

General Certificate of Secondary Education

A911CA

Health and Social Care

Unit A911: Health, Social Care and Early Years
Provision

Specimen Controlled Assessment Task

INSTRUCTIONS TO TEACHERS

Before candidates start works on the Tasks, teachers should:

- make sure that candidates are sufficiently prepared for producing an action plan which covers all requirements of the Tasks
- ensure that candidates are aware that they do have research time of between 12-18 hours over the course of the unit to allow them to carry out Tasks 3 and 4 and compile a bibliography
- ensure that if any group work takes place, that the information gathered is then used by the candidate on an individual basis when responding to Tasks in the controlled environment
- make sure that candidates are able to access appropriate resources, eg internet, local publications such as directories.

The controlled environment must be monitored as follows:

- candidates must have access to their notes, action plan/checklist and any information obtained via research when they respond to the Tasks
- candidates will complete all Tasks in class, working independently when producing evidence for assessment
- it is expected that the timeframe for completion of all Tasks is 18-26 hours:

Task 1 2-4 hours

Task 2 4-6 hours

Task 3 6-8 hours

Task 4 3-4 hours

Task 5 3-4 hours

The total number of marks available for this task is 60.

This document consists of **5** printed pages.

INSTRUCTIONS TO TEACHERS continued

- candidates must be supervised at all times during the completion of Tasks. At the end of each period of work, candidates' notes, discs, memory sticks, etc, must be collected and then returned to them at the beginning of the next period of work
- candidates must not communicate with each other regarding the work that they carry out in the controlled environment
- candidates must not introduce any new material into their research which is not accessed during the 12-18 hours set aside for research and keeping their action plan up to date
- it is possible for candidates during the 12-18 hours set aside for research to request assistance from the teacher. It is appropriate, for example, for candidates to ask for technical help in accessing the internet or using a library catalogue. It would not be appropriate for candidates to ask for help in evaluating a particular source or for advice as to whether the conclusions they were drawing were accurate
- apart from ensuring that candidates understand the guidance on how to undertake the task, teachers cannot give any other guidance to the candidate during the time set aside for their completion
- candidates may use word processors to write up their findings or they may hand write their responses. If handwritten evidence is submitted, then the work will need to be scanned if the centre has entered for e-moderation
- at the end of the time set aside for the completion of the Tasks, teachers must collect in the candidates' evidence.

Instructions To Candidates

- you will need access to your research notes when completing the tasks and your completed action plan when you come to respond to Task 5 in the controlled environment
- you will complete all Tasks in class, working independently; however, if you have worked in a group to generate primary research evidence, you will be able to share the information gathered as long as the interpretation of findings is entirely your own
- on completion of Tasks 1-5 you must have compiled a bibliography
- you must not communicate with other candidates regarding the work that you carry out in the controlled environment
- you must ensure you keep updating your action plan as you progress through the unit as you will need it for Task 5
- you may use a word processor or you may hand write your responses to each of the Tasks

BREAKING NEWS!**Review of service provision 'long overdue'**

The Dyer Herald has learnt that the local authority is planning a review of service provision in our area; health, social care and early years services will all be assessed as part of the review, which many say is long overdue.

Although the following information has yet to be confirmed, we understand that experts in each of the health, social care and early years sectors will be carrying out investigations into the range of services which are currently available, including whether or not they are sufficient for the needs of the community.

In the past we've reported on several instances where complaints have been filed against services and their employees, so a review of ways that services could increase accessibility and job roles is included in the review.

It's understood that the review will last several weeks, so we'll keep you posted...

You have been appointed as one of the experts who will be investigating a service in your local community. You can choose between:

- A health service
- A social care service
- An early years service

Task 1: Preparation

Before starting your investigation, you must:

- choose the sector on which your investigation will be based
- produce a plan/checklist for your investigation, including aims and objectives
- decide on the information you will use and where you will access this
- what primary research (*note: you can work in groups to produce this*) do you need to carry out?
- what secondary research do you need to carry out?

Task 2: The needs of clients and the types of services that exist to meet their needs

You must think about the needs of clients that use the service chosen:

- explain their physical, intellectual, emotional and social needs
- what other services are available locally to meet their needs?
- explain why these services are available in your community – think about the demographic factors which might have led to a particular service being introduced.

- if clients have more than one need, explain how services meet their different needs – for instance, do they work together to meet the needs of clients? If so, how do they work together? What methods of communication do they use?
- how well are clients needs being met?

Task 3: How services can be obtained and possible barriers to accessing services

You need to understand that there are different ways in which people can obtain the service. You must consider:

- methods of referral – use a range examples to demonstrate your understanding

The service should be accessible to clients. They become accessible when a service makes sure that there are not any barriers.

- carry out an investigation into how the service has removed barriers. You must consider:
 - physical barriers
 - psychological barriers
 - financial barriers
 - geographical barriers
 - cultural barriers
 - language barriers
 - resource barriers
- explain the possible effects of barriers on their service users
- evaluate your findings and make recommendations for improvements
- how has the removal of barriers empowered their service users?
- identify a piece of legislation which is relevant to the service; what impact has this legislation had on the service?

Task 4: The roles of people who work in care services

As part of your investigation you're going to produce a 'day in the life of' (or equivalent) profile of a care worker who works with service users in your chosen service .

- first of all, select a care worker relevant to the service you are investigating who spends most of their day working with service users
- describe their role within the service
- explain their day to day tasks, making sure you include:
 - how they meet the health, developmental and social care needs of clients as part of the tasks they perform
 - how they follow the values of care that are expected in that service.
- explore the different skills and qualities this direct care worker needs – why are they important?
- consider different qualification pathways which are needed to become this direct care worker; evaluate these pathways

Task 5: Conclusion

You must present your evidence in an appropriate format. Try to be as concise as possible, using information which is relevant to the investigation. Use sub-headings where appropriate.

You need to measure your performance. To do this:

- use your plan/check list to evaluate the effectiveness of your investigation – did you meet your aims/objectives?
- what improvements would you make for future investigations?
- present an overall conclusion
- produce a bibliography showing sources of information
- present your investigation in an appropriate format, using appropriate technical terminology

Candidates' evidence will be internally assessed and externally moderated, using the bands in the mark scheme.

SPECIMEN

HEALTH AND SOCIAL CARE

Unit A911: Health, Social Care and Early Years Provision
Specimen Controlled Assessment Mark Scheme

The maximum mark for this unit is **60**

SPECIMEN

Unit A911 - Health, Social Care and Early Years Provision

TASK ONE: Preparation			
<p>Identify the sector on which the investigation will be based</p> <p>Produce a basic plan/checklist for the investigation; aims and objectives show limited understanding of the purpose of the investigation</p> <p>Evidence of limited planning of the information to be used, including sources of primary and/or secondary data which will have limited relevance to the context of the investigation</p> <p>In teamwork situations, the candidate has made limited contribution to the efforts of the team</p> <p style="text-align: right;">0 1 2 3</p>	<p>Identify the sector on which the investigation will be based</p> <p>Produce a sound plan/checklist for the investigation; aims and objectives show some understanding of the purpose of the investigation</p> <p>Evidence of some planning of the information to be used, including sources of primary and/or secondary data which will be mostly appropriate to the context of the investigation</p> <p>In teamwork situations, the candidate has made some contribution to the efforts of the team</p> <p style="text-align: right;">4 5 6</p>	<p>Identify the sector on which the investigation will be based</p> <p>Produce a comprehensive plan/checklist for the investigation; aims and objectives show sound understanding of the purpose of the investigation</p> <p>Evidence of comprehensive planning of the information to be used, including sources of primary and secondary data which will be appropriate to the context of the investigation</p> <p>In teamwork situations, the candidate has made a significant contribution to the efforts of the team</p> <p style="text-align: right;">7 8</p>	

TASK TWO: The needs of clients and the types of services that exist to meet their needs			
<p>Identify one type of client group that uses the service</p> <p>A basic explanation of their needs is given, showing limited understanding of the escalating effect an initial need can create</p> <p>Identify other services which are available locally to meet the client group's needs</p> <p>A basic analysis of how the service meets the different needs of the clients</p> <p>A basic explanation of why these services are available in the local area, including a limited range of ways to show how they communicate and work together</p> <p>Limited conclusions are drawn about how well clients needs are being met; conclusions show basic understanding of the relevance of the information obtained.</p> <p style="text-align: right;">0 1 2 3 4</p>	<p>Outline one type of client group that uses the service</p> <p>A reasonable explanation of their needs is given, showing some understanding of the escalating effect an initial need can create</p> <p>Outline other services which are available locally to meet the client group's needs</p> <p>A sound analysis of how services meet the different needs of clients</p> <p>A reasonable explanation of why these services are available in the local area, including a range of ways to show how they communicate and work together</p> <p>Some conclusions are drawn about how well clients needs are being met; conclusions relate to findings from the research and show some understanding of the relevance of the information obtained.</p> <p style="text-align: right;">5 6 7 8</p>	<p>Describe in detail one type of client group that uses the service</p> <p>A comprehensive explanation of their needs is given, showing sound understanding of the escalating effect an initial need can create</p> <p>Describe in detail other services which are available locally to meet the client group's needs</p> <p>A detailed analysis of how services meet the different needs of clients</p> <p>A comprehensive explanation of why these services are available in the local area, including a wide range of ways to show how they communicate and work together</p> <p>Detailed conclusions are drawn about how well clients needs are being met</p> <p style="text-align: right;">9 10 11 12</p>	

TASK THREE: How services can be obtained and possible barriers to accessing services

A basic analysis of the different ways (referral procedures) in which clients can access the service, using limited examples

A basic explanation of possible barriers that could prevent clients from accessing the service and the health, developmental and social care effects possible barriers could have on the clients

A limited evaluation of how services have implemented procedures to overcome possible barriers and how this would help to empower clients is included

Legislation identified will be relevant to the purpose of the service; little understanding of the impact of the legislation on the quality of service provided will be evident.

0 1 2 3 4

A sound analysis of the different ways (referral procedures) in which clients can access the service, using appropriate examples for each

A reasonable explanation of possible barriers that could prevent clients from accessing the service and the health, developmental and social care effects possible barriers could have on clients

A sound evaluation of how services have implemented procedures to overcome possible barriers and how this would help to empower clients is included

Legislation identified will be relevant to the purpose of the service; some understanding of the impact of the legislation on the quality of service provided will be evident.

5 6 7 8 9

A comprehensive analysis of the different ways (referral procedures) in which clients can access the service, using a wide range of appropriate examples for each

A detailed explanation of possible barriers that could prevent clients from accessing the service and the health, developmental and social care effects possible barriers could have on clients

A comprehensive evaluation of how services have implemented procedures to overcome possible barriers; reasoned judgements are made; presenting accurate conclusions about how this would help to empower clients

Legislation identified will be relevant to the purpose of the service; clear understanding of the impact of the legislation on the quality of service provided will be evident.

10 11 12 13 14

TASK FOUR: The roles of people who work in care services			
<p>An identification of the role of one care worker within the service</p> <p>A basic explanation of the day to day tasks of the care worker, including how the health, developmental and social care needs of the clients are met in their daily programme of work</p> <p>A basic explanation of how the care workers in the service would apply care values, demonstrating limited understanding of individual needs</p> <p>A basic explanation of the skills and qualities required by direct care workers</p> <p>A basic analysis of possible effects on the clients if care values are not applied</p> <p>A limited evaluation of possible qualification pathways for the direct care worker</p> <p style="text-align: right;">0 1 2 3 4</p>	<p>An outline of the role of one care worker within the service</p> <p>A reasonable explanation of the day to day tasks of one care worker, including how the health, developmental and social care needs of the clients are met in their daily programme of work</p> <p>A reasonable explanation of how the care workers in the service would apply care values, demonstrating some understanding of individual needs</p> <p>A reasonable explanation of the skills and qualities required by direct care workers</p> <p>A sound analysis of possible effects on the clients if care values are not applied</p> <p>A sound evaluation of possible qualification pathways for the direct care worker</p> <p style="text-align: right;">5 6 7 8 9</p>	<p>A detailed description of the role of one care worker within the service</p> <p>A detailed explanation of the day to day tasks of one care worker, including how the health, developmental and social care needs of the clients are met in their daily programme of work</p> <p>A detailed explanation of how the care workers in the service would apply care values, demonstrating sound understanding of individual needs</p> <p>A detailed explanation of the skills and qualities required by direct care workers</p> <p>A comprehensive analysis of possible effects on the clients if care values are not applied</p> <p>A comprehensive evaluation of possible qualification pathways for the direct care worker, making reasoned judgements and presenting accurate conclusions</p> <p style="text-align: right;">10 11 12 13 14</p>	

TASK FIVE: Conclusion			
<p>Reflect on the plan/check list to produce a basic evaluation of the effectiveness of the investigation; the aims and objectives are referred to</p> <p>Recommendations for future investigations are limited and show basic understanding of their own performance</p> <p>Conclusion drawn will be limited</p> <p>A basic bibliography will be included</p> <p>0 1 2 3 4</p>	<p>Reflect on the plan/check list to produce a sound evaluation of the effectiveness of the investigation; the aims and objectives are referred to, with some attempt to use these as a measuring tool</p> <p>Recommendations for future investigations are sound and show some understanding of their own performance</p> <p>Conclusion drawn will be sound and relate in part to the findings from the investigation</p> <p>A detailed bibliography will be included which reflects sources of information referred to in the body of the evidence</p> <p>5 6 7</p>	<p>Reflect on the plan/check list to produce a comprehensive evaluation of the effectiveness of the investigation; the aims and objectives are used as a measuring tool</p> <p>Recommendations for future investigations are detailed and show sound understanding of their own performance</p> <p>Conclusion drawn will be detailed and relate explicitly to the findings from the investigation</p> <p>The bibliography will be comprehensive and reflect sources of information referred to throughout the body of the evidence</p> <p>8 9 10</p>	
Guidance			
<ul style="list-style-type: none"> • <i>Candidates in this mark band will:</i> • <i>require guidance to carry out primary and/or secondary research</i> • <i>graphics are used to present findings from the investigation; limited understanding of the relevance/importance of the information obtained will be present</i> • <i>basic conclusions are drawn which</i> 	<ul style="list-style-type: none"> • <i>Candidates in this mark band will:</i> • <i>show some confidence in their use of investigation skills; primary and/or secondary research is carried out effectively, with some guidance</i> • <i>graphics are used appropriately to present findings from the investigation; these will be supported by written evidence which demonstrates some</i> 	<ul style="list-style-type: none"> • <i>Candidates in this mark band will:</i> • <i>show confidence in their use of investigation skills; primary and secondary research is carried out effectively, with minimal guidance</i> • <i>graphics are used appropriately to present findings from the investigation; these will be supported by written evidence which</i> 	

<p><i>attempt to relate to findings from the investigation; limited understanding of the relevance of the information obtained is present</i></p> <ul style="list-style-type: none"> • <i>have evidence of inaccuracies in spelling, punctuation and grammar, showing little cohesion</i> • <i>require guidance when presenting information</i> • <i>require guidance when selecting a suitable structure and style of writing</i> 	<p><i>understanding of the relevance/importance of the information obtained</i></p> <ul style="list-style-type: none"> • <i>relate conclusions to findings from the investigation and show some understanding of the relevance of the information obtained</i> • <i>ensure that text is legible and that spelling, punctuation and grammar are generally accurate so that meaning is clear</i> • <i>present information in a form which suits its purpose</i> • <i>use a suitable structure and style of writing</i> 	<p><i>demonstrates clear understanding of the relevance/ importance of the information obtained</i></p> <ul style="list-style-type: none"> • <i>relate conclusions directly to findings from the investigation and show sound understanding of the relevance of the information obtained; accurate judgements are made when evaluating information</i> • <i>ensure that text is consistently legible and that spelling, punctuation and grammar are accurate so that meaning is clear</i> • <i>present information in a form which suits its purpose and shows careful consideration to the intended recipient</i> • <i>use a suitable structure and style of writing which is appealing to the audience</i> 	
TOTAL			60