

Year 12

Subject: Health & Social Care

<h2>Learning Plan</h2>	<p>Health and Social Care Year 12</p>	<p>Edexcel/Pearsons BTEC Certificate Unit 1 - Exam Human Lifespan Development</p>
<p>BIG PICTURE: This module covers the lifespan of a human from before birth to end of life. Development is assessed in terms of PIES (Physical, Intellectual, Emotional and Social) and the module focuses on key influences and life stages that every human will go through. This is an important foundation for considering what types of care a person might encounter throughout their lives; and what needs we will have at any age. Through this module we look at the biological, psychological and social factors that will impact a person and their experience of that stage.</p>		
<p>How is this paper examined?</p>	<p>There is one exam in May in year 12. There is the chance to redo this exam in year 13 should you not achieve your desired grade on the first attempt. The exam is 90 minutes long and questions vary in length from 1 mark to 10 marks. The 10-mark questions require you to respond with both knowledge and evaluation. Throughout the paper you will be given short scenarios to apply to, and select information from.</p>	
<p>CONTENT:</p> <ul style="list-style-type: none"> Learning Aim A – Human Growth and Development – Physical, Intellectual, Emotional and Social Development across the life cycle Learning Aim B – Factors that affect development including genetics, 		<p>SKILLS:</p> <p>Describe – show information about a subject in your own words; about the relevant features</p> <p>Explain – showing understanding of the origins, functions and objectives of a subject, giving reasons to support a view.</p> <p>Discuss – consider different aspects of the topic and how they interrelate. Consider the extent to which the different aspects are important</p>

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

<p>environmental, social, economic and life events.</p> <ul style="list-style-type: none"> • Learning Aim C – The effect of ageing 	<p>Evaluate – drawing on varied information, consider strengths and weaknesses of a topic; advantages or disadvantages; alternative actions, relevance or significance.</p>	
<p>ASSESSMENT:</p> <p>Throughout the course you will be given knowledge tests that will help you and your teacher to understand where you are at. Some of these will be short answer or multiple-choice tests to help you to demonstrate knowledge for “describe” skill questions. Others will be asking you to explain your points, or give detail about a concept or theory. As you go through the course you will build to the longer questions which are worth 10 marks. The paper is worth 90 marks so there is one minute per mark and timings are very important in this paper. We will work on supporting you to write effectively under timed conditions for all question types given.</p>		<p>Mock Exam – March Year 12</p> <p>Formal Exam – May Year 12 (set by exam board)</p> <p>Optional retake – May Year 13.</p>
<p>LESSONS AND INDEPENDENT STUDY:</p> <p>You will have 4 lessons a fortnight in which to study this course. You are expected to spend an hour working independently for every hour spent in class. The time outside of class should be spent consolidating the information learned in class as you will be examined on this. You should create revision materials as you go through – for example:</p> <ul style="list-style-type: none"> • Key terms cards • Mind Maps of links • Detailed notes cards 	<p>RESEARCH:</p> <p>We will give you access to the textbook. This information should be brought with you to all lessons. You should also</p> <p>ORGANISATION:</p> <p>While you are not asked on each learning aim, it is useful to keep your notes organised into the different learning aims as this will help your revision and organise your notes should you need to retake an exam.</p>	

<h1 style="text-align: center; color: white;">Learning Plan</h1>	<p style="text-align: center;">Health and Social Care Year 12</p>	<p style="text-align: center;">Edexcel/Pearsons BTEC Certificate Unit 5 – Coursework Meeting Individual Care and Support Needs</p>
	<p>BIG PICTURE: This Module covers the practicalities of working in a care setting in terms of the legal requirements governing practice. Students have to learn the laws and policies that cover equality and anti-discrimination practice and how they are used to provide ethical care. Students will then learn how these laws are implemented in terms of theory and strategy that helps supports individuals with diverse needs. Students have to apply to cases throughout the course to be able to personalise the care of individuals.</p>	
<p>How is this paper examined?</p>	<p>Assignment 1: Learning Aim A-C A - Examine principles, values and skills which underpin meeting the care and support needs of individuals. B – Examine the ethical issues involved when providing care and support to meet individual needs C – Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p>	<p>The coursework is overall 30 hours of learning time. Students have to cover all pass criteria before they can move up to merit and distinction material. Students are allowed one chance to resubmit coursework however no feedback is allowed between submissions, other than an overview of what has not yet been achieved.</p>
	<p>Assignment 2: Learning Aim D D - Investigating the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p>	

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

<p>CONTENT:</p> <ul style="list-style-type: none"> • Learning Aim A covers equality and diversity and anti-discrimination in care practice • Learning Aim B covers ethical approaches to care work • Learning Aim C covers communication, personalisation and other strategies that support care users • Learning Aim D covers the use of different agencies to meet the needs of care users and the legislation that covers care work 	<p>SKILLS:</p> <p>Explaining – laws, policies, key terms, and theories that cover the practice of health care workers</p> <p>Assessing – discussing strategies and techniques in the wider setting; breaking down an argument and a point of view; considering whether an argument is true or relevant?</p> <p>Evaluating strategies to consider whether they will work; whether there are more effective strategies that could be employed; whether the strategies will make a difference for the individual in their everyday life</p> <p>Applying – considering the content covered in the context of the cases given</p>	
<p>ASSESSMENT:</p> <p>You will be given a brief from the exam board along with case studies. This will be completed in some class time and some homework time totalling 30 hours. Within this you will have to cover all the learning aims you have covered and relate these to a care scenario and two case studies. This assessment will be between 9000 words and 20,000 words – around 500- 1000 words per learning aim.</p>		<p>Assessment 1 – January Year 12</p> <p>Assessment 2 – March Year 12</p>
<p>LESSONS AND INDEPENDENT STUDY:</p> <p>You will have 5 lessons a fortnight in which to study this course. You are expected to spend an hour working independently for every hour spent in class. The time outside of class should be spend making sure you have clear definitions and understanding of each part of the course; that you have a detailed understanding of theory and that you can evaluate the use of these approaches. This will make the assessment time far more efficient. You need to keep good records of your research links so you can easily refer to them for the assessment</p>	<p>RESEARCH:</p> <p>You will be given a suggested list of websites and books to start your independent research from. You should go beyond this to help you understand the course content</p> <p>ORGANISATION:</p> <p>You will need to bring your ring binder file and notes to all lessons and file every resource from each lesson behind the correct file divider and in the correct order.</p>	