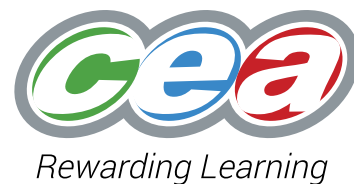


GCE



Revised GCE A2
Student Guidance
**Health and Social
Care**

For first teaching from September 2017



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GCE Health and Social Care: Student Guidance: A2

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GCE Health and Social Care: Student Guidance

Unit A2 1: Applied Research

Introduction

This unit requires you to carry out research on a health, social care or early years topic of your choice, using both secondary sources to compile a literature review and a primary method of research that enables you to gather quantitative data (that can be presented in tables and graphs), choosing from questionnaires, structured interviews or quantitative observations. You will produce a research report in the traditional format required in social science. You can view research reports in academic journals, accessed on-line from publishers such as Taylor and Francis to familiarise yourself with this layout and the type of language used. Research reports are written after the research has been done, so are written in the past tense and also in the third person or passive voice e.g. 'the researcher had a particular interest in.....' or 'the objectives of the research were....' rather than 'I will be researching' or 'my research objectives are....'.

You will need to select a suitable topic that you are really interested in. You should discuss your topic choice with your teacher and get approval for it. There are some topics you should avoid because of ethical issues e.g. where participants in the research could become upset, or where they might disclose activities that are against the law. You should do some background reading before you settle on your topic to find out if there are adequate secondary sources available.

In this unit you have valuable opportunities to work independently and access the higher mark bands. The written report on research that you have designed and carried out on a health, social care or early years topic should be structured according to traditional research report format. It should be written in the third person and passive voice and you must ensure it meets the assessment evidence requirements (these are clearly laid out in the assessment evident grid accompanying this unit in the specification). In order to achieve your full potential in this unit you should:

- Adhere to the deadlines given by your teacher.
- Ensure the work you hand in to be corrected is your best effort. If your teacher has to suggest a number of amendments to your work you cannot achieve mark band 4 as you have not worked independently.
- Proof read your work carefully and make sure it is well organised and that the meaning is clear.
- Check that spelling, punctuation and grammar are to a high standard.
- Number the pages in your portfolio.
- Adhere to the word count and record it accurately at the end of each assessment task except in tasks D and E where there is no word count. If you produce work that exceeds the suggested word limit by more than 10% for any assessment task you cannot achieve mark band 4 in that task. Words in tables must be included in the word count.
- Take care when researching information for your work. Never cut and paste as this is plagiarism.
- Reference your work accurately using the Harvard Referencing System.
- Keep a note of all resources you have used as you will include a reference list with your completed portfolio. It is strongly recommended that you compile your end references as you go along.

Resources Include:

- CCEA Unit A2 1 eGuide
- CCEA Unit A2 1 Fact File Primary Research.

Resources can be accessed at www.ccea.org.uk/hsc

Assessment Task A (300 words) 8 Marks

This is the first section of your report with the title '**Introduction**'. It starts with your **rationale** for the research, which simply means your reasons for choosing the topic, so you should plan for this by noting why you chose your topic. This might be seeing a news item or documentary or reading something in a newspaper that sparked your interest. You might have personal or family reasons for choosing a topic e.g. you might be interested in dementia because your grandparent has it. Your topic might relate to your career choice e.g. you might choose to investigate a health topic if you want to be a nurse.

You need to focus in on a number of specific aspects of your topic to research, as it would not be possible to investigate everything about it. In order to do this, you need to draw up a list of three to five **research objectives** that can be realistically tested by secondary and primary sources in the time allowed. These should relate clearly to both secondary sources and primary sources. For example if you decided on the topic of young carers, you might have objectives as follows:

- To gather statistics relating to the numbers and ages of young carers in the UK
- To review the existing research on the effects of their caring role on the lives of young carers
- To examine support services for young carers in Northern Ireland
- To survey young people in local secondary schools about their knowledge and understanding of the roles of young carers

Before going on to develop your **hypothesis**, which is a statement of what you expect to find in the research, you should agree your objectives with your teacher. You can then list what you expect to find for each objective, and summarise your expectations in a statement that forms your hypothesis. The hypothesis relating to the objectives above might be

'Many young carers struggle to cope physically and emotionally and in their education, with limited services to support them. Other young people are generally unaware of what young carers do or how their caring role affects them.'

Once you have notes on your reasons for choosing the topic, a list of research objectives and a hypothesis, you can write up Assessment Task A. Research reports are usually written when all the primary and secondary research is complete, but it will probably be easier to do it as you go along, while everything is fresh in your mind. Don't forget to write in the past tense in the third person and passive voice.

Assessment Task B (1500 words) 20 Marks

This is the second section of your report with the title **‘Literature Review’**. A literature review is a summary of the evidence that is available to address your research objectives from secondary sources, such as existing research reports, government statistics and documents, books and the media. It is a good idea to look at a couple of examples of literature reviews in social science research reports to give you a feel for how a literature review is presented.

You need to start by conducting a search for valid secondary sources that address your research objectives. Valid sources give a true and accurate picture. To help you decide whether a source is valid you should consider the expertise of the authors, how up-to-date the information is, and whether it is relevant to the geographical area you are focusing on. For example a report on services for young carers based on secondary sources from the USA would not be useful if the objective is to examine services in your local area. You should try to use sources where there is clear evidence of an author or publisher and avoid wikis and blogs. You should make sure the information you gather is relevant to your research objectives. Information on your topic that you come across that does not address the objectives must be left out, no matter how interesting it is. On the other hand, information that is relevant but goes against your expectations, as set out in your hypothesis, should be included. You are testing your hypothesis, not just searching for information that supports it. You must have a minimum of four secondary sources, although it is fine to have more. As you gather your information, you need to make sure you note all the information you need for Harvard referencing. It is a good idea to print off your sources and keep them in a folder, as you will have to evaluate them later in the research process.

Once you have completed your literature search, you are ready to summarise your findings in your literature review. You should organize the information under headings based on your research objectives, although you may also have an introductory section defining key terms. In the example used in Assessment Task A, the headings could be:

- Definition of a young carer
- Statistics on young carers in the UK
- Effects of their caring role on the lives of young carers (this section might have subheadings relating to different effects e.g. physical effects, emotional effects, effects on education, effects on friendships)
- Support services for young carers

Under each heading you should summarise your findings from secondary sources. You should not give your own opinions in a literature review. All the information must be referenced accurately by author and date of publication- you must not give titles or URLs as short references. You can include some short, accurately referenced quotations but you must not take sections from secondary sources or list one quotation after another. You need to summarise information from secondary sources in your own words, referencing appropriately.

Assessment Task C (1200 words) 24 Marks

This is the third section of your report with the title '**Methodology**'. The methodology or method section of a research report identifies and justifies the primary research method used, discusses the reliability and validity of the primary research, explains how the researcher took an ethical approach to the research, identifies and justifies the sampling technique used and briefly sets out the procedure.

Before you begin your primary research, where you gather your own information to address your objectives, you should make sure you understand the concepts of **validity and/or reliability**. Validity is the term used to embrace accuracy and truth in the research, whilst reliability means that if the research was repeated, the results would be the same or similar. The CCEA Fact File 'Primary Research' (www.ccea.org.uk/hsc) will help you to understand all the key aspects of the primary research process. You should keep notes on your primary research as you go along because you will need to refer back to them for your evaluation of the research in Assessment Task G.

Firstly you need to select **primary research method** that will allow you to gather quantitative data to address your research objective/s relating to primary research. You can choose from a questionnaire, a structured interview or a quantitative observation, where behaviours are counted. You can read about the advantages and disadvantages of different primary research methods in textbooks. You need to think about how these might relate your own research and make notes on why you chose the method you selected instead of another method.

You need to work independently to design your own **research tool** (your questionnaire, interview questions or observation schedule). As you do this, you need to consider **ethics in research**. This includes thinking about how you will achieve confidentiality for your participants, how you will gain informed consent and how you will avoid causing them any harm or distress. For example, you could inform participants that their responses will be anonymous in the introduction to a questionnaire. You need to plan carefully to make sure it is valid i.e. that it really measures what you want it to measure. For example, if you are designing questions for a structured interview, you need to make sure that they make sense to the participants, that they are relevant to your objective/s, and that you know how you will record your responses. It is very important that you investigate good design principles before starting your own design; you could work with some of your peers to gather resources e.g. on questions types that work well, or on problems that can be avoided by good design.

Once you have designed the first draft of your research tool you should take steps to improve the reliability and validity of your primary research by carrying out at least two of the following:

- A test of content validity – you give your research tool to an expert in the area you are researching to see if he/she feels there are changes you could make to improve it (for example, if your project topic was learning disabilities in early years settings, you could ask the special educational needs coordinator in a primary school to check your questionnaire);
- A test of face validity, which involves giving the research tool to anyone who can “on the face of it” assess if the questions posed are relevant to the topic – this would simply mean asking one of your peers to check it over;
- Pilot testing – this is where you actually use your research tool with a small number of potential research participants, maybe around three; you then look at the results to identify any problems with the research tool;

- Test - retest checking is where you actually carry out the research on two different occasions, perhaps a couple of weeks apart, so its reliability can be assessed.

You make changes to your research tool based on these checks, but keep all your drafts so you can describe the changes you make. You can put the drafts in an Appendix to your project.

Before you actually carry out the research, you need to decide on a **sampling technique** to select participants from your research population to take part in your study. You can read about different techniques in the Fact file and consider the advantages and disadvantages of the different techniques for your own research, making notes as you do this. You also need to decide on your sample size i.e. the number of participants you will have. As you need to have enough data to present your results in graphs, you should have at least 20 participants.

Finally you need to decide on your research procedure, which simply means how you will go about it e.g. where and when you will do the research and, in the case of a questionnaire, how you will gather the results. Your teacher will give you a deadline for the return of all your results and in the mean time you can write up your methodology.

Assessment Task C should be written in the past tense, third person and passive voice and you might want to use the following headings.

Research Method- identify the method of research (i.e. type of research tool) chosen and justify its selection over one other method

Sampling- identify the research population and the sampling technique used to select participants, justifying why it was selected over two other techniques

Ethics- describe all the steps taken to work ethically in the primary research

Tests- describe the tests used on the research tool and briefly outline the improvements made as a result

Procedure- briefly outline the procedure in a couple of sentences

Assessment Task D 8 Marks

This is the third section of your report with the title '**Methodology**'. You simply include a blank copy of your research tool (questionnaire, interview schedule or observation chart). Do not include drafts here.

Assessment Task E 10 Marks

This is the fourth section of your report with the title '**Results**'.

Once you have completed all your research you need to collate or bring together the results. This means counting the different responses or behaviours observed. If you have used open questions in questionnaires and interviews, or added written descriptions to your observation charts, you should identify common responses or themes and count how frequently they occur. You might also want to take a note of any unique or unusual data. As you go through the process of collating the results, you should make notes highlighting problem questions or sources of bias in the research. You must

produce clearly labelled tables and graphs presenting the data obtained. You can use computer packages to do this and you should put your tables and graphs a logical order, give them appropriate titles and number them, so that you can refer to them in the next section of the report.

Present your tables and graphs for Assessment Task E. You should **not** comment on them in this task.

Assessment Task F (1000 words) 14 Marks

This is the fifth section of your report with the title '**Discussion of Results**'.

You should start with a written **analysis of the results** from your primary research, referring to each of the graphs in assessment Task E section by number. As you do this you may highlight comparisons with findings from your secondary sources if there are any, but there may not be as your primary and secondary sources may have addressed separate objectives in your research.

Once you have done this, you need to review all your findings from both secondary and primary research to allow you to draw together your **conclusions** for each of your **research objectives** in turn. You may have addressed each objective using only secondary or only primary sources, but where you have used both to a particular objective, you should compare your findings from the two different types of research and point out similarities or differences in what you found. Once you have drawn together all your conclusions you need to decide whether to accept or reject your **hypothesis**. Good research often rejects the original hypothesis, as the research has not been biased in only looking for information that supports it. It is fine to accept part of your hypothesis only. For example, for the hypothesis set out for Assessment Task A, you might state: -

The first part of the hypothesis 'Many young carers struggle to cope physically and emotionally and in their education, with limited services to support them' was accepted on the basis of evidence from secondary sources, however, the second part of the hypothesis 'Other young people are generally unaware of what young carers do or how their caring role affects them' was rejected, as the primary research indicated that most young people knew a young carer and understood the pressures of the caring role.

Like your other tasks, Assessment Task F should be written in the past tense and passive voice. You could use the following headings within the task:

Analysis of primary research results

Conclusions.

Assessment Task G (1000 words) 16 Marks

This is the sixth section of your report with the title '**Evaluation**'.

Before you start this task, you need to read through your whole project again and review all the notes you made as you did your research. As you do so you need to be thinking about the title '**Evaluation**', which means you have to look at the whole process critically, identifying what went well and noting any limitations of the research. You should consider the validity and effectiveness

of your secondary sources, the reliability and/ or validity of the primary research method you used and the success or otherwise of the research tool/tools you designed. You should also think about how appropriate your sampling technique was and whether your sample was representative of your research population. You should note any errors and sources of bias e.g. there may have been a question that most participants left blank because the meaning was unclear, or you might have used opportunity sampling and just given your questionnaire to friends of yours who are from a similar background to you and have similar views and attitudes. You should review how well you dealt with ethical considerations in the research. You should note down your ideas on how you could improve the research, as well as on how it could be developed in the future, perhaps by investigating another aspect of your topic. Once you have done this you can use these notes to produce a plan for Assessment Task G.

Assessment Task G should be written in the third person, past tense and passive voice, although where you are proposing improvements and future research ideas you can say, for example, “Future research might focus on.....”. You must evaluate all aspects of the research, both primary and secondary, make suggestions for improvements and recommendations for further research on the topic.

Portfolio completion

When you have completed Assessment Tasks A –G you need to collate your research report. You need to:

- add a title;
- add your end references;
- number the pages; and
- include a contents page.

Appendices are unnecessary, but where you have commented on your draft research tools in Assessment Task D or G, these can be placed in an appendix as long as you refer directly to this appendix in one of the tasks.

References

You must include an end reference list using the Harvard system at the end of your portfolio. A list of URLs is not acceptable in the main body of the text; the reference must be in full in the end references.

Unit A2 2: Body Systems and Physiological Disorders

This unit requires you to firstly describe the structure and function and control mechanisms of the respiratory and circulatory systems and develop an understanding of how individual's behaviour can help maintain the physiological health of these two systems. You are also required to measure, monitor and record data associated with these two body systems for two people before and after a standard period of moderate exercise. You will be expected to know normal ranges for pulse and respiration rates for both participants and you should also understand why measurements might fall outside the expected or normal range. It is important that you select two people with different lifestyles and who will be likely to perform differently in the activity. This will enable you to discuss the results of your monitoring activity in a more meaningful way. You will also be expected to understand the importance of ensuring the safety and well-being of your participants before, during and immediately after their participation in the exercise activity.

The second part of the assessment task requires you to investigate one physiological disorder in depth. This will involve you researching the processes or tests involved in diagnosing the disorder you have selected and then you will be required to produce information on the treatment and management of the disorder. The final statement requires you to examine the impact of the disorder on individuals, for example their work, income, leisure, diet, education and relationships. You should do some background reading before you settle on the condition and you should check with your teacher before you decide on the physiological disorder you want to investigate and perhaps consider the potential impact of the disorder on the individual. Some disorders have a minor impact and provide limited scope for assessment task F whilst others have a significant impact and provide great scope for the task.

In this unit you have valuable opportunities to work independently and access the higher mark bands. The written report must show your understanding of the functioning of body systems and a physiological disorder. You must ensure it meets the assessment evidence requirements (these are clearly laid out in the assessment evident grid accompanying this unit in the specification). In order to achieve your full potential in this unit you should:

- Adhere to the deadlines given by your teacher.
- Ensure the work you hand in to be corrected is your best effort. If your teacher has to suggest a number of amendments to your work you cannot achieve mark band four as you have not worked independently.
- Proof read your work carefully and make sure it is well organised and that the meaning is clear.
- Check that spelling, punctuation and grammar are to a high standard.
- Number the pages in your portfolio
- Adhere to the word count and record it accurately at the end of each assessment task A- F. If you produce work that exceeds the suggested word limit by more than 10% for any assessment task you cannot achieve mark band 4 in that task
- Take care when researching information for your work. Never cut and paste as this is plagiarism
- Reference your work accurately using the Harvard Referencing System.
- Keep a note of all resources you have used as you will include a reference list with your completed portfolio. It is strongly recommended that you compile your end references as you go along

Assessment Task A (800 words) 14 Marks

You need to produce evidence of your understanding of the structure, function and control mechanisms of both the respiratory system and the circulatory system. You should use appropriately referenced diagrams and is very important that you make reference to these when describing the structure, function and control mechanisms of the two body systems. A sound understanding of both body systems is necessary before you begin to produce evidence for this task. Avoid the temptation to cut and paste information from books or the internet as this is plagiarism and is not allowed. It is also a good idea to ensure equal time and effort is spent on both systems and so you should aim to produce approximately 400 words on each system. Labelled diagrams are not included in the word count.

Assessment Task B (1000 words) 18 Marks

This task gives you the opportunity to assess how the behaviours of individuals can help to maintain the physiological health of the circulatory and respiratory systems. You must draw information from at least four secondary sources, although it is fine to have more. As you gather your information, you need to make sure you note all the details you need for Harvard referencing. It is a good idea to print off your sources and keep them in a folder. Your assessment should focus on positive behaviours for example avoiding alcohol, smoking and drugs and maintaining a healthy BMI and you should present evidence to demonstrate how such behaviours help maintain the physiological health of both systems. For example you might explore how physical activity helps maintain a healthy weight and when done regularly, moderate and vigorous intensity physical activity strengthens the heart muscle. This improves the heart's ability to pump blood to the lungs and throughout the body. As a result, more blood flows to the muscles, and oxygen levels in the blood rise. Capillaries, the body's tiny blood vessels also widen which allows them to deliver more oxygen to the body and carry away waste products. You could draw on secondary sources to assess how avoiding alcohol, smoking and drugs helps to maintain the physiological health of the two body systems. For example the chemicals in tobacco smoke harm the blood cells. They also can affect the functioning of the heart and the blood vessels. This damage increases the risk of atherosclerosis. Atherosclerosis is a disease in which a waxy substance called plaque builds up in the arteries. Over time, plaque hardens and narrows the arteries. This limits the flow of oxygen-rich blood to organs and other parts of the body.

Assessment Task C (i) 4 Marks

A brief pen profile of the two individuals you plan to monitor should be included; this profile should include the age, gender, general health status and any other information that might be relevant such as smoking status, weight, employment etc. You need to take care to ensure that all information is treated in confidence and that you have explained the purpose of your activity to the two participants who have agreed to participate. Choose your participants carefully and try to ensure that the results you end up with are quite different as this will provide you with scope to discuss and explain the results you obtain.

The two systems should be monitored by measuring pulse and respiration rates for both participants at rest and then every minute after exercise until their readings return to the 'at rest' rates.

Remember to give your participants a minute to recover following the exercise activity before you begin your monitoring. It is also important that you have a table already drawn up and that you can simply write your results in during the monitoring activity.

The results of your monitoring activity should be presented clearly and accurately in an appropriate format using the correct units. So, where you are measuring heart rate, the value should refer to beats per minute and where you are measuring respiration rate, the value should refer to breaths per minute. It is very important that you take time to consider the best way to present your data. This will involve research and attention to detail in order for you to select the most appropriate way to present the data you have collected. Graphs should be labelled correctly. It is important to highlight normal values to aid analysis and to help you to understand the results of your monitoring activity.

Assessment Task C (ii) (600 words) 12 Marks

You are required to analyse your findings. This will involve highlighting data which is outside the normal range for each participant and drawing conclusions about health status based on how they performed in the exercise activity, how long it took for their respiration and pulse rates to return to the resting rates and any relevant information which may be contained in the pen picture which would help to explain the results you have obtained. You do not need to attempt to make a medical diagnosis.

Assessment Task D (400 words) 10 Marks

Having completed the exercise activity with your two participants you are now required to evaluate the steps you took to ensure the safety and well-being of your participants and the measuring techniques you used. There are two separate parts to this task and it is important to give both equal consideration in your written answer. This assessment task therefore firstly involves you evaluating the procedures you followed to ensure the safety and well-being of your participants before, during and after the exercise activity. For example did you adhere to relevant legislation such as COSHH, RIDDOR and HASAWA? Can you give any examples? Did you ensure any fitness equipment used had been safety checked prior to use? Were there any health and safety issues that you feel you could improve on in the future? Did you carry out a risk assessment? Did you advise your participants to wear suitable clothing and shoes? If not, could this have affected their performance? Your answer should then also address the accuracy of your results by evaluating the measuring techniques you used. You should be aware that some of your readings may be inaccurate because of human error - for example did your observing the participants' breathing affect their breathing rate? If so, are your results accurate? Was your technique for monitoring pulse rate accurate? Were you able to count the pulse rate accurately following the exercise activity? You should highlight any difficulties you encountered and how these may have affected your results. You need to think about what you did well and what you would improve on if you were to do the activity again.

Assessment Task E (1200 words) 24 Marks

This task requires you to produce a written report, based on individual research, of one physiological

disorder which you will choose following discussion with your teacher. You will be expected to complete considerable independent research (you can use primary and secondary sources or secondary sources only) before you describe the disorder and the methods used to diagnose it. You can explain how the methods used to diagnose would result in an abnormal reading – this may involve you explaining what a normal reading would look like/present like in comparison to the abnormal reading which would confirm the diagnosis of the disorder you have selected. You should also produce details of all treatment available for the disorder you have selected and discuss the care pathway(s) and the practitioners involved in supporting individuals and their families who are living with the disorder. Your answer should also discuss the limitations of the diagnostic process and of the treatment available for the disorder. Care pathways may include surgery, rehabilitation therapy, chemotherapy, radiotherapy or perhaps more than one of these and the practitioners involved in the diagnosis and treatment of the disorders may include for example doctors, nurses, physiotherapists, OTs, speech and language therapists, social workers and domiciliary staff. Thorough research into the chosen disorder will enable you to produce valid and meaningful information which will enable you to address all aspects of the question. If you know someone with the disorder you have selected, an interview with them and/or their family may be a very useful resource. Students should be sensitive with regards asking for co-operation from individuals and families in this situation and confidentiality of information should be maintained. Visiting speakers and websites committed to a particular disorder can be very valuable resources. A school nurse, if available, may also be a valuable resource

Assessment Task F (1000 words) 18 Marks

The focus here is on how the physiological disorder might affect an individual. Detailed consideration should be given to how the disorder impacts upon factors such as work, income, leisure, diet, education and relationships. You will know from your independent research that the impact of any condition varies from individual to individual depending on their personality, situation and the support they are given from their multi-disciplinary medical team as well as from family, friends and society. For example is an individual's ability to work affected by a diagnosis of the disorder you have studied? Will an individual diagnosed with this disorder need to make changes to their leisure and if so what will they be. How might this affect them? Will an individual's diet be affected by the disorder? Explain how their diet may need to change. If you know someone with the disorder you have selected, an interview with them and/or their family may be a very useful resource but please remember to be sensitive with regards asking for co-operation from individuals and families in this situation and confidentiality of information should be maintained. Websites committed to your particular disorder will be very valuable resources for you when completing this assessment task. A school nurse, if available, may also be a valuable resource.

Portfolio completion

When you have completed assessment tasks A- F you need to collate your portfolio. You should present your work in a report file.

References

You must include an end reference list using the Harvard system at the end of your portfolio. A list of URLs is not acceptable in the main body of the text; the reference must be in full in the end references.

Unit A2 4: Health Promotion

Introduction

In this unit, you have the opportunity to explore how health professionals work to improve health and well-being. You will plan, implement and evaluate a small scale health promotion activity. You must ensure that you base the activity on a Northern Ireland health promotion priority that has significance for a specific group, for example teenagers. You can choose the setting for the activity. Appropriate settings for the activity may include schools, residential homes and nursery schools.

The activity should use at least one health promotion approach

- The assessment task should be based on a specific health promotion activity.
- You need to present a word processed report which shows coverage of each assessment task

In this unit you have valuable opportunities to work independently and access the higher mark bands. The activity may make use of existing health promotion materials and gives you the opportunity to develop your communication skills. You may carry out this activity individually or in a group of no more than five. You must produce an individual report of the activity. Each member of the group must have a defined role in the activity.

You must ensure your work meets the assessment evidence requirements (these are clearly laid out in the Assessment Evidence and Mark Bands (GCE Health and Social Care specification pg 100-103)). In order to achieve your full potential in this unit you should:

- Adhere to the deadlines given by your teacher.
- Ensure the work you hand in to be corrected is your best effort. If your teacher has to suggest a number of amendments to your work you cannot achieve mark band four as you have not worked independently.
- Proof read your work carefully and make sure it is well organised and that the meaning is clear.
- Check that spelling, punctuation and grammar are to a high standard.
- Number the pages in your portfolio.
- Adhere to the word count and record it accurately at the end of each assessment task A-F. If you produce work that exceeds the suggested word limit by more than 10% for any assessment task you cannot achieve mark band 4 in that task. Words in tables must be included in the word count.
- Take care when researching information for your work. Never cut and paste as this is plagiarism
- Reference your work accurately using the Harvard Referencing System.
- Keep a note of all resources you have used as you will include a reference list with your completed portfolio. It is strongly recommended that you compile your end references as you go along.

Resources

- CCEA Unit A2 4 eGuide
- CCEA Unit A2 4 Fact File: Health Targets
- CCEA Unit AS 3 eGuide

Resources can be accessed at www.ccea.org.uk/hsc

Assessment Task A (1200 words) 20 Marks

Working with the class teacher you could divide into groups having been given the task of researching health improvement priorities for Northern Ireland. Each group could then report back on their research and the end result should be a comprehensive list of current health improvement priorities for Northern Ireland. This will raise your awareness of current health improvement priorities and enable a more informed and independent choice to be made when addressing Assessment Task A. Valuable information on current health improvement priorities is available on the Department of Health website (www.health-ni.gov.uk/) and in particular two documents outlined in the Fact File for this unit 'Health Targets', in the programme for Government and Priorities for Action and Transforming Your Care [TYC]. The Government, in recent years, has identified several targets and improvements priorities in areas such as smoking, physical activity, obesity, diabetes, alcohol and drug misuse, suicide/self-harm and mental health. Targets have been set for each area and strategy papers have been produced detailing how the Government hopes to achieve these. These strategy papers are available on the Department of Health website (www.health-ni.gov.uk/) and Public Health Agency websites (www.publichealth.hscni.net).

You may choose to identify health promotion priorities for your local area by contacting or accessing online your local Trust, for example Belfast Health and Social Care Trust. Most Trusts also have strategic plans for their local area. The completion of this assessment task should raise your awareness of local health improvement priorities. The assessment task asks you to discuss how three current health improvement priorities in Northern Ireland are being addressed. You should complete activities 1 and 2 in the Fact File. You should select three current health improvement priorities that are of interest to you. The command word in the assessment task is "how" they are being addressed. Research into Northern Ireland health improvement priorities should help you identify the ways the three priorities are being addressed. Your research findings could identify a range of ways such as:

- the use of a particular approach to health promotion;
- public health campaigns;
- screening programmes/early diagnosis;
- self -testing kits;
- prevention and early intervention;
- evidence based interventions;
- legislation;
- harm reduction;
- treatment and support; and
- services.

Assessment Task B (1000 words) 18 Marks

For this task you need to:

- investigate a current health promotion campaign run by the Public Health Agency and
 - identify its key objectives
 - describe the methods and materials used for delivery
 - describe and evaluate the approaches used.

In preparation for the Unit AS 3 Health and Well-Being examination you had to be able to describe and evaluate five approaches to health promotion and identify at least three objectives of a current health promotion campaign by the Public Health Agency in Northern Ireland. You also had to describe how the campaign got its message across to meet its objectives. The study of Unit AS 3 will have already increased your awareness of health promotion. Working with the class teacher you could in your discussion refer back to this work and now consider why the campaign you chose for Unit AS 3 was carried out, its objectives, the methods and materials used for delivery and describe and evaluate the approach or approaches used.

Having completed the revision activity you should now research and choose a current health promotion campaign run by the Public Health Agency. You need to identify the key objectives of the campaign. You also need to describe the methods and materials used for the delivery of the campaign. These may include, for example, the use of statistics, posters, leaflets, television, radio advertisements and group activities. The easiest way to do this is through the website of the Public Health Agency (<http://www.publichealth.hscni.net>) which provides information on health promotion campaigns and links to campaign specific websites where a whole range of health promotion materials can be viewed.

You need to describe and evaluate the approach or approaches used for the delivery of the campaign, for example fear arousal, medical, educational, behaviour change or social change. You may evaluate the approach/approaches used by discussing advantages and limitations of each. It should be noted that the evaluative points you make must be specific to the campaign and to each particular approach to health promotion, rather than more generally applicable to any approach, for example a weakness of any approach is that people may ignore it, whilst a weakness specific to the educational approach is that people may ignore it because they are 'switched off' by the detailed explanation and statistical research evidence that the educational approach is likely to include.

Assessment Task C (1200 words) 24 marks

Careful planning is essential for the success of the activity. There are 18 marks for this assessment task and the following guidance should support you in generating the necessary evidence.

If working as a group to complete this activity there must be total commitment from each member. Each member must have a defined, active role in the activity.

Prior to completing this assessment task you should have developed the knowledge and skills to enable you to plan and carry out the health promotion activity. You will need to produce a plan for your activity which is set out in an achievable timescale. It may be useful to keep a log of the activities you undertake each week or if working as a group agree to meet each week to update one another of the progress each group member has made.

- You may introduce the task by describing and justifying your choice of topic. This could be supported by the research and findings from Assessment Task A.
- You then need to identify the aims and objectives of your chosen health promotion activity. The

aim is the overall purpose of the activity while the objectives set out quite clearly how the aim will be achieved. The objectives set should be SMART – specific, measurable, achievable, relevant and time bound. You may require practice at drawing up aims and objectives and you could discuss your initial draft with your teacher individually or as a group. An example has been provided to guide you in drawing up aims and objectives.

AIM: to improve the oral health of primary school children

OBJECTIVES:

- to demonstrate how to brush teeth effectively
 - to have a display of healthy/unhealthy snacks
 - to explain the importance of visiting the dentist regularly
 - to show a DVD on hidden sugars in food.
- The next step is to describe and justify the approach or approaches you will use to deliver the activity. If working as part of a group there needs to be a consensus on the approach approaches to be used. The only approaches suitable for the activity are the educational, fear arousal and behaviour change. Mark schemes from previous AS Unit 3 Health and Well- Being exam papers provide concise summary of these three approaches and their strengths and weaknesses. The explanation of how the activity will be implemented should include the role of each group member [if appropriate] and explain clearly your own agreed role.
 - The description, justification and choice of target group could be supported with evidence from current health improvement priorities in Northern Ireland, for example, smoking prevention boys/ girls (KS 3), healthy eating (KS1/2/3), physical activity (KS1/2) addictions/substance misuse (KS4/ youth and community), mental well-being for older people (residential care setting) or work relates stress (school staff).A target group of no more than twelve is recommended and policies of the setting should be adhered to, for example Health and Safety and POCVA.
 - You or the group (if appropriate) need to choose the materials to be used in the health promotion activity. Some research should be undertaken on the materials already available on your topic, perhaps from the PHA. You also need to decide on the methods to be used to deliver the activity. A wide range is available including leaflets, DVDs, posters, internet source, talks and demonstrations, power point presentations, handouts, quizzes, word searches.
 - Time should be given to agreeing and identifying the resources that you will need for the activity. You need to consider all physical resources including venue, equipment and time for the presentation. This is essential for the successful implementation of the activity whether it is being delivered in the school or in another setting so that there are clear channels of communication, consent given and decisions made to prior to the delivery of the activity.
 - Time management is a key feature of the delivery and you may produce a “lesson plan” where there is a clear breakdown of the activity in manageable time slots from the introduction to evaluation with clearly identified group members (if appropriate) contributing to the delivery of the activity. It is suggested that the activity last no longer than 30 minutes and this time should include all aspects of the delivery and any activities the target group may be asked to undertake including their use of evaluation tools.

Assessment Task D (i) (500 words) 8 Marks

In this task you need to describe how the success of the activity will be evaluated through the use of evaluation tools for the participants and the observer(s). While it is recognised that a 30 minute activity may not impact on behaviour in the long term the evaluation of the short term impact of the activity may be measured using a range of evaluation tools. Your teacher may support you in the design of such tools and you should spend time looking at the different ways in which the PHA and other health promotion bodies get feedback from participants for example:

- pre-and post-test assessments;
- comment cards; and
- self, peer, participant, teacher or observer questionnaires

Not all of these need to be used by you in describing the ways the success of the activity will be measured however the tools chosen should be designed to be “user friendly” reflecting both the profile of the participants (age, gender, ability) and the nature of the activity.

Assessment Task D (ii) 8 Marks

You should include blank copies of your chosen evaluation tools. Do not include drafts here

Assessment Task E (600 words) 14 Marks

This assessment task should also help you in the successful completion of Assessment Task F as through your reflection on all aspects of the planned activity you should be able to identify aspects of the activity that could be improved. You need to evaluate the success of the planned activity by reviewing all aspects of the activity using where appropriate feedback from the evaluation tools as evidence including:

- suitability of the chosen participants.
You could consider this in terms of their age, ability, group dynamics, barriers, size of the group etc. What was the impact of the activity on the target audience – were they interested, bored etc.?
- achievement of the aims and objectives of the activity.
Were the aim and objectives met? What evidence do you have to support your answer?
- suitability of the approach or approaches used.
Were the approach (es) used suitable? If not why not?
- how successfully the activity was implemented.
What problems if any arose throughout the planning of the activity? What problems if any arose during the delivery of the activity? How do you know? What were the outcomes of the activity both expected and unexpected?

- how effective the role of each group member was (if appropriate) .
How well did you work as a team? Was there a leader? Were roles fairly shared? What did you learn about group dynamics during the planning and implementation of the activity?
- the materials and methods used to deliver the activity, for example posters; leaflets, DVD, talks or demonstrations.
Did they work? Were they appropriate in terms of level of language content? Were the participants engaged? Were leaflets etc. taken away?
- the venue, equipment and time for the presentation.
Did all go to plan? Were the resources adequate? Was the physical environment suitable ,for example lighting, space and ventilation Did they meet your needs? Was there a need to change or find alternative resources at short notice due to unplanned circumstances ,for example breakdown in ICT resources, the need to change room etc. Was time managed well? Did you underestimate/ overestimate time needed in the delivery of the activity?

Assessment Task F (500 words) 8 Marks

Having determined the success of the activity after evaluating it in assessment task E you should have evidence to make recommendations for improvements by identifying aspects of the activity that could be improved. Was the activity well planned/what changes could be made to make it more successful? The word limit for this task is 500 word, it is suggested therefore that you focus on a maximum of four areas for improvement.

You need to write discursively to achieve in the higher mark bands and to achieve mark band 4 you must demonstrate that you have independently produced a comprehensive description of the recommendations for improvement to the activity. The Quality of Written Communication is also taken into account in the marking of this task.

Portfolio completion

When you have completed assessment tasks A –F you need to collate your portfolio. You should present your work in a report file. It is not necessary to include the resources such as PowerPoints and posters etc. in the Appendices.

References

You must include an end reference list using the Harvard system at the end of your portfolio. A list of URLs is not acceptable in the main body of the text; the reference must be in full in the end references.

Unit A2 5: Supporting the Family

Introduction

This unit requires you to produce a case study of a family and a report on issues families may experience.

The family you base your case study on can be real but you should change their names to maintain confidentiality or you may base your case study on a fictional family. The family should have at least three members, one of whom receives support from health and social care services. The family may require this support to help them cope with illness, bereavement, family breakdown, or because a member may have a learning disability or physical or mental health problem. You will describe the structure of the family and how the family meets the needs of the member who requires support from health and social services. You will also describe the health and social services that help meet the needs of the family and evaluate the effectiveness of the support they offer.

The report you need to produce focuses on how two issues may affect families (you choose two of the issues listed in the specification). You will describe how services from statutory providers may support families experiencing these issues. You will also evaluate how two voluntary organisations may support these families.

In this unit you have valuable opportunities to work independently to access the higher mark bands. You must ensure the work you produce meets the assessment evidence requirements (these are clearly laid out in the Assessment Evidence Mark Bands (GCE Health and Social Care specification pg 104-106, available at www.ccea.org.uk/hsc). In order to achieve your full potential in this unit you should:

- Adhere to the deadlines given by your teacher.
- Ensure the work you hand in to be corrected is your best effort. If your teacher has to suggest a number of amendments to your work you cannot achieve mark band four as you have not worked independently.
- Proof read your work carefully and make sure it is well organised and that the meaning is clear.
- Check that spelling, punctuation and grammar are to a high standard.
- Number the pages in your portfolio
- Adhere to the word count and record it accurately at the end of each assessment task, A-F. If you produce work that exceeds the suggested word limit by more than 10% for any assessment task you cannot achieve mark band 4 in that task. Words in table must be included in the word count.
- Take care when researching information for your work. Never cut and paste as this is plagiarism
- Reference your work accurately using the Harvard Referencing System.
- Keep a note of all resources you have used as you will include a reference list with your completed portfolio. It is strongly recommended that you compile your end references as you go along.

Assessment Task A (800 words) 16 Marks

To complete this assessment task, you should produce a review of changes to family structures that **describes** how family structures have changed since World War II and **assesses** the reasons for these changes.

You are required to describe how family structures are changing. A research paper Childhood and family life: Socio- demographic changes “ (The Social Issues Research Centre, 2008) highlights these changes. For example, family structures have become longer and thinner, while most children still live in a ‘traditional’ family unit in one household, with two parents. Birth rates have declined in recent years, so nuclear families have become smaller. Women are having children later in life. Marriage rates have decreased, but marriage remains the most common form of partnership. Divorce rates have increased overall, but are now in decline. The number of lone parent families has increased substantially. An increasing number of children live with step-parents. The number of people cohabiting has also increased. Legal recognition of same-sex partnerships has increased their visibility. The number of people living alone has increased significantly. Children are now more likely to remain in the family home for longer than in the past. Migration, ethnicity and religion have also been influencing factors on these changes in structures.

You could assess the reasons for these changes by considering changes in legislation, employment, norms and attitudes and improved contraception since World War II.

Assessment Task B (600 words) 12 Marks

To complete this assessment task you need to describe the structure of the family you have chosen. The family should have at least three members. Identify the family type and include a clear and accurate diagram of the family structure. You should include a short description of each family member, including for example gender, age, interests or occupation. At this stage you should also identify the family member who needs health and social care support. Do not choose a family with multiple problems as you may make this assessment task more challenging than necessary and fail to include the detail required for the higher mark bands. Remember only one family member requires health and social care support. For example, a child in the family may have a learning disability, but the entire family may receive support.

When you have decided on a family, check the suitability with your teacher before writing up this task to help ensure you will be able to include sufficient detail on the services used by the family. In this assessment task, you also need to identify the family member who needs health and social care support and analyse how other members in the family meet their needs. Do not include a lengthy introduction. An introduction may read, ‘I am basing this task on John who has Duchenne Muscular dystrophy or Molly who has Down’s syndrome or Jack who has dementia’ and then continue by including a little more detail.

Having completed this short introduction you continue by analysing how the other family members meet the needs of this family member. To analyse means to break into component parts and identify their characteristics. You can do this by considering the physical, intellectual, emotional and social needs of the chosen family member. The analysis of needs should be specific to the family member.

If the analysis of needs you complete is generic you will not access the higher mark bands. Consider the physical needs of an elderly family member with dementia. One of these needs is safety as the elderly person is confused, and the family meets this need in various ways. For example, his daughter supervises him taking his medication to ensure he takes the prescribed amount. This helps ensure he gets the correct medication and avoids the risk of an overdose. The family members take in turns to stay with him at night as he sometimes wakes up and tries to leave the house.

The focus must be on how the family meet the needs. Organise your work and present it coherently and try to produce an in-depth analysis of physical, intellectual emotional and social needs.

Assessment Task C (i) (800 words) 16 Marks

The focus of this task is on the services used to meet the needs of the individual identified in assessment task B and his or her family. The Fact File: Support Available to Families available from www.ccea.org.uk/hsc will provide you with useful information on the wide range of services offered by the statutory, private, voluntary and informal providers.

The website <http://www.familysupportni.gov.uk/> provides detail on a wide range of statutory and voluntary organisations that provide support to families in Northern Ireland. The services you choose must be health and social care services and the description must focus on how the service supports the family. Irrelevant detail such as the number of staff who work in the service or the funding of the service will not be awarded marks. For example, Marie Curie can offer support to an individual with a terminal illness and their family. This support will help meet their needs. The individual and family may need emotional support. Marie Curie can help meet this emotional need by providing the individual with information on the feelings of denial, anger, guilt, fear, depression or frustration they may be experiencing. They also offer advice to the individual on coping with these feelings. This advice includes talking to family and friends, joining a support group, talking to a counsellor or trying art or holistic therapies and Marie Curie offers some of these activities. Marie Curie also meets the emotional needs of the family who are caring for a member with a terminal illness. One way they do this is through their online community. This gives family members the opportunity to share their experiences with others in a similar situation and talk about their emotions. Marie Curie also offers other services which help meet the needs of the entire family and it is important that in your work you complete a comprehensive discussion, focusing on the needs of the individual and the family and on how the services you have selected help meet the relevant needs. You need to discuss the support offered by at least two services and these may belong to the same group of providers. The work must be specifically applied to the family as generic responses will not access the higher mark bands.

Assessment Task C (ii) (400 words) 8 Marks

The focus of this task is assessment of the effectiveness of the support offered to the individual and the family that you described in assessment task C (i). To assess means to make an informed judgement from available evidence. You need to consider whether the services are effective in meeting the needs of the individual and their family. Some key terms to help you have been included in the GCE Health and Social Care specification (reducing dependency, increasing self-sufficiency, developing self-esteem, increasing their sense of empowerment and developing alternative coping mechanisms) but these may not all be relevant to the individual or family you are basing your work

on. Remember these are only suggestions. For example, assess how effective the support offered by Mencap may be to the family of a young adult with a learning disability who is living in a supported living scheme run by Mencap. This support is very effective in meeting the emotional needs of the young person as they are being given the opportunity to live independently. This will increase their self-esteem as they have their 'own place' and are not dependent on their family and parents. It will give them a sense of security as 24 hour support is available. You would continue to assess how effective this support is in meeting the other needs of the young adult. The assessment must also include the family, so you would continue by assessing the effectiveness of the support in meeting the needs of other family members, in this case probably the parents.

You may find it beneficial to complete C (i) and C (ii) at the same time but if you do so present your work clearly, for example,

Assessment Task C

- (i) Discussion of services
- (ii) Assess the effectiveness of support given.

You have completed the case study, which focused on a family. The next part of the portfolio is a report, which is not based on the family in the case study.

Assessment Task D (800 words) 16 Marks

In this assessment task you need to choose two issues and analyse how each may affect both children and adults in families. The issues to choose from are domestic violence, poverty, mental illness, poor parenting skills, children with behavioural problems, children with special educational needs, child abuse, bereavement and addiction. The issues you choose for this task are also the focus for tasks E and F, so choose carefully based on your understanding of the requirements of these later tasks as well.

To analyse means to break down into component parts and identify their characteristics, so you may want to consider the physical, emotional, intellectual and social effects on families of the two issues you have selected. Do not include lengthy introductions, for example various definitions of poverty or types of mental illnesses. One sentence of an introduction is sufficient. Try to balance your work by completing an in-depth analysis of how each issue may affect family members. Research your chosen issues carefully, for example if using the internet do not just focus on the first website you access. Visit several websites and then select those with information you need. Do not cut and paste. Base your work on families in the UK. You may also use personal experience but ensure you maintain confidentiality. Include the effects on both the children and adults in families, for example, how domestic violence may affect the victim, the perpetrator and the children in a family. Organise your work and present it coherently.

Assessment Task E (800 words) 16 Marks

The focus of this task is on how statutory (government) services support families facing the two issues you analysed in assessment task D. Refer back to the CCEA Fact File on Support Available to Families

available from www.ccea.org.uk/hsc which will provide you with a brief introduction to some of the statutory services available to families. The services referred to in the Fact File are health and social care services but other statutory services may support families facing issues. You need to carry out more specific research focusing on the two issues you have selected. Websites of services provide useful information, but you may also contact a service directly to obtain information. Consider a family experiencing racism. The family may receive support from the Police Service of Northern Ireland (PSNI) who have Neighbourhood Policing Team Officers and Hate and Signal Crime Officers who investigate reported racist incidents and will try and bring the perpetrator/s to justice. The officers will also provide information and advice to the family, for example on other organisations that may provide support. The PSNI have information available on their website on racist incidents in a range of different languages including Urdu, Hindi, Arabic, Italian, Portuguese, Traditional and Simplified Chinese. The Northern Ireland Housing Executive (NIHE) is another statutory service that may provide support to families facing racism. If a family is living in a Housing Executive property and the accommodation is damaged, for example, hate graffiti is painted on the walls then the NIHE will remove it or if windows are broken in a racist attack the NIHE will carry out repairs. Other support that may be available include emergency re-housing grants or providing temporary accommodation if the family is no longer able to live in the home due to racist attacks. Families facing racism may also receive support from health and social care statutory services. The command word is 'analyse' which means to break down into parts so in this assessment task you are to break down the different ways statutory services support families facing two issues. Organise your work and present it coherently and try to produce a comprehensive analysis of the support offered by statutory services for families facing each issue.

Assessment Task F (800 words) 16 Marks

The focus of this task is how voluntary organisations support families facing the two issues analysed in assessment task D. You choose one voluntary organisation that aims to support families facing each issue. For example you may choose the NSPCC for families where child abuse is an issue or Alcoholics Anonymous where addiction is an issue. The command word is 'assess'. Assess means to make an informed judgement against the evidence available. In this piece of work you need to judge the value of the role played by two voluntary organisations that aim to support families. If you have chosen bereavement you may decide to evaluate the role of Cruse in supporting families, including both positive aspects and drawbacks of the organisation. Whilst Cruse can support families experiencing bereavement in many ways, one drawback of the organisation is that there may be a six week wait for face-to-face support. When completing your work, do not include any irrelevant information such as numbers of staff or how the organisation is funded. Focus only on assessing the role of each organisation. Organise your work and present it coherently and try to produce a detailed assessment of the role of each organisation aiming to support families facing the chosen issues.

Portfolio completion

When you have completed assessment tasks A – F, you need to collate your portfolio. You should present your work in a report file. Complete the Candidate Record Sheet by including word counts, page numbers and your signature (confirming that the work submitted is your own).

References

You must also include an end reference list using the Harvard system at the end of your portfolio. A list of URLs is not acceptable in the main body of the text; the reference must be in full in the end references.

Resources

CCEA Unit AS 5 eGuide

CCEA Unit A2 5 Fact File: Support available to Families

Available from www.ccea.org.uk/hsc

www.cruse.org.uk

www.mariecurie.org.uk

