



## **GCE AS**

### **Health and Social Care, and Childcare**

### **2570QS**

### **Summer 2022 examinations**

Unit 1	Promoting health and well-being	Wednesday, 25 May 2022
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# **Advance Information**

## **General information for students and teachers**

This advance information provides the focus of the content of the Summer 2022 examination paper.

It does not apply to any other examination series.

It is intended to support revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Released: 7 February 2022

# Subject information for students and teachers

Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>

This advance information covers Unit 1 only.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examination.

The following topic areas will be largely, although not exclusively, tested through the higher tariff questions. Other subject content will be covered in the remaining questions.

The aim should still be to cover all specification content in teaching and learning.

## Unit 1

	Content	Amplification
<b>2.1.1 Definitions and concepts of health and well-being</b>	(a) Definitions of health and well-being	Learners should know definitions of health and well-being, including: <ul style="list-style-type: none"><li>• Holistic</li></ul>
	(b) Understanding models of health, disability and well-being	Learners should understand different models of health, disability and well-being, including: <ul style="list-style-type: none"><li>• Biopsychosocial model</li></ul>
	(c) Holistic concepts of health and well-being and the factors that contribute to them	Holistic concepts of health and well-being and the factors that contribute to them
<b>2.1.2 Understanding perspectives of health, well-being and resilience</b>	(a) Social and economic determinants and how they contribute to inequalities in health and well-being	Learners should be able to:  Demonstrate an understanding of social and economic determinants that together influence health and well-being and resilience throughout the lifespan, such as: <ul style="list-style-type: none"><li>• Living and working conditions: including access and opportunities in relation to jobs, housing, education and care services</li></ul> Distinguish between the factors that an individual can or cannot control  Identify how these social and economic determinants contribute to health inequalities.

	<b>Content</b>	<b>Amplification</b>
	(b) Trends, patterns and perspectives of health, well-being and resilience	Learners should understand current trends and perspectives of health, well-being and resilience, including: <ul style="list-style-type: none"> <li>• Mental health and well-being</li> </ul>
	(c) Legislation and strategies for promoting good health, well-being and resilience	Learners should know about key legislation that promotes health, well-being and resilience. <ul style="list-style-type: none"> <li>• Well-being of Future Generations (Wales) Act 2015</li> </ul>
<b>2.1.3 Supporting and promoting health, well-being and resilience in Wales</b>	(a) Preventative measures: supported by lifestyle choices and local/national strategies	Preventative measures, and how these preventative measures can be supported by: <ul style="list-style-type: none"> <li>• Education</li> <li>• Family and community support</li> </ul>
	(b) Modifiable risk factors in relation to health, well-being and resilience	Modifiable risk factors in relation to health, well-being and resilience.
	(d) Different approaches in promoting health, well-being and resilience	How different methods used to provide information to encourage individuals to improve their health, well-being and resilience, including the use of: <ul style="list-style-type: none"> <li>• Mass media, social media</li> <li>• Posters, leaflets</li> <li>• Promotional events</li> </ul>
	(e) Government initiatives and campaigns which contribute to improvements in the health, well-being and resilience of the population in Wales	Learners should understand: <ul style="list-style-type: none"> <li>• The source of campaigns and initiatives</li> <li>• How campaigns and initiatives are developed by government</li> <li>• How campaigns and initiatives intend to make a difference/ improvement to the health, well-being and resilience of people in Wales</li> <li>• What forms campaigns and initiatives can take</li> <li>• How campaigns and initiatives are evaluated and what improvement they bring</li> </ul> <p>How government initiatives and campaigns may contribute to improvements in the health, well-being and resilience of the population of Wales, including:</p> <ul style="list-style-type: none"> <li>• Keep Well, Keep Warm, Keep Safe</li> </ul>

	<b>Content</b>	<b>Amplification</b>
	(f) The context in which people in health promotion roles operate and the benefits and limitations of the roles	<p>Learners should know that health and social care, and childcare practitioners have a role in promoting health, well-being and resilience, including:</p> <ul style="list-style-type: none"> <li>• Health education and health promotion specialists</li> <li>• Teacher/classroom assistant/learning support assistant</li> </ul> <p>The main benefits and limitations of these roles in relation to the promotion of health, well-being and resilience.</p> <p>The context in which they operate.</p> <p>The roles of organisations which promote health and well-being.</p>

End of advance information