



St John's Curriculum Overview – Year 12



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| Subject title | Health and Social Care |
| Setting arrangements | None |
| Time allowance each fortnight | 9 periods |

Introduction

The Cambridge Extended Technical Award is a high-quality alternative to A-Levels, and carries the same UCAS points as one A-Level. This award is up-to-date and has been designed after significant consultation with employers, and whilst it is a vocational qualification it is also designed with entry to Higher Education in mind.

Topics, Skills and Assessment covered during the course

| | Topics covered | Skills developed | Assessment |
|---------------|--|---|--|
| Term 1 | Unit 1- Building positive relationships in health and social care and Unit 4 Anatomy and Physiology for health and social care | <p>Unit 1 – To understand how professional relationships are paramount to the delivery of safe and effective care and support and an understanding of these relationships, and how they are formed, is essential if you are considering pursuing a career in the health and social care sector.</p> <p>Unit 4 - To introduce the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. To understand the part played by organs such as the pancreas, liver and kidney. Investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears.</p> <p>To understand how as individuals, grow older, they are likely to be affected by malfunctions as a result of degeneration. To understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible.</p> | Unit 1: Portfolio of work designed to enable the students to demonstrate their understanding of the content. This will be teacher assessed and marked internally, then moderated by OCR. |
| Term 2 | Unit 1- Building positive relationships in health and social care and Unit 4 - Anatomy and Physiology for health and social care | As in term 1 | Unit 1: Portfolio of work designed to enable the students to demonstrate their understanding of the content. This will be teacher assessed and marked internally, then moderated by OCR. |

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| Term 3 | Unit 1- Building positive relationships in health and social care and Unit 4 - Anatomy and Physiology for health and social care | As in term 1 | Unit 1: Portfolio of work designed to enable the students to demonstrate their understanding of the content. This will be teacher assessed and marked internally, then moderated by OCR. |
| Term 4 | Unit 1- Building positive relationships in health and social care and Unit 4 - Anatomy and Physiology for health and social care | As in term 1 | Unit 1: Portfolio of work designed to enable the students to demonstrate their understanding of the content. This will be teacher assessed and marked internally, then moderated by OCR. |
| Term 5 | Unit 2 – Equality, diversity and rights in health and social care and Unit 3 – Health, safety and security in health and social care | <p>Unit 2 – To understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. To gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.</p> <p>Unit 3 – An introduction to health, safety and security in health and social care. Students will acquire the necessary knowledge and skills to equip them in maintaining a safe working environment for themselves and others. To understand how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. To know how to respond to different incidents and emergencies with health and social care settings.</p> | Unit 4: 2 hour written paper 100 marks |
| Term 6 | Unit 2 – Equality, diversity and rights in health and social care and Unit 3 – Health, safety and security in health and social care | <p>Unit 2 – To understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. To gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.</p> <p>Unit 3 – An introduction to health, safety and security in health and social care. Students will acquire the necessary knowledge and skills to equip them in maintaining a safe working environment for themselves and others. To understand how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. To know how to respond to different incidents and emergencies with health and social care settings.</p> | |

Resources Recommended for Revision and where they are available:

Revision notes, activities and past papers available for Unit 1,2 and 3 examinations accessible from the onedrive.

Homework:

3 hours per week

Additional support and help for the course

There is a text book issued to students in Year 12: Cambridge Technicals Level 3 Health and Social Care - Level 3, By: Maria Ferreiro Peteiro, Judith Adams, Mary Riley

The lesson resources are uploaded onto the one drive for students to access in and out of class.

Extra Curricular:

- Opportunities to listen to guest speakers working in the health and social care environment.
- Possible visits and work experience placements.
- Mandatory unit 4 will be externally set and marked by the exam board as follows. This exam will be taken in June of Year 12.
- Unit 4: 2 hour written paper 100 marks
- All external examinations will comprises short answer questions and questions requiring more extended responses.
- All other units will take the form of a portfolio of work designed to enable the students to demonstrate their understanding of the content.
- This will be teacher assessed and marked internally, then moderated by OCR.