

Y11 - 10 week provision plan to maximise achievement (taking into account the new information from the exam boards)

Class teacher: M Newby

Class: 11Hs/C - 1

Week	Lesson content (Knowledge and skills)	HW and Revision	Assessment
1	Completion of Component 2 Assignment work – Ant McP and Bill and Claire (Understand human growth and development... and Investigate how humans deal with life events)	Exam technique focus – from the mark scheme what features/content must a ‘high mark band’ achieving response to a Component 3 question 1 (section A) be? <ul style="list-style-type: none"> - Use of the Component 3 PowerPoint slides 5, 6, 7, 8 and LCO’s revision materials (paper-based, students were given these in January 2022.) 	Assignment to be assessed against the criteria for ‘Component 1 learning aims A and B’.
2	Completion of a ‘slimmed down’ version of C2LAA <ul style="list-style-type: none"> - How a case study character deals with and copes with Alzheimer’s in relation to PIES. - How a case study character deals with and overcomes barriers to named services in relation to living with Alzheimer’s. 	Exam technique focus – from the mark scheme what features/content must a ‘high mark band’ achieving response to a Component 3 question 2 be? <ul style="list-style-type: none"> - Use of the Component 3 PowerPoint slides 9 and 10, 11 and LCO’s revision materials (paper-based, students were given these in January 2022.) 	Assignment to be assessed against the criteria for ‘Component 2 - Learning aim A: Understand the different types of health and social care services and barriers to accessing them. NB – this component has already been teacher assessed.
3	Completion of a ‘slimmed down’ version of C2LAA <ul style="list-style-type: none"> - How a case study character deals with and copes with Alzheimer’s in relation to PIES. How a case study character deals with and overcomes barriers to named services in relation to living with Alzheimer’s.	Exam technique focus – from the mark scheme what features/content must a ‘high mark band’ achieving response to a Component 3 question 3 be? <ul style="list-style-type: none"> - Use of the Component 3 PowerPoint slides 12, 13, 14, 15 and LCO’s revision materials (paper-based, students were given these in January 2022.) 	Assignment to be assessed against the criteria for ‘Component 2 - Learning aim A: Understand the different types of health and social care services and barriers to accessing them. NB – this component has already been teacher assessed.
4	Completion of a ‘slimmed down’ version of C2LAA <ul style="list-style-type: none"> - How a case study character deals with and copes with Alzheimer’s in relation to PIES. How a case study character deals with and overcomes barriers to named services in relation to living with Alzheimer’s.	Exam technique focus – from the mark scheme what features/content must a ‘high mark band’ achieving response to a Component 3 question 4 (section B) be? <ul style="list-style-type: none"> - Use of the Component 3 PowerPoint slides 16 and LCO’s revision materials (paper-based, students were given these in January 2022.) 	Assignment to be assessed against the criteria for ‘Component 2 - Learning aim A: Understand the different types of health and social care services and barriers to accessing them. NB – this component has already been teacher assessed.

5	<p>Completion of a 'slimmed down' version of C2LAA</p> <ul style="list-style-type: none"> - How a case study character deals with and copes with Alzheimer's in relation to PIES. <p>How a case study character deals with and overcomes barriers to named services in relation to living with Alzheimer's.</p>	<p>Exam technique focus – from the mark scheme what features/content must a 'high mark band' achieving response to a Component 3 question 5 be?</p> <p>Use of the Component 3 PowerPoint slides 17, 18 and LCO's revision materials (paper-based, students were given these in January 2022.)</p>	<p>Assignment to be assessed against the criteria for 'Component 2 - Learning aim A: Understand the different types of health and social care services and barriers to accessing them. NB – this component has already been teacher assessed.</p>
6	<p>Completion of a 'slimmed down' version of C2LAB Learning and application of the health and social care 'Care Values' in relation to a case study character</p>	<p>Exam technique focus – from the mark scheme what features/content must a 'high mark band' achieving response to a Component 3 question 6 be?</p> <ul style="list-style-type: none"> - Use of the Component 3 PowerPoint slide 19, 20 and LCO's revision materials (paper-based, students were given these in January 2022.) 	<p>Assignment to be assessed against the criteria for 'Component 2 - Learning aim B: Demonstrate care values and review own practice. NB – this component has already been teacher assessed.</p>
7	<p>Completion of a 'slimmed down' version of C2LAB Learning and application of the health and social care 'Care Values' in relation to a case study character</p>	<p>Focus on knowledge and key terms from the HSC specification, as outlined on LCO's component 3 revision materials.</p>	<p>Assignment to be assessed against the criteria for 'Component 2 - Learning aim B: Demonstrate care values and review own practice. NB – this component has already been teacher assessed.</p>
8	<p>Completion of a 'slimmed down' version of C2LAB Learning and application of the health and social care 'Care Values' in relation to a case study character</p>	<p>Focus on knowledge and key terms from the HSC specification, as outlined on LCO's component 3 revision materials.</p>	<p>Assignment to be assessed against the criteria for 'Component 2 - Learning aim B: Demonstrate care values and review own practice. NB – this component has already been teacher assessed.</p>
9	<p>Best Exam preparation and technique – learning with a focus on acute and chronic illnesses and how they affect us/ consequences of ill health on PIES.</p>	<p>Focus on knowledge and key terms from the HSC specification, as outlined on LCO's component 3 revision materials.</p>	<p>Use of Component 3 past exam papers, marked against the assessment criteria.</p>
10	<p>Best Exam preparation and technique – learning with a focus on acute and chronic illnesses and how they affect us/ consequences of ill health on PIES.</p>	<p>Focus on knowledge and key terms from the HSC specification, as outlined on LCO's component 3 revision materials.</p>	<p>Use of Component 3 past exam papers, marked against the assessment criteria.</p>