



Bideford College Health and Social Care (CAMNAT): Key Stage 4 Progress Matrix

In order to get a level 1 pass you must be able to:	In order to get a level 1 pass with merit you must be able to:	In order to get a level 1 pass with distinction you must be able to:	In order to get a level 2 pass you must be able to:	In order to get a level 2 pass with merit you must be able to:	In order to get a level 2 pass with distinction you must be able to:	In order to get a level 2 pass with distinction* you must be able to:
Qh2.1: use verbal skills to show completed work.	QH3.1: present work to teacher in a group.	QH4.1: present work to the teacher in a pair.	QH5.1: read from texts and make notes in own words.	QH6.1: present work to the class in a small group.	QH7.1: present work to the class in a pair. Read and make summary notes.	QH8.1: present work to the class individually. Read effectively and selectively. Use clear and coherent English.
QH2.2: reproduce a table showing values of nutrients. Identify weights and measures.	QH3.2: reproduce a table and include commentary in own words.	QH4.2: reproduce a table and include detailed commentary.	QH5.2: create a table using more than one source of information.	QH6.2: create a table using more than one source of information. Include a detailed commentary on the contents.	QH7.2: include a detailed commentary on the contents applied to the individual in question.	QH8.2: draw a nutritional table for an individual. Effectively analyse and evaluate the nutritional value of a meal.
QH2.3: create a word document with support.	QH3.3: independently create word documents with headings. Use the internet to research a topic area.	QH4.3: independently research topics using the internet. With support select appropriate material for inclusion.	QH5.3: create documents, independently. Research independently. Present work that has a logical progression.	QH6.3: independently select and create a range of document types. Produce work which shows planning.	QH7.3: present work in a planned and logical manner.	QH8.3: use correct referencing techniques. Create work that reflects a logical progression and a synoptic element.
QH2.4: discuss work in a pair.	QH3.4: discuss work in a pair and then share work with another pair.	QH4.4: feedback elements of group work to a class group.	QH5.4: work as a team to produce a presentation to the class on a topic.	QH6.4: play an active role in presenting material to the class.	QH7.4: work effectively as a team member and support others in class discussion. Present work in role play format.	QH8.4: role play in front of a class, participate in class discussion and work in a team effectively.
QH2.5: submit homework on time.	QH3.5: submit homework on time.	QH4.5: submit homework on time which shows consistent improvement in effort.	QH5.5: submit homework on time which shows consistent improvement in both effort and standards.	QH6.5: submit homework which is consistently of a good standard.	QH7.5: submit homework which is consistently of an excellent standard.	QH8.5: go beyond the homework brief by researching further, asking questions and showing curiosity.
QH2.6: identify the 3 main care values.	QH3.6: outline the 3 main care values.	QH4.6: show how the 3 main care values can be applied in a care setting.	QH5.6: show understanding of the 3 main care values and how they can be applied in a range of settings.	QH6.6: show knowledge and understanding of the early years care values. Apply these values to a range of care settings.	QH7.6: apply all care values to a range of care settings.	QH8.6: apply all the care values effectively to a wide range of care settings.
QH2.7: identify rights of service users.	QH3.7: identify rights of service users and outline what is meant by responsibilities.	QH4.7: describe the rights and responsibilities of service users.	QH5.7: describe in detail the rights and responsibilities of service users.	QH6.7: describe in detail the rights and responsibilities of service users and apply these to care settings.	QH7.7: apply the rights and responsibilities to a range of care settings.	QH8.7: apply a wide range of rights and responsibilities of service users to a wide range of care settings.
QH2.8: identify the 5 life stages.	QH3.8: outline features of each of the life stages.	QH4.8: outline features of each of the life stages and include factors that may influence development.	QH5.8: independently research a wide range of factors that may influence development.	QH6.8: include a wide range of features of the life stages based on independent research.	QH7.8: include a comparison of factors and features influencing each life stage.	QH8.8: show thorough understanding of the life stages and factors that may influence development.

QH2.9: define communication skills.	QH3.9: identify a range of communication skills.	QH4.9: identify a range of communication skills and apply these to a care setting.	QH5.9: show knowledge of communication skills; be able to apply these to a range of care settings.	QH6.9: apply communication skills to a range of care settings and demonstrate these in a role play.	QH7.9: apply a range of communication skills to a range of care settings and to demonstrate these skills in a role play	QH8.9: demonstrate a thorough knowledge and understanding of communication skills at a high level in a role play scenario.
QH2.10: identify elements of a healthy diet.	QH3.10: identify elements of different diets for different individuals depending on their life stage.	QH4.10: understand nutrients and their importance at different life stages.	QH5.10: understand nutrients and their importance at different life stages. Plan and create a meal for an individual.	QH6.10: plan a meal for an individual with special dietary requirements.	QH7.10: plan, create and carry out an analysis of a meal for an individual with special dietary requirements.	QH8.10: thoroughly analyse a meal for an individual with special dietary requirements with clear justifications.