

Surname	Centre Number	Candidate Number
First name(s)		0

GCSE



3570UD0-1



S23-3570UD0-1

TUESDAY, 13 JUNE 2023 – AFTERNOON

HEALTH AND SOCIAL CARE, AND CHILDCARE UNIT 3: Health and Social Care, and Childcare in the 21st Century

1 hour 30 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	3	
2.	4	
3.	3	
4.	19	
5.	18	
6.	5	
7.	12	
8.	6	
9.	10	
Total	80	

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the continuation page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

The total number of marks available is 80.

You are reminded of the necessity for good English and orderly, clear presentation in your answers.

The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in your answer to question **9**.

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Answer **all** questions.

- 1. Tick (✓) the box to show whether each statement below is **True** or **False**. [3]

Statement	True	False
(i) <i>The Healthy Start Programme</i> encourages children to take part in physical activity.		
(ii) <i>The Eatwell Guide</i> shows how different foods and drinks contribute towards a healthy balanced diet.		
(iii) <i>The Welsh Network of Healthy School Schemes</i> encourages all schools to be healthy.		

- 2. The Welsh Government gives lifestyle advice and information on public health intervention and services, through a range of initiatives.

Outline how the *Dragon Multi-Skills and Sport* initiative supports the health and well-being of young people in Wales. [4]

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- 3. The Equality Act 2010 provides protection against discrimination for people who possess one or more of the nine specific protected characteristics.

Name **three** of these protected characteristics. [3]

(i)

(ii)

(iii)

4. Individuals may experience health inequalities and barriers to healthcare services.

(a) Explain why individuals with learning disabilities may experience health inequalities and barriers to healthcare services. [5]

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(b) Analyse the importance of safeguarding for adults who are vulnerable, living in their own homes. [6]

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(c) Other than individuals with learning disabilities and adults who may be vulnerable, identify **two** other groups who may need safeguarding.

(i) [1]

(ii) [1]

(d) Name **two** current legislation/policies for safeguarding individuals.

(i) [1]

(ii) [1]

(e) Describe the key purposes of safeguarding legislation and policy. [4]

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5. Staff within health and social care, and childcare services have a duty to promote equality, diversity and inclusion across all areas of their work.

(a) Describe what is meant by each of the following terms:

(i) Equality [2]

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(ii) Diversity [2]

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(iii) Inclusion [2]

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(b) Explain how equality, diversity and inclusion may be achieved in childcare settings. [6]

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(c) Assess how codes of practice produced by regulatory bodies aim to promote equality, diversity and inclusion in health and social care settings. [6]

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6. Welsh language and culture is important in health and social care, and childcare.

(a) Describe the main purpose of the *More than just words* strategic framework. [2]

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(b) Consider the benefits of *The Active Offer* for individuals who prefer to receive their care through the medium of Welsh. [3]

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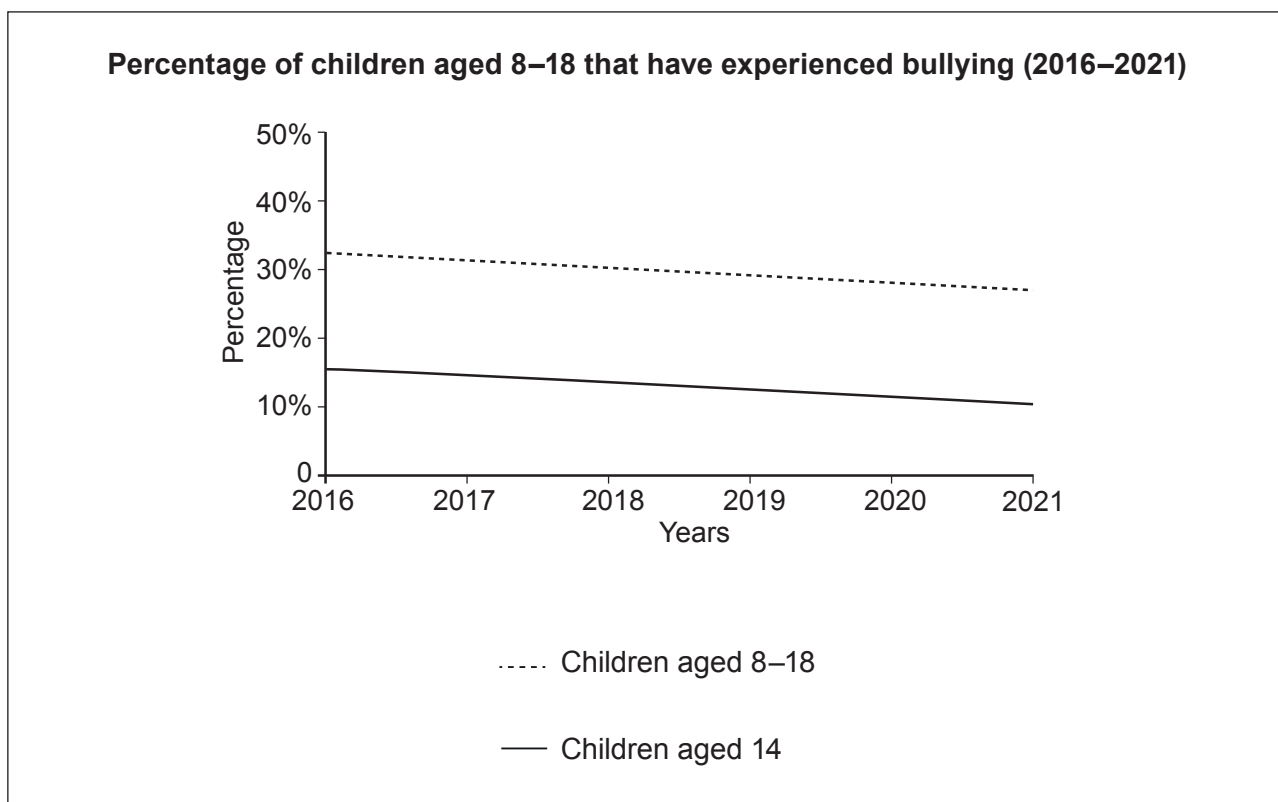
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7. (a)



(i) Identify the percentage of 14-year-old children who experienced bullying in 2018. [1]

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(ii) Describe the general pattern/trend of bullying for children aged 8–18 since 2017. [1]

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(iii) Suggest a possible explanation for the pattern of bullying since 2017. [2]

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(b) Explain the impact that bullying may have on the health and well-being of children and young people. [8]

Examiner only

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8. One of the main goals of the holistic approach to life is for individuals to accept responsibility for their own level of well-being.

Explain the everyday choices an individual may make to support a holistic approach to life. [6]

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For continuation only.

Dotted lines for continuation of answers.

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