



## Year 12 Health and Social Care Curriculum Overview

The Year 12 Health and Social Care curriculum aims to provide students with a knowledge of how individuals grow and develop across the different life stages; Physically, Intellectually, Emotionally and Socially. Students also explore how population trends can impact growth and development and impact service provision. Different approaches to health and social care are also explored and how these approaches can impact care and treatment. Application to case studies will be regular to provide real life contexts and to support with both transferable skills in the knowledge of the sector and the personal skills and attributes required for the sector. Students study two units in Year 12; Unit 1 Human Lifespan development which is their examination unit and Unit 10 Sociological perspectives which is their coursework unit. The personal skills we strive for students to develop empathy skills to able to effectively communicate and support more vulnerable members of society and transferrable knowledge and attributes which will facilitate them entering the health and social sector if they wish. The academic skills developed by students is to demonstrate knowledge and understanding of how to write evaluative and analytical arguments in their examination unit and conduct independent research in their coursework unit. Students will be able to write coherently, sensitively and logically. Finally students will be able to apply their knowledge and understanding to a range of case studies in order to develop their skills of application.

Length of Time	Outline- Brief information about the specific:	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
<b>Autumn 1</b>	<p><b>Unit 1: Human Lifespan Development</b>  <u>Learning Aim A – Human growth and development through the life stages.</u>            Exam unit - Here students will focus on ways we expect people to develop physically, intellectually, emotionally, and socially across the sixth life stages (infancy, adolescence, early adulthood, middle adulthood and later adulthood). Within this learning aim, we will explore some key psychological theories that have shaped the way health and social care experts view and explain important aspects of an individual’s development. For example, Bowlby’s theory of attachment that occurs during infancy can be used to explain emotional and social development all the way into adulthood. In this learning aim in particular, students will develop their ability to demonstrate knowledge and understanding of physical, intellectual, emotional, and social development across the human life span. Students will also be</p>	<p><u>Learning Aim A Assessment – 10-mark exam question - Discuss how early attachment may impact on emotional and social development (10).</u> In the exam, pupils would typically have 10 minutes to answer a 10-mark exam question. However, to scaffold and support with the first assessment, Pupils will be given a writing framework and 15 minutes to write. Students will need to use key theories and apply them to the context of the question. They will also need to consider the impact attachment can have emotionally and socially over an individual’s life span. This will be marked by the teacher and students will be provided with personalised feedback on how to improve.</p>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>● Maintenance of Key word Glossary               <ul style="list-style-type: none"> <li>○ Glossary will be provided by the teacher.</li> <li>○ Students will be required to complete the definitions at the end of each learning aim</li> </ul> </li> <li>● Produce revision resources for learning aim A (using the revision checklist)</li> <li>● Practise exam Questions</li> <li>● Assessment preparation for the 10 mark question - Discuss how early attachment may impact on emotional and social development (10)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ‘Make a point, evidence, application, link’ writing frame – a combination of sentence starters, key words and tips to support with the structure of 10m exam questions</li> <li>● ‘Physical, intellectual, emotional and social’ grid – to support pupils with specialist terminology specific to health and social care</li> </ul>

	<p>introduced to 10-mark exam questions where they will be supported and provided with structure to tackle these types of questions.</p> <p><b>Career link - Youth Worker</b> – The first learning aim has nice links with ‘youth work’ as we explore in detail how those in infancy, early adulthood and adolescence develop! As part of this term, pupils will have the opportunity to learn about the role of a ‘youth worker’.</p>		<ul style="list-style-type: none"> <li>• Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• <u>Book</u> – Genie: A scientific tragedy by Russ Rhymer</li> <li>• <u>News article</u> – Medical News Today ‘What are Piaget’s stages of development, and what are examples of each?’ By Z Sherrell 2023 <a href="https://www.medicalnewstoday.com/articles/325030">https://www.medicalnewstoday.com/articles/325030</a></li> <li>• <u>Podcast</u> – BBC Sounds – A History of Ideas: Barry Smith on Noam Chomsky and Human Language <a href="https://www.bbc.co.uk/sounds/play/b04ykc50">https://www.bbc.co.uk/sounds/play/b04ykc50</a></li> <li>• <u>Film</u> – Project Nim (2011) <a href="https://www.amazon.co.uk/Project-Nim-Chimpsky/dp/B07N162Y24/ref=sr_1_1?crd=PPMQ1MI6EJFW&amp;keywords=project+nim&amp;qid=1687344497&amp;srefix=project+nim%2Caps%2C270&amp;sr=8-1">https://www.amazon.co.uk/Project-Nim-Chimpsky/dp/B07N162Y24/ref=sr_1_1?crd=PPMQ1MI6EJFW&amp;keywords=project+nim&amp;qid=1687344497&amp;srefix=project+nim%2Caps%2C270&amp;sr=8-1</a></li> </ul>
	<p><b>Unit 10: Sociological Perspectives</b> <u>Learning Aim A - Understand how sociological concepts and perspectives are applied to the study of health and social care</u> Students will begin their coursework unit. First students will look at key concepts and terminology used within sociology that they will be expected to use frequently throughout their coursework. They will be provided with a glossary that they must complete to ensure they have all the definitions for the specialist terms. They students will begin to explore the key sociological perspectives: functionalism, Marxism, feminism, social action</p>	<p><b>The assignment task:</b> Students begin the completion of the report for assignment 1. Students report must:</p> <ul style="list-style-type: none"> <li>• Explain how sociological perspectives are applied to the understanding of health and social care.</li> <li>• Explain how sociological perspectives contribute to the understanding of society.</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Maintenance of Key word Glossary <ul style="list-style-type: none"> <li>○ Glossary will be provided by the teacher.</li> <li>○ Students will be required to complete the definitions at the end of each learning aim</li> </ul> </li> <li>• Coursework write-up</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Coursework writing structure and sentence starters</li> <li>• Glossary created in lessons/as homework</li> <li>• Model coursework paragraphs – these will be given in class for each section of the coursework to guide pupils with their own writing</li> </ul>

	<p>and post modernism. They will then choose a health and social care service provision (i.e. Warwick A&amp;E) and conduct extensive research into that particular service to understand what provisions it offers but also how it is currently trying to meet the needs of all to be more inclusive. They will then apply their knowledge of the sociological perspectives to our understanding of society and their chosen health and social care setting.</p> <p><b>Careers Link – Junior Doctor</b> – Most students choose to write about Warwick A&amp;E as their chosen local health and social care setting. As a result, we felt it would be beneficial to explore the role of a Junior Doctor as part of their first few lessons.</p>	<ul style="list-style-type: none"> <li>Analyse the contribution of sociological perspectives to the understanding of health and social care and society.</li> <li>Evaluate the role of sociological perspectives in the understanding of society and in relation to service provision in a local health and social care setting.</li> </ul> <p>The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<p><b>Optional:</b></p> <ul style="list-style-type: none"> <li><b>Book</b> - Billingham. M, Davenport. P and Talman. H, Pearson Btec National Health and Social Care, Oxford Press, 2016.</li> <li><b>Web link</b> – What are health care inequalities? <a href="https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them">https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them</a>.</li> <li><b>Web link</b> - Addressing health inequalities at a local level <a href="https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/">https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/</a></li> <li><b>Video</b> – Sociological perspectives <a href="https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology">https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology</a></li> </ul>
<p><b>Autumn 2</b></p>	<p><b>Unit 1: Human Lifespan Development</b>  <u>Learning Aim B – Factors affecting human growth and development</u>          In this section, students will learn about specific factors that can affect an individual’s development through the life stages (that we learnt about in learning aim A). We will cover interesting on-going debates such as whether our health and wellbeing is a result of our nature or nurture as well as the impact major life events (such as divorce and the death of a relative) can have on our development. Again, in this section we will cover dominant theories and perspectives in the field (i.e. Stress diathesis model, Gessel’s maturation theory) in attempt to explain how specific factors can affect</p>	<p><u>Learning Aim A Assessment 90-mark exam questions</u> – this assessment will be worth 90 marks and will consist of a combination of short- and long-answered questions. Students will have 1hour and 30 minutes to complete it. It will require students to demonstrate knowledge and understanding of physical, intellectual, emotional and social development across the life stages. Students will also have to demonstrate that they can apply their knowledge to different contexts and case studies given in</p>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Maintenance of Key word Glossary             <ul style="list-style-type: none"> <li>Glossary will be provided by the teacher.</li> <li>Students will be required to complete the definitions at the end of each learning aim</li> </ul> </li> <li>Produce revision resources for learning aim B (using the revision checklist)</li> <li>Practise exam Questions</li> <li>Assessment preparation for the Learning Aim A Assessment and Learning aim B 10 mark question - To what extent do environmental factors influence individual health and wellbeing? (10)</li> </ul> <p><b>Resources:</b></p>

	<p>our growth and development. In this section in particular, students will be working on their 10m question skills; the synoptic element of the course means that as they work their way through the learning aims they will be acquiring more knowledge that will allow them to analyse, evaluate and make connections between theories and models in the unit.</p>	<p>the assessment. The assessment will be marked by the teacher and pupils will be given whole-class feedback to address areas of misconceptions and how to improve next time.</p> <p><u>Learning Aim B - FAR marked 10m exam question</u> - To what extent do environmental factors influence individual health and wellbeing? (10) In the exam, pupils would typically have 10 minutes to answer a 10-mark exam question. However, to scaffold and support with the second assessment, Pupils will be given a writing framework and 12 minutes to write (this is 3 minutes less than the last assessment they did). Students will need to use key theories and apply them to the context of the question. They will also need to consider alternate arguments that can be used to explain health and wellbeing, and how they interrelate, to provide analysis and balance to their answer. This will be marked by the teacher and students will be provided with personalised feedback on how to improve.</p>	<ul style="list-style-type: none"> <li>• ‘Make a point, evidence, application, link’ writing frame – a combination of sentence starters, key words and tips to support with the structure of 10m exam questions</li> <li>• ‘Physical, intellectual, emotional and social’ grid – to support pupils with specialist terminology specific to health and social care</li> <li>• Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• <u>Book</u> – A storm of strawberries (2017) by Jo Cotterill <ul style="list-style-type: none"> <li>○ Recommended by a health and social care student: ‘a novel that showcases the impacts of living with a sibling with downs syndrome. I found this book interesting because it allowed me to have further insight into the affects that downs syndrome has on the individual’s development, as well as those around them (siblings).’</li> </ul> </li> <li>• <u>Academic Article</u> – Imitation of film-mediated aggressive models (1963) by Bandura, Ross and Ross. <a href="http://papersmarketplace.s3.amazonaws.com/production/froala/723aa25a031aa804f5892f6fc6a38126.pdf">http://papersmarketplace.s3.amazonaws.com/production/froala/723aa25a031aa804f5892f6fc6a38126.pdf</a></li> <li>• <u>Academic Article</u> - Bullying Victimization Due to Racial, Ethnic, Citizenship and/or Religious Status: A Systematic Review (2022) by Maria Sapouna, Leyla de Amicis &amp; Loris Vezzali <a href="https://link.springer.com/article/10.1007/s40894-022-00197-2">https://link.springer.com/article/10.1007/s40894-022-00197-2</a></li> </ul>
--	---	---	--

			<ul style="list-style-type: none"> <li>• <u>Web link</u> – Cost of living crisis and malnutrition <a href="https://www.tutor2u.net/hsc/blog/the-cost-of-living-crisis-and-malnutrition">https://www.tutor2u.net/hsc/blog/the-cost-of-living-crisis-and-malnutrition</a></li> <li>• <u>Youtube</u> – XXY: Men talking about having Klinefelter Syndrome <a href="https://www.tutor2u.net/hsc/blog/klinefelter-syndrome">https://www.tutor2u.net/hsc/blog/klinefelter-syndrome</a></li> </ul>
	<p><b>Unit 10: Sociological Perspectives</b>  <u>Learning aim B - Examine how sociological approaches support understanding of models and concepts of health</u>  Pupils will now begin to explore some of the key models and concepts that we can use to explain health in society. These include: the biomedical model, social model, complementary model, clinical iceberg and medicalisation, to name a few! Students will be required to draw comparisons between models and analyse models and concepts affect service provision in your chosen health and social care setting by considering strengths and criticisms of each model and concept.</p>	<p><b>The assignment task:</b>  Students continue the completion of the report for assignment 1.  Students report must:</p> <ul style="list-style-type: none"> <li>• Compare the biomedical model of health with an alternative model of health.</li> <li>• Explain the contribution of concepts of health, ill health and disability to service provision in a local health and social care setting.</li> <li>• Analyse how the biomedical and an alternative model of health, and concepts of health, ill health and disability affect service provision in a local health and social care setting.</li> </ul> <p>The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Maintenance of Key word Glossary <ul style="list-style-type: none"> <li>○ Glossary will be provided by the teacher.</li> <li>○ Students will be required to complete the definitions at the end of each learning aim</li> </ul> </li> <li>• Coursework write-up</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Coursework writing structure and sentence starters</li> <li>• Glossary created in lessons/as homework</li> <li>• Model coursework paragraphs – these will be given in class for each section of the coursework to guide pupils with their own writing</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• <u>Book</u> - Billingham. M, Davenport. P and Talman. H, Pearson Btec National Health and Social Care, Oxford Press, 2016.</li> <li>• <u>Web link</u> – What are health care inequalities? <a href="https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20th">https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20th</a>  <a href="https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20th">em.</a></li> </ul>



			<ul style="list-style-type: none"> <li>• <u>Web link</u> - Addressing health inequalities at a local level <a href="https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/">https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/</a></li> <li>• <u>Video</u> – Sociological perspectives <a href="https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology">https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology</a></li> </ul>
<b>Spring 1</b>	<p><b>Unit 1: Human Lifespan Development</b> <u>Learning Aim C – Effects of ageing</u> In term two, students will move onto the final learning aim of the unit where they will explore in further depth the ‘later adulthood’ life stage. Students will learn about common physical changes associated with the ageing process, such as cardiovascular disease and osteoarthritis. In addition, students will also tackle common misconceptions surrounding dementia and memory decline in later adulthood. Again, because of the synoptic element of the course, students will be continuously working on their evaluation and analysis skills and ensuring that they can make connections between theories and models throughout this learning aim.</p>	<p><u>Learning Aim C – 10-mark exam question</u> - <b>Evaluate the impact of retirement and increased leisure time on Patrick’s health and wellbeing. (10)</b> Pupils will be given a writing framework and 10 minutes to write their answer to this question (this is the same amount of time as they would be given in an exam). Students will need to use key theories and apply them to the context of the question. They will also need to consider alternate arguments (positives and negatives) that retirement and increased leisure time can have on health and wellbeing to provide analysis and balance to their answer. This will be marked by the teacher and students will be provided with personalised feedback on how to improve.</p> <p><u>Self-assessed February Mock Revision schedule:</u> Pupils will receive a revision schedule in the run up to</p>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Maintenance of Key word Glossary <ul style="list-style-type: none"> <li>○ Glossary will be provided by the teacher.</li> <li>○ Students will be required to complete the definitions at the end of each learning aim</li> </ul> </li> <li>• Assessment preparation for Learning Aim C 10-mark exam question - Evaluate the impact of retirement and increased leisure time on Patrick’s health and wellbeing. (10) – and the February mock exam.</li> <li>• Practise exam Questions</li> <li>• February Mock Revision schedule: <ul style="list-style-type: none"> <li>○ Pupils will receive a revision schedule in the run up to their mocks where they will be set weekly exam questions that they must complete and bring to class to be self-assessed.</li> </ul> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• ‘Make a point, evidence, application, link’ writing frame – a combination of sentence starters, key words and tips to support with the structure of 10m exam questions</li> <li>• ‘Physical, intellectual, emotional and social’ grid – to support pupils with specialist terminology specific to health and social care</li> </ul>

		<p>their mocks where they will be set weekly exam questions (the number of marks for the questions given will vary) that they must complete and bring to class to be self-assessed.</p> <p><u>February Mock Exam</u> - Learning Aim A and B Assessment. This assessment will be worth 90 marks and will consist of a combination of short- and long-answered questions. Students will have 1 hour and 30 minutes to complete it. It will require students to demonstrate knowledge and understanding of physical, intellectual, emotional and social development across the life stages as well as the factors that can affect someone's development. Students will also have to demonstrate that they can apply their knowledge to different contexts and case studies given in the assessment. They will also need to consider alternate arguments in the 10-mark questions. The assessment will be marked by the teacher and pupils will be given whole-class feedback to address areas of misconceptions and how to improve next time.</p>	<ul style="list-style-type: none"> <li>• Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• <u>Youtube</u> - Britain's Elderly: The Forgotten Poor (Poverty Documentary)   Real Stories <a href="https://www.bing.com/videos/search?q=elderly+&amp;&amp;view=detail&amp;mid=3375197CF0E67D45C0B93375197CF0E67D45C0B9&amp;&amp;FORM=VRD GAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Delderly%2B%26FORM%3DHDRSC6">https://www.bing.com/videos/search?q=elderly+&amp;&amp;view=detail&amp;mid=3375197CF0E67D45C0B93375197CF0E67D45C0B9&amp;&amp;FORM=VRD GAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Delderly%2B%26FORM%3DHDRSC6</a></li> <li>• <u>Web link</u> - Age UK research lays bare the drastic impact of the pandemic on our older population's health and morale <a href="https://www.ageuk.org.uk/latest-press/articles/2020/10/age-uk--research-into-the-effects-of-the-pandemic-on-the-older-populations-health/">https://www.ageuk.org.uk/latest-press/articles/2020/10/age-uk--research-into-the-effects-of-the-pandemic-on-the-older-populations-health/</a></li> <li>• <u>Academic Article</u> – The Long Arm of Childhood Intelligence on Terminal Decline: Evidence From the Lothian Birth Cohort 1921 <a href="https://psycnet.apa.org/manuscript/2020-35651-001.pdf">https://psycnet.apa.org/manuscript/2020-35651-001.pdf</a></li> </ul>
--	--	--	---

	<p><b>Unit 10: Sociological Perspectives</b></p> <p><u>Learning aim B - Examine how sociological approaches support understanding of models and concepts of health</u></p> <p>Pupils will now explore how the models and concepts of health play a key role in understanding the service provision in their chosen health and social care setting. In doing so, they will also need to consider strengths and weaknesses of the models and concepts to determine whether the model is useful.</p>	<p><b>The assignment task:</b></p> <p>Students complete the report for assignment 1.</p> <ul style="list-style-type: none"> <li>Evaluate the role of sociological perspectives in the understanding of models and concepts of health in relation to service provision in a local health and social care setting</li> </ul> <p>Students report must: The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Maintenance of Key word Glossary <ul style="list-style-type: none"> <li>Glossary will be provided by the teacher.</li> <li>Students will be required to complete the definitions at the end of each learning aim</li> </ul> </li> <li>Coursework write-up</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Coursework writing structure and sentence starters</li> <li>Glossary created in lessons/as homework</li> <li>Model coursework paragraphs – these will be given in class for each section of the coursework to guide pupils with their own writing</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li><u>Book</u> - Billingham. M, Davenport. P and Talman. H, Pearson Btec National Health and Social Care, Oxford Press, 2016.</li> <li><u>Web link</u> – What are health care inequalities? <a href="https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them">https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them</a>.</li> <li><u>Web link</u> - Addressing health inequalities at a local level <a href="https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/">https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/</a></li> <li><u>Video</u> – Sociological perspectives <a href="https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology">https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology</a></li> </ul>
--	---	---	--



<p><b>Spring 2</b></p>	<p><b>Unit 1: Human Lifespan Development</b></p> <p><u>Learning Aim C – Effects of Ageing</u></p> <p>During the second half of the term, students will be finishing off learning Aim C by exploring societal effects of an ageing population. For example, they will look at health and social care provision for those in later adulthood as well as the economic effects of an ageing population by considering the rise in the amount of people claiming state pension and the increase in demand for retirement/nursing homes.</p> <p>Once the delivery of content is complete, pupils will move onto in-class revision sessions. The focus of these sessions will be to tackle any misconceptions pupils may still have as well as extensive exam practise and skill. Because of the ‘synoptic’ element of the course, pupils are only able to sit a full exam paper once all content it taught. Therefore, students will experience a ‘walking-talking’ exam paper during these sessions where the teacher will talk through in-depth what is required for each question and use model student answers as examples. This will then support pupils to answer all questions in the paper themselves. Following this, pupils will be given a full paper to complete during lessons independently in exam conditions.</p>	<p><u>Learning Aim C - FAR marked 10m exam question - Evaluate the impact on society of an ageing population.</u></p> <p><b>(10)</b> Pupils will be given 10 minutes to write their answer to this question (this is the same amount of time as they would be given in an exam). Students will need to use key theories and apply them to the context of the question. They will also need to consider alternate arguments (positives and negatives) that retirement and increased leisure time can have on health and wellbeing to provide analysis and balance to their answer. This will be marked by the teacher and students will be provided with personalised feedback on how to improve.</p> <p><u>Verbal Teacher Feedback - Walking Talking Exam Paper.</u> Students will complete their first full exam paper with the support of the teacher. They will go through each question as a class, talk through what is required in their answer, look a good and bad model answers and they will be required to write an answer for the question themselves. The purpose of this is to target key exam skills and also give pupils the</p>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Maintenance of Key word Glossary <ul style="list-style-type: none"> <li>○ Glossary will be provided by the teacher.</li> <li>○ Students will be required to complete the definitions at the end of each learning aim.</li> </ul> </li> <li>• Produce revision resources for learning Aim C</li> <li>• Assessment preparation for the 10-mark question - Evaluate the impact on society of an ageing population. (10)- and the two full exam papers they will complete (one with the teacher and one independently in class).</li> <li>• Weekly 10m Exam Question, starting once the delivery of content is complete: <ul style="list-style-type: none"> <li>○ Pupils will receive a 10m exam question weekly that they must complete and bring to class. Each week we will alternate between this piece of work being self-/peer-/teacher-assessed.</li> </ul> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• ‘Make a point, evidence, application, link’ writing frame – a combination of sentence starters, key words and tips to support with the structure of 10m exam questions</li> <li>• ‘Physical, intellectual, emotional and social’ grid – to support pupils with specialist terminology specific to health and social care</li> <li>• Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology</li> </ul> <p><b>Optional</b></p>
------------------------	---	--	--

		<p>confidence to tackle a full paper independently.</p> <p><u>Full paper Jan 2021</u> - Pupils will be given a full paper to complete in exam conditions. The paper is worth 90 marks and the students will have 1 hour and 30 minutes to complete it. It will require students to demonstrate knowledge and understanding of physical, intellectual, emotional and social development across the life stages as well as the factors that can affect someone's development. Students will also have to demonstrate that they can apply their knowledge to different contexts and case studies given in the assessment. They will also need to consider alternate arguments in the 10-mark questions. The assessment will be marked by the teacher and pupils will be given whole-class feedback to address areas of misconceptions and how to improve next time.</p>	<ul style="list-style-type: none"> <li>• <u>Academic Article</u> – The Long Arm of Childhood Intelligence on Terminal Decline: Evidence From the Lothian Birth Cohort 1921 <a href="https://psycnet.apa.org/manuscript/2020-35651-001.pdf">https://psycnet.apa.org/manuscript/2020-35651-001.pdf</a></li> <li>• It is now the expectation that students should be doing additional exam questions during their own time in topic areas they don't feel as confident in and bringing these to their teacher to be marked.</li> </ul>
--	--	--	---

	<p><b>Unit 10: Sociological Perspectives</b></p> <p><u>Learning aim C - Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</u></p> <p>Students will now begin to explore the inequalities experienced by minority groups in society, for example those who are in the working class or have a disability. Students will consider ways minority groups experience inequality by conducting their own research to find examples of the discrimination and marginalisation these people face.</p> <p>Students will then choose two minority groups to focus on and then will start to gather demographic data (such as birth rates, death rates etc.) before explaining how their chosen service provision can use that information to enhance their provision and reduce inequality. This section enables and challenges students to come up with their own solutions for inequalities to accessing health and social care in their local area.</p>	<p><b>The assignment task:</b></p> <p>Students begin the completion of the report for assignment 2.</p> <p>Students report must:</p> <ul style="list-style-type: none"> <li>• Explain how social inequality affects different groups in society</li> <li>• Analyse the impact of social inequality on different groups in society</li> <li>• Explain how demographic data is used in service provision in a local health and social care setting</li> <li>• Analyse the impact of the use of demographic data in a local health and social care setting in enabling the enhancement of service provision for different social groups.</li> </ul> <p>The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Maintenance of Key word Glossary <ul style="list-style-type: none"> <li>○ Glossary will be provided by the teacher.</li> <li>○ Students will be required to complete the definitions at the end of each learning aim</li> </ul> </li> <li>• Coursework write-up</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Coursework writing structure and sentence starters</li> <li>• Glossary created in lessons/as homework</li> <li>• Model coursework paragraphs – these will be given in class for each section of the coursework to guide pupils with their own writing</li> <li>• Online Census 2021</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• <u>Book</u> - Billingham. M, Davenport. P and Talman. H, Pearson Btec National Health and Social Care, Oxford Press, 2016.</li> <li>• <u>Web link</u> – What are health care inequalities? <a href="https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them">https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them</a>.</li> <li>• <u>Web link</u> - Addressing health inequalities at a local level <a href="https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/">https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/</a></li> <li>• <u>Video</u> – Sociological perspectives <a href="https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology">https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology</a></li> </ul>
--	--	---	--

<p><b>Summer 1</b></p>	<p><b>Unit 1: Human Lifespan Development</b></p> <p>The focus of this term will be revision for the real exam that pupils will sit in May/June of this year and giving pupils as many opportunities to sit full exam papers.</p> <p>In-class revision will continue and there will be a big focus on exam skills, such as using specific examples and evidence to support answers in short-answer questions and considering alternate arguments when evaluating theories and models in 10 mark questions</p>	<p><u>Full Paper May 2023</u> - Pupils will be given a full paper to complete in exam conditions. The paper is worth 90 marks and the students will have 1hour and 30 minutes to complete it. It will require students to demonstrate knowledge and understanding of physical, intellectual, emotional and social development across the life stages as well as the factors than can affect someone’s development. Students will also have to demonstrate that they can apply their knowledge to different contexts and case studies given in the assessment. They will also need to consider alternate arguments in the 10-mark questions. The assessment will be marked by the teacher and pupils will be given whole-class feedback to address areas of misconceptions and how to improve next time.</p> <p><u>External Examination Paper</u> - May/June 2024 TBC. This is their real BTEC examination for year one of the course. The paper is worth 90 marks and the students will have 1hour and 30 minutes to complete it. It will require students to demonstrate knowledge and understanding of physical,</p>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>● Exam preparation.</li> <li>● Weekly 10m Exam Question, starting once the delivery of content is complete: <ul style="list-style-type: none"> <li>○ Pupils will receive a 10m exam question weekly that they must complete and bring to class. Each week we will alternate between this piece of work being self-/peer-/teacher-assessed.</li> </ul> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ‘Make a point, evidence, application, link’ writing frame – a combination of sentence starters, key words and tips to support with the structure of 10m exam questions</li> <li>● ‘Physical, intellectual, emotional and social’ grid – to support pupils with specialist terminology specific to health and social care</li> <li>● Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology</li> </ul> <p><b>Optional</b></p> <p>It is now the expectation that students should be doing additional exam questions during their own time in topic areas they don’t feel as confident in and bringing these to their teacher to be marked.</p>
------------------------	--	--	---

		<p>intellectual, emotional and social development across the life stages as well as the factors than can affect someone’s development. Students will also have to demonstrate that they can apply their knowledge to different contexts and case studies given in the assessment. They will also need to consider alternate arguments in the 10-mark questions.</p>	
	<p><b>Unit 10: Sociological Perspectives</b>  <u>Learning aim C - Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</u>          Using the same two minority groups from the spring term, pupils will now research patterns and trends in health and ill health within these social groups. For example, they will look at mortality</p>	<p><b>The assignment task:</b>          Students will continue with their report for assignment 2.          Students report must:</p> <ul style="list-style-type: none"> <li>• Explain patterns and trends in health and ill health within different social groups.</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Maintenance of Key word Glossary             <ul style="list-style-type: none"> <li>○ Glossary will be provided by the teacher.</li> <li>○ Students will be required to complete the definitions at the end of each learning aim</li> </ul> </li> <li>• Coursework write-up</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Coursework writing structure and sentence starters</li> </ul>

	<p>rates and suicide rates at a local and national level for their particular minority groups. Again, students will then be asked to explain how their chosen service provision can use that information to enhance their provision and reduce inequality. Students will then learn about sociological explanations (i.e. cultural explanation) and will use these to explain the inequalities that they have discovered amongst their chosen minority groups.</p>	<ul style="list-style-type: none"> <li>Evaluate sociological explanations for patterns and trends of health and ill health in different social groups, and how demographic data is used in service provision in a local health and social care setting to reduce social inequality affecting those groups.</li> </ul> <p>The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<ul style="list-style-type: none"> <li>Glossary created in lessons/as homework</li> <li>Model coursework paragraphs – these will be given in class for each section of the coursework to guide pupils with their own writing</li> <li>Online Census 2021</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li><u>Book</u> - Billingham. M, Davenport. P and Talman. H, Pearson Btec National Health and Social Care, Oxford Press, 2016.</li> <li><u>Web link</u> – What are health care inequalities? <a href="https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them">https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them</a>.</li> <li><u>Web link</u> - Addressing health inequalities at a local level <a href="https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/">https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/</a></li> <li><u>Video</u> – Sociological perspectives <a href="https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology">https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology</a></li> </ul>
--	--	--	--



<p><b>Summer 2</b></p>	<p><b>Unit 10: Sociological Perspectives</b>  <u>Learning aim C - Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</u>          Lastly, students are asked to draw together their knowledge across all the learning aims from unit 10 and evaluate the use of the sociological perspectives and concepts in relation to reducing social inequality.</p>	<p><b>The assignment task:</b>          Students will complete their report for assignment 2.          Students report must:</p> <ul style="list-style-type: none"> <li>Evaluate the importance of the sociological perspectives used in a health and social care setting in relation to understanding society, reducing social inequality and improving service provision for different social groups.</li> </ul> <p>The report will be started in lesson time and complete as homework. Class notes can be used. Specific learner feedback to support the development of these skills will be provided to action.</p>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Maintenance of Key word Glossary             <ul style="list-style-type: none"> <li>Glossary will be provided by the teacher.</li> <li>Students will be required to complete the definitions at the end of each learning aim</li> </ul> </li> <li>Coursework write-up</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Coursework writing structure and sentence starters</li> <li>Glossary created in lessons/as homework</li> <li>Model coursework paragraphs – these will be given in class for each section of the coursework to guide pupils with their own writing</li> <li>Online Census 2021</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li><u>Book</u> - Billingham. M, Davenport. P and Talman. H, Pearson Btec National Health and Social Care, Oxford Press, 2016.</li> <li><u>Web link</u> – What are health care inequalities?  <a href="https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them">https://www.england.nhs.uk/about/equality/equality-hub/national-healthcare-inequalities-improvement-programme/what-are-healthcare-inequalities/#:~:text=Health%20inequalities%20are%20unfair%20and,that%20is%20available%20to%20them</a>.</li> <li><u>Web link</u> - Addressing health inequalities at a local level  <a href="https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/">https://ukhsa.blog.gov.uk/2015/09/16/addressing-health-inequalities-at-local-level/</a></li> <li><u>Video</u> – Sociological perspectives  <a href="https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology">https://www.tutor2u.net/sociology/reference/sociological-perspectives-introduction-to-sociology</a></li> </ul>
------------------------	--	---	---

---

**C**ommitment, **O**ppportunity, **R**espect & **E**xcellence  
for all and in all that we do