

Curriculum Overview

Year 10 – Health and Social Care 2021-2022



Rationale for Year 10 Health and Social Care

Students opting to complete the Level 2 Health and Social Care BTEC have an interest in the care sector and this qualification will allow them to develop a practical understanding of the different elements involved. Year 10 will focus on the teaching of Components 1 and 2 - Human lifespan development and Health and Social Care Services and Values. Students will study both components alongside each other to ensure that they develop the range of required skills and can apply them to both components of learning and to demonstrate this when completing internally assessed tasks in Year 10. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs, and will broaden the learners experience and understanding of the varied progression options available to them.

What will students learn and why?

Students will gain knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing. Students will develop key skills that will enable them to interpret data in order to assess an individual's health and then use this acquired knowledge and skills to be able to create plans to improve a person's health by utilising the right areas of the care sector.

Component one will involve study of how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. Students will learn about how major life events, such as marriage, parenthood or moving house can affect this development, alongside how people adapt to these changes, as well as the types and sources of support that can help them. By learning about these key milestones in life and the potential affect they can have, it will prepare students to consider how the care sector can recognise and support these impacts on development. Students will develop confidence and presentation skills, both verbally and through a range of written elements through the set tasks and assessments across the year.

Component two covers both theoretical and practical study of how health and social care services are run and how they meet the needs of real care service users. They also develop skills in applying care values. Students will learn and understand the difference between health care and social care and the reasons why people may need social care although they are not always ill. Students will understand and be able to explain and evaluate the care values that enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give an understanding of health and social care services and will help students develop skills in applying care values that are common across the sector. This will inform students of key skills that required within future study or employment within the Health and Social Care sector.

How will students learn?

The components are interrelated and they are best seen as part of an integrated whole. Component one and two are taught alongside each other, rather than one after the other, as it will allow students to make links between the learning in each, such as by learning about the midwifery care sector for component 2 in order to compliment the content of development in the infant development stage for component 1. Case studies will play a major role in the development of topics to ensure that students can understand how the skills and values are applicable in the real world settings. Students will learn through a combination of taught elements and independent research tasks, combined with practical and role-play tasks. Lessons will involve both theory and practical elements to ensure that students can

successfully apply their knowledge and understanding and demonstrate the key care values when applied in a real world, health and social care setting. Students will receive talks and information from outside speakers in the Health and Social Care sector about how they apply the relevant care skills within their individual care settings to further enhance and develop the knowledge and understanding developed by students in lesson.

How will students be assessed?

Across the two year BTEC course, students will complete 4 internally assessed pieces of work, combined with an externally assessed exam style assessment at the end of the course. In order to ensure that students make good progress, and have time to complete one resit if required they will sit three of the four internal assessments throughout Year 10. There are a range of assessment styles that will be used within Year 10, in order to ensure that all students can access a range of assessment styles and are prepared for assessments if they continue with the study of Health and Social Care at Post-16 study and beyond.

The first assessment, is an informal assessment that will allow students to demonstrate their understanding of the content in a new subject and develop student presentation skills and confidence, which we aim to increase further throughout the course. They will create and deliver a three-minute presentation on the developments with one of the main life stages, and answering 2 minutes of questions it will ensure that students can recall and explain key content. The second assessment is a formal, internal assessment for component 2: Aim A, in which students will complete research and write a review of care services within their local area.

Term 3 requires students to complete a formal written report, divided into three sub-sections. This will allow students to consider the impacts, life events have on developments at various stages throughout the human lifespan, whilst developing their writing and literacy skills.

In order to ensure that students are assessed in the terms in which formal internal assessments are not required, students will complete an exam style assessment. Term 4 incorporates this style assessment in order to begin to consider the style of assessment, which is the formal external assessment for component 3 in Year 11 and to begin to develop the exam question technique, whilst testing knowledge and understanding of the knowledge based elements of learning. Technique and application of knowledge will be further assessed using mock interviews for roles within either Health or Social Care sectors in term 5. This allows students to further research and gain knowledge of job roles and employment options, alongside being able to demonstrate their understanding of the different care values and how they would apply this in employment based scenarios.

The assessment in term 6 is the final formal, internal assessment of the year and is in the style of an information pack on life events, with students researching and reviewing how these events can impact, and be impacted by stages of development. This assessment is to assess understanding of Component 1: Aim B.

The three formal, internally marked assessments required for the BTEC course are all approved assessment materials from Pearson, as they ensure that students have a clear success criteria in order to make the best progress and that they cover the required assessment points in order to complete the course.

What is the aim for learners by the end of the year in comparison to the previous year?

By the end of the year, students will have learned a variety of new knowledge in a subject they have not previously studied but will be able to make cross-curricular links with other subjects including biology, psychology and PE. Students will develop research and presentation skills and will be able to work independently, both individually and in small groups as appropriate. They will develop presentation and communication skills across the year, which will aid an increase in confidence in different scenarios such as role-play and verbal presentations.

Students will have a thorough understanding of the different life stages and limitations to the development and care services that are available to individuals. Students will use the local area as a case study to ensure that they understand how the use and provision of Health and Social Care services within Swindon and Wiltshire can affect them as individuals.