

Assessment Criteria

Assessment Criteria Examined Units

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Grade descriptors Examined unit	Level 3 Pass	Level 3 Distinction
Unit 1: Human Lifespan Development Taught in Year 12 Parallel to Unit 14- linear Homework bi-weekly	Learners are able to explore familiar applications of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. Learners can use research with relevance to given situations related to human development theories/models and factors affecting human growth and development. They can select and organise information using appropriate knowledge and concepts about theories/models in relation to human development, factors affecting human growth and development and effects of ageing.	Learners are able to articulate arguments and views concisely and professionally to justify and evaluate physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. They are able to use detailed analysis and research to make recommendations related to human development theories/models and factors affecting human growth and development. They can draw on knowledge and understanding of theories/models in relation to human development.
Unit 2: Working in Health and Social Care Taught in Year 13 Parallel to Unit 5- linear Homework bi-weekly	Learners demonstrate knowledge and understanding of the roles and responsibilities of the people who work in health and social care settings in context. They also understand how organisations in the wider context impact on employee practices. Learners understand the influence of codes of practice on how employees undertake activities, and how and why the work of people in health and social care settings needs to be monitored. Learners can make judgements on the effectiveness of practices on service users, and can propose and justify recommendations for delivering services in context, based on health and social care concepts and principles.	Learners demonstrate a thorough understanding of the roles and responsibilities of people who work in health and social care settings and the influence of organisations, in context. They can justify recommendations related to an employee's specific responsibilities, or multidisciplinary activities, but understand the organisational context in which those employees and teams operate. They can evaluate the impact and effectiveness of services in meeting the needs of different service users, and how monitoring and codes of practice impact on the work of employees within health and social care settings. Learners can analyse service user requirements in context and provide justified recommendations for service delivery for a variety of different

Assessment Criteria C

Pass	Merit	Distinction
Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals		
A.P1 Explain the importance of promoting equality and diversity for individuals with different needs.	A.M1 Analyse the impact of preventing discrimination for individuals with different needs.	
A.P2 Explain the skills and personal attributes necessary for professionals who care for individuals with different needs.	A.M2 Assess different methods professionals might use when building relationships and establishing trust with individuals with needs.	
Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs		
B.P3 Explain how to incorporate ethical principles into the provision of support for individuals with different needs.	B.M3 Analyse how an ethical approach to providing support would benefit specific individuals with different needs.	A.D1 Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.
Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges		BC.D2 Justify the strategies and techniques used to overcome ethical issues and challenges experienced by individuals with different needs when planning and providing care.
C.P4 Explain the strategies and communication techniques used with individuals different needs to overcome different challenges.	C.M4 Assess the strategies and communication techniques used to overcome different challenges faced by individuals with different care and support needs.	
C.P5 Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs.		
Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs		D.D3 Justify how organisations and professionals work together to meet individual needs while managing information and maintaining confidentiality.
D.P6 Explain why meeting the needs of the individuals requires the involvement of different agencies.	D.M5 Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs.	D.D4 Evaluate how multi-agency and multidisciplinary working can meet the care and support needs of specific individuals.
D.P7 Explain the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of specific individuals.		
D.P8 Explain the arrangements for managing information between professionals.		

UNIT 5: MEETING INDIVIDUAL CARE AND SUPPORT NEEDS

Taught in Year 13 or alternatively

Year 12.

Parallel to Unit 2- Linear

Homework bi-weekly

UNIT 14: PHYSIOLOGICAL DISORDERS

Taught in Year 13 or alternatively Year 12 depending on the year.

Parallel to Unit 5- Linear

Homework bi-weekly

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Investigate the causes and effects of physiological disorders	A1 Types of physiological disorders and effects on body systems and functions A2 Causes of physiological disorders A3 Signs and symptoms of physiological disorders	A report on the impact of two different physiological disorders on the health and wellbeing of service users, and the potential benefits of different investigations and treatment options for service users diagnosed with physiological disorders.
B Examine the investigation and diagnosis of physiological disorders	B1 Investigative procedures for physiological disorders B2 Diagnostic procedures for physiological disorders	
C Examine treatment and support for service users with physiological disorders	C1 Provision of treatment and support C2 Types of carers and care settings	
D Develop a treatment plan for service users with physiological disorders to meet their needs	D1 Care methods and strategies D2 Treatment planning processes	Treatment plan to meet the needs of a selected service user with a physiological disorder.

Homework

In year 12:

Unit 1 and Unit 14 will be taught by two different teachers, students will have 9 lessons over two weeks, and divided into a 4/5 split. Homework will be set Bi weekly for each unit, meaning students will be handing in work every week.

For Unit 14 students will be at first submitting homework on the taught content of the course with tasks related to Physiological disorders within the course booklet, then by submitting Learning Aims and draft pieces of work.

For Unit 1, homework will be made up of short questions, scenario and essay based homework relating to the exam content, cumulating in revision and completion of past papers and timed exam.

In year 13:

Unit 5 and Unit 2 will be taught by two teachers, students will have 9 lessons over two weeks, and divided into a 4/5 split. Homework will be set Bi weekly for each unit, meaning students will be handing in work every week.

For Unit 5, students will be at first submitting homework on the taught content of the course with tasks related to the care and support needs of individuals, by submitting Learning Aims and draft pieces of work.

For Unit 2, homework will be made up of short questions, scenario and essay-based homework relating to the exam content, cumulating in revision and completion of past papers and timed exam.

We have a two-year rolling programme, where the same coursework will be taught to both Year 12 and Year 13, this will then alternate the following year. E.g 2022-2023 coursework taught was Unit 14, 2023-2024 coursework taught was Unit 5, 2024-2025 course taught Unit 14.