

EPCHS Art and Technology Department: Year 12 Programme of Study

BTEC Level 3 Extended Certificate Health and Social Care

Year/Term	Unit of Work	Intent
Overall		<p>To deliver lessons that increase their knowledge from BTEC Tech Award and further embed the various topic areas with more detail and expansion of knowledge.</p> <p>To explore the factors that affect an individual's growth and development, including an individual's concept of self.</p> <p>To investigate the physical effects of aging and the theories that help to explain psychological changes.</p>
Autumn Term 1	<p style="text-align: center;">Unit one: Human Growth and Development through the Life Stages</p> <p style="text-align: center;">Unit 12: Supporting Individuals with Additional Needs</p>	<p>To investigate in detail growth and development through the life stages</p> <ul style="list-style-type: none"> • principles of growth – growth is variable across different parts of the body and is measured using height, weight and dimensions • principles of development – development follows an orderly sequence and is the acquisition of skills and abilities. <p>In infancy (0–2 years),</p> <ul style="list-style-type: none"> • the development of gross motor skills /fine motor skills • milestones set for the development of the infant – sitting up, standing, cruising, walking. <p>In early childhood (3–8 years),</p> <ul style="list-style-type: none"> • further development of gross and fine motor skills. <p>In adolescence (9–18 years), the changes surrounding puberty:</p> <ul style="list-style-type: none"> • development of primary and secondary sexual characteristics. <p>In early adulthood (19–45 years),</p> <ul style="list-style-type: none"> • the individual reaches physical maturity: <p>In middle adulthood (46–65 years),</p> <ul style="list-style-type: none"> • the female enters menopause:. <p>In later adulthood (65+ years),</p> <ul style="list-style-type: none"> • there are many effects of aging with regards to loss of intellectual and physical functions <p>Introduction of the coursework assessment: Unit 12 Supporting Individuals with Additional Needs</p>
Autumn Term 2	<p style="text-align: center;">Human Growth and Development through the Life stages</p> <p style="text-align: center;">Continue with the coursework</p>	<p>To investigate intellectual development across the life stages</p> <ul style="list-style-type: none"> • Piaget's model of how children's logic and reasoning develops – stages of cognitive development, the development of schemas, his tests of conservation, egocentrism and how his model may explain children's thoughts and actions • Chomsky's model in relation to how children acquire language – Language Acquisition Device (LAD), the concept of a critical period during which children may learn language, which may explain how children seem to instinctively gain language. <p>To investigate emotional development across the life stages</p> <ul style="list-style-type: none"> • Theories of attachment, to include types of attachment and disruptions to attachment. • The development and importance of self-concept: definitions and factors involved in the development of a positive or negative self-esteem/self image <p>To investigate social development across the life stages</p> <ul style="list-style-type: none"> • The stages of play • The effects of peer pressure on social development. • The development of independence through the life stages: • Peer influence in adolescence, starting employment, leaving home, starting a family.

		<p>Coursework assessment: two case scenarios – one on a young person and the second on an adult. Write a report on their life stages and development.</p>
Spring Term 1		<p>Factors affecting human growth and development</p> <ul style="list-style-type: none"> • The nature/nurture debate related to factors • Development across the lifespan is a result of genetic or inherited factors – Gesell’s maturation theory. • Development across the lifespan is a result of environmental factors – Bandura’s social learning theory. • Both factors may play a part – stress-diathesis model. <p>Genetic factors that affect development</p> <ul style="list-style-type: none"> • Genetic predispositions/disorders to particular conditions <p>Coursework assessment: Overcoming Challenges related to two case studies</p>
Spring Term 2		<p>Predictable events and Unpredictable Life Events</p> <ul style="list-style-type: none"> • Many events can be either predictable or unpredictable depending on the life course of the individual starting school/nursery, moving house marriage and divorce, starting a family, beginning employment, • The effects of life events on health. • Holmes-Rahe social readjustment rating scale and the effects of life events on a person’s stress levels and health. <p>Coursework assessment: Investigating Current Practice and Legislation</p>
Summer Term 1	Effects of Ageing	<p>The physical changes of ageing</p> <ul style="list-style-type: none"> • Cardiovascular disease – age can increase the risks of cardiovascular disease. • The degeneration of the body • Dementia, to include Alzheimer’s disease. • Effects of illnesses that are common in ageing. <p>The psychological changes of ageing</p> <ul style="list-style-type: none"> • Effects on confidence and self-esteem. • Effects of social changes • The societal effects of an ageing population <p>Examination practice</p>
Summer Term 2	Examination	<ul style="list-style-type: none"> • Examination work • Past papers • Examination unit one completed