledge qualifications

(i) GCE Health and Social Care and Childcare
Available from September 2020, AS covers HSC and CC, A2 centres may choose which route to follow. Further details due Summer term 2019.

(ii) Level 3 Health and Social Care: Principles and Contexts

(iii) Level 2 Children's Care Play Learning and Development: Practice and Theory
Available from September 2019, includes practice and knowledge elements. May be taught in a school or FE but MUST include day release or block sector engagement. CPD Spring 2019.

(iv) Level 3 Children's Care Play Learning and Development: Practice and Theory
Available from September 2020, includes practice and knowledge elements. May be taught in a school or FE but MUST include day release or block sector engagement. Further details due Summer term 2019.
Progression from KS4: core and practice qualifications

(i) Level 2 Health and Social Care Core Qualification: Adults or CYP
Available from September 2019

(ii) Level 2 Children’s Care Play, Learning Development and Play Core Qualification
Available from September 2019

The core qualifications may be delivered in schools and colleges post-16 or in work-based learning (WBL).

(iii) Level 2 and Level 3 Health and Social Care: Practice
Available from September 2019 (WBL)

(iv) Level 2 and Level 3 Children's Care Play Learning and Development: Practice
Available from September 2019 (WBL)
Any questions?

Contacts
Contact our specialist Subject Officers and administrative support team with any queries.

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