

# WJEC Level 3 Health and Social Care: Principles and Contexts

## Unit 3: Promoting the rights of individuals across the lifespan

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



# SUMMARY OF AMENDMENTS

Version	Description	Page number/s
2	Removal of references to theorists in mark bands for task (a)	10

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**LEVEL 3**

**4973U3**

**ASSESSMENT (INTERNAL NEA)**

**HEALTH AND SOCIAL CARE: PRINCIPLES  
AND CONTEXTS**

**UNIT 3 NEA: Promoting the rights of individuals  
across the lifespan**

**20 HOURS**

**INSTRUCTIONS FOR CANDIDATES**

You are required to research and produce evidence on how to promote the rights of individuals within **one** specific group across their lifespan.

Specific groups could include:

- individuals living with mental ill health
- older adults
- individuals living with dementia
- individuals with physical impairment
- individuals with additional learning needs
- individuals living with a long-term illness
- individuals living with life-limiting conditions.

**This list is not exhaustive.**

You should spend approximately **20** hours completing this task.

### Unit 3 Task

All individuals have rights when accessing health, care and well-being services in Wales; they should be supported to achieve their desired outcomes.

Produce a podcast, presentation or video on how to promote the rights of individuals from **one** specific group across their lifespan.

Specific groups could include:

- individuals living with mental ill health
- older adults
- individuals living with dementia
- individuals with physical impairment
- individuals with additional learning needs
- individuals living with a long-term illness
- individuals living with life-limiting conditions.

**This list is not exhaustive.**

Your podcast, presentation or video should be no longer than 10 minutes

Your podcast, presentation or video must:

- Outline the main needs and rights of the chosen group of individuals. (12 marks)
- Summarise what is meant by health and well-being in relation to your chosen group of individuals; examine factors that may affect their health and well-being. (22 marks)
- Discuss possible barriers to participation that the chosen group of individuals may encounter. (14 marks)
- Explain how relevant current legislation supports the rights of your chosen group of individuals. (16 marks)
- Consider how the rights of the chosen group of individuals may be promoted; identify relevant strategies and initiatives that support this. (16 marks)

**Total: (80 marks)**

## Information for candidates

The following information has been taken from the *JCQ Information for candidates – non-examination assessments* document<sup>1</sup>. 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.

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<sup>1</sup> [https://www.jcq.org.uk/wp-content/uploads/2021/08/IFC-NE\\_Assessments\\_2021\\_v4.pdf](https://www.jcq.org.uk/wp-content/uploads/2021/08/IFC-NE_Assessments_2021_v4.pdf)  
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## 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.**



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## MARKING SCHEME

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**LEVEL 3  
HEALTH AND SOCIAL CARE  
PRINCIPLES AND CONTEXTS – UNIT 3  
4973U3**

This is an abridged marking scheme, the complete version inclusive of indicative content can be found on the WJEC secure website [www.wjecservices.co.uk](http://www.wjecservices.co.uk).

## **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 3: Promoting the rights of individuals across the lifespan**

(a)	Outline the main needs and rights of the chosen group of individuals.	[12 marks]
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to health and social care.</i>	
<b>4</b>	<p style="text-align: center;"><b>10-12 marks</b></p> <p>An excellent outline which:</p> <ul style="list-style-type: none"> <li>• shows thorough knowledge and understanding of the main needs and rights of the chosen group of individuals</li> <li>• focuses on the majority of the care and support needs of the chosen group of individuals.</li> </ul>	
<b>3</b>	<p style="text-align: center;"><b>7-9 marks</b></p> <p>A good outline which:</p> <ul style="list-style-type: none"> <li>• shows generally secure knowledge and understanding of the main needs and rights of the chosen group of individuals</li> <li>• focuses on a range of the care and support needs of the chosen group of individuals.</li> </ul>	
<b>2</b>	<p style="text-align: center;"><b>4-6 marks</b></p> <p>A basic outline which:</p> <ul style="list-style-type: none"> <li>• shows some knowledge and understanding of the needs and/or rights of the chosen group of individuals</li> <li>• focuses on some of the care and support needs of the chosen group of individuals.</li> </ul>	
<b>1</b>	<p style="text-align: center;"><b>1-3 marks</b></p> <p>A limited outline which:</p> <ul style="list-style-type: none"> <li>• shows little knowledge and understanding of the needs or rights of the chosen group of individuals</li> <li>• focuses on few care and support needs of the chosen group of individuals.</li> </ul>	
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or attempted.</p>	

(b) Summarise what is meant by health and well-being in relation to your chosen group of individuals; examine factors that may affect their health and well-being. [22 marks]		
Band	<p><b>AO1:</b> <i>Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to health and social care.</i></p> <p><b>AO3:</b> <i>Analyse and evaluate health and social care principles and contexts to demonstrate understanding, reflect on how they can influence practice, making reasoned judgements and drawing conclusions.</i></p>	
Band	AO1	AO3
4	There are no Band 4 marks for this assessment objective. 6 marks are awarded as for Band 3.	<p><b>13-16 marks</b></p> <p>An excellent examination which demonstrates secure knowledge and understanding of factors that may affect the health and well-being of the chosen group of individuals.</p>
3	<p><b>5-6 marks</b></p> <p>A very good summary which shows thorough knowledge and understanding of what is meant by health and well-being in relation to the chosen group of individuals.</p>	<p><b>9-12 marks</b></p> <p>A good examination which demonstrates generally secure knowledge and understanding of factors that may affect the health and well-being of the chosen group of individuals.</p>
2	<p><b>3-4 marks</b></p> <p>A good summary which shows some secure knowledge and understanding of what is meant by health and well-being in relation to the chosen group of individuals.</p>	<p><b>5-8 marks</b></p> <p>A basic examination which demonstrates some knowledge and understanding of factors that may affect the health and well-being of the chosen group of individuals.</p>
1	<p><b>1-2 marks</b></p> <p>A limited summary which shows little knowledge and understanding of what is meant by health and well-being in relation to the chosen group of individuals.</p>	<p><b>1-4 marks</b></p> <p>A limited examination which demonstrates little knowledge and understanding of factors that may affect the health and well-being of the chosen group of individuals.</p>
	<p><b>0 marks</b></p> <p>Response not creditworthy or attempted.</p>	<p><b>0 marks</b></p> <p>Response not creditworthy or attempted.</p>

(c) Discuss possible barriers to participation that the chosen group of individuals may encounter [14 marks]	
<b>Band</b>	<b>AO3:</b> <i>Analyse and evaluate health and social care principles and contexts to demonstrate understanding, reflect on how they can influence practice, making reasoned judgements and drawing conclusions.</i>
<b>4</b>	<p><b>12-14 marks</b></p> <p>An excellent discussion which demonstrates secure knowledge and understanding of the possible barriers to participation that the chosen group may encounter.</p>
<b>3</b>	<p><b>8-11 marks</b></p> <p>A good discussion which demonstrates generally secure knowledge and understanding of the possible barriers to participation that the chosen group may encounter.</p>
<b>2</b>	<p><b>4-7 marks</b></p> <p>A basic discussion which demonstrates some knowledge and understanding of the possible barriers to participation that the chosen group may encounter.</p> <p>Some barriers identified may not be relevant to the chosen group.</p>
<b>1</b>	<p><b>1-3 marks</b></p> <p>A limited discussion which demonstrates little knowledge and understanding of the possible barriers to participation that the chosen group may encounter.</p> <p>The response may appear list like and not all barriers identified may be relevant to the chosen group.</p>
	<p><b>0 marks</b></p> <p>Response not creditworthy or attempted.</p>

(d)	Explain how relevant current legislation supports the rights of the chosen group of individuals. [16 marks]
Band	AO2: <i>Apply knowledge and understanding of health and social care principles and contexts.</i>
4	<p style="text-align: center;"><b>13-16 marks</b></p> <p>An excellent explanation which shows:</p> <ul style="list-style-type: none"> <li>• detailed and thorough knowledge and understanding of current legislation</li> <li>• a confident grasp of a range of ways which legislation supports the rights of the chosen group.</li> </ul>
3	<p style="text-align: center;"><b>9-12 marks</b></p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of current legislation</li> <li>• a generally secure grasp of the ways which legislation supports the rights of the chosen group.</li> </ul>
2	<p style="text-align: center;"><b>5-8 marks</b></p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> <li>• generally clear knowledge and understanding of current legislation</li> <li>• some grasp of some ways which legislation supports the rights of the chosen group.</li> </ul>
1	<p style="text-align: center;"><b>1-4 marks</b></p> <p>A limited explanation which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of current legislation</li> <li>• little grasp of at least one way which legislation supports the rights of the chosen group or</li> <li>• some grasp of how legislation supports the rights of individuals but the legislation is not relevant to the chosen group</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or attempted.</p>

(e) Consider how the rights of the chosen group of individuals may be promoted; identify relevant strategies and initiatives that support this. [16 marks]		
Band	<p><b>AO1:</b> Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to health and social care.</p> <p><b>AO3:</b> Analyse and evaluate health and social care principles and contexts to demonstrate understanding, reflect on how they can influence practice, making reasoned judgements and drawing conclusions.</p>	
Band	AO1	AO3
4	There are no Band 4 marks for this assessment objective. 6 marks are awarded as for Band 3.	<p><b>9-10 marks</b></p> <p>An excellent response which demonstrates a confident grasp of how the rights of the chosen group may be promoted and makes valid and justified observations.</p>
3	<p><b>5-6 marks</b></p> <p>A very good response which identifies strategies and initiatives that are directly relevant to promoting the rights of the chosen group.</p>	<p><b>6-8 marks</b></p> <p>A good response which demonstrates a generally secure grasp of how the rights of the chosen group may be promoted and makes generally valid and justified observations.</p>
2	<p><b>3-4 marks</b></p> <p>A good response which identifies strategies and initiatives relevant to promoting the rights of the individuals. Some strategies and initiatives identified may not be relevant to the chosen group of individuals.</p>	<p><b>3-5 marks</b></p> <p>A basic response which demonstrates some grasp of how the rights of the chosen group may be promoted and makes some valid and justified observations.</p>
1	<p><b>1-2 marks</b></p> <p>A basic response which identifies strategies and initiatives relating to promoting the rights of individuals. The response may appear list like and the strategies and initiatives identified may not have direct relevance to the chosen group of individuals.</p>	<p><b>1-2 marks</b></p> <p>A limited response which demonstrates little grasp of how the rights of the chosen group may be promoted and makes limited observations.</p>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

### Mapping of NEA Unit 3 to specification content and assessment objectives

Assessment Criteria	Specification content					Mark allocation			
	Section					Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	3.1	3.2	3.3	3.4	3.5				
<b>Task</b>									
(a)	✓					12	12	0	0
(b)		✓				22	6	0	16
(c)			✓			14	0	0	14
(d)				✓		16	0	16	0
(e)					✓	16	6	0	10
<b>Total</b>						80	24	16	40



**Level 3 Certificate in Health and Social Care: Principles and Contexts**

**Non-exam assessment – Unit 3 Task**

**Name of Candidate:**

**Candidate Number:**

**Name of Centre:**

**Centre Number:**

**Unit 3 Non-exam assessment: Task**

Tasks	Max. Mark	Centre Mark	Mod. Mark	CENTRE COMMENTS
<b>Task</b>				
(a)	12			
(b)	22			
(c)	14			
(d)	16			
(e)	16			
<b>Total</b>	<b>80</b>			
<b>TOTAL</b>	<b>80</b>			

### Non-exam assessment: Comments

**To be completed by the individual supervising the NEA.**

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

**List the sources of information used in developing the NEA.**

### 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:**