



# Year 11 Health & Social Care: Component 3 Exam Prep

**The Goal:** Component 3 (Health and Wellbeing) **The Date:** 15th May 2026 **The Stakes:** This is your big externally marked exam (60 marks / 2 hours).

You have finished your coursework. Now it is time to master the exam technique. Use the links and tips below to organize your revision.

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## 1. The Best Online Revision Tools

**Tutor2u (Video Walkthroughs)** This is the gold standard for your course. They have videos that break down exactly how to answer the tricky "extended writing" questions.

- **Action:** Watch their "Exam Walkthrough" videos to see model answers.
- **Link:** [Visit Tutor2u Health & Social Care](#)

**Quizlet (Flashcards)** Perfect for your phone on the bus. You need to memorize definitions and health data.

- **Action:** Search for "BTEC Tech Award Component 3 2022".
- **Link:** [Quizlet Search Results](#)

**Pearson Sample Assessment Materials** Get used to the layout of the paper. Look at the "SAMs" (Sample Assessment Materials) to see what the questions look like.

- **Link:** [Pearson Specification & Samples](#) (Click on "Specification and sample assessments")
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## 2. The "Big Three" Topics to Master

If you learn nothing else, make sure you are confident in these three areas. They appear every year.

**1. The Factors (PIES)** You must be able to explain how different factors impact a person's health.

- *Example:* How does losing a job (Economic factor) affect someone **Physically**, **Intellectually**, **Emotionally**, and **Socially**?

**2. The Numbers (Physiological Indicators)** You will likely be given a table of patient data. You must know if their results are healthy or abnormal. Memorize these ranges:

- **Resting Heart Rate:** 60–100 bpm.
- **Blood Pressure:** Ideal is roughly 120/80 mmHg.
- **BMI:** 18.5–24.9 is healthy.

**3. The Health Plan (Person-Centred Approach)** The final big question usually asks you to design a health improvement plan.

- **The Trick:** Do not just say "eat better." You must recommend *specific* actions (e.g., "swap white bread for wholemeal") and explain *how* that helps their specific condition.



### 3. Recommended Revision Guides

If you haven't bought one yet, grab one of these ASAP. They are specific to the **2022 Specification** (make sure you check the date on the cover!).

- Click on this link for an online version of the text book. [online revision Textbook for Exam Unit H&S](#)
- **Pearson:** [Revise BTEC Tech Award Health & Social Care Revision Guide](#)
- **CGP:** [BTEC Tech Award Health & Social Care Revision Guide](#)



### Top Exam Tip

**Read the scenario twice.** Every question is based on the person in the case study (e.g., "Barbara, aged 64"). If you give a generic answer that doesn't relate to Barbara's life, you will lose marks.

[+ Physiological Indicators memory sheet](#)

# WEEK by WEEK REVISION PLAN with links to a lesson for each week.

(approx. 11-12 weeks starting next week), we can structure this into **three distinct phases**:

1. **Phase 1: Deep Knowledge (Feb)** - Learning the facts and numbers.
2. **Phase 2: Application (March)** - Applying facts to specific Case Studies (The "Person").
3. **Phase 3: Exam Technique (April)** - Structuring the big 10-12 mark answers.

Here is your **Year 11 BTEC Component 3 Mastery Timetable**.

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## Phase 1: The Core Knowledge (February)

*Goal: Memorize definitions, factors, and the crucial health data numbers.*

Week Beginning	Topic Focus	Key Activities
<b>Week 1</b>  (Feb 10th)	<b>Section A: Physical &amp; Lifestyle Factors</b>  <a href="#">P lesson 1 - Health an...</a>  <a href="#">P lesson 2 - More Phy...</a>	<b>Mon:</b> Genetic conditions & Physical illness.  <b>Wed:</b> Lifestyle (Smoking, Alcohol, Diet).  <b>Fri:</b> Create flashcards for Short-term vs Long-term effects of smoking/alcohol.
<b>Week 2</b>  (Feb 17th)	<b>Section A: Social, Cultural &amp; Environmental</b>  <a href="#">P lesson 3 - Lifestyle F...</a>	<b>Mon:</b> Social isolation vs inclusion.

	<p><b>P Lesson 4 - Social Fa...</b></p> <p><b>P Lesson 5 - Cultural ...</b></p> <p><b>P lesson 6 - Economic...</b></p> <p><b>P Lesson 7 - More Env...</b></p>	<p><b>Wed:</b> Environmental (Housing conditions, Pollution).</p> <p><b>Fri: PIES Challenge:</b> Pick a factor (e.g., Poor Housing) and write one impact for <b>Physical</b>, <b>Intellectual</b>, <b>Emotional</b>, <b>Social</b>.</p>
<p><b>Week 3</b></p> <p>(Feb 24th)</p>	<p><b>Section B: The Numbers (Physiological Data)</b></p> <p><b>P Lesson 10 - Pulse R...</b></p> <p><b>P Lesson 9 - Measurin...</b></p> <p><b>P Lesson 12 - BMI.pptx</b></p> <p><b>Lesson 13 - Interpret...</b></p>	<p><b>Mon: MEMORIZE:</b> Heart Rate (60-100) &amp; Blood Pressure (120/80 range).</p> <p><b>Wed: MEMORIZE:</b> BMI Categories (18.5-24.9, 30+, etc).</p> <p><b>Fri: Quiz:</b> Look at a blank case study data table and circle the "abnormal" results in Red.</p>

**Phase 2: Application & " The Person" (March)**

*Goal: Connecting the knowledge to a specific patient (The Case Study).*

<b>Week Beginning</b>	<b>Topic Focus</b>	<b>Key Activities</b>

<p><b>Week 4</b></p> <p>(Mar 3rd)</p>	<p><b>Section A: Life Events</b></p> <p><b>P Lesson 8 - Life events ...</b></p> <p><b>P Lesson 14 - Lifestyle In...</b></p>	<p><b>Mon:</b> Predictable vs Unpredictable events.</p> <p><b>Wed:</b> How life events impact health scores (e.g., Widowhood -&gt; Social Isolation -&gt; High BP).</p> <p><b>Fri:</b> Write a paragraph: "How does redundancy affect a person's self-concept?"</p>
<p><b>Week 5</b></p> <p>(Mar 10th)</p>	<p><b>Section C1: The Person-Centred Approach</b></p> <p><b>P Lesson 15 - Person Ce...</b></p>	<p><b>Mon:</b> Define "Needs, Wishes, Circumstances."</p> <p><b>Wed:</b> Why is it important? (Motivation, Independence).</p> <p><b>Fri: Roleplay:</b> Write a script for a nurse talking to a stubborn patient using a person-centred tone.</p>

<p><b>Week 6</b></p> <p>(Mar 17th)</p>	<p><b>Section C2: Recommendations</b></p> <p><b>P Lesson 16 - Recommen...</b></p>	<p><b>Mon:</b> Matches! Match health issues (Obesity) to recommendations (Eatwell guide, 150mins exercise).</p> <p><b>Wed:</b> Support Types: Formal (GP) vs Informal (Family).</p> <p><b>Fri: Justification Practice:</b> Don't just list a recommendation; explain <i>why</i> it helps that specific person.</p>
<p><b>Week 7</b></p> <p>(Mar 24th)</p>	<p><b>Section C3: Barriers vs Obstacles</b></p> <p><b>P Lesson 17 - Emotional ...</b></p> <p><b>W Unachievable Targets.d...</b></p> <p><b>P Lesson 20 - Barriers.pptx</b></p>	<p><b>Mon: Barriers (System):</b> Cost, Location, Transport, Language.</p> <p><b>Wed: Obstacles (Personal):</b> Motivation, Anxiety, Time.</p> <p><b>Fri: Scenario Test:</b> Read 3 scenarios. Identify if the problem is a Barrier or an Obstacle.</p>

### Phase 3: Exam Technique & The "Plan" (April)

Goal: Constructing the Health & Wellbeing Plan (The major exam question).

Week Beginning	Topic Focus	Key Activities
<p><b>Week 8</b></p> <p>(Mar 31st)</p>	<p><b>Designing the Plan: Short Term Goals</b></p> <p><b>W</b> Unachievable Targ...</p> <p><b>P</b> Lesson 20 - Barrier...</p>	<p><b>Mon:</b> Rules for goals: SMART (Specific, Measurable, Achievable, Realistic, Time-bound).</p> <p><b>Wed:</b> Draft 3 "Short Term" goals for a smoker (e.g., "Cut down to 5 a day").</p> <p><b>Fri:</b> Check your goals: Are they realistic for someone with a full-time job?</p>
<p><b>Week 9</b></p> <p>(Apr 7th)</p>	<p><b>Designing the Plan: Long Term Goals</b></p> <p><b>P</b> Lesson 19 - Lack o...</p>	<p><b>Mon:</b> Long term vision (e.g., "Run a 5k," "Have BMI of 24").</p> <p><b>Wed:</b> Linking support to goals (Who helps them achieve this?).</p> <p><b>Fri: Full Plan Draft:</b> Create a full table with Short term, Long term, and Support steps.</p>

<p><b>Week 10</b></p> <p>(Apr 14th)</p>	<p><b>The "Rationale" (Justifying your Plan)</b></p>	<p><b>Mon:</b> This is where the top marks are. Use phrases like: <i>"I have recommended X because..."</i></p> <p><b>Wed:</b> Connect back to Section B data: <i>"Reducing salt is vital because their BP is 150/90."</i></p> <p><b>Fri:</b> Write a mock Rationale paragraph for an obese patient.</p>
<p><b>Week 11</b></p> <p>(Apr 21st)</p>	<p><b>Barrier</b>   <b>Lesson 20 - Barrier...s to the Plan</b></p>	<p><b>Mon:</b> Look at your plan from Week 9. What will stop them doing it?</p> <p><b>Wed:</b> Suggest solutions to those barriers.</p> <p><b>Fri: Mock Question:</b> "Explain how the individual can overcome two specific obstacles."</p>
<p><b>Week 12</b></p> <p>(Apr 27th)</p>	<p><b>FINAL REVISION</b></p>	<p><b>Mon:</b> Re-test The Numbers (BP, BMI).</p>

		<p><b>Wed:</b> Review Command Words (Describe vs Explain vs Discuss).</p> <p><b>Fri:</b> Rest before the exam!</p>
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## Student "Must-Haves" Checklist

*Use this to check progress at the end of each month.*

### By End of February:

- I know the exact numbers for High Blood Pressure (>140/90).
- I know the exact BMI range for "Obese" (30-39.9).
- I can list 3 Genetic conditions and 3 Lifestyle factors.

### By End of March:

- I can explain the difference between a Barrier (System) and an Obstacle (Personal).
- I can explain why "Person-Centred" care reduces complaints.
- I can identify Formal vs Informal support.

### By End of April:

- I can write a SMART goal.
- I can look at a patient's data and tell you exactly what is wrong with them.
- I can write a paragraph explaining *why* I chose a specific recommendation (Justification).