

## OCR Cambridge Nationals Level 2 Health and Social Care Curriculum Overview

<b>KS4/Year 10</b>
<b>Course title: Cambridge National Level 2 Health and Social Care</b>
<b>Exam board: OCR</b>
<b>Specification code: J835</b>
<b>R033 – Supporting individuals through life events</b>
<p><b><u>Justification for sequential planning:</u></b></p> <p>This is the first topic area that is taught in the OCR Health &amp; Social Care programme. The reasons are as follows:</p> <ul style="list-style-type: none"><li>• It is a mandatory coursework (NEA) unit.</li><li>• The content within the unit has synoptic links to the examined unit, which is completed in Year 11.</li><li>• The examined unit (R032) must be taken as a terminal assessment – all NEA units have to be submitted before or in the same series as the final exam.</li><li>• Students complete two NEA units – as this is the mandatory unit, it is delivered at this stage to ensure that students have a resubmission opportunity before the terminal assessment.</li></ul>
<b>Learning Outcome 1</b>
<b><i>Sequence of Curriculum Learning Outcome 1</i></b>
<i>To introduce and begin the unit, students must learn about the different life stages that an individual moves through during their life, and how we physically, intellectually, emotionally and socially develop. Students must gain a foundation understanding of growth and development before studying later content relating to factors affecting development and sources of support.</i>

<p><b>Term 1 (June-July)</b></p> <p><b>R033 – Topic Area 1 (Life Stages)</b></p> <p>1.1. Life stages and development</p> <p><i>(Life stages and key milestones of growth and development and PIES development across the life stages)</i></p>	<p>In this section, it is expected that students will develop their knowledge and understanding of the life stages and areas of development. At the end of the topic, students will <b>know</b> the following:</p> <ul style="list-style-type: none"> <li>• The four life stages of an individual.</li> <li>• The four key areas of growth and development (PIES).</li> <li>• A definition of what is meant by growth and development.</li> <li>• Examples of the milestones experienced across the life stages.</li> <li>• Changes to individuals (linked to PIES) that are experienced across the life stages.</li> </ul>	<p>At the end of this section, it will be an expectation that students will <b>show</b> the following within their written coursework based on the OCR set assignment:</p> <ul style="list-style-type: none"> <li>• A key understanding of the definitions of milestones, and growth and development.</li> <li>• A key understanding of the definition of each area of development (PIES), with a particular focus on key vocabulary/examples of types of development.</li> <li>• An ability to apply examples of milestones to a specific life stage as highlighted in the set assignment.</li> <li>• An ability to apply their knowledge and understanding of the areas of development (PIES) to an individual in a specific life stage, as outlined in the set assignment.</li> </ul> <p><i>This will be evidenced through a written piece of work as part of Task 1 of the OCR set assignment.</i></p>
<p><b>Sequence of curriculum 1.1 to 1.2</b></p> <p><i>Throughout 1.1 students learn about the development of individuals through the life stages. As they are learning about milestones and experienced and the changes individuals experience throughout the different life stages, students can then study factors that may impact an individual's growth and development. They may learn about how some individuals develop at different rates and the potential reasons for this.</i></p>		
<p><b>Term 1 (Sept-Oct)</b></p> <p><b>R033 – Topic Area 1 (Life Stages)</b></p> <p>1.1. Life stages and development</p>	<p>In this section, it is expected that students will develop their knowledge and understanding of the factors that affect growth and development across the life stages. At the end of the topic, students will <b>know</b> the following:</p> <ul style="list-style-type: none"> <li>• The six factors that can affect an individual's growth and development.</li> </ul>	<p>At the end of this section, it will be an expectation that students will <b>show</b> the following within their written coursework based on the OCR set assignment:</p> <ul style="list-style-type: none"> <li>• A key understanding of three specific factors as stated in the set assignment.</li> <li>• An ability to apply examples of specific factors to an individual within a specific life stage (as stated in the set assignment).</li> </ul>

<p><i>(Factors affecting growth and development across the life stages)</i></p>	<ul style="list-style-type: none"> <li>• Examples of the different types of factors.</li> <li>• How the examples of factors can affect an individual's growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>• An ability to explain how the growth and development of an individual has been affected by two of each of the specified factors (stated in the set assignment).</li> </ul> <p><i>This will be evidenced through a written piece of work as part of Task 1 of the OCR set assignment.</i></p>
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**Sequence of Curriculum Learning Outcome 1 to Learning Outcome 2**

*As students have now been taught about growth and development at different life stages and factors that may affect this, through the delivery of Learning Outcome 2, we can move to study significant expected and unexpected life events that may again impact on an individual in terms of health, wellbeing, and development. Students should now have a sound understanding of the appropriate PIES vocabulary in terms of discussing the impacts and effects of life events on an individual.*

**Learning Outcome 2**

<p><b>Term 1 (Nov-Dec)</b></p> <p><b>R033 – Topic Area 2 (Impacts of life events)</b></p> <p>2.1. Life events and their impacts on individuals</p> <p><i>(Expected and unexpected life events and the impact that life events have on individuals)</i></p>	<p>In this section, it is expected that students will develop their knowledge and understanding of the types of life events and the impact on individuals. At the end of the topic, students will <b>know</b> the following:</p> <ul style="list-style-type: none"> <li>• Definitions of an expected and unexpected life event.</li> <li>• The three types/categories of life event.</li> <li>• Examples of the different types of life events.</li> <li>• Impacts that life events have on individuals.</li> <li>• A variety of examples of the impacts/effects that different types of life events have on individuals.</li> </ul>	<p>At the end of this section, it will be an expectation that students will <b>show</b> the following within their written coursework based on the OCR set assignment:</p> <ul style="list-style-type: none"> <li>• A key understanding of the different types of life events.</li> <li>• An ability to apply communication skills and knowledge of life events to an interview with an individual.</li> <li>• Evidence of interviewing an individual to find out about life events and the impact this has had on them.</li> <li>• A description of two life events (as stated in the set assignment).</li> <li>• An ability to explain the impacts of one of the life events experienced by a selected individual (as stated in the set assignment).</li> <li>• An ability to explain why some individuals may not experience some of the impacts.</li> <li>• An ability to explain the needs of an individual based on the impacts of the life event.</li> </ul>
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	<ul style="list-style-type: none"> <li>• How to explain the impacts of different life events on PIES with examples.</li> <li>• How to identify an individual's needs based on the impacts of life events.</li> <li>• Examples of identifying an individual's needs based on the impacts of life events.</li> </ul>	<p><i>This will be evidenced through an interview conducted with a chosen individual (notes from the interview and the interview authentication form). It will also be evidenced through a written piece of work as part of Task 2a of the OCR set assignment.</i></p>
<p style="text-align: center;"><b>Sequence of Curriculum Learning Outcome 2 to Learning Outcome 3</b></p> <p><i>Students can now use knowledge of factors and life events impacting on an individual's growth and development and study sources of support and practitioners who may be involved in providing resources and support at both a local and national level.</i></p>		
<p><b>Learning Outcome 3</b></p>		
<p><b>Term 2 (Jan-Feb)</b></p> <p><b>R033 – Topic Area 3 (Sources of support)</b></p> <p>3.1. Sources of support that meet individual needs</p> <p><i>(Sources of support, the roles of practitioners and informal carers in providing support and how they</i></p>	<p>In this section, it is expected that students will develop their knowledge and understanding of the sources of support and how they meet individual needs. At the end of the topic, students will <b>know</b> the following:</p> <ul style="list-style-type: none"> <li>• The three sources of support.</li> <li>• Examples of the sources of support.</li> <li>• What sources of support are available both locally and/or nationally.</li> <li>• Examples of practitioners.</li> <li>• The roles of practitioners in providing support and how they meet individual needs.</li> <li>• How to apply the right source of support to an individual's needs.</li> <li>• Examples of person-centred values.</li> </ul>	<p>At the end of this section, it will be an expectation that students will <b>show</b> the following within their written coursework based on the OCR set assignment:</p> <ul style="list-style-type: none"> <li>• An understanding of what support is available either locally or nationally to meet the needs of the individual from Task 2.</li> <li>• An ability to research sources of support.</li> <li>• An ability to explain different sources of support.</li> <li>• Information about support available for the following sources: formal, informal and charities.</li> <li>• A recommendation of the support available to meet the needs of an individual.</li> <li>• An ability to justify the choices of support available to the individual.</li> <li>• An ability to justify and explain how practitioners/care givers will support and meet the individual's needs.</li> <li>• An ability to apply person-centred values when recommending support.</li> </ul>

<i>meet individual needs)</i>		<i>This will be evidenced through research (via referencing and/or notes as evidence) and a written piece of work (report) as part of Task 2b of the OCR set assignment.</i>
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