

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

GUIDANCE FOR TEACHING

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.



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1 Introduction

The **WJEC GCSE in Health and Social Care, and Childcare** qualification, accredited by Qualifications Wales for first teaching from September 2019, is available to:

- all schools and colleges in Wales
- schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands.

It will be awarded for the first time in Summer 2021, using grades A* - G.

The specification builds on the tradition and reputation WJEC has established for clear, reliable assessment supported by straightforward, accessible guidance and administration.

Key features include:

- opportunities for flexible teaching approaches
- accessibility of materials
- high-quality examination and resource materials.

The full set of requirements is outlined in the specification which can be accessed on the [WJEC website](#).

In addition to this guidance, support is provided in the following ways:

- specimen assessment materials
- face-to-face CPD events
- examiners' reports on each examination series
- free access to past question papers and mark schemes
- direct access to the subject officer
- free online resources
- examination results analysis
- online examination review
- email bulletins.

2 Aims of the Guidance for Teaching

The principal aims of the Guidance for Teaching are to provide support to teachers in their delivery of the new WJEC GCSE in Health and Social Care, and Childcare specification and to offer guidance on the requirements of the qualification and the assessment process.

The guidance is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their own institutions.

The guidance offers assistance to teachers with regard to a suggested route through the specification which may be used as a foundation to develop a scheme of work, and links to useful resources.

The Guidance for Teaching should be used as a supporting resource to accompany the specification. The specification must always be the first point of reference and can be found on the [WJEC website](#).

Examples of NEA (non-examination assessment) will be issued by WJEC to help teachers 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.

3 Overview of the specification

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 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 21st century Written examination: 1 hour 30 minutes 20% of qualification	80 marks: 100 UMS
<p>An assessment (either taken on-screen or as a written paper), comprising a range of question types to assess specification content related to health and social care, and childcare in the 21st century.</p> <p>All questions are compulsory.</p>	
Unit 4: Promoting and supporting health and well-being to achieve positive outcomes Non-exam assessment: approximately 25 hours 30% of qualification	120 marks: 150 UMS
<p>An activity to meet a need</p> <p>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.</p>	

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.

4 Assessment objectives

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.

Single Award

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

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%
Overall weighting	35%	40%	25%	100%

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 considers the candidate's use of specialist language. It also considers the candidate's spelling, punctuation and grammar.

5 Programme of study

Pathways through the specification

The suggested pathway through the course has been designed to help teachers in their planning and could be used to form the basis of a scheme of work.

However, it must be stressed that there are many other ways of organising the specification content and the suggestions here are not prescriptive.

Teachers will wish to consider:

- the needs and abilities of their learners
- time allocation
- the number of lessons in a week
- the timing of internal examinations and assessments
- teachers' own experience
- resources within the school and the local area.

The single award qualification comprises Units 1 and 2. The double award comprises Units 1, 2, 3 and 4.

When thinking about delivery, it is recommended that Units 1 and 2 are covered before Units 3 and 4, which gives learners following the double award course the flexibility for entering for a single award should their plans change.

A minimum of 40% of the overall assessment must be taken at the end of the course. This means at least one of the two units for a single award and at least two of the four units for double award, or all units, may be taken at the end of the course. There will be one opportunity for candidates to re-sit an individual unit.

It is important to bear in mind that, while the assessment for each unit focusses on the unit content specific to that unit, candidates may gain credit for any 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.

This gives candidates the opportunity to make connections between, and demonstrate their knowledge and understanding of, elements from across the full course of study. While this may be difficult to achieve where staff deliver units in isolation, every effort should be made to highlight links for the learners.

If teaching the double award, the following pathway through the specification is one possible option.

Year 10		
School terms	Unit	Content
Sept/Oct	1	2.1.1 Human development across the life cycle 2.1.2 Physical, social, emotional and intellectual health
Half-term		
Nov/Dec	2	2.2.1 Health and social care and childcare provision in Wales to promote and support health and well-being NEA Unit 2 – Task 1 (total 10 supervised hours to complete)
Christmas		
Jan/Feb	1 & 2	2.2.2 Public health and health promotion across the life cycle 2.1.3 The importance of active participation on development and well-being NEA Unit 2 – Task 2 (total 15 supervised hours to complete)
Half-term		
March/April	1 & 2	2.1.4 Early intervention and prevention to promote and support growth, development and well-being 2.2.3 Factors affecting health and well-being across the life cycle NEA Unit 2 – Task 2 (continued)
Easter		
April/May	1 & 2	NEA Revision Mock examination
Half-term		
June/July	1 & 2	Examination NEA

For NEA, other than their investigation work, candidates should complete both tasks for Unit 2 under supervised conditions in approximately 25 hours, i.e:
Task 1 – 10 hours, Task 2 – 15 hours.

Year 11		
School terms	Unit	Content
Sept/Oct	3 & 4	2.3.4 Supporting a sustainable health and social care and childcare system in the 21 st century 2.4.2 How types of care support individuals to achieve positive outcomes NEA (total 25 supervised hours to complete)
Half-term		
Nov/Dec	3 & 4	2.3.3 Contemporary issues in health and social care and childcare 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 NEA
Christmas		
Jan/Feb	4	2.4.3 Supporting self-identity, self-worth, sense of security and resilience across the life cycle 2.4.4. Meaningful activities to support and promote health, development and well-being NEA
Half-term		
March/April	3 & 4	2.3.1 Equality, diversity and inclusion, including the Welsh language and culture 2.3.2 Safeguarding NEA
Easter		
April/May	3	NEA Revision Mock examination
Half-term		
June/July	3	Examination

The suggested pathway allows candidates to progress through the task a section at a time rather than completing the whole task at the end of the teaching process.

For NEA, other than their investigation work, candidates should complete the task for Unit 4 under supervised conditions in approximately 25 hours. The unit guidance that follows indicates suggested teaching hours for each topic; the remaining hours are for individual investigation work and completion of supervised NEA tasks.

6 Unit guidance

Unit 1 - Human growth, development and well-being

Topic	Activity	Resources	Homework	Lessons
2.1.1 (a) Life stages across the lifecycle	<p>Discussion of unit content and assessment.</p> <p>Use an example of a family group with members from all life stages.</p> <p>Look at five main life stages and the age ranges. Use cards to match family member, age range and life stage; discuss answers.</p> <p>Write up notes in a table.</p>	<p>Family group example – use one from a popular TV soap opera</p> <p>Mix and match cards</p> <p>Text books</p> <p>WJEC online resources</p>	Learn the life stages and their age range	1
2.1.1 (b) Growth and development	<p>Define growth and development through discussion and arrive at statement as per the specification.</p> <p>Discuss PIES and describe their meanings. Draw a circle and divide into four labels, each sector clockwise with P, I, E, S, (include definitions).</p> <p>To recap on this and previous lessons, learners could take part in any activity to assess understanding, e.g. card sort, bingo, worksheet.</p>	<p>Text books</p> <p>WJEC online resources</p> <p>Specification, page 11</p> <p>Assessment activity, e.g. card sort, bingo, worksheet</p>	Learn words and definitions for test in next lesson	1

Topic	Activity	Resources	Homework	Lessons
2.1.1 (c) Expected milestones of growth and development	<p>Test learner knowledge from previous lesson.</p> <p>Explain that there are expected physical growth and development milestones and key intellectual, emotional and social milestones that typically take place in each of the life stages.</p> <p>Split learners into groups, allocate a family member from a different life stage to each group (see lesson 1). Each group then researches milestones and produces a resource (poster/PowerPoint presentation/handout) about PIES developed for their allocated life stage.</p> <p>Learners then look at all resources to gain information about other life stages.</p> <p>Discuss each life stage with class.</p> <p>Include a discussion on the use of centile charts and the Schedule of Growing Skills to record development from 0-19 years.</p>	<p>For the research:</p> <p>Textbooks</p> <p>WJEC online resources</p>	Research tasks	12

Topic	Activity	Resources	Homework	Lessons
2.1.1 (d) Factors affecting growth, development and well-being	<p>Introduce the idea that there are different factors that influence us throughout the life cycle and affect our growth, development and well-being; some that we, as individuals, have control over, and some that we do not.</p> <p>Learners collaborate to produce a mind map of factors they think influence us.</p> <p>Discuss these and introduce the fact that there may be different categories of factors: physical, social and emotional, economic and environmental.</p> <p>Learners then group identified factors into each category.</p> <p>Discuss how these factors interrelate and give examples illustrating how they can affect an individual's well-being positively or negatively.</p> <p>Teachers can use the example of the family group from lesson 1 to give learners different scenarios and individual circumstances from each life stage to consider. Learners produce their own revision guide on this topic (could be a table, mind map or card sort game).</p>	<p>Text books</p> <p>WJEC online resources</p> <p>Case studies through the life stages</p>	<p>Finish revision guide</p> <p>Examination-style questions</p>	<p>12</p>

Topic	Activity	Resources	Homework	Lessons
2.1.2 (a) Inter-dependence between physical health and good mental health	<p>Show learners pictures of examples of people from different life stages taking part in physical activity and exercise, and ask them to identify how they think each person is benefitting.</p> <p>Discuss learners' ideas and introduce the fact that:</p> <ul style="list-style-type: none"> • physical activity can have immediate and long-term health benefits and can improve quality of life • physical health and mental health are closely linked • physical activity can also have social and emotional benefits. <p>Learners work in groups to research the physical and mental health and the emotional and social benefits of being more active – each group produces a poster. Learners then look at all the posters to make their own notes.</p>	Text books Internet research	Examination-style questions	3
2.1.2 (b) Tools to support social, emotional and intellectual health	<p>Ask learners for their interpretation of the words/phrases 'growth mind-set', 'mindfulness', 'resilience' (they can use dictionaries to help).</p> <p>Discuss how each of the tools support social and emotional health and how they are applicable to all life stages and are particularly used in schools as well as other care settings.</p> <p>Learners to produce a table including the definition of each tool and the benefits for social, emotional and intellectual health.</p>	Dictionaries	Complete table	1

Topic	Activity	Resources	Homework	Lessons
<p>2.1.3 (a) Active participation</p> <p>and</p> <p>2.1.3 (b) Benefits of active participation for the individual</p>	<p>Pair work for learners to give their own definition of active participation. Discuss, then give learners the definition: 'active participation is a way of working that regards individuals as active partners in their own care rather than being passive recipients'.</p> <p>Emphasise that active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.</p> <p>Use exemplar scenarios for learners to identify and discuss how active participation can be used in different care settings and across the life stages, and identify the benefits for the individual.</p> <p>Learners to make a revision aid of how active participation can be used across the life stages and the benefits for the individual.</p>	<p>Exemplar scenarios</p>	<p>Learn definition of 'active participation' and the relevant examples across the life stages</p> <p>Finish revision tool</p>	<p>2</p>
<p>2.1.4 (a) Ways to promote and support growth development and well-being</p>	<p>Introduce the idea that individuals benefit from support at an early stage to prevent, or at least delay, the use of formal health and social care and childcare services.</p> <p>Use the family example from lesson 1. Learners to work in groups. Allocate a family member to each group, which then researches the ways in which the family member's growth and well-being may be promoted and supported. Each group to present their findings to the rest of the class.</p> <p>Each learner then makes their own information chart for each life stage.</p>	<p>Internet research</p> <p>Textbooks</p>	<p>Finish off information charts</p>	<p>2</p>

Topic	Activity	Resources	Homework	Lessons
2.1.4 (b) Conditions	Discussion about short-term and long-term conditions that require extra support to maintain health and well-being. Learners then to construct a table of short-term and long-term conditions including the source of support, if the condition is preventable and which life stages it affects.	Internet research Textbooks	Examination-style questions based around different scenarios	1
2.1.4 (c) Circumstances	<p>Card sort activity – learners sort cards into expected and unexpected life events.</p> <p>Discuss activity and relate to how an individual's circumstances are influenced by life events.</p> <p>Learners work in pairs to identify positive and negative effects associated with each life event and whether the effects are short-term or long-term.</p> <p>Discuss different exemplar scenarios from the news or magazine articles.</p> <p>Learners make own revision notes.</p>	<p>Card sort activity</p> <p>Textbooks</p> <p>News/magazine articles</p>	Examination-style questions	2

Unit 2 – Promoting and maintaining health and well-being

Topic	Activity	Resources	Homework	Lessons
2.2.1 (a) National legislative frameworks that promote and support health and well-being	<p>Discussion of unit content and assessment task.</p> <p>Ask the question 'Why do we need laws that apply to health and social care and childcare services?' Discuss answers and make a list.</p> <p>Carousel activity – three stations with information relating to Healthcare Inspectorate Wales (HIW), Care Inspectorate Wales (CIW) and Estyn. Split class into three groups with a timed activity at each table. Learners gather information about each organisation. Discussion of findings.</p> <p>'Five Pillars of wisdom' activity. Divide A3 paper into five columns and at the top of each column write the name of five key Acts from the specification.</p> <p>Learners to research key points on each piece of legislation and make notes under the appropriate heading.</p> <p>On the back of the A3 paper, learners to research and complete a spider diagram of current initiatives/strategies and frameworks that exist to support and promote health and well-being across the life stages.</p>	<p>Information handouts about each organisation:</p> <p>https://hiw.org.uk</p> <p>https://careinspectorate.wales</p> <p>https://www.estyn.gov.wales</p> <p>https://gov.wales/topics/health/socialcare</p> <p>https://www.gov.uk/government/publications/health-and-social-care-act-2012-fact-sheets</p> <p>https://www.legislation.gov.uk</p> <p>Specification, page 20</p> <p>Use exemplar scenarios to illustrate how laws are put into practice</p>	Complete spider diagram	3

Topic	Activity	Resources	Homework	Lessons
2.2.1 (b) Service provision	<p>Learners to research and find out who provides health and social care and childcare services in the local area and nationally and the types of services that are offered.</p> <p>Put the information into a table – with columns for the type of sector; whether the service meets the needs of children, adolescents and or adults; and whether the service is provided free of charge.</p> <p>Discuss how services can be further grouped into statutory, private, voluntary and informal care sectors. Work out the definition/ description for each sector and add to the table of services.</p> <p>Complete table.</p>	<p>Specification, pages 20-22</p> <p>Text books</p> <p>Local directories</p> <p>Local health board websites</p> <p>Charity and voluntary group websites</p> <p>WJEC online resources</p>	<p>Independent research for Unit 2 NEA Task 1 (a)</p>	4
2.2.1 (c) Multi-agency working 2.2.1 (d) The importance/benefits of multi-agency working	<p>Discuss how and why service providers work together and how this is part of legislation.</p> <p>Discuss who would form part of a multi-disciplinary team.</p> <p>Identify the importance/benefits of multi-agency working.</p> <p>Construct a spider diagram.</p>	<p>www.gov.wales for information on 'Flying Start', Joint Assessment Family Framework and Well-being of Future Generations Act (Wales) 2015</p> <p>Text books, personal experience</p>		1
2.2.1 (e) Career pathways	<p>Learners each select a job role of a key professional in local/national services and identify the knowledge, skills and attributes needed for the role.</p> <p>Present findings as a job advert for a newspaper/magazine.</p>	<p>Text books, KUDOS</p> <p>www.healthcareers.nhs.uk</p> <p>www.nmc.org.uk</p> <p>Visiting speakers</p>	<p>Independent research for Unit 2 NEA Task1 (b)</p>	2
Topic	Activity	Resources	Homework	Lessons

<p>2.2.2 (a) Public health</p>	<p>Split class into groups and give out a list of three tips for better health:</p> <p>‘Don’t smoke. If you can, stop. If you can’t, cut down.’</p> <p>‘Follow a balanced diet, with plenty of fruit and vegetables.’</p> <p>‘Manage stress by, for example, talking things through and making time to relax.’</p> <p>Ask each group to identify:</p> <ol style="list-style-type: none"> 1. Why could the advice lead to better health? 2. Which aspects of an individual’s health and well-being will be influenced? 3. If each piece of advice were followed, who, besides the individual, would benefit? <p>Discuss answers.</p> <p>Introduce the idea that health is holistic and being healthy means different things to different individuals.</p> <p>Discuss the difference between individual and public health and the role of Public Health Wales in supporting individuals to improve and maintain their health and well-being.</p> <p>Research and produce a poster outlining the government guidelines relating to food, exercise and alcohol.</p>	<p>www.publichealthwales.nhs.uk</p> <p>www.gov.wales</p> <p>www.wales.nhs.uk</p>	<p>Complete a poster</p>	<p>3</p>
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Topic	Activity	Resources	Homework	Lessons
2.2.2 (b) Health promotion and health promotion methods	<p>Learners examine health promotion materials to find out:</p> <ol style="list-style-type: none"> 1. What issue are they aimed at tackling? 2. What is the strategy? 3. At what target group is the material aimed? <p>Discuss the purpose of health promotion. Introduce the different types of approaches to health promotion.</p> <p>Learners look again at health promotion materials to find out what approach is being used.</p> <p>Use examples of different issues for health promotion for learners to research and identify the different health promotion agencies involved in tackling an issue.</p>	<p>Health promotion materials (leaflets, posters TV adverts, etc) relating to current issues</p> <p>Specification, page 25</p> <p>Health professionals (e.g. school nurse)</p> <p>Text books</p> <p>www.publichealthwales.nhs.uk</p> <p>Local authority websites</p> <p>Local health board websites</p> <p>Charity and voluntary group websites</p>	Independent research for Unit 2 NEA Task 2 (a), (c)	3

Topic	Activity	Resources	Homework	Lessons
2.2.3 (a) Indicators of good health and well-being across the life cycle	<p>Link back to 2.1.1 to recap on factors that affect growth and development and the impact they may have on health and well-being.</p> <p>Discuss how we can measure good health. Describe procedures (normal range, safety, how to interpret results).</p> <p>Learners can carry out activities to measure blood pressure, peak flow, body mass index (BMI).</p> <p>Resting pulse rate and recovery after exercise can be done in PE lessons.</p> <p>Record results in a table.</p> <p>Interpret results, taking into consideration age, sex and lifestyle.</p>	Text books Health professionals (e.g. school nurse) Sphygmomanometer Peak flow meter Weighing scales Metre rule Stop watch	Give scenarios of different individuals, their lifestyles and health measures Learners interpret and discuss results	2
2.2.3 (b) Influences on good health and well-being across the life cycle	<p>Discuss and complete a mind map about the factors that influence good health and well-being across the life cycle and their effects (positive and negative).</p> <p>Learners then highlight those factors an individual has control over and those they are unable to change.</p>	Text books Specification, page 26	Independent research for NEA Unit 2 Task (b)	1
2.2.3 (c) Risks to health and well-being	<p>Learners make a list of the lifestyle factors that individuals in different life stages have control over but that may put them at risk.</p> <p>Discuss these factors and identify the impact of these factors on health and well-being.</p> <p>Learners make notes.</p>	Text books Specification, page 26	Independent research for NEA Unit 2 Task 2 (d)	1

Unit 3 - Health and social care, and childcare in the 21st century

Topic	Activity	Resources	Homework	Lessons
2.3.1 (a) What is equality, diversity and inclusion?	<p>Introduction of unit content and assessment.</p> <p>Learners to work in pairs to list the ways that individuals living in today's society are different from each other and consider whether they are all treated in the same way.</p> <p>Each pair to write a meaning for the terms 'diversity', 'equality', 'discrimination' and 'inclusion'.</p> <p>Discuss and refer to definitions in the specification.</p> <p>Use relevant examples of inequality in society and ask learners to describe how they could be treated more equally.</p>	<p>Newspaper/magazine/online articles for relevant examples</p> <p>Textbooks</p> <p>Specification, page 28</p>	Learn definitions of the terms 'equality', 'diversity' 'discrimination' and 'inclusion'	1
2.3.1 (b) Promoting equality, diversity and inclusion in health and social care and childcare	<p>Recap on definitions.</p> <p>Split into groups.</p> <p>Introduce scenarios set in different care settings that do not promote equality, inclusion and diversity.</p> <p>Groups to identify ways in which the care settings can promote equality and inclusion and celebrate diversity. Discuss.</p> <p>Create a spider diagram of how equality, diversity, and inclusion can be achieved in a range of health and social care and childcare settings.</p>	<p>Newspaper/magazine/online articles</p> <p>Textbooks</p> <p>Visiting speakers</p>	Complete spider diagram	2

Topic	Activity	Resources	Homework	Lessons
<p>2.3.1 (c) Legislation to promote equality, diversity and inclusion</p>	<p>Ask the question ‘How do we protect individuals from discrimination and unequal treatment?’ Discuss.</p> <p>Carousel activity – six locations with information relating to The Equality Act 2010, The Human Rights Act 1998, The Mental Capacity Act 2005, Social Services and Well-being (Wales) Act 2014, Additional Learning Needs and Educational Tribunal (Wales) Act 2017.</p> <p>Split class into groups with a timed activity at each location. Learners to gather information about each organisation.</p> <p>Discuss findings.</p> <p>Create a revision aid.</p> <p>Divide A3 paper into five columns. At the top of each column, write the name of five key pieces of legislation from the specification.</p> <p>Learners to research the key points of each piece of legislation and note them under the appropriate heading.</p> <p>Discuss information on codes of practice by regulatory bodies, e.g. Social Care Wales, Nursing and Midwifery Council.</p> <p>On the back of an A3 sheet, learners to research and complete a mind map of the role of codes of practice produced by regulatory bodies that relate to health and social care and childcare workers.</p>	<p>Information handouts about each piece of legislation</p> <p>https://www.gov.uk/guidance/equality-act-2010-guidance</p> <p>https://www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/the-human-rights-act-1998</p> <p>https://www.scie.org.uk/mca/introduction/mental-capacity-act-2005-at-a-glance</p> <p>https://gov.wales/topics/health/socialcare</p> <p>https://beta.gov.wales</p> <p>Specification, page 29</p> <p>Use exemplar scenarios to illustrate how laws are put into practice</p> <p>https://socialcare.wales</p> <p>https://www.nmc.org.uk/</p>	<p>Complete revision aid</p>	<p>3</p>

Topic	Activity	Resources	Homework	Lessons
2.3.1 (d) Welsh language and culture	<p>Ask how living in Wales is different to living elsewhere in the UK.</p> <p>Discuss the importance of recognising Welsh culture and language to the people of Wales.</p> <p>Research:</p> <ul style="list-style-type: none"> • Welsh Language Strategy Cymraeg 2050 • More than just words • The Active Offer <p>Make a revision aid to highlight the key points of each.</p>	<p>www.wales.com/language</p> <p>https://socialcare.wales/learning-and-development/more-than-just-words-and-the-active-offer</p> <p>www.wales.nhs.co.uk</p>	Finish revision aid	2

Topic	Activity	Resources	Homework	Lessons
2.3.2 (a) Purpose of safeguarding	<p>Discuss the purpose of safeguarding legislation and policies when working in health and social care and childcare. Make notes.</p> <p>Construct a table listing key safeguarding provision legislation and policies from the specification.</p> <p>Learners research main points of each, adding them to the table.</p>	<p>Examples of safeguarding issues across the lifespan from newspaper/magazine/online articles</p> <p>Specification, page 31</p> <p>www.childcomwales.org.uk/uncrc.childrens.rights</p> <p>https://www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/the-human-rights-act-1998</p> <p>https://learning.nspcc.org.uk/child-protection-system/wales</p> <p>www.inbrief.co.uk/child-law/children-act-1998</p> <p>https://www.childreninwales.org.uk/policy-document/wales-child-protection-procedures-2008</p> <p>https://livefearfree.gov.wales/policies-and-guidance/vawdasv-wales-act-2015</p> <p>http://www.mentalhealthwales.net/the-mental-health-act-1983-amended-in-2007</p>	Complete table	2
2.3.3 (a) Contemporary issues	<p>Introduce the types of contemporary issues that exist in health and social care, and childcare in today's society.</p> <p>Discuss the importance of statistical data.</p> <p>Give learners examples of statistical data relating to contemporary issues to analyse and interpret.</p>	<p>Newspaper/magazine/online articles</p> <p>Textbooks</p> <p>Specification, page 32</p> <p>https://gov.wales/statistics-and-research/national-survey</p> <p>http://www.wales.nhs.uk/statisticsanddata</p> <p>http://www.publichealthwales.nhs.uk</p>	Independent research for NEA Unit 4 Task (b)	

Topic	Activity	Resources	Homework	Lessons
<p>2.3.4 (a) Holistic health, development and well-being across the life cycle</p>	<p>Ask the following questions:</p> <p>What does being healthy mean to you?</p> <p>Describe a time when you were not well – how did you feel?</p> <p>Discuss answers.</p> <p>Recap on the concept from Unit 2 that health is holistic and learners should know the World Health Organisation (WHO) holistic definition of health.</p> <p>Learners to work in pairs to list how individuals can be responsible for their own health.</p> <p>Learners to then describe how they can, as individuals, accept responsibility for their own through everyday choices.</p> <p>Learners to look at exemplar scenarios and comment on the lifestyle choices being made by individuals.</p>	<p>Textbooks</p> <p>Exemplar scenarios of individuals across the life stages making healthy and unhealthy life-choices</p>	<p>Finish off scenario work</p>	<p>4</p>

Topic	Activity	Resources	Homework	Lessons
2.3.4 (b) Government initiatives	<p>Discuss what is meant by ‘sustainable health and social care and childcare’.</p> <p>Learners to use resources to make a poster showing the main points and principles of sustainability and prudent health and social care, and childcare in Wales.</p> <p>Discuss other current legislation and initiatives aimed at supporting sustainable health care.</p> <p>Learners to make a ‘fact file’ outlining current legislation and initiatives aimed at supporting sustainable health care.</p> <p>Use exemplar scenarios to illustrate how current legislation and initiatives could support individuals across the life cycle.</p>	<p>https://socialcare.wales/hub/sswbact</p> <p>https://gov.wales/topics/health/socialcare/act/?lang=en</p> <p>https://futuregenerations.wales/wp-content/uploads/2017/01/160401-wfg-accessible-guide-for-young-people-en.pdf</p> <p>http://www.prudenthealthcare.org.uk/resources</p> <p>http://www.wales.nhs.uk/sitesplus/documents/829/togetherforhealth.pdf</p> <p>Specification, page 34</p>	<p>Complete poster</p> <p>Complete ‘fact file’</p> <p>Examination-style questions relating to exemplar scenarios</p>	5

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

Topic	Activity	Resources	Homework	Lessons
2.4.1 (a) Initiatives aimed at addressing aspects of health and well-being	<p>Learners to look at a range of demographic data relating to the ageing population, obesity, mental health, sexual health and child poverty, and identify trends and patterns locally and nationally.</p> <p>Split into groups. Each group investigates local/national initiatives aimed at addressing one of: ageing population; obesity; mental health; sexual health; and child poverty.</p> <p>Each group shares information they have found, and learners make notes.</p>	<p>https://gov.wales/statistics-and-research/national-survey</p> <p>http://www.wales.nhs.uk/statisticsanddata</p> <p>www.publichealthwales.nhs.uk</p> <p>http://www.ageingwellinwales.com</p> <p>https://www.dementiafriends.org.uk</p> <p>https://www.healthmapswales.wales.nhs.uk</p> <p>http://www.primarycareone.wales.nhs.uk/social-prescribing</p> <p>http://www.timetochangewales.org.uk</p> <p>http://www.wales.nhs.uk/healthtopics/lifestyles/sexualhealth</p> <p>https://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart</p>	Independent research for NEA Task (b)	4
2.4.1 (b) The impact of health and social care, and childcare on wider society	Learners to study information on the Social Services and Well-being (Wales) Act 2014 and produce an information poster for the general public to show the impact it will have on: care and support of the ageing population (including pensions and working age); informal carers; health and social care and childcare provision in all sectors; and co-production.	<p>https://socialcare.wales/hub/sswbact</p> <p>https://gov.wales/topics/health/socialcare/act</p>	Independent research for NEA task (b)	6

Topic	Activity	Resources	Homework	Lessons
2.4.2 (a) Types of care	<p>Use an example of a family group with members from all life stages (see 2.1.1).</p> <p>Discuss the life cycle and the types of health and social care, and childcare services that are available to provide person/child-centred care to individuals at each stage in the life cycle, taking into consideration expected and unexpected life events.</p> <p>Learners to produce an advice leaflet showing the services available for each life stage.</p>	<p>Family group example (see 2.1.1)</p> <p>Text books</p> <p>Specification, page 38</p>	Independent research for NEA Task (a)	3
2.4.2 (b) Meeting needs	<p>Discuss the type of (PIES) care needs all individuals have, how needs overlap and the importance that all needs are considered.</p> <p>Learners construct a table showing the (PIES) care needs of individuals at each stage in the life cycle and how they may be met.</p> <p>Discuss how individuals are kept safe, the conditions and circumstances that affect care, the holistic approach and how needs vary according to age, health, culture and gender, and the importance of spiritual needs to some individuals.</p>	<p>Family group example (see 2.1.1)</p> <p>Textbooks</p>	Independent research for NEA Task (a)	6

Topic	Activity	Resources	Homework	Lessons
2.4.3 (a) Self-identity, self-worth, sense of security and resilience	<p>Discuss the meaning of the terms: 'self-identity'; 'self-worth'; 'sense of security'; 'resilience'.</p> <p>Learners to note meanings, work in pairs to identify a list of factors that affect self-identity, self-worth, sense of security and resilience, and then analyse the effects of these.</p> <p>Discuss (using exemplar scenarios to illustrate points) how individuals across the life cycle can be supported to achieve positive self-identity, self-worth, sense of security and resilience.</p> <p>Learners to make notes.</p>	<p>Specification, page 39</p> <p>Textbooks</p> <p>Exemplar scenarios of how to support individuals to achieve positive self-identity, self-worth, sense of security and resilience across the life cycle</p>	Finish notes	2
2.4.4 (a) Purpose of meaningful activities to support and promote health, development and well-being	<p>Discuss the meaning of therapeutic, creative, recreational activities. Learners to make a table of examples of each and the possible benefits for individuals taking part.</p>	<p>Examples of individuals across the life cycle taking part in different activities</p> <p>Textbooks</p>	Independent research for NEA Task (c), (d)	1

Topic	Activity	Resources	Homework	Lessons
2.4.4 (b) Types of activities	<p>Consider the different types of activities that may form part of an individual's care (physical, intellectual, emotional, social and creative).</p> <p>Learners to make spider diagrams giving examples of each of the types of activities, indicating which are individual and which are group activities, those that provide holistic support, which activities are applicable to all life stages, and which activities have a focus for a particular age group.</p> <p>Discuss the role of the Social Services and Well-Being (Wales) Act 2014 in considering the suitability of the type of activity.</p>	<p>Examples of individuals across the life cycle taking part in different activities</p> <p>Textbooks</p> <p>Specification, page 40</p>	Independent research for NEA Task (c), (d)	3
2.4.4 (c) Benefits of engagement in meaningful and creative activities	<p>Learners to take part in activities, e.g. playing cards, board games, jigsaws, greetings card making.</p> <p>Discuss how their individuals' PIES development benefitted from the activities.</p> <p>Use spider diagrams from 2.4.4 (b).</p> <p>Learners identify the benefit to an individual's PIES development for each of the examples of activities.</p>	<p>Card games, board games, jigsaws, greetings card making items</p> <p>Spider diagrams from 2.4.4 (b)</p>	Independent research for NEA Task (c), (d)	2

Topic	Activity	Resources	Homework	Lessons
2.4.4 (d) Planning and carrying out meaningful and creative activities	<p>Use examples of individuals taking part in different activities.</p> <p>Learners to work in pairs and make a list of factors that needed to be considered before and when the activities were carried out.</p> <p>Discuss findings.</p>	<p>Examples of individuals across the life cycle taking part in different activities</p> <p>Textbooks</p> <p>Specification, page 41</p>	Independent research for NEA Task (d)	3

7 NEA (non-examination assessment)

Unit 2 and Unit 4 are both NEA. The tasks for both units will stay the same for the lifetime of the specification, giving learners the chance to focus on an area or a target group which is relevant to them.

It is important to make sure that, even though the target group for both units may be taken from any life stage:

- candidates studying the double award qualification **must not** focus on a target group with the same condition in both units; for example: children with autism or older adults with dementia
- candidates should focus on target groups from different life stages to develop their breadth of knowledge and understanding.

NEA tasks may be completed and assessed at any suitable time during the course, but it is important to note that:

- before starting the tasks, it is essential that the core areas of the content of the specification relating to the tasks have been delivered to enable candidates to access the full range of marks allocated to the NEA
- teachers should guide candidates towards appropriate research areas and establish sound investigative skills to prepare them for NEA tasks
- candidates must focus on the selected target group within each task
- tasks should be carried out independently – groupwork is not permitted
- candidates should understand the route through the task and have knowledge about each of the sections
- candidates should be made aware of the time allocations for the supervised conditions for the tasks and when the supervised sessions are taking place
- candidates should be given time, prior to beginning the supervised hours for the task, to carry out independent research/investigation which can be done both inside and outside of the centre without direct supervision and does not need to be logged; all other work for NEA tasks must be completed under direct supervision and must be recorded by the teacher for each learner, and this time record may be requested by WJEC in addition to the work submitted for moderation
- during the write-up period, candidates' work should remain in the centre at all times and be stored securely between lessons
- tasks may be handwritten or word-processed
- teachers can give guidance and support to candidates to make sure that they understand the requirements of the NEA tasks and how they will be marked but, once work is underway, feedback must be limited to general classroom advice on what needs to be included – no specific guidance to individual candidates on how to make improvements can be given
- there is no requirement for candidates to obtain primary information from an individual, a specific group of people or a professional – if a candidate should use this approach, then they and the centre must respect confidentiality of information and comply with The General Data Protection Regulation (GDPR)

- even though there is no requirement for candidates to visit a professional or an individual as part of research for their NEA tasks, some centres may consider adopting particular approaches, such as taking the whole group on a visit, or inviting a professional to speak to candidates in the classroom – in these instances, it is important that safeguarding implications for all parties are considered
- as far as is possible, all candidates should have equal opportunity to access the same information.

Marks for NEA need to be input online by the 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 SecureAssess.
- 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/>.

Unit 2

Promoting and maintaining health and well-being

Unit 2 (NEA) is made up of two tasks. Candidates may carry out their research for both tasks without direct supervision before writing up their reports.

Candidates should spend approximately 25 hours in total writing up their NEA reports, completing the work under supervised conditions in the centre. Time allowed for prior research/investigation is at the discretion of the centre.

Learners should be given the opportunity to develop their knowledge and understanding of the three areas of unit content.

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.

Extra guidance has been included to aid assessment where appropriate, i.e. where instruction may not be self-explanatory.

Task 1: Service Provision

(10 hours - 40% of Unit 2)

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.

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

Candidates may choose to be more specific within their choice of target group, for example:

Children – 0-3 years, 4-11 years, children with a specified condition, e.g. autism

Adolescents – adolescents with a specific need/condition, e.g. an addiction, eating disorder, depression

Adults – pregnant women, adults with additional needs/specified condition, older adults with dementia

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 health care, 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 – *this may be referenced throughout the work or in the form of a bibliography*
- present the information in an appropriate format – *for example, a report, PowerPoint presentation, leaflet, chart.*

(b) Investigate the job roles of two key professionals.

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 – *selected job roles should not be too similar, e.g. two different types of nurse*
- explain the personal skills and qualities needed for these roles
- identify career opportunities within these roles – *e.g. progression routes, places of work, job availability*
- explain how the chosen professionals may work as part of multi-agency working – *multi-disciplinary team working which could also include reference to multi-disciplinary teams within a setting, e.g. hospital.*

(c) Analyse the findings of your investigation with regard to:

- the availability of services and key professionals – *this could include the range of services available, ease of access, distance, availability of appointments, etc*
- whether these meet the needs of the target group – *physical, emotional, intellectual and/or social*

A balanced response is required in relation to the two aspects of the task.

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

Total marks [48]

Other than their investigation work, candidates should complete this NEA task under supervised conditions in approximately 10 hours (1 (a): 4 hours; 1 (b): 4 hours; 1 (c): 2 hours).

Task 2: Health Promotion

(15 hours - 60% of Unit 2)

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:
 - topic
 - target group.
- (b) Investigate the chosen topic using a range of resources.

You should:

- describe positive and negative influences on the health and well-being of the chosen target group (*candidates should refer to 2.2.3 (b) to consider in general both positive and negative effects of the factors on the physical, mental and social well-being of the target group*)
 - describe the effects of the chosen topic on the health and well-being of the target group (*candidates should refer to 2.2.3 (c)*)
 - explain how government guidelines/initiatives, specific to the chosen topic, aim to support health and well-being (*Candidates should refer to 2.2.1(a) and 2.2.2(a)*).
- (c) Assess existing health promotion materials with regard to:
 - the aims of the materials
 - their suitability for the target group, (*e.g. content, level of language, use of images, type/size of text, etc*)
 - their availability to the target group (*e.g. where and how materials can be obtained, can the target groups access them?*)
 - sources of support available to the target group (*identification of support to achieve outcomes suggested by materials – comparison charts could be used here to assess at least two types of existing health promotion materials*).

(d) Plan and produce a health promotion campaign or activity.

You should show evidence of:

- consideration of methods/techniques to be used (*pros and cons of a variety of methods/techniques and whether they would be suitable for their chosen target group/topic*)
- selection and safe use of appropriate resources (*justification of choice of resources, selection and rejection, awareness of health and safety issues*)
- 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) (*the activity could be simulated in the classroom, carried out with a small group, if for children*)
- gaining feedback (*copies of written feedback obtained, e.g. observation forms, witness statements, questionnaires*).

(e) Analyse and evaluate the task with regard to:

- the feedback gained
- strengths and weaknesses of the campaign or activity
- possible long-term 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]

Other than their investigation work, candidates should complete this NEA under supervised conditions in approximately 15 hours (2 (a): 1 hour; 2 (b): 2 hours; 2 (c): 2 hours; 2 (d): 7 hours; 2 (e): 3 hours).

Tasks 1 and 2 must be submitted for moderation together.

Unit 4

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

Approximately 25 hours

Unit 4 (NEA) is composed of one task.

Candidates may carry out their research for the task without direct supervision, before 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.

Candidates should be given the opportunity to develop their knowledge and understanding of the four areas of the unit content.

Areas of content:

- 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
- 2.4.2 How types of care can support individuals to achieve positive outcomes
- 2.4.3 Supporting self-identity, self-worth, a 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 in which health and social care and childcare services support individuals in Wales to achieve health and well-being.

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 specific needs of a chosen target group, for example: [20]
- children with delayed development (*0-3 years, 4-11 years, children with a specified condition, e.g. autism*)
 - individuals with mobility issues
 - older adults with memory loss
 - individuals with a specific health condition (*adults – pregnant women, adults with additional needs/specified condition, older adults with dementia*).

You should:

- describe their physical, intellectual, emotional and social needs (*candidates should refer to 2.4.2 (b)*)
- explain how different types of care may meet their needs (*candidates should refer to 2.4.2 (a)*)
- explain how holistic care can be provided for this target group (*candidates should refer to 2.3.4 (a)*).

Candidates must not focus on the same target group that they have used for Unit 2 NEA.

- (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 (*candidates should refer to 2.4.1 (a)*)
- investigate local and national initiatives related to the specific needs/condition you have chosen (*candidates should refer to 2.4.1 (a), 2.4.2 (b)*)
- consider how these affect the availability of care services for the chosen target group (*candidates should refer to 2.4.1 (a) and (b)*).

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

You should:

- describe a range of different types of activities (*candidates should refer to 2.4.4 (b)*)
- explain the purpose of participating in these activities (*candidates should refer to 2.4.4 (a)*)
- explain why these activities may meet the needs of the chosen target group (*candidates should refer to, 2.4.2 (a), 2.4.4 (c)*).

Candidates should address each of the bullet points for each activity described.

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

You will need to show evidence of:

- the aim(s) of the activity
- selecting an appropriate activity (*candidates should give the pros and cons of a variety of activities and whether or not they would be suitable for their chosen target group in terms of meeting needs, giving justification for their chosen activity and for their rejection of other activities, and how the activity relates to the principles of the Social Services and Well-being (Wales) Act 2014*)
- how the activity could be co-produced in a care setting
- planning and organising resources (*candidates could include a plan in the form of a flow chart or table which could detail the stages of planning the activity; a tick chart could be useful for candidates to ensure they have covered all aspects*)
- health and safety considerations
- the activity (*this could be visual evidence of the activity*)
- gaining feedback on the activity (*copies of written feedback obtained, e.g. observation forms, witness statements, questionnaires*).

(e) Analyse and evaluate the task.

[20]

You should:

- evaluate the activity (*Did the activity meet its aims and objectives? Was the target group engaged in the activity?*)
- discuss the strengths and weaknesses of your planning and organisation of the task (*e.g. was planning and organisation of the activity effective, were the resources appropriate, consideration of physical factors such as space, setting, own input*)
- assess how well the activity meets the needs of the target group (*reference to PIES, promoting self-identity, self-worth, and a sense of security or resilience*)
- evaluate the views or opinions gained from feedback on the activity (*interpretation of feedback obtained could be supported by bar/pie charts as appropriate*)
- 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]

NEA assessment – (a): 3 hours; (b): 4 hours; (c): 3 hours; (d): 11 hours; (e): 4 hours.
Total: 25 supervised hours to complete.

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

8 Written examinations (Unit 1 and Unit 3)

Specimen written papers and mark schemes for both Unit 1 and Unit 3 are included within the SAMs (sample assessment materials).

Throughout the course, candidates should be given opportunities to work through a wide range of examination questions in the classroom setting and for homework.

Candidates should be familiar with the layout of the examination paper and the requirements of different types of questions, such as: short answers, structured and extended writing answers.

Opportunities should be given for candidates to practice answering the questions requiring longer, extended writing responses. Candidates must understand the 'criteria marking' of the longer answer questions where they are required to give facts which must be supported by reasons and discussion. The mark scheme used alongside the examination paper can provide candidates with an important understanding of how marks are awarded, and the depth of information required.

Candidates should:

- undertake revision work – it is important to allocate time for revision lessons
- understand the terms which are commonly used in examination papers (see page 43)
- follow the instructions given on the front of the exam paper
- read each question carefully and **highlight** or underline key words
- avoid the use of bullet points as this usually produces limited answers (resembling a list) – it is important that candidates expand their answers and give a fact, point, explanation or reason and good examples; one-word answers are only acceptable for question types that ask for this type of response
- look at the number of marks allocated for each question and make sure answers contain sufficient information
- ensure answers are relevant
- ensure writing is legible and not use 'text speak'
- keep an eye on the time – enough time should be left to read through the paper carefully to ensure all questions have been answered in full.

Examinations for both Unit 1 and Unit 3 will be of 1 hour, 30 minutes duration and are either on-screen or paper-based examinations.

Unit 1 and Unit 3 external assessments

To ensure that assessments target AOs in an appropriate and consistent manner, and to help learners understand the requirements of examination questions, set command words will be used in the context of the three AOs. The following list is not exhaustive.

AO	Command	Requirements of response
AO1 Demonstrate knowledge and understanding	Define	Give the exact meaning of
	Describe	Provide characteristics/main features or a brief account
	Give	Provide/name/select/recognise brief facts or examples (from a given source or from recall)
	Identify	As for 'give'
	List	As for 'give'
	Name	As for 'give'
	Outline	Set out the main points/provide a brief description or main characteristics
	State	As for 'give'
Summarise	Select and present the main points (without detail)	
AO2 Apply knowledge	Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context
	Calculate	Work out from given facts, figures or information
	Construct	Create a framework or argument
	Explain	Provide details and reasons for how and why something is the way it is
	Illustrate	Use a diagram or words to make clear how a concept or theory works in a particular context
	Interpret	Translate information provided into another form
	Show	As for 'illustrate'
	Use	Apply the information provided to a particular theory or concept
AO3 Analyse and evaluate	Analyse	Examine an issue in detail/how parts relate to the whole, to explain and interpret
	Assess	Make an informed judgement
	Compare	Identify and comment on/explain similarities
	Consider	Review and respond to given information
	Contrast	Identify and comment on/explain differences
	Discuss	Examine an issue in detail in a structured way, taking into account different ideas
	Distinguish	Identify and explain the differences between ideas or topics
	Evaluate	Make a judgement by weighing up evidence to come to a conclusion
	Examine	Investigate closely, in detail
	Justify	Support a case with evidence/argument
	Recommend	Put forward a proposal based on reasons/evidence

9 Useful resources for teachers

The following list is offered as a guide to the range of resources available to support the specification and is by no means exhaustive. Teachers should select from the list and add to it as new developments/books/articles become available.

Websites and online resources

<https://www.estyn.gov.wales>

<https://gov.wales/topics/health/socialcare>

<https://www.gov.uk/government/publications/health-and-social-care-act-2012-fact-sheets>

<https://www.legislation.gov.uk>

<https://gov.wales>

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