

Edexcel BTEC Level1/ 2 Tech Award in Health and Social Care. Unit 1: Human Lifespan Development. Learning Aim A: Human growth and development.

Year 9 Curriculum Plan – 28 hours (Autumn Term)

	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours
Topic	Outcome Point 1: Infancy (0-2 years)	Outcome Point 2: Childhood (3-8 years)	Outcome Point 3: Adolescence (9-18 years)	Outcome Point 4: Early Adulthood (19-45 years)	Outcome Point 5: Middle Adulthood (46-65 years)	Outcome Point 6: Later Adulthood (65+ years)	Outcome Points 1-6: Unit 1 Assessments + intervention Assessment 1 Assessment 2
Level 1 Pass	Identify the key features of development in infancy.	Identify the key features of development in childhood.	Identify the key features of development in adolescence.	Identify the key features of development in early adulthood.	Identify the key features of development in middle adulthood.	Identify the key features of development in later adulthood.	Total assessment marks: 20-39
Level 1 Merit	Identify the key features of development in fancy and define gross motor and fine motor skill.	Identify the key features of development in childhood, listing both gross and fine motor skills that are learned during this life stage.	Identify the key features of development in adolescence and define the term 'puberty'.	identify the key features of development in early adulthood and list differences that having children can have on individuals.	Identify the key features of development in middle adulthood and define the term 'menopause'.	Identify the key features of development in later adulthood, listing the physical changes that occur in this life stage.	Total assessment marks: 40 - 59
Level 2 Pass	Outline how we develop across all of the developmental areas in infancy, including the difference between gross and fine motor skills.	Outline how we develop across all of the developmental areas in childhood, identifying key gross and fine motor skills.	Outline how we develop across all of the developmental areas in adolescence, including the differences between male and female physical development in puberty.	Outline how we develop across all areas in early adulthood, including changes associated with having children.	Outline how we develop across all areas in middle adulthood, including the physical changes that occur in menopause.	Outline how we develop across all areas in later adulthood, including the physical changes that occur in older age.	Total assessment marks: 60 - 79
Level 2 Merit	Describe how we develop across all of the developmental areas in infancy, including: fine and gross motor skills, attachment and play.	Describe how we develop across all of the developmental areas in childhood, including: fine and gross motor skills, dealing with emotions and the stages of play.	Describe how we develop across all of the developmental areas in adolescence, including the physical and emotional changes associated with puberty.	Describe how we develop across all of the developmental areas in early adulthood, including the emotional and social changes associated with starting a family.	Describe how we develop across all of the developmental areas in early adulthood, including the changes associated with menopause, mid-life crisis and empty nest syndrome.	Describe how we develop across all of the developmental areas in later adulthood, including the physical changes associated with getting older.	Total assessment Marks: 80 - 99
Level 2 Distinction	Explain how development takes place in infancy across all of the areas, and how these are interlinked.	Explain how development takes place in childhood across all of the areas, and how these are interlinked.	Explain how development takes place in adolescence across all of the areas, and how these areas are interlinked.	Explain how development takes place in early adulthood across all of the areas, and how these areas are interlinked.	I can explain how development takes place in middle adulthood across all of the areas, including the impact of family relationships.	I can explain how development takes place in later adulthood across all of the areas, including the impact of physical health issues.	Total assessment marks: 100 +

Year 9 Curriculum Plan – 24 hours (Spring Term)

	3 hours	3 hours	3 hours	3 hours	3 hours
Topic	Outcome Point 1: Physical Factors	Outcome Point 2: Social, Cultural and Emotional Factors	Outcome Point 3: Economic Factors	Outcome Point 4: Physical Environment Factors.	Outcome Point 5: Psychological Factors
Level 1 Pass	State physical factors that can affect human growth and development.	State social, cultural and emotional factors that can affect human growth and development.	State economic factors that can affect human growth and development.	State physical environment factors that can affect human growth and development.	State psychological factors that can affect human growth and development.
Level 1 Merit	State ways that physical factors can affect human growth and development.	State ways that social, cultural and emotional factors can affect human growth and development.	State ways that economic factors can affect human growth and development	State ways that physical environment factors can affect human growth and development	State ways that psychological factors can affect human growth and development
Level 2 Pass	Outline how lifestyle choices, illness and disease can affect human growth and physical development	Outline how gender and play can affect human social development.	Outline how income/wealth and occupation can affect human emotional development.	Outline how poor housing conditions can affect human growth and physical development.	Outline how relationships with family, friends and partners can affect human emotional development.
Level 2 Merit	Describe how lifestyle choices, illness, disease and genetic inheritance can affect human growth as well as physical and social development.	Describe how gender, play and role models can affect human social and emotional development.	Describe how income/wealth, occupation and employment status can affect human emotional and intellectual development.	Describe how poor housing conditions and environmental pollution can affect human growth as well as physical and emotional development.	Describe how relationships and growing up in care can affect human emotional and social development.
Level 2 Distinction	Discuss why physical factors may affect individuals in different ways at different life stages across all areas of development.	Discuss why social, cultural and emotional factors may affect individuals in different ways at different life stages across all areas of development.	Discuss why income/wealth, occupation and employment status can affect human development in different ways at different life stages across all areas of development.	Discuss why poor housing conditions and environmental pollution can affect human growth and development in different ways at different life stages across all areas of development.	Discuss why relationships, growing up in care and stress can affect human development in different ways at different life stages across all areas of development.

	3 hours	2 hours	2 hours	2 hours
Topic	Outcome Point 1: Expected life events that can affect human growth and development	Outcome Point 2: Unexpected life events that can affect human growth and development	Outcome Point 3: Understanding how to manage the changes caused by life events.	Outcome Points 1-6: Unit 1 Assessment + intervention
Level 1 Pass	Identify expected life events.	Identify unexpected life events.	Identify different types of support available to individuals following life events.	Total assessment marks: 10-19
Level 1 Merit	Outline the potential positive and negative effects of expected life events on human emotional and social development.	Outline the potential positive and negative effects of unexpected life events on human emotional and social development.	Outline formal, informal, emotional and physical support available to individuals following life events.	Total assessment marks: 20-29
Level 2 Pass	Describe the potential effects of a range of expected life events on human emotional and social development.	Describe the potential effects of a range of unexpected life events on human emotional and social development.	Describe and give examples of the different types of support available for individuals following life events.	Total assessment marks: 30-39
Level 2 Merit	Explain why specified expected life events can affect individual's emotional and social development in specific ways.	Explain why specified unexpected life events can affect individual's emotional and social development in specific ways.	Explain the types of support available to an individual following specific life events.	Total assessment marks: 40-49
Level 2 Distinction	Evaluate the developmental impact of specific expected life events on particular individuals in terms of their current life stage.	Evaluate the developmental impact of specific unexpected life events on particular individuals in terms of their current life stage.	Compare different types of support available for an individual following specific life events.	Total assessment marks: 50+

Year 9 Curriculum Plan – 24 hours (Summer Term)

	2 hours	2 hours	2 hours	2 hours	3 hours
Topic	Outcome Point 1: Value 1 - Confidentiality	Outcome Point 2: Value 2 - Dignity	Outcome Point 3: Value 3 – Person Centred Care	Outcome Point 4: Value 4 - Respect	Outcome Point 5: Value 5 – Safeguarding ad Duty of Care
Level 1 Pass	State what confidentiality is and how maintaining it supports the users of health and social care services.	State what dignity is and how maintaining it supports the users of health and social care services.	State what person centred care is and how maintaining it supports the users of health and social care services.	State what respect is and how maintaining it supports the users of health and social care services.	State what safeguarding and duty of care are and how maintaining them supports the users of health and social care services.
Level 1 Merit	Outline ways that maintaining confidentiality supports individuals who are accessing health and social care services.	Outline ways that maintaining dignity supports individuals who are accessing health and social care services.	Outline ways that maintaining person centred care supports individuals who are accessing health and social care services.	Outline ways that maintaining respect supports individuals who are accessing health and social care services.	Outline ways that maintaining safeguarding and duty of care support individuals who are accessing health and social care services.
Level 2 Pass	Describe how maintaining confidentiality supports individual who are accessing health and social care services, with examples.	Describe how maintaining dignity supports individual who are accessing health and social care services, with examples.	Describe how maintaining person centred care supports individual who are accessing health and social care services, with examples.	Describe how maintaining respect supports individual who are accessing health and social care services, with examples.	Describe how maintaining safeguarding and duty of care support individual who are accessing health and social care services, with examples.
Level 2 Merit	Discuss the importance of maintaining confidentiality in health and social care services, using examples.	Discuss the importance of maintaining dignity in health and social care services, using examples.	Discuss the importance of maintaining person centred care in health and social care services, using examples.	Discuss the importance of maintaining respect in health and social care services, using examples.	Discuss the importance of maintaining safeguarding and duty of care in health and social care services, using examples.
Level 2 Distinction	Assess the potential impact of effective and ineffective application of the principle of confidentiality, on an individual accessing health and social care services.	Assess the potential impact of effective and ineffective application of the principle of dignity, on an individual accessing health and social care services.	Assess the potential impact of effective and ineffective application of the principle of person centred care, on an individual accessing health and social care services.	Assess the potential impact of effective and ineffective application of the principle of respect, on an individual accessing health and social care services.	Assess the potential impact of effective and ineffective application of the principles of safeguarding and duty of care, on an individual accessing health and social care services.

	4 hours	4 hours	3 hours	2 hours
Topic	Outcome Point 1: Empowering Individuals in Health and Social Care	Outcome Point 2: Communicating effectively in Health and Social Care	Outcome Point 3: Promoting anti-discriminatory practice	Outcome Points 1-6: Unit 1 Assessment + intervention
Level 1 Pass	Define empowerment within a health and social care context and give examples.	Identify different forms of verbal, non-verbal and alternative communication that may be used in health and social care settings.	Define both discrimination and anti-discriminatory practice with reference to health and social care and its settings.	Total assessment marks: 10-19
Level 1 Merit	Outline how health and social care service users can be empowered to engage in their own care, within various settings.	Outline different forms of verbal, non-verbal and alternative communication that may be used in health and social care settings.	Outline ways to promote anti-discriminatory practice in health and social care settings, using examples.	Total assessment marks: 20-29
Level 2 Pass	Describe how a range of health and social care users can be empowered within their own care, in a variety of settings.	Describe different forms of verbal, non-verbal and alternative communication for different needs, using examples from health and social care.	Describe reasons that discrimination may occur in health and social care, making recommendations for anti-discriminatory practice to reduce discrimination.	Total assessment marks: 30-39
Level 2 Merit	Discuss the impact on the individual if they are empowered within a health and social care setting, using examples.	Explain advantages and disadvantages of different forms of communication used, with reference to both one-to-one and group interactions.	Discuss the potential impact of discrimination on a variety of service users in health and social care, making recommendations for anti-discriminatory practice to reduce discrimination.	Total assessment marks: 40-49
Level 2 Distinction	Assess the potential difficulties of empowering individuals within health and social care setting, using examples.	Assess the effectiveness of different forms of communication for service users with different needs.	Evaluate a range of anti-discriminatory practice with reference to their effectiveness in specific situations.	Total assessment marks: 50+

Edexcel BTEC Level1/ 2 Tech Award in Health and Social Care. Unit 1: Human Lifespan Development. Learning Aim A: Human growth and development. Learning Aim B: Factors affecting human growth and development.

Year 10 Curriculum Plan – 28 hours (Autumn Term)

	2 hours	2 hours	3 hours	2 hours	1 hours	2 hours	1 hours	1 hours	2 hours
Topic	Outcome Point 1: Infancy (0-2 years)	Outcome Point 2: Childhood (3-8 years)	Coursework assessment: Outcome points 1 & 2	Outcome Point 3: Adolescence (9-18 years)	Outcome Point 4: Early Adulthood (19-45 years)	Coursework assessment: Outcome points 3 & 4	Outcome Point 5: Middle Adulthood (46-65 years)	Outcome Point 6: Later Adulthood (65+ years)	Coursework assessment: Outcome points 3 & 4
Level 1 Pass	Identify the key features of development in infancy.	Identify the key features of development in childhood.	Identify aspects of growth and development that occur in either infancy or childhood for a selected individual.	Identify the key features of development in adolescence.	Identify the key features of development in early adulthood.	Identify aspects of growth and development that occur in either adolescence or early adulthood for a selected individual.	Identify the key features of development in middle adulthood.	Identify the key features of development in later adulthood.	Identify aspects of growth and development that occur in either middle or later adulthood for a selected individual.
Level 1 Merit	Outline the key features of development in infancy.	Outline the key features of development in childhood.	Outline different aspects of growth and development that occur in either infancy or childhood for a selected individual.	Outline the key features of development in adolescence.	Outline the key features of development in early adulthood.	Outline different aspects of growth and development that occur in either adolescence or early adulthood for a selected individual.	Outline the key features of development in middle adulthood.	Outline the key features of development in later adulthood.	Outline different aspects of growth and development that occur in either middle or later adulthood for a selected individual.
Level 2 Pass	Describe how we develop across all of the developmental areas in infancy.	Describe how we develop across all of the developmental areas in childhood.	Describe growth and development for either infancy or childhood for a selected individual.	Describe how we develop across all of the developmental areas in adolescence.	Describe how we develop across all areas in early adulthood.	Describe growth and development for either adolescence or early adulthood for a selected individual.	Describe how we develop across all areas in middle adulthood.	Describe how we develop across all areas in later adulthood.	Describe growth and development for either middle or later adulthood for a selected individual.
Level 2 Merit	Explain how development takes place in infancy across all of the areas, and how these are interlinked.	Explain how development takes place in childhood across all of the areas, and how these are interlinked.	No merit criteria for this section of the assessment.	Explain how development takes place in childhood across all of the areas, and how these are interlinked.	Explain how development takes place in early adulthood across all of the areas, and how these areas are interlinked.	No merit criteria for this section of the assessment.	Explain how development takes place in middle adulthood across all of the areas, and how these areas are interlinked.	Explain how development takes place in later adulthood across all of the areas, and how these areas are interlinked.	No merit criteria for this section of the assessment.
Level 2 Distinction	Compare development in infancy and childhood across all of the areas.		No Distinction criteria for this section of the assessment.	Compare development in adolescence and early adulthood across all of the areas.		No Distinction criteria for this section of the assessment.	Compare the development in middle and later adulthood across all of the areas.		No merit criteria for this section of the assessment.

	1 hours	2 hours	2 hours	1 hours	2 hours	1 hours	3 hours
Topic	Outcome Point 1: Physical Factors	Outcome Point 2: Social, Cultural and Emotional Factors	Coursework assessment: Outcome points 1 & 2	Outcome Point 3: Economic Factors	Outcome Point 4: Physical Environment Factors.	Outcome Point 5: Psychological Factors	Coursework assessment: Outcome points 3, 4 & 5
Level 1 Pass	Identify physical factors that can affect human growth and development.	Identify social, cultural and emotional factors that can affect human growth and development.	Identify physical, social, cultural and emotional factors that have had an effect on the growth and development of a selected individual.	Identify economic factors that can affect human growth and development.	Identify physical environment factors that can affect human growth and development.	Identify psychological factors that can affect human growth and development.	Identify economic, physical environment and psychological factors that have had an effect on the growth and development of a selected individual.
Level 1 Merit	Outline ways that physical factors can affect human growth and development.	Outline ways that social, cultural and emotional factors can affect human growth and development.	Outline the ways that different physical, social, cultural and emotional factors have affected the growth and development of a selected individual.	Outline ways that economic factors can affect human growth and development	Outline ways that physical environment factors can affect human growth and development	Outline ways that psychological factors can affect human growth and development	Outline the ways that different economic, physical environment and psychological factors have affected the growth and development of a selected individual.
Level 2 Pass	Explain how physical factors can affect human development.	Explain how social, cultural and emotional factors can affect human growth and development.	Explain how physical, social, cultural and emotional factors have affected growth and development of a selected individual.	Explain how economic factors can affect human growth and development.	Explain how physical environmental factors can affect human growth and development.	Explain how psychological factors can affect human growth and development.	Explain how economic, physical environment and psychological factors have affected growth and development of a selected individual.
Level 2 Merit	Compare how physical factors can affect an individual differently across the life stages.	Compare how social, cultural and emotional factors can affect an individual differently across the life stages.	Compare the physical, social, cultural and emotional factors that have affected growth and development across three life stages for a selected individual.	Compare how economic factors can affect an individual differently across the life stages.	Compare how physical environment factors can affect an individual differently across the life stages	Compare how psychological factors can affect an individual differently across the life stages	Compare the economic, physical environment and psychological factors that have affected growth and development across three life stages for a selected individual.
Level 2 Distinction	Assess the changing impact of physical factors in the growth and development of individuals across different life stages.	Assess the changing impact of social, cultural and emotional factors in the growth and development of individuals across different life stages.	Assess the changing impact of physical, social, cultural and emotional factors on the growth and development across three life stages of a selected individual.	Assess the changing impact of social, cultural and emotional factors in the growth and development of individuals across different life stages	Assess the changing impact of physical environment factors in the growth and development of individuals across different life stages	Assess the changing impact of psychological factors in the growth and development of individuals across different life stages	Assess the changing impact of economic, physical environment and psychological factors on the growth and development across three life stages of a selected individual.

Year 10 Curriculum Plan – 24 hours (Summer Term)

	3 hours		2 hours		2 hours	2 hours
Topic	Outcome Point 1: Expected life events that can affect human growth and development		Outcome Point 2: Unexpected life events that can affect human growth and development		Outcome Point 3: Understanding how to manage the changes caused by life events.	Outcome Points 1-6: Unit 1 Assessment + intervention
Level 1 Pass	Identify expected life events that can affect human growth and development.		Identify unexpected life events.		Identify different types of support available to individuals following life events.	Total assessment marks: 10-19
Level 1 Merit	Outline the potential positive and negative effects of expected life events on human emotional and social development.		Outline the potential positive and negative effects of unexpected life events on human emotional and social development.		Outline formal, informal, emotional and physical support available to individuals following life events.	Total assessment marks: 20-29
Level 2 Pass	Describe the potential effects of a range of expected life events on human emotional and social development.		Describe the potential effects of a range of unexpected life events on human emotional and social development.		Describe and give examples of the different types of support available for individuals following life events.	Total assessment marks: 30-39
Level 2 Merit	Explain why specified expected life events can affect individual's emotional and social development in specific ways.		Explain why specified unexpected life events can affect individual's emotional and social development in specific ways.		Explain the types of support available to an individual following specific life events.	Total assessment marks: 40-49
Level 2 Distinction	Evaluate the developmental impact of specific expected life events on particular individuals in terms of their current life stage.		Evaluate the developmental impact of specific unexpected life events on particular individuals in terms of their current life stage.		Compare different types of support available for an individual following specific life events.	Total assessment marks: 50+

	3 hours		2 hours		2 hours	
Topic	Outcome Point 1: Expected life events that can affect human growth and development		Outcome Point 2: Unexpected life events that can affect human growth and development		Outcome Point 3: Understanding how to manage the changes caused by life events.	
Level 1 Pass	Identify expected life events.		Identify unexpected life events.		Identify different types of support available to individuals following life events.	
Level 1 Merit	Outline the potential positive and negative effects of expected life events on human emotional and social development.		Outline the potential positive and negative effects of unexpected life events on human emotional and social development.		Outline formal, informal, emotional and physical support available to individuals following life events.	
Level 2 Pass	Describe the potential effects of a range of expected life events on human emotional and social development.		Describe the potential effects of a range of unexpected life events on human emotional and social development.		Describe and give examples of the different types of support available for individuals following life events.	
Level 2 Merit	Explain why specified expected life events can affect individual's emotional and social development in specific ways.		Explain why specified unexpected life events can affect individual's emotional and social development in specific ways.		Explain the types of support available to an individual following specific life events.	
Level 2 Distinction	Evaluate the developmental impact of specific expected life events on particular individuals in terms of their current life stage.		Evaluate the developmental impact of specific unexpected life events on particular individuals in terms of their current life stage.		Compare different types of support available for an individual following specific life events.	

Year 10 Curriculum Plan – 24 hours (Summer Term)

	2 hours	2 hours	2 hours	2 hours	2 hours
Topic	Outcome Point 1: Expected life events that can affect human growth and development	Outcome Point 2: Unexpected life events that can affect human growth and development	Coursework assessment: Outcome point 1 & 2	Outcome Point 3: Understanding how to manage the changes caused by life events.	Coursework assessment: Outcome point 3
Level 1 Pass	Identify expected life events.	Identify unexpected life events	Identify relevant information about a life event experienced by two individuals.	Identify different types of support available to individuals following life events.	Identify sources of support that were available to two individual experiencing a life event.
Level 1 Merit	Outline the potential impact of expected life events on human growth and development.	Outline the potential impact of unexpected life events on human growth and development.	Outline the impact of a life event on the development of two individuals.	Outline formal, informal, emotional and physical support available to individuals following life events.	Outline what support was given to two individuals experiencing a life event.
Level 2 Pass	Explain the impact of expected life events on human growth and development.	Explain the impact of unexpected life events on human growth and development.	Explain the impact of a life even on the development of two individuals.	Describe and give examples of the different types of support available for individuals following life events.	Describe the support that was given to two individuals experiencing a life event.
Level 2 Merit	Compare how people might adapt to expected life events.	Compare how people might adapt to unexpected life events	Compare the ways that two individuals adapted to a life event.	Explain the types of support available to an individual following life events.	Explain the role that support played in helping the two individuals to adapt the life event.
Level 2 Distinction	Assess the difficulties of individuals adapting to expected life events.	Assess the difficulties of individuals adapting to unexpected life events.	Assess how well two individuals adapted to a life event.	Assess the value of support available to individuals following life events.	Assess the role and value of support given to the two individuals to help them to adapt to the life event.

Edexcel BTEC Level1/ 2 First Award in Health and Social Care. Unit 2: Health and Social Care Service and Values. Learning Aim A: Different types of health and social care services and barriers to accessing them.

Year 10 Curriculum Plan – 24 hours (Summer Term)

	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours
Topic	Outcome Point 1: Primary, secondary and tertiary health and social care services	Outcome Point 2: Services for individuals of different ages.	Coursework assessment: Outcome Point 1	Outcome Point 3: Physical, sensory, social and language barriers to accessing health and social care services.	Coursework assessment: Outcome point 3	Outcome Point 4: Geographical, intellectual, resource and financial barriers to accessing health and social care services.	Coursework assessment: Outcome point 4
Level 1 Pass	Identify primary, secondary and tertiary health and social care services.	Identify health and social care services that are available for children and young people, older adults, and people with specific needs.	Identify health and social care services that meet some of the needs of individuals in a given scenario.	Identify physical, sensory, social and language barriers to accessing health and social care services.	Identify barriers that might prevent individuals accessing a health or social care service.	Identify geographical, intellectual, resource and financial barriers to accessing health and social care services.	Identify barriers that might prevent individuals accessing a health or social care service.
Level 1 Merit	Outline how primary, secondary and tertiary health and social care services can meet the needs of individuals.	Outline how health and social care services can meet the needs of children and young people, older adults, and people with specific needs.	Outline ways in which health and social care services meet the needs of individuals in a given scenario	Outline physical, sensory, social and language barriers to accessing health and social care services.	Outline barriers that would affect the use of one health and social care service for an individual in a given scenario.	Outline geographical, intellectual, resource and financial barriers to accessing health and social care services.	Outline barriers that would affect the use of one health and social care service for an individual in a given scenario.
Level 2 Pass	Explain how primary, secondary and tertiary health and social care services can meet the needs of individuals.	Explain how health and social care services can meet the needs of children and young people, older adults, and people with specific needs.	Explain how health and social care services meet the needs of individuals in a given scenario.	Explain how physical, sensory, social and language barriers could affect the use of health and social care services.	Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.	Explain how geographical, intellectual, resource and financial barriers could affect the use of health and social care.	Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.
Level 2 Merit	Analyse the extent to which primary, secondary and tertiary health and social care services can meet the needs of individuals.	Analyse the extent to which health and social care services can meet the needs of children and young people, older adults, and people with specific needs.	Analyse the extent to which health and social care service meet the needs of individuals in a given scenario.	Explain ways to overcome physical, sensory, social and language barriers to health and social care services.	Explain how barriers for one service can be overcome.	Explain ways to overcome geographical, intellectual, resource and financial barriers could affect the use of health and social care.	Explain how barriers for one service can be overcome.
Level 2 Distinction	Assess the suitability of primary, secondary and tertiary for a range of individuals.	Assess the suitability of health and social care services in meeting the needs of children and young people, older adults, and people with specific needs.	Assess the suitability of health and social care services for individuals in a given scenario.	Justify ways to overcome physical, sensory, social and language barriers to health and social care services.	Make justified and realistic suggestions for how barriers for one service can be overcome.	Justify ways to overcome geographical, intellectual, resource and financial barriers to health and social care services.	Make justified and realistic suggestions for how barriers for one service can be overcome.

Edexcel BTEC Level1/ 2 First Award in Health and Social Care. Unit 2: Health and Social Care Service and Values. Learning Aim A: Health and Social Care services. PLUS Unit 3: Health and Wellbeing Learning Aim B: Interpreting health indicators and C: Person-centred health and wellbeing improvement plans (Exam in Jan 2019).

Year 11 Curriculum Plan – 28 hours (Autumn Term)

	3 hours	2 hours	3 hours	2 hours	2 hours	2 hours	2 hours
Topic	Outcome Point 1: Primary, secondary and tertiary health and social care services	Outcome Point 2: Services for individuals of different ages.	Coursework assessment: Outcome Point 1	EXAM Outcome Point 5: Expected life events that can affect human growth and development	EXAM Outcome Point 6: Unexpected life events that can affect human growth and development	Assessment Practice A: EXAM outcome points 5 & 6 (assessment plus intervention)	EXAM Outcome Point 7: Physiological health indicators
Level 1 Pass	Identify primary, secondary and tertiary health and social care services.	Identify health and social care services that are available for children and young people, older adults, and people with specific needs.	Identify health and social care services that meet some of the needs of individuals in a given scenario.	Identify an expected life event that could have a positive impact and one that could have a negative impact on an individual's health and wellbeing.	Identify an unexpected life event that could have a positive impact and one that could have a negative impact on an individual's health and wellbeing.	Identify one factor that could positively impact AND one factors that could negatively impact on an individual's, physical, social and emotional wellbeing.	Interpret pulse rate, blood pressure, peak flow and BMI data to identify factors that could impact on an individual's physical health.
Level 1 Merit	Outline how primary, secondary and tertiary health and social care services can meet the needs of individuals.	Outline how health and social care services can meet the needs of children and young people, older adults, and people with specific needs.	Outline ways in which health and social care services meet the needs of individuals in a given scenario	Identify more than one expected life event that could have a positive impact and more than one that could have a negative impact on an individual's health and wellbeing.	Identify more than one unexpected life event that could have a positive impact and more than one that could have a negative impact on an individual's health and wellbeing.	Identify more than one factor that could positively impact AND more than one factor that could negatively impact on an individual's physical, social and emotional wellbeing.	Interpret pulse rate, blood pressure, peak flow and BMI data to outline factors that could impact on an individual's physical health.
Level 2 Pass	Explain how primary, secondary and tertiary health and social care services can meet the needs of individuals.	Explain how health and social care services can meet the needs of children and young people, older adults, and people with specific needs.	Explain how health and social care services meet the needs of individuals in a given scenario.	Outline expected life events that could have a positive impact and those that could have a negative impact on an individual's health and wellbeing.	Outline unexpected life events that could have a positive impact and those that could have a negative impact on an individual's health and wellbeing.	Outline factors that could positively impact AND factors that could negatively impact on an individual's physical, social and emotional wellbeing.	Interpret pulse rate, blood pressure, peak flow and BMI data to describe factors that could impact on an individual's physical health.
Level 2 Merit	Analyse the extent to which primary, secondary and tertiary health and social care services can meet the needs of individuals.	Analyse the extent to which health and social care services can meet the needs of children and young people, older adults, and people with specific needs.	Analyse the extent to which health and social care service meet the needs of individuals in a given scenario.	Describe expected life events that could have a positive impact and those that could have a negative impact on an individual's health and wellbeing.	Describe unexpected life events that could have a positive impact and those that could have a negative impact on an individual's health and wellbeing.	Describe factors that could positively impact AND negatively impact on an individual's physical, social and emotional wellbeing.	Interpret pulse rate, blood pressure, peak flow and BMI data to explain factors that could impact on an individual's physical health.
Level 2 Distinction	Assess the suitability of primary, secondary and tertiary for a range of individuals.	Assess the suitability of health and social care services in meeting the needs of children and young people, older adults, and people with specific needs.	Assess the suitability of health and social care services for individuals in a given scenario.	Explain expected life events that could have a positive impact and those that could have a negative impact on an individual's health and wellbeing.	Explain unexpected life events that could have a positive impact and those that could have a negative impact on an individual's health and wellbeing.	Explain factors that could positively impact AND factors that could negatively impact on an individual's physical, social and emotional wellbeing.	Interpret pulse rate, blood pressure, peak flow and BMI data to explain clearly, and in detail, factors that could impact on an individual's physical health.

	2 hours	2 hours	2 hours	1 hours	3 hours	2 hours
Topic	EXAM Outcome Point 8: Interpreting lifestyle data.	Assessment Practice B: EXAM outcome points 7 & 8 (assessment plus intervention)	EXAM Outcome Point 9: Setting targets to improve health and wellbeing.	EXAM Outcome Point 10: Sources of support.	Exam Outcome Point 11: Barriers to accessing support	Assessment Practice C: EXAM outcome points 9, 10 & 11 (assessment plus intervention)
Level 1 Pass	Interpret lifestyle data to identify factors that could impact on an individual's physical health.	Interpret data from health indicators to identify factors that could impact on a specific individual's physical health.	Identify one short-term and one long-term target for improving health and wellbeing.	Identify one source of formal and one source of informal support for individuals who are trying to improve their health and wellbeing.	Identify at least one barrier to health improvements.	Design a simple health and wellbeing improvement plan, identifying health improvement targets, sources of support and potential barriers for a specified individual.
Level 1 Merit	Interpret lifestyle data to outline factors that could impact on an individual's physical health.	Interpret data from health indicators to outline factors that could impact on a specific individual's physical health.	Outline one short-term and one long-term target for improving health and wellbeing. These targets must be SMART.	Outline sources of both formal and informal support for individuals who are trying to improve their health and wellbeing.	Outline barriers to health improvements.	Design a simple health and wellbeing improvement plan, outlining health improvement targets, sources of support and potential barriers for a specified individual.
Level 2 Pass	Interpret lifestyle data to describe factors that could impact on an individual's physical health.	Interpret data from health indicators to describe factors that could impact on a specific individual's physical health.	Plan SMART short-term and long-term targets for improving health and wellbeing, describing the impact of each of the given targets.	Describe a range of sources of both formal and informal support for individuals who are trying to improve their health and wellbeing.	Describe a range of barriers to health improvements, suggesting ways they might be overcome.	Design a health and wellbeing improvement plan, describing health improvement targets, sources of support and potential barriers for a specified individual, making suggestions for how these barriers might be overcome.
Level 2 Merit	Interpret lifestyle data to explain factors that could impact on an individual's physical health.	Interpret data from health indicators to explain factors that could impact on a specific individual's physical health.	Plan SMART short-term and long-term targets for improving health and wellbeing, explaining the impact of each of the given targets.	Explain the impact of both formal and informal support on individuals who are trying to improve their health and wellbeing.	Explain why barriers can prevent health improvement and suggest ways to overcome these barriers.	Design a health and wellbeing improvement plan, explaining health improvement targets clearly linked to the individual's needs and wishes, sources of support and potential barriers for a specified individual, making suggestions for how these barriers might be overcome.
Level 2 Distinction	Interpret lifestyle data to explain clearly, and in detail, factors that could impact on an individual's physical health.	Interpret data from health indicators to explain clearly, and in detail, factors that could impact on a specific individual's physical health.	Plan SMART short-term and long-term targets for improving health and wellbeing, justifying each target.	Justify the most suitable sources of both formal and informal support for individuals who are trying to improve their health and wellbeing.	Assess barriers that can prevent health improvement, justifying ways that these barriers could be overcome.	Design a health and wellbeing improvement plan with specific and realistic targets and sources of support for improving health, providing a clear and convincing justification for the plan, describing potential barriers and making realistic suggestions for how these might be overcome.

Year 11 Curriculum Plan – 24 hours (Summer Term)

	2 hours	2 hours	1 hours	3 hours
Topic	Outcome Point 6: Effective communication in health and social care	Outcome Point 7: Empowering individuals and promoting independence.	Outcome point 8: Anti-discriminatory practice.	Coursework assessment: outcome point 5, 6, 7 & 8
Level 1 Pass	Identify ways to be effective when communicating with service users in health and social care settings.	Identify ways to empower individuals and promote their independence when working with service users in health and social care settings.	Identify ways to promote anti-discriminatory practice when working with individuals in health and social care settings.	Demonstrate some care values in a health or social care context.
Level 1 Merit	Outline ways to be effective when communicating with service users in health and social care settings.	Outline ways to empower individuals and promote their independence when working with service users in health and social care settings.	Outline ways to promote anti-discriminatory practice when working with service users in health and social care settings.	Demonstrate all of the care values in a health or social care context.
Level 2 Pass	Describe how to be effective when communicating with service users in health and social care settings.	Describe how to empower individuals and promote their independence when working with service users in health and social care settings.	Describe how to promote anti-discriminatory practice when working with service users in health and social care settings.	Demonstrate the care values independently in a health or social care context.
Level 2 Merit	Explain ways to communicate effectively with service users in health and social care, suggesting ways that the service user might be impacted if we don't uphold this care value.	Explain ways to empower individuals and promote their independence when working with service users in health and social care, suggesting ways that the service user might be impacted if we don't uphold this care value.	Explain ways to promote anti-discriminatory practice when working with service users in health and social care, suggesting ways that the service user might be impacted if we don't uphold this care value.	
Level 2 Distinction	Assess the impact of effective and ineffective communication with service users when working in health and social care settings.	Assess the impact of both empowerment and disempowerment along with the effective and ineffective promotion of independence when working with service users in health and social care settings.	Assess the impact of effective and ineffective promotion of anti-discriminatory practice with service users when working in health and social care settings.	

	3 hours	3 hours	2 hours	2 hours	3 hours	2 hours
Topic	EXAM revision, practice and intervention.	Exam revision, practice and intervention.	Outcome Point 3: Physical, sensory, social and language barriers to accessing health and social care.	Outcome Point 4: Geographical, intellectual, resource and financial barriers to accessing health and social care.	Coursework assessment: Outcome Point 3 & 4	Outcome Point 5: Care Values in Health and Social Care
Level 1 Pass	Identify factors that affect health and wellbeing, interpret health indicators and suggest targets for improving health and wellbeing.	Identify factors that affect health and wellbeing, interpret health indicators and suggest targets for improving health and wellbeing.	Identify physical, sensory, social and language barriers to accessing health and social care services.	Identify geographical, intellectual, resource and financial barriers to accessing health and social care services.	Identify barriers that might prevent individuals accessing health and social care services.	Identify ways to show respect, maintain confidentiality, preserve dignity. Safeguard and maintain duty of care when working in health and social care.
Level 1 Merit	Outline factors that affect health and wellbeing, interpret health indicators and outline health improvement targets, sources of support and potential barriers.	Outline factors that affect health and wellbeing, interpret health indicators and outline health improvement targets, sources of support and potential barriers.	Outline physical, sensory, social and language barriers to accessing health and social care services.	Outline geographical, intellectual, resource and financial barriers to accessing health and social care services.	Outline barriers that would affect the use of one health or social care service for an individual in a given scenario.	Outline ways to show respect, maintain confidentiality, preserve dignity, safeguard and maintain duty of care when working with service users in health and social care.
Level 2 Pass	Outline factors that affect health and wellbeing, interpret health indicators and create a health improvement plan, sources of support and potential barriers, suggesting how these barriers might be overcome.	Outline factors that affect health and wellbeing, interpret health indicators and create a health improvement plan, sources of support and potential barriers, suggesting how these barriers might be overcome.	Explain how physical, sensory, social and language barriers can prevent access to health and social care services.	Explain how geographical, intellectual, resource and financial barriers can prevent access to health and social care services.	Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.	Describe how to show respect, maintain confidentiality, preserve dignity, safeguard and maintain a duty of care when working with service users in health and social care settings.
Level 2 Merit	Explain factors that affect health and wellbeing, interpret health indicators and create a health improvement plan that takes into account the individual's needs and wishes, describing sources of support and potential barriers, suggesting how these barriers might be overcome.	Explain factors that affect health and wellbeing, interpret health indicators and create a health improvement plan that takes into account the individual's needs and wishes, describing sources of support and potential barriers, suggesting how these barriers might be overcome.	Explain how physical, sensory, social and language barriers can prevent access to health and social care services, suggesting how some of these barriers can be overcome.	Explain how geographical, intellectual, resource and financial barriers can prevent access to health and social care services, suggesting how some of these barriers can be overcome.	Explain how barriers for one health and social care service can be overcome.	Explain ways to show respect, maintain confidentiality, preserve dignity, safeguard and maintain duty of care when working with service users in health and social care, suggesting ways that the service user might be impacted if we don't uphold these care values.

<p>Level 2 Distinction</p>	<p>Explain factors that affect health and wellbeing, interpret health indicators and create a health improvement plan with specific and realistic targets that are clearly justified, describing sources of support, potential barriers and realistic suggestions for how to overcome these barriers.</p>	<p>Explain factors that affect health and wellbeing, interpret health indicators and create a health improvement plan with specific and realistic targets that are clearly justified, describing sources of support, potential barriers and realistic suggestions for how to overcome these barriers.</p>	<p>Explain how physical, sensory, social and language barriers can prevent access to health and social care services, making justified suggestions to how some of these barriers can be overcome.</p>	<p>Explain how geographical, intellectual, resource and financial barriers can prevent access to health and social care services, making justified suggestions to how some of these barriers can be overcome.</p>	<p>Make justified and realistic suggestions for how barriers for one service can be overcome.</p>	<p>Assess the impact of effective and ineffective application of the care values.</p>
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Year 11 Curriculum Plan – 6 hours (Summer Term – before start of GCSEs)

	6 hours
Topic	Coursework Assessment: Outcome Points 5, 6, 7 & 8
Level 1 Pass	Summarise briefly key points from teacher feedback of the practical task. Catch-up and revision for exam re-sit (if required).
Level 1 Merit	Outline positive aspects of own demonstration of care values and respond to feedback. Catch-up and revision for exam re-sit (if required).
Level 2 Pass	Describe positive and negative aspects of own demonstration of the care values and comment on aspects of feedback. Catch-up and revision for exam re-sit (if required).
Level 2 Merit	Make suggestions for improvements of own application of the care values that incorporate feedback. Catch-up and revision for exam re-sit (if required)
Level 2 Distinction	Make justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback. Catch-up and revision for exam re-sit (if required).