

REVISED GCSE

Controlled Assessment Student Guidance

(For first teaching from September 2009)

health and
social care
single award

Controlled Assessment Task – Student Guide

Introduction

Achieving your best in Health and Social Care assessment tasks

This information guide has been written to help you complete the assessment tasks for GCSE Health and Social Care.

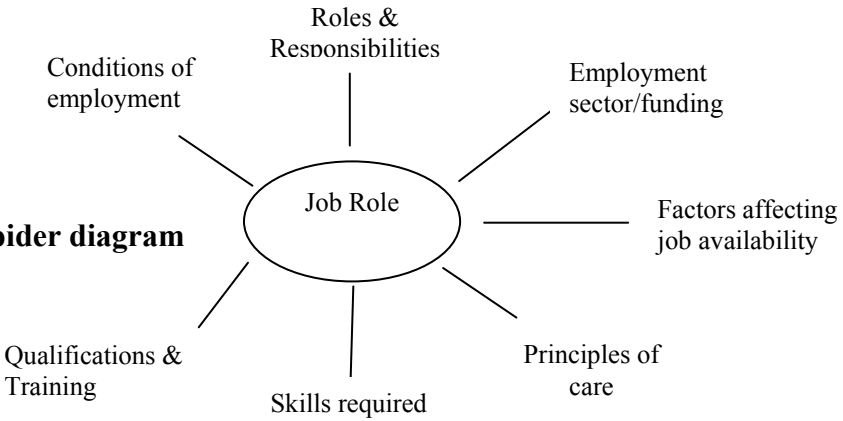
SA1: Working in Health and Social Care.

We want you to achieve your personal best, so we have produced a series of **steps** with **examples** and **tips** on what your teacher is looking for when marking your work. You will see that the key message throughout the steps listed is to plan carefully before and during your work and activities. Follow this advice carefully, apply it thoughtfully and you will be in a better position to get the maximum number of marks possible that you deserve.

The information is presented in two columns:

- The **left** column outlines the **steps** that you must take and the order in which you should take them.
- The **right** column provides you with examples and ideas to achieve these steps.

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| | <p>Task 1</p> <p>(a) Produce an individual presentation in which you explain one job role from health, social care or early years and children’s services.</p> |
| <p>Step 1 Decide on a job role</p> | <p>Your teacher will provide you with a list of possible job roles or websites where you can access this information for Task 1 within health, social care and early years and children’s services.</p> <p>At this stage:</p> <ul style="list-style-type: none"> • choose two job roles that interest you most and discuss them with your teacher. This may be a job you might want to do in the future. You will only need to consider one job role for this task but you will need the 2nd job role for Task 2. <p>Together, you and your teacher should agree which is the most appropriate job role.</p> |
| <p>Step 2 Identify a range of job roles within health, social care and early years and children’s services.</p> | <p>You could identify a range of job roles either:</p> <ul style="list-style-type: none"> • on your own; • with a group of friends; and • or as a class. |
| <p>Step 3 Record the factors to consider when choosing a job role either as a spider diagram or list</p> | <p>Example of a spider diagram</p>  <pre> graph TD JR((Job Role)) --- RR[Roles & Responsibilities] JR --- ESF[Employment sector/funding] JR --- FJA[Factors affecting job availability] JR --- PC[Principles of care] JR --- SR[Skills required] JR --- QT[Qualifications & Training] JR --- CE[Conditions of employment] </pre> |

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| <p>Step 4 Identifying sources of information on job roles</p> | <p>You will need to collect/research information of your chosen job roles. You need to think about:</p> <ul style="list-style-type: none">• What sources of information are you going to use, e.g. the Internet, books, newspapers, Odyssey etc.?• How you are going to obtain information from these sources? <p>Examples of Primary sources are:</p> <ul style="list-style-type: none">• Interviews; and• Questionnaires. <p>Both sources could be used during your work experience or a work experience diary may help. Thinking about which primary source to choose you could use the following questions to get you started:</p> <ul style="list-style-type: none">– If it is a questionnaire: who will complete this? i.e. the source of information.– How will they be completed? It may be easier to email your questionnaire to the person who is going to complete the questionnaire. This may save you time.– If it is an interview: who, when and where? What method are you going to use to record the interview? <p>Examples of Secondary Sources are:</p> <ul style="list-style-type: none">• Internet – www.bbc.co.uk;• Books – GCSE Health and Social Care by Fisher;• Magazines;• Leaflets;• Newspapers – Belfast Telegraph/jobfinder;• Television, e.g. Casualty, Holby City;• Careers software – Odyssey; and• Prospectus – local further education college. |
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| <p>Step 4 Identifying sources of information on job roles (cont.)</p> | <p>Thinking about secondary sources you could use the following questions to get you started:</p> <ul style="list-style-type: none">– what printed material are you going to use?– where are you going to get these materials? (library, home, health centre, pharmacy)– how are you going to use these? <p>Use of the Internet:</p> <ul style="list-style-type: none">– where are you going to use the computer?– when are you going to use the computer?– how are you going to find the information (use of a search engine, e.g. Google)?– how are you going to keep a record of this information? <p>Keep all your research and information safe as you will also need this for Task 2.</p> |
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| <p>Step 5 Producing a Presentation</p> | <p>You have to produce a presentation on one of your chosen job roles. You need to decide on a method for your presentation. Examples of some methods may include:</p> <ul style="list-style-type: none">• PowerPoint;• OHP;• flipchart;• posters;• handouts/leaflets; and• television/video extracts. <p>You must use no more than 2 methods and 10 PowerPoint slides or the equivalent.</p> <p>You must include at least 3 images in the presentation. These may be moving or still. For example:</p> <ul style="list-style-type: none">• tables;• photographs; and• images downloaded from the Internet. <p>You should:</p> <ul style="list-style-type: none">• bring together the information you want to use from your research (Step 4);• select the information you are going to use;• develop and modify the information – don't copy or cut and paste!;• use suitable layouts;• present the information in a consistent way, e.g. bullet points;• check that your work is accurate; and• check that your work is saved properly. <p>The first slide should include your name and the job role you have chosen.</p> |
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| <p>Step 6 How to organise your presentation</p> | <p>The information in your presentation should be in bullet points or presented using spider diagrams. Try not to include paragraphs as you are more likely to read them during your presentation.</p> <p>The first slide should include your name and the title of the job role you have chosen.</p> <p>The last slide should include all your sources (details of where you got the information from).</p> <p>Provide a list of all sources used together with screen dumps of sites visited and put these in the Appendix. The Appendix is explained in Task 3: Step 11.</p> <p>You are now ready to give your presentation.</p> |
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| | <p>Task 1</p> <p>b) Produce an evaluation of the communication skills that you used during your presentation.</p> |
| <p>Step 7 Examples of communication skills used during the presentation</p> | <p>The communication skills used during the presentation in Task 1(a) may include the following:</p> <ul style="list-style-type: none"> • Eye contact; • Your tone of voice; • Pace of presentation; • Body language; • Giving information clearly, not reading from notes or PowerPoint, with clear and appropriate vocabulary; • Speaking to an audience including the questions asked to the audience and your responses to their questions; and • Written communication which may include a leaflet or handout used. |
| <p>Step 8 Writing an evaluation</p> <p>Identify and explain your strengths and weaknesses.</p> <p>Explain what improvements you would make.</p> | <p>To help evaluate your communication skills used during your presentation you could design a short questionnaire on your own or as part of a group or class for the audience to complete at the end of the presentation. But remember if it is a group questionnaire you must show what role you played in creating the questionnaire.</p> <p>You could use the following questions to get you started:</p> <ul style="list-style-type: none"> • Was the information on your PowerPoint clear and easy to read? • Did the audience understand your written information? • What skills have you learnt? • What went well during your presentation? • What could you improve next time? • How would you improve your communication skills? <p>If you gave out a questionnaire to your audience you can use your results to help you evaluate. For example, six people out of ten thought that I made good eye contact but three people in the audience did not and that this could be improved next time. I thought I made eye contact sometimes because I was trying to concentrate on explaining the skills of a nurse. I could improve this by</p> <p>Your evaluation should be no more than 625 words.</p> |

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| | <p>Task 2</p> <p>(a) Produce a written report in which you compare the chosen job role in Task 1(a) with a different Health and Social Care, or Early Years and Children’s Services job role.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Step 1 Compare your research from the presentation with a 2nd job role</p> | <p>You must compare the information and research you have collected for the job roles. This could be measured in the form of a table using a range of factors/headings. For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;"></th> <th style="width: 33%;">Job Role 1</th> <th style="width: 33%;">Job Role 2</th> </tr> </thead> <tbody> <tr> <td>Employment sector/funding</td> <td></td> <td></td> </tr> <tr> <td>Factors influencing job availability</td> <td></td> <td></td> </tr> <tr> <td>Roles & responsibilities</td> <td></td> <td></td> </tr> <tr> <td>Conditions of employment</td> <td></td> <td></td> </tr> <tr> <td>Qualifications and training</td> <td></td> <td></td> </tr> <tr> <td>Skills required</td> <td></td> <td></td> </tr> <tr> <td>Principles of care in day to day work with clients</td> <td></td> <td></td> </tr> </tbody> </table> <p>Use the information in your class notes to help you complete this part. The report should be no more than 500 words.</p> <p>Remember to include both primary and sources in your report.</p> | | | Job Role 1 | Job Role 2 | Employment sector/funding | | | Factors influencing job availability | | | Roles & responsibilities | | | Conditions of employment | | | Qualifications and training | | | Skills required | | | Principles of care in day to day work with clients | | |
| | Job Role 1 | Job Role 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Employment sector/funding | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Factors influencing job availability | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Roles & responsibilities | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Conditions of employment | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Qualifications and training | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skills required | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Principles of care in day to day work with clients | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Task 2</p> <p>b) Evaluate your own suitability for the chosen job role, in deciding how suited your individual skills and aptitudes are to the job.</p> |
| <p>Step 2 Evaluate your own suitability</p> <p>Identify and explain your skills and aptitudes.</p> | <p>You may want to ask yourself:</p> <ul style="list-style-type: none"> • What skills and aptitudes do I have? • What are my achievements inside and outside school? <p>You must provide evidence and give examples to show you have these skills and aptitudes or are working towards them. This may include: an interview with a careers officer, careers inventory, software packages such as Odyssey, work experience, hobbies, interests, achievements both inside and outside school, helping others, voluntary work, academic profile (strengths and weaknesses of school report) etc.</p> <p>You may be using progress files in school and this can also be used as evidence as it covers areas such as achievements, skills and work experience.</p> <p>Remember to include your evidence in the Appendix. The Appendix is explained in Task 3: Step 11.</p> <p>Once you have a good idea of the person you are, you can now discuss if you would be suitable for your chosen job role selected in Task 1.</p> <p>You should look back at your presentation information and the table used for Task 2(a) to find out if you have the skills and aptitudes needed to do the job.</p> <p>Remember an evaluation should explain the strengths and weaknesses of your skills and aptitudes and how these relate to your chosen job role.</p> <p>If you feel you have not got some of the skills and aptitudes at the moment then how will you learn those skills and aptitudes for the future?</p> <p>I have found out... From my research I think I have this opinion because From the evidence I obtained</p> |

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| | <p>Task 3</p> <p>Produce an information pack or report in which you:</p> <p>(a) Plan and carry out an investigation into accessing a care service for a chosen client group.</p> |
| <p>Step 1 Decide which to produce – either an information pack or report</p> | <p>Together, you and your teacher should agree which is the most appropriate client group and what you are going to produce; either an information pack or a report.</p> <p>Remember no matter which one you choose you must:</p> <ul style="list-style-type: none">• explain how your chosen client group can access a care service – 7 marks;• identify any possible barriers – 9 marks; and• explain how these barriers may be overcome – 8 marks. <p>Task 3 is worth 40 marks and no more than 1250 words.</p> |

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Step 2

Identify a range of client groups and care settings

You should identify a range of services and client groups in your area either:

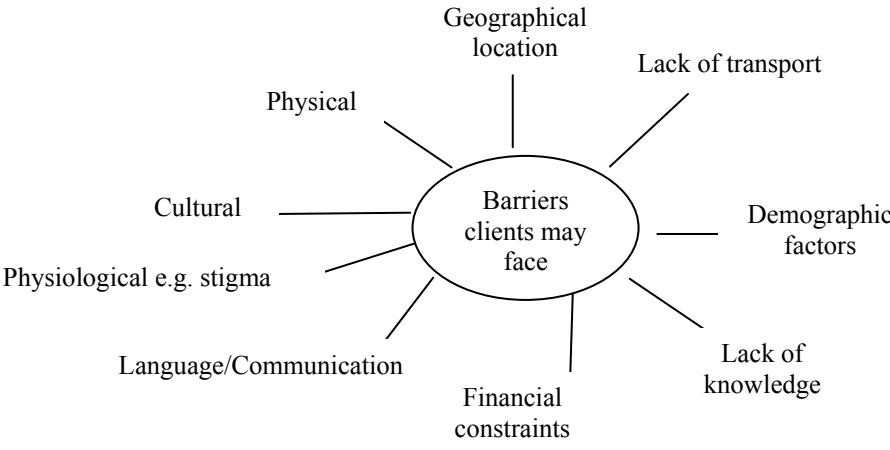
- on your own;
- with a group of friends; and
- or as a class.

Draw a table to show your information. An example is given below showing client groups and services.

| | Infants | Children | Adolescents | Early adulthood | Middle adulthood | Late adulthood | Disabilities | Mental health |
|-----------|---------|----------|-------------|-----------------|------------------|----------------|--------------|---------------|
| Statutory | | | | | | | | |
| Voluntary | | | | | | | | |
| Private | | | | | | | | |
| Informal | | | | | | | | |

Now decide which client group you would like to investigate for Task 3.

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| <p>Step 3 Record the issues either as a spider diagram or list</p> | <p>You should identify the methods of referrals used by a client group, a range of barriers your chosen client group may face and how to overcome these barriers.</p> <p>List of the methods of referrals used by clients:</p> <ol style="list-style-type: none"> 1. self referral; 2. professional referral; 3. third party referral; 4. emergency referral; 5. recall. <div style="text-align: center;">  <pre> graph TD A((Barriers clients may face)) --- B[Geographical location] A --- C[Lack of transport] A --- D[Demographic factors] A --- E[Lack of knowledge] A --- F[Financial constraints] A --- G[Language/Communication] A --- H[Physiological e.g. stigma] A --- I[Cultural] A --- J[Physical] </pre> </div> <p>For each barrier you need to find out how these may be overcome. For example, a language barrier may be overcome by providing information in a suitable language for the client to understand.</p> <p>To complete this you will need to use a range of sources.</p> |
| <p>Step 4 Identifying sources of information</p> | <p>Think about what sources of information you are going to use (e.g. the Internet, work experience, newspapers etc.)?</p> <p>How you are going to obtain information from these sources?</p> <p>Follow the questions in Task 1 Step 4 to help you. Remember you must include both primary and secondary sources.</p> <p>This information will help you to draw up your action plan and decide how long the task may take.</p> |

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| <p>Step 5 Plan your information pack or report by identifying the sources you will need.</p> | <p>The action plan should include:</p> <ul style="list-style-type: none"> • Your target – What you are trying to achieve? • The completion date – What’s my deadline for achieving it? • What do you need to do? What are the action points? Where can you find this information? <p>Example of an Action Plan</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 5px;">My target:</td> <td style="padding: 5px;">Set on</td> </tr> <tr> <td style="padding: 5px;">To produce a report on accessing health and social care service for one client group</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Deadline/completion date</td> <td style="padding: 5px;">4 weeks</td> </tr> <tr> <td style="padding: 5px;">Examples of Action Points</td> <td style="padding: 5px;">By when</td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p>The action points below do not follow in order but give you an idea of what you may need to include. This should also include the sources as identified in the previous Step.</p> </td> </tr> <tr> <td style="padding: 5px;">1. I need to decide on what client group I am going to choose.</td> <td style="padding: 5px; text-align: right;">20/05/09</td> </tr> <tr> <td style="padding: 5px;">2. I am going to research and find out what organisations provide a services for this client group.</td> <td style="padding: 5px; text-align: right;">27/05/09</td> </tr> <tr> <td style="padding: 5px;">3. I am going to use the Yellow Pages/www..... to find out the organisations in my area.</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">4. I need to find out what type of referral methods may be used for the client group to access a</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">5. I will research on the internet to find out if has a website and how you would apply for a place.</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">6. I must create a questionnaire to find out my information on referrals, barriers and how these could be overcome.</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">7. I will need to ring the organisation and make an appointment to meet to complete my questionnaire.</td> <td style="padding: 5px;"></td> </tr> </table> | My target: | Set on | To produce a report on accessing health and social care service for one client group | | Deadline/completion date | 4 weeks | Examples of Action Points | By when | <p>The action points below do not follow in order but give you an idea of what you may need to include. This should also include the sources as identified in the previous Step.</p> | | 1. I need to decide on what client group I am going to choose. | 20/05/09 | 2. I am going to research and find out what organisations provide a services for this client group. | 27/05/09 | 3. I am going to use the Yellow Pages/www..... to find out the organisations in my area. | | 4. I need to find out what type of referral methods may be used for the client group to access a | | 5. I will research on the internet to find out if has a website and how you would apply for a place. | | 6. I must create a questionnaire to find out my information on referrals, barriers and how these could be overcome. | | 7. I will need to ring the organisation and make an appointment to meet to complete my questionnaire. | |
| My target: | Set on | | | | | | | | | | | | | | | | | | | | | | | | |
| To produce a report on accessing health and social care service for one client group | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deadline/completion date | 4 weeks | | | | | | | | | | | | | | | | | | | | | | | | |
| Examples of Action Points | By when | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. I need to decide on what client group I am going to choose. | 20/05/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. I am going to research and find out what organisations provide a services for this client group. | 27/05/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. I am going to use the Yellow Pages/www..... to find out the organisations in my area. | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5. I will research on the internet to find out if has a website and how you would apply for a place. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. I must create a questionnaire to find out my information on referrals, barriers and how these could be overcome. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. I will need to ring the organisation and make an appointment to meet to complete my questionnaire. | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Step 5 Plan your information pack or report by identifying the sources you will need.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;"> <p>Checking Progress/Working diary (this could be a separate page)</p> <p>This is where you explain how you meet your action point and the sources you used. How useful were the sources in helping you investigate your chosen client group?</p> <p>1. As part of our class work we completed a group activity looking at all the different client groups and the services in our area. Each group had a different client group and our group selected infants to investigate. We started by looking at where we could find useful and up to date information. We decided to use the following websites</p> </td> <td style="width: 20%;"></td> </tr> </table> <p>Or if you prefer to complete your action plan this way.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;"> <p>My target:</p> <p>To produce a report on accessing health and social care service for one client group</p> </td> <td style="width: 20%; padding: 5px;"> <p>Set on</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Deadline for completion date</p> </td> <td style="padding: 5px;"> <p>4 weeks</p> </td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%; padding: 5px;">Action Points</th> <th style="width: 20%; padding: 5px;">Checking progress/diary</th> <th style="width: 20%; padding: 5px;">By when</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>1. I need to decide on what client group I am going to chose.</p> </td> <td></td> <td></td> </tr> </tbody> </table> <p>If you draw up your own action plan you are more likely to receive higher marks.</p> <p>Your action plan is worth 8 marks.</p> | <p>Checking Progress/Working diary (this could be a separate page)</p> <p>This is where you explain how you meet your action point and the sources you used. How useful were the sources in helping you investigate your chosen client group?</p> <p>1. As part of our class work we completed a group activity looking at all the different client groups and the services in our area. Each group had a different client group and our group selected infants to investigate. We started by looking at where we could find useful and up to date information. We decided to use the following websites</p> | | <p>My target:</p> <p>To produce a report on accessing health and social care service for one client group</p> | <p>Set on</p> | <p>Deadline for completion date</p> | <p>4 weeks</p> | Action Points | Checking progress/diary | By when | <p>1. I need to decide on what client group I am going to chose.</p> | | |
|--|---|--|--|---|---------------|-------------------------------------|----------------|---------------|-------------------------|---------|--|--|--|
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| <p>My target:</p> <p>To produce a report on accessing health and social care service for one client group</p> | <p>Set on</p> | | | | | | | | | | | | |
| <p>Deadline for completion date</p> | <p>4 weeks</p> | | | | | | | | | | | | |
| Action Points | Checking progress/diary | By when | | | | | | | | | | | |
| <p>1. I need to decide on what client group I am going to chose.</p> | | | | | | | | | | | | | |

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| <p>Step 6 Carry out your investigation according to the plan that you have produced.</p> | <p>Carrying out the investigation is worth up to 8 marks.</p> |
| <p>Step 7 Explain your findings from your investigation including client views from your questionnaire or interview.</p> | <p>Use interesting ways to present your findings in your information pack or report. Why not try using:</p> <ul style="list-style-type: none">• tables;• leaflets;• responses to interview questions;• ICT to word process or images from the internet; and• relevant images from the Internet. |

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| | <p>Task 3</p> <p>b) Identify possible barriers to its access; and c) Explain how these barriers may be overcome.</p> |
| <p>Step 8 Possible barriers to accessing the care service barriers. Explain how these may be overcome.</p> | <p>Include photographs but if relevant remember confidentiality and do not name the organisation or people who work there.</p> <p>You could word your discussion:</p> <p>I have found from my investigation that The reasons for this could be This reflects the viewpoint of Mrs Jones who said ...</p> <p>Remember to reference your work. Look at the next Step to help you.</p> |
| <p>Step 9 Organise your work</p> <p>References and Bibliography</p> | <p>Present your work on A4 paper either handwritten or word processed in an A4 plastic folder. Do not use plastic pockets or a ring binder.</p> <p>You could reference the sources used in your work this way:</p> <p>From GCSE Health and Social Care (Fisher, 2009), I found that.....; or I found this information in GCSE Health and Social Care by Fisher (2009).</p> |
| <p>Step 10 Write a bibliography and include all your sources you have used.</p> | <p>Your bibliography should include the following information:</p> <ul style="list-style-type: none"> • author; • year of publication; • title; and • publisher. <p>For example: Fisher (2009) GCSE Health and Social Care, Folens Ltd.</p> <p>If you have used a questionnaire, interview sheets, emails, letters, screen dumps, odyssey print outs etc include these in a separate appendix.</p> <p>If you are including websites in your bibliography they should be referenced and include the date they were accessed.</p> <p>Belfast Telegraph – www.belfasttelegraph.co.uk accessed on 6 January 2009.</p> |

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| <p>Step 11 Organising an Appendix</p> | <p>It would be easier if you organised your appendix to follow Tasks 1, 2 and 3. This will help you organise your work and keep your evidence in the correct order.</p> <p>The word limit in each task does not include the evidence you include in the appendices.</p> <p>For example:</p> <p>Appendix 1</p> <p>Task 1 Questionnaire Screen dumps from www.belfasttelegraph.co.uk www.bbc.co.uk www.socialworkcareers.co.uk Odyssey printouts Class questionnaire on evaluating skills</p> <p>Appendix 2</p> <p>Task 2 Questionnaire Screen dumps C2K Jednet printouts Northern Regional College - www.nrc.ac.uk</p> <p>Appendix 3</p> <p>Task 3 Interview questions for client Prospectus – Page on applying to a nursery</p> <p>YOU DO NOT NEED TO INCLUDE INFORMATION, BOOKLETS OR PROSPECTUSES YOU HAVE NOT USED IN YOUR PRESENTATION AND INVESTIGATION.</p> |
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