



Health and Social Care

GCSE 2012

Health and Social Care

Teachers' Handbook

J406/J412

Version 1

September 2012

Contents

Contents	1
Introduction	2
Subject specific guidance	3
Resources	10
Other forms of Support	19
Frequently Asked Questions	22

Introduction

OCR is offering new GCSEs for first teaching in September 2009.

We have improved the quality of our GCSEs for teachers and students alike. We've made improvements in two key areas: updated and relevant content and a focus on developing students' personal, learning and thinking skills.

In addition and in response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment from September 2012. This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

The main changes are:

- Controlled Assessment has been introduced for most subjects
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE Health and Social Care specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

Subject specific guidance

Unit A911 Health, Social Care and Early Years Provision

Whilst this unit is assessed by a controlled task set by OCR every two years, teachers will need to ensure that candidates understand the groups of people who may need health, social care and early years services, how they can gain access to use the services for their needs, and how the people will be cared for when using a service.

The first thing which needs to be achieved is an appreciation of who needs to use care services and why. Understanding of the needs of major client groups will show why certain individuals may require and seek to use health, social care and early years services. Next comes an understanding of how health authorities and local authorities assess the needs of local populations in order to identify likely care service demands in an area, *e.g. an area with a high population of people over the age of 65 will require greater health and social care services, or a high birth rate will require extra maternity services in an area as well as nursery facilities and then in four years time there needs to be sufficient placements in local schools.*

Candidates need to be encouraged to focus their research for the controlled task around one service that provides care within their own locality. They will need to be aware of social policy goals *e.g. reducing child poverty, transforming the lives of children and young people in care.* This will lead to an understanding on how services are developed, how a certain service may be targeted to meet goals and demographic trends and how services work together to provide for the needs of the community.

After this it is necessary to look at the ways people gain access to a care service and the different referral methods that exist. There is no need for detailed knowledge of the legislation listed in the specification but there should be an awareness of how legislation protects an individual's rights to the access of a service that they require. This will lead to an understanding that by removing barriers from a service this will empower individuals to take control of their life rather than relying on other people. A service should provide an equality to meet the needs of a diverse cultural population. Candidates should be able to identify barriers that could prevent people from making use of a service and suggest ways that these might be overcome.

When focusing on one area of service provision (health, social care, or early years) candidates will need to show that they understand how a service is delivered by either an organisation or by a private practitioner. Candidates need to know what services are provided, where they are

available, and how they are organised to work together where necessary to provide a seamless provision of care. *e.g. older people can be given social care provision to continue living in their own homes, a social service case coordinator will work with the G.P and community nurse to ensure that the person's health needs are being met, they may organise visits to a day care centre each week which will provide social need and work closely with family members providing the persons physical needs like shopping and provision of meals.* Candidates need to understand that a large amount of care is provided by informal carers and the “third sector”.

The remainder of the unit focuses on how care workers promote values in the work that they do and use professional guidelines, organisational policies, and codes of practice. There is a need to know how care workers promote equality and diversity of people who use services; promote individual rights and beliefs and maintain confidentiality. An understanding on the impact upon clients if care practitioners do not adhere to the care values and awareness that care workers working in early year's services must address the “Every Child Matters” agenda. In order to carry out care work, certain skills and qualities are required from practitioners and this needs to be understood. Care workers can only perform their roles effectively if they have the correct qualifications, good interpersonal skills, effective communication skills and are able to develop care relationships in a multi cultural society.

The OCR Specification for A911 is detailed and teachers are advised to read the guidance notes that they will find written in italics at the end of each sub-section of the specification to support them in the teaching of this unit.

The controlled task will ask candidates to apply the knowledge that they have learnt in this unit to contribute to research into **one** health, social care, or early years service of their choosing within their own locality. They will need to show that they know how clients can access to the service, what care will be provided, by whom and how.

The next section of this Handbook contains a resource page with ideas to support the delivery of this unit.

Unit A912 Understanding Personal Development and Relationships

This unit is externally assessed and contributes to the assessment of the Single Award specification. Teachers will need to ensure that candidates have an understanding of how people grow and develop and what factors may influence this. There is a need for candidates to apply

their knowledge and understanding to individuals and groups from different life stages and contexts.

The first thing which needs to be achieved is how individuals grow and develop, then to appreciate the differences between growth and development. The ages of the five main life stages must be learnt. The candidate needs to be able to describe the expected patterns of physical growth and the changes in people's physical, emotional, social and intellectual development that typically take place during each of the five main life stages.

Centres are advised to develop and use different case studies. Through them candidates will learn to appreciate what factors affect human growth and development and this influences an individual's health, wellbeing, life opportunities and attitude. Factors may be physical; social and emotional; economic or environmental. They will also need to identify the effect that abuse or neglect may have on a person's development. Questions will be asked so that candidates can show an understanding of how these factors may interrelate (link together) and contribute to a person's self esteem; physical and mental health; employment prospects as well as their level of education. *E.g. an older person has recently retired to the countryside so he is missing his work mates, his income has reduced and this prevents him going places with his friends as he lives in the countryside, and is reliant on public transport. His severe arthritis makes it difficult for him to move around and prevents him joining a new recreational activity. He may become isolated, lonely, feels useless as he cannot do the things that he used to be able to do.*

Throughout life, people have different relationships and these play a key part in intellectual; emotional and social development. The different relationships need to be understood, e.g. family; friendships; work, intimate; personal, and sexual relationships. By using case studies candidates need to identify how relationships may have had a positive or negative impact on a person's life. Self concept refers to the ways in which a person sees themselves and how others view them. Candidates need to be aware how someone's self-esteem and self-image can have a positive or negative impact and affect their development e.g. *Sandra stays at home because her husband does not want her to go out to work, she has a low self-esteem/self concept as she feels she is not given choices and allowed to do what she wants to do.*

Life events will be explored in terms of changes in relationships, circumstances and physical abilities and the affect these can have on an individuals' personal development. The reaction that people have in different experiences will need to be taught and this may be explored through the use of case studies. Candidates will need to research the support that can be given to individuals to cope with the effects of life events. The sources of support should included partners, family and friends, professional carers and services, voluntary (third sector) and faith based services. Support may include an assessment of need, observation; talking and listening, providing practical support; liaising with other agencies; writing reports; giving advice; providing information. Coping strategies may include comments about feelings (*feels relieved that someone is listening to their needs*), helping in practical and emotional ways (*help to cope with daily living; help to come to terms with the situation*); increasing confidence; reassuring; stop worrying etc.

The OCR Specification for A912 is detailed and teachers are advised to read the guidance notes that they will find written in italics at the end of each sub-section of the specification to support them in the teaching of this unit.

The one hour question paper will ask candidates to recall, select, and apply the knowledge that they have learnt in this unit. Analyse, evaluate issues and problems. There will be short questions and levelled response questions.

The next section of this Handbook contains a resource page with ideas to support the delivery of this unit.

Unit A913: Promoting Health and Well being

The object of this unit is for candidates to look at the health and well being of themselves and others considering the feelings and pressure they may experience. This unit is assessed by a controlled task set by OCR every two years and will focus on an individual of the candidate's choosing, it is advisable for teachers to guide their candidates towards a realistic choice.

The person that the candidate chooses must be; accessible in order to obtain the information, and have scope to enable the candidate to discuss the positive and negative factors about the person's health, and be someone who needs to either maintain or improve their health. Whilst the plan may be based on the candidate, it is often easier for candidates to be more objective when discussing someone else. It is useful for candidates to use themselves when learning the skills required before starting their controlled task.

The first thing which needs to be understood is what is meant by health and well being, they need to consider the different ways of thinking about health and well being and how these views have changed over time and differ between different cultures. Information about a person's health status could be collected through an interview or by using a questionnaire, there is opportunity for group work but it is important that a candidate knows how to compose a questionnaire or a set of interview questions in order to obtain relevant information.

They will need to be taught the nationally recommended measurements of health e.g. DRV's, exercise routines, sleep patterns, units of alcohol etc. and the expected development of an individual after measuring their physical health, so that judgements about their health status can be made, and these are then linked to setting targets for the individual. Other sources of help could be leisure/fitness centres, the Physical Education Department, the Science Department, or School Nurse.

An understanding that a person's health and well being is affected by a number of different factors both positively and alternatively as well as those that could cause risks to a person's health and have a damaging effect will be researched. When considering positive factors there is a need to know how these factors have contributed to the development of an individual, looking at several stages in order to link and show what the combined effect of the factors have had on the persons health and wellbeing, using information gathered from the questionnaire. Candidates will need to be aware of the opinions from research articles, recommendations from National bodies and theorists like Bandura; Piaget and Maslow. When considering the risks, there needs to be

awareness that not only do they affect an individual's health but have an impact on the wider society, e.g. increase in health and social care provision required, incidents of crime, economic implication and impact on families and the environment.

The remainder of the unit focuses on how individuals can be motivated and supported to improve their health. Candidates will need to be taught what physical health assessment and target setting should happen before a health improvement plan is produced, how S.M.A.R.T targets are created and how different health behaviours can help people achieve their targets. There are numerous campaigns initiated at National and Local levels to inform, motivate, and support people to improve their health and well-being, these need to be explored, especially in the light of Government Health Improvement Targets.

In the controlled task candidates will be required to develop a plan which must be in a form that is useable by the person for whom it is intended. It should be noted that when considering motivation, existing materials should be used, candidate will not be given credit for producing their own materials, and these materials should be referenced in the portfolio work but **not** included in their entirety as they are bulky and costly for postal moderation and use unnecessary space on the OCR Repository.

The OCR Specification for A913 is detailed and teachers are advised to read the guidance notes that they find written in italics at the end of each sub-section of the specification to support them in the teaching of this unit.

The controlled task will ask candidates to apply the knowledge that they have learnt in this unit to contribute to a research project into the health and well-being of a person for a specific purpose.

The next section of this Handbook contains a resource page with ideas to support the delivery of this unit.

Unit A914: Safeguarding and Protecting Individuals

This unit is externally assessed and contributes to the assessment of the Double Award specification. The object of this unit is to help candidates develop awareness on safeguarding and protecting individuals, looking at who is at risk, why they may be at risk and how they can be protected.

The first thing which needs understanding is who requires safeguarding and the consequences of a lack of safeguarding. They will know that people who do not feel in control of their own lives (for many reasons), are vulnerable. Candidates will explore who may be a vulnerable person, look at situations where individuals may need to be safeguarded and the effects that this may have on people. They need to be aware of the reasons for the ill treatment of people e.g. lack of staff training. There is a list of relevant legislation in the specification, which provides guidance for care workers to contribute to safe guarding. Candidates need to know the name, the purpose, and the key features of the Acts/Regulations.

The prevention of infection is one way that people can be protected when using care services. Candidates need to be aware of the basic procedures that care workers need to follow to prevent the spread of infection. Understanding the reasons why and ways environments must be cleaned and sterilised. The conditions that need reporting in care settings and how vaccination and immunisations prevent the spread of infection. Candidates need to understand the general purpose of legislation that underpins prevention of the spread of infection. When studying food hygiene regulations, there is opportunity for candidates to obtain a food hygiene certificate, an additional qualification which would be valuable for their CV's; this is not prerequisite but purely optional.

Candidates need to know how to use first aid to deal with minor emergencies. This could give them opportunity to achieve a first aid qualification, whilst studying this unit, it should be noted that there is no requirement for learners to do this in the context of this qualification. First aid qualifications are regulated by the HSE and those offering first aid training must operate within the framework. The object is for candidates to know the general purpose of the Health and Safety (First Aid) Regulations 1981 Act which impacts on care settings as well as first aid practice and procedures. There needs to be an awareness of the responsibilities of a first aider, how casualties are managed and needs prioritised as well knowing what information is necessary when calling emergency services. They should be able to recognise the key signs and symptoms of common health emergencies, and know procedures for dealing with them. Candidates should use reference books etc that are current and up to date and in line with current medical research.

The final part of this unit is for an awareness of potential risks for people who use services. Candidates will explore these risk areas. Safety features can help reduce risks, these need to be researched. Following safety procedures and instructions for safety equipment will provide protection for those in settings. Recognising how and when safety features are used and being able to give reasons about why their use helps to keep individuals safe. Underlying this there is legislation and regulations that help to protect people who use the services and the workers, candidates need to be aware of the legislation and the roles and responsibilities of the HSE. It is advised that learners should know how to conduct a risk assessment and the reasons why actions need to be taken to protect individuals. Demonstrating this in a variety of contexts will enhance understanding.

The OCR Specification for A914 is very detailed and teachers are advised to use the specification and read the guidance notes that they find written in italics at the end of each sub-section to support them in the teaching of this unit.

The question paper, which may be online or paper based and will seek to show how candidates can recall, select, and apply the knowledge that they have learnt in this unit. Analyse; evaluate issues and problems that contribute to safe working practices and the protection of individuals. There will be short questions and levelled response questions.

The next section of this Handbook contains a resource page with ideas to support the delivery of this unit.

Resources

This specification is supported by OCR approved Heinemann Texts.

Childcare and Development Child Care and Education An Introduction to Child Development	Pamela Minett Penny Tassoni C C Davenport	John Murray Heinemann Collins Educational
Child care and Education A Textbook of Nursery Nursing NVQs In Nursing and Residential Homes Caring for Older People GCSE Health & Social Care	T Bruce & C Meggitt Patricia Gilbert Linda Nazarko Jacci Stoyle Angela Fisher et al	Hodder & Stoughton Stanley Thornes Blackwell Science Stanley Thornes Folens

Books

GCSE Health and Social Care (2008) (2nd Edition) Angela Fisher and Stephen Seamons, Folens

AS Applied Health and Social Care, Angela Fisher et al, Folens

Applied A2 Health and Social Care (2007), Angela Fisher et al, Folens

Health and Safety Executive (2001), Handling Home Care, London HSC

Nursing in Care Homes (2002) (2nd Edition), Linda Nazarko, Blackwell Science

Safety Signs and Signals: The Health and Safety (Safety Signs and Signals) Regulations 1996

(2002) London HSE

The First Aid Manual, St John Ambulance, St Andrew's Ambulance Association and the British Red Cross Dorling Kindersley

Health & Safety: At Work Essentials, Mary Duncan et al, Law Pack Publishing LTD

Five Steps to Risk Assessment (INDG 163)

Organisations

British Safety Council, National safety centre, 70 Chancellors Road, London W5 9RF

Royal Society for the Prevention of Accidents (ROSPA), Edgbaston Park, 115-123 Pentonville Road, London N1 9LZ

Web Sites

www.doh.gov.uk/ - The Department of Trade and Industry Safety Site

www.hse.gov.uk/coshh - The Control of Substances Hazardous to Health Regulations 1988

www.riddor.gov.uk – The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985

www.hse.gov.uk - Health and Safety Executive website

www.cctv-information.co.uk – Information on CCTV

www.britishsafetycouncil.org

www.open.gov.uk/hsehome.hrm

www.hsebooks.co.uk

www.redcross.org.uk

www.firstaid.org.uk

www.rospace.co.uk

A911 Health Social Care and Early Years Provision

Books

This specification is supported by OCR's publishing partners Hodder

- GSCE Health and Social Care Thomson and Aslangul Hodder
- Complete A-Z Health and Social Care Handbook Richards Hodder
- Safeguarding Children and Young People: Child Protection 0-18 Years Hodder
- Caring for Older People Marr & Kershaw Hodder

Social Welfare Alive	Moore	Stanley Thornes
The Pocket Guide to the NHS	Morris	NHS Confederation
Wellard's NHS Handbook	Peter Murray	JMH Publishing
The Essentials of Health Care in Old Age	Bennett/Ebraham	Arnold

Publications

Local Healthcare Trust Reports

Websites

Local Council Intranet

HMSO Government Internet Sites

Kudos

Career Information Data base

www.surestart.gov.uk

www.multikulti.org.uk

A912 Understanding Personal Development and Relationships

Books

This specification is supported by OCR's publishing partners, Hodder.

- GSCE Health and Social Care Thomson and Aslangul Hodder
- Complete A-Z Health and Social Care Handbook Richards Hodder
- Safeguarding Children and Young People: Child Protection 0-18 Years
- Caring for Older People Marr & Kershaw

Core Themes Health and Social Care	editor: Stretch	Heinemann
Child Care and Development	Minett	Hodder Arnold
NVQ Level 2 Health and Social Care Candidate Handbook	Nolan	Heinemann
Child Care and Education	Tassoni	Heinemann
An Introduction to Child Care	Davenport	Collins
Child care and Education	T Bruce & C Meggitt	Hodder & Stoughton;
A Textbook of Nursery Nursing	Patricia Gilbert	Stanley Thornes
Nursing in Care Homes	Nazarko	Blackwell Science(UK)
NVQs in Nursing and Residential Homes	Nazarko	Blackwell Science(UK)
Caring for Older People	Style	Stanley Thornes
GSCE Health and Social Care	Fisher and Seamons	Folens
Human Form and Function	Minett, Wayne, Rubesten	Collins

Websites:

www.surestart.gov.uk

www.parenting.org.uk

www.savethechildren.org.uk

www.nspcc.org.uk

www.childline.org.uk

www.parentscentre.gov.uk

www.bbc.co.uk/cbeebies/grownups/curriculum

www.standards.dfes.gov.uk/primary/publications/foundationstage/940463/ss_birth2_3matters_birth.pdf

www.helptheaged.org.uk

www.ageconcern.org.uk

www.dlf.org.uk (Disabled Living Foundation)

DVD

BBC Human Body Robert Winston

A913 Promoting Health and Well being

Books

This specification is supported by OCR's publishing partners, Hodder.

- GSCE Health and Social Care Thomson and Aslangul Hodder
- Complete A-Z Health and Social Care Handbook Richards Hodder
- Safeguarding Children and Young People: Child Protection 0-18 Years Hodder
- Caring for Older People Marr & Kershaw Hodder

Health Sciences	Minett	(Collins GCSE Sciences)
Core Themes Health and Social Care	editor: Stretch	Heinemann
Health Promotion	Nadoo & Bailliere	Tindall Ltd
Promoting Health	Eweles and Simnett	Scutari Press
Core Themes-Health and Social Care	Stretch	Heinimann
Research made real – a guide for students	Walsh Nelson	Thornes

Organisations.

Local Health Promotion Units

Local Drugs Advisory Services

Action on Smoking and Health (ASH)

Alcoholics Anonymous

Weight Watchers

Brook Advisory Service

Publications

Magazines and Newspaper articles which promote healthy life styles

Websites

www.dh.gov.uk (Department of Health)

www.bhf.org.uk

[www.bupa.co.uk/health information](http://www.bupa.co.uk/health-information) (BUPA contains fact sheets, articles & advice on health living)

www.bbc.co.uk search topic required

www.hpa.co.uk health protection agency

www.eatwell.gov.uk

www.gosh.nhs.uk

www.rospe.co.uk

A914 Safeguarding and Protecting Individuals

Books

This specification is supported by OCR's publishing partners, Hodder

- GSCE Health and Social Care Thomson and Aslangul Hodder
- Complete A-Z Health and Social Care Handbook Richards Hodder
- Safeguarding Children and Young People: Child Protection 0-18 Years Hodder
- Caring for Older People Marr & Kershaw

Health and Social Care	Yvonne Nolan	Heinemann
Human Form and Function	Minett, Wayne, Rubesten	Collins
Health and Social Care NVQ 2 Candidate Handbook	Walsh, Banks, Boys, Evan, McAleavy	Nelson Thornes
Core Themes Health and Social Care	editor: Stretch	Heinemann

British Red Cross Practical First Aid

St Johns Ambulance First Aid Manual

GCSE Health and Social Care

Angela Fisher and
Stephen Seamons

Folens

AS Applied Health and Social Care

Angela Fisher

Health and Safety Executive (2001) Handling Home Care

HSE

Nursing in Care Homes

Nazarko

Blackwell Science

Organisations

Fire Brigade

Royal Society for the Prevention of Accidents (ROSPA) Edgbaston Park, 115-23, Pentonville Road, London N1 9LZ

British Safety Council Centre 70 Chancellors Road, London, W6 9RS

Publications - Health and Safety Executive

Web Sites

www.h.p.a. Health Protection agency

www.has.gov.uk Health and Safety Executive website

www.britishsafetycouncil.org

www.redcross.org.uk

www.firstaid.org.uk

www.rospace.co.uk

www.riddor.gov.uk the Reporting of Injuries, Diseases and Dangerous occurrences Regulations 1985

www.hse.gov.uk/coshh - the Control of Substances Hazardous to Health Regulations 1988

www.doh.gov.uk/ The Department of Trade and Industry Safety Site

Other forms of Support

In order to help you implement the new GCSE Health and Social Care Specification effectively, OCR offers a comprehensive package of support. This includes:

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder Education is the publisher partner for OCR GCSE Health and Social Care.



Hodder Education has produced the following resources for OCR GCSE Health and Social Care.

OCR Health and Social Care for GCSE Student's Book
Hilary Thomson and Sylvia Aslangul
ISBN 978 0340 97508 4
Published: April 2009

OCR Health and Social Care for GCSE Teacher's Resource CD-ROM
ISBN 978 0340 98536 6
Published: May 2009

Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

Professional Development

The 2012-13 OCR Professional Development Programme offers more accessible and more cost effective training, with the same valued content that you expect from us.

At OCR, we are constantly looking for ways in which we can improve the support we offer to teachers. Most recently we have been considering the increasing challenges that schools face in releasing teachers for INSET, and how OCR can make its professional development programme more accessible and convenient for all.

From September 2012, our new improved programme will include:

- FREE online professional development units available when and where you want them
- FREE live web broadcasts of professional development events
- FREE face to face training for GCSE controlled assessment and GCE coursework
- A series of 'not to be missed' premier professional development events.

For more information, please email training@ocr.org.uk or visit www.ocr.org.uk/training.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

Frequently Asked Questions

General

Q Would a glossary be useful for these units?

Yes, a glossary of technical terminology would be useful and prompt candidates to use the appropriate words when answering questions.

Q Is there an 'ideal model' we could follow which sets out in what order we should/could deliver the units?

No, as different centres deliver the course in different ways. However, we would recommend that you deliver units A911 and A912 first – should double award candidates leave the course at this stage, they are able to certificate for the single award and achieve a GCSE result.

Some suggestions: these topics could be taught together:

- A912 3.2.1 growth and development, underpins work in A911 3.1.1 and A913 3.3.1/3.3.3/3.3.4
- A912 3.2.2 factors underpins work in A913 3.3.3 and 3.3.4
- A912 3.2.4 could be taught along side A911 3.1.3 as candidates recognise the different types of support that are given to service users.

OCR has produced suggested models of delivery which are available as part of the support materials.

Q Can a candidate be entered for J406 and then change to J412?

Centres should enter candidates for the certification codes (those above). Should a candidate who originally intended to complete the single award then decide to progress to the double award, the centre enters for J412, however; all units must be certificated in the same June series.

Q Can a candidate be entered for J412 and then change to J406?

Yes, as long as the two mandatory units for J406 have been completed and entered in the same June series - these being A911 and A912.

Q If my school enters a single award, do I have to deliver set units?

Yes, A911 and A912 make the single award. A913 and A914 are double award units only.

Q Will Candidates be able to re-enter units?

Yes. Yes. Control assessment units can be carried forward with the moderator mark from one session to the next i.e. June 2014 to June 2015. There is a separate 'carry over' code to re-enter the unit.

Q Are there set grade boundaries?

No, grade boundaries are set during the Awarding Committee process which takes place after each series. Centres should note that grade boundaries for internally assessed units can change.

Q Can you explain the Repository?

The OCR Repository allows candidates to submit their Controlled Assessment in electronic format, using a variety of media, eg video. The Centre must ensure that they use the correct component code when entering candidates and that file types used are appropriate. The specification contains further information on approved file types.

Q Legislation for Health and Social Care is frequently being amended and changed. How important is it for candidates to include recent changes?

It is the very nature of health and social care that as government policies develop, legislation changes. Teachers of the subject need to be aware of current developments which include amendments and updates to current legislation.

Candidates will not be penalised if they refer to legislation as specified in OCR's specification when an update has been published.

For tested units, centres are advised to study only legislation which is listed in the specification, as questions will focus on these only.

General Examination Units A912/A914

Q How can I support candidates to give longer answers for the levels response questions?

Practice identifying the key words in questions, then producing a quick plan (spider diagram), numbering the points in the order that they will answer them in. Please note that candidates are not rewarded solely on the amount of factual information which they produce; marks are available for the candidates ability to address the command verb, organise their answer, use appropriate technical terminology, and the quality of their written communication.

Q Will candidates need to use extra paper in the exam?

Hopefully not - the number of lines is a good guide to the length of answer required. However, should a candidate require additional paper, this is allowed.

Q Is a one word or phrase sufficient evidence when a question says 'identify, state, name, list, give'?

Yes, if appropriate, along with short sentences depending on the question being asked.

Q What is required for an answer which asks the candidate to 'describe'?

The candidate needs to show that they know facts, they can apply the facts in context and can give examples in their answers.

Q What is required for an answer which asks the candidate to 'explain'?

Candidates need to justify the factual information they provide, saying 'why' this is the case, etc. Assessors would expect to see *because, so that, in order to, etc*, as part of the candidates response.

Q What is required for an answer which asks the candidate to 'evaluate'?

Candidates will be able to show that they can look at both sides of an issue, drawing conclusions/making judgements which reflect their response.

Q What is required for an answer which asks the candidate to 'analyse'?

Candidates need to look at the whole issue and then take each part and explain in detail.

Q Will question papers include scenarios?

Yes, because this gives candidates the opportunity to apply their knowledge in a vocational situation. OCR will endeavour to keep scenarios as short as possible in order to reduce reading time. However, centres should note that scenarios will be used only where it is deemed appropriate and some questions will be 'stand alone', without the use of scenario information.

General Questions for Controlled Portfolio Assessment

Q Can a candidate 'move up' a mark band (achieve higher marks) if they have missed a section of the evidence out in their Controlled Assessment work?

OCR uses a 'best fit' approach to internally assessed work. It is possible that a candidate may miss a small section of assessment and still achieve a mark which reflects the overall quality of the evidence produced. However, this will depend on what (and how much) work has been missed.

Q What does 'best fit' assessment mean?

Please refer to section 5.4.3 of OCR's GCSE Health and Social Care Specification. Teachers will need to use their professional judgement in selecting the mark band criteria which best meets the evidence the candidate has produced.

Q Should the Controlled Assessment of the portfolio be completed over a continuous period of time?

No, it is entirely up to centres how they administer the time allocated. Many candidates may benefit from planning their work and then undertaking the research for other tasks after sections of the specification have been taught. Candidates would benefit from a period of time to plan their Controlled Assessment evidence.

Q How would you advise us to obtain resources for candidates to use?

For all Controlled Assessments candidates need to access primary and secondary information. How this is done will depend upon the opportunities available in the local area. Assessment will be based on how each individual candidate has interpreted the information that they have obtained.

Q Can candidates use the Internet for their research?

Yes, candidates are advised to use Internet data as a source of information. However, research obtained from the Internet should not be included unless it is used and annotated in some way. Where candidates use evidence from sources other than themselves, references need to be acknowledged.

Candidates are strongly advised not to insert pages of downloaded materials unless they are referred to and referenced by the candidate in the body of their Controlled Assessment evidence.

A911

Q Is it essential for candidates to complete work experience?

It is, of course, advantageous for candidates to access work experience as this provides an ideal opportunity to observe workplace practice 'up close' and can definitely add to the learning experience. However, work experience is not mandatory and candidates will not be penalised if they are unable to access this resource.

Q Can candidates study services?

During the teaching of this unit learners will need to be aware of the whole range of services that are available to support people with specific needs. The portfolio assessment will focus on one specific service; however, there will be a need for candidates to show how the service works/interacts with other services.

Q What are the criteria for early years?

For the purpose of this specification, early years is defined as a service focusing on 0-8 years e.g. nursery, paediatric service, children's centres.

Q What is meant by 'third sector'?

'Third sector' is the new term used for voluntary and faith-based services. This will include charities and 'not-for-profit' organisations with paid employees (e.g. Age Concern, Barnardos, Children's Hospice, Salvation Army), local support groups who use volunteers (e.g. 'Attend' hospital volunteers, faith luncheon clubs).

Q During Controlled Assessment evidence production, can candidates focus on a single service?

Candidates will gain their focus for their assessment evidence from the Controlled Assessment issued from OCR. Teachers in their teaching need to make candidates aware that a service does not work in isolation from each other but collaboratively for the benefit of people who use services.

Q Will candidates need to be aware of the Every Child Matters Agenda?

When exploring the underpinning values of working with children, candidates will need to be aware that every child should be able to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Q Is it necessary for candidates to know legislation that has an impact on people working in care situations?

Yes, candidates should have an understanding that all care values derive from the Human Rights Act 1998 and be aware that other legislation underpins codes of practice and organisation policies in different care settings.

A912

Q What is meant by the term 'development'?

Development focuses on the physical, intellectual, emotional and social aspects of all key life stages.

A913

Q Can the Controlled Assessment task be based on a case study?

Candidates should be encouraged to obtain primary and secondary information. By using a case study this may limit their opportunities. However, for those who are unable to access 'real life' information, a case study may be used.

Q Could all candidates access the same individual to base their Controlled Assessment on?

To some extent this will depend on the size of the class. If a class 'team approach' is taken, it is important that the contribution each candidate has made is clearly identifiable; this is clearly stated on the candidates instructions found on the Controlled Assessment Task.

Q Does a health plan need to focus solely on physical needs?

The focus for a health plan should be based on evidence found in the initial investigation and justified as being a need. For example, *Jayne has a blood pressure reading and BMI reading within the norms of her age and gender but her work life balance is poor and she has started to drink several glasses of wine every evening.* The plan would be focused on her needs to restore a more evenly based work life balance and reduce her alcohol intake.

Q Is a comprehensive knowledge of specified theories within the guidance essential?

Use of theories and recommendations from recognised National Bodies could be used by the more able candidates in the application of knowledge; this would extend the quality and depth of their work.

Q Will internally produced work be assessed by knowledge alone?

No, internally produced work will be assessed following three Assessment Objectives:

- AO1 Demonstrating knowledge and understanding
- AO2 Plan and carry out;
- A03 Analysis and evaluation.

Please refer to page 39 of the specification.

Q Do candidates need detailed knowledge about all the risks to health and well being?

Centres would be advised to ensure that they do not spend too much time on this section of the specification. Candidates need to be aware how to research specific risks and apply their knowledge to an individual and understand the impact on wider society.

Q What does 'wider society' mean?

Candidates need to be aware how the risks can impact on the health and social care provision in an area, how the incidents of crime can increase, how there may be economic implications and what impact the risks have on families and the environment.

A 914

Q Will candidates only be able to enter A914 in an electronic version?

No, paper versions of the exam paper will be available providing the Centre enters candidates for the correct paper using the correct component code (found in the specification). There will be one set time allocated on the exam timetable for candidates to sit the paper-based exam, unlike the electronic entry version which has a window of one week for candidates to sit the exam.

Q Does the Centre need to employ a qualified First Aider to teach this Unit?

Candidates can be taught the facts about first aid by a teaching member of staff at a centre, but no practical activities can be undertaken unless the centre complies with HSE regulations.

There is no requirement for learners to undertake practical first aid in the context of this qualification. If the centre wishes to support their learners to achieve a recognised first aid qualification this would be possible.

Contact us

Keep up to date with the latest news by registering to receive e-alerts at www.ocr.org.uk/updates

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

