

# Progression Document GCSE to GCE Health and Social Care

## Introduction

The Edexcel GCSE and GCE Health and Social Care specifications are linked in a number of ways in terms of content and approach to assessment. It is not a pre-requisite that students have completed the GCSE to be successful at GCE level. Students perform well having progressed from BTEC level 2 and level 3 courses and some students are successful even if they have not studied Health and Social care before.

However, there are links between the two courses and having studied Health and Social care at GCSE level will allow for a smoother and easier progression to GCE for many students.

Both GCSE and GCE Health and Social Care offer **single** and **double** award options. (These courses yield either **one** or **two** GCSE or GCE grades). The courses are vocationally related and link to the world of work. They are popular with students who are considering a future occupation which may involve working with people. e.g. nursing, social work, personal fitness trainer.

This guide is organised into sections to help you achieve a greater understanding about how the two courses are linked both in terms of content and assessment. The guide contains the following sections:

1. Practical considerations
2. Content mapping
3. Assessment objectives
4. Approaches to teaching and learning
5. Skills and techniques
6. Useful resources
7. Beyond GCE.

This guide will enable you to make practical adjustments at centre level to make the transition from GCSE to GCE a success for both teachers and students.

## 1. Practical Tips

The two qualifications work well as a suite of qualifications for a centre. The GCSE provides a rigour qualification involving external assessment and controlled which prepares learners well for progression to GCE study.

At GCSE level it is possible for one teacher to teach the whole single or double award qualification but many centres choose to split the teaching between two members of staff. At GCE level it might be wiser to have a 'team of staff' involved allowing for some subject specialism. If all 12 units are being covered it would be good to have a science teacher in the team to deliver units six and nine. A teacher with a sociology/psychology background would be valuable as they will have the skills to deliver a large number of the AS and A2 units. However, it is possible for one teacher to teach the whole course if they have the skills and commitment to do so.

The learners usually have a high level of commitment to these courses as many of them have a desire to work within this professional area in the future. The course will be enhanced if the learners complete work placements and/or visits as this brings the subject alive. Many centre place their learners for one afternoon a week with a service provider of their choice. It also gives them the opportunity to collect the research evidence they need to complete many of the units on the course.

## 2. Content mapping

Both GCSE and GCE Health and Social Care courses have compulsory content for the single or double awards. There are no optional units in either qualification.

### GCSE Health and Social Care

Unit Number	Unit Title
One	Understanding Personal Development and Relationships
Two	Exploring Health, Social Care and Early Years
Three	Promoting Health and Wellbeing
Four	Health, Social care and Early Years in Practice

The Single Award comprises of units 1 and 2. The double award comprises of units 1, 2, 3, 4. Units 1 and 2 are externally assessed and units 3 and 4 are completed under controlled conditions.

## GCE Health and Social Care

Unit number	Unit Title
One	Human Growth and Development
Two	Communication and Values
Three	Positive Care Environments
Four	Social Aspects and Lifestyle Choices
Five	Activities for Health and Wellbeing
Six	Public Health
Seven	Meeting Individual Needs
Eight	Promoting Health and Wellbeing
Nine	Investigating Disease
Ten	Using and Understanding Research
Eleven	Social Issues and Welfare Needs
Twelve	Understanding Human Behaviour

The single award comprises of units 1, 2, 3, 7, 8 and 9.

The double award comprises of all the units 1 -12.

Units 1 - 6 are AS units and units 7 - 12 are A2 units.

Units 1, 4, 7, and 11 are **externally** assessed and units 2, 3, 5, 6, 8, 9, 10, and 11 are **coursework** units.

#### Links between the GCSE units and the GCE units

There are numerous generic links between the GCSE Health and Social Care units and GCE Health and Social Care units. The main direct links are highlighted in the table. The content links between GCSE and GCE are identified so that you can easily see how the GCSE course content can be further developed in the GCE course.

There are some overlaps of theoretical knowledge between the GCSE and AS and A2 units with the majority of these overlaps coming between the GCSE specification and the AS sections of the GCE specification. Core content is studied in more depth.

GCSE UNIT	LINK TO GCE UNIT
<p><b>Unit one</b></p> <p>Understanding Personal Development and Relationships</p>	<p><b>1:1 Human Growth and Development</b> - direct links to GCE Unit One, Human growth and Development.</p> <p><b>1:2 Factors Affecting Human growth and Development</b> - direct links to GCE units one, four and twelve.</p> <p><b>1:3 Effects of relationships on personal growth and development</b> - direct links to GCE units one, four, seven and twelve.</p> <p><b>1:4 The effect of life events on personal development</b> - direct links to GCE units one, four, seven and twelve.</p>
<p><b>Unit Two</b></p> <p>Exploring Health, Social Care and Early Years</p>	<p><b>2:1 The range of care needs of major client groups</b> - direct links to GCE units three, seven, eight, eleven and twelve.</p> <p><b>2:2 How health care, social care and early years services are assessed and the barriers to access</b> - direct links to GCE units three, seven and eleven.</p> <p><b>2:3 How health, social care and early year's services are provided</b> - direct links to GCE units three and seven.</p> <p><b>2:4 Workers in health, social care and early years</b> - direct links to GCE units three, seven, eight and twelve.</p> <p><b>2:5 Care values which underpin service provider interaction</b> - direct links to GCE units two, three, four, five, seven, eight and twelve.</p>
<p><b>Unit Three</b></p> <p>Promoting Health and Wellbeing</p>	<p><b>3:1 Understanding health and wellbeing</b> - direct links to GCE units one, six, eight and twelve.</p> <p><b>3:2 Factors affecting health and wellbeing</b> - direct links to units one, four, seven, eight and twelve.</p> <p><b>3:3 Indicators of physical health</b> - direct links to GCE unit six, eight, nine and twelve.</p> <p><b>3:4 Promoting and supporting health improvement</b> - links to GCE units one, six, eight, nine and twelve.</p>
<p><b>Unit Four</b></p> <p>Health, Social care and Early Years in Practice</p>	<p><b>4:1 The range of care needs of major client groups</b> - direct links to GCE units three, seven, eight, nine and twelve.</p> <p><b>4:2 Care values commonly used in practitioner work</b> - direct links to GCE units two, three, five, seven, eight, and twelve.</p> <p><b>4:3 The development of self-concept and personal relationships</b> - direct links to GCE units one, two, three, four, seven, and twelve</p> <p><b>4:4 Promoting and supporting health improvement</b> - direct links to GCE units three, six, eight, nine and twelve.</p>

\*Units ten and eleven in the GCE course could directly link to any of the GCSE units depending on which topic the GCE student chooses to research.

### 3. Assessment objectives

There are common features relating to the assessment objectives for both qualifications. The table below shows the assessment objectives side by side:

GCSE Assessment Objectives	GCE Assessment Objectives
<b>AO1</b> Recall, select and communicate knowledge and understanding of health and social care in a range of settings	<b>AO1</b> Knowledge, understanding and skills.  Learners demonstrate relevant knowledge, understanding and skills.
<b>AO2</b> Apply skills knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks	<b>AO2</b> Application of knowledge understanding and skills.  Learners apply knowledge understanding and skills.
<b>AO3</b> Analyse and evaluate information, sources and evidence and make reasoned judgements and present conclusions.	<b>AO3</b> Research and analysis. Learners use appropriate research techniques to obtain information from a range of sources.  Candidates analyse work-related issues and problems
	<b>AO4</b> Evaluation.  Learners evaluate evidence, make judgements and draw conclusions about work related issues.

As you can see the GCE course is a progression from and development on the skills and aptitudes developed at GCSE level. The GCSE and GCE Health and Social care courses both require learners to;

- Demonstrate knowledge and understanding.
- Research, plan and carry out activities.
- Draw conclusions, analyse and evaluate.

These skills are demonstrated through a combination of externally examined units and controlled assessment (GCSE)/coursework (GCE) units. The weightings for the assessment objectives is very similar for both the GCSE and GCE courses.

Key information and detail about the GCSE and GCE courses is clearly laid out in the relevant specifications published by Edexcel. At both the GCSE and GCE levels, the theoretical knowledge, skills and evaluation elements are laid out in a very similar way in sections under distinct headings. In both the GCSE and the GCE specifications the wordings of the key content and requirements is very similar.

### 4. Approaches to teaching and learning

When teaching either the GCSE or GCE Health and Social Care specifications it is important not only to cover the subject content, but also to place an emphasis on developing the skills highlighted in the assessment objectives. Unit One on both the

GCSE and GCE specification(See above) covers 'core content' which will aid the understanding of all the other units in both qualifications. It would be a wise decision to cover this unit first. The examinations and controlled assessments/coursework units offer opportunities for the assessment objective skills to be developed as the learners progress through the course..

**Example** -Unit 3 GCSE Promoting Health and Wellbeing

-Unit 8 GCE Promoting Health and Wellbeing

The GCE Unit 8 is a development of the same knowledge and understanding, research and evaluative skills initially used at GCSE level. Both units require students to complete research, present information, evaluate and then draw conclusions based on evidence

**Example** GCSE Unit 1 - Understanding Personal Development and Relationships

GCE Unit 1 - Human Growth and Development.

Both these units cover 'core content' related to human growth and development across the life course. The number of life stages is identical in both units and learners are expected to develop knowledge and understanding related to physical, intellectual, emotional and social development. At GCE the knowledge content is more detailed and theoretical and a development/ refinement of that which is required at GCSE level.

Learners will need to be prepared carefully for the externally assessed units at both GCSE and GCE level. It is important that the content of the units is thoroughly taught and that learners have the opportunity to complete practice examination papers.

Unit four on the GCSE and unit seven on the GCE courses are **synoptic** units which draw on the core content related to health and social care from the other units within the qualifications.

In the controlled assessment (GCSE)/coursework (GCE) units the learners will need to develop their research skills. These can be developed through short practice scenarios before the 'live' assessed activities are completed. Learners will need to know how to collect primary and secondary evidence, how to use it in their work and how to reference the material. These skills are expected be more refined at GCE level.

## 5. Skills and techniques

### Practical Tips when approaching examination questions

As a learner moves from GCSE to AS and A2, the way in which the learner responds to examination questions will develop and become more thorough. Their answers should be more complex demonstrating a deeper knowledge and understanding of the subject content and an increased ability to evaluate.

At GCSE level for example, the learner will be expected to have knowledge and understanding of the meaning of self-concept where as at AS/A2 level they will be

required to demonstrate a 'deeper' understanding of its meaning and significance for health and wellbeing.

In both the GCSE and GCE papers there are '**command words**' that the learner needs to look out for when they are reading the questions. The learner should look carefully for the command words in the question and appreciate what these actually mean. There is usually a '**stem**' to the questions at both GCSE and GCE level to set a scenario to get the learners focused and thinking and the questions follow the stem.

The questions nearly always start with a command word. The questions at both GCSE and GCE are '**tiered**'. That means that as the candidate moves through the paper the questions become progressively more difficult requiring more complex responses from candidates.

The command words used are similar at both GCSE and GCE. They include such words as:

Command word	Marks awarded	Description
Identify/State	1/2 Mark	These types of questions will usually appear at the beginning of the paper, or question part, and they are designed to ease learners into the paper.  Eg. Identify two life stages
Describe/Define	2+ Marks	These types of questions are quite straightforward. They ask learners to describe something in detail.  Eg Define fine motor skills
Explain/Explain using examples	4-6 Marks	These types of questions ask learners to respond in detail to the question. Short phrases and sentences are not good enough here and the learner will need to fully develop their response to the question to gain full marks.  Eg. Explain, using examples the difference between positive and negative definitions of health and wellbeing.
Assess/Discuss/Evaluate	6 -10 Marks	These questions are designed to stretch and challenge learners. These questions are awarded the most marks because they require students to make well-balanced arguments. The learner may be required to look at strengths and weaknesses or advantages and disadvantages. As the examination paper questions are tiered the assess, evaluate and discuss questions always carry the most marks are usually placed at the end of each section of the paper.  Eg. Assess the importance of assessment of need in the care planning cycle.

On both the GCSE and the GCE question papers, at the end of each sub-section, the number of marks allocated to that particular section is given. This helps to guide the candidate into giving some indication of the number of points that will need to be made in that particular section.

For example, if the number of marks is indicated as (4) and the question has the command word “**explain**” included the response expected is likely to be (2x2 marks) for two factors or (1x4 marks) for one factor well developed.

The GCSE and GCE papers are marked via the Internet using a secure system. As a result of this system, the examination papers for both qualifications are laid out in a very similar way. The questions and the candidate responses are contained within the same paper. Centres do not need to hand out sheets of lined paper and there should be no need for extra sheets to be given out. The spaces provided for the responses have been carefully worked out so that there is the right amount of room available. This also means that there should be no reason for students to write in the margins of papers.

### **Practical tips for completing controlled assessment tasks (GCSE) and coursework/portfolio work (GCE)**

Both GCSE and GCE have coursework elements within their respective specifications. The GCSE work needs to be completed under controlled conditions. This means that the work must be completed whilst under the direct supervision of a teacher or other employed adult within a school/college environment. Eg. Learning Support Assistant.

GCE coursework is **not** controlled in this way and can be completed by the learner in the classroom or privately in school/college or even at home.

In both cases the teacher/lecturer and learner will be required to sign the ‘**Authentication Form**’ to guarantee that the work produced in the learners own work. GCSE controlled assessment and GCE coursework/portfolio work are internally marked and externally moderated

### **GCSE Controlled assessment**

The single award GCSE requires one piece of controlled assessment work to be completed and the double award qualification requires an additional piece of work to be completed. The controlled assessment tasks are released each year by the examination board.

#### **1. Exploring Health, Social Care and Early Years**

The unit two assignment brief is released in September each year and states clearly on the front which year this work can be submitted for external moderation and awarding of a grade. There will be a number of tasks set and the learner will be expected to complete. The learner selects their own service user to base their work on, though the task sheet will highlight two service user groups which this person selected must be part of.

#### **2. Promoting Health and Wellbeing**

The unit three assignment brief is a 'Pre-release' which is issued by the examination board in December and submitted for external moderation and awarding in the following summer. The learner is expected to select **one** of the people identified in then pre-release to base their health promotion work on.

### **AS coursework/portfolio work.**

Units two, three, five and six are all AS coursework units. Single award student's complete units two and three and the double award students complete all four units.

#### ***Unit two - Communication and Values***

The learner is expected to complete an evaluation of their own communication skills based on direct experience. The learner will need to complete at least one interaction with a service user but may be wiser to complete at least two. This will enable them to compare their skills in one to one communication with group communication which requires more refined skills.

#### ***Unit three- Positive Care Environments***

The learner is expected to complete a piece of research based on a service providing organisation such as a care home, nursery or health centre. The focus of the work is to consider how the selected organisation promotes a positive care environment for its service users.

#### ***Unit five - Activities for Health and Wellbeing***

The learner is expected to plan, organise, carry out and evaluate an activity with a group of service users. This is a very practical unit and is usually very popular with learners.

#### ***Unit six - Public Health***

The learner is expected to research a public health issue relevant to the UK today. Then learner will need to assess the success of strategies used by the government to combat this problem. It is vital that the learner is guided to select a public health issue and not a social issue.

The key to the successful teaching of the AS portfolio units is in ensuring that the topics selected by the learner will enable them to generate the evidence required to meet the assessment grids. The work is marked and moderated against these grids. In unit six for example, it is important that the learner selects a public health issue where there has been government strategies which they can measure the success of.

### **A2 Coursework/portfolio**

Units eight, nine, ten and 11 are all A2 coursework/portfolio work. The single award student's complete units eight and nine and the double award students complete all four.

### *Unit 8 - Promoting Health and Wellbeing*

This is a practical unit in which the learner completes a health promotion activity with a small group of service users. The learner selects the topic, decides on and develops the resources to be used with the group and evaluates their own performance. This is a popular unit with the learners due to its practical nature.

### *Unit 9 - Investigating Disease*

The learner is expected to investigate two diseases, one communicable and one non-communicable. Success in this unit is dependent on the two diseases selected and it is important that the learners have strategies which have been used to evaluate.

### *Unit 10 - Using and Understanding Research*

This unit provides an opportunity for the learner to complete a piece of research on a topic of their own choice. However, the unit is not really about the topic itself but is focused on the 'research process' and understanding research and how it is completed by care professionals. Too often the learner does not appreciate this has not been guided accurately by the teacher/lecturer.

### *Unit 11 - Social Issues and Welfare Needs*

The learner is required to complete a piece of research focused on a social or welfare need in the UK. It is important that the topic selected is a social or welfare need and not a public health issue. As the unit requires the learner to assess the success of government strategies to combat this problem it is important that the topic selected allows this to happen.

### **Research skills**

Perhaps the most significant step up from GCSE to GCE is the expectation that students will undertake their own research and engage in independent learning. A number of centres have successfully used the time in June and July at the end of Y11 to run summer schools to develop these skills to make transition easier to post 16 studies.

## **6. Resources**

There are a number of resources which are available for teachers of Health and Social Care. Edexcel have a useful website for both GCSE and GCE where specifications, past examination papers and support materials are available. There are teacher guides for both GCSE and GCE Health and Social Care and exemplar materials. See: <http://www.edexcel.com> and follow the links to the various subject specific pages.

- Internet

There are a number of good websites that can help students with Health and Social Care.

BBC - [www.bbc.co.uk](http://www.bbc.co.uk)

Department of Health - [www.dh.gov.uk](http://www.dh.gov.uk)

UK Statistics Authority - [www.statistics.gov.uk](http://www.statistics.gov.uk)

- Books

The following books have been written to go with the Edexcel GCSE and GCE Health and Social Care courses.

Walsh M. et al Health and Social Care GCE - Student book. ISBN 0007197888

Walsh M. et al Health and Social Care GCE - Resource pack. ISBN 000720048X

Beckett.C. Human Growth and Development. ISBN 1847871798

Howarth and Ashton Health and Social Care GCSE - Student book. ISBN 978-1-84690-373-1

Howarth and Ashton - Health and Social Care - Resource pack.

## **7. Beyond GCE**

Many learners transfer from the GCE course in to related courses in higher education. There are an increasing number and range of such courses available to learners. Common progression routes are into nursing, social work, teaching, the police and in fact any occupation related to working with people. Some students may transfer into the job market at eighteen and practice and develop the skills they have developed during the GCSE and GCE courses.