GCE Health and Social Care and Childcare: Preparing to Teach CPD February 2020

Delegate questions

Question	Answer
AS level: If two teachers are delivering, should they do a unit each ('long and thin') or team teach Unit 1, then Unit 2?	This would be up to individual centres to decide in relation to the teachers' experience and knowledge base. Either would be an acceptable way of delivering, remembering that, if Unit 1 is delivered first, it will need to be revisited to prepare for the examination which will only be available in the summer series.
Does Unit 1 need to be done before Unit 2 or can they both be taught discretely?	Units 1 and 2 can be taught as discrete units, as the assessments are completely stand-alone.
Can the questions be more specific? How many things do candidates need to mention?	Not all candidate responses to examination questions or tasks in NEAs can be wholly classified/marked by the number of points made/items mentioned. Questions in examination papers may specify exactly what is required, for example: - *Identify three ways that* … - *Consider ways that* … – marks on this type of question would be awarded based on quality not quantity. Questions within NEAs should not be ambiguous; however, exemplar materials will be produced to support the marking of assessments which will exemplify to aid marking.
In a mixed class, would the learners or the teacher choose the children or adults progression?	This would need to be a centre decision based on either delivery personnel expertise or learner demand.
Is it possible to teach both A2 pathways alongside each other? How can both child and adult pathways be delivered to a cohort in one timetable slot with one teacher?	The qualification was designed to give centres an option for Year 13 learners. Feedback to date has been that centres will opt for one pathway only but if, as a centre, the decision was made to deliver both, this would be permissible, but the practicalities would need very careful planning and managing internally.

Question	Answer
What resources will be provided? Will there be resources for teaching (PowerPoints, etc)? Legacy specification had resources on HWB to use. Is there a set of resources to lead us through the course theory?	A wealth of digital and paper resources will be available leading up to when the qualification goes live, such as guidance for teaching, sample assessment materials and exemplar materials. As they become available, past papers and additional exemplars will be provided. All new resources will be made available and many of the resources for other qualifications within the new suite of Health and Social Care and Children's Care, Play, Learning and Development qualifications will also be suitable. Resources from legacy qualifications, for example GCE/GCSE Health and Social Care and GCSE Child Development, are also available via WJEC's open and secure websites, such as exemplars and OERs.
When will resources be available? Should be before the start of the course. Online resources up-to-date.	The resources have already started to be made available.
If checklists are being produced for NEAs as per the legacy specification, will they be available in both Welsh and English?	All resources produced will be available in both languages.
Will there be an A level book?	Discussions are taking place with publishers in relation to the production of a textbook; however, this has yet to be confirmed.
Will there be a Welsh textbook?	If the publication of a textbook does come to fruition in English, the Welsh Government will support this being translated into Welsh. All resources made available via the Health and Care Learning Wales website are bilingual when published.
Will there be an electronic copy of a textbook (this would save money and be more likely to be bought by schools).	This would be a decision taken by any publisher that produces a textbook.
Does "consider how … " mean evaluate?	'Consider' is a command verb used to assess assessment objective (AO) 3. 'Evaluate' is also used to assess AO3 but has a slightly different context (please see the command verb list).

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Looking at the suite of qualifications, what options, other than the A level, are there for schools' sixth forms?	Level 2 or Level 3 Health and Social Care: Principles and Contexts – Certificate or Diploma: https://www.healthandcarelearning.wales/qualifications/level-3-health-and-social-care-principles-and-contexts/ Level 2 Children's Care, Play, Learning and Development: Core qualification: https://www.healthandcarelearning.wales/qualifications/level-2-childrens-care-play-learning-and-development-core/ Level 2 or Level 3 Children's Care, Play, Learning and Development: Practice and Theory (if the centre has strong work placement links, as learners need to complete set hours in practice): https://www.healthandcarelearning.wales/qualifications/level-3-childrens-care-play-learning-and-development-practice-and-theory/
Units 3 and 5: Could the scenario given prior to examination be as detailed or the same as given in the exam? Candidates will need to spend a lot of time reading this prior to answering.	The format of these assessments has been approved by Qualifications Wales. In Units 3 and 5, Section A is based on pre-release materials, while Section B is not designed to be pre-release. Adequate reading and response time for the examination will be built into the total time allowance for the external assessment.
Question papers for Units 3 and 5: Unit 5 appears to be far more user-friendly and appears to lead on from GCSE.	Both sample papers have undergone vigorous quality assurance (QA) processes and have been approved by Qualification Wales. Live papers will be written shortly and, again, WJEC's rigorous procedures will be utilised in order to ensure papers are comparable and accessible for all levels of learners.
Is Harvard referencing expected?	It is always good practice to teach learners specific skills to prepare them for higher education, but the requirements of the NEAs will outline what is expected within each task.
If candidates fail the Unit 1 exam, can they: (a) re-sit whilst sitting A2? (b) still pass if they gain enough UMS marks across the three other units?	(a) Yes, one re-sit per unit is acceptable, with the highest mark counting. (b) Yes, all marks are added together, and the final grade is based on the total mark.
As with the NEA, please can you put the relevant subject specification reference against exam question mark schemes?	When live papers are written, common practice is to map the questions to subject content, and this may take the form of a grid. These may differ from the NEAs as they are marked by external personnel.

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How is the validity of local strategies/initiatives monitored?	When standardisation activities take place, Principal Moderators/Examiners will, if necessary, carry out research to validate responses/evidence presented. For NEAs, good practice would be for centres to give details of any local strategies/initiatives that may have been covered that may not be well-known across Wales.
SAMs Unit 1, Q3: Immunisation statement is *very* misleading – students would discuss immunisation, not preventative measures.	All live papers go through stringent procedures to ensure questions are not misleading. In addition, when live responses are received, if questions have not performed as they should, despite the QA checks, changes would be made to the mark scheme to ensure candidates are not unfairly affected.
What should the entry requirements be?	AS an awarding body, WJEC has not set entry requirements for this qualification. Entry requirements for Years 12/13 vary across centres in Wales; therefore, this would have to be a centre decision. We have, however, recommended qualifications that learners may have studied prior to starting this GCE.
Could we have more support feeding back to schools that the profile has been raised and that a C grade in English would be the minimum entry requirement? Could CPD presentation be available to senior management/governors to introduce and raise profile/awareness of the course? It is a very important course with great potential for the future.	Centres are welcome to share the presentation, qualification descriptor and contact details available on the Health and Care Learning Wales website as required, but our role would not be to set minimum entry requirements.
Unit 2, Task 2: Some confusion over format and presentation of pupils' work. Could teachers have some guidance on when they should or could change formats?	Once all the assessments are approved by Qualification Wales, they will be made available via the website, and the requirements of the NEAs will outline exactly what is expected within each task.
What qualification is needed to teach AS/A level? Can it be tutor/assessor with a vast experience across all fields? Not all are teachers – same with Level 5/6.	There are no specific qualification prior knowledge requirements for personnel who will deliver this GCE qualification; this will be at the discretion of the centre. However, this is not the same for all qualifications within the new suite, so centres should check the specific specifications for any others they choose to offer.

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'Podiatrist' was not on the original list of practitioners in the spec but was accepted on the answer paper.	A podiatrist is an allied health professional which is in the list of content – thus this is a valid job role that could be selected for this assessment.
Produce command key words to help candidates understand what is needed.	A list of command verbs that can be used within internal and external assessments has been produced and will be available in [ ]. Karen – some are in specs – some are in SAMS – yours are in Rationale – not sure where they will be when approved.
Can we please have a command word grid, stating what is needed in both Welsh and English?	This has been produced and will be shared as soon as possible. All resources shared will be available in English and Welsh.
Terminology to be available so candidates have a better understanding of what course entails.	Guidance for teaching will be produced to support the qualification and will include a glossary of terms.
Should the practitioners mentioned in Task 1 (a) be the same two chosen practitioners in Task 1 (c)?	As shown in the exemplars shared at CPD, this does not need to be the case; it is up to learners to select which they feel is most appropriate and allows them to access available marks.
Is there a summer and January exam?	The examinations will only be available in the summer series; that is May/June from 2021/2022 onwards.
Concerns about no re-sits in January.	Examination opportunities have been agreed and supported with Qualifications Wales.
UCAS points for AS could be clearer in the specification.	The draft specification will be reviewed before it is finalised.
Concerns about lack of science anatomy/ physiology, particularly from English universities.	The content of this qualification was agreed with Qualification Wales, health and social care and childcare sectors, and further and higher education representatives before it was approved.
Define 'secure' for NEA purposes. High or medium control NEA?	The requirements for conducting NEAs can be found in section 3.2 (Arrangements for non-examination assessment) of the specification.
Are candidates able to take notes/prior research into exam?	No resource materials can be taken into the Unit 1 examination or Unit 3/Unit 5.