



Specification

Edexcel GCSE in Health and Social Care (2HS01)

Edexcel GCSE in Health and Social Care (Double Award) (2HS02)

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Introduction

The Edexcel GCSE in Health and Social Care and the Edexcel GCSE in Health and Social Care (Double Award) are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

The Edexcel GCSE in Health and Social Care specification has four units. The GCSE has been introduced to accommodate students who are unable to commit to the time needed for the Double Award.

Key subject aims

The Edexcel GCSE in Health and Social Care gives students opportunities to:

- actively engage in the processes of health and social care in order to develop as effective and independent students
- understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations
- develop a critical and analytical approach to problem solving within the health, social care and early years sectors
- examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

In addition, the Double Award will give students the opportunity to:

- develop their awareness of the influences on an individual's health and wellbeing
- understand the importance of motivation and support when improving health.

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Specification at a glance

The Edexcel GCSE in Health and Social Care consists of two units — Units 1 and 2.

The Edexcel GCSE in Health and Social Care (Double Award) consists of four units — Units 1, 2, 3 and 4.

Unit 1 Understanding Personal Development and Relationships *Unit code 5HS01

- Externally assessed
- Availability: January and June
- First assessment: June 2010

40% of
the total
GCSE
course

20% of
the total
GCSE
Double
Award

Overview of content

This unit contains the following four topics:

- Human growth and development
- Factors affecting human growth and development
- Effects of relationships on personal growth and development
- The effect of life events on personal development.

Overview of assessment

- This unit is assessed through a 1-hour and 15-minute written examination paper which has a total of 70 marks.
- The paper consists of 15 multiple-choice questions and a series of questions based on case studies and short scenarios.

Unit 2 Exploring Health, Social Care and Early Years Provision *Unit code 5HS02

- Internally assessed
- Availability: June
- First assessment: June 2010

60% of
the total
GCSE
course

30% of
the total
GCSE
Double
Award

Overview of content

This unit contains the following five topics:

- The range of care needs of major client groups
- How health care, social care and early years services are accessed and the barriers to access
- How health, social care and early years services are provided
- Workers in health, social care and early years
- Care values which underpin service provider interaction.

Overview of assessment

- This unit is internally assessed through an Edexcel-set task to be completed under controlled conditions.
- It will be internally assessed and externally moderated and is marked out of 50.

Unit 3 Promoting Health and Wellbeing***Unit code 5HS03**

- Internally assessed
- Availability: June
- First assessment: June 2011

30% of the total GCSE Double Award**Overview of content**

This unit contains the following four topics:

- Understanding health and wellbeing
- Factors affecting health and wellbeing
- Indicators of physical health
- Promoting and supporting health improvement.

Overview of assessment

- This unit is internally assessed through an Edexcel-set task based on pre-release material. This is to be completed under controlled conditions.
- It will be internally assessed and externally moderated and is marked out of 50.

Unit 4 Health, Social Care and Early Years in Practice***Unit code 5HS04**

- Externally assessed
- Availability: January and June
- First assessment: June 2011

20% of the total GCSE Double Award**Overview of content**

This unit contains the following four topics:

- The range of care needs of major client groups
- Care values commonly used in practitioner work
- The development of self-concept and personal relationships
- Promoting and supporting health improvement.

Overview of assessment

- This unit is assessed through a 1-hour and 15-minute written examination paper, with a total of 70 marks.
- The paper consists of three compulsory questions based on case studies and short scenarios.

*See *Appendix 3* for a description of this code and all other codes relevant to this qualification.

Knowledge and understanding

This Edexcel GCSE in Health and Social Care and Edexcel GCSE in Health and Social Care (Double Award) specification requires students to demonstrate knowledge and understanding of:

- the range of care needs of major client groups
- the types of services that meet client group needs and how they are developed and organised
- the ways in which people can obtain care services and the barriers that could prevent people from gaining access to services
- the main work roles and skills of people providing health, social care and early years services
- the principles of care and values that underpin all care work with clients
- personal development and relationships
- the stages and pattern of human growth and development
- the different factors that can affect human growth and development
- the development of self-concept and different types of relationships
- major life changes and sources of support
- definitions of health and wellbeing
- common factors that affect health and wellbeing and the different effects they can have on individuals and groups across the lifespan
- methods used to measure an individual's physical health
- ways of promoting and supporting health improvement for an individual or small group.

Skills

This Edexcel GCSE in Health and Social Care and Edexcel GCSE in Health and Social Care (Double Award) specification requires students to plan and carry out tasks in which they:

- analyse issues and problems
- identify, gather and record relevant information and evidence
- analyse and evaluate evidence
- make reasoned judgements and present conclusions.

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Unit 1 Understanding Personal Development and Relationships

Overview

Content overview

Health, social care and early years practitioners need to understand the different ways people grow and develop during their lives. This unit focuses on human growth and development across the whole lifespan. Students are expected to be able to describe and explain the patterns of physical growth and change, and the physical, social, intellectual and emotional development that typically take place in each life stage. The unit will also develop knowledge and understanding of patterns of human growth and development. Key aspects of learning will be:

- the stages and patterns of human growth and development
- the different factors that can affect human growth and development
- the development of self-concept and personal relationships
- major life changes and how people manage the effects of these
- the role of relationships in personal development.

Evidence required for external assessment will be related to settings and service users. This will be drawn from any of the following:

- health
- early years
- care of older people
- individuals with specific needs.

Students need to cover the content as specified in the *Detailed unit content* section for this unit.

Assessment overview

This unit is externally assessed through a 1-hour and 15-minute written examination, with 70 marks available.

The examination paper will consist of multiple-choice questions and a series of questions based on case studies and short scenarios requiring short- to medium-length answers.

All questions are compulsory.

Student work will show evidence of:

- the stages and patterns of human growth and development
- the different factors that can affect human growth and development
- the development of self-concept and personal relationships
- major life changes and how people manage their effects
- the role of relationships in personal development.

The examination paper will test knowledge and understanding and the ability to apply that knowledge and understanding to a range of contexts. Students will need to analyse and evaluate issues and problems presented in case studies and short scenarios. In addition, they will be expected to present conclusions and draw reasoned judgements from the material presented in the short scenarios and case studies. Quality of written communication will be assessed in this unit.

Detailed unit content

Topic 1.1 Human growth and development

Students will gain an understanding of:

- a the different life stages:
 - i infancy (0-2 years)
 - ii early childhood (3-8 years)
 - iii adolescence (9-18 years)
 - iv early adulthood (19-45 years)
 - v middle adulthood (46-65 years)
 - vi later adulthood (65+ years)
- b physical growth and development across the life stages, including gross and fine motor skills
- c intellectual/cognitive development across the life stages, including language development
- d emotional maturity across the life stages, including bonding and attachment, self-image, self-esteem and self-concept
- e self-concept across the life stages and how it is affected by factors such as gender and appearance
- f social development across the life stages including the formation of relationships with others and the socialisation process.

Topic 1.2 Factors affecting human growth and development**Students will gain an understanding of:**

- a physical factors such as genetic inheritance, illness, disease, diet, exercise, alcohol and smoking
- b social, cultural and emotional factors such as family, friends, educational experiences, employment/unemployment, community involvement, religion, gender, ethnicity, sexual orientation, culture and relationship formation including marriage and divorce
- c economic factors such as income, wealth, employment status, occupation, social class, poverty and material possessions
- d physical environment factors such as pollution, noise, housing conditions and rural/urban lifestyles
- e psychological factors such as stress, relationships within the family, friends and partners
- f how these factors are related to the formation of, and possible change in, an individual's self-concept
- g how genetic and environmental factors can affect an individual's pattern of growth and development.

Topic 1.3 Effects of relationships on personal growth and development**Students will gain an understanding of:**

- a the different types of relationships:
 - i family relationships such as marriage, divorce, parenthood, sibling relationships and blended families
 - ii friendships
 - iii intimate, personal and sexual relationships
 - iv working relationships
- b the importance of the effect these relationships have, across the six life stages, on an individual's growth and development.

Topic 1.4 The effect of life events on personal development**Students will:**

- a study how expected and unexpected life events impact on human growth and development, including:
 - i relationship changes such as marriage, living with a partner, birth of children, death of partner, relatives or friend
 - ii physical changes such as puberty, menopause and the possible effects of accidents and injury
 - iii changes in life circumstances such as starting school, starting further education, relocation (national and international), entering the employment market, promotion, retirement, redundancy and unemployment
- b develop knowledge and understanding about how these life events affect personal development and lead to new learning
- c need to develop knowledge and understanding about how to manage change and of the support networks which can be accessed and used to support people through change. These include:
 - i partners, family and friends
 - ii professional carers and statutory services
 - iii community, voluntary and faith-based services.

Unit 2 Exploring Health, Social Care and Early Years Provision

Overview

Content overview

Health, social care and early years practitioners need to develop knowledge and understanding of the range of care needs of major service user groups and the services that exist to meet these needs. This unit will develop knowledge and understanding of the range of needs individuals have and the provision which exists to meet these needs. Key aspects of learning will include:

- the range of care needs of major service user groups
- the types of services which exist to meet service user needs
- how services have developed and how they are organised
- the ways in which people can obtain care services and the barriers which could prevent service users gaining access to these care services
- the main roles and skills of people providing health, social care and early years services
- the principles of care and values which underpin all care work with service users.

Evidence required for the controlled assessment will be related to service users and settings. This will be drawn from one of the following:

- health
- early years
- care of older people
- individuals with specific needs.

Students need to cover the content as specified in the *Detailed unit content* section for this unit.

Assessment overview

This unit will be assessed under controlled conditions — internally assessed and externally moderated. Students will produce one report which will be based on an investigation of the needs of one service user and how these needs are met by service providers and care practitioners.

The task is marked out of a total of 50. Student work must show evidence of:

- the range of care needs of major service user groups
- the types of services which exist to meet service user needs
- how services have developed and how they are organised
- the ways in which people can obtain care services and the barriers which could prevent service users gaining access to these services
- the main roles and skills of people providing health, social care and early years services
- the principles of care and values which underpin all care work with service users.

In carrying out the task, students will demonstrate the ability to apply knowledge and understanding to investigate the needs of one service user. They will plan and carry out investigations based on an individual in one care setting and how service providers and care professionals work together to meet the individual's needs. In addition, students will be expected to analyse and evaluate information, draw conclusions and present reasoned judgments from the research undertaken. The quality of written communication will be assessed in this unit.

The task will be assessed and marked by teachers and moderated by Edexcel.

Detailed unit content

Topic 2.1 The range of care needs of major client groups

Students will gain an understanding of:

- a the following different groups (service users):
 - i infants
 - ii children
 - iii adolescents
 - iv individuals in early adulthood
 - v individuals in middle adulthood
 - vi individuals in later adulthood
 - vii individuals with specific needs
- b the physical, intellectual, emotional and social needs across the different groups by considering:
 - i the hierarchy of needs
 - ii how a failure to meet these needs can affect the development of the individual
- c how health, social care and early years services respond to the needs and demands of the different groups including universal services and targeted services, meeting social policy goals and assessing the needs of the population
- d why individuals may need to access health, social care and early years services, to include temporary or permanent needs.

Topic 2.2 How health, social care and early years services are provided**Students will gain an understanding of:**

- a the range of services available to the following service users:
 - i infants
 - ii children
 - iii adolescents
 - iv service users in early adulthood
 - v service users in middle adulthood
 - vi service users in later adulthood
 - vii service users with specific needs
- b how service provision has developed and how it is organised, including:
 - i types of providers, to include statutory provision (NHS Trusts; integrated children's services; extended services and local authority services), private provision (private companies; self-employed practitioners and outsourcing of indirect care services), voluntary provision (charities, local support groups and non-profit organisations) and informal provision (family, friends and neighbours)
 - ii national and local organisation of health, social care and early years services including the relationship between different organisations within the framework
 - iii partnership and multi-agency working and how the different service providers work together to meet client group needs and how these services are integrated. Examples which could be considered in detail include Sure Start children's centres, virtual wards, multi-agency disability teams/key workers and local authority extended services provision.

Topic 2.3**How health care, social care and early years services are accessed and the barriers to access****Students will gain an understanding of:**

- a the ways in which service users access health, social care and early years services, including:
 - i self-referral
 - ii professional referral
 - iii third party referral
- b barriers which exist to accessing these services, including:
- c physical barriers including stairs, lack of lifts and lack of adaptations
- d psychological barriers including social stigma, fear of loss of independence
- e financial barriers including services that are means tested, services that are charged for and those which have fees attached
- f geographical barriers including distance of services provider from service user residence, poor transport links
- g cultural/language barriers including differing cultural beliefs, differing first language
- h resource barriers including staff shortages, postcode lottery, lack of local funding, great local demand.

Topic 2.4 Workers in health, social care and early years**Students will gain an understanding of:**

- a the main work roles of care practitioners and the skills and qualifications needed to deliver services effectively, including:
 - i direct carers, to include doctors, nurses, community nurses, health visitors, midwives, health care assistants, portage workers, child development workers, early years practitioners, family support workers, occupational therapists, physiotherapists, teachers
 - ii indirect carers, to include practice managers, medical receptionists, school reception staff, catering staff
 - iii indirect services which are mostly outsourced to private companies, to include cleaners, catering services, security, portering, waste management.

Topic 2.5 Care values which underpin service provider interaction**Students will gain an understanding of:**

- a the care values which underpin care practice with service users, including:
 - i promoting anti-discriminatory practice
 - ii promoting and supporting individual rights to dignity, independence, health and safety
 - iii promoting effective communication and relationships
 - iv maintaining confidentiality of information
 - v acknowledging individual personal beliefs and identity
- b how these care values are reflected in the behaviour, attitudes and work of care practitioners.

Assessment criteria

Teachers must mark student work using the assessment criteria specified below. Teachers should check carefully that students' work is their own and is not copied from source material or from each other.

The assessment criteria for this unit have been split into four sections showing the skills that must be assessed through this controlled assessment. They are:

- Recall, select and communicate their knowledge and understanding of health and social care in range a of contexts (10 marks)
- Plan and carry out investigations and tasks (12 marks)
- Apply skills, knowledge and understanding in a variety of contexts (12 marks)
- Analysis and evaluation (16 marks).

Controlled conditions

The report writing must be completed under controlled conditions. Research work can be completed under limited supervision. Students are allowed to access information and resources determined by the centre. They can bring primary and secondary data into lessons to use in completing the tasks. All written work, calculations and graphs must be carried out in a lesson, supervised by a teacher. The write up will take place over several lessons, so student materials must be collected in at the end of the lesson and handed back at the beginning of the next lesson. Students' final reports must be produced individually.

Level of control

The levels of controlled assessment for the Edexcel GCSE in Health and Social Care are defined as follows.

Task setting – high level of control

Tasks are set by Edexcel and students choose from a list of scenarios.

The tasks will be reviewed every year, in accordance with the Qualification and Curriculum Authority (QCA) regulations for GCSE Health and Social Care. Please take care when using these tasks to ensure that students are completing the correct task for a particular year. Each task will have the dates it is valid for on the front sheet.

Task taking – medium level of control

All work must be completed under informal supervision. Teachers must indicate clearly on the controlled assessment record sheet (*Appendix 4*) any support given to the student and any collaboration with others. Teachers and students must sign the record sheet to declare the authentication of the work.

Task marking – medium level of control

Marking of tasks will be carried out by teachers using the assessment criteria and then moderated by Edexcel.

Suggested duration of task

A total of 22.5 hours classroom time is suggested for final report writing. This does not include research time.

Assessment criteria for Unit 2

Assessment Objective 1: Recall, select and communicate their knowledge and understanding of health and social care in range of contexts	
Mark range	Descriptor
0	Student shows no evidence of recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication is poor.
1–3	The student shows limited recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be limited and developed at a basic level.
4–6	The student shows some recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be evident but not fully developed.
7–8	The student shows good recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be good and clearly developed.
9–10	The student shows excellent recall and selection of knowledge and understanding of health and social care in a range of contexts. Communication of knowledge and understanding will be thorough, detailed and comprehensively developed.

Assessment Objective 2(i): Plan and carry out investigations and tasks	
Mark range	Descriptor
0	Student shows no evidence of planning and carrying out investigations and tasks.
1–3	The student needs support to plan and carry out their investigations and tasks, demonstrating limited skills. Information is collected from a limited range of resources, with little evidence of independent research
4–6	The student is able to plan and carry out investigations and tasks with only occasional support, demonstrating appropriate skills although this is not always sustained. Information is collected from different sources with evidence of some independent research.
7–9	The student demonstrates good skills in planning and carrying out investigations and tasks. Information is collected from a range of sources and there is clear evidence of independent research.
10–12	The student demonstrates excellent skills in planning and carrying out investigations and tasks. Information is collected from a wide range of sources and there is detailed evidence of independent research based on the student's own initiative.

Assessment Objective 2(ii): Apply skills, knowledge and understanding in a variety of contexts	
Mark range	Descriptor
0	Students show no evidence of ability to apply skills, knowledge and understanding.
1-3	<p>The student's application of skills, knowledge and understanding is restricted and context is narrow.</p> <p>Skills needed to recognise the care values which underpin care practice may be present but the significance will not be explored or applied with any conviction.</p> <p>Quality of written communication will be basic with high incidences of spelling and punctuation errors and negligible use of specialist vocabulary.</p>
4-6	<p>The student applies some skills, knowledge and understanding to a limited variety of contexts.</p> <p>The care values in the behaviour, attitudes and work of care practitioners are identified and applied to practice.</p> <p>Quality of written communication will show a limited command of English with frequent spelling and punctuation errors and limited use of specialist vocabulary.</p>
7-9	<p>The student applies good skills, knowledge and understanding in a variety of contexts.</p> <p>The care values in the behaviour, attitudes and work of care practitioners are identified and applied to practice in detail.</p> <p>Quality of written communication will be fluent with only occasional spelling and punctuation errors. Specialist vocabulary used will be mainly accurate but not sustained throughout.</p>
10-12	<p>The student applies excellent skills, knowledge and understanding in a variety of contexts.</p> <p>The care values in the behaviour, attitudes and work of care practitioners are explored in depth and applied to practice in detail.</p> <p>Quality of written communication will show a secure command of English. Writing will be fluent and any errors will not detract from the overall performance. Use of specialist vocabulary will be assured and consistent throughout.</p>

Assessment Objective 3: Analysis and evaluation	
Mark range	Descriptor
0	Student shows no evidence of analysis and evaluation.
1–4	<p>The student will demonstrate a basic level of analytical and evaluative skills. The work presented is likely to be mainly descriptive with little independent thinking. The ability to make judgements will be limited with few conclusions drawn and only limited suggestions for improvement.</p> <p>Students will show a basic level of writing style with a high incidence of inaccurate spelling, punctuation and grammar.</p>
5–8	<p>The student will make some relevant analysis and display evidence of evaluative skills. The work presented will be mostly clear but with some lapses in clarity. Independent thinking and the ability to make reasoned judgements are also evident with some descriptive conclusions drawn and appropriate suggestions for improvement made.</p> <p>Students will show a limited level of writing style with frequent incidence of inaccurate spelling, punctuation and grammar.</p>
9–12	<p>The student will demonstrate a good level of analytical and evaluative skills. The work presented will be clear with some evidence of independent thinking and the ability to make reasoned judgements.</p> <p>Conclusions will be drawn, although they may be mainly descriptive.</p> <p>Suggestions for improvement to all aspects of service provision will be offered but not always fully reasoned.</p> <p>Students will show a good level of written communication including writing legibly, minor errors in spelling, punctuation and grammar and a good writing style.</p>
13–16	<p>The student will demonstrate an excellent level of analytical and evaluative skills. The work presented will be logical with evidence of independent thinking and the ability to make reasoned judgements.</p> <p>Well-considered conclusions are drawn with the student showing high level of evaluative skills.</p> <p>Realistic suggestions for improvement to all aspects of service provision will be offered.</p> <p>Students will show a high level of clearly presented and organised conclusions using accurate spellings, punctuations and grammar and appropriate specialist vocabulary.</p>

Unit 3 Promoting Health and Wellbeing

Overview

Content overview

Health, social care and early years practitioners aim to promote the health and wellbeing of service users. In this unit students will develop knowledge and understanding of:

- definitions of health and wellbeing
- factors which affect health and wellbeing
- the effects of factors affecting health and wellbeing
- methods used to measure individual physical health
- ways of promoting and supporting health improvement.

Evidence required for the controlled assessment will be related to service users and settings. This will be drawn from any of the following:

- health
- early years
- care of older people
- individuals with specific needs.

Students need to cover the content as specified in the *Detailed unit content* section for this unit.

Assessment overview

This unit will be assessed under controlled conditions — internally assessed and externally moderated. Students will carry out one task which will be based on pre-release material about an individual or group of individuals. The pre-release material will include information about the health and wellbeing of the individual/s and the factors currently affecting their health and wellbeing. Data on their present health status will be included.

This task is marked out of a total of 50. Students work will show evidence of:

- definitions of health and wellbeing
- factors which affect health and wellbeing
- the effects of factors affecting health and wellbeing
- methods used to measure individual physical health
- ways of promoting and supporting health improvement.

In carrying out the task, students will demonstrate the ability to apply knowledge and understanding to promoting the health and wellbeing of an individual or group of individuals. Students will need to plan and carry out investigations based on the pre-release material and produce a health and wellbeing plan for an individual or group of individuals. In addition, they will be expected to analyse and evaluate information, draw conclusions and present reasoned judgements from the material presented in the pre-release.

Detailed unit content

Topic 3.1 Understanding health and wellbeing

Students will gain an understanding of:

- a how practitioners define health and wellbeing
- b the different methods used by practitioners and individuals to define health and wellbeing, including:
 - i holistic definitions of health — assessment of health based on a combination of physical, intellectual, emotional and social factors
 - ii positive definitions of health — assessment of health based on the achievement and maintenance of physical fitness and mental stability
 - iii negative definitions of health — assessment of health based on the absence of physical illness, disease and mental distress
- c health and wellbeing as a socially constructed concept relative to an individual's life stage and the cultural setting.

Topic 3.2 Factors affecting health and wellbeing

Students will gain an understanding of:

- a factors which can affect an individual's health and wellbeing
- b how a range of factors can affect health and wellbeing in either a positive or negative way, including:
 - i physical factors such as genetic inheritance, illness, disease, diet, exercise, alcohol and smoking
 - ii social, cultural and emotional factors — such as family, friends, educational experiences, employment/unemployment, community involvement, religion, gender, ethnicity, sexual orientation, culture and relationship formation including marriage and divorce
 - iii economic factors — such as income, wealth, employment status, occupation, social class, poverty and material possessions
 - iv physical environment factors — such as pollution, noise, housing conditions and rural/urban lifestyles

- v psychological factors — such as stress, relationships within the family, friends and partners
- vi health monitoring and illness prevention services (such as screening and vaccination).

Topic 3.3 Indicators of physical health

Students will gain an understanding of:

- a indicators used by health practitioners to assess health and wellbeing
- b how these indicators are used as health assessment measures such as:
 - i blood pressure
 - ii peak flow
 - iii body mass index
 - iv hip/waist ratio measures
 - v body fat composition
 - vi cholesterol levels
 - vii blood glucose tests
 - viii liver function tests
 - viii resting pulse and recovery pulse rates after exercise
- c how to present conclusions from health and wellbeing assessments and make reasoned judgements
- d how results of assessments will be used to develop realistic health improvement plans for an individual or group of individuals.

Topic 3.4 Promoting and supporting health improvement

Students will be assessed on their ability to:

- a apply knowledge and understanding about the factors affecting health and wellbeing and measures of health
- b design a health and wellbeing improvement plan for an individual or group of individuals. The plan will include:
 - i the assessment of present health status through the use of physical measures of health and wellbeing and the factors presently influencing health and wellbeing
 - ii use of appropriate health promotion materials to motivate and support people in improving health and wellbeing
 - iii design of a health and wellbeing improvement plan
 - iv setting realistic short- and long-term targets
 - v assessment of the difficulties which may be experienced in implementing a health and wellbeing improvement plan
 - vii support available in the implementation of a health and wellbeing improvement plan.

Assessment criteria

Teachers must mark students' work using the assessment criteria specified below. Teachers should check carefully that the students' work is their own and is not copied from source material or from each other.

The assessment criteria for this unit have been split into four showing the skills that must be assessed through this controlled assessment. They are:

- Recall, select and communicate their knowledge and understanding of health and social care in a range of contexts (10 marks)
- Plan and carry out investigations and tasks (12 marks)
- Apply skills, knowledge and understanding in a variety of contexts (12 marks)
- Analysis and evaluation (16 marks).

Controlled conditions

The report writing must be completed under controlled conditions. Research work can be completed under limited supervision. Students are allowed to access information and resources determined by the centre. They can bring primary and secondary data into lessons to use in completing tasks. All written work, calculations and graphs must be done in a lesson supervised by a teacher. The write up will take place over several lessons, so materials must be collected in at the end of the lesson and handed back at the beginning of the next lesson. Students' final reports must be produced individually.

Level of control

The levels of controlled assessment for the Edexcel GCSE in Health and Social Care are defined as follows.

Task setting – high level of control

Tasks are set by Edexcel and students choose from a list of scenarios.

The tasks will be reviewed every year, in accordance with QCA regulations for GCSE Health and Social Care. Please take care when using these tasks to ensure that students are completing the correct task for a particular year. Each task will have the dates it is valid for on the front sheet.

Task taking – medium level of control

All work must be completed under informal supervision. Teachers must indicate clearly on the controlled assessment record sheet (*Appendix 4*) any support given to the student and any collaboration with others. Teachers and students must sign the record sheet to declare the authentication of the work.

Task marking – medium level of control

Marking of tasks will be carried out by teachers using the assessment criteria and then moderated by Edexcel.

Suggested duration of task

A total of 22.5 hours classroom time is suggested for final report writing. This will not include research time.

Assessment criteria for Unit 3

Assessment Objective 1: Recall, select and communicate their knowledge and understanding of health and social care in range of contexts	
Mark range	Descriptor
0	Student shows no evidence of recall and selection of knowledge. Communication is poor.
1–3	The student shows limited recall and selection of knowledge in the design of a health care plan. There is limited knowledge and understanding of definitions of health and wellbeing. Communication of knowledge and understanding will be limited and developed at a basic level.
4–6	The student shows some recall and selection of knowledge in the design of a health care plan. There is knowledge and understanding of definitions of health and wellbeing. Communication of knowledge and understanding will be evident but not fully developed.
7–8	The student shows good recall and selection of knowledge in the design of a health care plan. There is good knowledge and understanding of definitions of health and wellbeing. Communication of knowledge and understanding will be good and clearly developed.
9–10	The student shows excellent recall and selection of knowledge in the design of a health care plan. There is excellent knowledge and understanding of definitions of health and wellbeing. Communication of knowledge and understanding will be thorough, detailed and comprehensively developed.

Assessment Objective 2(i): Plan and carry out investigations and tasks	
Mark range	Descriptor
0	Student shows no evidence of carrying out and planning.
1–3	<p>The student demonstrates basic skills in carrying out and planning investigations and tasks.</p> <p>Information is collected from a limited range of sources and there is little evidence of independent research.</p> <p>A limited range of health measures is investigated with guidance.</p> <p>Students need support to plan and carry out their investigations and tasks.</p>
4–6	<p>The student demonstrates appropriate skills in carrying out and planning investigations and tasks, although this is not always sustained.</p> <p>Information is collected from different sources with evidence of some independent research.</p> <p>Health measures are investigated at a basic level.</p> <p>Students plan and carry out their own investigations and tasks with occasional support.</p>
7–9	<p>The student demonstrates a good level of skills in carrying out and planning investigations and tasks.</p> <p>Information is collected from a range of sources and there is clear evidence of independent research.</p> <p>A range of health measures is clearly investigated.</p> <p>Students plan and carry out their own investigations and tasks with limited support.</p>
10–12	<p>The student demonstrates excellent skills in carrying out and planning investigations and tasks.</p> <p>Information is collected from a wide range of sources and there is detailed evidence of independent research based on the student's own initiative.</p> <p>A wide range of health measures is fully investigated.</p> <p>Students plan and carry out their own investigations and tasks independently.</p>

Assessment Objective 2(ii): Apply skills, knowledge and understanding in a variety of contexts	
Mark range	Descriptor
0	Student shows no evidence of applying skills, knowledge and understanding in a variety of contexts.
1-3	<p>Application of skills, knowledge and understanding is restricted and context is narrow. Information is collected from a limited range of sources and there is little evidence of independent research.</p> <p>A limited range of health measures are applied to individuals. Simple calculations are made to assess health and wellbeing.</p> <p>Quality of written communication will be poor, with a high level of inaccuracy. Use of specialist vocabulary will be minimal.</p>
4-6	<p>The student applies some skills, knowledge and understanding to a limited variety of contexts.</p> <p>Health measures are applied to individuals. Calculations are made to assess health and wellbeing.</p> <p>Quality of written communication will show a limited command of English with frequent spelling and punctuation errors and limited use of specialist vocabulary.</p>
7-9	<p>The student applies a good level of skills, knowledge and understanding in a variety of contexts.</p> <p>A range of health measures are applied to individuals and relevant calculations are made to assess health and wellbeing.</p> <p>Quality of written communication will be good but with some lapses in spelling and punctuation. Specialist use of vocabulary will be mostly appropriate throughout.</p>
10-12	<p>The student applies excellent skills, knowledge and understanding in a variety of contexts.</p> <p>A range of health measures are applied to individuals and detailed calculations are made to assess health and wellbeing.</p> <p>The student plans and carries out their own investigations and tasks independently.</p> <p>Quality of written communication will be assured and fluent. Specialist vocabulary will be used to good effect throughout.</p>

Assessment objective 3: Analysis and evaluation

Mark range	Descriptor
0	Student shows no evidence of analysis and evaluation.
1–4	<p>The student will demonstrate a basic level of analytical and evaluative skills. The work presented is likely to be mainly descriptive, with little independent thinking, and the ability to make judgements will be limited.</p> <p>Limited significance is given to the measures of health and wellbeing calculated, and they will be applied simplistically to the individual.</p> <p>The student will identify some issues related to an individual's present health status and use these to design a basic health plan.</p> <p>The students will identify simple problems with might arise for the individual in implementing the health plan.</p> <p>Quality of written communication will be poor, with a high level of inaccuracy. Use of specialist vocabulary will be minimal.</p>
5–8	<p>The student will demonstrate a secure level of analytical and evaluative skills. The work presented will mostly be clear and there will be some evidence of independent thinking although this will not be sustained throughout.</p> <p>Some significance is given to the measures of health and wellbeing calculated, and they will be applied to the individual.</p> <p>The student will explain some issues related to an individual's present health status, and use this information to design a health plan.</p> <p>The student will describe some problems which might arise for the individual in implementing the health plan.</p> <p>Quality of written communication will be inconsistent with frequent spelling and punctuation errors. Use of specialist vocabulary will be evident but will not always be used appropriately.</p>
9–12	<p>The student will demonstrate a good level of analytical and evaluative skills. The work presented will be clear showing evidence of independent thinking and the ability to make reasoned judgements.</p> <p>Appropriate significance is given to the measures of health and wellbeing calculated and they will be well developed and applied clearly to the individual.</p> <p>The student will explain a range of issues related to an individual's present health status, reflect on this information and design a detailed health plan.</p> <p>The student will explain the problems which might arise for the individual in implementing the health plan.</p> <p>Quality of written communication will be good but with some lapses in spelling and punctuation. Specialist use of vocabulary will mostly be appropriate throughout.</p>

Assessment objective 3: Analysis and evaluation

Mark range	Descriptor
13–16	<p>The student will demonstrate an excellent level of analytical and evaluative skills. The work presented will be logical with clear evidence of independent thinking and the ability to make reasoned judgements.</p> <p>The significance given to the measures of health and wellbeing calculated will be fully developed and applied comprehensively to the individual.</p> <p>The student will evaluate a range of issues related to an individual's present health status, reflect on this information and design a detailed health plan.</p> <p>The student will analyse the problems which might arise for the individual in implementing the health plan.</p> <p>Quality of written communication will be assured and fluent. Specialist vocabulary will be used to good effect throughout.</p>

Unit 4 Health, Social Care and Early Years in Practice

Overview

Content overview

Practitioners in health, social care and early years need a comprehensive knowledge and understanding of the core principles which underpin their work. This unit will further develop knowledge and understanding of these core principles. The unit is synoptic in content, developing the following key aspects of learning from Units 1, 2 and 3:

- the range of care needs of major client groups
- care values commonly used in practitioner work
- the development of self-concept and personal relationships
- promoting and supporting health improvement.

Evidence required for external assessment will be related to settings and service users. This will be drawn from any of the following:

- health
- early years
- care of older people
- individuals with specific needs.

Students need to cover the content as specified in the *Detailed unit content* section for this unit.

Assessment overview

This unit is externally assessed through a 1-hour and 15-minute written examination, with 70 marks available.

The examination will consist three compulsory structured questions based on case studies and short scenarios requiring short, medium and long answers.

Student work will show evidence of:

- the range of care needs of major client groups
- care values commonly used in practitioner work
- the development of self-concept and personal relationships
- promoting and supporting health improvement.

The examination paper will test knowledge and understanding and the ability to apply that knowledge and understanding to a range of contexts. The student will need to analyse and evaluate information and problems presented in case studies and short scenarios. In addition, they will be expected to present conclusions and draw reasoned judgements from the material presented in the short scenarios and case studies. This unit is synoptic in nature.

Detailed unit content

Topic 4.1 The range of care needs of major client groups

Students will gain an understanding of:

- a the range of care needs of the major client groups
- b the basic needs of service users split into the following areas:
 - i physical needs — basic needs of humans such as food, water, shelter, clothing
 - ii intellectual needs — the ability to learn and develop new skills
 - iii emotional needs — the expression of feelings, giving and receiving love and security
 - iv social needs — the ability to develop and maintain relationships including friendships, intimate and sexual relationships and work relationships
- c the factors which affect human growth and development divided into:
 - i life course events
 - ii lifestyle choices
- d how expected and unexpected events impact on individuals during their life course
- e how these events affect an individual physically, intellectually, emotionally and socially, focusing on:
 - i lifestyle choices people make — such as diet, exercise, socialising with others, recreational activities undertaken
 - ii expected events — such as starting school, marriage/partnership formation, employment, death/bereavement
 - iii unexpected events — such as serious illness, relationship breakdown, financial difficulty, loss of job
 - iv how these factors/events affect human growth and development (physical, intellectual, emotional and social) and how they can lead to new learning.

Topic 4.2 Care values commonly used in practitioner work**Students will gain an understanding of:**

- a how health, social care and early years practitioners promote care values through their work with service users
- b the effects and consequences of these care values not being implemented
- c a range of care values through interaction with service users to include:
 - i promoting anti-discriminatory practice
 - ii promoting and supporting individual rights to dignity, independence, health and safety
 - iii promoting effective communication and relationships
 - iv maintaining confidentiality of information
 - vi acknowledging individual personal beliefs and identity
- d how these care values are reflected through practitioner interaction with service users in their attitudes and behaviour, and through professional training and development of care practitioners
- e how these care values are implemented in a care practitioner's work
- f analysis and evaluation of the consequences if service practitioners have not effectively implemented care values, including:
 - i the possibility of discrimination
 - ii the possibility of social exclusion
- g the effect of poor care practice on the self-esteem and self-concept of service users, for example disempowerment, lack of self-worth.

Topic 4.3 The development of self-concept and personal relationships**Students will gain an understanding of:**

- a the factors affecting self-concept and how self-concept is linked to personal relationships
- b how self-esteem, self-image and self-concept are formed
- c factors that affect an individual's self-concept including:
 - i age
 - ii appearance
 - iii gender
 - iv social class
 - v ethnicity/culture
 - vi emotional development
 - v education
 - v relationships with other
 - vi sexual orientation
 - viii life experiences, for example employment status.
- d how care practitioners can build self-esteem and influence the self-concept of service users through care practice, including:
 - i relationship building with service users
 - ii empowerment of service users
 - iii promoting positive relationships with family, partners, work colleagues and friends.

Topic 4.4 Promoting and supporting health improvement**Students will gain an understanding of:**

- a factors affecting health and wellbeing throughout the life course and the effects of these factors on the individual's health and wellbeing
- b the different ways health professionals can support service users to change their lifestyles in order to improve health, including considering the importance of:
 - i diet
 - ii regular exercise
 - iii supportive relationships
 - iv work
 - v rest and sleep
 - vi stress
 - vii recreational activities
 - viii financial resources
- c how these factors can influence health in both a positive (health improvement, longevity, reduced morbidity rates) or negative (increase in sickness rates, premature death, poor mental health) way
- d health promotion, including:
 - i the aims of health promotion — to include raising awareness, preventing ill health, improving fitness levels and improving life expectancy
 - ii the approaches used in health promotion to improve health and wellbeing — to include disease prevention, adoption of healthier lifestyles and actions taken at national level to improve the nation's health
 - iii how health professionals support individuals to change health-related behaviour — to include diagnosis, monitoring progress, health planning, advice and counselling and evaluating progress against targets

- e how effective promotion and support for health improvement is built upon through the careful implementation of care values, including
 - i promotion of choice
 - ii respecting identity and culture
 - iii empowerment
 - iv promoting independence
 - v respecting individual right to choice.

B Assessment

Assessment summary

Edexcel GCSE in Health and Social Care

- Unit 1 is externally assessed through a written examination lasting 1-hour and 15-minutes
- Unit 2 is an internally assessed unit

Edexcel GCSE in Health and Social Care (Double Award)

- Unit 1 and Unit 2 as above
- Unit 3 is an internally assessed unit

Unit 4 is externally assessed through a 1-hour and 15-minute written examination.

Summary of table of assessment

Unit 1 Understanding Personal Development and Relationships Unit code 5HS01

- Externally assessed through a 1-hour and 15-minute written examination paper, with a total of 70 marks.
- The paper will consist of a combination of multiple-choice questions and a series of questions based on case studies and short scenarios requiring short and extended answers.

Unit 2 Exploring Health, Social Care and Early Years Provision Unit code 5HS02

- Internally assessed under controlled conditions.
- Students will complete an Edexcel-set task worth 50 marks.
- Tasks will be marked by teachers and moderated by Edexcel.

Unit 3 Promoting Health and Wellbeing Unit code 5HS03

- Internally assessed under controlled conditions.
- Students will complete an Edexcel-set task worth 50 marks.
- Tasks will be marked by teachers and moderated by Edexcel.

Unit 4 **Health, Social Care and Early Years in Practice** **Unit code 5HS04**

- Externally assessed through a 1-hour and 15-minute written examination paper, with a total of 70 marks.
- The paper will consist three compulsory structured questions based on case studies and short scenarios requiring short and extended answers.

Assessment Objectives and weightings

	% in GCSE	% in Double Award
AO1: Recall, select and communicate their knowledge and understanding of health and social care in a range of contexts.	25-35%	25-35%
AO2: Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	40-50%	40-50%
AO3: Analyse and evaluate information, sources and evidence and make reasoned judgements and present conclusions.	20-30%	20-30%
TOTAL	100%	100%

Relationship of Assessment Objectives to units

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	7.1%	8.3%	4.6%	20%
Unit 2	6.0%	14.4%	9.6%	30%
Unit 3	6.0%	14.4%	9.6%	30%
Unit 4	6.5%	8.9%	4.6%	20%
Total for GCSE and GCSE Double Award	25.6%	46%	28.4%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

There is a requirement that at least 40 per cent of the assessment must be taken in the examination series in which certification is requested. The final qualification grade will include assessment results which satisfy this terminal requirement.

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act (DDA)

Please see the Edexcel website (www.edexcel.com/sfc) for information with regard to the Disability Discrimination Act.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate student work confidently.

A summary of the controlled conditions for this specification is shown below.

■ Summary of conditions for controlled assessment

Preparation and writing of the observation reports must take place under controlled conditions. Students will be allowed to write their reports only in a lesson, supervised by a teacher. The write up will take place over several lessons, so materials must be collected in at the end of the lesson and handed back at the beginning of the next lesson. Students' reports must be produced individually.

The levels of controlled assessment for the Edexcel GCSE in Health and Social Care are defined as follows.

Task setting – high level of control

Tasks are set by Edexcel and students choose from a list of scenarios.

The tasks will be reviewed every year, in accordance with QCA regulations for GCSE Health and Social Care. Please take care when using these tasks to ensure that students are completing the correct task for a particular year. Each task will have the dates it is valid for on the front sheet.

Task taking – medium level of control

All work must be completed under informal supervision. Teachers must indicate clearly on the controlled assessment record sheet (*Appendix 4*) any support given to the student and any collaboration with others. Teachers and students must sign the record sheet to declare the authentication of the work.

Task marking – medium level of control

Marking of tasks will be carried out by teachers using

■ Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

■ ■ Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any students unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

■ ■ Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCSE and GCSE Double Award in Health and Social Care: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ *Instructions for conducting coursework/portfolio* document on the JCQ website: www.jcq.org.uk For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

Assessing your students

The first assessment opportunity for Units 1 and 2 will be June 2010 and for Units 3 and 4 in June 2011. All units will then be available in each June series and Units 1 and 3 are also available in each January series for the lifetime of the specification.

Your student assessment opportunities

Unit	June 2010	January 2011	June 2011	January 2012
Unit 1: Understanding Personal Development and Relationships (external assessment)	✓	✓	✓	✓
Unit 2: Exploring Health, Social Care and Early Years Provision (controlled assessment)	✓		✓	
Unit 3: Promoting Health and Wellbeing (controlled assessment)			✓	
Unit 4: Health, Social Care and Early Years in Practice (external assessment)			✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority. The GCSE qualification will be graded and certified on an eight-grade scale from A* – G and the GCSE Double Award qualification will be graded and certificated on a 15-grade scale from A*A* to GG. Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE and Edexcel GCSE Double Award in Health and Social Care will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 80	72	64	56	48	40	32	24	16

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–15.

Units 2 and 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 120	108	96	84	72	60	48	36	24

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–23.

Qualification results

The minimum uniform marks required for each grade:

GCSE in Health and Social Care cash-in code 2HS01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 200	180	160	140	120	100	80	60	40

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–39.

GCSE in Health and Social Care (Double Award) cash-in code 2HS02

Qualification grade	A* A*	A* A	A A	A B	B B	B C	C C	C D	D D	D E	E E	E F	F F	F G	G G
Maximum uniform mark = 400	360	340	320	300	280	260	240	220	200	180	160	140	120	100	80

Students who do not achieve the standard required for a grade GG will receive a uniform mark in the range 0–79.

Resitting of units

Students can resit a unit once before claiming certification for the qualification. For internally assessed units students will need to retake the entire assessment requirements for that unit.

At least 40 per cent of the assessment must be taken in the examination series in which certification is requested and the results from these assessments must be used. Therefore, any previous, banked results for the unit(s) that are being used to satisfy the terminal requirement cannot be used even if they are better than the results achieved in the terminal series.

Results of units held in Edexcel's unit bank have a shelf-life limited only by the shelf-life of this specification, and subject to the terminal requirement, these unit results may be re-used after certification.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions — for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills — for example open-ended questions, case studies.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

Edexcel GCSE in Health and Social Care students could progress to:

- GCE AS and Advanced Level in Health and Social Care
- Level 3 Diploma in Society, Health and Development
- vocationally-related qualifications such as BTEC Nationals in the Health and Social Care sector
- directly to a job with further training.

Grade descriptions

A	<p>Candidates recall accurately and apply detailed knowledge and skills and thorough understanding of aspects of health, social care and early years provision in a range of contexts. They demonstrate a critical appreciation of the principles of care (and for the Double Award knowledge and understanding of promoting health and wellbeing).</p> <p>They plan and carry out a wide range of investigations and tasks independently. They use a range of appropriate methods to identify, gather, record and effectively analyse information from a wide range of appropriate primary and secondary sources. They identify and detail, and perceptively evaluate, the range of issues and problems affecting services and organisations and the quality of human life.</p> <p>They systematically evaluate the evidence available, presenting information clearly, accurately and precisely, leading to carefully reasoned judgements, and presenting substantiated and appropriate conclusions.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of aspects of health, social care and early years provision in a range of contexts.</p> <p>With only limited assistance, they plan and carry out investigations and tasks. They make careful use of information selected from a range of sources, leading to an analysis. Candidates select and use a range of methods, sources, information and data to find out about issues or topics, building in some opportunities for evaluation. They select appropriately and use information from primary and secondary sources. They recall and apply relevant vocational knowledge to issues and problems affecting services, organisations and the quality of human life.</p> <p>They review some of the evidence available, presenting information clearly, with some evidence of accuracy and precision. They make judgements based on the main findings and draw generally appropriate conclusions.</p>

F

Candidates recall knowledge and understanding of basic aspects of health, social care and early years provision.

Candidates plan and carry out a range of investigations and tasks with support and guidance. They make use of information from a limited range of sources, leading to some basic analysis. Candidates select and use a limited range of methods, sources, information and data in a restricted manner to find out about issues or topics. They use a limited range of information from primary and secondary sources. They recall basic vocational knowledge to identify basic aspects of the main issues and problems affecting services, organisations and the quality of human life.

They review their evidence and draw restricted conclusions.

C Resources, support and training

Edexcel resources

Teacher and student support

These new resources from Edexcel will provide you and your students with comprehensive support for our new GCSE 2009 Health and Social Care qualification. These materials have been developed by subject experts to ensure that you and your department have appropriate resources to deliver the specification.

For more information, and to order a free Evaluation Pack, please call 01865 888080 or visit www.edexcel.com/gcse2009

Edexcel publications

You can order further copies of the specification and sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linney.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert

Ask Edexcel — Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

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Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Application of number				
N2.1			✓	
N2.2			✓	
N2.3			✓	
Communication				
C2.1a	✓	✓	✓	✓
C2.1b	✓	✓	✓	✓
C2.2	✓	✓	✓	✓
C2.3	✓	✓	✓	✓
Information and communication technology				
ICT2.1		✓		
ICT2.2				
ICT2.3	✓	✓	✓	✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2		✓	✓	✓
LP2.3	✓	✓	✓	✓
Problem solving				
PS2.1			✓	
PS2.2			✓	
PS2.3			✓	
Working with others				
WO2.1	✓	✓	✓	✓
WO2.2	✓	✓	✓	✓
WO2.3	✓	✓	✓	✓

Development suggestions

Please refer to the Edexcel website for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental	✓	✓	✓	✓
European initiatives	✓	✓	✓	✓
Health and safety	✓	✓	✓	✓

Development suggestions

Issue	Units	Opportunities for development or internal assessment
Spiritual	Units 1, 2, 3 and 4	The health and wellbeing of different groups of people which can also be reinforced by consideration of emotional factors.
Moral	Units 1, 2, 3 and 4	Covered under intimate personal and sexual relationships, sexual orientation, life experiences and relationship changes.
Ethical	Units 1, 2, 3 and 4	Covered in the way value-led care shows a respect for cultural differences.
Social	Units 1, 2, 3 and 4	Dealing with different groups of people and values.
Cultural	Units 1, 2, 3 and 4	Dealing with different groups of people and values.
Citizenship	Units 1, 2, 3 and 4	Health and wellbeing of different groups of people. How individuals grow and develop during their life and what is expected of them as citizens at different stages of their life.
Environmental	Units 1, 2, 3 and 4	Covered under factors affecting health and wellbeing which could include environmental and economic factors.
European initiatives	Units 1, 2, 3 and 4	Dealing with different groups of people and values.
Health and safety	Units 1, 2, 3 and 4	Covered in interactions with service user groups.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	0003
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE's Sections 96 and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: GCSE — 500/4482/5 GCSE Double Award — 500/4446/1
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 5HS01 Unit 2 — 5HS02 Unit 3 — 5HS03 Unit 4 — 5HS04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	GCSE — 2HS01 GCSE Double Award — 2HS02
Entry codes	The entry codes are used to <ul style="list-style-type: none"> enter a student for the assessment of a unit aggregate the student's unit scores to obtain the overall grade for the qualification. 	Please refer to the <i>Edexcel Information Manual</i> , available on the Edexcel website.

Appendix 4 Controlled assessment record sheet



GCSE in Health and Social Care — Unit 2 (2HS01) and 3 (2HS02)

	Examination year
Centre name	Centre number
Candidate name	Candidate number

Unit title	Tick chosen unit title
Exploring Health, Social Care and Early Years Provision (Unit 2)	
Promoting Health and Wellbeing GCSE in Health and Social Care (Double Award — Unit 3)	

Recall, select and communicate	Plan and carry out	Apply skills, knowledge and understanding	Analysis and evaluation	Total:
/10	/12	/12	/16	/50
				MAXIMUM MARK: /50

Signed (teacher): _____ Name of teacher: _____

Date: _____

Please attach this form to the candidate's work before submitting it to the moderator.