

Plan 3

(Subject)

| Week | Classwork | Homework | Resources |
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| 1 13 th March | <p>AMU/NGA: LO1</p> <p>Focus on:</p> <ul style="list-style-type: none"> - Challenging discriminatory behaviour - Complaints procedures - Advocacy <p>Use of revision book for green 'test yourself' questions</p> <p>Revision slides to cover class weaker areas</p> | <p>Application of knowledge with student selected sample practice questions (pg. 91 onwards of revision guide)</p> <p>Students to choose questions in lesson, state in exercise books and take home to complete.</p> | <p>LO1 revision power point - https://www.youtube.com/watch?v=ugp7WHiM9iA</p> <p>New ways to revise - https://www.youtube.com/watch?v=XiqAWcum9OU</p> <p>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/ca</p> |

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| | <p>NED: LO3</p> <p>Focus on:</p> <ul style="list-style-type: none"> - How legislation impacts on people (broken down into service users, care practitioners and service providers). Examples/scenarios could be given for students to sort and expand upon. | | <p>mbridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/</p> <p>Teams resources:</p> <p>Files – class materials – RO21 revision materials</p> <ul style="list-style-type: none"> - KO's available on Teams - Revision booklet with activities on Teams <p>LO3 revision power point - https://www.youtube.com/watch?v=P22lWdDg-HA</p> |
| 2 20 th March | <p>AMU:</p> <p>Could not complete previously planned walking-talking mock due to strike day. This will be covered this week. Complete as HW.</p> | <p>Question paper - https://www.ocr.org.uk/Images/622988-question-paper-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf</p> | <p>LO2 revision power point - https://www.youtube.com/watch?v=ZD9MPGaXDUw</p> |

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| | <p>Question paper - https://www.ocr.org.uk/Images/622988-question-paper-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf</p> <p>Mark scheme - https://www.ocr.org.uk/Images/622989-mark-scheme-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf</p> <p>NGA: LO2</p> <p>Focus on:</p> <ul style="list-style-type: none"> - early years values application: weaker area identified by students. - Reflective practice. Do students know what this | <p>Mark scheme - https://www.ocr.org.uk/Images/622989-mark-scheme-essential-values-of-care-for-use-with-individuals-in-care-settings.pdf</p> | <p>LO4 revision power point - https://www.youtube.com/watch?v=-TkDUmh7zcl</p> |
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| | <p>means? What it involves?</p> <p>Students provided with scenario that requires reflection, need to identify next steps.</p> <p>NED: LO4</p> | | |
| 3 27 th Mar ch | <p>AMU/NGA: Revision that is student led based on question level analysis from mock exams</p> <ul style="list-style-type: none"> - Lowest performing question type/ areas will be key focus. Teacher modelling in aspiration lesson | <p>Create summary of exam tips from revision guide – very useful advice to ensure all marks are achieved with common mistakes to avoid</p> <p>Legislation focus – marks only awarded for naming the full title of the relevant piece of</p> | Revision guide |

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| | <p>NED: Revision that is student led based on question level analysis from mock exams</p> | <p>legislation, include the word <u>Act</u>. Dates not needed.</p> <p>This needs to be practised to ensure all are known in full:</p> <ul style="list-style-type: none"> • Equality Act 2010 • Children Act 2004 • Data Protection Act 1998 • Health and Safety at Work Act 1974 • Mental Health Act 2007 | |
| <p>Easter revision:</p> <p>Choose one key area from each LO that is still a weaker area. Use feedback from mocks and question level analysis document, as well as aspiration lesson.</p> <p>Revision should be active, do not just read. Remember slides that give other revision techniques you could try (in resources section) as well as revision videos</p> | | | <p>How to revise slides - Revision Strategies.pptx</p> <p>Past papers: https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/ </p> |

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| Do not forget the importance of knowing what each command word requires of you to tailor your response – table below | |
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Command words for the examined unit

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| 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. |

