

Key stage 4	Curriculum Checkpoints: What do students know and what can they do?			Further guidance
Summative Comment	Developing (P)	Securing (M)	Mastering (D)	
Year 9 Component 1	<p>The student can demonstrate adequate knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. They can give a partially detailed account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is partially specific with some links made between each of the specified factors and PIES at each life stage. They can give a partially developed reasons for the difference in the impact of the specified factors between specified life stages, with partially accurate links made to the PIES at each life stage. Students can give an adequate application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. They can give a partially developed comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on some similarities and differences from the case studies. They can give examples of additional sources of support recommended for each individual have some relevance to their life events and is supported by partially logical reasoning.</p>	<p>The student can demonstrate a good knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. They can demonstrate a good application of knowledge and understanding of how the given factors affect PIES growth and development in the specified life stages. The student can give a mostly detailed account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is mostly specific with substantial links made between each of the specified factors and PIES at each life stage. They can mostly developed reasons for the difference in the impact of the specified factors between specified life stages, with mostly accurate links made to the PIES at each life stage. Students can give a good application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. They can give a mostly developed comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on most similarities and differences from the case studies. They can give examples of additional sources of support recommended for each individual are mostly relevant to their life events and is supported by mostly logical reasoning.</p>	<p>Students are able a fully detailed account of an individual's PIES growth and development through the specified life stages and how the PIES characteristics change from one life stage to the next. They are able to produce a comprehensive application of knowledge and understanding of how factors affect PIES growth and development in the specified life stages. They are able to give a fully detailed account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, making clear links between the events and the specified areas of growth and development. Learners are able to e application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event. Students are able to produce a well-developed comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on all similarities and differences from the case studies in a coherent way. Students are able to provide additional sources of support recommended for each individual are fully relevant to their life events and is supported by logical reasoning.</p>	
Year 10 Component 2	<p>Students can adequately apply their knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. They can give a partially detailed account of how the primary health care services selected could meet the needs of the specified individual; the information given has some relevance to the age and health condition of the individual. They can give a partially detailed account of how the secondary health care services selected could meet the needs of the specified individual; the information given has some relevance to the age and health condition of the individual. They can give a partially detailed account of how the selected services could work together to meet the needs of a specified individual; making partially clear links between the different services to show the specific ways of working together. Student can provide an adequate application of knowledge and understanding of how social care services meet the needs of a specified individual. Evidenced through: • a partially detailed account of how the social care services selected could meet the needs of the specified individual; the information given has some relevance to the age and needs of the individual • a partially detailed account of how voluntary care services could meet the needs of the specified individual; the information given has some relevance to the age and needs of the individual • a partially detailed account of how informal care options could meet the needs of the specified individual; the information given has some relevance to the age and needs of the individual. Students can produce an adequate application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services. Evidenced through: • a partially detailed account of the barriers the specified individual may face when accessing the services, making partially clear links between the circumstances of the individual and the types of barriers they face • partially developed and partially relevant suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service.</p>	<p>Students can provide a good application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through: • a mostly detailed account of how the primary health care services selected could meet the needs of the specified individual; the information given is mostly relevant to the age and health condition of the individual • a mostly detailed account of how the secondary health care services selected could meet the needs of the specified individual; the information given is mostly relevant to the age and health condition of the individual. They can give a mostly detailed account of how the selected services could work together to meet the needs of a specified individual; making mostly clear links between the different services to show the specific ways of working together. Students can give a good application of knowledge and understanding of how social care services meet the needs of a specified individual. Evidenced through: • a mostly detailed account of how the social care services selected could meet the needs of the specified individual; the information given is mostly relevant to the age and needs of the individual • a mostly detailed account of how voluntary care services could meet the needs of the specified individual; the information given is mostly relevant to the age and needs of the individual • a mostly detailed account of how informal care options could meet the needs of the specified individual; the information given is mostly relevant to the age and needs of the individual. Student can produce a good application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services. Evidenced through: • a mostly detailed account of the barriers the specified individual may face when accessing the services, making mostly clear links between the circumstances of the individual and the types of barriers they face • mostly developed and mostly relevant suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service.</p>	<p>Students can provide a comprehensive application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through: • a fully detailed account of how the primary health care services selected could meet the needs of the specified individual; the information given is fully relevant to the age and health condition of the individual • a fully detailed account of how the secondary health care services selected could meet the needs of the specified individual; the information given is fully relevant to the age and health condition of the individual. Students can give a fully detailed account of how the selected services could work together to meet the needs of a specified individual; making clear links between the different services to show the specific ways of working together. Students can provide a comprehensive application of knowledge and understanding of how social care services meet the needs of a specified individual. Evidenced through: • a fully detailed account of how the social care services selected could meet the needs of the specified individual; the information given is fully relevant to the age and needs of the individual • a fully detailed account of how voluntary care services could meet the needs of the specified individual; the information given is fully relevant to the age and needs of the individual • a fully detailed account of how informal care options could meet the needs of the specified individual; the information given is fully relevant to the age and needs of the individual. Student can give a comprehensive application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services. Evidenced through: • a fully detailed account of the barriers the specified individual may face when accessing the identified service, making clear links between the circumstances of the individual and the types of barriers they face • well-developed and fully relevant suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service.</p>	<p>https://qualifications.pearson.com/content/dam/pdf/btec-technical-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-technical-award-health-and-social-care-spec.pdf</p>
Year 11 component 3	<p>Student can state how factors can affect an individual's health and wellbeing positively or negatively. They can give some interpretation of the data. They can identify potential risks. Student can identify the importance of a person-centred approach for individuals. They can identify the benefits of a person-centred approach for health and social care workers and services. Student can identify recommendation to support the improvement of an individuals' health and wellbeing. They can identify sources of support available when following recommendations to improve health and wellbeing. Students can identify the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome.</p>	<p>Student can explain how factors can affect an individual's health and wellbeing positively or negatively. Student can accurately interpret most of physiological and lifestyle data. Student can give a clear and detailed explanation of potential health risks. Student can produce a good explanation of the importance of a person-centred approach for individuals. They can explain the person-centred approach for health and social care workers and services. Student can clearly describe recommendation, to support the improvement of an individuals' health and wellbeing. They can explain how the suggested support will help achieve the targets. Students can produce an explanation is given for how the suggested support will help achieve the targets. Obstacles are explained with realistic suggestions for how these can be minimised.</p>	<p>Student can discuss how factors can affect an individual's health and wellbeing positively or negatively. Student can accurately interpret physiological and lifestyle data. Student can give a clear and detailed explanation of potential health risks. Student can produce a comprehensive explanation of the importance of a person-centred approach for individuals. They can evaluate the person-centred approach for health and social care workers and services. Student can clearly describe recommendation, to support the improvement of an individuals' health and wellbeing. They can give an explanation of how the suggested support will help achieve the targets. Students can produce a convincing explanation is given for how the suggested support will help achieve the targets. Obstacles are described clearly with realistic suggestions for how these can be minimised.</p>	