



Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10 [NEW SPEC 2022]	Term 1	Term 2	Term 3	
Unit(s) – As outlined in 39 week plans	Component 1: Human Lifespan Development Learning aim A: Understand human growth and development across life stages and the factors that affect it	Component 1: Human Lifespan Development Learning aim B: Investigate how individuals deal with life events	Pearson Set Assessment [PSA]	Component 2: Health and Social Care Service and Values A Understand the different types of health and social care services and barriers to accessing them
Key Retainable Knowledge & Skills	<p>A1 Human growth and development across life stages Students will:</p> <ul style="list-style-type: none"> ✓ Explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. <p>A2 Factors affecting growth and development Students will:</p> <ul style="list-style-type: none"> ✓ Explore the different factors that can affect an individual's growth and development. ✓ Explore how different factors will impact on different aspects of growth and development. 	<p>B1 Different types of life event Students will:</p> <ul style="list-style-type: none"> ✓ Explore the different life events that can impact on people's physical, intellectual, emotional and social development. <p>B2 Coping with change caused by life events Students will:</p> <ul style="list-style-type: none"> ✓ Explore how individuals can adapt or be supported through changes caused by life events. 	<p>The assignment for this component consists of four tasks.</p> <ul style="list-style-type: none"> ● In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages. ● In response to Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. ● In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. ● In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events. <p>The assignment will take approximately 6 supervised hours to complete.</p>	<p>A1 Health and social care services Students will:</p> <ul style="list-style-type: none"> ✓ Explore the health and social care services that are available and why individuals may need to use them. <p>A2 Barriers to accessing services Students will:</p> <ul style="list-style-type: none"> ✓ Explore barriers that can make it difficult to use these services and how these barriers can be overcome. <p>B1 Care values Students will:</p> <ul style="list-style-type: none"> ✓ Explore and practise applying the different care values that are key to the delivery of effective health and social care services. <p>B2 Reviewing own application of care values Students will:</p> <p>Reflect on their own application of care values, including using teacher or service-user feedback.</p>
Key Technical Vocabulary	Growth / Development / Life stages / Infancy / Childhood / Adolescence / Adulthood / Later Adulthood / Characteristics / Classifications / Physical / Intellectual / Emotional / Social / Milestones / Expected patterns / Reflexes / Startle / Moro / Rooting / Gross / Fine / Motor / Skills / Language / Cognitive / Bonding / Attachment / Cognitive / Egocentric / Object permanence / Sexual / Puberty / Reproduction / Hormones / Ovaries / Ovulation / Menstruation / Testes / Sperm / Menopause / Language / Contentment / Self-esteem / Self-image / Genetic / Economic / Cultural / Income / Possessions	Life events / Bereavement / Marriage / Divorce / Imprisonment / Serious injury / Illness / Parenthood / Retirement / Starting School / Leaving school / Moving house / Exclusion / Advice / Support / Information / Crisis / Cope / Adapt / Resilience / Change / Stress / Mental health / Responsibility / Independence / Learning	See Term 1 and 2 – Application within PSA	Component 2 Services / Values / Primary / Secondary / Tertiary / Allied / Professionals / Domiciliary / Impairments / Respite / Impairments / Foster / Residential / Residential / Barrier / Psychological / Intellectual / Language / Geographical / Resource / Financial / Sensory / Physical / Stigma / Anti-discriminatory practice / Respect / Dignity / Safeguarding / Duty of Care / Empowerment / Independence / Confidentiality/ Communication
Opportunities for Reading	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 1 Bounty www.bounty.com Kids Health www.kidshealth.org NHS Choices www.nhs.uk	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book - Component 1 Cruse Bereavement Care www.cruse.org.uk Relate www.relate.org.uk Gingerbread www.gingerbread.org.uk Mind www.mind.org.uk	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 1 www.princess-trust.org.uk www.homestart.org.uk	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 2 NHS careers www.healthcareers.nhs.uk Step into the NHS www.stepintothenhs.nhs.uk Social Care Institute www.scie.org.uk Equality and Human Rights Commission www.equalityhumanrights.com
Developing Cultural Capital	Case Studies / Role models Opportunities to conduct primary and secondary research Awareness of socioeconomic factors impacting on growth, development, health and wellbeing Awareness of cultural factors impacting on growth, development, health and wellbeing – tolerance / respect / appreciation for difference	Case Studies / Role models Opportunities to conduct primary and secondary research Awareness of life events/experiences impacting on growth development, health and wellbeing Resilience /Understanding change / Managing change Relationship breakdown / Family dysfunction	Case Studies / Role models Opportunities to conduct primary and secondary research Awareness of the need for support – empathy and sympathy Community cohesion / networks / support Awareness of faith based organisations	Case studies / Role models Values underpinning health and social care / Rights / Entitlements Awareness of barriers to accessing services – cultural / psychological / socioeconomic
Cross Curricular Links	<ul style="list-style-type: none"> ○ GCSE / BTEC PE (Human body – anatomy and physiology) ○ GCSE Science (Growth and Development / Life stages / Puberty) ○ GCSE English (Explain, describe, compare and assess) 	<ul style="list-style-type: none"> ○ GCSE / BTEC PE (Human body – anatomy and physiology) ○ GCSE Science (Growth and Development / Life stages / Puberty) ○ GCSE English (Explain, describe, compare and assess) 	<ul style="list-style-type: none"> ○ GCSE / BTEC PE (Human body – anatomy and physiology) ○ GCSE Science (Growth and Development / Life stages / Puberty) 	<ul style="list-style-type: none"> ○ GCSE Religious Studies (Individual needs/preferences related to religion and culture) ○ GCSE Drama (Role plays, script writing, demonstrating)



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(Authentic Connections)	○ GCSE Maths (Milestones, expected patterns of development, norms/averages)	○ GCSE Maths (Milestones, expected patterns of development, norms/averages)	○ GCSE English (Explain, describe, compare and assess) ○ GCSE Maths (Milestones, expected patterns of development, norms/averages)	
Key Assessment	Content Review - 10 questions Mock assignment practice/planning	• Mock PSA practice	Completion of PSA (30% of grade, submitted to Pearson in May 2023]	○ GCSE English (Report writing, self-reflections) Physical sensory team / unit – on site facilities/service

Year 11 [NEW SPEC 2023]	Term 1		Term 2-3
Unit(s) – As outlined in 39 week plans	Component 2: Health and Social Care Service and Values Learning aim B: Demonstrate care values and review own practice		Component 3: Health and Wellbeing Learning Aim A: Factors that affect health and wellbeing Learning Aim B Interpreting health indicators Learning Aim C Person-centred approach to improving health and wellbeing
Key Retainable Knowledge & Skills	<p>B1 Skills and attributes in health and social care Students will: ✓ explore the skills and attributes that are required when delivering care.</p> <p>B2 Values in health and social care Students will: ✓ explore the values that are required when planning and delivering care.</p> <p>B3 The obstacles individuals requiring care may face Students will: ✓ explore the personal obstacles that individuals requiring and receiving care may face.</p> <p>B4 The benefits to individuals of the skills, attributes and values in health and social care practice Students will: ✓ explore how skills, attributes and values benefit individuals when receiving care</p>	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of five tasks.</p> <ul style="list-style-type: none"> ● In response to Task 1, learners will demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual. ● In response to Task 2, learners will demonstrate their knowledge and understanding of how social care services meet the needs of an individual. ● In response to Task 3, learners will demonstrate their knowledge and understanding of barriers an individual could face when accessing services in health or social care. ● In response to Task 4, learners will demonstrate their knowledge and understanding of how health care professionals demonstrate the skills, attributes and values when delivering care to an individual. ● In response to Task 5, learners will demonstrate their knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles. <p>The assignment will take approximately 6 supervised hours to complete.</p>	<p>A Factors affecting health and wellbeing Students will: ✓ explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.</p> <p>B Interpreting health indicators B1 Physiological indicators Students will: ✓ explore how physiological indicators are used to measure health.</p> <p>B2 Lifestyle indicators Students will: ✓ explore how lifestyle choices determine physical health.</p> <p>C Person-centred approach to improving health and wellbeing C1 Person-centred approach Students will: ✓ explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.</p> <p>C2 Recommendations and actions to improve health and wellbeing Students will: ✓ explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care.</p>



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Key Technical Vocabulary	<p style="text-align: center;">Component 2</p> Residential / Barrier / Psychological / Intellectual / Language / Geographical / Resource / Financial / Sensory / Physical / Stigma / Anti-discriminatory practice / Respect / Dignity / Safeguarding / Duty of Care / Empowerment / Independence / Confidentiality/ Communication / Competence/ Courage/ Commitment/ Compassion	<p style="text-align: center;">See Term 1 and 2 – Application within PSA</p>	Health / Wellbeing / Definitions / Holistic / Positive / Negative / Absence / Disease / Economic / Environmental / Physical / Lifestyle / Social / Emotional / Genetic / Cultural / Deprived / Income / Wealth / Self-esteem / Self-image / Integrate / Interactions / Belonging / Support / Mobility / Risk / Needs / Physiological / Pollution / Relationships / Diet / Exercise / Hygiene / Predisposition/ Person centred / Objective / Outcomes / Short term / Long term / Targets / Goals / Review / Reflection
Opportunities for Reading	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 2 NHS careers www.healthcareers.nhs.uk Step into the NHS www.stepintothens.nhs.uk Social Care Institute www.scie.org.uk Equality and Human Rights Commission www.equalityhumanrights.com	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 1 www.princess-trust.org.uk www.homestart.org.uk	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book Pearson BTEC Level 1/2 Tech Award in Health and Social Care Revision Guide British Heart Foundation www.bhf.org.uk Diabetes UK www.diabetes.org.uk Physical Activity Guidelines www.gov.uk Blood pressure www.bloodpressureuk.org Peak Flow www.asthma.org.uk BMI healthy weight www.nhs.uk Pulse rate www.bhf.org.uk
Developing Cultural Capital	<p style="text-align: center;">Case studies / Role models</p> Values underpinning health and social care / Rights / Entitlements Awareness of barriers to accessing services – cultural / psychological / socioeconomic	<p style="text-align: center;">Case Studies / Role models</p> Opportunities to conduct primary and secondary research Awareness of the need for support – empathy and sympathy Community cohesion / networks / support Awareness of faith based organisations	<p style="text-align: center;">Case studies / Role models</p> Informed decision making / informed choices Published guidelines / recommendations regarding healthy lifestyles
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> ○ GCSE Religious Studies (Individual needs/preferences related to religion and culture) ○ GCSE Drama (Role plays, script writing, demonstrating) <ul style="list-style-type: none"> ○ GCSE English (Report writing, self-reflections) ○ Physical sensory team / unit – on site facilities/service 	<ul style="list-style-type: none"> ○ GCSE / BTEC PE (Human body – anatomy and physiology) ○ GCSE Science (Growth and Development / Life stages / Puberty) ○ GCSE English (Explain, describe, compare and assess) ○ GCSE Maths (Milestones, expected patterns of development, norms/averages) <p style="text-align: center;">Completion of PSA (30% of grade, submitted to Pearson in May 2023)</p>	<ul style="list-style-type: none"> ○ GCSE / BTEC PE (Definitions and measures of health) ○ GCSE Science (Lifestyle and physiological data) ○ GCSE English (Explain and describe) ○ GCSE Maths (Formulas, units, norms, published guidance) <p>Set task - Past paper SECTION A: Assessing health and wellbeing Question 1(a) (b) (c) (d) Question 2(a) (b) (Question 3 – practice in class work books) Set task - Past paper SECTION B: Designing a health and wellbeing improvement plan Q4 Design a health and wellbeing improvement plan</p> <p>Set task - Past paper SECTION B: Designing a health and wellbeing improvement plan Q5 Needs, wishes and circumstances ○ Q6 Obstacles</p>
Key Assessment	<p style="text-align: center;">Component 2: Health and Social Care Service and Values</p> Content Review -10 questions Mock assignment practice/planning	<p style="text-align: center;">See Term 3 of Y10 and 1 of Y11 – Application within PSA</p>	<p style="text-align: center;">Case studies / Role models</p> Informed decision making / informed choices Published guidelines / recommendations regarding healthy lifestyles



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Year 11 [LEGACY 2022]	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Component 3: Health and Wellbeing Section A: Factors	Component 3: Health and Wellbeing Section B: Indicators of health / Section C: Health Improvement Plans	Component 3: Health and Wellbeing February exam
Key Retainable Knowledge & Skills	<p>AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing</p> <ul style="list-style-type: none"> A1 Factors affecting health and wellbeing <p>Students will:</p> <ul style="list-style-type: none"> ✓ Explore how factors can affect an individual's health and wellbeing positively or negatively. <p>Links to and extends: Knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.</p> <p>AO2 Interpret health indicators</p> <ul style="list-style-type: none"> B1 Physiological indicators B2 Lifestyle indicators <p>Students will:</p> <ul style="list-style-type: none"> ✓ Learn how to interpret lifestyle data in relation to risks posed to physical health such as smoking, inactive lifestyles and alcohol consumption. ✓ Learn how to interpret indicators that can be used to measure physiological health, interpreting data using published guidance for BMI, blood pressure, pulse rate and peak flow. 	<p>AO3 Design a person-centred health and wellbeing improvement plan</p> <ul style="list-style-type: none"> C1 Health and wellbeing improvement plans <p>Students will:</p> <ul style="list-style-type: none"> ✓ Explore the features of health and wellbeing improvement plans. <p>Links to and consolidates: Knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.</p> <p>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p> <ul style="list-style-type: none"> C2 Obstacles to implementing plans <p>Students will:</p> <ul style="list-style-type: none"> ✓ Explore the obstacles that individuals can face when implementing these plans and how they may be mitigated. <p>External assessment preparation activities to include:</p> <p>Assessment objectives</p> <ul style="list-style-type: none"> AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing AO2 Interpret health indicators AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans 	<p>External assessment preparation activities to include:</p> <p>Assessment objectives</p> <ul style="list-style-type: none"> AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing AO2 Interpret health indicators AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans <p>Week 28-30 Internal assessment – external sample preparation Week 31: External assessment resit opportunity 13/05/20</p>
Key Technical Vocabulary	Health / Wellbeing / Definitions / Holistic / Positive / Negative / Absence / Disease / Economic / Environmental / Physical / Lifestyle / Social / Emotional / Genetic / Cultural / Deprived / Income / Wealth / Self-esteem / Self-image / Integrate / Interactions / Belonging / Support / Mobility / Risk / Needs / Physiological / Pollution / Relationships / Diet / Exercise / Hygiene / Predisposition	Person centred / Objective / Outcomes / Short term / Long term / Targets / Goals / Review / Reflection / Aspirations / Likes / Wishes / Needs / Circumstances / Specific / Measurable / Achievable / Realistic / Time bound / Prioritise / Impact / Obstacles / Implementation / Overcome / Improvement	See Term 1 and 2 – Application to exam questions
Opportunities for Reading	Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book Pearson BTEC Level 1/2 Tech Award in Health and Social Care Revision Guide British Heart Foundation www.bhf.org.uk Diabetes UK www.diabetes.org.uk Physical Activity Guidelines www.gov.uk Blood pressure www.bloodpressureuk.org Peak Flow www.asthma.org.uk BMI healthy weight www.nhs.uk Pulse rate www.bhf.org.uk		Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book Pearson BTEC Level 1/2 Tech Award in Health and Social Care Revision Guide
Developing Cultural Capital	Case studies / Role models Informed decision making / informed choices Published guidelines / recommendations regarding healthy lifestyles	Case studies / Role models Inspirational people / celebrities Action planning / Goal setting / Reviewing targets	See Term 2 – Starting the exam
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> GCSE / BTEC PE (Definitions and measures of health) GCSE Science (Lifestyle and physiological data) GCSE English (Explain and describe) GCSE Maths (Formulas, units, norms, published guidance) 	<ul style="list-style-type: none"> GCSE / BTEC PE (Definitions and measures of health) GCSE Science (Lifestyle and physiological data) GCSE English (Explain and describe) GCSE Maths (formulas, units, published guidance) 	<ul style="list-style-type: none"> GCSE / BTEC PE (Definitions and measures of health) GCSE Science (Lifestyle and physiological data) GCSE English (Explain and describe) GCSE Maths (formulas, units, published guidance)



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<p>Key Assessment</p>	<p>Set task - Past paper SECTION A: Assessing health and wellbeing Question 1(a) (b) (c) (d) Question 2(a) (b) (Question 3 – practice in class work books) Set task - Past paper SECTION B: Designing a health and wellbeing improvement plan Q4 Design a health and wellbeing improvement plan</p> <p>Set task - Past paper SECTION B: Designing a health and wellbeing improvement plan Q5 Needs, wishes and circumstances Q6 Obstacles</p>	<p>Set task - Past paper Week 16: In class prelim Weeks 17-18: Year 11 scheduled prelims Week 20: External assessment - 7 February 2020</p> <ul style="list-style-type: none"> ○ A task worth 60 marks will be completed under supervised conditions. ○ The supervised assessment period is two hours and must be arranged in the period timetabled by Pearson. <p>Week 21-27 Internal assessment – external sample preparation</p>	<p>Week 28-30 Internal assessment – external sample preparation Week 31: External assessment resit opportunity - 13 May 2020</p> <ul style="list-style-type: none"> ○ A task worth 60 marks will be completed under supervised conditions. ○ The supervised assessment period is two hours and must be arranged in the period timetabled by Pearson
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Year 12	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<u>Pearson BTEC Level 3 National Extended Certificate</u>	<u>Pearson BTEC Level 3 National Extended Certificate</u>	<u>Pearson BTEC Level 3 National Extended Certificate</u>
	<ul style="list-style-type: none"> Unit 1 Human Lifespan Development (Exam) Unit 5 Meeting Individual Needs (Coursework) 	<ul style="list-style-type: none"> Unit 1 Human Lifespan Development (Exam) Unit 5 Meeting Individual Needs (Coursework) 	<ul style="list-style-type: none"> Unit 1 Human Lifespan Development (Exam) Unit 5 Meeting Individual Needs (Coursework)
Key Retainable Knowledge & Skills	<u>Unit 1 Human Lifespan Development (Exam)</u>	<u>Unit 1 Human Lifespan Development (Exam)</u>	<u>Unit 1 Human Lifespan Development (Exam)</u>
	<p><u>A Human growth and development through the life stages</u></p> <ul style="list-style-type: none"> A1 Physical development across the life stages A2 Intellectual development across the life stages A3 Emotional development across the life stages A4 Social development across the life stages <p><u>B Factors affecting human growth and development</u></p> <ul style="list-style-type: none"> B1 The nature/nurture debate related to factors B2 Genetic factors that affect development B3 Environmental factors that affect development B4 Social factors that affect development B5 Economic factors that affect development <p>Key theorists: Bowlby, Bandura, Piaget and Gesell</p>	<p><u>B Factors affecting human growth and development</u></p> <ul style="list-style-type: none"> B6 Major life events that affect development <p><u>C Effects of ageing</u></p> <ul style="list-style-type: none"> C1 The physical changes of ageing C2 The psychological changes of ageing C3 The societal effects of an ageing population 	<p style="text-align: center;">Revision – all content</p> <p><u>Assessment outcomes</u></p> <ul style="list-style-type: none"> AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing. <p style="text-align: center;">Week 32: External assessment - Wednesday 20 May 2020</p>
	<u>Unit 5 Meeting Individual Needs (Coursework)</u>	<u>Unit 5 Meeting Individual Needs (Coursework)</u>	<u>Unit 5 Meeting Individual Needs (Coursework)</u>
	<p>Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <ul style="list-style-type: none"> A1 Promoting equality, diversity and preventing discrimination A2 Skills and personal attributes required for developing relationships with individuals A3 Empathy and establishing trust with individuals <p>Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p> <ul style="list-style-type: none"> B1 Ethical issues and approaches B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk <p>Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p> <ul style="list-style-type: none"> C1 Enabling individuals to overcome challenges C2 Promoting personalisation C3 Communication techniques 	<p>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> <ul style="list-style-type: none"> D1 How agencies work together to meet individual care and support needs D2 Roles and responsibilities of key professionals on multidisciplinary teams D3 Maintaining confidentiality D4 Managing information <p style="text-align: center;">Portfolio work – Assignment 1</p>	Portfolio work – Assignment 2



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Key Technical Vocabulary	<p>Unit 1 Exam</p> <p>Growth / Development / Milestones/ Norms / Pre-programmed / Biological / Sequential / Predictable / Expected / Cognitive / Schemas / Sensor-motor / Pre-operational / Concrete operational / Formal operational / Gesell / Piaget / Bowlby / Separation anxiety / Bonding / Attachment / Bandura / Reinforcement / Observational / Egocentric / Object permanence /</p>	<p>Unit 5 Coursework</p> <p>Equality / Diversity / Rights / Difference / Marginalised / Excluded / Inclusion / Discrimination / Prejudice / Stereotyping / Bullying / Harassment / Policies / Procedures / Courage / Commitment / Communication / Caring / Competence / Compassion / Ethics / Dilemmas</p>	<p>Unit 1 Exam</p> <p>Life events / Bereavement / Marriage / Divorce / Imprisonment / Serious injury / Illness / Parenthood / Retirement / Starting / Leaving / Exclusion / Advice / Support / Information / Crisis / Cope / Adapt / Resilience / Change / Stress / Mental health / Responsibility / Independence / Learning / Ageing / Psychological / Social /</p>	<p>Unit 5 Coursework</p> <p>Multi-disciplinary team / Multi agency / Collaboration / Skills / Expertise / Communication / Care Planning / Personalisation / Information management / Confidentiality /</p>	<p>See Term 1 and 2 – Application to exam questions Application to coursework</p>
Opportunities for Reading	<p>Unit 1 Human Lifespan Development (Exam)</p> <p>Pearson BTEC Level 3 National Health and Social Care Book 1 Pearson BTEC Level 3 National Health and Social Care Revision Guide</p> <p>Unit 5 Meeting Individual Needs (Coursework)</p> <p>Pearson BTEC Level 3 National Health and Social Care Book 1</p>				
Developing Cultural Capital	<p>Unit 1 Human Lifespan Development (Exam)</p> <p>Case Studies / Role Models</p> <p>Key theorists/influential figures – Piaget, Bowlby, Gesell, Bandura and Chomsky</p> <p>Cultural differences / Religion / Family types</p>		<p>Unit 1 Human Lifespan Development (Exam)</p> <p>Case Studies / Role models</p> <p>Opportunities to conduct primary and secondary research</p> <p>Awareness of life events/experiences impacting on growth development, health and wellbeing</p> <p>Resilience / Understanding change / Managing change / Relationship breakdown / Family dysfunction</p> <p>Awareness of the need for support – empathy and sympathy / Community cohesion / networks / support / Awareness of faith based organisations</p>		
Cross Curricular Links (Authentic Connections)	<p>Unit 1 Exam</p> <ul style="list-style-type: none"> o GCSE / BTEC PE (Human body – anatomy and physiology) o GCSE Science (Growth and Development / Life stages / Puberty) o GCSE English (Explain, describe, compare and assess) o GCSE Maths (Milestones, expected patterns of development, norms/averages) <p>Unit 5 Coursework</p> <p>GCSE English (Extended writing – discuss, analyse, assess and justify)</p>				
Key Assessment	<p>Unit 1 Human Lifespan Development (Exam)</p> <ul style="list-style-type: none"> o Content Review 1 o Growth and Development question booklet (A01/A02) o Content Review 2 		<p>Unit 1 Human Lifespan Development (Exam)</p> <p>Weeks 17 & 18: In class prelim (Unit 1 - Past paper)</p> <p>Weeks 23: Y12 Trial exams (Unit 1 – past paper)</p>		<p>Unit 1 Human Lifespan Development (Exam)</p> <p>Week 32: External assessment - Wednesday 20 May 2020 (Year 12 First attempt / Year 13 Resit opportunity)</p>
Key Assessment	<p>Unit 5 Meeting Individual Needs (Coursework)</p> <p>Mock assignment practice</p>		<p>Unit 5 Meeting Individual Needs (Coursework)</p> <p>Portfolio work</p> <p>Learning Aims A, B & C – Assignment 1</p>		<p>Unit 5 Meeting Individual Needs (Coursework)</p> <p>Portfolio work</p> <p>Learning Aim D– Assignment 2</p>



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Year 12	Term 1	Term 2	Term 3	
Unit(s) – As outlined in 39 week plans	Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> Unit 7 Safe Practice in Health and Social Care (Coursework) Unit 8 Promoting Public Health (Coursework) 	Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> Unit 7 Safe Practice in Health and Social Care (Coursework) Unit 8 Promoting Public Health (Coursework) 	Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> Unit 7 Safe Practice in Health and Social Care (Coursework) Unit 8 Promoting Public Health (Coursework) 	
Key Retainable Knowledge & Skills	<p style="text-align: center;"><u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u></p> <p>Learning aim A: Examine how a duty of care contributes to safe practice in health and social care settings</p> <ul style="list-style-type: none"> A1 Duty of care A2 Complaints procedures <p>Learning aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings</p> <ul style="list-style-type: none"> B1 Types and signs of abuse and neglect B2 Factors that could contribute to individuals being vulnerable to abuse and neglect B3 Responding to suspected abuse and neglect B4 Reducing the likelihood of abuse and neglect <p>Learning aim C: Investigate the influence of health and safety legislation and policies in health and social care settings</p> <ul style="list-style-type: none"> C1 Health and safety legislation and policies in health and social care C2 Influence of legislation and policies on health and social care practice 	<p style="text-align: center;"><u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u></p> <p>Learning aim D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings</p> <ul style="list-style-type: none"> D1 Procedures to maintain health and safety D2 Procedures for responding to accidents and emergencies D3 Health and safety responsibilities <p style="text-align: center;">Portfolio work – Assignment 1</p>	<p style="text-align: center;"><u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u></p> <p style="text-align: center;">Portfolio work – Assignment 2</p>	
	<p style="text-align: center;"><u>Unit 8 Promoting Public Health (Coursework)</u></p> <p>Learning aim A: Examine strategies for developing public health policy to improve the health of individuals and the population</p> <ul style="list-style-type: none"> A1 The origins and aims of public health policy A2 Strategies for developing public health policy A3 Monitoring the health status of the population A4 Groups that influence public health policy <p>Learning aim B: Examine the factors affecting health and the impact of addressing these factors to improve public health</p> <ul style="list-style-type: none"> B1 Factors affecting health B2 The socio-economic impact of improving health of individuals and the population <p>Learning aim C: Investigate how health is promoted to improve the health of the population</p> <ul style="list-style-type: none"> C1 The role of health promoters C2 Approaches to promoting public health and wellbeing C3 Approaches to protecting public health and wellbeing C4 Disease prevention and control methods 	<p style="text-align: center;"><u>Unit 8 Promoting Public Health (Coursework)</u></p> <p>Learning aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health</p> <ul style="list-style-type: none"> D1 Features of health promotion campaigns D2 Barriers to participation and challenging indifference D3 Models and theories that justify health behaviour change D4 Approaches to increasing public awareness of health promotion <p style="text-align: center;">Portfolio work – Assignment 1</p>	<p style="text-align: center;"><u>Unit 8 Promoting Public Health (Coursework)</u></p> <p style="text-align: center;">Portfolio work – Assignment 2</p>	
Key Technical Vocabulary	<p style="text-align: center;"><u>Unit 7 (Coursework)</u></p> Abuse / Safeguarding / Whistleblowing / Standards / Quality / Safe / Protection / Stereotyping / Labelling / Marginalised / Withdrawn / Professional / Duty of Care / Candour Hazards / Risk / Infection / Safety / Minimise / Assessment / Measures / Liability / COSHH / RIDDOR / Health / Bodily / Fluids / Personal / Equipment	<p style="text-align: center;"><u>Unit 8 (Coursework)</u></p> Demographics / Trends / Patterns/ Strategies / Initiatives / Health Protection / Prevention / Average / Risk / Campaigns / Success / Influence / Pandemic / Policies / Improvements / Population	<p style="text-align: center;"><u>Unit 7 (Coursework)</u></p> Abuse / Safeguarding / Whistleblowing / Standards / Quality / Safe / Protection / Stereotyping / Labelling / Marginalised / Withdrawn / Professional / Duty of Care / Candour Hazards / Risk / Infection / Safety / Minimise / Assessment / Measures / Liability / COSHH / RIDDOR / Health / Bodily / Fluids / Personal / Equipment	<p style="text-align: center;"><u>Unit 8 (Coursework)</u></p> Demographics / Trends / Patterns/ Strategies / Initiatives / Health Protection / Prevention / Average / Risk / Campaigns / Success / Influence / Pandemic / Policies / Improvements / Population



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Opportunities for Reading	Unit 7 Safe Practice in Health and Social Care (Coursework) Pearson BTEC Level 3 National Health and Social Care Book 1 Legislation documents: Health and Safety Executive www.hse.gov.uk					
	Unit 8 Promoting Public Health (Coursework) Pearson BTEC Level 3 National Health and Social Care Book 2 Public Health England https://fingertips.phe.org.uk/profile/health-profiles					
Developing Cultural Capital	Unit 7 Safe Practice in Health and Social Care (Coursework) <ul style="list-style-type: none"> o Case Studies o Legislation – Safeguarding and Duty of Care 					
	Unit 8 Promoting Public Health (Coursework) <ul style="list-style-type: none"> o Case studies o Data analysis - local demographic area. Suggestions for improvements. o Legislation – reforms and advancements 					
Cross Curricular Links (Authentic Connections)	Unit 7 Safe Practice in Health and Social Care (Coursework) <ul style="list-style-type: none"> o GCSE / BTEC Science (Safety / Infection control) o Life Skills (Signs of harm and abuse) 					
	Unit 8 Promoting Public Health (Coursework) <ul style="list-style-type: none"> o GCSE History (Historical background – Public Health reforms) o GCSE Science (Medical and technological advances) o GCSE Maths (Patterns and trends – data analysis) 					
Key Assessment	<u>Unit 7 (Coursework)</u> Mock assignment practice	<u>Unit 8 (Coursework)</u> Mock assignment practice	<u>Unit 7 (Coursework)</u> <u>Portfolio work</u> Learning Aims A&B – Assignment 1	<u>Unit 8 (Coursework)</u> <u>Portfolio work</u> Learning Aims A&B – Assignment 1	<u>Unit 7 (Coursework)</u> <u>Portfolio work</u> Learning Aim C&D – Assignment 2	<u>Unit 8 (Coursework)</u> <u>Portfolio work</u> Learning Aim C&D – Assignment 2



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Year 13	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Pearson BTEC Level 3 National Extended Certificate <ul style="list-style-type: none"> • Unit 2 Working in Health and Social Care (Exam) • Unit 14 Physiological Disorders and their care (Coursework) 	Pearson BTEC Level 3 National Extended Certificate <ul style="list-style-type: none"> • Unit 2 Working in Health and Social Care (Exam) • Unit 14 Physiological Disorders and their care (Coursework) 	Pearson BTEC Level 3 National Extended Certificate <ul style="list-style-type: none"> • Unit 14 Physiological Disorders and their care (Coursework)
Key Retainable Knowledge & Skills	<p style="text-align: center;"><u>Unit 2 Working in Health and Social Care (Exam)</u></p> <p>A The roles and responsibilities of people who work in the health and social care sector</p> <ul style="list-style-type: none"> ○ A1 The roles of people who work in health and social care settings ○ A2 The responsibilities of people who work in health and social care settings ○ A3 Specific responsibilities of people who work in health and social care settings ○ A4 Multidisciplinary working in the health and social care sector ○ A5 Monitoring the work of people in health and social care settings <p>B The roles of organisations in the health and social care sector</p> <ul style="list-style-type: none"> ○ B1 The roles of organisations in providing health and social care services ○ B2 Issues that affect access to services ○ B3 Ways organisations represent interests of service users ○ B4 The roles of organisations that regulate and inspect health and social care services ○ B5 Responsibilities of organisations towards people who work in health and social care settings <p>C Working with people with specific needs in the health and social care sector</p> <ul style="list-style-type: none"> ○ C1 People with specific needs ○ C2 Working practices 	<p style="text-align: center;"><u>Unit 2 Working in Health and Social Care (Exam)</u></p> <p style="text-align: center;">Revision – all content</p> <p><u>Assessment outcomes</u></p> <ul style="list-style-type: none"> ○ AO1 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector ○ AO2 Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector ○ AO3 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated ○ AO4 Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs 	<p style="text-align: center;"><u>Unit 2 Working in Health and Social Care (Exam)</u></p> <p style="text-align: center;">Week 32: External assessment resit opportunity -</p>



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		<u>Unit 14 Physiological Disorders and their care (Coursework)</u> <u>Portfolio work – Learning Aims A, B & C</u> <u>Assignment 1 Research Skills:</u> Learning aim A: Investigate the causes and effects of physiological disorders <ul style="list-style-type: none"> ○ A1 Types of physiological disorders and effects on body systems and functions ○ A2 Causes of physiological disorders ○ A3 Signs and symptoms of physiological disorders Learning aim B: Examine the investigation and diagnosis of physiological disorders <ul style="list-style-type: none"> ○ B1 Investigative procedures for physiological disorders ○ B2 Diagnostic procedures for physiological disorders Learning aim C: Examine treatment and support for service users with physiological disorders <ul style="list-style-type: none"> ○ C1 Provision of treatment and support ○ C2 Types of carers and care settings <u>Portfolio work – Learning Aim D</u> <u>Assignment 2 Research Skills:</u> Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs <ul style="list-style-type: none"> ○ D1 Care methods and strategies ○ D2 Treatment planning processes 		<u>Unit 14 Physiological Disorders and their care (Coursework)</u> <u>Portfolio work</u> Learning Aims A, B & C – Assignment 1 Learning Aim D – Assignment 2		
Key Technical Vocabulary	<u>Unit 2 Exam</u> Roles / Responsibilities / Settings / Inspection / Regulation	<u>Unit 14 Coursework</u> Signs / Symptoms / Causes / Treatments Digestive / Respiratory / Cardiovascular	<u>Unit 2 Exam</u> Care values / Roles / Responsibilities / Eligibility criteria / Assessment / Policies / Procedures / Standards / Complaints / Redress / Care Quality Commission / Register / Candour / Code / Conduct	<u>Unit 14 Coursework</u> Body systems / Physiological / Signs / Symptoms / Differential diagnosis / Pain / Endocrine / Circulatory / Digestive / Chronic / Acute / Diagnosis / Diagnostic / Investigative	<u>Unit 2 Exam</u> Care values / Roles / Responsibilities / Eligibility criteria / Assessment / Policies / Procedures / Standards / Complaints / Redress / Care Quality Commission / Register / Candour / Code / Conduct	<u>Unit 14 Coursework</u> Body systems / Physiological / Signs / Symptoms / Differential diagnosis / Pain / Endocrine / Circulatory / Digestive / Chronic / Acute / Diagnosis / Diagnostic / Investigative
Opportunities for Reading	<u>Unit 2 Exam</u> Pearson BTEC Level 3 National Health and Social Care Book 1 Pearson BTEC Level 3 National Health and Social Care Revision Guide <u>Unit 14 Coursework</u> Pearson BTEC Level 3 National Health and Social Care Book 1					
Developing Cultural Capital	<u>Unit 2 Working in Health and Social Care (Exam)</u> <ul style="list-style-type: none"> ○ Case Studies ○ High profile – Serious Case Reviews 					



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	<u>Unit 14 Physiological Disorders and their care (Coursework)</u> ○ Sheffield University – Medical students visit / lesson delivery		
Cross Curricular Links (Authentic Connections)	<u>Unit 2 Exam</u> ○ BTEC Public Services (Job roles and responsibilities) ○ GCSE / BTEC Business Studies (Management / Organisational culture / Policies and Procedures / Legislation)		
	<u>Unit 14 Coursework</u> ○ GCSE / BTEC Science (Physiology and body systems) ○ GCSE / BTEC PE (Body systems)		
Key Assessment	<u>Unit 2 Working in Health and Social Care (Exam)</u>	<u>Unit 2 Working in Health and Social Care (Exam)</u>	<u>Unit 14 Physiological Disorders and their care (Coursework)</u>
	Content Review 1 ○ Exam question: Empowerment ○ Exam question booklet: Care Planning ○ Exam question: Advocacy Content Review 2 ○ Exam question booklet: Professional Bodies Content Review 3 ○ Exam question: Poor working practice	Revision – all content Week 17: Unit 2 External assessment - ○ This unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes. ○ The paper consists of four sections, and each section is based on a different short scenario briefly explaining the situation of a person with health and social care needs. ○ Each scenario is relevant to a different service user group. Each section of the paper is structured with questions of 2, 4, 6 and 8 marks.	<u>Portfolio work</u> Learning Aims A, B & C – Assignment 1 Learning Aim D – Assignment 2



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Year 13	Term 1		Term 2		Term 3	
Unit(s) – As outlined in 39 week plans	Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> Unit 4 Enquiries into Health and Social Care Research Unit 12 Supporting Individuals with additional needs 		Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> Unit 4 Enquiries into Health and Social Care Research Unit 12 Supporting Individuals with additional needs 		Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> Unit 4 Enquiries into Health and Social Care Research Unit 12 Supporting Individuals with additional needs 	
Key Retainable Knowledge & Skills	<u>Unit 4 Enquiries into Health and Social Care Research</u> A Types of issues where research is carried out in the health and social care sector <ul style="list-style-type: none"> A1 Purpose of research in the health and social care sector A2 Issues B Research methods in health and social care <ul style="list-style-type: none"> B1 Research methodologies B2 Planning Research B3 Ethical issues B4 Research skills C Carrying out and reviewing relevant secondary research into a contemporary health and social care issue <ul style="list-style-type: none"> C1 Selecting appropriate secondary sources C2 Evaluation of research C3 Wider applications of research 		<u>Unit 4 Enquiries into Health and Social Care Research</u> Revision – all content <u>Assessment outcomes</u> <ul style="list-style-type: none"> AO1 Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector AO2 Apply knowledge and understanding of the methods, skills and ethical issues to current research in the health and social care sector AO3 Analyse information and data related to current research in health and social care, demonstrating the ability to interpret the potential impact and influence of the research on health and social care practice and service provision AO4 Evaluate current health and social care research to make informed judgements about the validity of the research methods used, further areas for research and the potential impact of the research on health and social care practice and service provision 		<u>Unit 4 Enquiries into Health and Social Care Research</u> Exam results – March	
	<u>Unit 12 Supporting Individuals with additional needs</u> Learning aim A: Examine reasons why individuals may experience additional needs <ul style="list-style-type: none"> A1 Diagnosing or determining additional needs A2 Cognitive and learning needs A3 Physical and health needs A4 Social and emotional needs Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs <ul style="list-style-type: none"> B1 Definitions of disability B2 Minimising environmental and social challenges B3 Minimising personal challenges B4 Attitudes of others 		<u>Unit 12 Supporting Individuals with additional needs</u> Learning aim C: Investigate current practice with respect to provision for individuals with additional needs <ul style="list-style-type: none"> C1 Professionals involved in supporting individuals with additional needs C2 Support and adaptations for individuals with additional needs C3 Financial support for individuals with additional needs C4 Statutory provision for children with additional needs C5 Statutory provision for adults with additional needs C6 Person-centred care for all individuals with special needs 		<u>Unit 12 Supporting Individuals with additional needs</u> Portfolio work Learning Aim A – Assignment 1 Learning Aim B&C – Assignment 2	
Key Technical Vocabulary	<u>Unit 4</u> Methodology / Questionnaires / Sampling / Interviews / Structured / Unstructured / Surveys / Case Studies / Longitudinal / Placebo / Control / Double Blind / Randomised / Advantages / Disadvantages / Validity / Reliability	<u>Unit 12</u> Disability / Disablement / Social Construct / Medical Model / Social Model / Mild / Profound / Moderate / Prognosis / Assessment / Additional / Challenges / Disempowerment /	<u>Unit 4</u> Primary / Secondary / Credible / References / Purpose / Implications / Planning / Methodology / Importance / Future / Practitioners / Society / Individuals	<u>Unit 12</u> Modifications / Reasonable / Adjustments / Statutory / Provision / Adaptations / Legislation / Person centred / Financial / Budget / Policies / Welfare / Common Assessment / Framework / Benefits	<u>Unit 4</u> See term 1 and 2 – application to the exam	<u>Unit 12</u> See term 1 and 2 – application to coursework
Opportunities for Reading	<u>Unit 4 Enquiries into Health and Social Care Research</u> Research books available in the classroom Kings fund website - Contemporary articles related to H&SC Health Service Journal (HSJ) Nursing Times GCSE & GCE Sociology text book – Research methods Articles – past papers NHS Evidence website – Journals Blogs re contemporary health issues NICE website / guidance		<u>Unit 4 Enquiries into Health and Social Care Research</u> Research books available in the classroom Kings fund website - Contemporary articles related to H&SC Health Service Journal (HSJ) Nursing Times GCSE & GCE Sociology text book – Research methods Articles – past papers NHS Evidence website – Journals Blogs re contemporary health issues NICE website / guidance		<u>Unit 4 Enquiries into Health and Social Care Research</u> Students’ own Unit 4 exam script – January series	



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	<u>Unit 12 Supporting Individuals with additional needs</u>		<u>Unit 12 Supporting Individuals with additional needs</u>		<u>Unit 12 Supporting Individuals with additional needs</u>	
	BTEC Level 3 National Health and Social Care Student Book 2		BTEC Level 3 National Health and Social Care Student Book 2		BTEC Level 3 National Health and Social Care Student Book 2	
Developing Cultural Capital	<u>Unit 4 Enquiries into Health and Social Care Research</u>					
	<ul style="list-style-type: none"> ○ Contemporary issues in society / health and social care 					
Cross Curricular Links (Authentic Connections)	<u>Unit 12 Supporting Individuals with additional needs</u>					
	<ul style="list-style-type: none"> ○ Case Studies – Empathy and Sympathy ○ British Values – Tolerance ○ Pressure groups / Charities / Campaigning for Change 					
Key Assessment	<u>Unit 4</u>	<u>Unit 12</u>	<u>Unit 4</u>	<u>Unit 12</u>	<u>Unit 4</u>	<u>Unit 12</u>
	<ul style="list-style-type: none"> ○ GCSE / GCE Psychology and Sociology (Research methods) 	<ul style="list-style-type: none"> ○ GCSE / BTEC Science (Physiological causes of disability e.g. genetic factors) 	<ul style="list-style-type: none"> ○ GCSE / GCE Psychology and Sociology (Research methods) 	<ul style="list-style-type: none"> ○ GCSE / BTEC Science (Physiological causes of disability e.g. genetic factors) 	<ul style="list-style-type: none"> ○ GCSE / GCE Psychology and Sociology (Research methods) 	<ul style="list-style-type: none"> ○ GCSE / BTEC Science (Physiological causes of disability e.g. genetic factors)
Key Assessment	<u>Unit 4 Enquiries into Health and Social Care Research</u>		<u>Unit 4 Enquiries into Health and Social Care Research</u>		<u>Unit 4 Enquiries into Health and Social Care Research</u>	
	<ul style="list-style-type: none"> ○ Part A past paper practice materials – research time ○ Part B – Activities 1-4 completed. -Summer 2019 past paper/mark scheme 		<p>Set task – external assessment:</p> <p>Part A - Released November</p> <p>Part B – 3 hour assessment January</p> <ul style="list-style-type: none"> ○ This unit is assessed under supervised conditions. ○ Part A is released four weeks before Part B is scheduled for learners to carry out research – ○ Learners should compile notes on their secondary research in monitored sessions of six hours scheduled by the centre. ○ Part B is a supervised assessment of three hours taken in a single session at a time specified by Pearson – ○ The assessment is set and marked by Pearson. 		<p style="text-align: center;">Resit opportunity</p> <ul style="list-style-type: none"> ○ Set task – external assessment resit opportunity: ○ Part A - Released March ○ Part B – 3 hour assessment May 	
Key Assessment	<u>Unit 12 Supporting Individuals with additional needs</u>				<u>Unit 12 Supporting Individuals with additional needs</u>	
	Mock assignment practice – Assignment 1				<p style="text-align: center;"><u>Portfolio work</u></p> <p style="text-align: center;">Learning Aim A – Assignment 1</p> <p style="text-align: center;">Learning Aim B&C – Assignment 2</p>	