

Key stage 4 – Year 10	
Course title:	Level 1/Level 2 Cambridge National in Health and Social Care
Exam board:	OCR
Specification code:	J835
	Unit R033 Supporting individuals through life events
	OCR-set assignment
	60 marks
	Centre-assessed and OCR moderated
Summer 2 to Spring 2 (June – March/April)	<p>Students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.</p> <p>Task 1: Growth and development through a life stage (Topic area 1 is assessed in this task) <i>Students will describe the milestones of growth and development that an individual has experienced in the life stage outlined in the set assignment, using PIES (physical, intellectual, emotional and social). For the same life stage, students will also explain how the growth and development of the individual has been affected by factors outlined in the set assignment. This is worth 15 marks.</i></p> <p>Task 2a: Impact of life events on individuals (Topic area 2 is assessed in this task) <i>Students need to speak to an individual who has experienced two life events and is willing to talk to them about their experience. The individual must be someone that they can interview, and students then produce a report about the impact of these life events on their chosen individual. Students need to describe two life events that the individual experienced, including the life stage(s) when they happened. They also need to explain the impacts of one of these life events on their chosen individual at the time it occurred and then explain the needs of the individual, based on the impacts identified. This is worth 24 marks.</i></p> <p>Task 2b: Research and recommend support to meet individual needs (Topic area 3 is assessed in this task) <i>Students will research and recommend personalised support to meet the needs of the individual which they explained as part of Task 2a. They will produce a report that provides information about the support that could meet their needs, considering formal, informal and charities as sources. Students also need to recommend support by justifying their choices, including how practitioners/care givers will support and meet the individual's needs. They will also explain how they have applied person-centred values when recommending this support. This is worth 21 marks.</i></p>

<p>Spring 2 to Summer 1 (March/April to June)</p>	<p style="text-align: center;">Unit R035 Health promotion campaigns (preparation tasks)</p> <p style="text-align: center;">OCR-set assignment</p> <p style="text-align: center;">60 marks</p> <p style="text-align: center;">Centre-assessed and OCR moderated</p>
	<p>Students will complete a series of tasks in preparation for their health promotion campaign unit that will be released after May half-term. Students will research current public health challenges as listed in the specification to gather information on why these issues are a concern in the UK. Students will also have the opportunity to investigate different methods that could be used to promote public health issues. Students will learn about why a healthy society is important and consider factors that could influence health and wellbeing of individuals.</p> <p>Students will collate their research and save this ready for the release of the set assignment on the 1st of June. They will start the coursework tasks for this unit in Year 11.</p>

Key stage 4 – Year 11	
Course title:	Level 1/Level 2 Cambridge National in Health and Social Care
Exam board:	OCR
Specification code:	J835
Summer 2 (June – December)	<p style="text-align: center;">Unit</p> <p style="text-align: center;">R035 Health promotion campaigns</p> <p style="text-align: center;">OCR-set assignment</p> <p style="text-align: center;">60 marks</p> <p style="text-align: center;">Centre-assessed and OCR moderated</p> <p>Students will research current public health challenge based on the set assignment released in June. They will plan, deliver, and review a health promotion campaign in the local area to encourage individuals or groups of people to lead a healthier lifestyle.</p> <p>Task 1a: Choose a public health challenge. (Topic area 1 is assessed in this task) <i>Students to choose one of the two public health challenges outlined in the set assignment. Explain why they have chosen the challenge and why it is important for society to address this.</i></p> <p>Task 1b: Choose your health promotion campaign. (Topic areas 1 and 2 are assessed in this task) <i>Produce information on the health promotion campaign you propose to deliver. Use the public health challenge chosen in Task 1a. Explain who the target audience is, explanation of the factors that could influence their health and wellbeing, an explanation of the barriers to leading a healthy lifestyle, an explanation of the benefits of following the advice of the health promotion campaign.</i></p> <p>Task 2: Plan your health promotion campaign (Topic area 3 is assessed in this task) <i>Produce a plan for the health promotion campaign. Include the aims, timescales, resources needed, safety considerations, communication, methods to be used to engage the target audience, and feedback.</i></p> <p>Task 3: Deliver your health promotion campaign (Topic area 4 is assessed in this task) <i>Deliver the health promotion campaign that you have planned. Introduce the health promotion campaign, deliver the health promotion campaign, collect feedback from your audience, use appropriate communication skills.</i></p> <p>Task 4: Evaluate your own performance (Topic area 4 is assessed in this task) <i>Evaluate your performance when you delivered your health promotion campaign. Use feedback and self-reflection, to evaluate your own performance considering strengths and weaknesses of your planning, your communication skills, how you</i></p>

	<p><i>engaged individual. Also, to include suggestions for improvements what you would do differently and why.</i></p>
<p style="text-align: center;">Unit</p> <p style="text-align: center;">Unit R032: Principles of care in health and social care settings</p> <p>This unit is assessed by an exam. The exam is 1 hour and 15 minutes and has 70 marks in total.</p> <p>The exam will have 6 compulsory questions.</p> <p>Three questions will be set with a situation or scenario.</p> <p>There will always be up to two 6 mark extended response questions that will require students to provide an extended answer when showing their knowledge and understanding.</p> <p>There will always be one 8 mark extended response question which will assess Performance Objective 3. Responses will need to include discussion or evaluation. The question topic may be drawn from any relevant aspect of the unit teaching content.</p>	
<p>Spring 1 – Summer 1 (January – May)</p>	<p>Topic area 1: The rights of service users in health and social care settings</p> <p><i>1.1 Types of care</i></p> <p><i>1.2 The rights of service users</i></p> <p><i>1.3 The benefits to service users’ health and wellbeing when their rights are maintained</i></p> <p>Topic area 2: Person-centred values</p> <p><i>2.1 Person-centred values and how they are applied by service users</i></p> <p><i>2.2 Benefits of applying the person-centred values</i></p> <p><i>2.3 Effects on service users’ health and wellbeing if person-centred values are not applied</i></p> <p>Topic area 3: Effective communication in health and social care settings</p> <p><i>3.1 The importance of verbal communication skills in health and social care settings</i></p> <p><i>3.2 The importance of non-verbal communication skills in health and social care settings</i></p> <p><i>3.3 The importance of active listening in health and social care settings</i></p> <p><i>3.4 The importance of special methods of communication in health and social care settings</i></p> <p><i>3.5 The importance of effective communication in health and social care settings</i></p> <p>Topic area 4: Protecting service users and service providers in health and social care settings</p> <p><i>4.1 Safeguarding</i></p> <p><i>4.2 Infection prevention</i></p> <p><i>4.3 Safety procedures and measures</i></p> <p><i>4.4 How security measures protect service users and staff</i></p>