



Health and Social Care

GCSE-

Single and Double award

The controlled assessment and exams break down:

- This course is worth up to 2 GCSEs. Most students are studying for the single award (Unit 1 and 2) and some are studying for both (Units 1,2,3 and 4)
- **Unit 1-** exam 40 % of Grade 1
- **Unit 2-** controlled assessment 60% of Grade 1
- **Unit 3-** controlled assessment- 60% of Grade 2
- **Unit 4-** exam- 40% of Grade 2

Revision strategies:

Unit 1- Learn all key words- make flash cards/glossary!

- **1.1-** Create grids for each life stage and 4 areas, PIES to show key developments.
- **1.2-** Draw mind maps/table for the groups of factors and their effects on PIES development.
- **1.3-** Make a list of expected and unexpected events- draw same tables/mind maps, for ways these events affect your PIES.
- **1.4 –** Make Positive/negative tables for ways that different types of relationships can affect you.

Unit 4- Learn all key words, make flash cards/glossary!

- **4.1-** Do same as 1.1, but for key needs at each life stage.
- **4.2-** Write bullet pointed lists of different ways you can apply each care values in range of jobs and for caring for different life stages.
- **4.3-** Draw mind map of self concept and how different groups of factors can affect it.
- **4.4-** Find examples of different types of health promotion that fit the 3 aims.

Revision sessions/ List of useful websites & books:

Revision Sessions:

Useful books:

- Unit 1 and 9 BTEC Revision Guide and Workbook. Revision booklet and textbooks.

Websites:

- <http://www.edexcel.com/quals/gcse/gcse09/hsc/Pages/default.aspx>
- http://www.channel4learning.com/sites/gcsease/health_social/2.html
- http://getrevising.co.uk/resources/subjects/health_and_social_care
- <http://www.educationforum.co.uk/health/gnvq.htm> or for students aiming for top grades, use the A level link-
<http://www.educationforum.co.uk/Health/unit4.htm> or the Open University resources: <http://www.open.edu/openlearn/body-mind>

Command or term	Definition
Explain	<p>Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.</p> <p>For example, 'Explain two possible features of the development of...'. </p>
Identify	<p>Learners indicate the main features or purpose of something, and/or is able to discern and understand facts or qualities.</p> <p>For example, 'Identify the services that might be available to...'. </p>
Justify	<p>Learners give reasons or evidence to support an opinion or prove something right or reasonable.</p> <p>For example, 'Justify how overcoming...'. </p>
Outline	<p>Learners provide a summary or overview or a brief description of something.</p> <p>For example, 'Outline ways in which this might affect their physical health.'</p>
To what extent	<p>Learners show clear details and give reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at).</p> <p>For example, 'To what extent might recent...'. </p>
Which	<p>Learners specify one or more items from a definite set.</p> <p>For example, 'Which body part...'. </p>