

AAQ Health and Social Care Year 12

An outstanding OCR AAQ Health and Social Care student combines a strong understanding of theory with genuine empathy and curiosity about people's lives. They approach complex topics with thoughtfulness, applying key concepts to real-life situations and seeking to understand the impact on individuals rather than simply memorising information. Such a student is well organised, uses accurate subject terminology, and reflects on feedback to improve their work. They clearly communicate ideas, analyse factors that influence health and wellbeing, and demonstrate professional care values such as respect, equality and empathy. Consistently, they aim to deepen their learning by linking classroom knowledge to real health and social care practice.

Summary of course content

The Health and Social Care AAQ syllabus is split into six units:

Unit no	Unit title	Guided learning hours (GLH)	Assessment method
F090	Principles of health and social care	80	E
F091	Anatomy and physiology for health and social care	80	E
F092	Person-centred approach to care	50	N
F093	Supporting people with mental health conditions	50	N
F096	Supporting people in relation to sexual health, pregnancy and postnatal health	50	N
F097	Supporting healthy nutrition and lifestyles	50	N

E – Examined unit

These units are assessed through a written examination set and marked by OCR. You will need to apply your knowledge to questions and scenarios.

N – Non-examined assessment (coursework)

These units are assessed through assignments completed during the course. Tasks may include case studies, reports, presentations or practical activities.

Assessment type	Weighting	How it is assessed
Exam (external)	40%	Written exams (OCR-marked)
NEA (coursework)	60%	Supervised assignments (teacher-marked, OCR-moderated)

You can find the OCR AAQ specification here: <https://www.ocr.org.uk/qualifications/cambridge-advanced-nationals/health-and-social-care-level-3-h025-h125/>

What you should be doing as an independent learner in your four hours of independent study per week?

Weekly:	- Exam unit: Creation of flash cards to reinforce information from topic area covered that week. - Coursework unit: conduct the research needed for the next mark point.
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Fortnightly:	- Review of recent lessons using the PowerPoints on Teams, learning key terminology, producing revision resources such as mind maps and completing relevant pages in topic area booklets. - Coursework unit: conduct the research needed for the relevant task. Independent Study Folder (ISF): this will be checked fortnightly by your tutor and logged.
Half termly:	Exam unit revision: Review topic area booklets, making sure they are completed for the relevant topics covered. Review topics and produce revision resources, e.g., flashcards, mind maps, posters, etc. - Complete past exam papers https://www.ocr.org.uk/qualifications/past-paper-finder/ - Coursework unit: complete all improvements once feedback has been given.

Resources

In addition to those provided for specific tasks by your teacher, resources include:

- OCR AAQ student textbook (Eboru)
- OCR AAQ student revision guide (Eboru)
- <https://www.ocr.org.uk/qualifications/past-paper-finder/> :to access past exam papers

Independent learning overview

Two hours directed by each of your teachers (subject to change):

For each topic:

- read the relevant pages from the textbook and add to your class notes
- create a set of revision cards for each of the worked examples
- complete all recap and apply your knowledge questions

Y12	Teacher 1	Teacher 2
07.09.26	Enrolment week	Enrolment week
14.09.26	F090 Exam unit: Principles of H&SC Topic area 1: Diversity pg. 2-10	F090 Exam unit: Principles of H&SC Topic area 2: Potential hazards pg. 27-32
21.09.26	Topic area 1: Equality pg. 11-12	Topic area 2: Impacts of hazards pg. 32-35
28.09.26	Topic area 1: Rights pg. 13-14	Topic area 2: Health & safety management pg. 35-40
05.10.26	Topic area 1: Discrimination pg. 15-21	Topic area 2: Health & safety incidents pg. 41-47
12.10.26	Topic area 1: - Potential impacts pg. 22-25 - End of topic questions pg. 26	Topic area 2: End of topic questions pg. 48
19.10.26	F190 Exam in January: Revision – past papers	F190 Exam in January: Revision – past papers
26.10.26	Half term	
02.11.26	F090 Exam unit: Principles of H&SC Topic area 3: - The role of legislation pg. 48 - The Equality Act (2010) pg. 48-50	F090 Exam unit: Principles of H&SC Topic area 4: Person-centred values pg. 65-70
09.11.26	Topic area 3: The Health & Care Act (2022) pg. 51-53	Topic area 4: The 6 Cs pg. 70-73

16.11.26	Topic area 3: • The Children Act (2004) pg. 54-55	Topic area 4: • Safeguarding in H&SC settings pg. 74-81
23.11.26	Topic area 3: • Data Protection Act (2018) pg. 56-57	Topic area 4: • Safeguarding in H&SC settings pg. 74-81
30.11.26	Topic area 3: • The Health & Safety at Work Act (2018) pg. 57-58 • Manual Handling Regulations (1992) pg. 59-60	Topic area 4: • Supporting practitioners pg. 82-83 • End of topic questions pg. 84
07.12.26	Topic area 3: • COSHH (2002) pg. 61-62	F190 Exam in January: • Revision – past papers
14.12.26	Topic area 3: • RIDDOR (2013) pg. 63-64 • End of topic questions pg. 64	F190 Exam in January: • Revision – past papers
21.12.26	Christmas holidays	
28.12.26	Christmas holidays	
04.01.27	F190 Exam in January: • Revision – past papers	F190 Exam in January: • Revision – past papers
11.01.27	Coursework unit F093 – Mental health: • Read the NEA guide for students • Review the 'How to reference' PowerPoint on Teams – make sure you understand it • Read through the NEA	Coursework unit F092 – Person-centred approach to care: • Read the NEA guide for students • Review the 'How to reference' PowerPoint on Teams – make sure you understand it • Read through the NEA
18.01.27	Task 1: • P1 – Definitions of mental health pg. 232	Task 1: • P1 – What are the 6 Cs? Pg. 193
25.01.27	Task 1: • P2 – Positive views of mental health pg. 233-234 • M1 & D1 – Views of mental health pg. 233-236	Task 1: • P2 – How to conduct an interview pg. 208 • P3 - Tools pg. 207/8
01.02.27	Work experience	Work experience
08.02.27	Task 2: • P3 & M2 – Mental health conditions pg. 236-244 • P4 & M4 – Signs and symptoms pg. 244-245	Task 1: • P4 – How to do a One Page Profile pg. 209 • P5 - Feedback https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/receiving-and-giving-effective-feedback
15.02.27	Half term	Half term
22.02.27	Task 2: • P5 – Factors which increase the risk pg. 246-250 • M3 & D2 – Effects (PIESF) pg. 251-252	Task 2: • P6 – PIES https://uk.hfonline.org/what-is-pies-in-health-and-social-care-and-why-it-matters/ • Support needs pg. 215-217
01.03.27	Task 3: • P6, M5 & D3 – Provision of services pg. 253-254 • P7 – Roles of practitioners pg. 255-256 • P8 – Legislation pg. 257-258	Task 2: • P7 - Types of impairment pg. 210-212 • P8 – Support from family/friends pg. 220/221
08.03.27	Task 4: • P9 & M6 – Treatments pg. 259-260 • P10 & M7 – Therapies pg. 261-262 • P11 – Barriers to treatments pg. 263-266 • P12 – Barriers to therapies pg. 263-266	Task 2: • P9 – Support services and practitioners pg. 222/3 • P10 - https://keystoliteracy.com/wp-content/pdfs/5b-wkshp-templates/how-to-write-a-summary.pdf
15.03.27	Task 4:	Task 2:

	D4 – Support from friends/family pg. 267	- P11 – Communication skills pg.224-228 - P12 – Feedback https://www.youtube.com/watch?v=PQjQHZQfMYw
22.03.27	Task 4: D5 – Person-centred approach pg. 268-270	Task 2: D5 -Factors which enhance or inhibit communication pg. 228/9
29.03.27	Easter holidays	
05.04.27	Easter holidays	
12.04.27	Coursework unit F096 – Sexual health & pregnancy: - Read the NEA guide for students - Review the 'How to reference' PowerPoint on Teams – make sure you understand it - Read through the NEA	Task 2: Pregnancy, birth & post-natal health P6 – Summarise aims & objectives pg. 346-362
19.04.27	Task 1: Sexual health P1 – Summarise aims & objectives pg. 333-342	P7 - Justify sources of information: see ppt in Teams
26.04.27	P2 - Justify sources of information: see ppt in Teams	P8 - Create a plan: see ppt in Teams & pg. 365-369
03.05.27	P3 - Create a plan: see ppt in Teams & pg. 365-369	M6 – Consider individuals feelings: see ppt in Teams
10.05.27	M3 – Consider individuals feelings: see ppt in Teams	P9 – Produce advice & guidance materials on main issue: see ppt in Teams
17.05.27	P4 – Produce advice & guidance materials on main issue: see ppt in Teams	P10 – Produce advice & guidance materials on other issues: see ppt in Teams
24.05.27	P5 – Produce advice & guidance materials on other issues: see ppt in Teams	M4 – Examine issues with reference to PIES: see ppt in Teams
31.05.27	Half term	
07.06.27	M1 – Examine issues with reference to PIES: see ppt in Teams	- M5 – Sources of support pg. 363-364 - D3 – Recommend & justify actions: see ppt in teams
14.06.27	- M2 – Sources of support pg. 343-345 - D1 – Recommend & justify actions: see ppt in teams	D4 – Evaluate your advice & guidance: see ppt in teams
21.06.27	D2 – Evaluate your advice & guidance: see ppt in teams	Task 3: - P11 – Deliver session pg. 365-369 - P12 – Collect feedback pg. 365-369 - M7 – use appropriate communication skills: see ppt in Teams - D5 – Evaluate the content and delivery: see ppt in teams
28.06.27	Task 3: - P11 – Deliver session pg. 365-369 - P12 – Collect feedback pg. 365-369 - M7 – use appropriate communication skills: see ppt in Teams - D5 – Evaluate the content and delivery: see ppt in teams	Task 3: - P11 – Deliver session pg. 365-369 - P12 – Collect feedback pg. 365-369 - M7 – use appropriate communication skills: see ppt in Teams - D5 – Evaluate the content and delivery: see ppt in teams
05.07.27	- P11 – Deliver session pg. 365-369 - P12 – Collect feedback pg. 365-369	Task 3: P11 – Deliver session pg. 365-369

	• M7 – use appropriate communication skills: see ppt in Teams • D5 – Evaluate the content and delivery: see ppt in teams	• P12 – Collect feedback pg. 365-369 • M7 – use appropriate communication skills: see ppt in Teams • D5 – Evaluate the content and delivery: see ppt in teams
12.07.27	• P11 – Deliver session pg. 365-369 • P12 – Collect feedback pg. 365-369 • M7 – use appropriate communication skills: see ppt in Teams • D5 – Evaluate the content and delivery: see ppt in teams	Task 3: • P11 – Deliver session pg. 365-369 • P12 – Collect feedback pg. 365-369 • M7 – use appropriate communication skills: see ppt in Teams • D5 – Evaluate the content and delivery: see ppt in teams
19.07.27		

Y13	Teacher 1	Teacher 2
07.09.26	Enrolment week	Enrolment week
14.09.26	F091 Exam unit: Anatomy and physiology Topic area 1: Cardiovascular system 1.1 Composition of blood pg. 86-88	F091 Exam unit: Anatomy and physiology Topic area 1: 1.2 The heart pg. 91-93
21.09.26	1.3 Blood vessels pg. 94-95	Condition of cardiovascular system pg. 96-104
28.09.26	Apply your understanding and end of topic Qs pg. 105	F091 Exam unit: Anatomy and physiology Topic area 2: Respiratory system 2.1 Structure & function pg.106-108
05.10.26	F091 Exam unit: Anatomy and physiology Topic area 2: Respiratory system 2.2 Mechanics of breathing pg.108-109	2.3 Gaseous exchange pg. 110 2.4 Cellular respiration pg. 111-112
12.10.26	2.5 Conditions of respiratory system pg. 112-120	Apply your understanding and end of topic Qs pg. 120-121
19.10.26	F091 Exam unit: Anatomy and physiology Topic area 3: Digestive system 3.1 Structure & function pg. 122-123	F091 Exam unit: Anatomy and physiology Topic area 3: Digestive system 3.2 Mechanical & chemical digestion pg. 124-125
26.10.26	Half term	
02.11.26	3.3 Absorption & assimilation pg. 126-128	3.4 Conditions of digestive system pg. 128-137
09.11.26	3.4 Conditions of digestive system pg. 128-137	Apply your understanding and end of topic Qs pg. 137
16.11.26	F091 Exam unit: Anatomy and physiology Topic area 4: Musculoskeletal system 4.1 Skeletal system pg. 138-142	F091 Exam unit: Anatomy and physiology Topic area 4: Musculoskeletal system 4.1 Skeletal system pg. 138-142
23.11.26	4.2 Muscular system pg. 143-144 4.3 Conditions of the musculoskeletal system pg. 144-153	4.3 Conditions of the musculoskeletal system pg. 144-153 - Apply your understanding and end of topic Qs pg. 154
30.11.26	F091 Exam unit: Anatomy and physiology Topic area 5: Control & regulatory system 5.1 The nervous system pg. 155-160	F091 Exam unit: Anatomy and physiology Topic area 5: Control & regulatory system 5.2 Homeostasis pg. 160-166
07.12.26	5.3 Conditions of control & regulatory system pg. 167-176	Apply your understanding and end of topic Qs pg. 177
14.12.26	F091 Exam unit: Anatomy and physiology Topic area 6: Reproductive system 6.1 Female & male reproductive systems pg. 178-183	F091 Exam unit: Anatomy and physiology Topic area 6: Reproductive system 6.2 Conditions of reproductive system pg. 183-191
21.12.26	Christmas holidays	
28.12.26	Christmas holidays	
04.01.27	6.2 Conditions of reproductive system pg. 183-191	Apply your understanding and end of topic Qs pg. 191
11.01.27	Revision for Exam on 15th	Revision for Exam on 15th
18.01.27	Coursework unit F097 – Supporting healthy nutrition & lifestyles: - Read the NEA guide for students - Review the 'How to reference' PowerPoint on Teams – make sure you understand it - Read through the NEA	Task 1: Recommending diet & physical activity - P1 – Describe how recommend diet guidelines apply to individual pg. 372-380 - P2 – Describe how recommend physical activity guidelines apply to individual pg. 381-383

25.01.27	• M1 – Assess an individual’s diet over a 7-day period: see ppt in Teams • M2 – Assess an individual’s physical activity over a 7-day period: see ppt in Teams	• M1 – Assess an individual’s diet over a 7-day period: see ppt in Teams • M2 – Assess an individual’s physical activity over a 7-day period: see ppt in Teams
01.02.27	• D1 – Examine impact on health & wellbeing: see ppt in Teams	• D1 – Examine impact on health & wellbeing: see ppt in Teams
08.02.27	• P3 – Describe factors that influence individual’s dietary choices pg. 384-393 + 398-402 • P4 – Describe factors that influence individual’s physical activity levels pg. 394-397 + 398-402	• P3 – Describe factors that influence individual’s dietary choices pg. 384-393 + 398-402 • P4 – Describe factors that influence individual’s physical activity levels pg. 394-397 + 398-402
15.02.27	Half term	
22.02.27	• M3 – Make diet recommendations: see ppt in Teams • M4 - Make physical activity recommendations: see ppt in teams	• M3 – Make diet recommendations: see ppt in Teams • M4 - Make physical activity recommendations: see ppt in teams
01.03.27	• D2 – Justify your recommendations from M3: see ppt in Teams • D3 – Justify your recommendations from M4: see ppt in Teams	• D2 – Justify your recommendations from M3: see ppt in Teams • D3 – Justify your recommendations from M4: see ppt in Teams
08.03.27	Task 2: Meal planning to support needs of service user • P5 – Produce information about service users digestive disorder pg. 389-391 • P6 – Produce information about the sources of support pg. 393 • M5 – Explain impact of digestive disorder on service user’s health & wellbeing pg. 392-393	Task 2: Meal planning to support needs of service user • P5 – Produce information about service users digestive disorder pg. 389-391 • P6 – Produce information about the sources of support pg. 393 - M5 – Explain impact of digestive disorder on service user’s health & wellbeing pg. 392-393
15.03.27	• P7 – Create a meal plan pg. 403-405 • P8 – Describe how meal plan meets dietary needs pg. 403-405 • P9 – Show how meal plan meets budget requirements pg. 403-405	• P7 – Create a meal plan pg. 403-405 • P8 – Describe how meal plan meets dietary needs pg. 403-405 • P9 – Show how meal plan meets budget requirements pg. 403-405
22.03.27	• M6 – Explain how meal plan provides a varied balanced diet & meets recommended dietary requirements: see ppt in Teams • M7 – Explain how meal plan meets needs: see ppt in Teams	• M6 – Explain how meal plan provides a varied balanced diet & meets recommended dietary requirements: see ppt in Teams • M7 – Explain how meal plan meets needs: see ppt in Teams
29.03.27	Easter holidays	
05.04.27	Easter holidays	
12.04.27	• P10 – Use information on food levels to describe which is the healthiest pg. 406-407 • P11 – Summarise how information on food labels can be used pg. 406-407 • D4 – Discuss how service user could be supported to continue meal planning pg.403-407	• P10 – Use information on food levels to describe which is the healthiest pg. 406-407 • P11 – Summarise how information on food labels can be used pg. 406-407 • D4 – Discuss how service user could be supported to continue meal planning pg.403-407
19.04.27	• P12 – Research options for social interactions at meal times that would be suitable for service user pg. 408-409	• P12 – Research options for social interactions at meal times that would be suitable for service user pg. 408-409

	D5 – Justify the best option for service user and how it meets their needs. Pg.408-409	D5 – Justify the best option for service user and how it meets their needs. Pg.408-409
26.04.27		
03.05.27		
10.05.27		
17.05.27		
24.05.27		
31.05.27	Half term	
07.06.27		
14.06.27		
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28.06.27		
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12.07.27		
19.07.27		