**Little Heath Sixth Form**

**(Subject)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**  *Society and Health* | **Unit Code:**  AS Unit G001 |
| *Minimum Target Grade:* | *Aspiration Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| Social, economic, cultural and environmental considerations   * Consider packaging materials used within food • production and their impact on cost and the environment; |  |  |  |
| * Understand how multi-cultural factors have • influenced food production; |  |  |  |
| * Consider the use of scarce resources, transport • costs, sustainability, quality, religious and cultural preferences, genetically modified foods, organic and free range foods, Fairtrade, Farm Assured, on food production and the environment; |  |  |  |
| **Understand the nutritional properties of food**   * have knowledge of nutritional advice. Interpret and • apply current nutritional/healthy eating guidelines, e.g. apply the recommendations of the ‘Eat well plate’, 5 a day, high fibre (NSP |  |  |  |

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| **Skills** | **Red** | | **Amber** | **Green** | **To address this before the exam I will:-** |
| develop and apply knowledge and understanding |  | |  |  |  |
| develop an awareness of the management of resources to meet an identified human need in a diverse and ever-changing society |  | |  |  |  |
| critically evaluate evidence to justify informed decisions |  | |  |  |  |
| AO1 Knowledge and understanding  Demonstrate knowledge and understanding of the specified content |  | |  |  |  |
| AO2 Apply knowledge and understanding and analyse problems  Demonstrate the ability to apply knowledge, understanding and skills in a variety of situations and |  | |  |  |  |
| to analyse problems, issues and situations using appropriate skills. |  | |  |  |  |
| AO3 Organise, evaluate and justify  Demonstrate the ability to gather, organise and select information, evaluate acquired knowledge and  understanding and present and justify an argument. | |  |  |  |  |
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| **Knowledge/Specification** |  | |  |  |  |
| * **Demography** |  | |  |  |  |
| * the factors that influence the population   patterns/trends in the United Kingdom; |  | |  |  |  |
| * the implications of these patterns/trends for   the structure of society in the future, eg the increase in elderly population in the United Kingdom. |  | |  |  |  |
| * **Family and society** |  | |  |  |  |
| Structures |  | |  |  |  |
| * the definition of a household and a family; |  | |  |  |  |
| * the different types of households and families. |  | |  |  |  |
| Role of the family |  | |  |  |  |
| * the changes in household and family group composition and the impact of these changes on individuals and on society from the 1960s onwards. |  | |  |  |  |
| Standard of living |  | |  |  |  |
| * the basic human needs of individuals, household and family groups; |  | |  |  |  |
| * the factors that affect the standard of living for household and family groups; |  | |  |  |  |
| * the interpretation of statistical data related to household and family patterns, eg Social   Trends, and National Food Survey. |  | |  |  |  |
| * Key issues for society |  | |  |  |  |
| **Poverty** |  | |  |  |  |
| * the definitions of absolute and relative poverty; |  | |  |  |  |
| * the causes and effects of poverty. |  | |  |  |  |
| Employment and unemployment   * the patterns of employment and unemployment; |  | |  |  |  |
| * the effects of unemployment on individuals, households, family and society; |  | |  |  |  |
| * the support services for the unemployed. |  | |  |  |  |
| **Leisure** |  | |  |  |  |
| * the changing patterns of leisure. |  | |  |  |  |
| **Housing and homelessness** |  | |  |  |  |
| * the definition of homelessness; |  | |  |  |  |
| * the causes and effects of homelessness; |  | |  |  |  |
| * the range and type of housing available; |  | |  |  |  |
| * the design of houses to suit the changing life cycles and patterns of individual and household groups; |  | |  |  |  |
| * The design of houses to ensure the effective management of resources within the home environment; |  | |  |  |  |
| * the community facilities, and amenities in |  | |  |  |  |
| * relation to the choice of available housing. |  | |  |  |  |
| * Environmental issues |  | |  |  |  |
| **Recycling** |  | |  |  |  |
| * the range of recycling processes available; |  | |  |  |  |
| * the need to sustain our environment; |  | |  |  |  |
| * the management and conservation of energy resources in the home. |  | |  |  |  |
| * Social issues |  | |  |  |  |
| **Welfare state** |  | |  |  |  |
| * the definition of the welfare state; |  | |  |  |  |
| * the private, statutory and voluntary provision of health services; |  | |  |  |  |
| * the private, statutory and voluntary provision of social services. |  | |  |  |  |
| Health of the nation |  | |  |  |  |
| * current dietary habits and their influence on the health of the nation; |  | |  |  |  |
| * the value of current health education and policies; and interpret statistical data relevant to dietary related health issues; |  | |  |  |  |
| * the reports and advice from statutory and non statutory agencies relevant to the nutritional health of society. |  | |  |  |  |

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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*