

**Edexcel GCSE in  
Health and Social Care (Double Award) (2321)**

For first award in 2004

Issue 2 March 2004

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This is Issue 2 of this specification and it is valid for assessment from summer 2004. Key changes to requirements are sidelined. Centres will be informed in the event of any necessary future changes to this specification. The latest issue can be found on the Edexcel website, [www.edexcel.org.uk](http://www.edexcel.org.uk)

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# GCSE in Health and Social Care (Double Award)

## Specification summary

### GCSEs in vocational subjects

A range of GCSE (Double Award) specifications in vocational subjects has been introduced to replace and extend the range of Part One GNVQ courses at levels 1 and 2 of the National Framework of Qualifications. They can be taken as two-year courses from September 2002 and one-year courses from September 2003 for first awarding in summer 2004.

### Edexcel GCSE in Health and Social Care (Double Award)

The Edexcel GCSE in Health and Social Care (Double Award) has been designed to provide a broad basis for further education, or further training for employment within the health or social care sector. The QCA Qualification Accreditation Number for this title is 100/2063/9.

### Specification structure

The specification consists of three compulsory units, which are equally weighted. Two units are internally assessed through the production of portfolios, and one is externally assessed by a written test. The first external assessment opportunity will be in January 2004, and the first moderation of internal assessment will be carried out in June 2004.

Unit content	Assessment
<i>Unit 1: Health, Social Care And Early Years Provision</i> The range of care needs; types of services and how people obtain them; work roles and skills of those working in the sector; values underpinning care work.	<b>Internal assessment</b> An investigation into how service providers in the local area meet the needs of different individuals.
<i>Unit 2: Promoting Health And Well-Being</i> Definitions of health and well-being; factors affecting health and well-being, and their effects; measuring an individual's health; ways of promoting and supporting health improvement.	<b>Internal assessment</b> A health plan for improving or maintaining the physical health and well-being of one individual.
<i>Unit 3: Understanding Personal Development And Relationships</i> Stages and patterns of human growth and development; factors affecting human growth and development; development of self-concept and personal relationships; major life changes; the role of relationships in personal development.	<b>External assessment</b> A single, untiered examination lasting 1½ hours and consisting of both short and longer answer questions.

# Introduction

## Rationale

GCSE (Double Awards) in vocational subjects cover both levels 1 and 2 (foundation and intermediate levels) of the National Framework of Qualifications. They replace and extend the range of Part One GNVQs and are at an equivalent level to Foundation and Intermediate GNVQs and to NVQs at levels 1 and 2.

The aims of these GCSEs are to:

- widen participation in vocationally-related learning pre-16
- allow students to experience vocationally-related learning, to see if it is suitable for them
- enable students to make valid personal choices on completion of the qualification
- encourage post-16 students to try a vocationally-related course, where maybe another programme has previously not proved appropriate for them
- raise attainment at levels 1 and 2/foundation and intermediate levels of the National Framework of Qualifications.

The broad objectives of these GCSEs are to:

- introduce students to work-related learning
- provide students with an overview of the sector
- give students the technical knowledge, skills and understanding associated with the subject at these levels
- equip students with some of skills they will need in the workplace or in further education or training
- empower students to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate students to achieve the best they can.

These GCSEs contribute to the quality and coherence of provision nationally, as shown by:

- the consultation undertaken by QCA in autumn 2000
- the positive Ofsted reports relating to Part One GNVQs (on which these GCSEs are based)
- their clear place in the Government's vision for secondary education for the next ten years.

The GCSE in Health and Social Care (Double Award) has been designed to provide a broad educational basis for further training, further education or for moving into employment within the health and social care sector. This is achieved by ensuring that students develop the general skills, knowledge and understanding needed within the sector. This specification conforms to the subject criteria for GCSE specifications in Health and Social Care, which set out the knowledge, understanding, skills and schemes of assessment common to all GCSE specifications in the subject. Subject criteria help ensure consistent and comparable standards in the same subject area across awarding bodies and help further and higher education institutions and employers know what has been studied and assessed.

## **Aims**

The aims of the GCSE specifications in Health and Social Care are to:

- prepare students for progression to employment and/or further training in the health, social care and early years sectors through the development of knowledge, skills and understanding needed for work in these sectors
- increase students' knowledge and understanding of the health, social care and early years sectors through the investigation and evaluation of a range of services and organisations
- develop students' awareness of the influences on an individual's health and well-being and to highlight the importance of motivation and support when improving health
- encourage students to recognise the importance of the stages of development of an individual and their relationships
- promote a critical and analytical approach to problem solving within the vocational context.

## **Access**

Edexcel's policy concerning access to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## **Recommended prior learning**

Students embarking on a GCSE in Health and Social Care should have achieved a general educational level equivalent to Level 3 of the National Curriculum or Entry Level 3 in the National Qualifications Framework. They would find the following learning, skills and aptitudes helpful:

- basic proficiency in literacy
- basic proficiency in numeracy
- some aptitude for computers
- some motivation to work independently.

## **Progression**

This qualification supports progression into further education, or further training for employment. Appropriate further education includes GCE, VCE or other vocationally related qualifications such as GNVQs and BTEC Firsts and Nationals. Appropriate training includes Modern Apprenticeships or the NVQs in Health, Social Care or Early Years.

## Links with other qualifications, forbidden combinations and classification code

There are links between the content of this GCSE and the BTEC First Diplomas in Caring and in Early Years.

Students entering for this specification may not, in the same series of examinations, enter for

- foundation and intermediate six-unit GNVQs in Health and Social Care
- any other GCSE in Health and Social Care.

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 0003.

Centres should be aware that students who enter for more than one Level 1 or Level 2 qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

## Subject content

### Unit titles

The specification consists of three compulsory units:

- *Unit 1: Health, Social Care And Early Years Provision*
- *Unit 2: Promoting Health And Well-Being*
- *Unit 3: Understanding Personal Development And Relationships.*

### Unit structure

Each unit is made up of a number of sections, some of which are directed at the student while others are directed at the teacher. The sections are:

#### *About this unit*

This section provides an introduction to the content of the unit and states its relationship, if any, to other units. It also states the form of assessment for the unit.

#### *What you need to learn*

This section states what students need to know and to be able to do to achieve the unit.

#### *Assessment evidence (for internally assessed units only)*

This section starts with an outline for the students of the tasks they need to carry out and the types of evidence they need to produce. It is followed by the marking grid to be used by the person assessing the evidence. This grid is the only version to be used for assessment purposes, but teachers may prefer to adapt it for students and incorporate it into a centre-produced guidance document.

#### *Guidance for teachers*

This section gives suggestions for appropriate delivery strategies, and develops the information in the marking grid to give further guidance on how marks should be allocated. It also gives suggestions for associated resources.



## Relationship to National Occupational Standards

Details of how this specification relates to National Occupational Standards can be found on the QCA website, [www.qca.org.uk](http://www.qca.org.uk)

## Assessment

### Statutory requirements

All assessment of this specification will be carried out in accordance with the GCSE, GCE, VCE and GNVQ Code of Practice, published annually by the regulatory authorities.

### Scheme of assessment

The three units are equally weighted. Students must produce an internally assessed portfolio for each of Units 1 and 2, and take an externally assessed test for Unit 3.

Unit	Unit code	Weighting	Assessment
Unit 1:	5321	33.3%	<b>Internal assessment</b> An investigation into how service providers in the local area meet the needs of different individuals.
Unit 2:	5322	33.3%	<b>Internal assessment</b> A health plan for improving or maintaining the physical health and well-being of one individual.
Unit 3:	5323	33.3%	<b>External assessment</b> A single, untiered examination lasting 1½ hours and consisting of both short and longer answer questions.

## Assessment objectives

There are four assessment objectives for GCSEs in Health and Social Care. These detail the knowledge, skills and understanding that the student is required to demonstrate.

Students are required to:

<b>AO1</b>	recall and apply the knowledge, skills and understanding specified in the subject content in a range of vocationally related situations
<b>AO2</b>	plan and carry out investigations and tasks in which they analyse vocationally related issues and problems; gather, record and identify relevant information and evidence
<b>AO3</b>	evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately

For this specification, the weightings for each assessment objective are:

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Total for specification</b>
<b>AO1</b>	20 %	25%	35–40%	27–29%
<b>AO2</b>	50%	40%	0%	30%
<b>AO3</b>	30 %	35%	60–65%	41–43%

## Grade descriptions

Grade descriptions for this subject are provided in *Appendix A* at the end of this specification. They indicate the level of attainment that is characteristic of grades A, C and F. The actual grade awarded to a student will depend in practice on the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of assessment may be balanced by better performance in others.

## External assessment

Unit 3 is assessed by a single 1½ hour examination that will be set and marked by Edexcel. The examination is untiered and will be targeted at students across the ability range A\*–G. The paper will consist of short, structured questions, with some opportunities for extended writing.

## Internal assessment

### Supervision of students and authentication of work submitted

Students must submit a portfolio of work for each of Units 1 and 2. Teachers are expected to guide and advise students in the production of their portfolios. Teachers should monitor progress to ensure that the work is appropriate for the requirements of the specification. While some work, particularly in the early planning stages, may take place in groups, the input of the individual student should be clearly identified, and the judgements and conclusions reached must be their own. The GCSE, GCE, VCE and GNVQ Code of Practice requires that assessors record full details of the nature of any assistance given to individual students that is beyond that of the teaching group as a whole, but within the parameters laid down in this specification. The level of assistance should be taken into account when assessing students' work, as indicated in the guidance section that accompanies each internally assessed unit in this specification. In addition, sufficient work must take place under direct supervision to allow the teacher marking the work to authenticate each student's work with confidence.

If students' practical skills are being assessed it is important that witness statements/checklists are completed by assessors to authenticate student work and provide evidence that students have achieved the level of performance required in the assessment grid.

### Applying the mark bands

Portfolios will be marked by the centre, and externally moderated by Edexcel. Each of the internally assessed units has a marking grid, divided into three broad mark bands, showing how to award marks in relation to the task and the assessment objectives. The marking grids indicate the required assessment outcomes as well as the quality of the outcomes needed for achievement in each of the mark bands. Mark band 1 relates to the expectations given in the grade description for grade F; mark band 2 relates to the expectations for grade C, and mark band 3 relates to the expectations for grade A. For further information on grading, see the section *Grading and aggregation* on page 9.

In general terms, progression across the bands is characterised by:

- increasing breadth and depth of understanding
- increasing coherence, evaluation and analysis
- increasing independence and originality.

The unit marking grid shows the allocation of marks by assessment criterion and by mark band. This grid should be used to determine marks for student achievement in each unit. Students can achieve marks in different bands for each assessment objective. The total mark achieved will depend on the extent to which the student has met the assessment criteria overall.

Within each assessment criterion, it is a general principle that shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. However it is also important to note that for full marks in any particular assessment criterion, all the requirements should have been met.

Marks should not be awarded on the basis of a 'tick list' of factual content but on the overall response as it relates to the requirements stated within each mark band. Assessors should adopt a holistic approach and apply their professional judgement. The *Guidance for teachers* section in each unit gives specific details of how marks should be allocated.

There should be no reluctance to use the full mark range and if warranted assessors should award maximum marks. Students' responses should be considered positively. A mark of 0 should only be awarded where the student's work does not meet any of the required criteria.

The grade descriptions for the GCSE in Health and Social Care refer to the levels of support and guidance required by students in carrying out investigations and tasks. All students are entitled to initial guidance in planning their work. When marking the work, assessors should apply the following guidelines:

*'Some support and guidance'*: The student has to be guided and advised throughout to ensure that progress is made. The student relies on the support of the teacher, who has to assist in most aspects of the work. This level of support restricts the student's mark to band 1, irrespective of the quality of the outcomes.

*'Limited assistance'*: The teacher supports the student initially in the choice of topic for investigation. Thereafter the teacher reacts to questions from the student and suggests a range of ideas that the student acts upon. The student frequently checks matters of detail. The teacher needs to assist in some aspects of the work. This level of support restricts the student's mark to bands 1 or 2, irrespective of the quality of the outcomes.

*'Independently'*: The teacher supports the student initially in the choice of topic for the investigation or task. Thereafter the teacher occasionally assists the student, and only when asked, but monitors progress throughout. This level of support gives access to all three mark bands.

For internal record-keeping purposes, centres may wish to make a copy of the marking grid for each student and use it to record the mark for that unit. The GCSE, GCE, GNVQ Code of Practice requires assessors to show clearly how credit has been assigned. Guidance on how this may be done will be included in the separate support material that will accompany this specification.

## Standardisation and moderation

Where marking for this specification has been carried out by more than one assessor in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria laid down in the marking grids.

Marks awarded by the centre will be subject to external moderation by Edexcel. This is to ensure consistency with national standards. A sample of student portfolios will be examined, and marks will be adjusted where they are found to vary from the national standard. If the moderation process reveals an inconsistent application of the assessment criteria by centre assessors, Edexcel reserves the right to return the sample work in order for internal standardisation to be carried out.

External moderation will take place at the end of the course.

## Availability of external assessment and moderation

	June 2003	January 2004	June 2004	January 2005	June 2005
<b>Unit 1</b>	<b>X</b>	<b>X</b>	✓	<b>X</b>	✓
<b>Unit 2</b>	<b>X</b>	<b>X</b>	✓	<b>X</b>	✓
<b>Unit 3</b>	<b>X</b>	✓	✓	✓	✓

## Grading and aggregation

The mark bands used for internal assessment do not relate to pre-determined grade boundaries. Following each examination and moderation series Edexcel will set the grade boundaries for the two internally assessed units and the externally assessed unit at an awarding meeting.

The raw mark boundaries will be converted to uniform marks on a scale of 0–100. The final grade for the qualification will be determined by aggregating the uniform marks for the three units. The following table gives details of the uniform mark scales (UMS) used for the units and for the qualifications.

### Unit results

The minimum uniform marks required for each grade:

Unit grade	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Maximum uniform mark = 100	<b>90</b>	<b>80</b>	<b>70</b>	<b>60</b>	<b>50</b>	<b>40</b>	<b>30</b>	<b>20</b>

Candidates who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19 and be recorded as U (unclassified).

### Qualification results

The minimum uniform marks required for each grade:

Qualification grade	<b>A*A*</b>	<b>AA</b>	<b>BB</b>	<b>CC</b>	<b>DD</b>	<b>EE</b>	<b>FF</b>	<b>GG</b>
Maximum uniform mark = 300	<b>270</b>	<b>240</b>	<b>210</b>	<b>180</b>	<b>150</b>	<b>120</b>	<b>90</b>	<b>60</b>

Candidates who do not achieve the standard required for a grade GG will receive a uniform mark in the range 0–59 and will be recorded as U (unclassified).

## Resits

Students may only resit each assessment component once prior to certification. Students may, however, retake the whole qualification more than once.

Individual assessment results, prior to certification of the qualification, have a shelf-life limited only by the shelf-life of the specifications when they are used to contribute to the qualification.

## Students with particular requirements

Students with special requirements may require additional support, for example technical aids or specially devised or adapted methods of assessment, with additional time allowed if necessary.

Edexcel will assess whether special considerations or concessions can, or need to, be made for students with particular requirements. Requests should be addressed to:

Special Requirements  
Edexcel  
Stewart House  
32 Russell Square  
London WC1B 5DN.

## Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

## The wider curriculum

### Key skills

This specification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- application of number
- communication
- information technology
- improving own learning and performance
- problem solving
- working with others.

*Appendices B and C* in this specification map the opportunities available at Levels 1 and 2 respectively. Where appropriate, these opportunities should be directly cross-referenced, at specified level(s), to the criteria listed in Part B of the key skills specifications.

### Spiritual, moral, ethical, social and cultural (SMESC) links

This specification provides opportunities for developing a range of spiritual, moral, ethical, social and cultural issues, together with citizenship, environmental issues and the European dimension. *Appendix D* maps the opportunities available.

## Teacher support

There is a full range of support material designed for each GCSE in a vocational subject. The range includes:

- specimen tests and associated mark schemes
- sample materials for delivering the units — tutor support packs
- sample materials for assessing the internal units
- Chief Examiner reports
- the Edexcel website — [www.edexcel.org.uk](http://www.edexcel.org.uk)

Edexcel delivers a full INSET programme to support these GCSEs. This includes generic and subject-specific conferences, seminars, workshops and customised events for individual centres.

Further information on INSET programmes can be obtained from Customer Services on 0870 240 9800.

Information concerning support material can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)





# Unit 1: Health, Social Care and Early Years Provision

## ABOUT THIS UNIT

You will learn about the:

- range of care needs of major client groups
- types of services that exist to meet client group needs and how they are organised
- ways people can obtain care services and the barriers that can prevent people from gaining access to services
- main work roles and skills of people who provide health, social care and early years services
- values that underpin all care work with clients.

You will understand more about the work of health, social care and early years service providers by:

- understanding how services are developed in response to social policy goals and to meet the needs of individuals
- knowing about the different services and job roles.

**This unit will be internally assessed through a portfolio of evidence. Your result for this unit will be a mark from 0–100 which can be related to an equivalent grade.**

## WHAT YOU NEED TO LEARN

### 1 Care needs of major client groups

#### **Key issue: Who needs to use care services and why?**

You should understand how care services are designed to meet the health, developmental, and social care needs of major client groups. You should understand that services are shaped to meet the needs of individual users. The major client groups are:

- babies and children
- adolescents
- adults
- older people
- disabled people.

You should understand how services are developed and provided to meet social policy goals — such as reducing child poverty, homelessness and drug misuse — in the population as a whole.

You should know that health authorities and local authorities assess the care needs of local populations in order to identify likely service demand in a local area.

You should also be able to identify and describe the reasons why individuals may require and seek to use health, social care and early years services.

## 2 Types of care services

### Key issue: What types of care services are provided to meet client group needs?

You will need to find out about organisations and private practitioners that deliver health care, social care and early years services. You will need to identify the main types of care services that are offered to different client groups. Some examples are included in the table below:

Client group	Health care services	Social care services	Early years services
Babies and children	Primary health care (including maternity services, health visitors), general hospital services, mental health care, speech therapy, dentistry.	Foster care, residential care, child protection, child and family support group services.	Childminders, playgroups and nursery education, family centres, creches, after school care, toy libraries, child guidance, parent and toddler support groups.
Adolescents	School medical services, primary health care, general hospital services, dental services, mental health care, health promotion (smoking, sexual health, drugs, alcohol).	Foster care, residential care, youth offending services, child protection, youth work, support group services.	
Adults	Primary health care (including community provision of district and community mental health nursing), general hospital services, mental health care, family planning clinics, health promotion (smoking, sexual health, drugs, alcohol), complementary therapies, hospices.	Housing/homelessness services, residential care, refuges, day centres, counselling support (eg Samaritans), information and advice services, social work, support groups, service user organisations.	
Older people	Primary health care (including district and community mental health nursing), occupational therapy, complementary therapies, dentistry, chiropody/podiatry, specialist hospital services (general and mental health), nursing homes, hospices.	Sheltered/supported housing, residential care, home helps, day centres, lunch clubs, information and advice services, social work, support group services, service user organisations.	

Client group	Health care services	Social care services	Early years services
Disabled people (additional services).	Any of the above according to individual and local needs.  Additionally, specialist medical and nursing services, physiotherapy, psychology, occupational therapy, complementary therapies, specialist education and training services (work-related and rehabilitative training schemes, for example).	Any of the above according to individual and local needs.  Additionally, specialist support and provision through service user organisations, direct payment personal assistance, social education (life skills education and supported work schemes, for example).	Any of the above according to individual and local needs.  Separate, specialist education provision and support services are provided in addition to integration within mainstream provision.

You must know who provides the services and where they are made available. You should understand that there may be national and regional variations. You should be able to identify local and national examples of service providers who operate in the:

- statutory care sector (including NHS Trusts and local authority services)
- private care sector (including private companies and self-employed practitioners)
- voluntary care sector (including charities and local support groups using volunteers and not-for-profit organisations with paid employees).

You should also understand how the different service providers work together to meet client group needs.

You should also know that informal carers (family, friends and neighbours) also provide a large amount of care.

### 3 Ways of obtaining care services and barriers to access

**Key issue: How can people gain access to care services and what can prevent people from being able to use the services they need?**

The ways that people gain access to care services are known as methods of referral. You should know about the different methods of referral that exist. These are:

- self-referral — personal choice to ask for or go to the services oneself
- professional referral — being put in contact with a service by a care practitioner such as a doctor, nurse, or social worker, for example
- third-party referral — being put in contact with a service by a friend, neighbour, relative or another person who is not employed as a care practitioner (for example, own employer or a teacher).

You should also be able to identify barriers that might prevent people from making use of the services that they need including:

- physical barriers — for example, stairs, a lack of lifts and a lack of adapted toilet facilities can prevent access to premises by people with mobility problems

- psychological barriers — for example, fear of losing independence, the stigma associated with some services and not wanting to be looked after can deter people from making use of care services. Mental health problems can also prevent those in need from accessing services
- financial barriers — for example, charges and fees can deter and exclude people who haven't got the money to pay for services they need
- geographical barriers — for example, in rural areas the location of an organisation and practitioner may be a barrier to use if there is also a lack of public transport, or a long bus or car journey is required to get there
- cultural and language barriers — for example, cultural beliefs about who should provide care and how illness and social problems should be dealt with, as well as difficulties in using English, may deter members of some communities from using care services
- resource barriers — for example, lack of staff, lack of information about services, lack of money to fund services or a large demand for services can prevent people from gaining access to services when they need or want them.

You should be able to identify ways in which services and the individuals they serve might overcome these barriers.

You should also understand that poor integration of services, rationing and the 'postcode lottery' may affect availability of services in your local area.

#### **4 The main jobs in health, social care and early years services**

**Key issue: What does care work involve and what skills do care practitioners need to perform their work roles?**

You should be able to compare the main work roles of care workers. You should understand the similarities and differences in the work roles of health, social care and early years workers. You should know about the roles of practitioners who deliver care directly and those whose work is more indirectly involved with care. Examples are:

- direct care: nurse, doctor, social worker, care assistant, nursery nurse
- indirect care: medical receptionist, cleaner, porter.

You should understand how changes in services and service provision can affect the job roles of care workers and change the skills required for those jobs.

You should understand why care workers need good interpersonal skills. You should also know how care workers use communication skills to develop care relationships, provide and receive information and to report on the work that they do with clients.

You will need to know how effective communication can help support relationships with colleagues, clients and their families and how poor skills can reduce the effectiveness of care work or damage care relationships. You should particularly recognize the differing communication needs of client groups using care services.

#### **5 The value bases of care work**

**Key issue: What values do care workers promote through their work?**

Services are all aiming to help people to develop or maintain their independence. You should understand the balance that services have to achieve between getting involved in people's lives or not, including the risks to both individuals and society associated with both action and inaction.

You should understand the values that are an essential feature of all care practice. You will appreciate and understand that care practitioners use guidelines and codes of practice to empower clients by:

- promoting anti-discriminatory practice
- maintaining confidentiality of information
- promoting and supporting individuals' rights to dignity, independence, health and safety
- acknowledging individuals' personal beliefs and identity
- protecting individuals from abuse
- promoting effective communication and relationships
- providing individualised care.

You should know how these values are reflected in the behaviour and attitudes of care workers and how these values are incorporated into the codes of practice of different care professions and the policies, procedures and employment contracts of care organisations.

## ASSESSMENT EVIDENCE — UNIT 1: HEALTH, SOCIAL CARE AND EARLY YEARS PROVISION

**You need to produce a report of your investigation into one provider of health, social care or early years services in your local area. Your report must show:**

- a what services are provided; how they are organised, delivered and paid for; where they are located; how the services fit into the national provision
- b your understanding of the skills and values required for care or early years work and the jobs which workers do
- c how well these services meet the different needs of two people who use them.

**Your report must also show:**

- d how these two people access the variety of services they need and the things which may prevent them from obtaining services.

**ASSESSOR'S MARKING GRID** (Please see also the section *Assessment guidance* on page 25.)

	<b>Mark band 1</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 2</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 3</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark awarded</b>
<b>(a)</b>  <b>AO1</b>  <b>13 marks</b>	<ul style="list-style-type: none"> <li>• a basic description, using a limited range of information sources, which identifies the type of services provided and how they are delivered; the sector (private, public, voluntary, not-for-profit) in which the chosen provider operates; the main sources of funding; their geographical location</li> </ul>	1–5	<ul style="list-style-type: none"> <li>• a clear description, using primary and secondary information sources, of the type and range of services provided and how they are delivered; the sector (private, public, voluntary, not-for-profit) in which the chosen provider operates; a range of relevant sources of funding; their geographical location</li> </ul>	6–9	<ul style="list-style-type: none"> <li>• a comprehensive description of the type and range of services provided and how they are delivered; the sector (private, public, voluntary, not-for-profit) in which the chosen provider operates; an explanation of the relevant sources of funding; their geographical location. The student should use appropriate information from a wide range of information sources, comparing and contrasting where appropriate</li> </ul>	10–13	

**ASSESSOR'S MARKING GRID** (Please see also the section *Assessment guidance* on page 25.)

	<b>Mark band 1</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 2</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 3</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark awarded</b>
<b>(b)</b>  <b>AO2,3</b>  <b>13 marks</b>	<ul style="list-style-type: none"> <li>using limited information sources, the student can give a basic description of two main job roles within the chosen organisation, showing how the basic skills are acquired and giving an example of how the values necessary for care or early years work are implemented</li> </ul>	1–5	<ul style="list-style-type: none"> <li>using primary and secondary sources of information, the student understands and can accurately describe two main job roles within the chosen organisation, explaining how the basic skills are acquired, describing the importance of the values necessary for care or early years work and giving at least one example of how these are implemented either by a worker or the organisation</li> </ul>	6–9	<ul style="list-style-type: none"> <li>using wide-ranging and relevant sources of information, the student understands and can comprehensively describe two job roles within the chosen organisation, explaining clearly how appropriate skills can be acquired, describing the importance of the values necessary for care or early years work giving relevant examples of how they are implemented by both workers and the organisation</li> </ul>	10–13	
<b>(c)</b>  <b>AO2</b>  <b>12 marks</b>	<ul style="list-style-type: none"> <li>the student can, with guidance, identify and describe the main needs of two different people who use the services offered, stating how the provision is organised and delivered in order to meet their requirements</li> </ul>	1–4	<ul style="list-style-type: none"> <li>the student can identify and fully explain the needs of two different people who use the services offered, explaining how the provision is organised and delivered in order to meet their requirements</li> </ul>	5–8	<ul style="list-style-type: none"> <li>the student can comprehensively identify and explain the current needs and predict any likely future requirements of two different people who use the services offered, explaining how the provision is organised and delivered in order to meet their requirements, identifying any gaps and making suggestions for improvement</li> </ul>	9–12	

**ASSESSOR'S MARKING GRID** (Please see also the section *Assessment guidance* on page 25.)

	<b>Mark band 1</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 2</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 3</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark Awarded</b>
(d)  AO3  12 marks	<ul style="list-style-type: none"> <li>using limited information sources, the student can explain the different ways in which people can <b>be referred to</b> the services they need, describing the main obstacles that may prevent them from obtaining services. The student makes a simple evaluation of <b>access to the services</b>.</li> </ul>	1–4	<ul style="list-style-type: none"> <li>using a variety of information sources, the student can clearly explain the different ways in which people can <b>be referred to</b> the services they need, describing in detail the range of obstacles that may prevent them from obtaining services. The student makes an accurate evaluation of <b>access to the services</b>.</li> </ul>	5–8	<ul style="list-style-type: none"> <li>using a wide range of information sources, the student can explain the different ways in which people can <b>be referred to</b> the services they need, describing in detail the range of obstacles that may prevent them from obtaining services. The student makes an accurate and thorough evaluation of the effectiveness of <b>access</b>, suggesting some solutions to improve effectiveness.</li> </ul>	9–12	
<b>Total Unit Mark</b>						<b>50</b>	
<b>Student Unit Mark</b>							



## **GUIDANCE FOR TEACHERS**

### **Delivery strategies**

Students should be encouraged to work together to get a broad picture of local services and work roles, but must produce an individual portfolio that meets the assessment criteria. The way that student learning is reported may vary and can include written presentations as well as visual displays.

Many of the concepts in the unit are abstract and may be difficult to grasp for some students. The focus of the unit is on the types of services available to people, how local services fit into National provision and the care that is offered. It is important that students are able to identify the main client groups receiving services and their different care requirements.

### **The care needs of major client groups**

A broad approach to care requirements is advised and it is not usually necessary to use medical terminology or diagnoses when discussing the care needs of clients. A lifeline approach may help to identify the major client groups and their differing requirements throughout the life stages. It may be useful to draw upon the student's own experiences of the services, however caution should be exercised in respect of confidential information and its disclosure. Case studies and videos can be valuable tools and visiting speakers from local providers or carer support groups will give insight into how needs are assessed. It is particularly important to clarify the primary responsibilities of health and social services towards children as a client group in respect of their health needs, social and emotional needs and the need for protection. The care requirements of children who use early years services are more likely to be social or developmental and relate to either the child or the parents.

### **Types of care services**

Students may find it helpful to see diagrams showing the national organisation of the health and social care services in order for them to place their local services into a framework. However, they do not need to have any depth of understanding of the national frameworks. One of the issues this unit highlights is the diversity of local health and social care services. To reflect this diversity students and/or teachers can choose the geographical area to be investigated. The school or college will determine the definition of 'local services'. In an urban area the 'locality' may be the area covered by a local authority or a defined town; in a rural area it may be more difficult to define. It may be possible to use existing health or social services' geographical boundaries, or to pinpoint potential health and social care needs and identify where they may be met to ensure that diversity of provision is reflected. Students should look at local organisations and identify the type of services that are offered; understanding that the classification of services is difficult. For some organisations (for example, a general hospital) the classification may be clear but for others (for example NSPCC or a foster carer) the classification may be more difficult to define. Exploring the way services are funded can assist with understanding in this respect. Your own use of local examples may best illustrate the broad categorisation into statutory, voluntary and private services. It is important to understand that early years services are organised and regulated differently to those of health and social care and that they have a different value base to that of care (see below).

In this initial investigation of the services it is important to set realistic targets for individuals or groups to achieve. It would be appropriate to ask a student or small group to identify several different organisations that provide services and mark them on a map of the local area, before choosing one area to investigate for assessment purposes. It is important to recognise that services are provided in a variety of ways and increasingly may be delivered through a network, agency or other contracted source, rather than from an identified organisation. This initial investigation may not involve leaving the classroom if the service providers can be identified from a local directory. If students are to investigate the locations directly, they need to be given clear guidance and support in planning their investigations. Care should be taken when using an Early Years organisation to ensure that different types of services are available, for example a nursery which also has an after-school facility for older children, or specific facilities for children with special needs. Some family day centres have both nursery provision and support for parents.

### **Ways of obtaining care services and barriers to access**

The investigation of local health, social care and early years provision should also identify how people gain access to them. Flow charts to illustrate referral pathways are useful and by using simple case studies, you could show how the different sectors work together, such as moving from acute care to care in the community. In such cases statutory, voluntary and private sector organisations may be involved, working together to provide continuity of care. This helps to highlight referral methods and can inform an investigation of potential barriers to access. When identifying the different services, students should at the same time think of how the clients are referred to the services. They should also consider a range of possible barriers to accessing the services.

### **Main jobs in health, social care and early years services**

This programme may be students' first experience of health and social care agencies' work, so it is important that they are given the opportunity to find out about a variety of jobs. Students will look at the services from the point of view of the people who work in them with the purpose of understanding the job roles of the main workers. Looking at the work that carers and early years workers do will also give students an insight into potential future jobs and what support these workers can offer clients and others who use the services. You should encourage students to share the results of their investigations to help the group to build up a broad picture of the different roles. Students can investigate the roles of staff during work experience, visits to the workplace and from visiting speakers. They may be able to collect job descriptions and staffing diagrams to describe the work of staff, but it is important that they annotate or authenticate them. In investigating the work of people involved in the caring services, students should appreciate that people in different services have similar roles. Information can also come from career databases and careers information materials. Most organisations also produce client information literature. You should develop a bank of this material to support students who may find it difficult to obtain such information.

### **The care value base**

To appreciate fully the work of care-based professions and their relationship with clients, students need to understand what the care value base is, the importance of it and how it is incorporated into all care work. It is also important to understand the methods used by care workers to support effective interaction with clients. Access to practitioners during the course of their investigations or through visiting speakers gives students the opportunity to question staff about the care value base that underpins their work.

Students should understand that codes of practice and National Occupational Standards incorporate many of the features of the care value base and provide a framework for the delivery of care work. Copies of codes of practice can normally be obtained from the organisation being reviewed. Government web pages will give details of the National Minimum Standards for a variety of services. While students might obtain these themselves, it would be appropriate for you to collect examples for student use. You can use the standards and codes of practice as a useful introduction to the care value base.

From this it should be possible to identify the importance of teamwork and communication skills. There is also an opportunity to identify significant features of the care value base. Students should also be able to see how the range of codes of practice and standards for care can contribute to supporting clients and their rights.

It should be noted that references to the care value base also refer to the underlying principles and values of the early years sector, given below.

### **Underlying values and principles of the Early Years sector**

#### *1 The welfare of the child*

The welfare of the child is paramount. All early years workers must give precedence to the rights and well-being of the children they work with. Children should be listened to, and their opinions and concerns treated seriously. Management of children's behaviour should emphasise positive expectations for that behaviour, and responses to unwanted behaviour should be suited to the child's stage of development. A child must never be slapped, smacked, shaken, humiliated, belittled or isolated.

#### *2 Keeping children safe and maintaining a healthy and safe environment*

##### *a Keeping children safe*

Work practice should help prevent accidents to children and adults, and to protect their health. Emergency procedures of the work setting, including record keeping, must be adhered to. Every early years worker has a responsibility to:

- contribute to the protection of children from abuse and exploitation, according to her/his work role
- report any suspicions of abuse, neglect or ill treatment to their relevant line manager.

##### *b Maintaining a healthy and safe working environment*

Every individual, no matter what their work role, has a duty and responsibility to implement and maintain safe working practices and procedures, and to bring to the attention of others, practices that have not been observed.

#### *3 Working in partnership with parents/families*

Parents and families occupy a central position in their children's lives, and early years workers must never try and take over that role inappropriately. Parents and families should be listened to as experts on their own child/children. Information about children's development and progress should be shared openly with parents. Respect must be shown for families' traditions and child care practices, and every effort made to comply with parent's wishes for their children.

#### *4 Children's learning and development*

Children learn more and faster in their earliest years than at any other time in life. Development and learning in these earliest years lay the foundations for abilities, characteristics and skills in later life. Learning begins at birth (some research suggests before birth). The care and education of children are interwoven.

Children should be offered a range of experiences and activities that support all aspects of their development; social, physical, intellectual, linguistic, emotional, creative. The choice of experiences and activities (the 'curriculum') should depend on accurate assessment of the stage of development reached by the child, following observation and discussion with families. Early years workers have varying responsibilities concerning the planning and implementation of the curriculum, according to their work role, but all contributions to such planning and implementation should set high expectations for children and build on their achievements and interests. Child-initiated play and activities should be valued and recognised as well as the adult planned curriculum. Written records should be kept of children's progress, and these records should be shared with parents and used to inform planning.

### *5 Valuing diversity*

Britain is a multi-racial, multi-cultural society. The contributions made to this society by a variety of cultural groups should be viewed in a positive light. Information about varying traditions, customs and festivals should be presented as a source of pleasure and enjoyment to all children including those in areas where there are few members of minority ethnic groups. Children should be helped to develop a sense of their identity within their racial, cultural and social groups as well as having the opportunity to learn about cultures different from their own. No one culture should be represented as superior to any other: pride in one's own cultural and social background does not require condemnation of that of other people.

### *6 Equality of opportunity*

Each child should be offered equality of access to opportunities to learn and develop, and so work towards her/his potential. Each child is a unique individual; early years workers must respect this individuality; children should not be treated 'all the same'. In order to meet a child's needs, it is necessary to treat each child 'with equal concern'; some children need more and/or different support in order to have equality of opportunity. It is essential to avoid stereotyping children on the basis of gender, racial origins, cultural or social background (including religion, language, class and family pattern), or ability; such stereotypes may act as barriers to equality of access to opportunity. Early years workers should demonstrate their valuing of children's racial and other personal characteristics in order to help them develop self-esteem.

These principles of equality of access to opportunity and avoidance of stereotyping must also be applied to interactions with adult family members, colleagues and other professionals. Any person who is responsible for the actions of others within their organisation/setting must ensure that equal opportunities are applied in all work activities, practices and procedures.

### *7 Anti-discrimination*

Early years workers must not discriminate against any child, family or groups in society on the grounds of gender, racial origins, cultural or social background (including religion, language, class and family pattern), disability or sexuality. They must acknowledge and address any personal beliefs or opinions which prevent them respecting the value systems of other people and comply with legislation and the policies of their work setting relating to discrimination. Children learn prejudice from their earliest years, and must be provided with accurate information to help them avoid prejudice. Expressions of prejudice by children or adults must be challenged, and support offered to those children or adults who are the objects of prejudice and discrimination. Early years workers have a powerful role to play in nurturing greater harmony amongst various groups in our society for future generations.

### *8 Confidentiality*

Information about children and families must never be shared with others, without the permission of the family, except where a child has been abused or is at risk from abuse, when agreed guidelines must be followed. Early years workers must adhere to the policy of their work setting concerning confidential information, including passing information to colleagues. Information about other workers must also be handled in a confidential manner.

## 9 Working with others

### a Working with other professionals

Advice and support should be sought from other professionals with prior parental agreement, in the best interests of children and families, and information shared with them, subject to the principles of confidentiality. Respect should be shown for the roles of other professionals.

### b Working in partnership with others

It is important to take into consideration the thoughts and feelings of others within the setting and from outside the setting. Valuing comments and actions of others is essential to maintain harmony and reduce potential conflict. For those in a management/supervisory role treating all staff equally is imperative to ensure productive working relationships. Establishing the professional development needs of staff and helping them to meet these needs is important within this role.

## 10 The reflective practitioner

Early years workers should use any opportunity they are offered or which arises to reflect on their practice and principles, and make use of the conclusions from such reflection in developing and extending their practice. Seeking advice and support to help resolve queries or problems should be seen as a form of strength and professionalism. Opportunities for in-service training and/or continuous professional development should be used to the maximum.

Within the reflective process it is essential that practitioners, whatever their work role, update their knowledge and understanding of current policy, legislation and practice, ensuring that policy is linked with practice.

## Assessment guidance

This section should be read in conjunction with the general section *Applying the mark bands* on page 7. Please note particularly the limits on marks for students who need 'support and guidance' or 'limited support' in their investigations.

The task for this unit requires students to produce a report of their investigation into one local provider of health, social care or early years services. The report should be structured logically in clearly identified sections, for example containing an introduction/background, a methodology section, information/main body of work, summary/conclusion/recommendations. The work should be referenced and give source details and bibliography. Whilst there are no restrictions on the length of the report, it is likely that between 2,000 and 4,000 words could be anticipated.

The report must show:

- a what services are provided; how they are organised, delivered and paid for; where they are located; how the services fit into the national provision
- b the student's understanding of the skills and values required for care or early years work and the jobs which workers do
- c how well the services meet the different needs of two people who use them
- d how these two people access the variety of services they need and the things which may prevent them from obtaining services.

The first two evidence requirements are focused very much on a provider, with students investigating the services offered, and the roles of people who work there. Evidence requirement (c) invites students to consider the needs of people using the services provided, before the emphasis shifts in (d) to a wider consideration of how people get access to the full range of services they might need.

Assessors should adopt a holistic approach to the awarding of marks and should give credit for actual achievement. For each evidence requirement, assessors should use professional judgement to determine which set of criteria best describes the quality of the student's work.

### **Mark band 1**

Where the assessment criteria state that students use 'limited' sources of information, students who rely on only one source are likely to be restricted to marks in the lower half of the range. Two or three sources, perhaps all secondary and used uncritically, would certainly meet the requirements fully.

*Assessment criterion (a)* requires the student to provide a general description of the local service provider. This is likely to be based mainly on secondary information that is easily available, such as promotional material, websites or annual reports in the public domain. For credit in this band, students should make clear the type of services provided, the relevant sector and the main sources of funding. Students are likely to require support and guidance to identify the sector in which the provider operates, especially for private providers or where there is mixed provision. Information about funding will be general at this level, for example 'Services like these have to be provided nationally and are usually funded by the government'. Location need not refer to a fixed site, and might be included with a comment on service delivery, for example 'the community midwife visits new mothers and babies in their home during the first six weeks after delivery.' A range of simple comments like these covering all aspects of the assessment criterion are sufficient for full marks. Mark Band 1 is also appropriate for students who describe some of the required aspects in detail (for example '... The midwife makes appointments so she can call when convenient and the mother is less likely to be out') but whose work may contain some gaps or inaccuracies.

For *assessment criterion (b)*, students should choose two workers with different roles who are involved in providing the services they have identified. Students are likely to find that it is easier to relate roles in the care or early years sector to the requirements of this criterion, and students choosing a worker with a medical role might need more support. For credit in this mark band, a 'basic' description would be one that identifies some of the main day to day activities, but which is likely to have omitted some. Information from a limited range of sources is adequate. Students should show that they have identified at least one career route in the appropriate sector for each worker, and include the opportunities for obtaining training and qualifications. They should be able to describe the main skills acquired, such as giving injections or weighing babies, together with the personal qualities needed in care or early years work, such as consideration for others. For full marks to be awarded, students should use at least one example to show that they understand the meanings of the relevant values and how workers incorporate these into their work with clients or children.

For *assessment criterion (c)* it is enough for the student to consider the needs of two people. It is likely that students will need support and guidance to identify the care needs of the people chosen and a case study approach, using either actual, anonymised people or fictional material, can be useful. Their needs should be made clear, although it is not necessary to go beyond basic statements which might refer more to the general requirements of the condition, rather than to the specific needs of the identified individual. It is important that the student relates the needs of the client to the provision. At the lower end of the range, explanations of the needs of clients are likely to be simple and focused on more obvious physical needs, for example, '... the midwife calls to check that the mother is recovering from the effects of delivery and if this is the first baby, shows her how to bathe and feed'. The lower end of the range is also appropriate for the student who may describe the provision but fail to explicitly relate this to the client's needs. For full marks at this level, the student must give some clear indication of how care needs for each person can be met through the services they have identified. For example the statement 'there is also a 24-hour telephone service' demonstrates the student understands that services can be provided either directly or indirectly and there are limits to the provision. Services must be those

that the student has investigated and a student who only considers the needs of one individual cannot achieve marks in Band 2 or 3, whatever the quality of the evidence.

It is likely that the needs of the two people identified in (c) cannot get all the services they need from one provider. Whether this is the case or not, in *assessment criterion (d)* the student is expected to consider how these people may be referred for some of the different services. In order to do so, students may find giving examples of each method provides clarity. They should identify the main issues faced by clients when accessing services, including barriers that clients can experience. In band 1, these are likely to be physical or geographical barriers. A simple evaluation of the referral procedures is likely to include a judgement of how easy or difficult the student considers these to be. For full marks the judgement should show some objectivity, for example ‘...having to see the GP to confirm you are pregnant is difficult for working mothers. They may need to take time off and may not be paid for this.’

Students within this mark band are likely to need regular support and assistance throughout the investigation to ensure that they progress with the work. When this is the case, the student cannot be awarded a mark in band 2 or 3. (See the general section on ‘Applying the mark bands’ in the Introduction for further guidance).

## **Mark band 2**

*Assessment criterion (a)* For marks in this band, students should have used at least one primary and one secondary source of information. The description of the services provided should give details of the type of care delivered and make clear who the service is aimed at. For example if the student chose maternity services providing pre-natal care, delivery services and post-natal care for all mothers and their babies until six weeks after delivery, the level of detail required would include some details of what is meant by pre- and post-natal care. A clear understanding of the sector’s responsibility for the provision of services will be evident at this level, and students aiming for full marks should make clear where the funding comes from and be encouraged to show the link between targets, funding and provision. Work will be organised logically, showing how services fit into the national framework.

*Assessment criterion (b)* For credit in this mark band, students should clearly describe the activities that the identified workers carry out with individuals. They should have obtained information from several sources, including at least one primary source. Students should show how these activities contribute to meeting the client needs and how this links with the levels of responsibility that the role requires, such as giving medication. Students within this mark band will demonstrate that they have investigated some of the different routes to training and qualification for each of the roles they have identified. Students aiming for the higher marks in this band should be able to comment on similarities and differences between the routes, including differences in training and qualifications where appropriate. They must be able to clearly describe the skills and qualities necessary for work in the relevant sector, giving examples of how the appropriate values are applied and how they contribute to individual care. They should demonstrate that they understand the effects on clients or children of a worker’s failure to promote and express the values during care work. A student who can make the link between values and the independence and empowerment of individuals is likely to be producing work at the top of this mark band.

*Assessment criterion (c)* For marks in this band, students must correctly identify the specific care needs of individual clients rather than relying on any general requirements or characteristics of the condition. Explanations of the needs of clients are likely to be more detailed, showing an understanding of the wider effects, perhaps emotional or psychological, of illness and disability. Details of the services will include information on how they are delivered and students aiming for the top of the mark band should start to address the idea of ‘how well’ the services meet the needs. This might be by recognising that more than one service may be needed to completely meet all the needs of their chosen clients, and that these may be provided by different organisations or from different sectors.

*Assessment criterion (d)* In addition to the criteria in Mark Band 1, students within this range should give details of how clients are referred for services that meet their needs, and are likely to recognise that they could be referred to more than one service provider. Students working at the top of the mark band are likely to identify particular issues for clients that prevent access and include suggestions to overcome these. Barriers identified by the student should include some of the less obvious ones, such as embarrassment or fear. Information sources are likely to be more varied and include primary information from people who use the services or from professionals within the services, and the evaluation will be more robust and objective.

Students within this mark band are likely to need 'limited assistance' in carrying out their work. When this is the case, the student cannot be awarded a mark in band 3. (See the general section on 'Applying the mark bands' in the Introduction for further guidance.)

### **Mark band 3**

*Assessment criterion (a)* In addition to the evidence required for Mark Band 2, students should have used their initiative to obtain information from a variety of different sources. They should also show the ability to select from the information they have collected. Their evidence may be presented in different ways, including brochures, maps and photographs, as well as text. Students should be able to explain how local and national provision can vary, giving some reasons for this, and should clearly understand the funding sources for their chosen provider, perhaps offering some comparisons with other providers and/or sectors. Students who accurately make links, where relevant, between the local provision, national framework, government health improvement targets, population profiles and funding of the services they are investigating will achieve full marks.

*Assessment criterion (b)* For credit in this mark band, students should go beyond describing the day to day duties and should show an understanding of the responsibilities of the two job roles, and how they fit into the overall structure of the service. They should select from a wide range of information sources, with higher marks being awarded for the imaginative use of both primary and secondary sources. Students should explain how the full range of activities and skills carried out by the workers enables client needs to be met, including non-physical needs, using two or three examples for clarification. The student should be able to identify the different ways that skills and knowledge are acquired through qualifications and during training. Full marks should be awarded for students who give a detailed breakdown of how all the values in either care or early years work are promoted and expressed by workers, giving examples of each. They should include the potential conflicts encountered by workers when promoting values such as the rights of individuals.

*Assessment criterion (c)* Students at this level should correctly identify the care needs of clients and give some detail such as how they may vary over time or how needs differ between individuals with a similar clinical diagnosis. A detailed explanation of the care requirements of their chosen clients will be presented in a way which demonstrates understanding of the relationships between physical, psychological, emotional and social needs of individuals. Students will be able to show that it is necessary for services to work together in order to fully meet the needs of the clients they have chosen, and students who show how this can happen are likely to be working at the top of this mark band.

*Assessment criterion (d)* Students in mark band 3 should, through their evaluation, be able to give at least two clear examples to illustrate their points regarding access to local services and the barriers experienced by individual people. They should be able to suggest ways of improving access to local services for particular individuals and justify these suggestions realistically. Students who can recognise the implications of widening access to services and link this to local and national provision are likely to be working at the top of this mark band, and may include rationing or recognise the multi-agency nature of the responsibilities relating to access.



## Resources

Useful sources of information include:

- local authority annual community care plans and annual reports (usually available in main libraries or via websites)
- local directories of voluntary groups
- local councils for voluntary services
- telephone and trade directories
- the NCVQ publication *Caring as a Career* (1996)
- the Open Government site on the Internet is a useful starting point ([www.open.gov.uk](http://www.open.gov.uk))
- visits to or speakers from organisations can also provide useful information
- careers databases such as Careers Information Database (CID) and KUDOS (an interactive programme) will also be helpful when investigating job roles.



# Unit 2: Promoting Health and Well-being

## ABOUT THIS UNIT

You will learn about:

- definitions of health and well-being
- common factors that affect health and well-being and the different effects they can have on individuals and groups across the lifespan
- methods used to measure an individual's physical health
- ways of promoting and supporting health improvement for an individual or small group.

The knowledge that you gain from the unit will help you to look after your own health and well-being and understand ways of promoting health and well-being for others.

**This unit will be internally assessed through a portfolio of evidence. Your result for this unit will be a mark from 0–100 which can be related to an equivalent grade.**

## WHAT YOU NEED TO LEARN

### 1 Understanding health and well-being

#### **Key issue: What is health and well-being?**

There are several different ways of thinking about health and well-being. You should know that:

- health and well-being can be described as the absence of physical illness, disease and mental distress. This is a negative definition of health and well-being
- health and well-being can be described as the achievement and maintenance of physical fitness and mental stability. This is a positive definition of health and well-being
- health and well-being can be described as being the result of a combination of physical, social, intellectual and emotional factors. This is a holistic definition of health and well-being.

You should also know that ideas about health and well-being change over time and vary between different cultures.

### 2 Factors positively influencing health and well-being

#### **Key issue: What factors contribute positively to health and well-being throughout the lifespan?**

A person's health and well-being is affected by a number of different factors. You should know about factors that contribute positively to health and well-being such as:

- a balanced diet
- regular exercise
- supportive relationships
- adequate financial resources

- stimulating work, education and leisure activity
- use of health monitoring and illness prevention services (such as screening and vaccination)
- use of risk management techniques to protect individuals and promote personal safety.

You will learn about the importance of these factors to individuals throughout their lives.

### **3 Risks to health and well-being**

**Key issue: What factors are a risk to health and well-being and how do they have a damaging effect?**

You should know about factors that put an individual's health and well-being at risk. You should be able to identify the lifestyle factors over which people have control and also the genetic, social and economic factors which people may not be able to change. You will learn that health and well-being can be affected by:

- genetically-inherited diseases and conditions
- substance misuse (including misuse of legal and illegal drugs, solvents, tobacco smoking and excessive alcohol intake)
- an unbalanced, poor quality or inadequate diet
- too much stress
- lack of personal hygiene
- lack of regular physical exercise
- unprotected sex
- social isolation
- poverty
- inadequate housing
- unemployment
- environmental pollution.

You should understand how these factors can affect an individual's health and well-being.

### **4 Indicators of physical health**

**Key issue: How can an individual's physical health be measured?**

You will learn that some indicators of physical health can be measured. You will know how the measures listed below can be taken and are used to assess the state of an individual's physical health:

- blood pressure
- peak flow
- body mass index
- resting pulse and recovery after exercise.

You should know that a person's age, sex and lifestyle have to be taken into account when interpreting the measurement that is recorded.

## **5 Health promotion and improvement methods**

### **Key issue: How can individuals be motivated and supported to improve their health?**

You should know why physical health assessment and target setting should happen before a health improvement plan is produced for an individual. You will learn how realistic health improvement targets are established for others. You will understand how different health behaviours can help people achieve their targets.

You should also know about the different types of health promotion materials that are used to inform, motivate and support people to improve their health and well-being.

## ASSESSMENT EVIDENCE — UNIT 2: Promoting Health And Well-Being

**You need to produce a health plan for improving or maintaining the physical health and well-being of one individual. Your plan must:**

- a explain what is meant by health and well-being
- b identify factors affecting the individual's health and well-being, and explain the effect these factors have
- c identify information to set targets and measures of health for the individual
- d include in your plan an assessment of how it may affect the individual, the difficulties which may be experienced in following and achieving the plan and how these difficulties may be overcome.

**You may base this plan on yourself.**

**ASSESSOR'S MARKING GRID** (Please see also the section *Assessment guidance* on page 37.)

	<b>Mark band 1</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 2</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 3</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark awarded</b>
<b>(a)</b>  <b>AO1</b>  <b>7 marks</b>	<ul style="list-style-type: none"> <li>a basic description of health and well-being. Some examples should be given to support the definitions given</li> </ul>	1–3	<ul style="list-style-type: none"> <li>a description of health and well-being that recognises the differences between positive, negative and holistic definitions and how these differ over time and between cultures. A variety of examples is used in support of these</li> </ul>	4–5	<ul style="list-style-type: none"> <li>a description of health and well-being that recognises the differences between positive, negative and holistic definitions, how these differ over time and between cultures, illustrating the complex nature of such definitions. Well chosen examples are used to make these differences clear</li> </ul>	6–7	
<b>(b)</b>  <b>AO1, 2</b>  <b>13 marks</b>	<ul style="list-style-type: none"> <li>a statement of a range of factors having both positive and negative effects on health and well-being together with basic explanations of the effect of these factors. Information is derived from a limited range of sources and some support and guidance is provided</li> </ul>	1–5	<ul style="list-style-type: none"> <li>an explanation of a varied range of factors having both positive and negative effects on the health and well-being of the individual. Information is selected from a wide range of sources and only limited assistance is required</li> </ul>	6–9	<ul style="list-style-type: none"> <li>a comprehensive explanation of a varied range of factors having both positive and negative effects on the individual's health and well-being. The student has worked independently to select appropriate information from a wide range of sources</li> </ul>	10–13	

**ASSESSOR'S MARKING GRID** (Please see also the section *Assessment guidance* on page 37.)

	<b>Mark band 1</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 2</b> <b>At this level work must show:</b>	<b>Mark range</b>	<b>Mark band 3</b> <b>At this level work must show:</b>	<b>Mark4 range</b>	<b>Mark awarded</b>
(c)  AO2, 3  17 marks	<ul style="list-style-type: none"> <li>a simple plan which shows that the student can identify and apply a limited range of appropriate health-related information, <b>to include physical measures of health</b>, in order to set some targets for the individual</li> </ul>	1–7	<ul style="list-style-type: none"> <li>a realistic plan which shows that the student can identify and apply a range of appropriate health-related information, <b>to include physical measures of health</b>, in order to set appropriate targets for the individual</li> </ul>	8–12	<ul style="list-style-type: none"> <li>a detailed plan which shows that the student can identify and apply a wide range of appropriate health-related information, <b>to include physical measures of health</b>, in order to set appropriate and realistic targets for the individual</li> </ul>	13–17	
(d)  AO2, 3  13 marks	<ul style="list-style-type: none"> <li>basic statements indicating how the plan may affect the individual, together with an indication of the difficulties which may be encountered by the individual following and/or achieving the plan. Some suggestions should be offered for overcoming the difficulties.</li> </ul>	1–5	<ul style="list-style-type: none"> <li>a review of some of the ways in which the individual may be affected by the plan. An evaluation of some difficulties that may be encountered by the individual and explanation of how these may be overcome. Supporting arguments are presented clearly.</li> </ul>	6–9	<ul style="list-style-type: none"> <li>a well-structured review of the ways in which the individual may be affected by the plan. A critical evaluation of the difficulties that may be encountered by the individual, together with appropriate strategies for overcoming those difficulties. Supporting arguments are clear, accurate and precise.</li> </ul>	10–13	
<b>Total Unit Mark</b>						<b>50</b>	
<b>Student Unit Mark</b>							

## **GUIDANCE FOR TEACHERS**

### **Teaching strategies**

This unit allows students to investigate an individual's health and well-being, considering the feelings and pressures they experience. It encourages students to study how to maintain and improve health. When considering risks to health and well-being, students should be aware that some risks involve activities that are pleasurable. Activities to improve health, such as improving diet and increasing exercise, involve determination from the person following the regime. It is important, therefore, for students to identify why plans may not work, possibly using their own personal experience and real case studies. They should also determine what makes a plan successful.

The measures of good health, for example, will be interpreted correctly, with an explanation of what the measures indicate about the individual. The plan will have detail, supported, for example, by numerical analysis or explanation, of why the plan should work.

### **Health and well-being needs**

This unit is about health and well-being, so it is important that students study all aspects of good health. Apart from the obvious targets related to physical health, such as weight, diet and exercise, it is important that students consider factors that contribute to emotional and social well-being. Students must look at health and well-being from the perspectives of different members of society. For example, people sleeping on the street have health and well-being needs that may not be supported by their lifestyle. Therefore, although the requirements for good health are largely the same, the ways that they are met will differ between individuals. Teachers should use links with local organisations, such as drug action teams or the Drugs Advisory Services, or with individuals, such as health visitors and dieticians, to provide specialist input on some topics.

### **Risks to health and well-being**

It is important for students to consider both the positive and negative aspects which may affect an individual's health and well-being, including the links between physical and emotional health. Students should be encouraged to identify factors over which people have control and those which they may not be able to change such as some social, economic or genetic factors.

### **Targets for improving health and well-being**

The Government's Health Improvement Strategy and goals are linked to the targets and goals for primary care groups and trusts. Students should be aware of the Health Improvement Targets and be able to make the link between these and individual plans. It is helpful to identify targets for improving an individual's health and well-being by comparing the individual's needs with what is considered to be 'good' health and well-being. These norms, for example what constitutes a healthy diet or what it is reasonable to expect in housing, have origins, broad policies and targets (social policy, health targets). Students can use the recommendation of the National Advisory Committee on Nutrition Education (NACNE) food table, for example when determining diet plans. Height-weight ratios are an example of physical measures of health.



## Health promotion materials

The key to this unit is health promotion. The student therefore needs to look at risks for groups of people (client groups or groups such as smokers or drinkers). The health plan should include the use of health promotion material to support that plan. You might find it practical to provide a bank of promotional material rather than encourage students to collect their own if this is an inappropriate use of their time. Due to continuing developments in health and social care practice it is essential for teachers to ensure that during their planning for delivery, reference is made to the most recent legislation and publications available.

## Assessment guidance

This section should be read in conjunction with the general section on ‘Applying the mark bands’ in the Introduction.

The task for the student is to produce a health plan for improving or maintaining the physical health and well-being of one individual. The plan should be structured logically in clearly identified sections, for example starting with an overview of what is meant by ‘health and welfare’ before moving on to address the circumstances of the chosen individual. The central body of the work is likely to be the plan itself, followed by a review. The work should be referenced and give source details and bibliography.

The plan must:

- a explain what is meant by health and well-being
- b identify factors affecting the individual’s health and well-being, and explain the effect these factors have
- c identify information to set targets and measures of health for the individual
- d include an assessment of how it may affect the individual, the difficulties which may be experienced in following and achieving the plan and how these difficulties may be overcome.

The progression from G–A\* is not only about producing a better health and well-being plan. It involves understanding the effects of the plan’s implementation on the individual. At A\* level students should put the material into a wider context, predicting the effect of the plan on the individual and analysing its strengths and weaknesses.

It is very valuable if the students themselves, peers or members of their family can be the subjects of the health improvement plan. It is of benefit if the students can be actively involved and provides opportunities for teachers to link with other aspects of the curriculum such as PHSE or PE to make a real contribution to the student’s health.

### Mark band 1

*Assessment criterion (a)* requires the student to explain what is meant by health and well-being. At the lower end of the mark range explanations are likely to be a basic list of points such as ‘the absence of disease’. For higher marks within this band the student should elaborate a little on this basic suggestion, and may demonstrate some awareness of the difference between positive and negative descriptions, perhaps by presenting the ideas as a table with headings, rather than a simple list. A variety of examples should be offered to support the definitions, but at this level they will not be explicitly linked to differences over time or between cultures. This mark band is also appropriate for the student with a limited range/number of well-developed definitions and examples.

For *assessment criterion (b)* the ‘limited range of factors’ required is likely to number about five or six, including both positive and negative ones. It is likely that some will not be as relevant as others to the individual for whom the plan is intended, and some significant ones will have been overlooked. For full marks, each should have a basic explanation, such as, ‘a healthy diet will contain five portions of fruit or vegetables per day and no more than one third fat content...’ Full marks in this band can also be awarded to the student who provides fuller explanations but who offers a more limited range of perhaps only three or four factors, or considers only positive or only negative factors.

If the student has required regular support and guidance throughout this part of the work to ensure that progress is made, then the maximum mark available is 5, even if the quality of the work suggests it should be in band 2 or 3. (See the section ‘Applying the mark bands’ in the Introduction for further guidance.)

*Assessment criterion (c)* requires the student to draw on a limited range of information needed to set targets, such as information on smoking, diet and exercise. These should be incorporated into the plan itself, which will be ‘simple’ in the sense that it is likely to concentrate on a few areas of health/well-being and make straightforward but sensible proposals. Not all of these might be fully achievable, however, and while sensible they might not be the most appropriate possibilities. For full marks in this band there is likely to be a clear list of targets, all of which are relevant to the factors stated in (b), with some advice on how they could be achieved. Lower marks should be awarded where the student has overlooked some important items.

Formal evaluation is not expected of the student in order to achieve *assessment criterion (d)* in this mark band. There are likely to be three or four simple statements of fact that show how an individual might be affected, such as ‘... now finds that running for the bus does not leave her short of breath for as long as before,’ together with two or three difficulties that might be encountered. For full marks in this band, at least some suggestion should be offered for overcoming the difficulties.

## **Mark band 2**

*Assessment criterion (a)* requires the student to give descriptions of all three different definitions of health and well-being, with some explicit reference to the ways these differ. Lists are not acceptable for credit in this mark band, although a detailed table may be appropriate. For full marks in this band the definitions will be supported by appropriate explanations and examples to bring out clearly either differences over time, or differences between cultures.

In this mark band, the work for *assessment criterion (b)* is characterised by weaving explanation into the text. The ‘range of factors’ required need not number more than would be expected for band 1, as it is the variety and relevance that is important. The factors explained should therefore cover both positive and negative ones, and draw on different aspects of the person’s lifestyle, such as diet, work and leisure interests. In this band the range chosen might still have omitted one or two significant factors, however. To start achieving credit in this band the student must identify a range of factors, all of which have some explanation and at least one of which has detailed explanation. For full marks, all factors must have explanation, and three or four should have some detailed explanation, such as, ‘...regular exercise, such as going to the gym, helps people to sleep better as they become physically tired. They then wake more refreshed and alert and are more likely to be in a positive and optimistic mood’. If the student has required occasional support and guidance with completing this aspect of the plan, then the maximum mark available is 9, even if the quality of the work suggests it should be in band 3. (See the section ‘Applying the mark bands’ in the Introduction for further guidance.)

*Assessment criterion (c)* requires the student to identify a range of information needed to set targets. Students who identify positive and negative health factors from only secondary sources are likely to achieve marks in the lower range of marks in this band, especially if they do not relate these clearly to the individual on whom the plan is based. For full marks in this band there should be a clear list of appropriate items of data which recognises the importance of involving the individual in setting achievable targets. The plan itself should be realistic, and must therefore be achievable and fit in with the individual's requirements and circumstances.

Students working at the top of this mark band will include helpful and realistic advice on how to achieve the targets in the plan, which should show an awareness of the support that may be needed.

There must be clear evidence of some evaluation in order to achieve *assessment criterion (d)* in this mark band, and there must be clear supporting arguments for at least some of the points made. The 'review' of the way the individual is affected should identify some of the most significant effects, including problems encountered, but may not identify them all. Evaluation may be apparent through an attempt to describe the relative impacts of the different effects, or an attempt to assess how these will have different effects at different stages of the plan. For full marks in this band, at least one suggestion for overcoming the difficulties should be explained.

### **Mark band 3**

Achievement of *assessment criterion (a)* is characterised by recognition of the complexities involved in defining health and well-being, and credit cannot be awarded in this band without it. The student must have made explicit reference to the differences over time and between cultures to start gaining credit in this mark band. For full marks at this level the examples should not only be given, but should be carefully chosen to support an awareness of both these differences.

The work for *assessment criterion (b)* must be explanatory in style. Once again, the distinction between bands is one of quality rather than quantity, and so the 'range of factors' required need not number more than was appropriate for bands 1 and 2. All must have some detailed explanation such as, '...although X took care to eat healthily, she knew that smoking was affecting her appetite. Although she felt guilty, she did not want to give up smoking as she was afraid of putting on weight'. To start achieving credit in this band the student must identify the most appropriate range of factors, all of which have some explanation and at least some of which is at the level of detail suggested in the previous sentence. For full marks most of the factors will have such detailed explanation, and there may be an attempt to indicate which are most significant.

In order to achieve a mark in this band, the student must have worked independently on this assessment objective. (See the section 'Applying the mark bands' in the Introduction for further guidance).

*Assessment criterion (c)* requires the student to identify a range of information needed to set targets. Sources will be both primary and secondary and the data will clearly relate to the individual on whom the plan is based. This will include physical measures of health for the individual, such as height and weight, respiratory function and pulse rate together with lifestyle factors, which the student can assess, simply, against the normal baseline. The plan itself must be realistic and achievable, as for band 2, but should offer something extra. This could be in the form of options, giving the individual the chance to select from a range of ways to meet the targets. Alternatively it could offer some explanation or justification for the targets and strategies set out in the plan.

In order to achieve *assessment criterion (d)* in this mark band, the approach should be clearly analytical and evaluative, with clear and accurate supporting arguments for at least some of the points made. The student is likely to demonstrate the ability to anticipate the effects of improving health and well-being, and to show an understanding of the difficulties that might need to be overcome in achieving the plan.

The 'review' should identify the most significant ways in which the individual is affected, including the problems encountered, and must be evaluative in style, for example suggesting the relative impacts of the different effects, or assessing how these will have different effects at different stages of the plan.

For full marks in this band, the student must show a clear understanding of what is trying to be achieved. Where difficulties are anticipated there should be alternative approaches identified in the plan. For example: 'The plan will take you over Christmas and there will be a great temptation to over-eat and drink too much. To help you avoid drinking alcohol you should volunteer to be the driver and so have an excuse for not drinking'.

## Resources

- Clarke, L — *Health & Social Care GCSE Student Resource Book* (Nelson Thornes, June 2002)
- Clarke, L — *Edexcel Health & Social Care GCSE Teacher Support Pack* (Nelson Thornes, June 2002)
- World Health Organisation — *Health for All* (WHO, Geneva, 1985)
- *Health of the Nation* (London, HMSO, 1992)
- *Our Healthier Nation* — website [www.ohn.gov.uk](http://www.ohn.gov.uk)
- *Health Education Authority* — website [www.hea.org.uk](http://www.hea.org.uk)
- *Opportunity for All* (Tackling Poverty & Social Exclusion) website — [www.dss.gov.uk/joh/public/quality.htm](http://www.dss.gov.uk/joh/public/quality.htm)
- Health Promotion Unit — [www.healthpromotion.ie](http://www.healthpromotion.ie)

# Unit 3: Understanding Personal Development and Relationships

## ABOUT THIS UNIT

You will learn about:

- the stages and patterns of human growth and development
- the different factors that can affect human growth and development
- the development of self-concept and personal relationships
- major life changes and how people deal with them
- the role of relationships in personal development.

Health, social care and early years workers need to know about the different ways that people grow and develop during their lives. This unit will help you to find out about the process of human growth and development and the different factors that can affect an individual's experience.

**This unit will be assessed through an examination set and marked by Edexcel.**

**There will be one 1½-hour examination paper.**

**Your result for this unit will be a mark from 0–100 which can be related to an equivalent grade.**

## WHAT YOU NEED TO LEARN

### 1 Human growth and development

**Key issue: How do individuals grow and develop during each life stage?**

You 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. You should be able to describe the expected patterns of physical growth and change and the physical, social, intellectual and emotional developments that typically take place during each of the five main life stages. These are:

- infancy (0–3)
- childhood (4–10)
- adolescence (11–18)
- adulthood (19–65)
- later adulthood (65+).

## 2 Factors that affect growth and development

**Key issue: What factors affect human growth and development and how can they influence an individual's health, well-being and life opportunities?**

You should understand, and be able to give examples of, factors that cause individual differences in patterns of growth and development. These include:

**Physical factors** including: genetic inheritance, diet, amount and type of physical activity, experience of illness or disease

**Social and emotional factors** including: gender, family relationships, friendships, educational experiences, employment/unemployment, ethnicity and religion, life experiences such as birth, marriage, death and divorce

**Economic factors** including: income and material possessions

**Environmental factors** including: housing conditions, pollution, access to health and welfare services.

You should understand how these factors can interrelate and how they can affect a person's:

- self-esteem
- physical and mental health
- employment prospects
- level of education.

## 3 Effects of relationships on personal development

**Key issue: What effect do relationships have on an individual's personal development?**

Throughout their lives, people have many different sorts of relationship. These include:

- family relationships (eg with parents, siblings and as parents)
- friendships
- intimate personal and sexual relationships
- working relationships (including teacher/student, employer/employee, peers, colleagues).

You should know which relationships play a key part in an individual's social and emotional development during each life stage. You should be able to identify how these relationships can have a positive or negative effect on personal development. You will also need to identify what effect abuse, neglect and lack of support can have on personal development.

## 4 Self-concept

### **Key issue: What factors influence the development of a person's self-concept?**

All people have a view of themselves, known as their self-concept. This is based on the beliefs that they have about themselves as a person and also on what they believe others think about them. You should know how a person's self-concept is affected by factors such as their:

- age
- appearance
- gender
- culture
- emotional development
- education
- relationships with others
- sexual orientation
- life experiences.

## 5 The effects of life events on personal development

### **Key issue: How can life events affect an individual's personal development?**

Life events are expected or unexpected experiences that can have a major impact on an individual's personal development. These may include events that result in:

- relationship changes (marriage, divorce, living with a partner, birth of a sibling or own child, death of a friend or relative)
- physical changes (for example, puberty, accident or injury, menopause)
- changes in life circumstances (for example, moving house, starting school, college or a job, retirement, redundancy or unemployment).

You should be able to identify and describe the effects that such examples of expected and unexpected life events can have on individuals' personal development. You should know how individuals adapt and use sources of support to cope with the effects of life events. Sources of support may include:

- partners, family and friends
- professional carers and services
- voluntary and faith-based services.

## **GUIDANCE FOR TEACHERS**

### **Teaching strategies**

#### **Preparation for external assessment**

This unit is externally assessed. There are, consequently, a number of strategies that teachers will need to consider when developing schemes of work and action plans.

The teaching strategies for externally assessed units are likely to be very similar to those strategies for units that are assessed through portfolio evidence. Students will still need to be able to apply the skills, knowledge and understanding identified in the section *What you need to learn*. However, there are additional aspects to consider.

Teachers must ensure students are prepared for the external assessment. This will include familiarising students with the format and structure of the assessment. They should be clear about the rules and regulations of external assessments and they should also be reminded of the duration and aims of the assessment. In other words they should be well rehearsed in the format and structure of external assessments.

Students should understand the terminology of assessment, for example describe, explain, evaluate. Teaching time should be allocated to support students with this. The external assessment aims to assess the student's vocational knowledge, skills and understanding.

Teachers should be aware of marking schemes and their implications and students should practise effective time management for the external assessment.

The delivery of this unit should be planned with the availability of external assessment in mind to ensure that the student achieves the best possible grade reflecting their true potential.

Students need to be able to apply the knowledge, skills and understanding of the unit to the demands of the questions set. The ability to transfer knowledge, skills and understanding to different situations is an invaluable preparation for employment, training and further education. External assessment is one example where this transference is critical, for example coping with the controlled conditions of an external assessment, the imagined scenarios and responding to questions.

#### **External assessment**

This unit requires application in order to adequately assess it, therefore a case study approach will offer one of the most effective ways of developing understanding of the complexities of development, how people react to change and the support available to them. It is important to include examples of 'normal' development in the case studies as well as providing material to show where significant support might be needed. Students may wish to use themselves as case studies. Teachers should be aware of potential difficulties in this approach.

The main purpose of this unit is to enable students to consider the different factors, including environmental and biological factors, that contribute to personal development. Students need to understand that whilst development is often described in identifiable stages it is a continuous process. They should also understand influences of external factors, learning something of the nature of relationships, their forms and effects.

Students need to understand what can be described as 'normal' development from birth to old age. At the same time it is inevitable that students will have a personalised view of development and relationships. It is essential that students study development without stereotyping, especially where stereotypes interfere with an understanding of people as individuals.

Sample assessment material, together with mark schemes, is available to accompany this specification and, increasingly, past assessment material will also be available.



## **Factors that affect human growth and development**

The first part of the unit looks at growth and development through different life stages. There is a temptation to focus on the early years because of the rapid development occurring. Clearly this age range is important to understand as it provides the basis for later development. An important aspect of this unit is that students recognise the relative importance of different aspects of personal development at different life stages. Students using either primary or secondary sources can research the five life stages identified (this could link into service provision and identifying service needs at each stage). Students will need to understand different types of development, broadly using the PIES categories. They should be encouraged to categorise their primary or secondary research broadly into these groupings.

When considering development the following provides an indication of the depth to which understanding should be taken.

### *Physical growth and development taking place:*

- growth — size, with some reflection on changes in complexity
- changes controlled by hormones — key features of puberty and the menopause, basic knowledge of hormones involved — testosterone, oestrogen and progesterone
- ageing process — reduction in growth and repair abilities, the effects on body size. Recognition of health-related issues that are more common as a result of ageing.

### *Social growth and development taking place:*

- co-operation — types of play in childhood, teamwork
- relations — changing relationships with age significance of adolescence as social development.

### *Intellectual growth and development taking place:*

- recognising development throughout life but acknowledging the rapid learning of early years and childhood
- language — concentrating on early years. Use of knowledge in later years to support relearning language may be appropriate for more able students
- moral development — the stages in early years and adolescence.

### *Memory:*

- thinking
- problem solving.

### *Emotional growth and development taking place:*

- bonding — at different life stages
- independence
- self-confidence
- expression of emotions and changes in behaviour.

It is often difficult for students to grasp the differences between social and emotional development, and it may be here that personal examples could be the most effective way of encouraging understanding. The period of puberty and adolescence can be used as an opportunity to show a division between social and physical development. It can also provide an introduction to cultural and religious factors. In some cultures the rite of passage from childhood to adulthood may be denoted by a simple ceremony; in others the period of adolescence is ill-defined. It is more important that students develop the understanding that development is about more than physical changes than contriving to allocate features and factors into categories they do not fully comprehend.

Elderly people should not be portrayed as in need of care as soon as they become eligible for a pension. Students should be encouraged to reflect an open-minded approach. They should look at positive changes associated with ageing, such as freedom from certain responsibilities and increased opportunities for personal growth through new hobbies.

### **The effect of relationships on personal development**

Types, features and effects will inevitably mean that students will examine their own circle of relationships and the different roles they have in each. The idea of a multi-faceted relationship with influences and effects is likely to be a new concept for students and one which is likely to require exploration.

In addition to illustrative case studies and scenarios, relationships can lend themselves to visual representations. A 'lifeline' approach can be used effectively, although care must be taken not to confirm stereotypes. This can be done either graphically, using diagrams, or using photographs to relationship links, or by working in a group and physically representing the varying nature of relationships, using distance, posture and body language. This concept is likely to be understood in its broadest sense and the level of self-awareness and introspection required to apply this to their own relationships may not be achievable for many students. However, a general understanding of the nature of relationships is a realistic target.

### **Self-concept**

A key issue in growth and development is the development of self-concept. Self-concept refers to the ways in which individuals see themselves, including an understanding of the type of person individuals believe themselves to be. A person's self-concept is linked with their health and well-being. Self-concept is also influenced by the views of others. Difficulties can arise when self-concepts are negative. It is therefore important that students are not given negative messages about their own development.

### **The effect of life events on personal development**

Students need to understand the stresses placed upon a person by major events in life and that how people deal with these events will affect their development. Major events can be predictable, such as starting school, starting work, leaving home and marriage, but there will also be unpredictable events such as redundancy, serious illness, disability, divorce or bereavement.

## **Resources**

- Clarke, L — *Health & Social Care GCSE Student Resource Book* (Nelson Thornes, June 2002)
- Clarke, L — *Edexcel Health & Social Care GCSE Teacher Support Pack* (Nelson Thornes, June 2002)

Sample assessment material, together with mark schemes, is available to accompany this specification and, increasingly, past assessment material will also be made available.

## **Appendices**

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# Appendix A — Grade descriptions

## Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade for GCSEs in Health and Social Care. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

**Grade F** candidates recall knowledge and understanding of basic aspects of health and social care. They use information from primary and secondary sources. They recall basic vocational knowledge.

Candidates plan and carry out a range of investigations and tasks for which some support and guidance have been provided. They make use of information from a limited range of sources leading to some basic analysis. Candidates select and use a limited range of methods, sources, information and data in a restricted manner to find out about issues or topics. They collect a range of evidence, leading to restricted conclusions.

**Grade C** candidates recall knowledge and understanding of relevant aspects of health and social care. They select appropriately and use information from primary and secondary sources. They recall and apply relevant vocational knowledge.

Candidates plan and carry out a range of investigations and tasks with only limited assistance. They make careful use of information selected from a wide range of sources leading to an analysis. Candidates select and use a range of methods, sources, information and data to find out about issues or topics, building in some opportunities for evaluation. They review some of the evidence available, presenting information clearly, with some evidence of accuracy and precision, leading to appropriate conclusions.

**Grade A** candidates recall and apply knowledge and understanding of complex aspects of health and social care. They select appropriately and use complex information from primary and secondary sources. They recall and apply complex vocational knowledge competently.

Candidates plan and carry out independently a wide range of investigations and tasks. They demonstrate a high level of competence in the selection and use of a wide range of sources leading to a comprehensive analysis. Candidates select and use an appropriate range of methods, sources, information and data to find out about issues or topics building in critical evaluation when appropriate. They review systematically the evidence available, presenting information clearly, accurately and precisely, leading to carefully reasoned and appropriate conclusions.



## Appendix B — Key skills mapping — Level 1

<b>Key:</b>	✓	The unit contains clear opportunities for generating key skills portfolio evidence.
	*	The unit contains opportunities for developing the key skill, and possibly for generating portfolio evidence if teaching and learning is focused on that aim.
	✗	There are no obvious opportunities for the development or assessment of the key skill in the unit.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
N1.1 Interpret straightforward information from <b>two</b> different sources. At least <b>one</b> source should be a table, chart, diagram or line graph.	Unit 1	✗	
	Unit 2	*	Interpreting measurements of blood pressure, peak flow, body mass index and pulse readings in graphical and other appropriate formats, also taking these measurements.
	Unit 3	✗	
N1.2 a Carry out straightforward calculations to do with amounts and sizes;	Unit 1	✗	
	Unit 2	*	Measuring weight, height, pulse rate, diet etc.
	Unit 3	✗	
N1.2 b Carry out straightforward calculations to do with scales and proportion;	Unit 1	✗	
	Unit 2	*	Calculating ratios of smokers to non-smokers in a given group of people, etc.
	Unit 3	✗	
N1.2 c Carry out straightforward calculations to do with handling statistics.	Unit 1	✗	
	Unit 2	*	Comparing sets of measurement data statistically (eg the average height of people in the class).
	Unit 3	✗	
N1.3 Interpret the results of your calculations and present your findings. You must use <b>one</b> chart and <b>one</b> diagram.	Unit 1	✗	
	Unit 2	*	Presenting results of measurements taken, and possibly statistical information relating to factors affecting health and well-being, accompanied by descriptions of how and why the measurements were taken.
	Unit 3	✗	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
C1.1 Take part in a <b>one-to-one</b> discussion and a <b>group</b> discussion about different straightforward subjects.	Unit 1	✓	Group discussions and one-to-one debate about how and why different client groups access different care services and what the barriers to access might be. Also discussions about the values which underpin care practice.
	Unit 2	✓	Group discussions and one-to-one debate about the factors affecting health and well-being, and about how health can be improved through positive circumstances and health promotion.
	Unit 3	✓	Group discussions and one-to-one debate about the factors that affect personal development, including relationships. Also discussions about self-concept and social issues reflected in people's beliefs about themselves and others.
C1.2 Read and obtain information from <b>two</b> different types of documents about straightforward subjects, including at least <b>one</b> image.	Unit 1	✓	Booklets from local authorities, NHS trusts, OT departments and charities etc, as well as textbooks, reports etc. Also, training and recruitment information for jobs in health, social care and early years.
	Unit 2	✓	Health promotion literature available from NHS trusts and local health authorities, textbooks, reports and newspaper supplements etc.
	Unit 3	*	Textbooks on growth and development, support materials from local and health authorities (eg on coping with bereavement or dealing with puberty etc.).
C1.3 Write <b>two</b> different types of documents about straightforward subjects. Include at least <b>one</b> image in one of the documents.	Unit 1	*	Essays, leaflets, information boards, and the use of pictures, diagrams etc for describing the structure of care services for different client groups: types, access, barriers etc.
	Unit 2	*	Essays, newspaper articles or letters, health promotion leaflets, posters etc, describing health and well-being and positive and negative influences — could make use of photos, diagrams and/or drawings.
	Unit 3	*	Essays on issues such as appearance or culture, case studies, newspaper articles on eg growth and development and factors affecting them, and for describing relationships, self-concept and the effect of life events. Any of these could include photos or drawings or graphical information.
IT 1.1 Find, explore and develop information for <b>two</b> different purposes.	Unit 1	*	Using given sources on the internet, CD-Roms, care services' databases and other non-IT sources to obtain information about local services and training. Directed use of <a href="http://www.nhsdirect.nhs.uk">www.nhsdirect.nhs.uk</a> for instance might be useful.
	Unit 2	*	Using given sources on the internet, CD-Roms, care services' databases and other non-IT sources to find information on eg health trends, health risks etc.).
	Unit 3	✗	
IT 1.2 Present information for <b>two</b> different purposes. Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	Unit 1	*	Developing and reporting information in essays, leaflets, presentations etc using WP and tables or flow charts and photos or drawings.
	Unit 2	*	Developing and reporting information in essays, leaflets, presentations using WP and tables or flow charts and photos or drawings.
	Unit 3	*	Developing and reporting information in essays, leaflets, presentations using WP and graphs, pictures or maps.



Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
LP1.1 Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.	Unit 1	*	If the group's work is planned to allow an appropriate person to set individual targets and also to identify action points, deadlines, arrangements for reviewing progress, and who to ask for help.
	Unit 2	*	If the group's work is planned to allow an appropriate person to set individual targets and also to identify action points, deadlines, arrangements for reviewing progress, and who to ask for help.
	Unit 3	*	If the group's work is planned to allow an appropriate person to set individual targets and also to identify action points, deadlines, arrangements for reviewing progress, and who to ask for help.
LP1.2 Follow your plan, using support given by others to help meet targets. Improve your performance by: a studying a straightforward subject; b learning through a straightforward practical activity.	Unit 1	*	If the student follows the plan agreed in LP1.1, seeking support where necessary, and uses different approaches to learning, including a practical activity such as ringing the local NHS Trust or visiting a doctor's surgery to find out about local services. Also acting on suggestions for improvements.
	Unit 2	*	If the student follows the plan agreed in LP1.1, seeking support where necessary, and uses different approaches to learning, including a practical activity such as monitoring blood pressure or setting health improvement targets for self or others. Also acting on suggestions for improvements.
	Unit 3	x	
LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.	Unit 1	*	Reviewing what has been learned and how the student went about it, on a one-to-one basis, eg in tutorials, with encouragement to identify good work and bad, and suggest improvements.
	Unit 2	*	Reviewing what has been learned and how the student went about it, on a one-to-one basis, eg in tutorials, with encouragement to identify good work and bad, and suggest improvements.
	Unit 3	*	Reviewing what has been learned and how the student went about it, on a one-to-one basis, eg in tutorials, with encouragement to identify good work and bad, and suggest improvements.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
PS1.1 Confirm your understanding of the given problem with an appropriate person and identify <b>two</b> options for solving it.	Unit 1	X	
	Unit 2	*	With support from an appropriate person or people, identifying the issues to consider in carrying out a physical health assessment and developing a health improvement plan for self or another person. Including identifying health risks and other factors affecting well-being and coming up with suggestions for tackling issues raised by the assessment. Identifying which options are likely to work best.
	Unit 3	X	
PS1.2 Plan and try out at least <b>one</b> option for solving the problem, using advice and support given by others.	Unit 1	X	
	Unit 2	*	Developing a health improvement plan, taking advice from eg a PE teacher, family members, tutor. Identifying the sequence of activities, timescales etc for one approach to improving the health of the individual.
	Unit 3	X	
PS1.3 Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving.	Unit 1	X	
	Unit 2	*	Checking results by accurately measuring any changes — improvements or otherwise, describing the nature of the problem the plan sought to tackle and results. Describing what went well and what didn't, and how problems were tackled. Also making suggestions for avoiding those problems.
	Unit 3	X	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
WO1.1 Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.	Unit 1	*	Investigating services or jobs etc as a group activity, where individual responsibilities and group objectives are given, eg for researching different aspects of a service; could fulfil the group working requirement for this key skill.
	Unit 2	*	Investigating health risks and health promotion as a group activity, where both group and individual responsibilities are allocated eg where individuals are given the job of researching different risks, or different factors affecting good health, or means of improving health etc; could fulfil the group working requirement for this key skill.
	Unit 3	*	Investigating the different stages of development, and of the factors affecting growth and development as a group activity with individual and group responsibilities (eg to research different stages and factors) allocated by an appropriate person and confirmed by the group; could fulfil the group working requirement for this key skill.
WO1.2 Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.	Unit 1	*	Individuals will be clear on how their responsibilities contribute to the group's objectives eg to research local care services for the elderly. They must show they can progress straightforward tasks, following given methods and working safely and effectively, asking for help and supporting other members of the group. If working in pairs, this could satisfy the one-to-one working requirement for this key skill.
	Unit 2	*	Individuals will be clear on how their responsibilities contribute to the group's objectives eg to report on particular health risks or to find out more about local or national health promotion initiatives. They must show they can progress straightforward tasks, following given methods and working safely and effectively, asking for help and supporting other members of the group. If working in pairs or speaking to eg a professional in the field, tutor etc, this could satisfy the one-to-one working requirement for this key skill.
	Unit 3	*	Individuals will be clear on how their responsibilities contribute to the group's objectives eg to research a particular stage of development or the effect of economic factors on development. They must show they can progress straightforward tasks, following given methods and working safely and effectively, asking for help and supporting other members of the group as appropriate. If working in pairs, this could satisfy the one-to-one working requirement for this key skill.
WO1.3 Identify progress and suggest ways of improving work with others to help achieve given objectives.	Unit 1	*	If group working is planned in such a way as to allow discussion of progress, identifying good ways of eg finding information, as well as problems and how they were dealt with, with a view to suggesting better ways of working together.
	Unit 2	*	If group working is planned in such a way as to allow discussion of progress, identifying good ways of working, as well as problems and how they were dealt with, with a view to suggesting better ways of working together.
	Unit 3	*	If group working is planned in such a way as to allow discussion of progress, identifying good ways of eg finding information, as well as problems and how they were dealt with, with a view to suggesting better ways of working together.



## Appendix C — Key skills mapping — Level 2

<b>Key:</b>	✓	The unit contains clear opportunities for generating key skills portfolio evidence.
	*	The unit contains opportunities for developing the key skill, and possibly for generating portfolio evidence if teaching and learning is focused on that aim.
	✗	There are no obvious opportunities for the development or assessment of the key skill in the unit.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
N2.1 Interpret information from <b>two</b> different sources, including material containing a graph.	Unit 1	✗	
	Unit 2	*	Interpreting measurements of blood pressure, peak flow, body mass index and pulse readings in graphical and other appropriate formats, also taking these measurements themselves.
	Unit 3	✗	
N2.2 a Carry out calculations to do with amounts and sizes.	Unit 1	✗	
	Unit 2	*	Measuring weight, height, pulse rate, diet etc, converting between systems eg stones to kilograms etc.
	Unit 3	✗	
N2.2 b Carry out calculations to do with scales and proportion.	Unit 1	✗	
	Unit 2	*	Calculating ratios of smokers to non-smokers in a given group of people, etc.
	Unit 3	✗	
N2.2 c Carry out calculations to do with handling statistics.	Unit 1	✗	
	Unit 2	*	Comparing large sets of measurement data statistically eg the average height of people in the class.
	Unit 3	✗	
N2.2 d Carry out calculations to do with using formulae.	Unit 1	✗	
	Unit 2	*	Calculating body mass index.
	Unit 3	✗	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
N2.3 Interpret the results of your calculations and present your findings. You must use at least <b>one</b> graph, <b>one</b> chart and <b>one</b> diagram.	Unit 1	✗	
	Unit 2	*	Presenting results of measurements taken, and possibly statistical information relating to factors affecting health and well-being, accompanied by explanations and conclusions.
	Unit 3	✗	
C2.1 a Contribute to a discussion about a straightforward subject.	Unit 1	✓	Group discussions and debate about how and why different client groups access different care services and what the barriers to access might be. Also group discussions about the values which underpin care practice.
	Unit 2	✓	Group discussions and debate about the factors affecting health and well-being, and about how health can be improved through positive circumstances and health promotion.
	Unit 3	✓	Group discussions and debate about the factors that affect personal development, including relationships. Also discussions about self-concept and social issues reflected in people's beliefs about themselves and others.
C2.1 b Give a short talk about a straightforward subject, using an image.	Unit 1	*	Presenting information on the care services available to different client groups, covering statutory, private, voluntary and informal care, representing how they work together and with other services by means of a simple diagram.
	Unit 2	*	Presenting information, to the class or others, on different risks to health and well-being, and/or ways of improving health.
	Unit 3	*	Presenting information on physical, social, intellectual and emotional development at each of the five stages identified.
C2.2 Read and summarise information from <b>two</b> extended documents about a straightforward subject. One of the documents should include at least <b>one</b> image.	Unit 1	✓	Booklets from local authorities, NHS trusts, OT departments, charities etc, as well as text books, reports etc. Also, training and recruitment information for jobs in health, social care and early years. There must be evidence that information from such sources has been summarised in the student's work.
	Unit 2	✓	Health promotion literature available from NHS trusts and local health authorities, textbooks, reports and newspaper supplements etc. There must be evidence that the information from such sources has been summarised in the student's work.
	Unit 3	*	Textbooks on growth and development, reports, support materials from local health authorities eg on coping with bereavement or dealing with puberty.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
C2.3 Write <b>two</b> different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least <b>one</b> image.	Unit 1	*	Depends on format for describing the structure of care services for different client groups: types, access, barriers etc. Could include essays, leaflets, information boards, and the use of pictures, diagrams etc.
	Unit 2	*	Depends on format for describing health and well-being and positive and negative influences — could include essays, newspaper articles or letters, health promotion leaflets, posters etc, which could make use of photos, diagrams and/or drawings.
	Unit 3	*	Depends on format for describing growth and development and factors affecting them, and for describing relationships, self-concept and the effect of life events — could include essays on issues such as appearance or culture, case studies, newspaper articles on eg relevant local environmental and economic factors. Any of these could include photos or drawings or graphical information.
IT 2.1 Search for and select information for <b>two</b> different purposes.	Unit 1	*	Using the internet, CD-Roms and care services' databases to obtain information about local services and training, and also to access reports on them. <a href="http://www.nhsdirect.nhs.uk">www.nhsdirect.nhs.uk</a> for instance is useful.
	Unit 2	*	Using the internet, CD-Roms and care services' databases to identify sources of information, and to provide detail on eg health trends, health risks etc for use in extended document in C2.3 above. <a href="http://www.nhsdirect.nhs.uk">www.nhsdirect.nhs.uk</a> for instance is useful.
	Unit 3	x	
IT 2.2 Explore and develop information, and derive new information, for <b>two</b> different purposes.	Unit 1	x	
	Unit 2	x	
	Unit 3	x	
IT 2.3 Present combined information for <b>two</b> different purposes. Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	Unit 1	*	Developing and reporting information in essays, leaflets, presentations etc using WP and the use of tables or flow charts and photos or drawings.
	Unit 2	*	Developing and reporting information in essays, leaflets, presentations using WP and the use of tables or flow charts and photos or drawings.
	Unit 3	*	Developing and reporting information in essays, leaflets, presentations using WP and the use of graphs, pictures or maps.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.	Unit 1	*	Planning work in such a way as to allow opportunities for target-setting and planning, on a one-to-one basis with the student.
	Unit 2	*	Planning work in such a way as to allow opportunities for target-setting and planning, on a one-to-one basis with the student.
	Unit 3	*	Planning work in such a way as to allow opportunities for target-setting and planning, on a one-to-one basis with the student.
LP2.2 Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: a studying a straightforward subject; b learning through a straightforward practical activity.	Unit 1	*	If the student takes responsibility for successfully executing the plan agreed in LP2.1, and chooses different approaches to finding out what they need to know, including a practical activity such as ringing the local NHS Trust or visiting a doctor's surgery, to find out about local services.
	Unit 2	*	If the student takes responsibility for successfully executing the plan agreed in LP2.1, and chooses different approaches to finding out what they need to know, including a practical activity such as monitoring blood pressure or setting health improvement targets for self or others.
	Unit 3	X	
LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.	Unit 1	*	Reviewing what has been learned and how they went about it, on a one-to-one basis with the student, eg in tutorials.
	Unit 2	*	Reviewing what has been learned and how they went about it, on a one-to-one basis with the student, eg in tutorials.
	Unit 3	*	Reviewing what has been learned and how they went about it, on a one-to-one basis with the student, eg in tutorials.



Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB these are illustrative only	
PS2.1 Identify a problem and come up with <b>two</b> options for solving it.	Unit 1	✗	
	Unit 2	*	Carrying out a physical health assessment and developing a health improvement plan for self or another person. Including identifying health risks and other factors affecting well-being and suggestions for tackling issues raised by the assessment.
	Unit 3	✗	
PS2.2 Plan and try out at least <b>one</b> option for solving the problem, obtaining support and making changes to your plan when needed.	Unit 1	✗	
	Unit 2	*	Implementing a health improvement plan and making adjustments to objectives and methods as necessary, and taking advice from eg a PE teacher, family members, tutor etc.
	Unit 3	✗	
PS2.3 Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	Unit 1	✗	
	Unit 2	*	Checking results by accurately measuring any changes — improvements or otherwise, explaining the different stages in the plan and why decisions were taken, evaluating decisions and making suggestions for improvements.
	Unit 3	✗	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence	
		<b>NB these are illustrative only</b>	
WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.	Unit 1	*	Investigating services or jobs etc as a group activity, allocating responsibility for researching different aspects; could fulfil requirement for group working in this key skill.
	Unit 2	*	Investigating health risks and health promotion for example, as a group activity, allocating responsibility for researching different risks, different factors affecting good health, means of improving health etc; could fulfil the requirement for group working in this key skill.
	Unit 3	*	Investigating the different stages of development, and of the factors affecting growth and development as undertaken as a group activity, allocating responsibility for researching different stages and factors; could fulfil the requirement for group working in this key skill.
WO2.2 Work co-operatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.	Unit 1	*	Allocating individual responsibilities for different tasks, which they must then progress themselves to meet the group's objectives eg to research local care services for the elderly, seeking advice as necessary; could fulfil the requirement for one-to-one working for this key skill if work in pairs or have contact with a professional in the field, tutor etc.
	Unit 2	*	Allocating individual responsibilities for different tasks, which they must then progress themselves to meet the group's objectives eg to report on particular health risks or to find out more about local or national health promotion initiatives, seeking advice as necessary; could fulfil the requirement for one-to-one working in this key skill if work in pairs or speak to eg a professional in the field, tutor etc.
	Unit 3	*	Allocating individual responsibilities for different tasks, which they must then progress themselves to meet the group's objectives eg to research a particular stage of development or the effect of economic factors on development, seeking advice as necessary; could fulfil the requirement for one-to-one working for this key skill if work in pairs.
WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.	Unit 1	*	Planning the group's work to allow for progress checking, feedback and brainstorming eg on ways to find information.
	Unit 2	*	Planning the group's work to allow for progress checking, feedback and brainstorming eg on ways to find information.
	Unit 3	*	Planning the group's work to allow for progress checking, feedback and brainstorming eg on ways to find information.

## **Appendix D — Wider curriculum — spiritual, moral, ethical, social and cultural (SMESC) signposting**

The purpose of the following tables is to signpost possible opportunities for assessing SMESC related issues, as well as signposting opportunities for the inclusion of Citizenship (Cz), Environmental (En) and European initiatives (EI) assessment possibilities. These opportunities derive from the unit specifications for the specific subjects areas; as such they may be included more than once (if such an opportunity arises in the units more than once). Subsequently, the opportunity to assess a given criterion can occur more than once. The rationale behind this is that a student may require more than one opportunity to achieve the criterion, or the teacher may elect to pursue a latter opportunity should it fit more easily into the assessment design.

It should be noted that the signposting serves only to highlight possible assessment opportunities. It is suggestive and therein a marker of an indicative assessment opportunity. It is not a prescriptive order, more a marker of prospective assessment occasions for a given criterion. It signifies potentiality for given SMESC, Cz, EI and En criteria to be assessed; it is not mandatory for assessment at every opportunity signposted. The discretion of the teacher in how and when to include the signposted opportunity in an assessment vehicle will be essential. As such, the signposting tables are an initial attempt to indicate where such opportunities may be found. It is envisaged that subject specialists and teachers will transform the signposting in to 'real' opportunities for assessment. Further, that they will furnish in detail the potential assessment opportunities with context-driven scenarios that are conscious of the students' own backgrounds and circumstances in an attempt to realise the assessment opportunity.

## Wider curriculum signposting

<b>Key:</b>	<b>Sp</b>	spiritual	<b>M</b>	moral
	<b>E</b>	ethical	<b>So</b>	social
	<b>C</b>	cultural	<b>Cz</b>	citizenship
	<b>EI</b>	European initiatives	<b>En</b>	environmental

	Sp	M	E	So	C	Cz	EI	En
<b>Unit 1</b>								
Dealing with different groups of people and values will cover all Sp, M, E, So, and C.	*	*	*	*	*			
The notation of social policy goals requires coverage of EI, as do Resource barriers (see What you need to learn 3) and the legislative frameworks mentioned in What you need to learn 5 (anti-discriminatory practice and employment contracts).							*	
The value of bases of care work (What you need to learn 5) introduces Cz.						*		
The inclusion of coverage of complementary therapies (see What you need to learn 2) introduces En, as may the issues of a ‘postcode lottery’ (see What you need to learn 3) if En in the latter case is taken to include location.								*
The inclusion of coverage of health and social care issues and early years service (see What you need to learn 2) introduces a Cz aspect in terms of how such groups can make a contribution.						*		
<b>Unit 2</b>								
The health and well-being of different groups of people introduces Sp, So, and C issues. Sp issues can be reinforced by consideration of emotional factors.	*			*	*			
Cz is introduced in What you need to learn 2 — factors positively influencing health and well-being as they will impact on an individual’s ability to make an effective contribution.						*		
M and E issues (see What you need to learn 3) are introduced, for example, unprotected sex etc. En is also considered explicitly under environmental pollution.		*	*					*
EI are potentially introduced through issues such as screening (see What you need to learn 2) and health improvement plans (see What you need to learn 5).							*	

	Sp	M	E	So	C	Cz	EI	En
<b>Unit 3</b>								
The health and well-being of different groups of people introduced Sp, So and C issues. Sp issues can be reinforced by consideration of emotional factors.	*			*	*			
Cz is covered in how individuals grow and develop during their life (What you need to learn 1) in terms of what is expected of them as citizens at different stages of their life.						*		
En is considered explicitly under environmental factors (see What you need to learn 2). This also gives rise to the opportunity to include coverage of EI and the legislative framework governing pollution.							*	*
M and E issues can be covered (see What you need to learn 3, 4 and 5) under intimate personal and sexual relationships, sexual orientation and life experiences and relationship changes.		*	*					

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