

Oxford Cambridge and RSA Examinations



GCSE IN HEALTH AND SOCIAL CARE: DOUBLE AWARD

1493

TEACHER GUIDANCE

Qualification Accreditation Number 100/1970/4

Contents

| | | |
|----------|---|-----------|
| 1 | Introduction | 5 |
| 1.1 | GCSEs in Vocational Subjects | 5 |
| 1.2 | Administration | 6 |
| 1.3 | Timetable for Assessment | 9 |
| 1.4 | Planning a Programme | 10 |
| 1.5 | Unit Structure | 11 |
| 1.6 | Assessing Portfolios | 12 |
| 1.7 | Grading | 13 |
| 1.8 | Key Skills | 14 |
| 1.9 | Frequently Asked Questions | 14 |
| 1.10 | Help and Support | 19 |
| 2 | The Mechanics of Grading Portfolios | 21 |
| 2.1 | Sources of Guidance | 21 |
| 2.2 | Example Assessment Evidence Grid | 22 |
| 2.3 | Determining a Candidate's Mark | 24 |
| 3 | Delivering the Specification | 27 |
| 3.1 | Delivering the Specification | 27 |
| 3.2 | Delivering the Specification Over Two Years | 27 |
| 3.3 | Delivering the Specification Over One Year | 34 |
| 4 | Portfolio Unit 1: Health, Social Care and Early Years Provision | 39 |
| 4.1 | Portfolio Evidence Required | 39 |
| 4.2 | Background | 40 |
| 4.3 | Exemplar Case Study Material | 44 |
| 4.4 | Sample Assignment | 53 |
| 4.5 | Teaching Activities for Sample Assignment 2, Task 1: Finding out about Services (in the new town) | 59 |

| | | |
|----------|--|-----------|
| 5 | Portfolio Unit 2: Promoting Health and Well-Being | 64 |
| 5.1 | Portfolio Evidence Required | 64 |
| 5.2 | Background | 65 |
| 5.3 | Exemplar Case Study Material | 67 |
| 5.4 | Sample Assignment | 76 |
| 5.5 | Teaching Activities for Sample Assignment 2, Task 1: What is Michael's Lifestyle Like Now? | 81 |
| 6 | Externally Assessed Unit 3: Understanding Personal Development and Relationships | 86 |
| 6.1 | Scope of the Test | 86 |
| 6.2 | The Language of Testing | 92 |
| 6.3 | Hints for Candidates | 99 |

1 Introduction

1.1 GCSEs IN VOCATIONAL SUBJECTS

1.1.1 Introduction

GCSEs in vocational subjects have been designed to contribute to the quality and coherence of national provision. They have been developed following widespread consultation by QCA in the autumn of 2000 and are based on Part One GNVQs which received positive Ofsted reports. GCSEs in vocational subjects have a clear place in the Government's vision for secondary education for the next ten years.

These GCSEs have been designed to form qualifications which provide the technical knowledge, skills and understanding associated with each subject at these levels so as to equip candidates with some of the skills they will need in the workplace or in further education or training. They allow candidates to experience vocationally-related learning so as to enable them to decide if it is suitable for them.

GCSEs in vocational subjects are ideal qualifications for those candidates who want a broad background in the subject area and the course of study prescribed by these specifications can reasonably be undertaken by candidates entering the vocational area for the first time. They are designed to enable candidates to make valid personal choices upon completion of the qualification and to progress to further education, training or employment. GCSEs in vocational subjects provide a suitable basis for further study in the chosen subject or for related courses which could include GNVQs, VCEs, GCEs, NVQs or Modern Apprenticeships. They are designed to be delivered in full-time or part-time education.

1.1.2 Titles

This suite of qualifications is known by the generic 'GCSEs in vocational subjects'. The formal title that will appear on candidates' certificates is 'GCSE in *subject* (Double Award)'.

The subjects currently available are:

- Applied Art and Design;
- Applied Business;
- Applied Information and Communication Technology (ICT);
- Applied Science;
- Engineering;
- Health and Social Care;
- Leisure and Tourism;
- Manufacturing.

1.2 ADMINISTRATION

1.2.1 Key Points to Remember

Each unit has a single form of assessment, either internal (portfolio) or external. External assessment is available in January and June from January 2004. Postal portfolio moderation is available in January and June from January 2004. Centres have a responsibility to enter candidates for the correct external assessments and portfolio units.

When entered for portfolio moderation, candidates' internal assessment scores must be submitted to OCR by a specified date (currently 10 January and 15 May). (See Section 1.2.3).

Candidates do not have to pass *all* three units to achieve the award. Good performance in some units can compensate for disappointing performance in others.

1.2.2 Registration, Entry and Certification

In order to offer GCSEs in vocational subjects, Centres should be registered with OCR. If a Centre is not already registered, this may be done through completion of a simple form obtained from the Centre Support Team at the start of the course of study. Centres are not required to register candidates with OCR.

Provisional entries are important because they form the basis for the despatch of coursework and early assessment materials to you and allow OCR to ensure sufficient examiners/moderators are recruited for a session. They are your best guess of the number of candidates you will be entering for particular units in that session. Centres should make provisional entries using form PE1N, currently by 21 September for the January session, and 5 November for the June session.

Entry forms are sent to Examinations Officers and should be returned to OCR by the published final entry date (normally during October and March) in order to enter candidates for January or June assessment. Entries must be made separately for each unit required, whether that unit is assessed externally or by portfolio.

Candidates choose when to claim their certificates. **A separate entry for certification must be made at the same time as the final unit entry. It is essential to remember to make this entry.** A fee is payable for each unit taken. There is no registration fee and no fee for certification.

1.2.3 Documentation

OCR will conduct all administration of the GCSEs in vocational subjects through the Examination Officer at the Centre. Teachers are strongly advised to liaise with their Examination Officer to ensure that they are aware of key dates in the administrative cycle.

Assessment Record materials, including full details of administrative arrangements for portfolio assessment, will be forwarded to Examination Officers in Centres following receipt of provisional entries. At the same time the materials will be made available within the Teacher's Guide and on the OCR website (www.ocr.org.uk). The materials will include master copies of mandatory forms on which to record assessments and will also include optional recording materials for the convenience of Centres. Forms may be photocopied and used as required.

The Assessment Evidence Grids

Centres are required to carry out internal assessment of portfolios using the *Assessment Evidence Grids* in accordance with OCR procedures. The process of using these grids is described in Section 2.4. Candidates' marks are recorded on these grids. One grid should be completed for each candidate's unit portfolio. These grids should be attached to the front of the candidate's portfolio for the unit when sent to the moderator.

When candidates are given their assignments, they should also be issued with a reference copy of the appropriate *Assessment Evidence Grid*.

Candidates' portfolios should be clearly annotated to demonstrate where, and to what level, criteria have been achieved. This will help in the moderation process. If teachers do this well it will be very much in the interests of their candidates. On completion of a unit, the teacher must complete the *Assessment Evidence Grid* and award a mark out of 50 for the unit. Details of this process are described in Section 2.4.

Submission of Marks to OCR

The involvement of OCR begins on receipt of entries for a portfolio unit from a Centre's Examinations Officer. Entries for units to be included in any assessment session must be made by the published entry date. Late entries attract a substantial penalty fee.

By an agreed internal deadline the teacher submits the marks for the unit to the Examinations Officer. Marks will need to be available by the portfolio mark submission dates published by OCR, currently 10 January and 15 May, and internal deadlines will need to reflect this. OCR will supply Centres with *MS1 Internal Assessment Mark Sheets* to record the marks and with instructions for completion. It is essential that Centres send the top copy of these completed forms to OCR, the second copy to the moderator and keep the third copy for their own records.

1.2.4 Portfolio Management

Portfolio work needs to be clearly referenced for easy tracking. It is likely that candidates will produce or collect other materials during teaching and learning activities which should *not* be assessed and should *not* be submitted to the moderator.

Teachers should assess the work as specified in the *Assessment Evidence Grids*. Assessors are required to sign the *Unit Recording Sheets* to confirm that the portfolio work is the candidate's own unaided work. This does not prevent groups of candidates working together to carry out research, but it is important to ensure that each individual candidate's work covers the requirements of the *Assessment Evidence Grid*.

If a Centre is unable to authenticate a candidate's work it must *not* be submitted for assessment.

Centres must complete the appropriate Assignment/Unit Recording Sheet in full and attach it to each piece of work sent for moderation.

Portfolio work provided to a moderator should be easy to access. Candidates are asked to avoid the excessive use of plastic wallets. For subjects where evidence is posted to moderators, Centres are advised to remove work from bulky files, and to ensure that each candidate's work is clearly identified by Centre number, Centre name, Candidate number, Candidate name, specification code and title and unit code.

Portfolio work should be retained until after the published deadline for *Results Enquiries* has passed. Centres may need to consider how the work should be stored after internal assessment has taken place.

1.2.5 Candidate Choice and Course Selection

OCR does not prescribe entry requirements for these GCSEs though appropriate levels of prior learning are specified in the introduction to the specifications.

OCR offers a range of qualifications which have differing assessment routes and may in some circumstances be more suitable for some candidates. These alternative qualifications include Entry Level Certificates, GNVQs, NVQs and OCR Entry Level Vocational Certificates.

1.2.6 Resources

Some GCSE units have significant resource implications and it is important that these are taken into account in selecting which GCSEs to offer. It is important to ensure that appropriate resources are available.

Consideration will need to be given to developing teaching and learning resources, library facilities, ICT and workshop facilities, learning resource centres, etc.

1.2.7 Moderation

Moderation will ensure reliability of a Centre's assessment of internally assessed portfolio work.

Centres are required to undertake internal standardisation prior to submission of portfolio scores for moderation. The moderator is required to consider a sample of candidates' work independently. Whilst moderators may seek clarification from a Centre, they cannot negotiate portfolio scores in any way.

The moderator must consider whether or not the Centre's assessment is reliable within a defined level of tolerance. The moderator may recommend an increase or reduction in marks for a particular unit, as appropriate.

It is important to ensure that the rank order in a Centre is correct. If Centre assessment is inconsistent, work will be returned to the Centre for re-assessment.

The following principles for the procedure for external moderation have been agreed:

- moderation will occur in both January and June;
- for each subject, the Centre submits to OCR marks for the required portfolio units, for a defined cohort of candidates;
- the moderator selects a sample of candidates;
- the moderator reviews the marks awarded for some or all portfolios to ensure correct application of national standards;
- any necessary adjustments are proposed by the moderator and checked by OCR officers prior to the application of scaling;
- the moderator completes a feedback form for each Centre;
- there will be a feedback report at the end of the moderation process from OCR;
- moderation will be by post. Remember to consult OCR for exact details (www.ocr.org.uk).

1.3 TIMETABLE FOR ASSESSMENT

1.3.1 External Assessment Dates

External assessments are offered in January and June from January 2004.

External assessments are held over a period of several weeks. Centres should check Final Examination Timetables for specific dates. This information is also available on the OCR website (www.ocr.org.uk).

1.3.2 Portfolio Moderation

Portfolio moderation is offered in January and June from January 2004.

1.3.3 Results Issue

Results will be issued in March and August, as currently for GCSEs.

1.4 PLANNING A PROGRAMME

1.4.1 Team Approach

Consideration of a team approach is recommended, with a view to identifying staff responsible for and time devoted to:

- candidate induction;
- delivery and assessment of the units (portfolio and externally assessed);
- candidate guidance and counselling;
- regular assessment planning and feedback;
- internal standardisation;
- delivery and assessment of Key Skills (if integrated into the programme).

1.4.2 Time to Plan

Substantial time is needed for planning the programme, allocating team members' responsibilities, developing assignments and assessments, evaluation and review of the programme.

1.4.3 Candidate Induction

Candidate induction should include familiarisation with:

- the 'vocational' process, encouraging candidates to take responsibility for their own learning;
- all candidate sections of the specification as appropriate;
- the *Assessment Evidence Grids*;
- the Key Skills units and signposting (if appropriate);
- organisation and referencing of portfolios.

1.4.4 External Links

Development of external links with local employers and FE colleges can provide an important resource for vocational GCSE programmes for:

- provision of source materials;
- professional and practitioner input;
- candidate visits;
- work experience;
- teacher placements;
- other means of increasing staff vocational expertise.

1.4.5 Delivery Models

Delivery models may vary and Centres may decide on:

- separate delivery of each unit;
- an integrated approach that uses teaching and learning activities across two or more units.

1.4.6 Timing

Consideration must be given to the timing of the delivery and assessment of units, whether externally tested or internally assessed (see Section 3).

1.5 UNIT STRUCTURE

Units will have some or all of the following sections:

About this Unit includes a brief description for the candidate of the content, purpose and vocational relevance of the unit. It states whether the unit is assessed externally or through portfolio evidence.

What You Need To Learn helps to develop the teaching and learning programme so that the candidates are able to produce the assessment evidence and are prepared for external assessments. *What You Need To Learn* is a framework for teaching and learning. It is written to be clear to candidates. It may be necessary to explain or introduce technical terms and concepts.

Producing the *Assessment Evidence* will allow the candidates to show that they can apply their skills and understanding of the key concepts of the unit. Although teachers must cover everything in the unit in the *What You Need To Learn* section, the candidates have to produce *only* the evidence stated in the *Assessment Evidence Grid* to meet the requirements of each portfolio unit.

You Need to Produce draws on all the learning detailed in *What You Need To Learn*, and specifies higher order activities which require the candidates to bring together the knowledge, skills and understanding and apply them to a vocational context. The assessment evidence requirements are designed to be flexible enough to allow teachers to make use of local opportunities.

The specific requirements to achieve the different grades available are outlined in the three columns.

Achievement of higher grades builds on the lower grades. At higher grades candidates can be expected to show increased sophistication and independence in their work.

In certain units additional tasks will be required for candidates to achieve higher grades. Teachers should refer to the *Guidance for Teachers* for further clarification. The *Guidance for Teachers* also gives suggestions on how to deliver the unit and how to emphasise its vocational context.

Key Skills Guidance provides signposts on how and where aspects of the Key Skills evidence can be integrated into the learning activities or the assessment evidence for the unit. This section does not replace the Key Skills units. Centres may prefer to use alternative Key Skills opportunities in the candidate's learning programme.

1.6 ASSESSING PORTFOLIOS

1.6.1 Applying the Assessment Criteria

The starting point in assessing portfolios is the *Assessment Criteria* within each unit. These list the skills, knowledge and understanding that the candidate is required to demonstrate. The *Guidance for Teachers* within the unit expands on these criteria and clarifies the level of achievement the assessor should be looking for within a candidate's work. General issues are also covered in the *Introduction* to the specification.

A further source of material will be the *Standardisation Handbook* which will be produced by OCR and available to all Centres at the Autumn INSET sessions. It may also be ordered from Publications (publications@ocr.org.uk). The Handbook includes examples of candidates' work, which help to exemplify standards.

In the Autumn and/or Spring terms OCR holds *Training Meetings* on Portfolio Assessment run by senior moderators. Details of these are in the OCR INSET booklets or they may be obtained from the OCR website (www.ocr.org.uk) or from Training and Customer Support Division (tel. 01223 552950).

OCR has formed a network of *Portfolio Consultants*. These are senior moderators who are available to give written advice to Centres on assessment of portfolios. Further details may be obtained from the appropriate Subject Officer (See Section 1.10.5).

1.6.2 Recording Achievement

Unit Recording Sheets are provided by OCR. Additional copies may be obtained from the OCR website (www.ocr.org.uk). Your Examinations Officer should also have a copy of these materials.

Teachers are required to keep a record of candidates' achievements and to indicate where the criteria have been achieved. This document should accompany the portfolio for the unit when sent to the moderator.

1.7 GRADING

GCSE (Double Awards) are graded on a scale from A*A* to GG.

1.7.1 Unit Grades

Teachers assess each portfolio unit and award a raw score on a scale of 0-50. The evidence required to support the award of marks is given in the *Assessment Evidence* section of each unit. The OCR awarding committee will consider portfolios and will determine the grade thresholds for each unit.

The following table indicates the notional thresholds for the unit, but these are subject to adjustment by the awarding committee.

| Grade | A*A* | AA | BB | CC | DD | EE | FF | GG |
|-------|------|----|----|----|----|----|----|----|
| Mark | 45 | 40 | 35 | 30 | 25 | 20 | 15 | 10 |

The externally assessed unit will be marked by OCR. The maximum raw score will be stated on the front cover of the question paper.

1.7.2 Uniform Marks

Once the raw score for each unit has been established, it will be converted by OCR and reported to candidates as a Uniform Mark out of 100.

Uniform marks correspond to *unit* grades as follows:

| | A*A* | AA | BB | CC | DD | EE | FF | GG |
|---------------|------|----|----|----|----|----|----|----|
| UMS (max 100) | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 |

Candidates who fail to achieve the standard for a grade GG will be awarded a Uniform Mark in the range 0-19 and will be recorded as U (unclassified).

1.7.3 Qualification Grades

The uniform marks awarded for each unit will be aggregated and compared to pre-set boundaries. Results for the qualification will be awarded on a scale of A*A* to GG and will be recorded on the certificate as such.

Uniform marks correspond to *overall* grades as follows:

| | A*A* | AA | BB | CC | DD | EE | FF | GG |
|----------------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| UMS (max 300) | 270 | 240 | 210 | 180 | 150 | 120 | 90 | 60 |

Candidates who fail to achieve the standard for a grade GG will be awarded a Uniform Mark in the range 0-59 and will be recorded as U (unclassified).

1.8 KEY SKILLS

Key Skills form a separate qualification. However the Key Skills guidance within these qualifications has been designed to support the teaching, learning and assessment of both the GCSE and the Key Skill qualification. The signposting within each unit has been developed to show how vocational and Key Skills achievement can be successfully combined.

Each unit contains guidance on how Key Skills can be demonstrated through that unit. Teachers should refer to the Key Skills specifications in conjunction with the GCSE units.

For further information contact the Key Skills Team at OCR's Coventry office (tel. 024 7647 0033).

1.9 FREQUENTLY ASKED QUESTIONS

An updated set of Frequently Asked Questions may be found on the OCR website (www.ocr.org.uk).

1.9.1 Administration

Q How do I *register* that I want to do GCSEs in vocational subjects?

A *Any Centre that is registered with OCR for existing GCSEs will be automatically registered for these GCSEs in vocational subjects. There is no additional Centre Approval process.*

Centres that are not currently registered for any GCSE qualification with OCR should contact the Centre Support team (tel. 01223 553443) and will be asked to complete a straightforward registration form.

Q Will candidates have a single candidate number for existing GCSEs and these GCSEs in vocational subjects with OCR?

A *Candidates should have a single candidate number for both GCSEs and GCSEs in vocational subjects taken with OCR in a given examination session. A different number may, however, be allocated for entries in different sessions. In addition, for GCSEs in vocational subjects (as for all OCR unit based specifications) a 13-digit Unique Candidate Identifier (UCI) will be required, which should remain unchanged for all qualifications and all examination sessions.*

Q Will candidates still have to register for these GCSEs?

A *No. Candidate entry is made in October for January units and March for June units.*

Q Will candidates be able to enter these GCSEs through EDI?

A *Yes.*

Q When will results be available?

A *Both unit and certification results will be available in March and August (at the same time as other GCSEs) **provided that moderation deadlines have been met.** In 2004, the first certification results will be available in August.*

1.9.2 Grading and Assessment

Q Can a candidate *fail* an individual unit and still pass overall?

A *Yes. Candidates can compensate for relatively weak performance in a unit with relatively strong performance in the other two. The final grade is dependent on the total marks.*

Q Will candidates be able to decline their award?

A *No.*

Q Does candidate evidence have to fulfil *all* the requirements specified in the banner of the *Assessment Evidence Grid* to achieve a grade G?

A *No. The banner specifies the context in which the evidence must be presented and outlines how the points are awarded for the unit, but points equivalent to a grade G may be obtained even though some requirements may not be met. The assessment model used is a **compensatory** model where weakness in an area can be overcome by strength in other areas.*

- Q** What happens to the candidate who has not achieved a first column criterion (in the *Evidence Assessment Grid*), but has achieved a criterion in a later column for the same assessment strand?
- A** *Candidates' work need **not** necessarily fulfil the requirements of the first column criteria (in the Evidence Assessment Grid) before their work can be assessed against criteria in later columns. A 'best fit' approach is to be used. The teacher decides, for each assessment strand (i.e. each row in the grid), which of the three descriptions best fits the work being assessed. The marks awarded to all the strands are aggregated to arrive at the mark for the unit portfolio.*
- Q** Can a candidate lose marks for handing work in late?
- A** *No. Evidence should only be assessed against the assessment criteria and no additional criteria may be added. However, candidates must hand in work in sufficient time to enable Centres to meet OCR's deadlines.*
- Q** How many times can an assessor mark candidates' work before it is submitted for external moderation?
- A** *Candidates' work can be referred and feedback provided as many times as the assessor sees fit before final assessment and marks allocation. However, assessors should be aware that some criteria require candidates to work independently and repeated feedback could prevent achievement of such criteria.*
- Q** Are witness statements, observation records etc. acceptable evidence for a unit?
- A** *All forms of evidence are acceptable providing they **meet the requirements** of both the banner and criteria. This type of evidence is very much within the spirit of vocationally related awards. All witness statements, observation records etc. should be as detailed as possible **and clearly referenced** against the criteria. However, this type of evidence is unlikely to provide the sole source of evidence for a unit.*
- Q** How do we know if we are applying the national standard when assessing candidates' work?
- A** *OCR and other organisations will be providing support through events and publications and after the first round of moderation you will receive written feedback on how your assessments met national standards.*
- OCR will produce a series of publications which exemplify standards.*
- Q** Should candidates' work be internally standardised?
- A** *Yes. The Code of Practice requires that OCR provides you with instructions to ensure that your internal standardisation arrangements reflect the requirements of moderation. Centres need to standardise candidates' work internally to ensure that standards are being applied consistently. Centres should satisfy themselves that standards are comparable between units within a subject.*

- Q** What forms will the external assessments take?
- A** *Generally these are single papers, marked out of 100, of one and a half hours duration. Exceptions are Applied Science which is a single tiered paper marked out of 70 and Applied Art and Design which is a ten hour practical based on pre-release material/work.*
- Q** Is full coverage of the criteria necessary to pass the external assessment?
- A** *External assessment will cover **all** the criteria associated with the unit. Each question has a number of marks attached to it. These are totalled to give a final mark irrespective of which criteria the questions related to. The final mark is compared to the boundary mark for each grade determined by the awarding body and this final mark is converted to a Uniform Mark Score.*
- Q** What does it mean when OCR say there will be a *three mark tolerance* in the external moderation of portfolio units?
- A** *Provided there is consistently **no more** than a three mark difference between the marks you award to a candidate's work and that awarded by the moderator, **your** assessment and allocated marks will not be adjusted. If **all** the differences between moderator and Centre marks are three or less, then the Centre marks are accepted.*

1.9.3 Miscellaneous

- Q** Do teachers of GCSEs in vocational subjects need to have worked in the vocational area they are teaching?
- A** *No, but Centres need to ensure that teachers have sufficient up to date knowledge and experience to be able to teach/assess a unit appropriately. There are a number of routes available by which staff may gain a vocational insight and these are to be encouraged e.g. work shadowing, mentoring.*
- Q** Do teachers of GCSEs in vocational subjects need specific qualifications such as GPA or D units?
- A** *No. Centres need to ensure they have the staff resources required for effective teaching/assessment of each GCSE. This may necessitate in-house training for teachers and those responsible for internal standardisation to ensure consistency in the interpretation and application of national standards.*
- Q** How will Centres trigger the moderation process?
- A** *By entering candidates for the portfolio units.*

- Q** Will candidates be able to resubmit portfolio work for assessment?
- A** *Candidates may rework their portfolios in consultation with their teachers. Moderators will, of course, need to know what additional advice has been received. After the portfolio has been formally assessed and the marks submitted to OCR, candidates may re-submit that portfolio **once more** at a later session in order to improve their mark.*
- Q** Will candidates be able to rework portfolio work for assessment *after* marks have been submitted to OCR?
- A** *No. Once marks have been submitted no further work may be undertaken in that session.*
- Q** Will re-sits of *external* assessments be available?
- A** *Yes, but candidates may re-sit each external assessment **once** only prior to certification. The higher mark will count towards the qualification.*
- Q** What happens to the candidate who is entered for external assessment but does not attend?
- A** *The entry is **not** counted for re-sit purposes but will score zero if they choose to aggregate.*
- Q** What does a moderator do?
- A** *Your moderator will sample your assessments of candidate work to ensure that internal assessments are to the appropriate national standards. Moderators will **not** discuss the work of individual candidates and will **not** be providing advice and guidance to Centres. Your Centre will receive written feedback from the awarding body at the end of the moderation process.*
- Q** What is the difference between *internal* standardisation and *external* moderation?
- A** ***Internal** standardisation should ensure consistency of assessment decisions within a Centre whereas **external** moderation ensures that individual Centre assessment decisions are in line with national standards. Candidates' marks allocation may be adjusted as a result of moderation if Centres assessment decisions are significantly different from those of the moderator.*

Q What are the *procedures* for external moderation?

A *The following principles have been agreed:*

- *moderation will occur in both January and June;*
- *for each subject, the Centre submits to OCR marks for the required portfolio units, for a defined cohort of candidates;*
- *the moderator selects a sample of candidates;*
- *the moderator reviews the marks awarded for some or all portfolios to ensure correct application of national standards;*
- *any necessary adjustments are proposed by the moderator and checked by OCR officers prior to the application of scaling;*
- *the moderator completes a feedback form for each Centre;*
- *there will be a feedback report at the end of the moderation process from OCR;*
- *moderation will be by post. Remember to consult OCR for exact details (www.ocr.org.uk).*

Q What happens if Centres do not submit *sufficient* candidate work for moderation before the cut-off date?

A *OCR will not be able to guarantee candidates results will be available on the advertised dates, though it will make every effort to do so. Centres that are unable to meet these deadlines must write to OCR explaining their reasons.*

Q How much teaching time will the new GCSEs in vocational subjects require?

A *The new GCSEs in vocational subjects will require equivalent teaching time to **two** existing GCSEs.*

1.10 HELP AND SUPPORT

1.10.1 General Information

The OCR Website address is: www.ocr.org.uk

1.10.2 General Enquiries on GCSEs in Vocational Subjects

Contact the OCR Information Bureau on 01223 553998 or e-mail helpdesk@ocr.org.uk

1.10.3 Requests for Publications

Tel: 0870 870 6622

Fax: 0870 870 6621

E-mail: publications@ocr.org.uk

1.10.4 Entries

Entries are made through Examinations Officers. Enquiries relating to entries should be made only by Examinations Officers to the Candidate Data team on 01223 552599.

1.10.5 Subject-Specific Support

For all subject-specific enquiries other than those listed above, help and support is available from OCR Subject Officers: Health and Social Care Tel: 01223 552994.

1.10.6 In-Service Training

Contact the Training and Customer Support team on 01223 552950.

2 The Mechanics of Grading Portfolios

2.1 SOURCES OF GUIDANCE

The starting point in assessing portfolios is the *Assessment Evidence Grid* [see Section 2.2] within each portfolio unit in each specification. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. The *Guidance for Teachers* within the unit expands on these criteria and clarifies the level of achievement the teacher should be looking for when awarding marks.

At INSET sessions in the Autumn term OCR will provide examples of candidates' work which help to exemplify standards around grades AA, CC and FF that have been agreed with QCA and the other Awarding Bodies.

In the Autumn and Spring terms OCR will hold training meetings on portfolio assessment led by senior GCSE moderators. Details are in the OCR INSET booklets which are sent to Centres in the Summer term or they may be obtained from the Training and Customer Support Division on 01223 552950. They are also published on the OCR website (www.ocr.org.uk).

OCR also operates a network of Portfolio Consultants. Centres can obtain advice on assessment of portfolios from an OCR Portfolio Consultant. These are both subject specialists and senior moderators. Details may be obtained from the OCR Subject Officer or Helpdesk (see Section 1.10).

2.2 ASSESSMENT EVIDENCE FOR UNIT 1: HEALTH, SOCIAL CARE AND EARLY YEARS PROVISION

| <p>You need to produce a profile based on the study of two different health and/or social care and/or early years services. This must include coverage of:</p> <ul style="list-style-type: none"> a ways in which the services are organised and funded [7 marks]; b the roles of people who work in each service [9 marks]; c how the care value base is applied by care workers [8 marks]; d ways in which each service meets the care needs of individuals [11 marks]; e barriers that could prevent clients from using the services [15 marks]. | | | | |
|--|---|--|------|----------|
| A typical candidate at grades GG, FF, EE will: | A typical candidate at grades DD, CC, BB will: | A typical candidate at grades BB, AA, A*A* will: | Mark | Max |
| <p>a1 Identify how each service fits into the national framework, how they are funded and the care sector to which they belong. 0 1 2 3</p> | <p>a2 Use some of the information collected to define in detail how each service is funded at national and local level. 4 5</p> | <p>a3 Interpret information and draw logical conclusions to show how funding at national and local levels affects service provision. 6 7</p> | | 7 |
| <p>b1 Describe the roles of two direct care workers (one in each service), correctly describing the day-to-day tasks they would do. 0 1 2 3 4</p> | <p>b2 Make informed suggestions about the qualifications, qualities and skills that would be required by each care worker chosen. 5 6 7</p> | <p>b3 Review and assess possible alternative routes to obtaining qualifications and skills required for the job roles chosen. 8 9</p> | | 9 |
| <p>c1 List the features of the care value base. Describe how each care worker would apply the care value base in their day-to-day tasks. 0 1 2 3</p> | <p>c2 Explain different ways that a range of features of the care value base is used to guide the care workers in their day-to-day tasks. 4 5 6</p> | <p>c3 Compare ways that the care value base would be applied by each care worker, explaining the effects on the client if the care value base was not applied. 7 8</p> | | 8 |

| | | | | |
|---|--|--|--------------|-----------|
| <p>d1 With help, carry out and record the different types of client groups that would use the services. Describe the main needs of each client group.</p> <p style="text-align: right;">0 1 2 3 4 5</p> | <p>d2 Carry out and record in detail the different needs of client groups using each service, explaining how the service provides for their needs.</p> <p style="text-align: right;">6 7 8</p> | <p>d3 Analyse how well each service meets the different needs of clients. Draw logical conclusions about the effects this may have on client groups.</p> <p style="text-align: right;">9 10 11</p> | | 11 |
| <p>e1 Produce a basic description of barriers that could prevent clients from using the services.</p> <p style="text-align: right;">0 1 2 3 4 5 6 7</p> | <p>e2 Produce a detailed explanation of the barriers that could prevent clients from accessing services. Describe the effects on clients.</p> <p style="text-align: right;">8 9 10 11</p> | <p>e3 Produce a comprehensive account to show how barriers to services could be overcome. Draw conclusions about how this would help to empower clients.</p> <p style="text-align: right;">12 13 14 15</p> | | 15 |
| <p>Note: Although you will be given an interim mark out of 50 by your teacher, this might be adjusted by OCR to make sure that your mark is in line with national standards.</p> | | | Total | 50 |

2.3 DETERMINING A CANDIDATE'S MARK

Each unit portfolio should be marked by the teacher according to the criteria in the *Assessment Evidence Grid* [See Section 2.2]. This specifies the evidence candidates need to produce in order to meet the requirements of each portfolio unit. It is divided into the following parts:

- *You need to produce* – this banner heading sets the context for providing the evidence, e.g. a report, an investigation, etc;
- *A typical candidate at grades GG to EE etc. will:* – this describes the quality of the work a candidate needs to demonstrate in order to achieve the grades specified.

Each row in the grid comprises a strand showing the development of a given criterion and corresponds to a point (**a, b, c** etc.) in the banner.

Each column describes the work undertaken by a candidate working within a range of grades. The criterion in the first column describes typical attainment of a candidate working within the range of grades GG to EE. The second column describes the work of a typical candidate working at grades DD, CC and the lower half of grade BB whilst the third column describes the work of a typical candidate working at the upper half of grade BB, grades AA and A*A*.

The maximum mark for that strand is shown in the right hand column.

Teachers use their professional judgement and circle the mark that *best fits* the work of the candidate and also record it in the column headed *Mark*.

Centres should use the full range of marks available to them; Centres must award *full* marks in any band for work which fully meets the criteria. This is work which is 'the best one could expect from candidates working at GCSE (Double Award) level'.

Only one mark per strand/row will be entered. The final mark for the candidate is out of a total of 50 and is found by totalling the marks for each strand.

Example: For a candidate's work that comfortably satisfies criterion **b2** and may be perceived as equivalent to the work of a grade CC candidate, a mark of **6** should be awarded on the scale for this strand of 0-9.

| A typical candidate at grades GG, FF, EE will: | A typical candidate at grades DD, CC, BB will: | A typical candidate at grades BB, AA, A*A* will: | Mark | Max |
|---|---|---|----------|----------|
| <p>b1 Describe the roles of two direct care workers (one in each service), correctly describing the day-to-day tasks they would do.</p> <p style="text-align: right;">0 1 2 3 4</p> | <p>b2 Make informed suggestions about the qualifications, qualities and skills that would be required by each care worker chosen.</p> <p style="text-align: right;">5 6 7</p> | <p>b3 Review and assess possible alternative routes to obtaining qualifications and skills required for the job roles chosen.</p> <p style="text-align: right;">8 9</p> | 6 | 9 |

The further guidance below clarifies the criteria in the *Assessment Evidence Grid* and will help you to determine the appropriate mark to be awarded for each strand. The marks should then be added to give a total mark out of 50. Section 2.7.1 in the specification explains how this mark will be converted to unit grades.

| Criterion | Exemplification |
|-----------|---|
| a1 | Map of the organisation services within the national framework which indicates where the services chosen fit within the structure. Brief notes to clarify diagram. Basic statement about how services are funded at local and national level. Statement or diagram showing the care sector to which each belongs. |
| a2 | Detailed description about how both services are funded at national and local level. Examples will be given to illustrate the points being made. Diagrams may be used to help explain complex information. |
| a3 | A detailed description will be given of the funding of each service chosen to show a high level of understanding. Some reference will be made to data from which logical conclusions will be drawn. There may be reference to theory or models or the opinions of others. There will be evidence of discussion that considers different perspectives to show how service provision is affected. |
| b1 | A description of the main roles of both direct care workers clearly stating the type of care setting in which each works. A detailed programme of a typical day for each worker which accurately shows the main tasks that would be undertaken. |
| b2 | Qualifications for each direct care worker will be accurately stated. Qualities and skills will be described and examples given of their use in the job role. |
| b3 | A range of routes to obtaining qualifications and skills will be shown. This could include qualifying through experience and on the job learning as well as by the more accepted routes. The candidate will have planned and carried out a range of investigations in order to obtain the information. The candidate will discuss the advantages and disadvantages of the routes given. |
| c1 | A list of the main features (components) of the care value base will be given. At least three components will be given. Candidates will show how the care value base is applied in the day-to-day work of each care worker by giving examples. At least three examples are required. |
| c2 | At least four examples of the ways in which the care value base is used by care workers will be given. Explicit reference to the care value base will be given and these will be accurately linked to the day-to-day tasks carried out by each care worker. A sound understanding of the principles of the care value base will be shown. |
| c3 | Similarities and differences will have been examined for the ways in which care workers apply the care value base. Conclusions will be drawn. There will be evidence of synthesis within the work. |

| Criterion | Exemplification |
|-----------|--|
| d1 | <p>Evidence that the candidate has conducted a survey to find out which clients use the services or interviews conducted with clients. The main needs across the two services should include physical, intellectual, emotional and social needs of clients.</p> <p>Information could be presented in the form of charts, pie charts, graphs. Conclusions should be drawn.</p> |
| d2 | <p>The explanation should include how the service provides for the needs of clients. Examples could be used to demonstrate understanding of the points made.</p> |
| d3 | <p>A detailed examination showing how the service meets the needs of clients should be presented. It is possible that a survey will have been used to present data to explain the points being made. Conclusions will be drawn.</p> |
| e1 | <p>At least three barriers will be included. These should cover more than one group of barriers, for example, physical, psychological etc. For each barrier the description should include a short account with examples.</p> |
| e2 | <p>Candidates should discuss, in detail, how the barriers prevent the client from accessing the service. The discussion will include consideration of the effects on the client of the barriers. Physical, intellectual, emotional and social effects should be included across the two services.</p> |
| e3 | <p>The account will draw on information obtained from a range of sources and will include complex information. At least three realistic ways of overcoming barriers will be given. Candidates will show a high level of understanding when considering how overcoming the barriers could empower clients. There will probably be reference to theory or the opinions of others. The candidate will demonstrate the ability to synthesise information.</p> |

3 Delivering the Specification

3.1 DELIVERING THE SPECIFICATION

The delivery suggestions, case study materials, assignments and exemplar candidate evidence aim to support and engage candidates and Centres by providing background information and resources to support courses for 14-16 candidates studying GCSE Health and Social Care over a two year period and those following a one year post-16 course of study. The case study materials aim to guide and support candidates and Centres that do not have access to first hand experience. They also aim to guide and support teachers/tutors by providing the necessary resources to enable candidates to complete the set assessment evidence tasks. Wherever possible candidates should supplement the case study materials through first-hand experience.

The main aim of the assignments and case study materials is to provide a context for the assessed portfolio units. However, Centres may wish to use their own real or invented names and settings.

3.2 DELIVERING THE SPECIFICATION OVER TWO YEARS

3.2.1 A Possible Two Year Programme of Delivery:

5 x 50 minutes per week for two years.

| Term | Delivery | Assessment |
|--------|---|---|
| 1 2 | Teach Unit 2: <i>Promoting health and well-being</i> ; Complete Unit 2 portfolio. | |
| 3 | Start teaching Unit 1: <i>Health, social care and early years provision</i> . | Unit 2 portfolio. |
| 4 | Continue teaching Unit 1; Complete Unit 1 portfolio. | |
| 5 6 | Teach Unit 3: <i>Understanding personal development and relationships</i> . Prepare for Unit 3 test. | Unit 1 portfolio; Re-sit Unit 2. Re-sit Unit 1; Unit 3 test. |

3.2.2 A Possible Two Year Scheme of Work:

Term 1: Unit 2

| Week | Topic |
|--------|--|
| 1 2 | <p>What is health and well being? Whole group brainstorm: factors that contribute to good health or video from Health Promotion Unit/PE Department. Make a poster to illustrate 'what health is' for people in different life stages. Individually write a definition for good health. Share and discuss with whole group. Use the definition and the poster as the introduction to the portfolio evidence.</p> |
| 3 4 | <p>What is ill health? Pair work to produce a list of factors that contribute to poor health. Share list with others. Complete worksheet: Good Health/Bad Health to use for introduction. Choose a person for whom to produce a plan to improve or maintain health and well-being or use the case study provided. (The former is preferable if possible). How can we find out about a person's health? Start to prepare a questionnaire/interview questions to obtain information about the physical, intellectual, emotional and social health of the person chosen. Input by teacher on factors that positively contribute to health and well-being: diet, exercise, leisure activities.</p> |
| 4 5 | <p>Add questions about factors that have positively affected the person's health and well-being to the interview schedule/questionnaire. Trial the questionnaire with peers. Adjust the questionnaire if required. Interview the person chosen using the questionnaire. Collate the information to form a profile of the individual's physical, intellectual, emotional and social state of health and well-being (evidence strand a).</p> |
| 5 6 | <p>Diet: nutritional content, a balanced diet, food tables, the weight balance, patterns of eating – discussion about the 'Food tray'. Complete Nutrition worksheet. Plan a simple meal. Practical: make a simple meal. Complete food values table.</p> <p><i>Or</i></p> <p>Examine two different meals (already prepared) and discuss nutritional content and for whom they would be suitable. Food requirements for different client groups – Talk by dietician. Pair work: Plan a meal for clients with different needs. Whole group discussion.</p> |

| Week | Topic |
|----------|--|
| 7 8 | Exercise: benefits, types of exercise, choosing the right exercise, frequency of exercise. Leisure: different types of leisure, benefits. Visit to a Leisure Centre/Health and Fitness Centre <i>Or</i> Talk/Video with specialist. |
| 9 10 | Other factors that contribute to good health – Brainstorm ideas (relationships, financial resources, health monitoring, prevention methods, use of risk management). Complete a case study to show how a person has been affected by factors. Complete the proforma for the person chosen, to describe the factors that have positively affected their health and well-being. Some candidates may choose not to complete all sections of the form or to write freely instead of using the form (evidence strand b). |
| 11 12 | Risks to health: brainstorm factors that could be a risk to health. Research in pairs to investigate the different risks. Present findings to whole group. Use the proforma to identify the risks to the individual's health, describe how the risks may damage the health of the individual. Some candidates may wish to complete the extension tasks at the end of the proforma (evidence strand c). |

Term 2: Unit 2 continued

| Week | Topic |
|-------------------|---|
| 1 2 | Teacher/Nurse input: indicators of physical health. How can health be measured? Demonstration of how to take pulse, blood pressure and peak flow. Practical work – take the pulse before and after exercise. Also height and weight. How to work out BMI. |
| 3 4 | For the individual chosen, take at least one measure of health and use the information to identify the individual's state of health. Some candidates may wish to do more than one measure and analyse and evaluate the individual's health status (evidence strand d). |
| 5 6 | How to produce a plan for health improvement or to maintain the physical health and well-being of the individual. Input by Health Promotion Officer or Teacher – what do we need to know for the plan? What is the individual already doing e.g. diet, exercise? What are targets? How is a plan drawn up? What should it look like? Support available. |
| 7 8 9 10 | Individual work by candidates producing a plan for their individual and considering the effects on the individual (evidence strand e). |

Note: Homework could be used across the sessions. For example:

- completing the poster (s);
- interviewing the chosen individual;
- some research for risks to health;
- trialing the questionnaire;
- completing some of the proformas;
- completing the plan and collecting support materials.

Term 3: Unit 1

| Week | Topic |
|---------------------------------|--|
| <p>1</p> <p>2</p> | <p>Who are the clients? Brainstorm: What does the word 'client' mean? Brainstorm: Who are 'clients'? Record on flip chart. Write own definition of 'client'. Introduce the idea of placing clients in different life stages. What are life stages? Where are the boundaries for each life stage? Draw a lifeline and mark on it the different life stages and age groups. Brainstorm: What are the basic needs for all human beings? Make a list of the basic needs and giving examples. Make an A4 poster: Clients and their needs.</p> |
| <p>3</p> <p>4</p> | <p>What are health, social care and early years services? Brainstorm: What health, social care and early years services have you used? Record on flip chart. Brainstorm: What need did each meet? Which are health services? Which are social care services? Which are early years services? Draw up a table placing the services under the headings: health, social care and early years. Show the ages of the client groups for whom each service provides and the needs they meet. Teacher input: How to draw up questions to use when interviewing a client. Draw up a short set of questions that could be used to find out from a client about two services they have used and how the service met their needs. What other needs did the services meet for other clients? Use the questions with a friend, relative, neighbour or others to find out how a service met the needs of the client (this could be homework). Record the results of the interview questions in graphs or pie charts or word picture.</p> |
| <p>5</p> <p>6</p> | <p>Input from teacher to show how to draw up a questionnaire. What do we want to find out? Needs: – physical, intellectual, emotional, social; Service providing for the need – health, social care, early years; How it met the need. In groups/pairs drawing up a questionnaire to use with clients in different services. Use the questionnaire with at least four clients (more if possible). Collate results and present in charts/graphs/pie charts/word pictures etc.</p> |

| Week | Topic |
|----------------|---|
| 7 8 | <p>Why were services developed? Teacher input to show how services have been developed to meet needs through the development of policies. What is a policy? How are policies developed? Brief explanation.</p> <p>Show video 'Pennies from Bevan' (history of the development of health, social care services or any other recording that is suitable). Discuss the development of services and the policies that influenced them.</p> <p>Optional: (if time or homework) Research (if possible using websites and books)</p> <p>(a) How services have developed to reduce child poverty and the policies that influenced their development. (b) Homelessness + policies. (c) Drug misuse + policies. (d) Education and care for children + policies. (d) Care for older people + policies. (e) Health care for all + policies.</p> |
| 9 | <p>What else influences the provision of services? Brief teacher input relating to demographic characteristics that influence the provision of health, social care and early years services. Exercise: based on demographic influence on two services. Teacher input: How local authorities assess the care needs of their communities and how this influences demand for services. Look at the local authority plans, e.g council tax information leaflet. What are the priorities of our local authority? Why?</p> |
| 10 11 12 | <p>What types of care services are provided to meet client group needs? Short organised 'Town Trail'. Divide candidates into four groups each supervised by an adult if under 16 years of age. Provide with a pre-written town trail so that each group walks in a different area to find out about the services available, the type of services offered, for which clients, when etc. Each group to organise a display to show the services, the type of help provided, the clients who are service users and their location on a map. Each group gives a short (5 minute) presentation about their services.</p> |

Term 4: Unit 1 continued

| Week | Topic |
|--------|---|
| 1 2 | <p>Teacher input: Who provides the services? Statutory, private, voluntary. Using the information gathered from the 'Town Trail' produce a chart, putting services into sectors showing which client groups are the service users and which needs are being met.</p> <p>How are services funded? Brainstorm and discussion. Teacher input: Where does the money come from? Exercise based on funding.</p> |

| Week | Topic |
|---------------|---|
| 3 4 | Brainstorm: How do clients access services? Use of technical terminology e.g. self referral, professional referral, third party referral. Discussion of examples. Exercise to reinforce learning. Brainstorm: What may prevent clients from accessing services? How can these barriers be grouped together? How can they be overcome? Complete an exercise to give examples of barriers to accessing services. Discussion group: How could barriers be overcome? How will clients be empowered if barriers are overcome? |
| 5 6 | Assessment: Individuals choose two different health, social care/early years services (<i>two in total not two from each</i>). Work independently to provide a profile of each service showing how they are organised, how they fit into the national framework, the sector to which they belong, list the different types of clients that would use each service and the needs of those clients. Show how clients gain access to each service, barriers that prevent access, the effects the barriers may have on clients and how the barriers could be overcome. Some candidates will want to show how overcoming barriers may help to empower clients. Candidates can draw on their earlier research to complete these tasks. |
| 7 | Who works in health and social care? Input from teacher or other appropriate person, e.g. careers adviser. Interactive computer programmes could be used. Emphasis on different job roles, qualifications, qualities, skills needed. Who are informal care workers? What jobs do they do? |
| 8 | What is the value base in care work? Input by a care professional, e.g. practice nurse, social worker etc. What are the components of the care value base? How are they applied in the day-to-day work of direct care workers? |
| 9 10 11 | Assessment task: Choose one direct job role for each service chosen. Find out about the skills, qualities, qualifications needed for each job role and the day-to-day tasks that each person carries out and how they apply the care value base in their work. This could be achieved through: <ul style="list-style-type: none"> • work experience; • desk based/computer research; • visiting a setting; • inviting speakers to the Centre. |
| 12 13 | Complete assessment activities. |

Note: Some assessment activities could be achieved through work experience. For example, finding out about job roles, qualifications, qualities, skills and how the value base in care is applied in the day-to-day work of professional care workers.

Term 5: Unit 3

| Week | Topic |
|---|---|
| <p>1</p> <p>2</p> | <p>Brainstorm: What are life stages? What are the different life stages. Drawing a time line and mark on it the various life stages and age ranges covered.</p> <p>Research in pairs to find out the physical, intellectual, emotional and social characteristics of a life stage. Prepare an A4 poster for one life stage. Present the findings to the rest of the group. Take notes during presentations. Prepare a second poster for a <i>different</i> life stage.</p> |
| <p>3</p> <p>4</p> <p>5</p> | <p>Teacher input: What is the difference between growth and development? Prepare a questionnaire to use with a parent or with a person in a different life stage than the ones already covered to find out about the growth and development of a specific person. Conduct the interview with a person. Write up the results of the interview.</p> |
| <p>6</p> <p>7</p> | <p>Read and discuss a prepared case study which illustrates factors that affect growth and development. From the case study select the factors and write about how these factors could affect/have an influence on development. Write own case study and give to another person who will work out: a) the factors; b) how the factors will influence development. Share answers.</p> |
| <p>8</p> | <p>Practise questions under controlled conditions in preparation for the test based on: a) life stages; b) characteristics of growth and development for each life stage; c) factors that affect development; d) effects of factors on development. Discussion of the answers after questions are marked.</p> |
| <p>9</p> <p>10</p> | <p>Tutor input: What relationships do we have at the life stage we are now? Draw a spider diagram to show our relationships. Make a chart to show the type of relationship and their characteristics, for example, a baby's relationship with its mother is 'dependency'. For each main life stage, make a spider diagram and a chart to show the different types of relationships and their characteristics.</p> |
| <p>11</p> <p>12</p> | <p>Tutor input: What is meant by 'positive' and 'negative' relationships? Read and discuss a case study that shows both positive and negative effects on relationships. Speaker from the occupational sector to talk about positive and negative relations experienced by clients and their effects on individuals.</p> |

Term 6 Unit 3 continued

| Week | Topic |
|-------------|---|
| 1 | Prepare for the test by answering questions under controlled conditions relating to relationships and positive and negative effects of relationships on development. Discussion of the answers after questions are marked. |
| 2 3 | Tutor input: What is self concept? Read a case study that shows how self concept is developed and discuss. Give out a second case study showing a change in an individual's circumstances and discuss/answer questions about how the person's self concept may have changed. Practise test questions under controlled conditions. |
| 4 5 6 | Brainstorm: List some major life events/changes. Written exercise: Place these under headings to show expected/unexpected life events. Who could provide informal and formal support when people are affected by life events? What form does this help take? Practise questions based on life event changes, the type of help needed and how the person, professional carer or organisation would help. |

Note: Some test questions could be given for homework if time does not permit classroom activity.

Interviews could also be conducted for homework.

3.3 DELIVERING THE SPECIFICATION OVER ONE YEAR

3.3.1 A Possible One Year Programme of Delivery:

8 x 1 hour per week for one year.

Note: Centres may often choose to start the course with Unit 2: *Promoting health and well-being* as candidates are able to relate well to the unit, through personal research and first hand experience. However, the units may be delivered in any order to suit the Centre.

| Term | Delivery | Assessment |
|------|---|--|
| 1 | Teach Unit 2: <i>Promoting health and well-being</i> ; Complete Unit 2 portfolio. | |
| 2 | Teach Unit 1: <i>Health, social care and early years provision</i> Complete Unit 1 portfolio. | Unit 2 portfolio. |
| 3 | Teach Unit 3: <i>Understanding personal development and relationships</i> . Prepare for Unit 3 test. | Unit 1 portfolio Unit 3 test; Re-sit Unit 2. |

3.3.2 A Possible One Year Scheme of Work:

Term 1: Unit 2

| Week | Topic |
|---------------|---|
| 1 2 | <p>Examine definitions of Health e.g. WHO 1948, WHO 1985, Department of Health 1992, Our Healthier Nation 1999. Discussion: how are they different? What factors contribute to 'good health'. Individually write a definition of 'good health'. Discussion: what factors contribute to ill health? Choose an individual to investigate either to improve health or to maintain their physical health and well-being.</p> |
| 3 4 | <p>Tutor input on factors that could affect health and well-being. Produce interview questions or a questionnaire to find out about the physical, intellectual, emotional and social state of the individual's health and well-being and factors that have affected their health. Trial the interview questions/questionnaire. Make adjustments. Interview the person chosen.</p> |
| 3 4 | <p>Complete a profile of the health status of the person chosen from the information gathered (evidence strands a and b). Tutor input about risks to health. Identify the risks to health for the individual chosen and research the effects these could have on the individual. Complete evidence strand c as appropriate.</p> |
| 5 6 | <p>Teacher/ Nurse input: indicators of physical health. How can health be measured? Demonstration of how to take pulse, blood pressure and peak flow. Practical work – take the pulse before and after exercise. Also height and weight. How to work out BMI. For the individual chosen, take at least one measure of health and use the information to identify the individual's state of health. Some candidates may wish to do more than one measure and analyse and evaluate the individual's health status (evidence strand d).</p> |
| 7 8 | <p>Input by Health Promotion Officer or Teacher on health promotion and improvement methods. What are targets? How are they set? What information do we need to know in order to produce a plan? What is the individual already doing e.g. diet, exercise. How is a plan drawn up? What should it look like e.g. format for presentation? Support available e.g. how different types of health promotion materials are used to support and inform people. Why is it likely to be effective/ineffective? Examination of a variety of materials – for whom would they be suitable? Why are they suitable/unsuitable?</p> |
| 9 10 11 | <p>Individual work by candidates producing a health plan for their individual and considering the effects on the individual and showing how the individual could be supported through the plan (evidence strand e).</p> |

Term 2: Unit 1

| Week | Topic |
|---------|--|
| 1 2 | <p>Brainstorm: What types of care services are provided to meet client group needs?</p> <p>Short organised 'Town Trail'. Divide candidates into four groups: provide with a pre-written town trail so that each group walks in a different area to find out about the services available, the type of services offered, for which clients, when etc.</p> <p>Each group to organise a display to show the services, the type of help provided, the clients who are service users, what their needs are and the location of services on a map.</p> <p>Each group gives a short (5 minutes) presentation about their services.</p> |
| 3 4 | <p>Teacher input: Who provides the services? Statutory, private, voluntary.</p> <p>Using the information gathered from the 'Town Trail', produce a chart, putting services into sectors showing which client groups are the service users and which needs are being met.</p> <p>Examine charts on the national organisation of services.</p> <p>How are services funded? Brainstorm and discussion.</p> <p>Teacher input: Where does the money come from?</p> <p>Activity based on funding.</p> |
| 5 | <p>What else influences the provision of services?</p> <p>Brief teacher input relating to demographic characteristics that influence the provision of health, social care and early years services.</p> <p>Exercise: based on demographic influence on two services.</p> <p>Teacher input: How local authorities assess the care needs of their communities and how this influences demand for services.</p> <p>Look at the local authority plans, e.g. council tax information leaflet. What are the priorities of our local authority? Why?</p> |
| 6 | <p>Assessment activity: Choose two different services.</p> <p>For each, draw up a service profile showing how each service fits into the national framework, how they are organised and funded and the care sector to which they belong.</p> |
| 7 8 | <p>Brainstorm: How do clients access services? Use of technical terminology, e.g. self referral, professional referral, third party referral.</p> <p>Discussion of examples. Exercise to reinforce learning.</p> <p>Brainstorm: What may prevent clients from accessing services?</p> <p>How can these barriers be grouped together?</p> <p>How can they be overcome?</p> <p>Complete an exercise to give examples of barriers to accessing services.</p> <p>Discussion group: How could barriers be overcome?</p> <p>How will clients be empowered if barriers are overcome?</p> <p>Assessment activity for e1, e2 and e3.</p> |
| 9 10 | <p>Teacher input: What are the clients needs?</p> <p>Assessment activity: In groups/pairs draw up a questionnaire to use with clients in the two different services.</p> <p>Describe the main needs of clients using the two services chosen.</p> <p>Encourage candidates to show how the clients' needs have been met by the two services chosen and the effects this may have on the client groups.</p> <p>Use the questionnaire with at least five clients (more if possible).</p> <p>Collate results and present in charts/graphs/pie charts/word pictures etc.</p> |

| Week | Topic |
|----------|--|
| 11 12 | <p>What is the value base in care work? Input by a care professional e.g. practice nurse, social worker etc. What are the components of the care value base? How are they applied in the day-to-day work of direct care workers? Who are informal carers? What jobs do they do? Assessment task: Choose one direct job role for each service chosen. Find out about the skills, qualities, qualifications needed for each job role and the day-to-day tasks that each person carries out and how they apply the care value base in their work. This could be achieved through:</p> <ul style="list-style-type: none"> • work experience; • desk based/computer research; • visiting a setting; • inviting speakers to the Centre. |

Note: In a one year programme it will probably be necessary to set some tasks and assessment activities for homework. Examples are:

- Completion of the questionnaires relating to clients, services and client needs.
- Assessment activity: Choose **two** services, place in national framework, funding and care sector to which each belongs.
- Research on job roles, qualifications, qualities and experiences and how the care value base is applied in the day-to-day tasks of the **two** people chosen.

Alternatively:

All assessment activities could be achieved through work experience/work placement.

Term 3: Unit 3

| Week | Topic |
|--------|--|
| 1 2 | <p>Teacher input: What is the difference between growth and development? Prepare a questionnaire to use with a parent or with a person in a different life stage than the ones already covered to find out about the growth and development of a specific person. Conduct the interview with a person. Write up the results of the interview. Individual research based on the growth and development characteristics across all the life stages not covered by the interview.</p> |
| 3 4 | <p>Read and discuss a prepared case study which illustrates factors that affect growth and development. From the case study select the factors and write about how these factors could affect/have an influence on development. Interview a client/relative/friend to find out about the factors that have influenced their development and how these have influenced them.</p> |

| Week | Topic |
|----------------|--|
| 5 | Practise questions under controlled conditions in preparation for the test based on: a) life stages; b) characteristics of growth and development for each life stage; c) factors that affect development; d) effects of factors on development. |
| 6 7 | Brainstorm: What are the different types of relationships that are experienced by individuals? How can these be categorised? What are the characteristics of different types of relationships? Tutor input: What is meant by 'positive' and 'negative' relationships? Read and discuss a case study that shows both positive and negative effects on relationships. Speaker from the occupational sector to talk about positive and negative relations experienced by clients and their effects on individuals. |
| 8 9 | Tutor input: What is self concept? Read a case study that shows how self concept is developed and discuss. Give out a second case study showing a change in an individual's circumstances and discuss/answer questions about how the person's self concept may have changed. Practise test questions under controlled conditions. |
| 10 11 12 | Brainstorm: List some major life events/changes. Written exercise: Place these under headings to show expected/unexpected life events. Who could provide informal and formal support when people are affected by life events? What form does this help take? Practise questions based on life event changes, the type of help needed and how the person, professional carer or organisation would help. |

Note: In a one year programme it will probably be necessary to set some tasks and assessment activities for homework. Examples are:

- research into the main characteristics of growth and development for each life stage;
- practise test questions;
- case study exercise.

4 Portfolio Unit 1: Health, Social Care and Early Years Provision

4.1 PORTFOLIO EVIDENCE REQUIRED

The candidate needs to choose **two** different health and/or social care and/or early years services and then produce a profile based on them. The two services can be two from health or two from social care or two from early years settings. Alternatively the candidate can choose one service from different health and care sectors or from the independent sector.

Evidence can be met by addressing the following criteria:

a ways in which the services are organised and funded

Candidates need to identify how each service fits into the national framework, how they are funded and the care sector to which they belong (**a1**). Candidates could use some of the information collected to define in detail how each service is funded at national and local level (e.g. contribution by parents and regional funding (local authority) as well as central government contributions, if these are applicable) (**a2**). Candidates could also interpret information and draw logical conclusions to show how funding at national and local levels affects service provision (**a3**).

b the roles of people who work in each service

Candidates need to describe the roles of **two** direct care workers (**one** in each service), correctly describing the day-to-day tasks they would do (e.g. provide examples for at least one day for each of them) (**b1**). Candidates could make informed suggestions about the qualifications, qualities and skills that would be required by each care worker chosen (**b2**). Candidates could also review and assess possible alternative routes to obtaining qualifications and skills required for the job roles chosen (**b3**).

c how the care value base is applied by care workers

Candidates need to list the features of the care value base (evidence needs to show that they understand that the care value base is a set of values that is derived from ideas about human rights) and describe how each care worker would apply the care value base in their day-to-day tasks (they will appreciate that the underpinning knowledge of the care value base is put into practice by all professional care workers) (**c1**). Candidates could explain different ways that a range of features of the care value base is used to guide the care workers in their day-to-day tasks (**c2**). Candidates could also compare ways that the care value base would be applied by each care worker, explaining the effects on the client if the care value base was not applied (**c3**).

d ways in which each service meets the care needs of individuals

With help, candidates need to carry out and record the different types of client groups that would use the services and describe the main needs (e.g. physical, intellectual, emotional and social needs) of each client group (**d1**). Candidates could carry out and record in detail the different needs of client groups using each service, explaining how the service provides for their needs (**d2**). Candidates could also analyse how well each service meets the different needs of clients and draw logical conclusions about the effects this may have on client groups (**d3**).

e barriers that could prevent clients from using the services

Candidates need to produce a basic description of barriers (e.g. physical, environmental, financial and psychological barriers) that could prevent clients from using the services (**e1**). Candidates could produce a detailed explanation of the barriers that could prevent clients from accessing services and describe the effects on clients (**e2**). Candidates could also produce a comprehensive account to show how barriers to services could be overcome and draw conclusions about how this would help to empower clients (**e3**).

4.2 BACKGROUND

Assessment may be broken down so that candidates can be given the opportunity to provide the assessment evidence at the end of each relevant section of teaching from the *What You Need To Learn* section. Alternatively, tutors may prefer to begin the assessment evidence at the end, when the underpinning knowledge has been completed.

As a result of studying this unit, candidates will have a broad introduction to the structure and organisation of health, social care and early years services and the roles of those who work in the services. This provides the vocational focus for the award. Examples of services are: nurseries, pre-schools, hospitals, health centres, GPs (General Practitioners), day centres for older people, residential homes, nursing homes.

When choosing the health, social care or early years services which are to be studied in detail, candidates should be encouraged to select settings that are either of specific interest to them or those that may further their career development.

This unit will benefit from access to work placement/experience, visits to observe workers and through inviting specialist speakers to the Centre.

Careers advisors/officers could also provide information that will help the candidate find out about the roles of direct care workers in the services chosen.

Candidates will also benefit from developing a glossary of key terms used in the teaching and learning section. A glossary that may be helpful for this unit is given below:

Glossary

| | |
|-----------------------------|---|
| Care Settings | Places where health and social care services are provided. These include, for example, hospitals, day care facilities, residential settings, clinics and clients' own homes. A school or college is <i>not</i> considered to be a care setting. |
| Care Value Base | The standards demonstrated by professional care workers when working/interacting with clients. This involves care workers in promoting equality and diversity, maintaining confidentiality and promoting individual rights and beliefs. They are a set of values that are derived from ideas on human rights. They are put into practice by professional care workers when caring for clients/patients. |
| Client/Patient | This term is used when providing health and social care services to individuals. The term patient is usually applied when a person is specifically receiving 'health' care. |
| Codes of Practice | A framework which governs the working practices of professional care workers when working in care settings. These define the quality and standards of care that clients can expect. An example, 'Home Life: A Code of Practice for Residential Care'. |
| Communication | Oral, written and computerised skills used in care settings to share information with others, such as clients, other professionals, informal carers etc. This could also include any special methods used to interact with clients, for example, Makaton or Signing. |
| Diversity | This relates to the fact that there are many different people, beliefs and cultures which occur naturally. |
| Early Years Services | Care and education facilities and services available for infants and children from 0-8 years of age. Examples are pre-schools, nurseries, infants' and children's health services. |
| Facilities | A service or any provision for use by clients probably helping to make things easier. For example, a mobile clinic for parents with young children, or the services arranged by providing an advocate for a client with learning difficulties. |
| Independent Sector | The independent sector is made up of two parts: voluntary and private. These two organisations are not part of the statutory provision of health and care services. The voluntary sector's funding originates mainly from donations and contracts. Private funding originates mainly from direct payments by the client and from insurance payments. |
| Informal Carer | A person who is looking after an individual and who is not paid to do so. The person who is caring is often a relative, friend or neighbour who is probably not professionally trained in caring. |

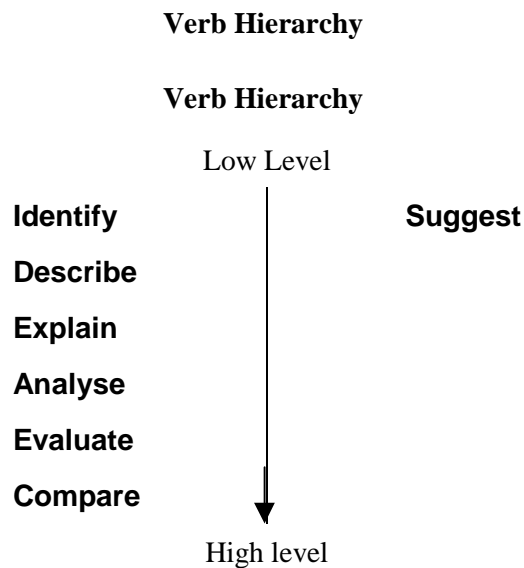
| | |
|------------------------------|---|
| Key Worker | The person who has the main responsibility for relating to the client. This person is the main point of contact for a client. |
| Organisation | A variety of services organised by one main provider or organisation. For example, a hospital which provides a variety of health services and facilities or a social services residential department which provides services for older people and children. |
| Policy | A set of requirements which apply to service and other standards operating in health and social care settings. Policies could be in place in response to legislation or to ensure that quality is maintained. Examples of policies are: health and safety, disciplinary, employment etc. |
| Providers | This usually is a term used to indicate that the service or professional actually carries out the care or implements the service required. A hospital, for example, is a provider when it is providing a service to carry out hip replacement operations. |
| Purpose | A term used within the specification which requires information about an aim which has an outcome. It is the intended direction. For example, the purpose of a hospital is to restore individuals to health or to provide remedial treatment which will result in improved quality of life. |
| Record of observation | A document which clearly sets out an assessor's comments which have resulted from watching performance evidence of a candidate. The record should show exactly what has been observed and the quality of the standard achieved. For example: vocabulary used, pace, body language etc. The points listed on the recording document should match exactly the specification requirements. |
| Report | A report has an introduction, a middle and conclusions. If the 'banner' asks for a report this is the format that it should take. However, a report can be a straightforward written product or can be in the form of a Resource Pack or Guide, for example, as long as there is a clear introduction, a middle (e.g. a Resource Pack) and conclusions. |
| Referral | The method used to forward a person on to another who may be more experienced or qualified to deal with the situation. A person can self-refer – seek help from a professional care worker such as a GP. A professional such as a GP could make a professional referral to another professional, such as a consultant. A neighbour could report a concern to a social service department. This would be referral by another, or third party referral. |
| Service | The provision of activities that are beneficial to others. For example, a Day Care Centre for older people is a service provided by the Local Authority Social Service Department to give support to individuals who wish to continue to live in their own homes. |

| | |
|------------------|---|
| Statutory | Law. This usually refers to a service which must be provided by the statutory NHS or statutory Local Authority as the result of an Act of Parliament. |
|------------------|---|

Command Verbs

When producing evidence to meet the requirements of the Assessment Evidence Grid, it is important that the depth of the command verbs for each criterion is met.

Examples of command verbs:



Command Verb Glossary

| | |
|--|--|
| Identify Suggest List | Evidence could be a flow chart or a spider diagram or a list. Having an overview – a general look at something. |
| Describe | A short account with examples. The facts. One or more paragraphs. |
| Explain | A description of the facts plus a discussion which includes giving reasons. Advantages/disadvantages. |
| Evaluate | Clear, logical opinions and arguments. Making judgements against given criteria, for example, time, cost, effectiveness etc. Inclusion of underpinning theory. |
| Analyse | Examining the whole, breaking down into components, examining each component in detail. Providing data, where possible. Drawing conclusions and explore the conclusions in detail. |
| Compare | Examine similarities. Draw conclusions. Differences could also be examined. |

4.3 EXEMPLAR CASE STUDY MATERIAL

4.3.1 Research Sheet 1: Setting the Scene

This is a map of Mill View showing some of the services available in the area.



Mill View is a town in a rural area. It provides services from the following sectors:

- statutory health care;
- statutory local authority care and early years;
- independent – voluntary (non-profit making) and private (profit making).

These are the health, social care and early years services that are available in Mill View:

Statutory Health

- Hospital – NHS
- Dentist
- Health Centre
- Pharmacy
- Community Services
- Optician

Statutory Local Authority

- Day Centre for older people – Social services
- Community Services
- Fostering and Adoption

Independent

- Day Centre – Help the Aged
- Community Services
- Residential home
- Nursing Home
- Pre-school
- Nursery
- BUPA Hospital
- Hospice

4.3.2 Research Sheet 2: Health Settings, Services and Job Roles

These are the health services provided in Mill View:

| Health Setting | Examples of Services Provided | Examples of Direct Care Job Roles |
|------------------------------------|--|--|
| Hospital | Maternity, nursing care, surgery, x-ray, physiotherapy, pharmacy, speech therapy, occupational therapy, orthodontal clinic, ophthalmic clinic, outpatient clinics, geriatric care, clinical counselling/psychology, chiropody, nutrition clinic. | Nurse, doctor, consultant, midwife, physiotherapist, radiographer, hospital social worker, counsellor, speech therapist, occupational therapist, occupational therapist's aid, geriatrician, paediatrician, chiropodist, dietician, dentist. |
| Dentist | Treatment for teeth and gums, oral hygiene, advice. | Dentist, oral hygienist, dental nurse. |
| Health Centre | Health diagnosis, physiotherapy, chiropody, health advice, counselling, maternity, family planning. | GP, physiotherapist, chiropodist, practice nurse, community midwife, counsellor, health visitor, district/community nurse. |
| Pharmacy | Making up prescriptions, advice. | Pharmacist, assistant pharmacist. |
| Community Services (Health) | Nursing care, advice about health, psychiatric nursing. | District/community nurse, health visitor, psychiatric nurse, speech therapist. |
| Optician | Eye testing, diagnosis of conditions of the eye, advice. | Optician |

4.3.3 Research Sheet 3: Local Authority Settings, Services and Job Roles

These are the statutory Local Authority services available in Mill View:

| Local Authority Setting | Examples of Services Provided | Examples of Job Roles |
|---|--|---|
| Day care centre for older people | Personal support, supervision, advice, chiropody, aids and adaptations, meals. | Health assistants, care assistants, chiropodist, social worker, occupational therapist. |
| Community care and support | Advice and guidance, counselling, psychiatric support, home care services. | Social worker, counsellor, home care officer/assistant, psychiatric counsellor. |
| Fostering and Adoption | Children's homes (temporary and permanent). | Children's officer, care assistants, social workers. |

4.3.4 Research Sheet 4: Independent Settings, Services and Job Roles

These are the services available through the Independent Sector (non-profit making and profit making) in Mill View:

| Independent Setting | Examples of Services Provided | Examples of Direct Care Job Roles |
|--|---|---|
| Day Centre for older people (Private) | Meals, chiropody, personal support, aids and adaptations, leisure activities, care planning, counselling. | Care manager, care assistant, chiropodist, occupational therapist, social worker, community nurse, counsellor. |
| Residential Home (Private) | 24 hour care and support, chiropody. | Care assistant, social worker, chiropodist. |
| Nursing Home (private) | Medical care and support 24 hours a day. | Nurse, health assistant, care assistant, chiropodist, physiotherapist. |
| Pre-school/ Nursery (private) | Care and support, education. | Pre-school/nursery teacher, pre-school/nursery assistant, nursery nurse. |
| BUPA Hospital (private) | Surgery, medical nursing, physiotherapy, x-ray, consultations about health conditions, audiology. | Doctors, consultants, nurses, physiotherapists, radiologists, health assistants, care assistants, chiropodists, audiologists. |
| Help the Aged Day Centre for older people (voluntary) | Meals, leisure activities, personal help and support, chiropody. | Care assistant, social worker, chiropodist. |
| Community Services (private) | Nursing care in client's own home. | Macmillan Nurse. |
| Hospice | Medical care, personal care and support. | Doctor, consultant, nurses, care assistant, health assistants, social workers. |

4.3.5 Research Sheet 5: Interview with a Physiotherapist:

My work is done at the hospital. I start at 9 a.m. and usually work until 5.30 p.m. I start the day by planning and selecting the exercises for each client that I am to see during the day. After each session with a client I write up brief notes about what exercises we have done and how well they were achieved. At the end of the day I write up my records in detail on the computer so that they can be easily referenced. No-one can access these records unless they have the correct password.

In order to be a physiotherapist I had to obtain a degree and a post graduate qualification. My post graduate qualification is in Remedial Gymnastics.

My work is quite varied depending on the needs of the client. I use exercise, heat and massage to help improve and strengthen clients' movements and muscles. I try to encourage independence in clients by encouraging them to meet targets. I hope the treatment I am able to give will improve the quality of their lives. I explain to the clients what the exercise will do to help them. When telling them about the exercise I have to make sure they have understood the instructions, so I make sure that I speak at an appropriate pace and use vocabulary that they understand. I also have to be sensitive about the cultural needs of the client. I make sure that appointments are not made when it is a person's prayer time for example. A Physiotherapist needs to have effective communication skills so that they build a trusting relationship with the client.

The actual physiotherapy appointments start at 10.00 am. Sometimes I will have two or three clients at the same time. These clients may have similar needs, for example, recovering from a broken leg or arm. Clients sometimes say they do not want to join in the exercises. When this happens I have to make sure that I maintain their rights. I try to be cheerful and give them information about how the exercises will help. Then I let them make the choice about what they want to do.

A session will last for about an hour, so I have two sessions between 10 a.m. and 11 a.m. After that I will visit one of the wards and do some shorter sessions with clients who are confined to bed. These usually last for about 15 minutes for each client. I try to help people who have had back operations or serious accidents. I often give some massage treatment but I have to be sure that I have the client's consent and that they are told about the advantages and disadvantages of any treatment.

Lunch is from 1 p.m. to 2 p.m. After lunch I spend three quarters of an hour with clients on the maternity ward. Most women will want to join in the exercises in order to get their figure back. We do exercises that will strengthen the pelvic muscles and bladder. I have to make sure that I maintain the client's dignity, particularly those who have had a caesarian delivery.

After this session I go back to group or individual exercises with clients who are outpatients. One session is usually for older people. It is important to be cheerful in my work as this will encourage clients. At about 4.45 p.m. I generally do the typing up of records and preparation for the next day.

4.3.6 Research Sheet 6: Interview with a Nursery Nurse working in a Nursery:

My main job role is to take responsibility for children at the nursery. We take children from two to five years of age. This means that we have to change them, wash, and feed them as well as supervising their play. We have story time and a sing along as well as lots of creative activities for the children to do.

I have an NVQ in Child Care at Level 3 besides having a nursery nurse qualification. I got my NVQ while doing this job.

I start work around 8.30 a.m. and work through until 5 p.m. Most of the children stay with us for the whole day, but some leave at lunch time while others join us. Most of their parents are at work and we look after the children while they are away. We have to be quite sure that we know what each individual child is allowed to do or eat. We also have to be sure that we have a contact number for the parents in case of an emergency.

The children's names and family records are kept on computer, but only two of us have access to the information.

When I arrive at 8 a.m. we have a short staff meeting to sort out who is taking responsibility for various activities during the day. The younger children are cared for in another room as the older children are too boisterous for them. I am going to concentrate on the day for the three to five year olds as these are the children I directly supervise.

After the staff meeting we get out all the equipment and activities ready for when the children arrive. The first come in at about 8.30 a.m. and the last arrives around 9 a.m.

We greet each child individually and make sure we have asked the parent about any special things that have happened or they want us to do. It is very important that we make sure the parents' wishes are followed and that we establish trusting relationships with the parents. As the children arrive, a register is kept so that we know exactly which children are in the building. The parents know that they must actually hand the child to a member of staff and not just leave them to play.

Each helper looks after three children if they are over three years old, but those who look after the children who are between two and three years only have two children to care for. This is because they are more dependent.

At 9.30 a.m. the three to five year olds all join together for 'Start of the day'. I lead this and we all greet one another. We have to make sure that the cultural needs of each child are observed when we are greeting one another. We have different poems and short sayings read out each day during the greeting. This session usually lasts for fifteen minutes.

We then divide into groups for the different activities. Some children will paint, some will stick and glue, some will colour. Each helper supervises an activity. We make sure there are lots of different materials, from a range of cultures, for the children to use.

At 11 a.m. there is a drinks break. The children sit in a circle and have a drink and a piece of fruit.

At 11.15 a.m. we have 'story time'. This is led by one of the staff but the children join in and take part in the actions or mime.

Before lunch we have 'large activity' which means the slide and trampoline are brought out and all the large tractors and cars. The children can go outside if they wish. Sometimes we organise a walk to the park to find things for the 'interest table'.

The children love the dressing up corner and the home corner. We provide toys that would be used by people from different cultures so that the children can learn about other ways of living and dressing.

After lunch the children lie down on their mats for rest time. Quiet music is played to help them relax. Each day a tune from a different culture is played. We try to be sensitive to the needs of all children whatever their race, creed or colour.

The children can choose which activity table they sit at in the afternoon. Some activities are different from those provided in the morning. Sometimes we have some cooking, or papier mache work for the older ones.

Around 4 p.m. we have a sing along for five minutes before the free play that ends the day. Parents arrive at different times but the staff try to communicate with each one as they arrive to give them information about how their child has coped. If we are doing a special activity we will give an information leaflet to the parent a few days before the event. This leaflet has information in three languages so that the parents can understand exactly what we are planning to do. For some, English is not their first language, and we think the information should be available to all the parents who use the nursery.

At the end of the day all the equipment has to be packed away as the hall is used by different groups in the evening.

I enjoy working with the children. It is very satisfying to watch them develop and become more independent and confident.

4.3.7 Research Sheet 7: Interview with a Care Assistant working in a Residential Home:

My day starts at 7 a.m. Giving the residents a cup of tea and their medication, while they are still in bed is my first task.

Next I help get the residents out of bed, then wash and dress them. I always ask them if they would like help with washing. If I am helping, I make sure I ask them which parts they would like me to wash first, for example, hands or face. I always tell them what I am about to do so that they are not surprised or frightened. When they are washed I open the wardrobe and ask them what they would like to wear. I think it is important that they are given a choice. I have to get three residents up each morning. I get to know these people very well and we often have a laugh about the different things that happen in the home.

When they are dressed I take the residents to the dining room for breakfast. This is served between 8.30 a.m. and 9.30 a.m. I ask each one what they would like but I make sure they know what choices they have first. One resident needs feeding. I ask her what she would like to eat first and tell her what I have on the spoon. The feeding takes some time as the resident cannot swallow very quickly. I try to make sure the feeding maintains the client's dignity, by not spilling food down her chin or on her clothes.

When clients request, I take them to the toilet. I make sure that the door is not left wide open and stand where I can hear them calling but give them enough space to maintain their dignity.

When the residents are settled in the lounge, this is usually by 10 a.m., I help to clear the table. Then I tidy the residents' rooms ready for the domestic staff to clean. Some residents like me to read the morning paper to them, or help them to write a letter. One lady likes knitting, but she is always dropping stitches and cannot pick them up, so I help with this. The morning seems to go quite quickly.

Lunch is served at 12.30 p.m. Before this, I lay the tables and help to get the residents seated. They choose their menu the day before so I help to bring in the food and then I feed the resident who needs help.

Once lunch is over I help the residents back to the lounge, but some go back to their rooms for a 'nap'. I have my lunch at this time.

In the afternoon, I might take one or two residents for a walk around the garden. If it is wet we play cards. They like Whist. On other occasions, we play Scrabble or Snakes and Ladders. Saturday afternoon is always a bingo session for those that want to join in.

Tea is served at 5 p.m., but I go off duty at this time. I have to hand over to another care assistant. When doing this I have to make sure that I go through the notes that I have made during the day so that the person taking over knows exactly what has happened.

I am taking my NVQ in Care while I am working. I go to college for one day each week. Before I worked at the residential home I took a VCE in Health and Social Care at the college.

4.3.8 Research Sheet 8: The Care Value Base

The care value base is particularly important in care work, it is derived from ideas about human rights and is informed by the rights granted in UK legislation. The care value base is a way of putting rights into practice.

The care value base has three component parts:

- fostering people's rights and responsibilities;
- fostering equality and diversity;
- maintaining confidentiality.

It is a statement of the values that underpin practice.

Fostering/promoting people's rights and responsibilities

The rights of individuals include:

- the right to be different;
- freedom from discrimination;
- confidentiality;
- choice;
- dignity;
- effective communication;
- safety and security.

Fostering/promoting equality and diversity

This includes:

- understanding prejudice, stereotyping, labelling and their effects;
- understanding the values and benefits of diversity;
- understanding the basis of discrimination, such as gender, race, age, sexuality, disability or social class;
- understanding own beliefs, assumptions and prejudices.

Maintaining confidentiality

Confidentiality is important for building trust between clients and carer and for protecting the safety of the client.

This includes the legal framework of:

- Data Protection Acts of 1984 and 1998;
- Access to Personal Files Act 1987.

4.3.9 Research Sheet 9: Barriers to accessing Health, Social Care and Early Years Services

| Barrier | Examples |
|---------------------------------------|--|
| Physical Barriers | <ul style="list-style-type: none"> • Client working shifts, therefore unable to access service as the service is not available when they are not working. • Stairs. • Lack of adapted toilets. • Lack of ramps. • Lack of lifts. • Lift controls being out of reach. |
| Psychological Barriers | <ul style="list-style-type: none"> • Fear of losing independence. • Stigma associated with using some services. • Not wanting to be looked after by others. • Mental health problems. |
| Financial Barriers | <ul style="list-style-type: none"> • Charges/fees. • Lack of money for transport. • Lack of money to provide the service. |
| Geographical Barriers | <ul style="list-style-type: none"> • Living in a rural area where facilities are limited. • Living in a rural area where transport is not available when the services are open. • A long bus/train journey may not be practicable. |
| Cultural and Language Barriers | <ul style="list-style-type: none"> • Using English may deter some people from using services. • Not having professionals who are of the same sex, for example, women doctors/consultants for women. • Written information not in the person's own language (including braille/large print). • Not knowing what is available. • Some treatments being considered unacceptable to certain cultures. |
| Resource Barriers | <ul style="list-style-type: none"> • Lack of staff. • Lack of information about services (absence of information resources). • Lack of money to fund services. • A large demand for a particular service (exceeding supply). |

4.4 SAMPLE ASSIGNMENT

The following assignments offer guidance only as to the types of activities that candidates might wish to undertake to fulfil the requirements of the assessed portfolio units. Candidates could use the Research Sheets provided to help them gather the evidence needed for the assessment evidence but this should be supplemented wherever possible by visits to vocational settings/ services and/or through inviting specialists to the Centre.

Candidates should complete sufficient tasks to generate the evidence required to meet the assessment criteria. They do not need to complete both assignments.

Extension tasks are incorporated within the assignments. They are indicated by the words ‘You may wish...’, which shows that they are extension tasks that address the D to A* criteria.

4.4.1 Sample Assignment 1: A Guide To Local Health, Social Care and Early Years Services

The local Voluntary Association has asked you to prepare a Guide that could be used by trainees who will be working in the health, social care and early years services. The Guide is to provide information about **two** health or **two** social care or **two** early years services in the local area. Or you may wish to choose **one** service from **two** different sectors, for example, **one** from the health sector and **one** from early years.

Explain in the Guide how each service is organised and funded, both at national level and at local level (**a1**, **a2**). You may wish to think about how funding at national and local levels affects the provision of services and to draw some conclusions about this (**a3**).

Find out about the different types of clients who use the **two** services chosen and describe their needs (**d1**). You may wish to give more detail about how the services meets the needs of clients, drawing conclusions about the effects this may have on the clients (**d2**, **d3**).

Within the Guide you will need to include facts about **two** direct care job roles, **one** in each setting, looking at the day-to-day tasks that each person will carry out (**b1**). You will need to make sure that you have identified and described the components of the care value base and that you have shown how each care worker would apply the care value base in their work (**c1**). You may wish to find out about the qualifications, skills and experience that may be needed in order to work in the job role (**b2**) and to consider possible alternative routes that could be used to obtain the qualifications and skills required for the job roles chosen (**b3**).

A section of the guide must include information about the different ways that people can access each service and should describe possible barriers they may face (**e1**). You may wish to consider how these barriers could be overcome and to think about how this would help to empower clients (**e2**, **e3**).

Try to produce the Guide using ICT as this will help you to achieve some Key Skills.

Task 1: Which Services and Where?

Conduct a survey of the local area to collect information about **two** different types of services available. You will need to find out about the types of service they provide and about the client groups for whom they provide and their needs.

Present the information in the Guide. You may wish to mark the location of the **two** services on a map and include this in the Guide. If you do, you will need to make sure you include a key.

If you are not able to conduct an actual survey, use Research Sheets 1, 2, 3 and 4 to help you.

Task 2: The National and Local Picture

How do your **two** services fit into the national provision of services? Prepare a diagram to show how the services fit into the national picture. Complete a word picture in order to help those using the Guide to understand the diagrams.

Now explain how the services are organised internally so that people who use the Guide will understand how the **two** services are structured.

Task 3: How are They Funded?

Services can be funded in different ways. For some services a charge is made. For others funding is free or paid for by insurance policies. Find out how the **two** services you have chosen are funded both at national and local level. Explain this in the Guide.

Task 4: Job Roles

For each of the services identified, find out about **one** main job role in each service.

Provide descriptions of the job roles identified for each service. You could use the careers adviser, computer programmes or interview some care workers to help you with this task. You may wish to find out about the skills and qualifications required for each job role and consider alternative routes that could be used to achieve these skills and qualifications.

Alternatively, you could use Research Sheets 2, 3, 4, 5, 6 and 7 to help you with the task.

Task 5: Applying the Care Value Base

The care workers use the care value base in their work. You should identify how they do this in their day-to-day tasks.

You could obtain this information by interviewing care workers. This would probably be best managed by working in groups and sharing the information. Remember you will need to prepare the questions you will ask before the interview.

Alternatively, you could use Research Sheets 5, 6, 7 and 8 to help you do this.

You may wish to explain in more detail, how the workers use the care value base and consider what the consequences would be if they did not apply the care value base.

Task 6: How are People Able to Access Services?

There are different ways in which people can be referred to health, social care and early years services. For each service chosen, find out about the barriers that prevent people from using the services. You may wish to consider these in detail and to draw some conclusions about the effects these barriers may have on clients. How could the barriers be overcome?

Alternatively, you might like to use Research Sheet 9 to help you with this task.

4.4.2 Sample Assignment 2: Moving to a New Town

Meet the Lake family.

Aaron is in his thirties and is married to Meg. They have three children, Sheema who is one year old, Pat who is three and Dorrinda who is seven.

They have just moved to England from another country and find it hard to understand the language as they have only just started to learn English. They need information about the health, social care and early years services available.

Task 1: Finding Out About Services

Collect information about **two** health or **two** social care or **two** early years services that the family will need. *or* choose **two** services from different sectors, for example, **one** early years service and **one** Local Authority service. The information collected about the services should be of help to the family. Explain why you have chosen each service.

You could use Research Sheets 1, 2, 3 and 4 to help you.

Make a profile of the **two** services chosen and present them to the family in a 'Directory of Services'. Make sure you include information about the type of service provided and how it is organised and structured. You will need to show how each service fits into the national framework. Diagrams and word pictures may help you to do this (**a1**).

You could use the Research Sheets to help you with this task.

Find out which client groups use the services. How do the services meet the clients' needs (**c1**, **a2**)? You may also wish to consider the effects on the clients of having their needs met (**c3**).

Task 2: Funding?

The family are concerned about how they will pay for the services they need and they require information about funding. Some services are free, for others a charge is made or insurance policies can help with the payments. Explain to the family how the **two** services chosen are funded at local and national level. You may wish to explain how national funding affects the provision of services (**a1**, **a2**, **a3**).

Task 3: Job Roles

The family will need information about care workers who are employed in the services and about the type of work they do. Try to use different ways to collect the information about job roles. You must describe at least **two** direct job roles, **one** for each service. You may wish to include information about the skills and qualifications each care worker would need and consider the different routes that could be used to gain these skill and qualifications (**b1**, **b2**, **b3**).

You could use the research sheets to help you with this task.

For each professional care worker that you have researched, show how they would use the care value base in their day to day work (**c1**). You may wish to look at different aspects of the care value base and show how these would be applied in the day-to-day work of the care workers. You could also make comparisons of the ways in which the care workers apply the care value base and explain the effect on the client if they are not applied (**c3**).

Research Sheet 8 will help you with this task.

Task 5: Using Services

Sometimes people experience difficulties in accessing the services they may need. Identify possible barriers to access for the family (**e1**).

Research Sheet 9 will help you with this task.

You may also wish to include in your *Directory of Services* information about the effect of barriers on the clients (**e2**) and ways to overcome barriers explaining how this would help to empower clients (**e3**).

4.5 TEACHING ACTIVITIES FOR SAMPLE ASSIGNMENT 2, TASK 1: FINDING OUT ABOUT SERVICES (IN THE NEW TOWN)

Make a profile of the **two** services chosen and present them to the family in a 'Directory of Services'. Make sure you include information about the types of service provided and how each service is organised and structured. You will need to show how each service fits into the national framework. Diagrams and word pictures may help you to do this (**a1**).

You could use the Research Sheets to help you with this task.

Find out which client groups use the services. How do the services meet the clients needs (**c1**, **c2**)? You may also wish to consider the effects on the clients of having their needs met (**c3**).

Type of lesson:

Practical information finding – Survey of services of health, social care and early years available, the services offered by each and identification of the client groups using the services.

Resources and Support material:

Community Health maps, NHS Direct online (Optional), Wellard's Guide to the NHS, A Pocket Guide to the NHS, A Guide to Social Services, Information from the local Early years Services, Local Directories to Health and Social Care.

Maps of the local area.

Research Sheets 1, 2, 3 and 4.

Town Trail.

Folens GCSE in Health and Social Care (Double Award)

To be published: Early spring 2003

Authors: Angela Fisher et al.

| | | |
|--|-------------------|----------------------|
| Student Book (256 pages) | ISBN 1 84303 364X | £13.99 (provisional) |
| Teachers' Support Pack – Teachers' Guide (240 pages) and accompanying CD-ROM | ISBN 1 84303 3771 | £45 (provisional) |

Aim of Lessons:

The aim of these lessons is to develop the skills necessary to enable the candidates to acquire information, through primary and secondary research about the different health, social care and early years services in their local area. They can use the Research Sheets and/or carry out a survey of the local area. They will choose **two** services for their personal research and collect information about their structure and the client groups serviced by each setting and about the needs of these clients. They will learn about the national structure of services and understand how the services they have chosen fit into this structure. They will produce evidence to meet the requirements of **a1** (partially) and **d1** (fully).

Time:

15 hours (approx).

Expectations:

At the end of this task most candidates will have:

- worked as a team to identify local health, social care and early years services;
- conducted some personal research;
- a basic understanding of the national structure of health, social care and early years services having produced diagrams showing the national framework for each service chosen, showing how their services fit the national structure;
- a clear description that explains the diagram;
- shown how both their services are organised internally;
- devised a questionnaire in order to obtain information about the services;
- used a systematic approach to their work;
- identified the client groups using each service;
- clearly described the needs of the client groups using P.I.E.S;
- shown how each service meets the needs of the clients, by giving examples.

Some candidates will not have made so much progress and will have:

- produced a basic diagram(s) showing the structure of health, social care or early years services and where their services fits;
- produced a brief description that explains the diagram;
- made a list of the client groups using each service;
- given a brief, broad description of the needs of each client group.

Some candidates will have progressed further and will have:

- shown skills of originality when working in the team;
- collected information from several sources;
- interpreted complex information;
- produced evidence that can be used to inform future judgements;
- demonstrated a high level of understanding when presenting research findings;
- provided evidence of independent working and the ability to draw logical conclusions.

| Summary of Activity | Teaching Strategy | Learning Outcomes |
|---|---|---|
| <p>Task 1:</p> <p>What are health, social care and early years services? How are they organised?</p> | <p>Teacher led explanation using overheads/PowerPoint of what is meant by health, social care and early years services.</p> <p>Group brainstorm of services.</p> <p>Teacher led explanation of what is meant by statutory health, statutory Local Authority services and the Independent Sector (voluntary and private).</p> <p>Mapping exercise to identify which services belong to which sector.</p> | <p>Basic understanding of the organisation of health, social care and early years services.</p> <p>Able to to make judgements.</p> <p>Able to to sort into correct sections.</p> <p>Demonstrate initial preparation for assessment.</p> <p>Able to work in a team context.</p> |
| <p>Task 2:</p> <p>Prepare for a survey of local health, social care and early years services.</p> | <p>Explain to the class that they are going to work in groups to conduct a small scale survey of health, social care and early years services.</p> <p>Divide the class into groups and ask each group to examine the map of the area they are to survey and to decide how this is to be achieved.</p> <p>Brainstorm ideas – what information do we need to obtain from the survey?</p> <p>Collate candidates’ ideas from the group.</p> <p>Produce a questionnaire of information required, e.g. types of services, how the service is organised, client groups who use the services, needs of the client groups.</p> | <p>Understand that different approaches can be used to gather information.</p> <p>Encourage sharing of ideas.</p> <p>Raise awareness that there is a need to ask different types of questions.</p> <p>Raise awareness that a systematic approach is needed in the development of a project.</p> <p>Show ability to organise ideas into a workable sequence.</p> |
| <p>Task 3:</p> <p>Conduct a survey of health, social care and early years services.</p> | <p>Explain to the class that each group will be responsible for their conduct and for gathering the information (Under 16s will be accompanied by an adult).</p> <p>Set time limits.</p> <p>Group activity – send/take group on short survey.</p> | <p>Collect relevant information.</p> <p>Apply management skills.</p> <p>Able to evaluate own contribution.</p> |

| Summary of Activity | Teaching Strategy | Learning Outcomes |
|---|--|---|
| <p>Task 4:</p> <p>Produce a 'Directory of Services'.</p> | <p>Ask candidates to work in their groups to produce a small display of the information gathered.</p> <p>Demonstrate how to organise a display, using notes, illustrations, flow charts, maps etc.</p> <p>Emphasise the importance of finding out about the skills that each member has to contribute.</p> <p>Each group present their display to others and share the information collected.</p> <p>Candidates choose the two services on which they will focus.</p> <p>Write an introduction to their individual directories.</p> | <p>Limit candidates to a specific amount of time to prepare the display (some preparation could be completed for homework).</p> <p>Understand the need for structured headings, bullet points, clear directions etc.</p> <p>Understand the need for clear design specifications to obtain best results</p> <p>Limit candidates to one side of A4 for introduction which will form first part of the Assessed evidence.</p> |
| <p>Task 5:</p> <p>Investigate the current national structure of health, social care and early years services, identifying where the organisations they have chosen fit within the structure.</p> | <p>Explain to the candidates that, for the two organisations chosen, they will need to investigate how they fit within the national structure. Provide candidates with the choice of using websites or books to research the national structure of services.</p> <p>Individual research to produce diagrams and drawings showing the organisation of both services chosen at national level.</p> <p>Write a word picture to explain the complex information in the diagrams.</p> | <p>Raise awareness of different research methods.</p> <p>Understand importance of having current, up to date information.</p> <p>Effective time management and organisation of their work.</p> <p>Limit candidates to one side of A4 as a maximum for the word explanation (Diagram and word picture forms the second part of the Assessed Evidence).</p> |

| Summary of Activity | Teaching Strategy | Learning Outcomes |
|---|---|--|
| <p>Task 6: Investigate the services offered by each organisation and the client groups who use them. Describe the main needs of the client groups.</p> | <p>Allow time for the candidate to review their evidence and to note any additionality or adjustments that may need to be made. Ask for one/two individuals to share their findings with the group.</p> <p>Allow time for adjustments to be made.</p> <p>Explain to the group that they will use the information within the displays to research the different types of services provided by each setting, the internal organisation of the service, the clients groups who use the services and their needs.</p> | <p>Candidates are critical of their own work and use their findings constructively.</p> <p>Candidates make revisions to their work based on the outcome of their and others review.</p> <p>Understand that they may need to undertake some additional research of their own. This could be primary or secondary.</p> <p>Understand the need to write up their findings in their own words.</p> |
| <p>Task 7: Investigate what are clients' needs?</p> | <p>Teacher input on P.I.E.S. and how these are met by services.</p> <p>Brainstorm ideas for different ways of presenting this information.</p> <p>Direct candidates to write up own work to meet evidence requirements.</p> | <p>Additional knowledge required to meet a1.</p> <p>Expand ideas of presentation methods.</p> <p>Complete evidence for a1 (partial completion) and d1.</p> <p>Some candidates will also have completed d2 and d3.</p> |

Differentiation:

Differentiation is achieved through outcome. Some candidates will write in more detail and attain the depth of 'analyse' and show the ability to 'interpret'. Differentiaion is provided within the assignment task.

Assessment:

Assessment will be based on OCR's marking criteria.

Homework:

Candidates will be encouraged to undertake independent research as part of their homework and to finish class work or to expand on work already started.

5 Portfolio Unit 2: Promoting Health and Well-Being

5.1 PORTFOLIO EVIDENCE REQUIRED

The candidate needs to produce a health plan for improving or maintaining the physical health and well-being of **one** individual (they may base the plan on themselves).

Evidence can be met by addressing the following criteria:

a defining the health and well-being of the individual

Candidates need to identify how the individual describes their own state of physical, intellectual, emotional and social state of health and well-being (**a1**). Candidates could use some of the information collected to define the health and well-being of the individual (**a2**). Candidates could also interpret the information collected to define clearly the health and well-being of the individual (**a3**).

b factors that have positively affected the individual's health and well-being

Candidates need to describe factors that have positively affected the health and well-being of the individual (**b1**). Candidates could make informed suggestions about ways in which factors have worked together positively to affect the health and well-being of the individual (**b2**). Candidates could also draw logical conclusions showing how a range of factors have worked together positively to affect the health and well-being of the individual (**b3**).

c risks to the individual's health and well-being

Candidates need to list possible risks to the individual's health and well-being and describe how the risks may damage the health of the individual (**c1**). Candidates could use the information collected to explain possible risks to health and well-being in the short term (**c2**). Candidates could also review and assess possible risks to health and well-being of the individual in the long term (**c3**).

d interpreting physical measures of health for the individual

With help, candidates need to carry out and record the correct use of **one** measure of health and identify the individual's state of physical health (**d1**). Candidates could use **two** measures of health and assess the individual's state of physical health (**d2**). Candidates could also analyse and interpret the results of the **two** measures of health and evaluate the individual's physical state of health (**d3**).

e ways in which the individual can be motivated and supported to maintain or improve their health and well-being

Candidates need to produce a basic plan for the individual based on their findings. They need to describe the targets to be set and show how the individual can be supported to maintain and/or improve their health. They also need to draw simple conclusions with help about the effects the plan may have on the individual (e1). Candidates could produce a detailed plan showing a variety of ways in which the individual can be motivated and supported to maintain and/or improve their health. Candidates could evaluate the effects the plan may have on the individual (e2). Candidates could also produce a comprehensive plan comparing alternative ways in which the individual can be motivated and supported to maintain or improve their health. Candidates could also draw logical conclusions about the effects the plan may have on the individual (e3).

5.2 BACKGROUND

Assessment may be broken down so that candidates can be given the opportunity to provide the assessment evidence at the end of each relevant section of teaching from the *What You Need To Learn* section. Alternatively, tutors may prefer to begin the assessment evidence at the end, when the underpinning knowledge has been completed.

Candidates would benefit from being able to access primary information but, if this is not possible, the Research Sheets or other case study scenarios could be used. It is possible for candidates to base the health plan on themselves, but collecting information from another person would provide valuable experience in research skills.

Links could be made with local health promotion units or with fitness centres. The PE department within a Centre may also be able to make a valuable contribution.

Candidates will also benefit from developing a glossary of key terms used in the teaching and learning section. A glossary that may be helpful for this unit is given below:

Glossary

| | |
|-----------------------------------|---|
| Centile Charts | The correct name for these are 'percentile charts' but they are more commonly known as 'centile charts'. They are used for plotting the height and weight of children against standard measurements known as 'norms'. There are separate charts for boys and girls. |
| Factors influencing Health | An item/component/part that has an effect on an individual's development. For example, diet or exercise. |
| Health | A state of well-being. The absence of disease or illness. The achievement of physical, intellectual, emotional and social fitness and stability. |
| Ill-Health | The presence of illness or disease that prevent body organs/systems from functioning correctly. A physical, intellectual or emotional state that prevents an individual from functioning fully. |
| Health Plan | A plan which aims to keep or improve health. Thinking about setting targets/goals in an organised way. |
| Indicators | Signs/pointers or measurements that can be used to identify a person's state of health. |
| Negative | Having a detrimental effect or influence on a person or thing. Having an adverse effect on an individual. |
| P.I.E.S | Physical, Intellectual, Emotional and Social characteristics that contribute to health status. |
| Positive | Helpful. Having a 'good' effect or influence on a person or thing. Being beneficial. |
| Relationships | Associating with others. Having a connection with other people. |
| Screening (health) | To check for conditions or for the presence or absence of disease. |
| Stimulating | Exciting, thought provoking. |
| Supportive | Caring, encouraging, helpful. |
| Targets | Goals. These can be short term (fairly immediate) or long term (in six months time). It is something to aim for, to achieve. |
| Vaccination | A preparation used by medical professionals to help prevent disease and conditions. Often given by means of injection by a GP (General Practitioner). |

Command Verbs

When producing evidence to meet the requirements of the Assessment Evidence Grid, it is important that the depth of the command verbs for each criterion is met. See Section 4.2.

5.3 EXEMPLAR CASE STUDY MATERIAL

5.3.1 Research Sheet 1: Case Study – Michael

Michael is twenty five years old. He works as an electrician. He is married and his wife is expecting their first child. He lives in a town on the south coast in a residential area. The area is not very busy; the roads are only used by people who live in the area. The neighbours are friendly and Michael and his wife, Anne, get on fairly well with them. They often talk over the fence when they are out in the garden. This is good for Michael socially as he feels he could go to their homes and talk about things or ask for their help at any time.

Michael and Anne have a terraced house. There are lots of small shops nearby, but there isn't a park or anywhere for walks. The house needed quite a lot of repairs and decorating and this is what Michael and Anne have been doing since they moved in. They have worked through the house, room by room and are quite pleased with what they have done so far. Michael is finding this work quite stressful as he can only do it in the evenings or at weekends. So far he has managed to improve and redecorate half of the house. He often has to work overtime so when he returns home he does not have the energy to get on with the plastering or painting.

In his job, Michael is working outside most of the time and this means that he often gets cold and wet in the winter. This does not affect him too much and he enjoys his work. He is rarely off work through sickness. His weight is 14 stones (90 Kilos) and his height is 5 feet 7 inches (1.69metres)

Anne also works and so they go out often and enjoy themselves. They can also afford to spend money on themselves. They are emotionally happy as they enjoy each other's company, enjoy going out and they live comfortably. They eat out quite a lot and Michael usually chooses meals that contain high fat food and carbohydrate, for example chips and pizzas. He also eats quite a lot of junk food. Michael does not eat any fruit and does not often have any fresh vegetables or salads.

Michael drinks heavily at the weekend. He goes out with his mates on Saturday evenings. He drinks more than the recommended amount, particularly if he goes clubbing, which he does quite often at the weekends.

Michael does go to the Gym once a week with his brother-in-law and he also swims once a week. While he was at the gym Michael did the Harvard Fitness test. He did this step test for four minutes. His first pulse reading was 65, his second pulse reading 55 and his third pulse reading was 43.

5.3.2 Research Sheet 2: Health Status

Name: _____

Age: _____ years _____ months

Height: _____ metres Weight: _____ kilograms

Resting pulse rate (taken when sitting quietly): _____ beats per minute

Working pulse rate (taken straight after exercise): _____ beats per minute

Does the person smoke: _____ If Yes, how many per day? _____

How many units of alcohol does the person drink each week? _____

Foods liked: _____

Foods disliked: _____

Factors that are influencing health:

- 1 _____
- 2 _____
- 3 _____
- 4 _____

My plan will address **three** of the person's problems. These are:

- 1 _____
- 2 _____
- 3 _____

5.3.3 Research Sheet 3: The Harvard Step Test – How Fit Are You?

Equipment: A stop watch
Box or chair 50cm high

Procedure:

- 1 Step onto a box or chair and down again. Repeat. Establish steady speed and rhythm.
- 2 Straighten your legs and stand up each time you step on and off the box. Work for **four minutes**.
- 3 Rest for **one minute**. Get your friend to count your pulse beats for **30 seconds**. Record the count.
- 4 Rest for a further **30 seconds**. Get your friend to count your pulse beats for a further **30 seconds**. Record the count.
- 5 Rest for another **30 seconds**. Get your friend to count your pulse beats for another **30 seconds**. Record the count.
- 6 Work out your fitness Index by using the given method.

| | |
|--|-------|
| 1 Time of exercise (4 x 60 seconds) | 240 |
| 2 Multiply by 100 – call this A | 24000 |
| 3 1 st pulse count | |
| 4 2 nd pulse count | |
| 5 3 rd pulse count | |
| 6 Total of 3 pulse counts | |
| 7 Total multiplied by 2 – call this B | |

Fitness Index (FI) is found by dividing **A** by **B**.

$$FI = A / B = 24000 / \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The Fitness Index:

| | |
|--------------|-----------|
| 91 and above | Superfit |
| 81 - 90 | Excellent |
| 71 - 80 | Good |
| 61 - 70 | Fair |
| 51 - 60 | Poor |
| 50 and below | Very Poor |

5.3.4 Research Sheet 4: Finding out about Diet – Food Intake Diary

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------|--------|---------|-----------|----------|--------|----------|--------|
| Breakfast | | | | | | | |
| Lunch | | | | | | | |
| Dinner | | | | | | | |
| Snacks | | | | | | | |

Conclusions:

5.3.5 Research Sheet 5: The Balance of Good Health

Nutritional needs and food choices



The Foods that make up the Balance of Good Health

5.3.6 Research Sheet 6: Plan for Improved Diet

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------------------|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| Breakfast | | | | | | | |
| Lunch | | | | | | | |
| Dinner | | | | | | | |
| Snacks | | | | | | | |

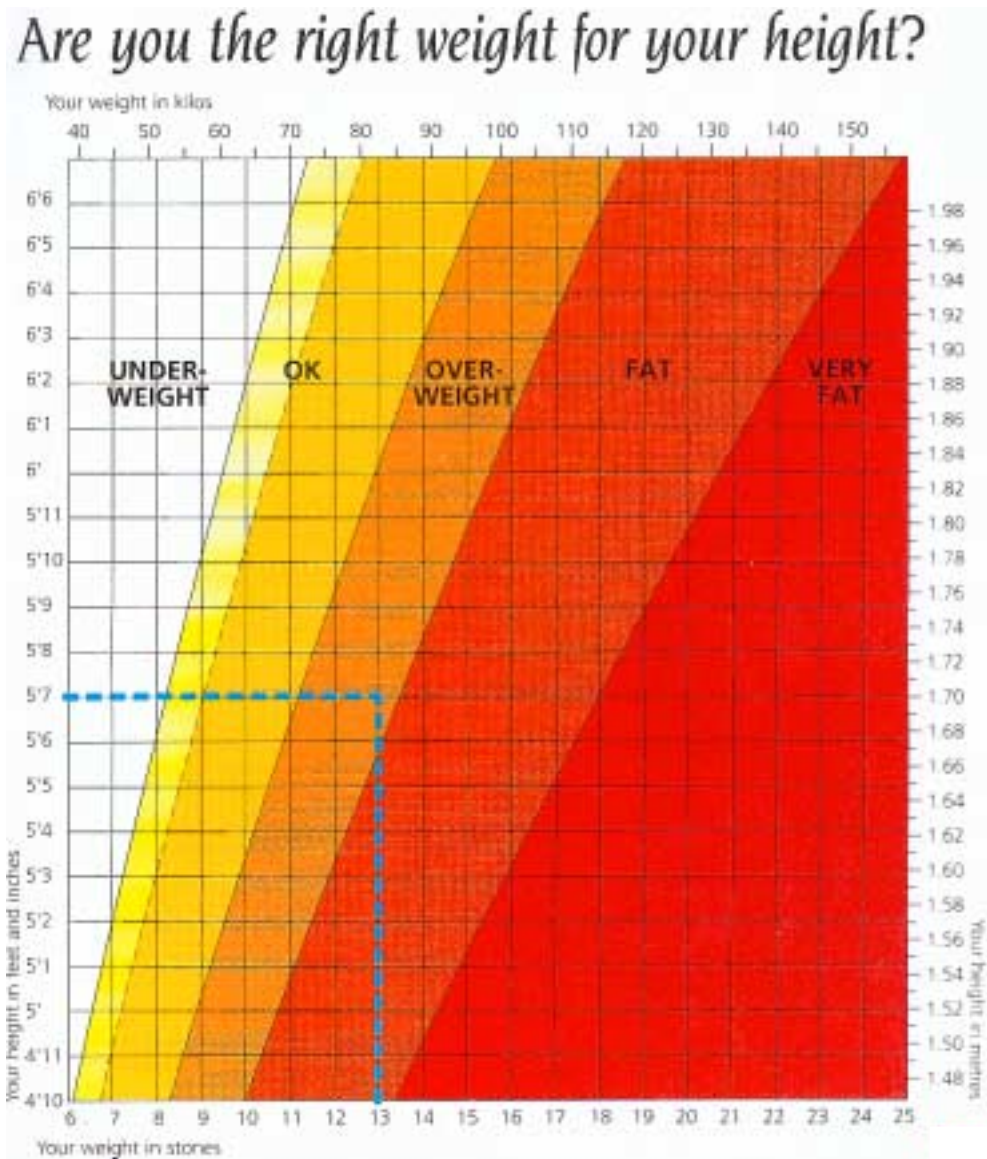
Nutritional Intake:

| |
|--|
| <p>Protein</p> <p>Vitamins</p> <p>Minerals</p> <p>Carbohydrate</p> <p>Fat</p> |
|--|

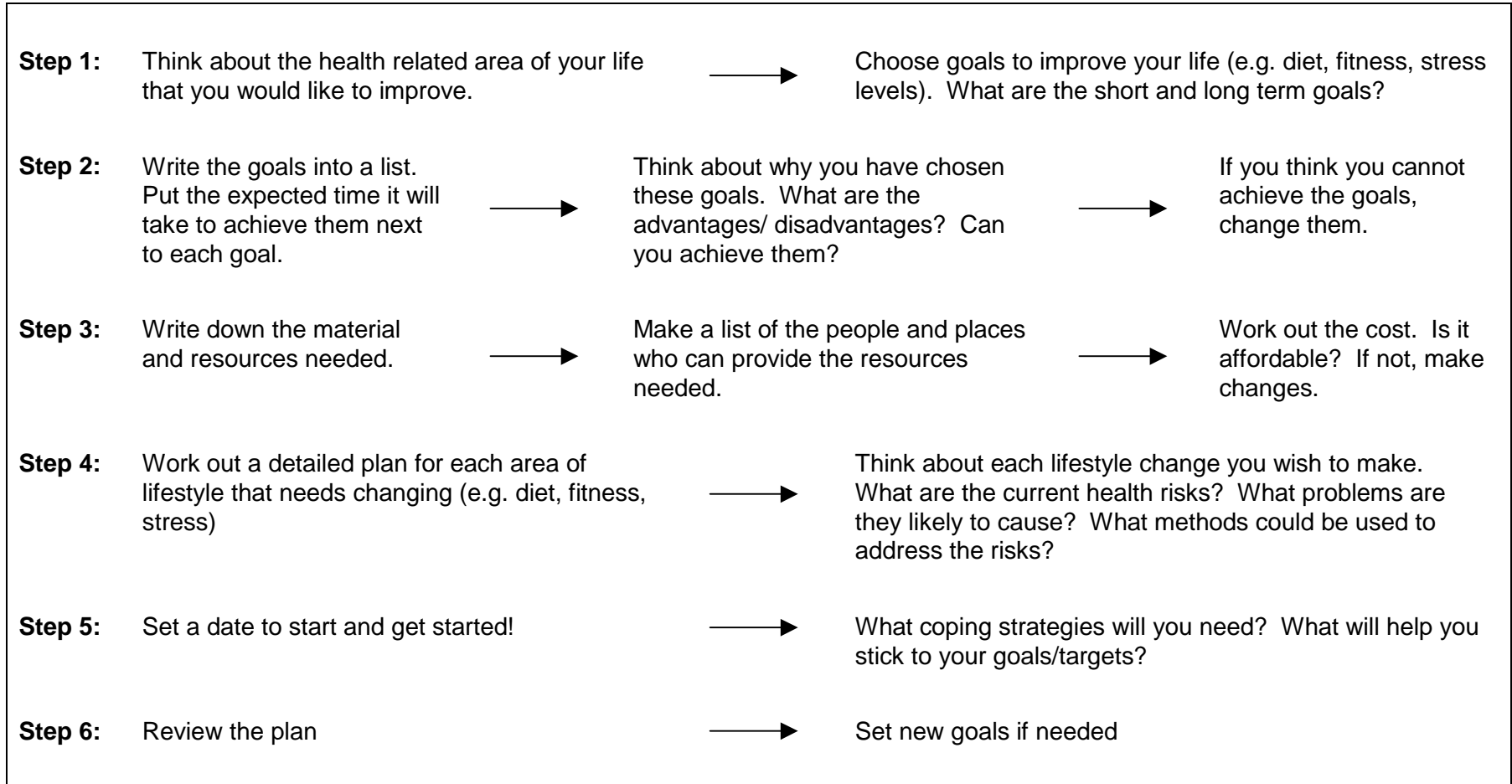
5.3.7 Research Sheet 7: Plan for Lifestyle Improvement

| Health Risk | Problems Created by Health Risk | Methods to Address Health Risk | Short Term Targets | Long Term Targets | Comments |
|-------------|---------------------------------|--------------------------------|--------------------|-------------------|----------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

5.3.8 Research Sheet 8: Are You the Correct Weight for Your Height?



5.3.9 Research Sheet 9: Creating a Plan



5.4 SAMPLE ASSIGNMENT

The following assignments offer guidance only as to the types of activities that candidates might wish to undertake to fulfil the requirements of the assessed portfolio units. Candidates could use the Research Sheets provided to help them gather the evidence needed for the assessment evidence but this should be supplemented wherever possible by visits to vocational settings/ services and/or through inviting specialists to the Centre.

Candidates should complete sufficient tasks to generate the evidence required to meet the assessment criteria. They do not need to complete both assignments.

Extension tasks are incorporated within the assignments. They are indicated by the words 'You may wish...', which shows that they are extension tasks that address the D to A* criteria.

5.4.1 Sample Assignment 1: A Training Pack and Plan to Improve Health

You have been asked by a Health Promotion Group to produce a Training Pack to help improve or maintain the health of a person. This person can be a child, an adolescent, an adult or an older person. The pack must contain a plan which can be given to the person chosen to help them promote and improve their health and well-being.

Task 1: What is the Person's Health Status?

Within the pack, you will need to describe the physical, social and emotional factors that are affecting the health of the individual (**a1**). You may wish to interview the person to gather all the information you will need. If you decide to interview, prepare a list of questions/questionnaire to make sure that you obtain all the information required.

Use this information to provide a word picture of the person identifying how they describe their state of health and well-being. You may wish to draw some conclusions about the person's health (**a2**) and interpret their health status from the information gathered (**a3**).

Task 2: What has Affected the Person's Development?

Different factors will have influenced the person's development. This could include diet, stress, alcohol, smoking etc. From the information gathered from the person, describe those factors that have positively affected their development (**b1**).

Within the Training Pack you may wish to suggest the links between the factors that have affected the person's health and well-being. For example, how have these factors worked together positively to affect their health and well-being (**b2**). If you consider in detail several ways the factors have worked together and drawn conclusions about the person's health status you will have met the requirements of (**b3**).

Task 3: What are the Risks to the Person's Health?

Look at the information gathered. List the risks to the person's health. Describe how these risks could damage the person's health (**c1**). You may wish to think about the effect these risks will have on the person's short term health (**c2**) and long term health (**c3**).

Task 4: Using Measurements of Health to Identify Health Status

Use measures of physical fitness to help indicate the health status of the individual. You could examine their height and weight for **one** measure (**d1**). Alternatively, if you wish, you could use **two** measures of health. You could assess (**d2**) and evaluate the person's state of health when you have obtained the results (**d3**).

Task 5: Produce the Plan

Using the information gathered from your chosen individual and facts about their existing lifestyle, produce a plan in a form that can be used by them to help them promote and improve their health. Make sure you give clear targets and show how the person can be supported to achieve these targets. Support could be in the form of promotional material, people or organisations. What might be the effect on the individual of achieving the targets in the plan (**e1**)? Make sure the plan is clearly set out and can be used by the individual. You may wish to think about a variety of ways that the person could be motivated and supported through the plan (**e2**) and to compare alternative ways (**e3**). You could also discuss and draw conclusions about the effect the plan may have on them (**e2, e3**).

5.4.2 Sample Assignment 2: Improving Health (based on the Research Sheets)

Produce a health plan for Michael who wishes to improve his health status. He would like to improve his:

- diet;
- alcohol consumption;
- stress levels.

Task 1: What is Michael's Lifestyle Like Now?

Use the information given in the case study for Michael to write an account that will help to identify and describe his physical, intellectual, emotional and social state of health and well-being (**a1**). You may wish to use the information to explain his health status (**a2**). You may wish to interpret the information given in detail and draw some conclusions about his health status (**a3**).

Task 2: What Factors have Affected Michael?

Read the case study again. Make a list of the factors that have affected Michael's health status. Use this list to help you describe the factors that have positively affected Michael's health and well-being (**b1**). You may wish to consider how several different factors have worked together to affect Michael's health and well-being (**b2, b3**).

Task 3: What are the Risks to Michael's Health?

Make a list of the risks to Michael's health. Now describe how these risks could damage his health (**c1**).

You could also think about and explain how the risks would affect Michael's short and long term health (**c2, c3**).

Task 4: Use Measures of Health

What is Michel's height and weight? Complete Research Sheets 2, 3 and 10 to help you use and record at least **one** measure of health (**d1**). You may wish to use more than one measure of health (**d2**). You could use the information to evaluate Michael's physical state of health (**d3**).

Task 5: Produce a Health Plan for Michael

Use the information gathered from Michael and consider his existing lifestyle to produce a plan in a form that can be used by him to help improve and maintain his health. Make sure you give clear targets and show how Michael can be supported to obtain these targets. Support could be in the form of promotional material, people or organisations. What might be the effect on Michael of achieving the targets in the plan? **(e1)**. Make sure the plan is clearly set out and can be used by Michael. You may wish to think about a variety of ways that Michael could be motivated and supported through the plan **(e2)** and to compare alternative ways he could achieve his aims **(e3)**. You could also discuss and draw conclusions about the effect the plan may have on him **(e2, e3)**.

5.5 TEACHING ACTIVITIES FOR SAMPLE ASSIGNMENT 2, TASK 1: WHAT IS MICHAEL'S LIFESTYLE LIKE NOW?

Use the information given in the case study for Michael to write an account that will help to identify his physical, intellectual, emotional and social state of health and well-being (a1).

You may wish to use the information to explain his health status (a2).

You may wish to interpret the information given in detail, drawing some conclusions about his health status (a3).

Type of lesson:

Practical research and information finding. Michael's Health Status.

Resources and Support material:

Research Sheet 1: Case Study based on Michael.

Video – What is Health (Health Promotion Unit).

Card, scissors, glue, paper.

Pictures from magazines/health promotion unit/supermarkets.

Promoting health, A Practical Guide – Ewels and Simnett.

Health Promotion, Foundations for Practice – J Naidoo and J Wills (optional reference books).

Folens GCSE in Health and Social Care (Double Award)

To be published: Early spring 2003

Authors: Angela Fisher et al.

| | | |
|--|-------------------|----------------------|
| Student Book (256 pages) | ISBN 1 84303 364X | £13.99 (provisional) |
| Teachers' Support Pack – Teachers' Guide (240 pages) and accompanying CD-ROM | ISBN 1 84303 3771 | £45 (provisional) |

Aim of Lessons:

The aim of these lessons is to enable candidates to acquire knowledge about the definitions of health, through secondary research. Candidates will also develop skills in selecting and summarising information through using the information given in the Research Sheets, in order to meet the requirements of the Assessment Evidence. They will develop a number of Key Skills through the use of illustrations to explain complex information.

Time:

5 hours (approx).

Expectations:

At the end of this task most candidates will have:

- understood the definitions of 'good' health;
- been able to differentiate between good health and ill health;
- conducted some personal research;
- worked as a team to produce a poster relating to health;
- been able to differentiate between physical, intellectual, emotional and social needs;
- produced evidence that will inform future judgements;
- selected and summarised information specifically related to Michael's physical, intellectual, emotional and social needs (P.I.E.S.);
- produced evidence to meet **a1** criterion of the *Assessment Evidence Grid*.

Some candidates will not have made so much progress and will have:

- a basic understanding of the differences between good health and ill health;
- understood differences between physical and social needs but may still be unable to grasp concepts relating to emotional and/or intellectual needs;
- been able to select two/three P.I.E.S. from the case study and grouped them under some of the correct areas of need;
- produced evidence of limited quality towards the **a1** criterion of the *Assessment Evidence Grid*.

Some candidates will have progressed further and will have:

- shown skills of originality when brainstorming ideas and concepts of what makes good health;
- collected information from several sources;
- used the information collected to produce a coherent response to the tasks;
- a high level of understanding of P.I.E.S.;
- produced detailed evidence that demonstrates the ability to interpret information and to clearly define Michael's state of health and well-being (**a3**).

| Summary of Activity | Teaching Strategy | Learning Outcomes |
|--|--|---|
| <p>Task 1:</p> <p>What is good health?</p> | <p>Whole class brainstorm ideas about what constitutes good health and what is meant by ill health.</p> <p>Read the World Health Organisation definition of Health (previously put on flip chart).</p> <p>Discuss: how do our definitions match or differ from the definition given by WHO?</p> <p>Watch video about good health. Discuss the ideas presented.</p> | <p>Acquire ideas and knowledge about health.</p> <p>Learn to ask different sorts of questions.</p> <p>Able to look for similarities and differences and refine ideas.</p> <p>Consider the nature of the problem.</p> |
| <p>Task 2:</p> <p>Make an aid to illustrate ‘what is good health/ill health for people in different life stages’.</p> | <p>Brainstorm ideas to establish the main life stages (infant, child, adolescent, adult, older adult).</p> <p>Draw a time line and mark life stages on the line.</p> <p>Divide class into five groups, one for each life stage, produce a poster to show what good health means for people in the life stage given.</p> <p>Share the poster with other groups.</p> <p>Write a definition of good health for introduction to assessed evidence.</p> | <p>Acquire knowledge about life stages.</p> <p>Spatial awareness.</p> <p>Show ability to organise ideas.</p> <p>Collect relevant information.</p> <p>Able to apply information to a specific context.</p> <p>Understand the need for structured headings, layout, presentation, clarity.</p> <p>Complete a piece of portfolio evidence.</p> |

| Summary of Activity | Teaching Strategy | Learning Outcomes |
|--|---|---|
| <p>Task 3:</p> <p>What are P.I.E.S?</p> | <p>Tutor input: P. I.E. S.</p> <p>Divide class into groups – each group to complete a spider diagram poster (large) for each of the P.I.E.S. (four groups).</p> <p>Share the information with others.</p> <p>Review – what else could be added to each spider diagram?</p> | <p>Acquire knowledge about the physical, intellectual, emotional and social areas that contribute to health.</p> <p>Able to share/learn from others.</p> <p>Able to review own work/ discuss and evaluate conflicting evidence.</p> |
| <p>Task 4:</p> <p>What is Michael’s lifestyle now?</p> | <p>Introduce Research Sheet 1: Case Study for Michael. Read the case study through with the group.</p> <p>Brainstorm: what is the physical, intellectual, emotional and social state of Michael’s health?</p> <p>Individual research the case study to list this information. Highlight the P.I.E.S. in different colours.</p> <p>Write about Michael’s state of health and well-being.</p> | <p>Ensure ability to read and understand case study (providing equal opportunity).</p> <p>Revise P.I.E.S. to prevent confusion.</p> <p>Encourage independence, autonomy (own work).</p> <p>Confirm individual ability/ knowledge.</p> <p>Produce evidence to meet the requirements of a1, a2 and a3.</p> |
| <p>Task 5:</p> <p>Review/ Evaluation.</p> <p>Do you consider that your evidence meets the full requirements of the assessment criteria?</p> | <p>Teacher input: What are the criteria asking?</p> <p>Use a few examples to show the differences between explicit use of physical, intellectual, emotional and social areas of Michael’s life.</p> <p>Ask candidates to work on presenting their evidence in the light of the review and, if appropriate, to achieve higher levels of attainment.</p> | <p>To identify how the individual describes their own state of physical, intellectual, emotional and social state of health and well-being.</p> <p>To demonstrate evaluative/ review skills and the ability to adapt evidence to requirements.</p> <p>To plan for improvement.</p> |

Differentiation:

Differentiation is achieved through outcome. Some candidates will write in more detail and attain the depth of 'analyse' and 'evaluate' and show the ability to 'interpret'. Differentiation is provided within the assignment task and within the review section of the lesson plan.

Assessment:

Assessment will be based on OCR's marking criteria.

Homework:

Candidates will be encouraged to undertake independent research as part of their homework and to finish class work or to expand on work already started.

6 Externally Assessed Unit 3: Understanding Personal Development and Relationships

6.1 SCOPE OF THE TEST

6.1.1 The Design of the Examination Papers

When creating examination papers, examiners aim to:

- design questions that can be marked accurately and consistently by all the examiners;
- cover a wide range of the specification;
- provide a balanced coverage of the specification;
- have a varied set of questions over a period of time;
- ensure readability for the target group of candidates;
- meet the needs of the assessment evidence;
- provide access to all questions for the target group;
- write questions which are clear and unambiguous;
- provide an opportunity for all candidates to demonstrate knowledge and understanding of the unit content.

6.1.2 Examination Technique

Candidates who have covered the underpinning knowledge for the unit should be in a position to attempt all parts of the question paper. However, their success will also depend on their approach to the paper and candidates should be encouraged to develop appropriate skills. Advice to candidates is given in Section 6.3.

The examples given below are taken from the specimen question paper in order to emphasise specific points. They illustrate the types of questions and answers that may be expected, but are not exhaustive.

6.1.3 Example 1: A 'Matching' Exercise

Luke demonstrates the following features of growth and development:

- picks up small objects between his finger and thumb;
- communicates by smiling;
- jealous of Dad paying attention to Mum;
- understands 'no' and 'bye-bye'.

Match each of the above to an area of development in the table.

| | |
|------------------------------------|--|
| Physical characteristic | |
| Intellectual characteristic | |
| Emotional characteristic | |
| Social characteristic | |

In this case, answers are either right or wrong – the mark scheme rewards only the correctly matched features (one mark per correct answer).

6.1.4 Example 2: Giving a Specific Number of Answers

In example 2, candidates are required to state **three** skills although there are more than three possible answers. Lines begin with clearly set out headings.

Example 2

Name **three** physical skills that a baby like Luke normally develops in the first year of life:

(i) Skill 1: _____
_____ [1]

(ii) Skill 2: _____
_____ [1]

(iii) Skill 3: _____
_____ [1]

Mark Scheme for Example 2

Three from:

- crawling;
- pulling self up;
- holding head up by self;
- walking with one hand held;
- able to grasp objects;
- sit up;
- can poke things.

The mark scheme has a list of acceptable answers. However, the candidate writes down ‘can shuffle across the floor’. The answer given is just as correct as those listed as acceptable answers and so the answer is correct and would be given credit.

The candidate may give a number of answers on the first line in which case only the first **three** would be given credit.

Sometimes the number of answers required is given to the candidate – in this question **three** are required. The number of answers required is highlighted in bold.

6.1.5 Example 3: Using Source Material

The candidate may have to use a scenario created by the question in order to provide an answer.

Questions such as ‘Refer to Text 3’ gives specific instructions to the candidates. All questions containing such phrases will be related to the given scenario.

Example 3

Refer to Text 3.

Text 3:

Christina is twelve years old and an only child. She has developed a very close relationship with her mother since her father died two years ago. Christina is now upset because her mother is planning to marry Tom. Tom has a well-paid job and a large house in a town ten miles from where Christina and her mother live. Christina’s mum says that she wants them all to live as a family in Tom’s house. Christina will have to change school and make new friends when they move.

Mark Scheme for Example 4

The mark scheme would be in the form of a 'banded response', which allows marks to be given for the quality of the response.

| Question | Answer | Mark |
|------------------|--|----------|
| Example 4 | <p><i>High level answer 5 marks:</i> Candidates will accurately explain at least three possible effects on Clifford's mother's self-concept. Explanation will be supported by clear reasoning.</p> <p><i>Mid-range answer 3-4 marks:</i> Candidates will explain at least two possible effects on Clifford's mother's self-concept. Logical reasoning will be evident.</p> <p><i>Low-level answer 0-2 marks:</i> Candidates will identify one or two possible effects with no explanation to support their response. Comments will be basic and lack clear evidence of understanding of self-concept.</p> <p>Possible effects on self-concept may include:</p> <ul style="list-style-type: none">• Loss of self-esteem/feels less important• Feels powerless• Feels happy/relieved• Feels she can be herself again• May feel a sense of guilt/failure• Loss of sense of purpose (feels unneeded). | 5 |

Marks are awarded for the depth and breadth included in the answer, the logical explanation and the use of appropriate technical terminology, as well as for the facts given.

6.2 THE LANGUAGE OF TESTING

6.2.1 Key Words

The key words of each question tell the candidate what he or she has to do.

The key words most frequently used are:

- identify;
- state;
- name;
- list;
- give;
- describe;
- explain;
- evaluate;
- analyse;
- justify.

Each word provides an indication of the depth of response required of the candidate.

Identify, State, Name, List; Give

Often only **one** word or a phrase is required when these command words are used.

Example 1

Angie, aged thirty-nine, has a nine-month old baby called Luke.

Name Luke's lifestage: _____ [1]

Example 2

Identify **four** types of support or help that voluntary and faith-based organisations could provide for Joan:

(i) Type 1: _____
_____ [1]

(ii) Type 2: _____
_____ [1]

(iii) Type 3: _____
_____ [1]

(iv) Type 4: _____
_____ [1]

Describe

The candidate has to convince the Examiner of their ability to provide a description that is appropriate to the question.

Example 1

Refer to Text 4.

Text 4:

Joan is a seventy-four year old retired teacher who lives on her own. She has recently started to find remembering everyday events difficult. This frustrates her. Joan never married or had children, but lived a full and active life working for her school and the community. Her seventy-year-old friend Maureen is now concerned about her and offers daily support by visiting and shopping for Joan. Maureen isn't sure whether she can cope with providing the regular support that Joan now needs.

(a) Describe **three** benefits to Joan of the positive relationship between herself and Maureen at this time of her life:

(i) Benefit 1: _____
_____ [1]

(ii) Benefit 2: _____
_____ [1]

(iii) Benefit 3: _____
_____ [1]

(b) Describe **two** possible negative effects for Joan of this close friendship:

(i) Effect 1: _____
_____ [1]

(ii) Effect 2: _____
_____ [1]

The answers will relate only to the scenario given. One word answers will not be acceptable when describing the 'benefits' or the 'effects'. When describing, a short account with examples is the required response. Candidates must convince the Examiner that they know the facts, can apply them in the context given and can illustrate the points made with examples.

Example 2

This example requires the candidate to 'identify' and 'describe'. One or two words will be given by the candidate when 'identifying'. When describing, a short account will be given of how they provide support.

In each part, if successful, the candidate will receive one mark for identification and one mark for correct description given, making a total of four marks altogether.

Identify **two** professional services that could provide support for Joan and *describe* the form of support they offer:

(i) Service 1: _____ [1]

Description: _____

_____ [1]

(ii) Service 2: _____ [1]

Description: _____

_____ [1]

Explain

The candidate must write down 'how' or 'why' or give 'reasons'. This is often achieved by considering the advantages and the disadvantages of an argument or situation. It must be clear what are considered to be reasons, or advantages and disadvantages. In the following question, candidates are required to give both positive and negative aspects of the relationships.

Example 1

Jay is starting work.

Explain the positive and negative effects this may have on his self concept.

Answer for Example 1

Candidates may include:

Positive effects:

- improved self esteem because Jay feels he is contributing to society;
- increased confidence because Jay will be learning new skills;
- meeting new people could mean that Jay will be able to develop more friends;
- Jay will feel intellectually stimulated.

Negative effects:

- Jay may feel insecure because he is in a new situation;
- Jay may feel threatened if he is unable to do the jobs expected of him;
- The job may not be one that Jay considers to be worthy of his ability so he will feel under-valued;
- Jay may be asked to do tasks that are menial because he is a new person to the firm, such as making the tea, and this may make him have a lower self esteem.

Candidates must make sure that, in each case, they give the fact and then provide the reason.

Evaluate

When required to evaluate, candidates will need to make sure that within their answers they are giving more than just straightforward statements. They should make sure that they make judgements or decisions against specified criteria. These may be criteria that they have been given in the scenario or criteria that they consider appropriate to the question. For example, the judgements and decisions could be made about effectiveness as far as time, costs, outcome or resources are concerned.

Example 1

Evaluate how Jane's development may be affected by the negative actions of her friends.

Answer for Example 1

Answers could include:

- she could have a low self esteem because she feels unwanted;
- she may become withdrawn because she is afraid her friends will criticise her actions;
- she may feel socially inadequate as her friends have made her look foolish;
- she could become bitter and resentful and consequently she may not be able to develop trusting relationships with others as she gets older;
- lack of trust may result and this may cause Jane not to share her thoughts, ideas, opinions with others and this could affect her development because she will become withdrawn.

These answers are not just statements, they make value judgements. They state the way in which Jane may be affected and then consider the effect on her development.

Analyse

When answering questions that ask them to 'analyse', candidates will examine the whole issue and then each component part in detail.

Example 1

Analyse the social effects on Christina's development of moving from her current home and school.

Answer for Example 1

| Question | Answer | Mark |
|------------------|---|----------|
| Example 1 | <p><i>High level answer 5-6 marks:</i> Candidates will describe and explain with clear evidence of understanding a range (3+) of possible social effects on Christina's development. These will include consideration of both positive and negative effects.</p> <p><i>Mid-range answer 3-4 marks:</i> Candidates will describe, giving limited explanation, up to three possible effects on Christina's development.</p> <p><i>Low level answer 0-2 marks:</i> Candidates will identify, without explanation, at least two possible effects of moving on Christina's social development.</p> <p><i>Possible positive effects:</i></p> <ul style="list-style-type: none">• May meet a wider range of people• Able to see friends more easily• Different/greater range of social activities available• May make new friends. <p><i>Possible negative effects:</i></p> <ul style="list-style-type: none">• May lose touch with current friends• May not feel confident in new school/surroundings• May feel/be an 'outsider' | 6 |

There should be two or three stages within the answers given, not just a statement of fact.

6.2.2 Support for Candidates

Centres could support candidates by:

- encouraging them to realise that reading the question accurately is essential to answer successfully and to enable candidates to achieve their full potential;
- providing them with the techniques required to answer questions succinctly, so that candidates focus their responses more directly – this could be achieved by providing practice opportunities;
- encouraging them to write legibly so that marks can be allocated for correct answers – handwriting that cannot be read or that is very hard to decipher could contribute to a loss of marks;
- encouraging them to give factual answers, to express these with clarity and avoid giving information that is not relevant;
- raising their awareness of the need to respond to the command verb in a question, for example, ‘describe’ requires a sentence answer rather than a one word response;
- helping them to use technical terminology appropriate to the unit with confidence;
- encouraging them to try to answer all questions within the paper;
- showing them how to manage the time allocation in order to answer all questions, to allow sufficient time for the questions that carry more marks, and to check their answers at the end of the examination;
- encouraging them to plan answers to the questions that require a longer response, for example, producing a spider diagram plan with all the ideas, selecting those relevant to the question and then numbering these to ensure coherence and appropriate sequencing of ideas/facts.

6.3 HINTS FOR CANDIDATES

How to be Successful in Examinations

When answering questions in an examination remember to:

- write clearly – if the Examiner cannot read your answers he/she will not be able to award marks;
- read the question carefully – highlight or ring important key words;
- only give the number of points asked for;
- look through the whole paper before you begin to see how many questions there are – work out the time you have so that you will have time to answer all the questions and check them at the end of the examination – this is good time management;
- remember it is likely that questions that require shorter answers will be at the beginning of the paper, so allow time for those questions that carry more marks, which are often near the end of the examination paper;
- do not write more than you need to answer the question – the number of lines is a good guide to the length of answer required;
- use your time wisely – do not spend too much time on questions which carry a small number of marks – your aim is to get as many marks as possible – the number of marks available is given at the end of each question;
- check the command word at the beginning of the question, e.g. identify, describe, explain – these command words tell you the type of answer you should give;
- never leave out a question – always try to write something – you could be right!
- do not repeat yourself – if you find this happening you may not be answering the question asked;
- do not waffle – you don't get marks for irrelevant information;
- when answering a question that carries a large number of marks, do a quick plan in the form of a spider diagram – then number the points in the order you are going to deal with them;
- check your answers when you have finished the paper to make sure you have answered correctly.

