

WJEC Level 3 Health and Social Care: Principles and Contexts

Unit 9: Investigating contemporary issues in health and social care in Wales

Approved by Qualifications Wales

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.

This Qualifications Wales regulated qualification is not available to centres in England.

For first assessment from 2024

Sample Assessment Materials (Internal)

Version 2 - September 2023





Level 3 Health and Social Care: Principles and Contexts

Sample Assessment Materials (Internal NEA)

Unit 9: Investigating contemporary issues in health and social care in Wales

For first assessment from 2024

SUMMARY OF AMENDMENTS

Version	Description	Page number/s
2	Additional Mark Band for Task 2 b) in mark scheme.	10+11

Contents

	Page
Assignment	1
Information for candidates	3
Mark Scheme	5
Centre Mark Sheet	16
Mapping	18



LEVEL 3 HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

4973U9

ASSESSMENT (INTERNAL NEA)

UNIT 9 NEA: Investigating contemporary issues in health and social care in Wales

INSTRUCTIONS FOR CANDIDATES

This pack is for candidates completing Level 3 Health and Social Care: Principles and Contexts. It provides you with the information that you need to complete your assessment for Unit 9 Investigating contemporary issues in health and social care in Wales.

This assessment requires you to research a contemporary issue of your choice affecting health and social care in Wales.

Within this pack, you will find details of:

- an introduction to the assignment and your assessment tasks
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work
- a Candidate Declaration sheet which you must complete and sign when submitting your work for marking.

You will research the effects of your chosen contemporary issue on the health and well-being of individuals, and on health and social care services in Wales.

As well as undertaking independent research into your contemporary issue, you will also draw on knowledge and understanding gained from across the qualification.

You may discuss your choice of issue with your teacher. You should plan your research giving consideration to the outcomes required for each set task.

There are no restrictions on the resources you may use when undertaking research.

The evidence for this task is an extended piece of writing approximately 5,000 words in total (not including data, referencing and bibliography).

You are required to research a contemporary issue of your choice affecting health and social care in Wales.

You will research the effects of your chosen contemporary issue on the health and well-being of individuals, and on health and social care provision in Wales

Task 1 – Planning your research project

Outline how you will carry out the investigation into the contemporary issue. (12 marks)

To include:

- providing a clear project rationale that is relevant to the sector
- setting appropriate and realistic aims, and objectives.
- planning appropriate and relevant research methods
- defining priorities and success criteria
- deciding how resources, timescales and potential risks will be managed
- managing and prioritising work
- making ethical considerations.

Task 2 – Completing your research project

Carry out secondary research into your chosen contemporary issue and its effects on the health and well-being of individuals in Wales.

You are required to produce a report (approximately 5,000 words) presenting the findings of your research. Your report should include the following:

- a) An explanation of the contemporary issue, including how it affects:
 - the health and well-being of individuals in Wales in terms of Physical, Intellectual, Language, Emotional and Social needs (impact on daily lives).
 - services in Wales (facts and statistics, the picture of the issue in Wales).(14 marks)
- b) An evaluation of the suitability of published research (including data) into your chosen contemporary issue, considering:
 - the types of research published (primary and secondary)
 - the reliability, validity and credibility of the research and the organisations involved in its production and publication.(18 marks)
- c) An analysis of selected research and data, including patterns and trends and making connections between different sources; where applicable, you should consider:
 - limitations of the research
 - any ethical issues regarding the research undertaken.(18 marks)
- d) An explanation of how research into your chosen contemporary issue is being, or has been, used to:
 - inform the development of new and revised legislation, policies and strategies, and/or
 - influence health and social care provision.(10 marks)
- e) Recommendations on what further research could be undertaken in the future, including why such research would be beneficial. (10 marks)

Information for candidates

The following information has been taken from the *JCQ Information for candidates – non-examination assessments* document¹. This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on an assignment, for example undertaking field research, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must independently draw your own conclusions from the data**.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Research and using references

- When producing a piece of work, if you use the same wording as a published source, you **must** place quotation marks around the passage and state where it came from.
- You **must** make sure that you give detailed references for everything in your work which is not in your own words.
- For material taken from the Internet, your reference should show the date when the material was downloaded and **must** show the precise web page, not the search engine used to locate it.
- **If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.**

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously. Do not** think you will not be caught; there are many ways to detect plagiarism:

- markers can spot changes in the style of writing and use of language
- markers are highly experienced subject specialists— they may have read the source you are using, or even marked the work you have copied from
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

¹ https://www.jcq.org.uk/wp-content/uploads/2021/08/IFC-NE_Assessments_2021_v4.pdf

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from the assessment for the examination/moderation series in question
- you will be disqualified from the whole qualification for that examination/moderation series
- you will be disqualified from all qualifications and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.



MARKING SCHEME

LEVEL 3

HEALTH AND SOCIAL CARE

PRINCIPLES AND CONTEXTS – UNIT 9

4973U9

Information for assessors on applying banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, you should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, you should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 because of the band 3 content.

You should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, you can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation

It is essential that, where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via WJEC's secure website on results day.

UNIT 9 NEA: Investigating contemporary issues in health and social care in Wales

Task 1

Outline how you will carry out the investigation into the contemporary issue.

[12 marks]

Band	AO1: Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to health and social care.
	10-12 marks
4	<p>An excellent outline which clearly identifies aims and objectives, showing clear and detailed knowledge of carrying out an investigation, to include well defined priorities and success criteria.</p> <p>The response demonstrates a clear outline of timescales and accurate identification of risks and how they will be managed.</p> <p>A range of sources including books, journals and websites have been clearly identified and their use accurately exemplified.</p> <p>Ethical considerations are identified correctly.</p>
3	<p>6-9 marks</p> <p>A good outline which identifies aims and objectives, showing knowledge of carrying out an investigation, to include priorities and success criteria.</p> <p>The response demonstrates a clear outline of timescales and accurate identification of risks and how they will be managed.</p> <p>A range of sources including books, journals and websites have been identified and their use accurately exemplified.</p> <p>Ethical considerations are identified mainly correctly.</p>
2	<p>3-5 marks</p> <p>A basic outline which identifies aims and objectives, showing some knowledge of carrying out an investigation, to include some priorities and success criteria.</p> <p>The response demonstrates a sound outline of timescales and identification of risks and how they will be managed.</p> <p>Some sources including books, journals and websites have been identified and their use exemplified.</p> <p>Ethical considerations are identified partially correctly.</p>

1	<p style="text-align: center;">1-2 marks</p> <p>A limited outline which identifies aims and objectives, showing some knowledge of carrying out an investigation, with little or no reference to priorities and success criteria.</p> <p>The response demonstrates a sound outline of timescales and identification of risks and how they will be managed.</p> <p>Some sources including books, journals and websites have been identified and their uses sometimes exemplified.</p> <p>Ethical considerations are identified partially correctly.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Not creditworthy or attempted.</p>

Task 2

- a) An explanation of the contemporary issue, including how it affects:
- the health and well-being of individuals in Wales in terms of Physical, Intellectual, Language, Emotional and Social needs (impact on daily lives).
 - services in Wales (facts and statistics, the picture of the issue in Wales).
- [14 marks]

Band	AO2: Apply knowledge and understanding of health and social care principles and contexts
4	<p>12-14 marks</p> <p>An excellent response which provides a detailed and coherent explanation of the contemporary issue and how it affects the health and well-being of individuals and services in Wales.</p> <p>The response demonstrates detailed and accurate knowledge and understanding of Physical, Intellectual, Language, Emotional and Social needs, and the impact on daily lives.</p> <p>Detailed facts and statistics are provided to support a description of effects on services.</p>
3	<p>8-11 marks</p> <p>A good response which provides a comprehensive explanation of the contemporary issue and how it affects the health and well-being of individuals and services in Wales.</p> <p>The response demonstrates a range of accurate knowledge and understanding of Physical, Intellectual, Language, Emotional and Social needs, and the impact on daily lives.</p> <p>Facts and statistics are provided to support a description of effects on services.</p>
2	<p>4-7 marks</p> <p>A basic response which provides a generalised explanation of the contemporary issue and how it affects the health and well-being of individuals and services in Wales.</p> <p>The response demonstrates some accurate knowledge and understanding of Physical, Intellectual, Language, Emotional and Social needs, and the impact on daily lives.</p> <p>Some facts and statistics are provided to support a description of effects on services.</p>

1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which provides a superficial explanation of the contemporary issue and how it affects the health and well-being of individuals and services in Wales.</p> <p>The response demonstrates limited knowledge and understanding of Physical, Intellectual, Language, Emotional and Social needs, and the impact on daily lives.</p> <p>Some facts and statistics are provided to support a description of effects on services.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Not creditworthy or attempted.</p>

b) An evaluation of the suitability of published research (including data) into your chosen contemporary issue, considering: [18 marks]

- the types of research published (primary and secondary)
- the reliability, validity and credibility of the research and the organisations involved in its production and publication.

Band	<i>AO3: Analyse and evaluate health and social care principles and contexts to demonstrate understanding, including any influence on practice, making reasoned judgements and drawing conclusions.</i>
5	<p style="text-align: center;">16-18 marks</p> <p>An excellent response providing a detailed and insightful evaluation of published research used in health and social care, in relation to the contemporary issue. To include:</p> <ul style="list-style-type: none"> • primary and secondary research • qualitative and quantitative data • the research methodologies used by organisations who have published data • reliability, credibility and validity. <p>The response demonstrates consistent and appropriate analysis and evaluation skills used in an effective way.</p>
4	<p style="text-align: center;">12-15 marks</p> <p>A good response which provides a comprehensive evaluation of published research used in health and social care, in relation to the contemporary issue. To include:</p> <ul style="list-style-type: none"> • primary and secondary research • qualitative and quantitative data • the research methodologies used by organisations who have published data • reliability, credibility and validity. <p>The response demonstrates mostly consistent and appropriate analysis and evaluation skills used in a generally effective way.</p>

3	<p style="text-align: center;">8-11 marks</p> <p>A satisfactory response which provides a comprehensive evaluation of published research used in health and social care, in relation to the contemporary issue. To include:</p> <ul style="list-style-type: none"> • primary and secondary research • qualitative and quantitative data • the research methodologies used by organisations who have published data • reliability, credibility and validity. <p>The response demonstrates sound analysis and evaluation skills used in an appropriate way.</p>
2	<p style="text-align: center;">4-7 marks</p> <p>A basic response which provides a general evaluation of published research used in health and social care, in relation to the contemporary issue. To include:</p> <ul style="list-style-type: none"> • primary and secondary research • qualitative and quantitative data • the research methodologies used by organisations who have published data • reliability, credibility and validity. <p>The response demonstrates some analysis and evaluation skills used but may lack precision.</p>
1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which provides a superficial evaluation of the published research used in health and social care, in relation to the contemporary issue. To include:</p> <ul style="list-style-type: none"> • primary and secondary research • qualitative and quantitative data • the research methodologies used by organisations who have published data • reliability, credibility and validity. <p>The response demonstrates limited analysis and evaluation skills used with little or no competence.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Not creditworthy or attempted.</p>

<p>c) An analysis of selected research and data, including patterns and trends and making connections between different sources; where applicable, you should consider:</p> <ul style="list-style-type: none"> • limitations of the research • any ethical issues regarding the research undertaken. <p style="text-align: right;">[18 marks]</p>	
Band	<p>AO3: Analyse and evaluate health and social care principles and contexts to demonstrate understanding, including any influence on practice, making reasoned judgements and drawing conclusions.</p>
5	<p style="text-align: center;">16-18 marks</p> <p>An excellent response which provides a detailed and persuasive analysis of patterns and trends with excellent connection between different sources. The candidate:</p> <ul style="list-style-type: none"> • clearly identifies any limitations of the research • provides a thorough interpretation and analysis of relevant information and data • demonstrates a full understanding of any relevant ethical issues. <p>The response demonstrates consistent and appropriate analysis/evaluation skills used in an effective way.</p>
4	<p style="text-align: center;">12-15 marks</p> <p>A good response which provides a comprehensive analysis of patterns and trends with good connections between different sources, The candidate:</p> <ul style="list-style-type: none"> • identifies any limitations of the research • provides a good interpretation and analyses of information and data • demonstrates a good understanding of any relevant ethical issues. <p>The response demonstrates mostly consistent analysis and evaluation skills used in a generally effective way.</p>
3	<p style="text-align: center;">8-11 marks</p> <p>A satisfactory response which provides a competent analysis of patterns and trends with some connections between different sources. The candidate:</p> <ul style="list-style-type: none"> • identifies any limitations of the research • provides a sound interpretation and analysis of relevant information and data • demonstrates sound understanding of any relevant ethical issues. <p>The response demonstrates sound analysis and evaluation skills used in an appropriate way.</p>
2	<p style="text-align: center;">4-7 marks</p> <p>A basic response which provides a partial analysis of patterns and trends with basic connections between different sources. The candidate:</p> <ul style="list-style-type: none"> • identifies any limitations of the research • interprets and analyses relevant information and data, though this may be underdeveloped • demonstrates basic understanding of relevant ethical issues. <p>The response demonstrates some analysis/evaluation skills used but may lack precision.</p>

<p>1</p>	<p>1-3 marks</p> <p>A limited response which provides a partial analysis of patterns and trends with little connection between different sources. The candidate:</p> <ul style="list-style-type: none"> • identifies minimal or no limitations of the research • provides minimal interpretation and analysis of relevant information and data • demonstrates limited understanding of any relevant ethical issues. <p>The response demonstrates limited analysis/evaluation skills used with little or no competence.</p>
	<p>0 marks</p> <p>Not creditworthy or attempted.</p>

d)	<p>An explanation of how research into your chosen contemporary issue is being, or has been, used to:</p> <ul style="list-style-type: none"> inform the development of new and revised legislation, policies and strategies, and/or influences health and social care provision. <p style="text-align: right;">[10 marks]</p>
Band	<i>AO2: Apply knowledge and understanding of health and social care principles and contexts</i>
4	<p style="text-align: center;">9-10 marks</p> <p>An excellent response which provides a detailed and coherent explanation of how research is used to inform the development of new and revised legislation, policies and strategies, and/or influences health and social care provision.</p> <p>The response demonstrates detailed and accurate knowledge and understanding of legislation, policies and strategies.</p>
3	<p style="text-align: center;">6-8 marks</p> <p>A good response which provides a comprehensive explanation of how research is used to inform the development of new and revised legislation, policies and strategies, and/or influences health and social care provision.</p> <p>The response demonstrates a range of accurate knowledge and understanding of legislation, policies and strategies.</p>
2	<p style="text-align: center;">3-5 marks</p> <p>A basic response which provides a general explanation of how research is used to inform the development of new and revised legislation, policies and strategies, and/or influences health and social care provision.</p> <p>The response demonstrates some accurate knowledge and understanding of legislation, policies and strategies.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A limited response which provides a limited explanation of how research is used to inform the development of new and revised legislation, policies and strategies, and/or influences health and social care provision.</p> <p>The response demonstrates limited knowledge and understanding of legislation, policies and strategies.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Not creditworthy or attempted.</p>

e) Recommendations on what further research could be undertaken in the future, including why such research would be beneficial.	
[10 marks]	
Band	<i>AO3: Analyse and evaluate health and social care principles and contexts to demonstrate understanding, including any influence on practice, making reasoned judgements and drawing conclusions.</i>
4	<p>9-10 marks</p> <p>An excellent response which demonstrates a confident grasp of what further research could be undertaken and makes valid and justified recommendations.</p>
3	<p>6-8 marks</p> <p>A good response which demonstrates a generally secure grasp of what further research could be undertaken and makes generally valid and justified recommendations.</p>
2	<p>3-5 marks</p> <p>A basic response which demonstrates some grasp of what further research could be undertaken and makes some valid and justified recommendations.</p>
1	<p>1-2 marks</p> <p>A limited response which demonstrates little grasp of what further research could be undertaken and makes limited recommendations.</p>
	<p>0 marks</p> <p>Not creditworthy or attempted.</p>



Level 3 Diploma in Health and Social Care: Principles and Contexts

Non-examination assessment: Unit 9 Tasks 1 and 2

Name of Candidate:

Candidate Number:

Name of Centre:

Centre Number:

Non-examination assessment: Unit 9 Tasks 1 and 2

Tasks	Maximum Mark	Centre Mark	Moderator Mark	Centre Comments
Task 1				
1	12			
Task 2				
(a)	14			
(b)	18			
(c)	18			
(d)	10			
(e)	10			
Total	82			

Non-examination assessment: Comments

To be completed by the teacher/assessor.

Please indicate where help beyond acceptable-guidance has been given and how this has affected the marks awarded.

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NOTICE TO CANDIDATES

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the qualification concerned.

DECLARATION BY TEACHER

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's signature:

Date:

DECLARATION BY CANDIDATE

I have read and understood the **Notice to Candidates** (above).

I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

Candidate's signature:

Date:

Mapping of tasks to unit content and assessment objectives

Section	Unit content					Mark allocation			
Tasks	9.1	9.2	9.3	9.4	9.5	Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
Task 1			✓	✓	✓	12	12		
Task 2 (a)	✓	✓	✓		✓	14		14	
(b)			✓		✓	18			18
(c)		✓			✓	18			18
(d)		✓			✓	10		10	
(e)					✓	10			10
Total						82	12	24	46
% Weightings of this assessment						100	15	29	56