



Woodkirk Academy

Health and Social Care



How we Identify MAA

Those with high ability or potential in Health and Social Care are identified by the staff who teach them, liaising with other Health and Social Care teaching staff and through analysing the work that they carry out throughout the year. These More Academically Able (**MAA**) students may easily grasp the concepts that they study, are able to apply these concepts thoughtfully to real-life situations, set high standards for their work and are able to work independently.

How we identify UA

Skills

High ability in Health and Social Care can take time to emerge because the nature of the subject can often require maturity and experience. However, even younger students can display a marked interest and enthusiasm for Health and Social Care that will develop into high performance as they mature over the course of the subject.

Key Stage 4

The skills learnt in studying Health and Social Care will aid progression to further study and prepare learners to enter the workplace in due course. This qualification provides learners with a taste of what the health and social care sector is like, enabling them to make informed choices about their future career. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or an apprenticeship. Learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, learners are required to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.

Key Stage 5

Health and Social Care gives learners the knowledge, understanding and skills that they need to prepare for employment and consequently act as a robust introduction to both health and social care sectors. This course prepares them for employment in the sectors or for higher education. They will also take part in work experience where they will learn invaluable skills for when they enter a workplace environment. These opportunities will aid career choices and potentially attract learners into the sectors. Alongside this, health and social care provides robust opportunities for learners to gain knowledge and understanding of a wide range of subject areas relating to health and social care. A key feature is also the opportunity throughout the duration of the programme for them to produce a personal and professional development portfolio which will prove to be a valuable tool for their chosen pathway after Key Stage 5.

Strategies for Success

Upper Ability (UA) students in health and social care will be stretched and challenged using a variety of tasks such as:

- 'Super-learner' / 'Mastery Zone' tasks that will require students to reflect, enquire, empathise, assess or evaluate in depth. Ensure that these tasks are being completed.
- Buddying up and peer teaching to explain difficult concepts to other students. This will allow students to cement their knowledge and also develop their communication and leadership skills.
- 'Responding in red' to the teachers' feedback is crucial to success in Health and Social Care and deepening knowledge at the same time.

Challenges for UA in Health and Social Care and how to overcome these

Challenge	Overcome
Writing sufficient details in extended writing pieces to enable student to access higher mark band.	See exemplar material of what an A*/Distinction answer looks like. This can be provided by the teacher. Also, make sure that effective 'responding in red' is completed on feedback for coursework and exam questions.
Developing application and evaluation skills	Underline key words and new contexts then brainstorm what you know about each to find a link.
Applying knowledge to real life scenarios.	Speak to someone with experience! Also, watching specialist documentaries can really put knowledge into perspective. For example 'Dementiaville' on Channel 4 to apply knowledge of later adulthood into examples.
Not giving up when faced with coursework tasks and deadlines. No 'I can't do this' attitude!	Ensure that you speak to your teacher to make them aware that you may be struggling with the work load. We are here to help!

How can Parents help?

Key Stage 4: BTEC

Sample Assessment Material (Unit 1 – including mark schemes)

http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/9781446907887_BTEC_L12_ACECD_HSC_SAMS_WEB.pdf

If possible, we recommend that you purchase the textbook:

BTEC First in Health and Social Care Student Book

ISBN: 978 1 446901 35 9

Key Stage 4: GCSE

Sample Assessment Material (Unit 1 – including mark schemes)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/health-and-social-care-2009.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>

Key Stage 5 BTEC

If possible, we recommend that you purchase the textbooks:

BTEC Level 3 National Health and Social Care: Student Book 1

ISBN: 978-1846907463

BTEC Level 3 National Health and Social Care: Student Book 2

ISBN: 978-1846907470

Additionally, you should;

- Encourage students to come to support after school in either Y28 or L2L.
- Check planners and speaking to the students about their work and to ensure students are up to date with their deadlines.
- Discuss and debate health and social care issues from the news.
- Watch relevant TV documentaries together.