

Y11

Health & Social Care GCSE



Breakdown of Course:

Year 11

A912 – Understanding personal development and relationships.

Breakdown of Course for Year 11

Unit A912 - Understanding Personal Development and Relationships

This is an externally assessed unit. You will sit an exam in the Summer term of Year 11.

The focus of this unit is to develop an awareness of the norms of development and to apply and compare these to the development of individuals in the different life stages.

You will learn about;

- The stages of human development.
- The different factors that can affect human growth and development.
- The development of self-concept and different types of relationships.
- Major life changes and sources of support.

October – March completion of Controlled Assessment Tasks (Unit A911)

Coursework - Controlled Assessment

60 marks
60% of the total GCSE marks
This unit is internally assessed and externally moderated

Examinations:

60 marks
40% of the total GCSE marks = 1 hour written exam paper
Question Paper:
4 questions
Candidates answer **all** questions. This unit is externally assessed

Key Skills

A01	Recall, select, use and apply knowledge and understanding of health and social care.
A02	Plan and carry out tasks in which they analyse issues and problems; and identify, gather and record relevant information and evidence.
A03	Analyse and evaluate information sources and evidence, make reasoned judgements and present conclusions.

Additional Resources:

Websites

www.surestart.gov.uk
www.multikulti.org.uk
www.parenting.org.uk
www.nspcc.org.uk
www.ageconcern.org.uk

DVD

BBC Human Body Robert Winston

Where to find Unit resources

www.ocr.org.uk

**Course text book – Folens GCSE
Health & Social Care for OCR**

Books

Complete A-Z Health and Social Care Handbook Richards - Hodder
Safeguarding Children and Young People: Child Protection 0-18 Years - Hodder
Caring for Older People - Marr & Kershaw - Hodder
Core Themes Health and Social Care editor: Stretch Heinemann

Opportunities for Support: Individual appointments for 1:1 support, revision classes begin in Spring Term,

Keywords:

<i>Tertiary Care</i>	<i>Paediatric</i>	<i>Norms</i>	<i>Centile</i>
<i>Milestone</i>	<i>Maturation</i>	<i>Sedentary</i>	<i>Occupational</i>
<i>Hereditary</i>	<i>Immunity</i>	<i>Degenerative</i>	<i>Ethnicity</i>
<i>Social Deprivation</i>	<i>Effluent</i>		

Exam/Coursework hints and tips:

Controlled Assessment Tips

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- Present information in a form that suits its purpose
- Use an appropriate style of writing and, where applicable, specialist terminology.

Key skills to move from a D to a C grade:

- Candidates recall, select and communicate sound knowledge and understanding of aspects of health, social care and early years provision in a range of contexts.
- With only **limited assistance**, they plan and carry out investigations and tasks.
- Candidates select and use **a range** of methods, sources, information and data to find out about issues or topics, building in some opportunities for evaluation.
- Use information from **primary** and **secondary** sources.
- Candidates review some of the evidence available, presenting information clearly, with some evidence of accuracy and precision.
- They make judgements based on the main findings and draw generally appropriate conclusions.

Key skills to move from an A to a A* grade:

- Candidates recall **accurately** and apply detailed knowledge, skills and thorough understanding of aspects of health, social care and early years provision in a **range** of contexts.
- Candidates demonstrate a critical appreciation of the principles of care.
- Candidates plan and carry out **independently** a wide range of investigations and tasks.
- Use of a **range** of appropriate methods to identify, gather and record and effectively analyse information.
- **A wide range** of appropriate primary and secondary sources are selected.
- They identify and **perceptively evaluate** the range of issues and problems affecting services and organisations and those impacting on the quality of human life.
- Candidates **systematically** evaluate the evidence available, presenting information clearly, accurately and precisely.
- Careful **reasoned** judgements are made about the quality of provision and substantiated by the use of data and research.
- Conclusions are detailed and clear.
- **Appropriate** recommendations are made for further investigations.

Key dates or events: *provisional, this may change during the year as needed*

Oct	Controlled assessment Task 1 (4 hours)
Nov	Controlled assessment Task 2 (6 hours)
Dec	Controlled assessment Task 3 (8 hours)
Jan	Controlled assessment Task 4 (4 hours)
Feb	Controlled assessment Task 5 (4hours)
Apr	Moderation of Controlled Assessment tasks

HEALTH&SOC.CARE

