

## YEAR 9 – EDEXCEL BTEC

TERM 1	TERM 2	TERM 3
<p><b>CONTENT:</b>  <b>Introduction to Health and Social Care and to the course BTEC Tech Award in Health &amp; Social Care</b>            To be able to describe and explain keywords used in the course  <b>Component (Unit) 1</b></p> <ul style="list-style-type: none"> <li>- Life stages (Infancy to Later Adulthood)</li> <li>- Physical, Intellectual, Emotional and Social development across all life stages</li> <li>- Factors affecting growth and development</li> </ul>	<p><b>CONTENT</b>  <b>Start Component 1 Task A (coursework)</b></p> <ul style="list-style-type: none"> <li>• Using a celebrity, students will practice the written assignment based on task sheets.</li> <li>• Students will then start the written assignment Task A, using task sheets and the content learnt in the first term.</li> </ul>	<p><b>CONTENT –</b>  <b>Component 1 – Task B</b></p> <ul style="list-style-type: none"> <li>• Investigate how individuals deal with life events</li> <li>• Coping with change caused by life events.</li> </ul> <p>Students to practice Task B with case studies supplied by teacher.            Students will then start the written assignment Task B, using task sheets and the content learnt in this term.</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Half-term assessment tasks and tests for the first term</li> <li>• Explain how BTEC works and the new grading of this course: Level 1 Pass, Level 1 Merit, Level 2 Pass, Level 2 Merit and Level 2 Distinction.</li> </ul>	<p><b>ASSESSMENTS</b>            Component 1 is internally-assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Independent learning and meeting deadlines – work is submitted and internal marked and verified. Students are only allowed one draft attempt and then final submission.            The coursework is the assessment. Component 1 is worth 30% of the overall BTEC grade.</p>	<p><b>ASSESSMENTS</b>            Component 1 is internally-assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Independent learning and meeting deadlines – work is submitted and internal marked and verified. Students are only allowed one draft attempt and then final submission.            The coursework is the assessment. Component 1 is worth 30% of the overall BTEC grade.</p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Make sure that students bring a USB to the lessons.</li> <li>• Assist pupils in meeting deadlines</li> <li>• Read through task sheets and discuss ideas and concepts to investigate.</li> <li>• Make sure that their daughter does the homework tasks set.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Make sure that students bring a USB to the lessons and saves work done at home.</li> <li>• Assist pupils in meeting deadlines</li> <li>• Read through task sheets and discuss ideas and concepts to investigate.</li> <li>• Make sure that their daughter does the homework tasks (which is the coursework).</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Make sure that students bring a USB to the lessons and saves work done at home.</li> <li>• Assist pupils in meeting deadlines</li> <li>• Read through task sheets and discuss ideas and concepts to investigate.</li> <li>• Make sure that their daughter does the homework tasks (which is the coursework).</li> </ul>

**Year 10 - EDEXCEL BTEC**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b>  <i>Introduction to Component 2 – Task A</i>  <b>Understand the different types of health and social care services and barriers to accessing them</b></p> <ul style="list-style-type: none"> <li>• A1 Health and social care services</li> <li>• A2 Barriers to accessing services</li> </ul>	<p><b>CONTENT</b>  <i>Introduction to Component 2 Task B</i>            Demonstrate care values and review own practice.</p> <ul style="list-style-type: none"> <li>• B1 Care values role play</li> <li>• B2 Reviewing own application of care values: identifying own strengths and areas for improvement against the care values, receiving feedback from teacher or service user about own performance, responding to feedback and identifying ways to improve own performance.</li> </ul>	<p><b>CONTENT</b>  <i>Introduction to content of Component 3</i>            Demonstrate knowledge and understanding of factors that affect health and wellbeing such as:</p> <ul style="list-style-type: none"> <li>• physical and lifestyle factors</li> <li>• social, emotional and cultural factors</li> <li>• Economic and environmental factors</li> <li>• Impact of life events on health</li> </ul>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• The coursework is the assessment. Component 2 is worth 30% of the overall BTEC grade.</li> <li>• Students to write a report based on a scenario featured on the assessment brief.</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Continue Task A</li> <li>• Task B: do the role play – which will be observed and assessed by teacher and peers (using BTEC observation sheets and witness statements) using a scenario featured on the assessment brief.</li> <li>• Task B: write a report on their review of the role play they demonstrated.</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• This is an externally assessment to be taken at the end of Year 11.</li> <li>• It is worth 40% of final overall BTEC grade.</li> <li>• Assessment tasks will consist of practice exam questions.</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Make sure that students bring a USB to the lessons.</li> <li>• Assist pupils in meeting deadlines. Make sure that their daughter attends catch-up sessions (if applicable).</li> <li>• Read through task sheets and discuss ideas and concepts to investigate.</li> <li>• Make sure that their daughter does the homework tasks set by teacher.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Make sure that students bring a USB to the lessons.</li> <li>• Assist pupils in meeting deadlines. Make sure that their daughter attends catch-up sessions (if applicable).</li> <li>• Read through task sheets and discuss ideas and concepts to investigate.</li> <li>• Make sure that their daughter does the homework tasks set by teacher.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Make sure that their daughter completes all homework assignments on time and to the best of their ability.</li> </ul>

## Year 11 - EDEXCEL BTEC

TERM 1	TERM 2	TERM 3
<p><b>CONTENT:</b>  <b>Unit 3:</b> Effective Communication in Health and Social Care  <b>Finish Task A:</b> investigate different forms of communication.  <b>Do Task B:</b> investigate barriers to communication in health and social care            Task C: communicate effectively in health and social care.</p>	<p><b>CONTENT:</b>  <b>Unit 4: Social Influences on Health and Well-Being</b>  <b>Task A:</b> explore the effects of socialisation on the health and wellbeing of individuals  <b>Task B</b> understand the influences that relationships have on the health and wellbeing of individuals  <b>Task C</b> investigate the effects of social factors on the health and wellbeing of individuals.</p>	<p><b>CONTENT</b>            Finish Unit 4 (if applicable)</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Year 11 are finishing the previous Specification called BTEC First Award in Health &amp; Social Care.</li> <li>Task A and B consist of an internally-assessed written report. Task C is a role play which will be observed and assessed by teacher and peers (using BTEC observation sheets and witness statements) using a scenario featured on the assessment brief.</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>All the tasks consist of a written report each, based on a scenario detailed in the assessment brief.</li> <li>The unit is internally assessed and verified in school, A sample is sent to the Edexcel verifier.</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>All the tasks consist of a written report each, based on a scenario detailed in the assessment brief.</li> <li>The unit is internally assessed and verified in school, A sample is sent to the Edexcel verifier</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Make sure that students bring a USB to the lessons and save the work done at home.</li> <li>Assist pupils in meeting deadlines</li> <li>Read through task sheets and discuss ideas and concepts to investigate.</li> <li>Make sure that their daughter attends regularly and meet all deadlines (or catches up from Moodle resources if absent).</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Make sure that students bring a USB to the lessons and save the work done at home.</li> <li>Assist pupils in meeting deadlines</li> <li>Read through task sheets and discuss ideas and concepts to investigate.</li> <li>Make sure that their daughter attends regularly and meet all deadlines (or catches up from Moodle resources if absent).</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Assist pupils in meeting deadlines</li> <li>Make sure that their daughter attend catch-up sessions (if applicable).</li> </ul>

**Year 12: EDEXCEL BTEC National Extended Certificate in Health & Social Care**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b>  <b>Unit 1: Human Lifespan Development</b> (<i>RC is the teacher – 3 lessons a week</i>)  <b>Topic A:</b> Human growth and development through the life stages</p> <p><b>Unit 14: Physiological Disorders and their Care</b> (<i>GF is the teacher – 2 lessons a week</i>)  <b>Learning Aim A:</b> Investigate the causes and effects of physiological disorders  <b>Learning Aim B:</b> Examine the investigations and diagnosis of physiological disorders.</p>	<p><b>CONTENT</b>  <b>Unit 1: Human Lifespan Development</b> (<i>RC is the teacher</i>)  <b>Topic B:</b> Factors affecting human growth and development  <b>Topic C: Effects of ageing</b></p> <p><b>Unit 14: Physiological Disorders and their Care</b>  <b>Learning Aim C:</b> Examine treatment and support for service users with physiological disorders</p>	<p><b>CONTENT</b>  <b>Unit 1:</b> Revision and exam practice</p> <p><b>Unit 14: Physiological Disorders and their Care</b>  <b>Learning Aim D:</b> Develop a treatment plan for service users with physiological disorders to meet their needs</p>
<p><b>ASSESSMENTS – UNIT 1</b></p> <ul style="list-style-type: none"> <li>This is an externally assessed unit (exam) which the student will take in May 2019.</li> <li>Assessment will consist of a mock paper in December and also of homework tasks of exam questions.</li> </ul> <p><b>UNIT 14:</b></p> <ul style="list-style-type: none"> <li>This is an internally assessed unit (coursework)</li> </ul>	<p><b>ASSESSMENTS – UNIT 1</b></p> <ul style="list-style-type: none"> <li>This is an externally assessed unit (exam) which the student will take in January 2019.</li> <li>Assessment will consist of a mock paper in March and also of homework tasks of exam questions.</li> </ul> <p><b>UNIT 14:</b></p> <ul style="list-style-type: none"> <li>This is an internally assessed unit (coursework)</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li><b>Unit 1: possible resit in May 2019</b></li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Make sure that their daughter attends regularly and meet all deadlines (or catches up from Moodle resources if absent).</li> <li>A revision guide for Unit 1 can be purchased.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Make sure that their daughter attends regularly and meet all deadlines.</li> <li>A revision guide for Unit 1 can be purchased.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to attend revision sessions.</li> <li>Make sure that their daughter attends regularly and meet all deadlines.</li> <li>A revision guide for Unit 1 can be purchased.</li> </ul>

**Year 12: EDEXCEL BTEC National Diploma in Health & Social Care (new course)**

<p><b>CONTENT: as per Extended Certificate +</b>  <b>Unit 10: Sociological Perspectives</b></p> <p><b>Learning Aim A:</b> Understand how sociological concepts and perspectives are applied to the study of health and social care  <b>Learning Aim B:</b> Examine how sociological approaches support understanding of models and concepts of health.  <b>Learning Aim C:</b> Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery.</p>	<p><b>CONTENT</b>  <b>Unit 4: Enquiries into Current Research in Health and Social Care: Human Lifespan Development</b>  <b>Topic A:</b> Types of issues where research is carried out in the health and social care sector  <b>Topic B:</b> Research methods in health and social care  <b>Topic C:</b> Carrying out and reviewing relevant secondary research into a contemporary health and social care issue.</p>	<p><b>CONTENT</b>  <b>Unit 4:</b> Revision and exam practice</p>
<p><b>ASSESSMENT:</b>  <b>UNIT 10:</b></p> <ul style="list-style-type: none"> <li>This is an internally assessed unit (coursework)</li> </ul>	<p><b>ASSESSMENTS – UNIT 4</b></p> <ul style="list-style-type: none"> <li>A task set and marked by Pearson and completed under supervised controlled conditions.</li> <li>Learners will be given a choice of two articles (Part A) four weeks prior to a supervised assessment period in order to carry out research.</li> <li>The supervised assessment period (Part B) is undertaken in a single session of three hours.</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>A task set and marked by Pearson and completed under supervised controlled conditions.</li> <li>Learners will be given a choice of two articles (Part A) four weeks prior to a supervised assessment period in order to carry out research.</li> <li>The supervised assessment period (Part B) is undertaken in a single session of three hours.</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Make sure that their daughter come to every lesson (or catches up from Moodle resources if absent) and meet all deadlines.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Make sure that their daughter attends regularly and meet all deadlines.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to attend revision sessions.</li> <li>Make sure that their daughter attends regularly and meet all deadlines.</li> </ul>

## Year 13

TERM 1	TERM 2	TERM 3
<p><b>CONTENT:</b>  <b>UNIT 2: Working in Health and Social Care</b>            Topic A: The roles &amp; responsibilities of people who work in HSC settings            Topic B: The roles of organisations in the HSC sector            Topic C: Working with people with specific needs in the HSC sector</p>	<p><b>CONTENT</b>  <b>UNIT 5: Meeting Individual Care and Support Needs</b>            Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals            Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs            Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges            Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p>	<p><b>CONTENT</b>  <b>UNIT 5: Meeting Individual Care and Support Needs</b></p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>External exam</li> <li>Mock exam in December 2018</li> <li>Homework will be exam questions</li> <li>Two exam questions revision booklets will be given for students to practice.</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li><b>Unit 2:</b> Exam on 14<sup>th</sup> January 2019</li> <li><b>Unit 5:</b> Internally assessed task (coursework)</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li><b>Internally assessed task (coursework)</b></li> <li><b>To be completed by 15<sup>th</sup> May 2019</b></li> <li><b>Possible resit of Unit 2 on 22<sup>nd</sup> May 2019</b></li> <li><b>Possible resit of Unit 1 on 15<sup>th</sup> May 2019</b></li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to attend revision sessions and complete booklets.</li> <li>Make sure that their daughter come to every lesson (or catches up from Moodle resources if absent) and meet all deadlines.</li> <li>The revision guide Unit 1 (from Year 12) also covers Unit 2.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Make sure that their daughter come to every lesson (or catches up from Moodle resources) and meet all deadlines.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Make sure that their daughter come to every lesson (or catches up from Moodle resources) and meet all deadlines.</li> </ul>