

## How parents can help

**Please check that your son/daughter is making full use of the resources that the department has provided:**

Are they using the revision materials that are on the Learning Portal?

- Have they printed out the revision checklists and practice exam questions for each topic area?
- Are they following a realistic revision timetable?
- Are they attending after school support sessions and making full use of lesson time?
- Are they using the **revision guide** which covers every topic area that area they will be examined on?

**Encourage your son/daughter to use the most effective revision strategies:**

- Completing and marking exam questions is a vital process, identifying areas to focus on. It also helps pupils to become familiar with the common style, content and skills they will meet in their real exam as well as fine-tuning their level of detail.
- Summarising Encourage them to summarise key topics using flashcards, a Mind Map, diagram or revision poster. They could teach you about a key topic from the revision checklist or you could test them on their ability to recall key information on their flashcards. Using an **online** revision/flashcard tool, such as **Quizlet**, allows pupils to store their notes centrally.

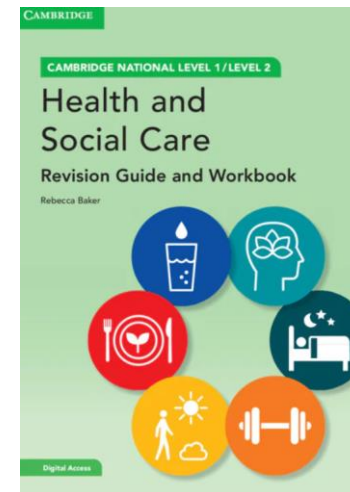
**Provide the necessary resources:**

- Flash cards, highlighters, pens, colours, paper.
- Encouragement and a reminder of what they are aiming for!

# Health and social care

## OCR

## Cambridge Nationals



## Advice for Effective Revision

## What to revise

There is one exam paper with four topic areas being tested.

<p><b>Topic area 1</b>  <b>The rights of service users in health and social care settings</b>  <i>Types of care settings</i>  <i>The rights of service users</i>  <i>The benefits to service users' health and wellbeing when their rights are maintained</i></p>	<p><b>Topic area 2</b>  <b>Person centred values</b>  <i>Person centred values and how they are applied by service providers</i>  <i>Benefits of applying person-centred values.</i>  <i>Effects on service users' health and wellbeing if person-centred values are not applied.</i></p>
<p><b>Topic area 3</b>  <b>Effective communication in health and social care settings</b>  <i>The importance of verbal and nonverbal communications skills</i>  <i>The importance of active listening</i>  <i>The importance of special methods of communication</i></p>	<p><b>Topic area 4</b>  <b>Protecting service users and service providers in health and social care settings</b>  <i>Safeguarding</i>  <i>Infection prevention</i>  <i>Safety procedures and measures</i>  <i>How security measures protect service users and staff</i></p>

**The summer exam is worth 40% of the final grade.**

Your coursework is worth 60%

**Could you improve your health promotion coursework?**







Speak to Ms Huggins if you would like to do this.

There are lunch time sessions on Monday, Wednesday and Fridays to help you if you would like to improve your coursework.

## Where to find help and resources

- Use criteria sheets.
- Come to after-school drop-in sessions in T50 on Thursdays
- Ask your teacher questions that come up during your revision.

## What to do

Resource	How to use it
<p><b>Criteria Sheets</b></p> 	<p>Use these to find the exact details needed. Find key words and ideas and identify your areas to work on.</p>
<p><b>Revision Guide</b></p> 	<p>Use this to help build your understanding. Read and answer the practice questions for the parts you don't understand yet.</p>
<p><b>Exam Questions</b>            - by Topic            - Whole</p> 	<p>It is vital that you check you can answer exam questions on each topic and by using whole paper. Check your answers with the mark scheme carefully.</p>
<p><b>Flash Cards and Mind Maps</b></p> 	<p>Create resources to summarise topics. Use these to test yourself regularly.</p>
<p><b>Friends - study groups</b></p> 	<p>Create a study group with friends to support, help and encourage each other.</p>
<p><b>After school sessions</b></p> 	<p>Come along on a Thursday after school. These sessions will begin after the February half term.</p>

