

13 January 2023

Dear Parent or Carer,

Cambridge National L1/2 Health & Social Care RO33 Supporting individuals through life events

I would like to welcome you and your child to this new Key Stage 4 Health & Social Care course. In September, we started the first unit of work, and I would like to inform you of a few aspects of the course that I feel would be helpful for you to know and understand.

The qualification is a vocational course and is split 60% coursework/classroom-based assessments (that are typed-up) and a 40% examination that will be taken in Year 11. Each year the set tasks change and the assessment is always based around a scenario.

In the first unit of work, RO33, the life stage for this year's task is young adulthood (19 – 45 years):

You are on a placement doing work experience and your supervisor has asked you to provide information on life stages, impacts of life events and sources of support.

Students will be expected to complete the following four tasks based around this scenario:

- Task 1 – Growth and development through a life stage
- Task 2 – Life events and sources of support for individuals
- Task 2a – Impact of life events on individuals
- Task 2b – Research and recommend support to meet individual needs.

The guidance for task 1 from the exam board is as follows:

- Students will choose an individual to base this task upon. This can be someone the student knows (who is older than 45 to have met the milestones within that age-range). The individual's name must be anonymized, i.e. names changed or redacted (blacked out).
- Teachers will need to check that the person chosen is appropriate to enable students to access all the marking criteria.

- Students will ask the person about their PIES development across young adulthood:
 - Physical – mobility, characteristic body changes, sexual characteristics, menopause, ageing characteristics
 - Intellectual – logical thinking, problem solving, decision making, deterioration of mental abilities
 - Emotional – independence, self-confidence, self-image, self-esteem, love, affection
 - Social – relationships, social skills, responsibilities.
- For early adulthood, explain how the growth and development of the individual has been affected by: (factors described will be relevant to the individual)
 - 2 environmental factors – anxiety, fear, sadness/happiness, grief, attachment, family security
 - 2 social factors – positive and negative relationships, social inclusion/exclusion, opportunities, discrimination, bullying
 - 2 economic factors – family income, employment, debts, bills, wealth, education, private/public health providers (services).

The guidance for Task 2a from the exam board is as follows:

- Students must choose an individual who will agree to speak to them and be written about in this task. The individual must agree to speak to the student about two life events and the impact these have had on them when they happened. The life events could be expected or unexpected and be a result of a physical event, a relationship change or a change in life circumstances.
 - Examples of physical events may include accident/injury, ill health, genetic disorders, menopause.
 - Examples of relationship changes may include starting/ending relationships, divorce/separation, parenthood, bereavement.
 - Examples of life circumstances may include redundancy, imprisonment, retirement, bankruptcy.
 - Examples of impacts of life events on individuals – physical, intellectual, emotional, social, financial
- Teachers must check that the individual's life events are appropriate to enable students to access all the marking criteria. Before students complete any interview, you must make sure that the correct permission is obtained with the individual involved. A consent form will need to be signed and dated by the person being interviewed and ensure that any interaction adheres to schools' safeguarding policy, health and safety policy and risk assessment procedures.
- The student must also complete an Interview Authentication Form (provided in the set assignment) which I must sign to verify that I have seen proof that the interview has been completed by the student. I do not need to witness the interview but must verify that I have seen evidence, such as photographs or audio recordings of the interview taking place or contacting the individual interviewed to confirm it took place, and that it is the student's own work.
- A record of the student's (redacted) notes must accompany their report. Information relating to the individual will be stored confidentially. Work must be anonymised before it is submitted to the exam board. This means that student's work must not include any of the following relating to the interviewed individual:
 - Full name (name can be redacted)
 - Address, phone number or other personal information.

- Images of the individual's full face.
- Suitable individuals could be family members, friends, or peers

Task 2b is a research-based task based on Sources of Support that meet individual needs considering the following sources:

- formal
- informal
- charities

Please complete the reply slip via the link below to say you have received and read this letter and that you understand the requirements of the interviews taking place over the course of the unit: <https://forms.office.com/e/j90r6mqfcm>. Do not hesitate to contact me at school if you require any further information or have any further questions.

Yours faithfully,

A handwritten signature in black ink, consisting of a stylized, cursive 'K' followed by a horizontal line extending to the right.

Mrs K Goodwin
Head of Health & Social Care