

Year 13: BTEC Level 3 National Extended Certificate in Computing

Unit	Title	Exam or Internal Assessment
4	Anatomy and physiology for health and social care	Exam
13	Sexual health, reproduction and early development stages	Internal Coursework Assessment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Unit 4 Malfunctions and their impact on individuals – Cardiovascular, Respiratory and Digestives Systems</p> <p>Foci: Recall and application, developing exam technique</p>	<p>Unit 4 Malfunctions and their impact on individuals – Musculoskeletal, Control & Regulatory Systems and Ear & Eye</p> <p>Foci: Recall and application, developing exam technique</p>	<p>Unit 13 Sexual health and contraception/ Importance of pre-natal health and the process of conception</p> <p>Foci: Analysis of approaches to sexual health and evaluation of effectiveness of legislation</p>	<p>Unit 13 Factors which could affect health in pregnancy and the success of the birth/ Stages of pregnancy and birth and the post-natal care of the mother</p> <p>Foci: Using knowledge to assess of the importance of post-natal care</p>	<p>Unit 13 Care and development of the baby in the first year of life</p> <p>Foci: Analysis of how services can impact the first year of life</p>	
Assessments	<p>Unit 2 End of Topic Test for LO1-LO3</p>	<p>Unit 2 End of Topic Test for LO4-LO6 Mock Exam Papers</p>	<p>Unit 13 coursework assignments</p>	<p>Unit 13 coursework assignments</p>	<p>Submit Unit 24 & 13 to exam board for moderation</p>	
Building on Prior Learning	<p>Substantive Knowledge - Students will continue to build of their prior learning from Level 2 (year 10/11), delving further into world of health and social care and the variety of different settings. Students will draw upon and continue to build on their knowledge of Body Systems (Health and Social care) and Reproduction/sexual health (Child Development).</p> <p>Disciplinary/procedural Knowledge - Building on from their prior learning in Year 10 and 11, students will continue to become more sophisticated in their ability to analyse and evaluate key concepts, their application to health and social care settings and scenarios and impact on service users.</p>					
Cultural Capital	<p>There is cultural capital in abundance in this programme of study: In all aspects of the course students are required to apply theory to real world examples in a range of different health and social care settings. In order to embed this into students' normal mode of working in the subject they are shown various clips from different health and social care documentaries for example: Ambulance and 999 What's your emergency. This enables students to see how different service providers and practitioner apply different theoretical concepts in practice.</p>					
Mastery	<p>In terms of mastery upon completion of Unit 4, at the end of Autumn 2, students will be able to through expert modelling and scaffolding, be able to confidently identify the key structures and functions of key body systems. Students will be able to analyse why malfunctions with these systems happen and how they can be diagnosed and treated. By the end of Summer 1, students will be able to analyse the approaches taken to promote sexual health and evaluate the effectiveness of legislation that protects against unlawful and harmful intercourse. Students will confidently be able to assess ways an individual can ensure healthy conception takes place and the importance of post-natal care of a mother. Finally, students will be able to explain the development of a baby in its first year of life and confidently analyse ways in which health and social care services can influence care and development.</p>					
Development of Character	<p>A wide range of virtues are covered through the teaching of Health and Social Care: The course is centred around the ability to apply theory to real world examples and evaluate or analyse the impact this has on service users, therefore students spend a lot of time trying to understand how different actions can impact feel in different ways, which in turn helps instil character virtues such as respect, tolerance, empathy, patience, understanding and willingness.</p>					
Extra-Curricular opportunities	<p>Outside of School: NHS Careers Workshop, Applied Healthcare workshop at the UCB</p>					
Metacognitive Learning	<p>Students will initially be shown how to approach the competition of their coursework/exam questions and what the application of theory should look like, thorough modelling. Students will be given support and guidance at the start of each unit to help them develop the structure and formatting of their coursework/exam questions. As the units progresses there will be a gradual reduction of scaffolding/assistance in order to develop independence and resilience. Student's will be guided both through teacher/peer feedback to both respond to and set their own targets to help further their progress.</p>					

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