



The curriculum for this stage of students' education has been designed to build upon the knowledge of life stages and development obtained in Component 1. Students will further develop their academic writing skills as they begin Component 2, which challenges students to analyse the needs of characters and assess the barriers they face in accessing care services. Students will explore real life issues, such as funding cuts to the NHS, disabilities affecting people of all ages and regulations in place to protect vulnerable adults and children. Students will enjoy preparing and carrying out a role play of a care situation in pairs which is formally assessed as part of the course. In the Summer term students will begin Component 3, the exam nit, that is worth 40% of the overall grade.

<p>HALF TERM 1: COMPONENT 2 LEARNING AIM A</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Health and social care services; primary care, secondary care, tertiary care, allied health professionals. Services for children, young people, adults with specific needs and older people. Informal care. Barriers to accessing care; physical, sensory, social, cultural, psychological, language, geographical, intellectual, financial. <p>HOW THIS WILL BE ASSESSED: Weekly quizzes Ability to describe key terminology</p>	<p>HALF TERM 2: COMPONENT 2 LEARNING AIM A</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Health and social care services; primary care, secondary care, tertiary care, allied health professionals. Services for children, young people, adults with specific needs and older people. Informal care. Barriers to accessing care; physical, sensory, social, cultural, psychological, language, geographical, intellectual, financial. <p>HOW THIS WILL BE ASSESSED: Submission of coursework Ability to apply key terminology to case studies</p>	<p>HALF TERM 3: COMPONENT 2 LEARNING AIM B</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Care values; empowering and promoting independence, respect for others, maintaining confidentiality, preserving dignity, effective communication, safeguarding and duty of care, promoting anti-discriminatory practice, compassion. <p>HOW THIS WILL BE ASSESSED: Weekly quizzes Ability to analyse the importance of care values Ability to create role play scripts.</p>
<p>HALF TERM 4: COMPONENT 2 LEARNING AIM B</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Care values; empowering and promoting independence, respect for others, maintaining confidentiality, preserving dignity, effective communication, safeguarding and duty of care, promoting anti-discriminatory practice, compassion. <p>HOW THIS WILL BE ASSESSED: Coursework formal observation Submission of written coursework Ability to reflect on the strength and weakness of their role play</p>	<p>HALF TERM 5: COMPONENT 1 AND 2 REVIEW. BEGIN COMPONENT 3 LEARNING AIM A</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Review of the content learnt in Component 1 and Component 2. Definitions of health and wellbeing. Genetic inheritance, ill health, diet, exercise, substance use, personal hygiene. <p>HOW THIS WILL BE ASSESSED: Assessment of knowledge retained from Component 1 and 2 Weekly quizzes</p>	<p>HALF TERM 6: COMPONENT 3 LEARNING AIM A</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Social interactions, stress, willingness to seek help or access services. Financial resources, environmental conditions, housing. The impact of life events relating to relationships changes. The impact of life events relating to changes in life circumstances. <p>HOW THIS WILL BE ASSESSED: Weekly quizzes Ability to assess the impact of life events</p>

Embedding this knowledge can be supported at home by helping students to practise their role plays, which forms a part of the assessment work of Component 2. Students will complete the coursework requirements of the qualification this year (60%), making parental support regarding time management and meeting deadlines beneficial as students work hard to meet the demands of KS4 learning and assessment. In the Summer term students should begin revising content for their examination in February of year 11. Students can further develop their understanding of Health and Social Care through taking advantage of securing a year 10 work experience in a care setting, for example in an elderly care home or nursery. This will allow them to apply theory to real life settings, making them aware of the rewards and challenges involved in working in this sector.