

Plan 2

Health & Social Care

Week	Classwork	Homework	Resources
1) 20 th February y	AMU/NGA: LO1/ LO2 ERA challenge - Brief recap of the rights of individuals (choice, confidentiality, protection from abuse and harm, equal and fair treatment and consultation.	Revision and preparation for walking- talking mock <ul style="list-style-type: none"> • Complete a minimum of 5 past questions from Jan 2020 paper, ranging from 2-6 marks on weaker topics areas. Use mark scheme to support if needed Question paper - https://www.ocr.org.uk/Images/622988-question-paper-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf Mark scheme - https://www.ocr.org.uk/Images/622989-mark-scheme-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf	How to revise slides - Revision Strategies.pptx Past papers – the best way to test what you know! Use the mark schemes as a prompt for areas you are struggling with - https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-i801-j811/assessment/ Teams resources: Files – class materials – RO21 revision materials <ul style="list-style-type: none"> - KO's available on Teams - Revision booklet with activities on Teams Exam breakdown - https://www.youtube.com/watch?v=H7jPAfTsPyE

<p>First part of lesson will cover ways to revise and specific techniques that could be used by students to help those struggling with what to do when revising and to offer new ideas to provide variety to revision.</p> <p>Focus on how care workers can support individuals to maintain their rights</p>	<ul style="list-style-type: none"> • Need to be confident in interpreting command words and what they require of you in each question (table below) 	<p>This video goes over key parts of the RO21 paper and exam requirements</p> <p>Kahoot to assess knowledge of revised content - https://create.kahoot.it/details/b0401f99-58a4-4c04-ad20-d8c26376a10d</p> <p>LO1 revision power point - https://www.youtube.com/watch?v=ugp7WHiM9iA</p> <p>LO2 revision power point - https://www.youtube.com/watch?v=ZD9MPGqXDUw</p>
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<p>with exam application.</p> <p>How the early years values of care are applied in settings – use pgs. 38-41 of revision guides</p> <p>Key terms match up activity as plenary - HSC-RO21-Question-Cards[1].pdf</p>		
NED: LO3		Past paper - https://www.ocr.org.uk/Images/530217-

<p>ERA challenge: identify then one sentence summary for each of the key pieces of legislation</p> <p>Teacher led activity explaining impact on service providers for each Act.</p> <p>Student activity explaining impact on practitioners and service users for each Act.</p>		<p>question-paper-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf</p> <p>Mark scheme - https://www.ocr.org.uk/Images/529768-mark-scheme-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf</p> <p>LO3 revision power point - https://www.youtube.com/watch?v=P22IWdDg-HA</p>
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	<p>Live modelling from teacher answering (Q4a/b, section b, June 2018) MS</p>	
<p>2) 27th February</p>	<p>AMU/NGA: walking-talking mock Both classes will complete the same paper. Students to attempt one question at a time, in timed conditions.</p>	<p>June 2019 paper and mark scheme</p> <p>Exam walk-through video (provided for student use after lesson)</p>

<p>Then an opportunity to discuss with a partner and make any amendments. Immediate feedback using mark scheme from teacher – students to annotate and improve using green pen</p>		
<p>NED: LO4 ERA challenge: identify personal hygiene measures and state</p>	<p><u>Legislation Revision</u></p> <ol style="list-style-type: none"> 1. Review your notes on HASAWA and use the HSE link below to add to your notes on this legislation. 2. Complete Question 4a, b, c & d on the 2018 exam paper attached on pages 8 & 9. 	<p>CamNats revision guide pg. 64 onwards</p> <p>Kahoot quiz to test knowledge outside of lesson - https://create.kahoot.it/details/cc8ee793-3f9e-471b-9d09-1d2271c53e0c</p>

<p>ways to apply these</p> <p>Focus on making the general specific. Examiner feedback states student responses are often too vague in this section. Provide students with vague responses to hygiene questions for them to then make specific to achieve marks.</p>	<p>3. Hand in next lesson for marking to NE.</p> <p>https://www.ocr.org.uk/Images/530217-question-paper-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf</p> <p>https://www.ocr.org.uk/Images/529768-mark-scheme-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf</p> <p>https://www.hse.gov.uk/legislation/hswa.htm</p>	<p>LO4 revision power point - https://www.youtube.com/watch?v=-TkDUmh7zcl</p>
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E.g. food hygiene measures: wash hands.

Needs to be wash hands thoroughly using anti-bacterial soap for a minimum of 2 minutes, cleaning under nails to ensure any bacteria has been removed.

Use bounce questioning as plenary – start with basic answer, student to bounce to

someone else to add detail, then again until extended verbal response has been given.



Notes for trial exams:

RO21 Essential Values of Care for Use With Individuals In Care Settings

This question paper consists of two sections, each comprising short answer and extended response questions.

Paper length: 1 hour

Marks available: 60

Question types: Ranging from 1 mark to a maximum of 8 marks

Command words: see table below

Command words for the examined unit

Analyse	Separate or break down information into parts and identify their characteristics or elements. Explain the pros and cons of a topic or argument and make reasoned comments. Explain the impacts of actions using a logical chain of reasoning.
Annotate	Add information, for example, to a table, diagram or graph until it is final. Add all the needed or appropriate parts.
Calculate	Get a numerical answer showing how it has been worked out.
Choose	Select an answer from options given.
Circle	Select an answer from options given.
Compare and contrast	Give an account of the similarities and differences between two or more items or situations.
Complete	Add all the needed or appropriate parts. Add information, for example, to a table, diagram or graph until it is final.
Create	Produce a visual solution to a problem (for example: a mind map, flowchart or visualisation).
Describe	Give an account including all the relevant characteristics, qualities or events. Give a detailed account of.
Discuss	Present, analyse and evaluate relevant points (for example, for/against an argument).
Draw	Produce a picture or diagram.
Evaluate	Make a reasoned qualitative judgement considering different factors and using available knowledge/experience.
Explain	Give reasons for and/or causes of. Use words or phrases such as 'because', 'therefore' or 'this means' in answers.
Fill in	Add all the needed or appropriate parts. Add information, for example, to a table, diagram or graph until it is final.
Identify	Select an answer from options given. Recognise, name or provide factors or features.
Justify	Give good reasons for offering an opinion or reaching a conclusion.
Label	Add information, for example, to a table, diagram or graph until it is final. Add all the necessary or appropriate parts.
Outline	Give a short account, summary or description.
State	Give factors or features.

