



**CCEA GCSE Specification in
Health and Social Care
*Double Award***

For first teaching from September 2009

For first assessment from Summer 2010

For first award in Summer 2011

Subject Code: 0003

health and
social care
double award

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Health and Social Care: Double Award for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Health and Social Care: Double Award;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Health and Social Care: Double Award; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

The first assessment for the following units will be available in summer 2010:

- SA1: Working in Health and Social Care;
- SA2: Personal Development; and
- DA1: Health and Well-Being.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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1 Introduction

This specification sets out the content and assessment details for our GCSE Health and Social Care: Double Award course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

We have designed it to meet the regulators' requirements, including the common and GCSE criteria as defined in *The statutory regulation of external qualifications* (QCA/04/1293), and to facilitate progression to GCE Health and Social Care.

The Double Award course is the equivalent of two GCSEs. Students must complete all four units.

1.1 Aims

GCSE Health and Social Care: Double Award presents students with a broad, coherent, satisfying and worthwhile course of study and allows them to gain an insight into related health and social care disciplines. It prepares them to make informed decisions about future learning opportunities and career choices.

This specification aims to enable students to:

- increase understanding of the health and social care sector to develop as effective and independent learners;
- understand aspects of personal development and the health, social care, and early years and children's services sectors by investigating and evaluating a range of services and organisations;
- develop a critical and analytical approach to problem-solving within the health, social care, and early years and children's services sectors;
- examine issues that affect the nature and quality of human life, including an appreciation of diversity and cultural issues;
- develop their awareness of the influences on an individual's health and well-being; and
- understand the importance of motivation and support when improving health.

1.2 Key features

The key features of the specification appear below:

- This is a unitised specification. This means that students have the opportunity to sit units in the first year of teaching.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- It enables students to broaden their Key Stage 4 education and provides a basis for progression to GCE Health and Social Care.
- It provides students with an insight into the health, social care, and early years and children's services sectors by providing a foundation for vocational training and employment.
- It is structured into four units of manageable content.

- Through a range of activities, it enables students to develop research skills and apply the knowledge and understanding gained.
- The units are assessed through two written examination papers and two controlled assessments.

1.3 Prior attainment

There is no particular level of attainment required to study this specification. Students are not required to have any prior experience of health and social care courses.

1.4 Classification codes and subject combinations

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

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Assessment Weighting	Availability
Unit SA1: Working in Health and Social Care	Internal assessment (compulsory) Format: Three controlled assessment tasks	30%	Every January (beginning in 2011) Every Summer (beginning in 2010)
Unit SA2: Personal Development	External assessment (compulsory) Format: 1 hour 30 minutes examination Short-answer questions, structured questions and questions that require extended writing are included. All questions are compulsory.	20%	Every January (beginning 2011) and Every Summer (beginning in 2010)
Unit DA1: Health and Well-Being	Internal assessment (compulsory) Format: Three controlled assessment tasks	30%	Every January (beginning in 2011) Every Summer (beginning in 2010)
Unit DA2: Promoting Quality Care	External assessment (compulsory) Format: 1 hour 30 minutes examination based on pre-release material Short-answer questions, structured questions and questions that require extended writing are included. All questions are compulsory. Exam includes elements of SA1, SA2, DA1, and DA2	20%	Summer Terminal We issue pre- release materials eight weeks before the examination

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

3 Subject Content

3.1 Unit SA1: Working in Health and Social Care

This unit aims to increase students' understanding of the world of work in health, social care, and early years and children's services and how the needs of different client groups are met. It also helps students reflect on their own suitability for different job roles.

Content	Learning Outcomes
<p>Main employment sectors in health, social care, and early years and children's services</p> <p>Job roles in health, social care, and early years and children's services</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the organisation of health, social care, and early years and children's services at local, regional and national levels; • identify a range of employment sectors within health, social care, and early years and children's services; • identify services from the statutory, private and voluntary sectors; • explain how the statutory, private and voluntary sectors are funded; • demonstrate an understanding of how demographic and other factors influence the availability of jobs within health, social care, and early years and children's services; • demonstrate knowledge of the roles, responsibilities and conditions of employment for a range of health, social care, and early years and children's services workers; • discuss the qualifications and training needed by a range of health, social care, and early years and children's services workers; • demonstrate knowledge and understanding of the skills needed to work in health, social care, and early years and children's services; • discuss the importance of effective communication for health, social care, and early years and children's services workers; • demonstrate knowledge of how care workers apply the principles of care in their day-to-day work with clients; and • demonstrate an understanding of the importance of care workers applying the principles of care.

Content	Learning Outcomes
<p>Principles of care/providing quality care</p> <p>Meeting client needs</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the principles of care, which are to: <ul style="list-style-type: none"> – promote anti-discriminatory practice; – maintain confidential information; – promote clients’ rights and choices; – respect individuals’ identity and beliefs; and – promote effective communication; • demonstrate knowledge of how care workers apply the principles of care in their day-to-day work with clients; • demonstrate an understanding why it is important for care workers to apply the principles of care; • identify the main client groups: <ul style="list-style-type: none"> – infants (0–3 years); – children (4–10 years); – adolescents (11–18 years); – early adulthood (19–39 years); – middle adulthood (40–64 years); – later adulthood (65+ years); – clients with disabilities (learning and physical); and – clients with mental health problems; • demonstrate knowledge and understanding of the needs of each client group: <ul style="list-style-type: none"> – physical needs (for example balanced diet, shelter, and health care); – intellectual needs (for example new experiences, stimulation, and activities); – emotional needs (for example security and sense of belonging); and – social needs (for example friendships and opportunities to meet new people); • demonstrate knowledge of a range of health, social care, and early years and children’s services; and • differentiate between mainstream services (for example health centre, hospital, nursery school) and specialist services (for example fostering and adoption, counselling adolescent psychiatry).

Content	Learning Outcomes
<p>Meeting client needs (cont.)</p> <p>Accessing care services and barriers to access</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • investigate how a range of services and job roles meet the physical, intellectual, emotional and social needs of the client groups; • explain how health, social care, and early years and children’s services workers apply the principles of care to meet the needs of clients; • evaluate the effectiveness of a range of mainstream and specialist services and job roles in meeting clients’ needs; • identify the methods of referral used by clients to access health, social care, and early years and children’s services, to include: <ul style="list-style-type: none"> – self-referral; – professional referral; – third party referral; – emergency referral; and – recall; • demonstrate knowledge and understanding of barriers clients may face when accessing services, including: <ul style="list-style-type: none"> – geographical location; – lack of transport; – demographic factors; – lack of knowledge; – financial constraints; – language/communication barriers; and – physical, psychological and cultural barriers; and • explain and justify ways in which barriers to access can be overcome (for example provision of literature in different languages).

3.2 Unit SA2: Personal Development

In this unit, students study human growth and development throughout the life stages. Factors affecting human growth and development, including relationships and the effects of life changes, are also studied.

Content	Learning Outcomes
<p>Human growth and development</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the terms growth and development; • demonstrate an understanding of the terms physical, intellectual, emotional and social development; • identify the main life stages and the age range of: <ul style="list-style-type: none"> – infancy (0–3 years); – childhood (4–10 years); – adolescence (11–18 years); – early adulthood (19–39 years); – middle adulthood (40–64 years); and – later adulthood (65+ years); • demonstrate knowledge of the expected patterns of physical growth and development throughout the life stages; • demonstrate knowledge of the expected patterns of intellectual development throughout the life stages; • demonstrate knowledge of the expected patterns of emotional development throughout the life stages; • demonstrate knowledge of the expected patterns of social development throughout the life stages;
<p>Factors affecting growth and development</p>	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of a range of factors that may affect growth and development, including: <ul style="list-style-type: none"> – behavioural factors (for example exercise, diet, smoking, alcohol, and drugs); – environmental factors (for example pollution, housing conditions, and access to health services); – physical factors (for example illness/disease and genetic inheritance); and – socio-economic factors (for example gender, income, housing, education, employment, and culture/ethnicity).

Content	Learning Outcomes
<p>Factors affecting growth and development (cont.)</p> <p>Relationships</p> <p>Self-concept</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • evaluate how a range of factors may affect an individual’s physical and mental health and well-being; • demonstrate knowledge and understanding of how a range of factors can interrelate to affect an individual’s: <ul style="list-style-type: none"> – self-esteem; – employment prospects; – level of education; and – physical and mental health; • identify the different types of relationships an individual may have throughout his/her life, which are: <ul style="list-style-type: none"> – family (for example parents and siblings); – friendships; – intimate, personal and sexual; and – working (for example teacher/student and employer/employee); • demonstrate knowledge and understanding of how relationships may influence an individual’s social and emotional development; • evaluate the effect relationships may have on an individual’s personal development; • demonstrate an understanding of the term <i>self-concept</i>; and • evaluate a range of factors that may affect an individual’s self-concept, for example: <ul style="list-style-type: none"> – age; – appearance; – gender; – education; – sexual orientation; and – culture/ethnicity.

Content	Learning Outcomes
<p>Coping with life changes</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • discuss how the following life changes may affect an individual's personal development: <ul style="list-style-type: none"> – starting school; – starting college; – getting a job; – marriage; – becoming a parent; – serious illness/injury; – divorce; – bereavement; – retirement; – redundancy; – unemployment; and – emigration; • evaluate the effect of life changes on an individual's personal development; • identify sources of support that help individual's cope with the effects of life changes, including: <ul style="list-style-type: none"> – informal support (for example family and friends); – professional carers (for example healthcare professionals); – professional services (for example counselling, health services, banks, and social security); – voluntary services (for example Citizens Advice Bureau); and – faith-based services; and • demonstrate knowledge and understanding of the types of support available to an individual, including: <ul style="list-style-type: none"> – emotional support; – advice; – practical help; – medical care; and – social care.

3.3 DA1: Health and Well-Being

In this unit, students study the influences on an individual's health and well-being and the importance of motivation and support when improving health.

Content	Learning Outcomes
<p>Health and well-being</p> <p>Government health improvement priorities</p> <p>Factors influencing health and well-being</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • define health and well-being; • demonstrate knowledge and understanding of the health and well-being of an individual; • discuss how health and well-being may change over a lifespan; • identify a range of government health improvement priorities; • discuss strategies in place to meet these priorities; • investigate how health can be improved through local, regional and national initiatives; • analyse how professionals work individually and collaboratively to improve health; • investigate the role of the Health Promotion Agency in addressing health and well-being; • demonstrate knowledge and understanding of factors that influence an individual's health and well-being across a lifespan, for example: <ul style="list-style-type: none"> – behavioural factors (for example exercise, diet, smoking, alcohol, and drugs); – environmental factors (for example pollution, housing conditions and access to health services); – physical factors (for example illness/disease and genetic inheritance); – socio-economic factors (for example gender, income, housing, education, employment, and culture/ethnicity); and – social and environmental factors (for example relationships and self-esteem); and • analyse the effect of the factors on all individuals' health and well-being.

Content	Learning Outcomes
<p>Measures of physical health</p> <p>Health improvement plan</p> <p>Evaluation of the health improvement plan</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding and application of measures of physical health, for example: <ul style="list-style-type: none"> – blood pressure; – height v. weight; – peak flow; – Body Mass Index; and – resting pulse and recovery after exercise; • identify and apply relevant health promotional materials to motivate and support clients; • draw up and justify a realistic and achievable health improvement plan that includes short and long term targets; • discuss ways of enabling and supporting an individual to follow a health improvement plan; • analyse the possible physical, social and emotional effects on an individual of following a health improvement plan; • discuss the potential difficulties that an individual may experience following a health improvement plan (for example financial, time, social factors, and motivation); and • suggest appropriate strategies for overcoming these difficulties.

3.4 DA2: Promoting Quality Care

In this unit, students study codes of practice and policies in health, social care, and early years and children’s services and how these contribute to promoting quality care. It also encourages students to consider how care workers may apply and follow these in care settings.

Content	Learning Outcomes
<p>Code of Practice for Social Care Workers</p> <p>Nursing and Midwifery Council (NMC) Code of Professional Conduct</p> <p>Values and principles of the early years and children’s services sector</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the Code of Practice for Social Care Workers, for example: <ul style="list-style-type: none"> – protect the rights and promote the interests of clients; – establish and maintain the trust and confidence of clients; – promote the independence of clients while protecting them from danger or harm; and – respect the rights of clients; • explain how social care workers may apply the principles of the Code of Practice in their work; • demonstrate knowledge of the NMC Code of Professional Conduct, for example: <ul style="list-style-type: none"> – respect the client as an individual; – obtain consent before giving treatment; – protect confidential information; – maintain professional knowledge; – be trustworthy; and – act to identify and minimise risks to clients; • explain how nurses / midwives apply the Code in their day-to-day work; and • demonstrate knowledge of the values and principles of the early years and children’s services sector, for example: <ul style="list-style-type: none"> – the welfare of the child is paramount; – keep children safe; – foster anti-discriminatory practices; – provide equal opportunities; – encourage children’s learning and development; – work with other professionals; – work in partnership with families and parents; – value diversity; – maintain confidentiality; and – be a reflective practitioner.

Content	Learning Outcomes
<p>Values and principles of the early years and children’s services sector (cont.)</p> <p>Policies in care settings</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain how early years and children’s services workers apply the values and principles in their day-to-day work; • demonstrate a knowledge of policies in health, social care, and early years and children’s services, for example: <ul style="list-style-type: none"> – confidentiality policy; – health and safety policy; – equal opportunities policy; – whistle blowing policy; – complaints policy; and – protection from abuse of vulnerable adults and children; and • explain how care workers follow policy guidelines in their day-to-day work with clients.

4 Scheme of Assessment

4.1 Assessment opportunities

The availability of examinations and controlled assessments appears in Section 2 of this specification.

Candidates sitting unites GCSE qualifications must complete at least 40 percent of the overall assessment requirements as terminal assessment.

Candidates can choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select, and communicate their knowledge and understanding of a range of contexts (AO1);
- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks (AO2); and
- analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions (AO3).

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification:

Assessment Objectives	Assessment Unit Weightings				Overall Weightings
	SA1	SA2	DA1	DA2	
AO1	7.5–10%	5–7.5%	7.5–10%	5–7.5%	25–35%
AO2	12.5–15%	7.5–10%	12.5–15%	7.5–10%	40–50%
AO3	6–9%	4–6%	6–9%	4–6%	25–35%
Total weighting	30%	20%	30%	20%	100%

4.4 Quality of written communication

In GCSE Health and Social Care: Double Award, candidates must demonstrate their quality of written communication. In particular, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners and teachers assess the quality of candidates' written communication in their responses to examination questions or tasks that require extended writing. They assess the quality of written communication within all assessment components in this specification.

4.5 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks obtained on individual assessment units.

We award GCSE qualifications on a scale from AA*–GG, with AA* being the highest. For candidates who fail to attain a grade GG, we report their results as unclassified (UU).

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of aspects of health, social care, and early years and children's services provision.</p> <p>They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively.</p> <p>They analyse and evaluate the evidence available, presenting information clearly and accurately. They make reasoned judgements and present substantiated conclusions.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of aspects of health, social care, and early years and children's services provision.</p> <p>They apply knowledge, understanding and skills to plan and carry out investigations and tasks.</p> <p>They review the evidence available, analysing and evaluating some information clearly and with some accuracy. They make judgements and draw appropriate conclusions.</p>
F	<p>Candidates recall, select and communicate knowledge and understanding of basic aspects of health, social care, and early years and children's services provision.</p> <p>They apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks.</p> <p>They review their evidence and draw basic conclusions.</p>

6 Guidance on Assessment

6.1 External assessment

GCSE Health and Social Care: Double Award is assessed by **two** 1 hour 30 minutes examination papers.

In the paper for Unit SA2, candidates respond to short answer, structured and extended writing questions. All questions are compulsory.

Unit DA2: Promoting Quality Care is assessed by a synoptic paper. The aim of this examination is to assess how well the candidate can apply the knowledge they have gained from the content of Units SA1, SA2, DA1 and DA2. The examination is based on pre-release material, which informs the candidate about the client group and related areas that the examination focuses on.

Health and Social Care's synoptic assessment requires candidates to demonstrate:

- understanding of the connections between the different elements of the subject; and
- their holistic understanding of the subject.

6.2 Controlled assessment review

We review our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating. They are designed to support good teaching and learning and to be more manageable for candidates and teachers.

6.3 Overview of controlled assessment tasks

For both Unit SA1 and DA1, candidates must complete controlled assessment tasks. The class teacher assesses the tasks, and they are externally moderated.

Units SA1 and DA1 are each worth 30 percent of the overall assessment weighting. Candidates must complete **three** controlled assessment tasks for SA1 and **three** for DA1.

Each individual centre determines their candidates' access to resources. In their text, candidates should reference the resources that they use. They should also acknowledge them appropriately in their bibliography.

For controlled assessment tasks for 2009–2011, please see Appendix 1.

6.4 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- planning investigations and/or tasks; and
- carrying out investigations and/or tasks in which candidates:
 - analyse issues and problems;
 - identify, gather and record relevant information and evidence;
 - analyse and evaluate evidence; and
 - make reasoned justifications and present conclusions.

6.5 Level of control

Rules for controlled assessment in GCSE Health and Social Care: Double Award are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.6 Task setting

The level of control for task setting is high. This means that we set the tasks.

You can find the titles for the controlled assessment tasks for Unit SA1 and DA1 in Appendix 1. The controlled assessments provide centres with the opportunity to put the tasks in contexts that best suit their specific circumstances. The assessments take place at a date and time suited to individual centres.

6.7 Task taking

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	<p>Candidates should work independently.</p> <p>Candidates should complete all work under informal supervision.</p> <p>Candidates may carry out research with limited supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Teachers must ensure that candidates acknowledge and reference any sources used within their text and include a detailed bibliography.</p>
Feedback	<p>Teachers must guide and supervise candidates in relation to the following:</p> <ul style="list-style-type: none"> • monitoring progress; • preventing plagiarism; • ensuring compliance with health and safety requirements; and • ensuring work is completed in accordance with the specification's requirements. <p>Teachers must assess work in accordance with the procedures and marking criteria.</p> <p>If candidates require support and guidance, teachers must reflect this in the mark band that they select in the assessment grid and in the marks that they award.</p>

Areas of Control	Detail of Control
<p>Time Limit/ Word Limit</p>	<p>SA1: Working in Health and Social Care We recommend that candidates spend no more than 25 hours on this unit:</p> <p>Task 1</p> <ul style="list-style-type: none"> • producing a presentation (10 PowerPoint slides or equivalent); • evaluating skills used during the presentation (625 words); and <p>Task 2</p> <ul style="list-style-type: none"> • writing a report to compare job roles (1,125 words); <p>Task 3</p> <ul style="list-style-type: none"> • producing an information pack or report on accessing a care service for a chosen client group (1,250 words). <p>DA1: Health and Well-Being We recommend that candidates spend no more than 25 hours on this unit:</p> <p>Task 1</p> <ul style="list-style-type: none"> • producing a report on health improvement priorities (600 words); <p>Task 2</p> <ul style="list-style-type: none"> • producing a health improvement plan for an individual (3,500 words); and <p>Task 3</p> <ul style="list-style-type: none"> • evaluating all aspects of Tasks 1 and 2 (625 words).
<p>Collaboration</p>	<p>Candidates can work in groups, but it is essential that:</p> <ul style="list-style-type: none"> • the teacher be able to identify individual contributions; and • candidates provide an individual response.
<p>Resources</p>	<p>Candidates' access to resources is determined by those available to the centre.</p> <p>Candidates must reference all resources that they access via the internet.</p>

6.8 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment tasks using the marking criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses within each response. When making judgements, they should follow the procedure set out below:

1. Make a broad judgement by identifying the mark band that best describes the candidate's achievement.
2. Further refine this initial judgement.

For example, if a teacher decides that the work best fits Mark Band 4 (16–20 marks), then to refine this decision, they should consider the following:

- If the criteria have only just been fulfilled, then the work is likely to be worth 16–17 marks, the bottom of the mark band.
- If the controlled assessment demonstrates fulfillment of most of the criteria in a reasonably competent manner, then the work is likely to be worth 18 marks, the middle of the mark band.
- Where the criteria are completely fulfilled and some evidence of achievement of the higher mark band is apparent, then the work may be judged to be worth 19–20 marks, the top of the mark band.

Teachers must annotate the controlled assessment in detail to ensure fairness for the candidate and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on a Candidate Record Sheet; and
- key pieces of evidence identified throughout the work by annotation either in the margin or in the text.

Teachers must also ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website: www.jcq.org.uk

Assessment grids for the controlled assessment tasks are located in Appendix 2.

6.9 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring marking into line with other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

6.10 Moderation

You must submit your centre's marks and samples to us by May 1 in any year. We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of controlled assessment. We provide moderators to support groups of centres or to contact individual centres to discuss issues arising from controlled assessments.

6.11 Drafting/redrafting

Teachers must not correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the assignment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

See Appendix 3 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- schemes of work;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of standards.

You can find our Annual Support Programme of events and materials for Health and Social Care: Double Award on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as:
 - how demographic and other factors influence the availability of jobs within health, social care, and early years and children's services (SA1); and
 - the expected patterns of development throughout the life stages (SA2);
- progress from Key Stage 3 Northern Ireland Curriculum requirements, which are:
 - self-awareness, personal health and relationships (Personal Development);
 - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
 - work in the local and global economy and career management (Employability);

- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to explore topics such as:
 - how health, social care, and early years and children’s services workers apply the principles of care (SA1);
 - funding of statutory sectors/importance of confidentiality (SA1); and
 - the effects of unhealthy relationships on personal development (SA2);
- investigate sustainable development, health and safety considerations, and European developments by providing opportunities to explore topics such as:
 - the roles, responsibilities and conditions of employment for a range of health, social care, and early years and children’s services workers (SA1); and
 - the physical and socio-economic factors affecting growth and development (SA2);
- develop skills that will enhance employability by providing opportunities to:
 - demonstrate knowledge and understanding of the skills needed to work in health, social care, and early years and children’s services (SA1); and
 - demonstrate knowledge of a range of health, social care, and early years and children’s services job roles (SA1); and
- make effective use of technology by providing opportunities to:
 - develop research skills using the internet to investigate given topics (DA1, DA2);
 - prepare a PowerPoint presentation on a job role (SA1); and
 - investigate the use of technology by various health, social care, and early years and children’s services workers (SA1, DA2).

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides opportunities for students to develop the following skills at Level 2:

- Application of Number – measuring Body Mass Index/Peak Flow/Resting pulse and recovery after exercise (DA2);
- Communication – assessed through the student’s quality of written communication in externally assessed units (SA2, DA2), oral skills assessed through PowerPoint presentation (SA1);
- Improving Own Learning and Performance – evaluating a health plan (DA2);
- Information and Communication Technology – accessing websites to gather information regarding job roles (SA1);
- Problem-Solving – drawing up a realistic and achievable health improvement plan (DA2); and
- Working with Others – sharing responsibilities and working arrangements to effectively carry out a task (DA2).

You can find details of the current standards and guidance for each of these skills on the QCA website at www.qca.org.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola McLarnon
(telephone: (028) 9026 1200, extension 2235, email: nmclarnon@ccea.org.uk)
- Officer with Subject Responsibility: Glynis Henderson
(telephone: (028) 9026 1200, email: ghenderson@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Controlled Assessment Tasks for 2009-2011

SA1: Working in Health and Social Care

Within this unit, care must be taken to ensure client confidentiality. There are 25 hours available to complete the SA1 tasks.

To complete the tasks below, candidates should:

- identify, gather and record evidence from relevant primary and secondary sources.

Candidates need to produce an assignment that includes the following:

Assessment Evidence	Marks and Limits
<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 style="text-align: center;">and</p> <p>(b) Produce an evaluation of the communication skills that you used during your presentation.</p>	<p>18 marks</p> <p>Suggested word limit: No more than 10 PowerPoint slides or equivalent</p> <p>15 marks</p> <p>Suggested word limit: 625 words</p>
<p>Task 2</p> <p>Produce a written report in which you:</p> <p>(a) compare the chosen job role in Task 1(a) with a different health, social care, or early years and children's services job role;</p> <p style="text-align: center;">and</p> <p>(b) evaluate your own suitability for the chosen job role, including how suited your individual skills and aptitudes are to the job.</p>	<p>12 marks</p> <p>Suggested word limit: 500 words</p> <p>15 marks</p> <p>Suggested word limit: 625 words</p>

Assessment Evidence	Marks and Limits
<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>(b) identify possible barriers to its access;</p> <p style="text-align: center;">and</p> <p>(c) explain how these barriers may be overcome.</p>	<p>40 marks</p> <p>Suggested word limit: 1,250 words</p>

DA1: Health and Well-Being

There are **25 hours** available to complete the DA1 tasks. To complete the tasks below, candidates should:

- identify, gather and record evidence from relevant primary and secondary sources.

Candidates need to produce an assignment that includes the following:

Assessment Evidence	Marks and Limits
<p>Task 1</p> <p>Produce a report in which you:</p> <p>(a) identify current health improvement priorities; and</p> <p>(b) discuss the strategies government uses to address one health improvement priority.</p>	<p>16 marks</p> <p>Suggested word limit: 600 words</p>
<p>Task 2</p> <p>Produce a health improvement plan for an individual in which you:</p> <p>(a) produce an action plan on how you will complete tasks b), c), d), e) and f);</p> <p>(b) use measures of physical health to analyse the individual's current health status;</p> <p>(c) analyse a range of factors that affect the health and well-being of the individual;</p> <p>(d) identify and explain short and long term health improvement targets and how these may be achieved;</p> <p>(e) identify sources of support for the individual that enable him or her to meet the identified targets; and</p> <p>(f) analyse the benefits to the individual of following this health improvement plan.</p>	<p>69 marks</p> <p>Suggested word limit: 3,500 words</p>
<p>Task 3</p> <p>Produce a written evaluation of how you carried out Task 1 and Task 2 and include:</p> <p>(a) recommendations for improvement.</p>	<p>15 marks</p> <p>Suggested word limit: 625 words</p>

Appendix 2

Assessment Grids for Controlled Assessment Tasks for 2009-2011

SA1: Working in Health and Social Care

	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
	<p>Overall impression: basic</p> <p>At this level, candidates may require support and guidance to produce work that shows:</p>		<p>Overall impression: adequate</p> <p>At this level, candidates may require guidance to produce work that shows:</p>		<p>Overall impression: competent</p> <p>At this level, candidates may require little guidance to produce work that shows:</p>		<p>Overall impression: highly competent</p> <p>Work produced is succinct, coherent and concise.</p> <p>At this level, candidates work independently to produce work that shows:</p>	
<p>Task 1 (a) AO1 AO2 AO3</p>	<p>A limited use of primary and secondary evidence identified, gathered and recorded to explain one job role within health, social care, or early years and children's services</p>	1–4	<p>An adequate use of primary and secondary evidence identified, gathered and recorded to explain one job role within health, social care, or early years and children's services</p>	5–9	<p>A competent use of primary and secondary evidence identified, gathered and recorded to explain one job role within health, social care, or early years and children's services</p>	10–14	<p>A detailed use of primary and secondary evidence identified, gathered and recorded to explain one job role within health, social care, or early years and children's services</p>	15–18

	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Task 1 (b) AO2 AO3	A limited evaluation of the communication skills that they used during their presentation	1–4	An adequate evaluation of the communication skills that they used during their presentation	5–8	A competent evaluation of the communication skills that they used during their presentation	9–12	A detailed evaluation of the communication skills that they used during their presentation	13–15
Task 2 (a) AO1 AO2 AO3	A limited comparison (using primary and secondary sources) of the chosen job role in Task 1(a) with a different health, social care, or early years and children's services job role	1–3	An adequate comparison (using primary and secondary sources) of the chosen job role in Task 1(a) with a different health, social care, or early years and children's services job role	4–6	A competent comparison (using primary and secondary sources) of the chosen job role in Task 1(a) with a different health, social care, or early years and children's services job role	7–9	A detailed comparison (using primary and secondary sources) of the chosen job role in Task 1(a) with a different health, social care, or early years and children's services job role	10–12
Task 2 (b) AO1 AO2 AO3	A limited evaluation of their suitability for the chosen job role, including how suited their individual skills are to the job	1–4	An adequate evaluation of their suitability for the chosen job role, including how suited their individual skills are to the job	5–8	A competent evaluation of their suitability for the chosen job role, including how suited their individual skills are to the job	9–12	A detailed and critical evaluation of their suitability for the chosen job role, including how suited their individual skills are to the job	13–15

	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Task 3 AO1 AO2 AO3	A basic investigation (using a range of primary and secondary sources) for a health, social care, or early years and children's services chosen client, which includes: <ul style="list-style-type: none"> • accessing a care service; • possible barriers; and • how these barriers may be overcome. 	1 1–3 1–2	An adequate investigation (using a range of primary and secondary sources) for a health, social care, or early years and children's services chosen client, which includes: <ul style="list-style-type: none"> • accessing a care service; • possible barriers; and • how these barriers may be overcome. 	2–3 4–5 3–4	A competent investigation (using a range of primary and secondary sources) for a health, social care, or early years and children's services chosen client, which includes: <ul style="list-style-type: none"> • accessing a care service; • possible barriers; and • how these barriers may be overcome. 	4–5 6–7 5–6	An in-depth investigation (using a range of primary and secondary sources) for a health, social care, or early years and children's services chosen client, which includes: <ul style="list-style-type: none"> • accessing a care service; • possible barriers; and • how these barriers may be overcome. 	6–7 8–9 7–8
Planning AO2	Identifies and obtains limited sources of information Draws up a basic action plan	1–2	Identifies and obtains adequate sources of information Draws up an action plan with class teacher or group	3–4	Identifies and obtains a range of sources of information Draws up an individual action plan that identifies actions and methods for checking progress towards achieving targets	5–6	Identifies and obtains a wide range of sources of information Draws up an individual action plan that identifies actions, deadlines and methods for checking progress towards targets	7–8

	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Task 3 (cont.) Carrying Out Task AO2	Requires support and guidance when carrying out investigations and tasks	1–2	Requires some guidance when carrying out investigations and tasks	3–4	Requires only limited guidance when carrying out investigations and tasks	5–6	Works independently when carrying out investigations and tasks	7–8

Total marks available: 100
0 is awarded for a response not worthy of credit

DA1: Health and Well-Being

	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
	<p>Overall impression: basic</p> <p>At this level, candidates may require support and guidance to produce work that shows:</p>		<p>Overall impression: adequate</p> <p>At this level, candidates may require guidance to produce work that shows:</p>		<p>Overall impression: competent</p> <p>At this level, candidates may only require little guidance to produce work that shows:</p>		<p>Overall impression: highly competent</p> <p>Work produced is succinct, coherent and concise</p> <p>At this level, candidates work independently to produce work that shows:</p>	
Task 1 AO1	An identification of government health improvement priorities and a basic discussion on the strategies used by the government to address one health improvement priority	1–4	An adequate identification of government health improvement priorities and an adequate discussion on the strategies used by the government to address one health improvement priority	5–8	Identification of a range of government health improvement priorities and a competent discussion on the strategies used by the government to address one health improvement priority	9–12	Identification of a wide range of government health improvement priorities and a coherent and concise discussion on the strategies used by the government to address one health improvement priority	13–16

	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Task 2 (a) Planning and Carrying Out AO2	Identifies and obtains limited sources of information	1–2	Identifies and obtains adequate sources of information	3–4	Identifies and obtains a range of sources of information	5–6	Identifies and obtains a wide range of sources of information	7–8
	Basic action plan or plan provided by class teacher		Draws up an action plan with class teacher or group		Draws up an individual action plan that identifies actions and methods for checking progress towards achieving targets		Draws up an individual action plan that identifies actions, deadlines and methods for checking progress towards targets	
	Requires support and guidance when carrying out investigations and tasks	1–2	Requires some guidance when carrying out investigations and tasks	3–4	Only requires limited guidance when carrying out investigations and tasks	5–6	Works independently when carrying out investigations and tasks	7–8
Task 2 (b) AO1–3	Basic analysis of an individual’s health	1–2	Adequate analysis of an individual’s health	3–5	Competent analysis of an individual’s health	6–8	Highly competent analysis of an individual’s health	9–10
Task 2 (c) AO1–3	Basic analysis of factors affecting the health of the individual	1–4	Adequate analysis of factors affecting the health of the individual	5–8	Competent analysis of factors affecting the health of the individual	9–12	Highly competent analysis of factors affecting the health of the individual	13–15

	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Task 2 (d) (e) AO1–3	Limited explanation of short and long term targets and how these can be achieved, including sources of support to meet the identified targets	1–5	Adequate explanation of short and long term targets and how these can be achieved, including sources of support to meet the identified targets	6–10	Competent explanation of short and long term targets and how these can be achieved, including sources of support to meet the identified targets	11–15	Highly competent explanation of short and long term targets and how these can be achieved, including sources of support to meet the identified targets	16–20
Task 2 (f) AO1–3	Basic analysis of benefits to individuals of following the health plan	1–2	Adequate analysis of benefits to individuals of following the health plan	3–4	Competent analysis of benefits to individuals of following the health plan	5–6	Highly competent analysis of benefits to individuals of following the health plan	7–8
Task 3 Evaluation	Limited evaluation of Tasks 1 and 2 and basic recommendations for improvement	1–4	Adequate evaluation of Tasks 1 and 2 and clear recommendations for improvement	5–8	Competent evaluation of Tasks 1 and 2 and sound recommendations for improvement	9–12	Critical evaluation of Tasks 1 and 2 and detailed recommendations for improvement	13–15

Total marks available: 100
0 is awarded for a response not worthy of credit

Appendix 3

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	<p>A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking</p>
External assessment	<p>A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body</p>
Formal supervision (High level of control)	<p>The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.</p>
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	<p>Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.</p>

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

Summary of Changes since First Issue

(all document changes are marked in red)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	25 August 2009	30	Change of marks in Task 2
Version 2	25 August 2009	33	Amendments made to Task 3 of Assessment Grids for Controlled Assessment SA1: Working in Health and Social Care