



CCEA GCSE Specification in  
Health and Social Care  
*Single 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  
*single award*



## Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Health and Social Care: Single 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;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Health and Social Care; and
- GCSE Controlled Assessment Generic Regulations.

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

This specification is a unitised course. This structure increases flexibility and choice for teachers and learners.

The first assessment for the following unit(s) will be available in summer 2010:

- Unit SA1: Working in Health and Social Care; and
- Unit SA2: Personal Development.

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](http://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: Single 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](http://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.

Students can take the single award course (the equivalent of one GCSE) by completing Units SA1 and SA2. If students wish to take the Double Award course (the equivalent of two GCSEs) they must also complete Units DA1 and DA2 (see separate specification).

### 1.1 Aims

GCSE Health and Social Care: Single 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; and
- examine issues that affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

### 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 either one of the two 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 two 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 one written examination paper and a series of controlled assessment tasks.

### **1.3 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	Weighting	Availability
<b>Unit SA1: Working in Health and Social Care</b>	Internal assessment (compulsory)  Format: <b>Three controlled assessment tasks</b>	60%	Every January (beginning in 2011)  Every Summer (beginning in 2010)
<b>Unit SA2: Personal Development</b>	<b>External assessment</b> (compulsory)  Format: <b>1 hour 30 minutes examination</b>  Short-answer questions, structured questions and questions that require extended writing are included. All questions are compulsory.	40%	Every January (beginning in 2011)  Every Summer (beginning in 2010)

**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 the student's 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><b>Main employment sectors in health, social care, and early years and children's services</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the organisation of health, social care, and early years and children's services at local, regional, and national levels;</li> <li>• identify a range of employment sectors within health, social care, and early years and children's services;</li> <li>• identify services from the statutory, private and voluntary sectors;</li> <li>• explain how the statutory, private and voluntary sectors are funded;</li> <li>• 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;</li> </ul>
<p><b>Job roles in health, social care, and early years and children's services</b></p>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• discuss the qualifications and training needed by a range of health, social care, and early years and children's services workers;</li> <li>• demonstrate knowledge and understanding of the skills needed to work in health, social care, and early years and children's services; and</li> <li>• discuss the importance of effective communication for health, social care, and early years and children's services workers.</li> </ul>







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

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

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

The availability of examinations/controlled assessment appears in Section 2 of this specification.

Candidates studying unitised 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, use 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 Objective	Assessment Unit Weightings		Overall Weighting
	Unit SA1	Unit SA2	
AO1	15–20%	10–15%	25–35%
AO2	25–30%	15–20%	40–50%
AO3	12–18%	8–12%	20–30%
<b>Total weighting</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>

### 4.4 Quality of written communication

In GCSE Health and Social Care: Single 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 assess the quality of candidates' written communication in their responses to examination questions or tasks that require extended writing. The examiners assess the quality of written communication within all examination 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 an eight grade scale from A\*–G, with A\* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

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
<b>A</b>	<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>
<b>C</b>	<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>
<b>F</b>	<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: Single Award is assessed by **one** 1 hour 30 minutes examination paper.

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

### 6.2 Controlled assessment review

We set the controlled assessment tasks for internal assessment. They are designed to support good teaching and learning and to be more manageable for candidates and teachers. To ensure that they remain stimulating, valid and reliable, we also review and amend the tasks every two years.

### 6.3 Overview of the controlled assessment tasks

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

Unit SA1 is worth 60 percent of the overall assessment weighting.

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.

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

### 6.5 Level of control

Rules for controlled assessment in GCSE Health and Social Care: Single 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 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
<b>Authenticity</b>	<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>
<b>Feedback</b>	<p>Teachers must guide and supervise candidates in relation to the following:</p> <ul style="list-style-type: none"> <li>• monitoring progress;</li> <li>• preventing plagiarism;</li> <li>• ensuring compliance with health and safety requirements; and</li> <li>• ensuring work is completed in accordance with the specification's requirements.</li> </ul> <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><b>Time Limit/Word Limit (cont.)</b></p>	<p><b>SA1: Working in Health and Social Care</b> We recommend that candidates spend <b>no more than 25 hours</b> on this unit:</p> <p><b>Task 1</b></p> <ul style="list-style-type: none"> <li>• producing a presentation (10 PowerPoint slides or equivalent);</li> <li>• evaluating skills used during the presentation (625 words);</li> </ul> <p><b>Task 2</b></p> <ul style="list-style-type: none"> <li>• writing a report to compare job roles (1,125 words); and</li> </ul> <p><b>Task 3</b></p> <ul style="list-style-type: none"> <li>• producing an information pack or report on accessing a care service for a chosen client group (1,250 words).</li> </ul>
<p><b>Collaboration</b></p>	<p>Candidates can work in groups, but it is essential that:</p> <ul style="list-style-type: none"> <li>• the teacher be able to identify individual contributions; and</li> <li>• candidates provide an individual response.</li> </ul>
<p><b>Resources</b></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

Teachers mark the controlled assessment tasks using the marking criteria sheet 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 (13–15 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 13 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 14 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 15 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](http://www.jcq.org.uk)

## 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 controlled assessment terms.**

## 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;
- student guides;
- 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: Single Award on our website: [www.ccea.org.uk](http://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 opportunity for 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:
  - prepare a power point 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).

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](http://www.ccea.org.uk)

### 7.3 Key Skills

This specification provides opportunities for students to develop the following nationally recognised Key Skills:

- Application of Number
  - conditions of employment for a range of health, social care, and early years and children’s services workers (SA1)
  - socio-economic factors affecting growth and development (SA2)
  - coping with life changes, starting college, getting a job, retirement, redundancy, unemployment, etc. (SA2)
- Communication
  - presentation on job role – written/oral use of primary source to research job role (SA1)
  - class development of oral skills (for example self-concept, relationships, factors affecting growth and development) (SA2)

- Improving Own Learning and Performance
  - researching barriers faced by clients when accessing services and how they can be broken (SA1)
  - development of analytical skills (for example evaluating range of factors affecting self-concept) (SA2)
- Information and Communication Technology
  - plan and use different sources to search for and select information on sources of support to cope with life events, jobs in health social care, and early years and children’s services sector, etc. (SA1 and SA2)
  - use of PowerPoint to give presentation on job roles (SA1)
  - development of IT skills to produce written work (SA1 and SA2)
- Problem-Solving
  - obtaining information from a primary source on a job role in health, social care, or early years and children’s services/deciding content of pack (for example which services, which client, etc.)/content of interview/questionnaire (SA1)
- Working with Others
  - work as part of a group to produce a wall display/resource on growth and development throughout the life stages (SA2)
  - organising interviews with health, social care, or early years and children’s services workers and obtaining information. Working as part of a group to identify services from each sector in local area (SA1)

You can find details of the current standards and guidance for each of these skills on the QCA website at [www.qca.org.uk](http://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](http://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. **Information on reasonable adjustments is found 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](mailto:nmclarnon@ccea.org.uk))
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## 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><b>Task 1</b></p> <p><b>(a) Produce an individual presentation</b> in which you explain one job role from health, social care, or early years and children's services.</p> <p style="text-align: center;"><b>and</b></p> <p><b>(b) Produce an evaluation</b> of the communication skills that you used during your presentation.</p>	<p><b>18 marks</b></p> <p>Suggested word limit: <b>No more than 10 PowerPoint slides or equivalent</b></p> <p><b>15 marks</b></p> <p>Suggested word limit: <b>625 words</b></p>
<p><b>Task 2</b></p> <p><b>Produce a written report</b> in which you:</p> <p><b>(a)</b> compare the chosen job role in <b>Task 1(a)</b> with a <b>different</b> health, social care, or early years and children's services job role;</p> <p style="text-align: center;"><b>and</b></p> <p><b>(b)</b> evaluate your own suitability for the chosen job role, including how suited your individual skills and aptitudes are to the job.</p>	<p><b>12 marks</b></p> <p>Suggested word limit: <b>500 words</b></p> <p><b>15 marks</b></p> <p>Suggested word limit: <b>625 words</b></p>

Assessment Evidence	Marks and Limits
<p><b>Task 3</b></p> <p><b>Produce an information pack or report</b> in which you:</p> <p><b>(a)</b> plan and carry out an investigation into accessing a care service for a chosen client group;</p> <p><b>(b)</b> identify possible barriers to its access;</p> <p style="text-align: center;"><b>and</b></p> <p><b>(c)</b> explain how these barriers may be overcome.</p>	<p><b>40 marks</b></p> <p>Suggested word limit: <b>1,250 words</b></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><b>Overall impression: basic</b></p> <p><b>At this level, candidates may require support and guidance to produce work that shows:</b></p>		<p><b>Overall impression: adequate</b></p> <p><b>At this level, candidates may require guidance to produce work that shows:</b></p>		<p><b>Overall impression: competent</b></p> <p><b>At this level, candidates may require little guidance to produce work that shows:</b></p>		<p><b>Overall impression: highly competent</b></p> <p><b>Work produced is succinct, coherent and concise.</b></p> <p><b>At this level, candidates work independently to produce work that shows:</b></p>	
<p><b>Task 1 (a)</b> 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
<b>Task 1 (b)</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
<b>Task 2 (a)</b> 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
<b>Task 2 (b)</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				
<b>Task 3</b> 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:	1	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:	2–3	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:	4–5	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:	6–7				
									• accessing a care service;	• accessing a care service;	• accessing a care service;	• accessing a care service;
									• possible barriers; and	• possible barriers; and	• possible barriers; and	• possible barriers; and
	• how these barriers may be overcome.	1–3	• how these barriers may be overcome.	4–5	• how these barriers may be overcome.	5–6	• how these barriers may be overcome.	7–8				
<b>Planning</b> 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		Draws up an individual action plan that identifies actions, deadlines and methods for checking progress					

					achieving targets		towards targets	
	<b>Mark Band 1</b>	<b>Mark Range</b>	<b>Mark Band 2</b>	<b>Mark Range</b>	<b>Mark Band 3</b>	<b>Mark Range</b>	<b>Mark Band 4</b>	<b>Mark Range</b>
<b>Task 3 (cont.)</b> <b>Carrying Out Task</b> 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**

## Appendix 3

### Glossary of Terms for Controlled Assessment Regulations

Term	Definition
<b>Component</b>	<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>
<b>Controlled assessment</b>	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
<b>External assessment</b>	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
<b>Formal supervision (High level of control)</b>	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
<b>Informal supervision (Medium level of control)</b>	<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"> <li>• ensuring that the contributions of individual candidates are recorded accurately; and</li> <li>• ensuring that plagiarism does not take place.</li> </ul> <p>The supervisor may provide limited guidance to candidates.</p>
<b>Limited supervision (Low level of control)</b>	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
<b>Mark scheme</b>	<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>
<b>Task</b>	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
<b>Task marking</b>	<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>
<b>Task setting</b>	<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>
<b>Task taking</b>	<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>
<b>Unit</b>	<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	24 August 2009	28	Amendments made to Task 3 of Assessment Grids for Controlled Assessment SA1: Working in Health and Social Care