

MOOR PARK HIGH SCHOOL: CURRICULUM

Year 10 SYLLABUS: Pearson/Edexcel (BTEC L2 Tech Award)

Curriculum Area: Art, Performance and Technologies (Health and Social Care)

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	Component 1: Learning Aim A (Human Lifespan Development)	Component 1: Learning Aim A (Human Lifespan Development- Complete)	Component 1: Learning Aim B (Dealing with Life Events)	Component 1: Learning Aim B (Dealing with Life Events- Complete)	Component 2: Learning Aim A (Services Available and Overcoming Barriers)	Component 2: Learning Aim A (Services Available and Overcoming Barriers- Complete)
Knowledge	During this term, pupils will cover how an individual grows and develops over the 6 different life stages (infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood). They will look at how they grow and develop physically, intellectually, emotionally and socially during these life stages and how it can affect them both positively and negatively.	Pupils will complete learning aim A by looking at the different lifestyle choices people make and how it can affect them positively and negatively. They will also look at lifestyle choices including diet, culture and drinking/smoking. Pupils will then complete a formal internal assessment in class in which they choose a celebrity/individual of their choice and explain how that individual has grown and developed over 3 different life stages and how different lifestyle factors have affected them over time.	Pupils will cover the effects different expected and unexpected life events will have on people both negatively and positively. Life events covered will include bereavement, starting school, entering employment and illness. They will also cover the different types of support that they can access both informally and formally and how it will help them.	Pupils will then complete a formal internal assessment in class in which they choose from a case study, where two people have experienced the same life event e.g. bereavement and how they were both affected by it and their response to the support available.	Pupils will learn about the different types of care (Primary, Secondary and Tertiary, as well as Palliative/End of Life Care). Pupils will also cover the different services that are available to people in specific life stages (notably infants, adolescents and later adulthood). Pupils will study topics on the different types of barriers an individual might face and why and how they can overcome them. Barriers include Physical, Sensory, Cultural, Language and Geographical.	Pupils will then complete their first formal internal assessment for component 2 (their 3rd in total). This will be based off a given case study (choice of 3, provided by Pearson) and will analyse and evaluate the type of care they need to access and the barriers they may face and how they can overcome them. Pupils responses will look at the different types of services we have in the Deepdale/Preston area
Skills	Each lesson is designed so that pupils can use the work that they have completed to aid them in the attempt of their formal assignment.	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, compare and evaluate) as they complete their first formal assignment on 'Human Lifespan and Development.'	Each lesson is designed so that pupils can use the work that they have completed to aid them in the attempt of their formal assignment.	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, compare and assess) as they complete their second formal assignment on 'Dealing with Life Events and Accessing Support'	Each lesson is designed so that pupils can use the work that they have completed to aid them in the attempt of their formal assignment.	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, analyse and assess) as they complete their third formal assignment on 'Accessing Services and Overcoming Barriers'

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<p>Assessment</p>	<p>Each lesson has time at the start where pupils will have to write down/take part in a class discussion, where we look back at what we have covered the previous lesson or from a few lessons before.</p>	<p>Point 1: Assignment 1- Pupils will be expected to complete a formal written piece about how an individual and explain how they developed over three life stages. Higher ability pupils will be expected also to look at how different lifestyle factors such as drugs, alcohol intake etc. were affected during these stages)</p> <p>Point 2: ALL pupils can resubmit their work if they have not met their target grade. Usually 15 working days.</p> <p>(As specified by BTEC, Pearson/Edexcel). Please note that the time of year may change. All formal assignments will be set by Pearson and pupils will have a set time to complete them in.</p>	<p>Each lesson has time at the start where pupils will have to write down/take part in a class discussion, where we look back at what we have covered the previous lesson or from a few lessons before.</p>	<p>Point 1: Assignment 2- Pupils will be expected to complete a formal written piece about how the same life event affected two individuals and how they adapted. Life events include accidents and bereavement. All pupils will be provided with a case study to help them complete this. Higher ability pupils will be expected also compare how the individuals adapted and whether the support they received was acceptable.</p> <p>Point 2: ALL pupils can resubmit their work if they have not met their target grade. Usually 15 working days.</p> <p>(As specified by BTEC, Pearson/Edexcel). Please note that the time of year may change. All formal assignments will be set by Pearson and pupils will have a set time to complete them in.</p>	<p>Each lesson has time at the start where pupils will have to write down/take part in a class discussion, where we look back at what we have covered the previous lesson or from a few lessons before.</p>	<p>Point 1: Assignment 3- Pupils will be expected to complete a formal written piece about the different services that might be available to two individuals (usually a couple/related). Pupils will also look at the different barriers that they may face and how they can overcome them. Higher ability pupils will be expected also to look at whether the services they have suggested in their work are suitable for the individuals in the case studies provided by Pearson.</p> <p>Point 2: ALL pupils can resubmit their work if they have not met their target grade. Usually 15 working days.</p> <p>(As specified by BTEC, Pearson/Edexcel). Please note that the time of year may change. All formal assignments will be set by Pearson and pupils will have a set time to complete them in.</p>
<p>Homework</p>	<p>During 'preparation' lessons (i.e., non-assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments. This is in guidance with the school homework policy.</p>	<p>Please be aware that homework will not be given during the completion of the pupil's formal assignments</p>	<p>During 'preparation' lessons (i.e., non-assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments. This is in guidance with the school homework policy.</p>	<p>Please be aware that homework will not be given during the completion of the pupil's formal assignments</p>	<p>During 'preparation' lessons (i.e., non-assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments. This is in guidance with the school homework policy.</p>	<p>Please be aware that homework will not be given during the completion of the pupil's formal assignments</p>

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<p>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to the celebrity you have chosen to write about in your assignment</p> <p>Watch: Documentaries about the effects lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to the celebrity you have chosen to write about in your assignment</p> <p>Watch: Documentaries about the effects lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to a life event we may have studied</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to a life event we may have studied</p> <p>Experiences: <i>Medical Mavericks</i> (Half a day off timetable to look at the different careers that they may not have heard of before through a hands-on workshop provided by 'Medical Mavericks')</p> <p><i>Please note that this depends upon funding/permission.</i></p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking about a Health and/or Social Care Service that we have covered or would help you with your assignment.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking about a Health and/or Social Care Service that we have covered or would help you with your assignment.</p>
<p>Numeracy</p>	<p>Age: Pupils will look at the different ages and life stages that we pass through and use this as a guide as to what milestones we should be achieving by certain stages in our development</p> <p>Economic: We briefly look at how an individual's income can affect their overall health and well-being</p>	<p>Age: Pupils will look at the different ages and life stages that we pass through and use this as a guide as to what milestones we should be achieving by certain stages in our development</p> <p>Economic: We briefly look at how an individual's income can affect their overall health and well-being</p>	<p>N/A</p>	<p>N/A</p>	<p>Distance: Pupils will have to calculate the distance that identified services in the local area are that the individuals in their case study might have to access. They will use the information that they have gathered to see if the distance creates a possible barrier to them and why.</p>	<p>Distance: Pupils will have to calculate the distance that identified services in the local area are that the individuals in their case study might have to access. They will use the information that they have gathered to see if the distance creates a possible barrier to them and why.</p>
<p>Literacy</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Where possible, pupils are provided with model answers to their assignments as well as research booklets to allow for them to structure their answers better. As it is a report, pupils are asked to write using formal</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Where possible, pupils are provided with model answers to their assignments as well as research booklets to allow for them to structure their answers better. As it is a report, pupils are asked to write using formal language</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Where possible, pupils are provided with model answers to their assignments as well as research booklets to allow for them to structure their answers better. As it is a report, pupils are asked to write using formal language as well as subject specific vocabulary in their work.</p>

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	<p>Pupils will come across new key terms/phrases throughout the course. Definitions of words are discussed at the start of the lesson, so that it allows for pupils to use these words confidently and accurately throughout their time studying Health and Social Care.</p>	<p>language as well as subject specific vocabulary in their work.</p>	<p>them to then use it in their formal assignment. Pupils will come across new key terms/phrases throughout the course. Definitions of words are discussed at the start of the lesson, so that it allows for pupils to use these words confidently and accurately throughout their time studying Health and Social Care.</p>	<p>as well as subject specific vocabulary in their work.</p>	<p>Pupils will come across new key terms/phrases throughout the course. Definitions of words are discussed at the start of the lesson, so that it allows for pupils to use these words confidently and accurately throughout their time studying Health and Social Care.</p>	
CEIAG	<p>Careers in Health and Social Care lessons; During the first week, we will focus on careers within Health and Social Care. Pupils will research 6 different career paths that they could follow (1 they have heard of and know a little bit about, 2 they have heard of but know nothing about and 3 they have never heard of) Pupils will look at how much they get paid, their job description, qualifications, where they work etc.</p>	<p>Human Lifespan Development Assignment; Pupils will complete their first assignment about a celebrity of their choice. They may have to look at any support that celebrity received from a HSC professional such as a nurse, a doctor. This will vary depending upon the celebrity chosen.</p>	<p>Life Events lessons; Physiotherapist: A video: A day in the life of Occupational Therapist: A video: A day in the life of Anesthetist: A video: A day in the life of. These careers fit in with the life events we look at. They may change if the videos are no longer available or if new ones are made available</p>	<p>Life Events Assignment; As part of their assignment, pupils will look at different sources of support (informal and formal), but more specifically counsellors. They will look at how the counsellors provide holistic care as supposed to their earnings and qualifications Key Stage 4 (Year 10): to take part in NCW Health and Social Care lessons: Where can Health and Social Care take you?</p>	<p>Accessing Services and Overcoming Barriers lessons; Pupils will learn about different Primary, Secondary and Tertiary services within Health and Social Care and what kind of care they provide to service users. We will also look at how they work together with the best interests of the patient.</p>	<p>Accessing Services Assignment; Pupils will use their knowledge of the different services to complete their assignment where they study two individuals in a case study and discuss the roles that these services play in meeting their needs. They are effectively looking at job roles and applying it to a scenario.</p>

Key Stage 4 Long Term Planning

Year 11 SYLLABUS: Pearson/Edexcel (BTEC L2 Tech Award)

Curriculum Area: Art, Performance and Technologies (Health and Social Care)

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	Component 2: Learning Aim A (Accessing Services and Overcoming Barriers)	Component 3: Health and Wellbeing (Exam preparation)	Component 3: Health and Wellbeing (Exam preparation) Component 2: Learning Aim B (Health and Social Care Values) Component 3: Health and Wellbeing (Exam preparation)	Component 2: Learning Aim B (Health and Social Care Values-Complete) Component 3: Health and Wellbeing (for those retaking the exam)	Component 3: Health and Wellbeing (for those retaking the exam)
Knowledge	Pupils will then complete their first formal internal assessment for component 2 (their 3rd in total). This will be based off a given case study (choice of 3, provided by Pearson) and will analyse and evaluate the type of care they need to access and the barriers they may face and how they can overcome them. Pupils responses will look at the different types of services we have in the Deepdale/Preston area	Pupils will recap what they have covered in Year 10. They will look at how different factors from Personal Hygiene, Pollution, Genetic Inheritance and Stress affect an individual's overall health and wellbeing. Pupils will also use this knowledge to complete exam questions in preparation of their exam.	Pupils will recap what they have covered in Year 10. They will look at how different factors from Personal Hygiene, Pollution, Genetic Inheritance and Stress affect an individual's overall health and wellbeing. Pupils will also use this knowledge to complete exam questions in preparation of their exam. When pupils have sat the exam, we will start preparation for their final assignment and learn about the different Care Values	Pupils will complete their final formal internal assessment in which they will demonstrate and evaluate how well they have demonstrated the care values either via a role play or through a practical sense (i.e. a visit to a local primary school to do a craft activity). This is TBD. Pupils who will need to retake the Component 3 exam will start to look at what areas were their weakest in the first attempt and work on improving their knowledge.	Working in smaller groups, pupils will look at any questions that they struggled with in the exam and go over them until they are more confident with them
Skills	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, analyse and assess) as they complete their third formal assignment on 'Accessing Services and Overcoming Barriers'	Pupils will learn how to identify and explain the positive and negative impact of different factors and how they may affect an individual's physical, intellectual, emotional and social wellbeing. These Skills will help	Pupils will learn how to identify and explain the positive and negative impact of different factors and how they may affect an individual's physical, intellectual, emotional and social wellbeing. These Skills will help	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, demonstrate and justify) as they complete their final formal assignment on 'Effective Use of the Care Values'	Pupils will practice the questions that they struggled with in the first attempt of the exam in January/February exam season.

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		them to answer part A on their exam paper	them to answer part A on their exam paper Pupils will demonstrate the different Care Values for themselves when they write either a role-play or plan an activity for them to completed in groups. This is TBD	Pupils will practice the questions they have identified as their weak points and improve their skills for these questions	
Assessment	<p>Point 1: Assignment 3- Pupils will be expected to complete a formal written piece about the different services that might be available to two individuals (usually a couple/related). Pupils will also look at the different barriers that they may face and how they can overcome them. Higher ability pupils will be expected also to look at whether the services they have suggested in their work are suitable for the individuals in the case studies provided by Pearson.</p> <p>Point 2: ALL pupils can resubmit their work if they have not met their target grade.</p> <p>(As per my BTEC assessment plan)</p>	<p>Point 1: Pupils will complete a timed assessment after the completion of Learning Aim A</p> <p>Point 2: Pupils will improve their answers to the timed piece</p> <p>Point 3: Pupils will complete Part A of the exam paper</p>	<p>Point 1: Pupils will complete a timed assessment after the completion of Learning Aim A</p> <p>Point 2: Pupils will improve their answers to the timed piece</p> <p>Point 3: Pupils will complete Part A of the exam paper</p>	<p>Point 1: Assignment 4- Pupils will be expected to complete a formal written piece after the completion of 1 or 2 role plays in which they need to demonstrate the different care values (e.g. respect, confidentiality and empowerment). Using feedback provided by their assessor, they then evaluate how well they think they did in demonstrating the care values and what they could do better next time. Higher ability pupils will be expected also to make realistic suggestions of improvement and justify their decisions.</p> <p>Point 2: ALL pupils can resubmit their work if they have not met their target grade.</p> <p>(As per my BTEC assessment plan)</p> <p>Pupils will complete practice questions and complete peer-assessment to help them to answer the questions more confidently.</p>	Pupils will compare their answers to the questions that they are going over to model answers and the mark scheme.
Homework	During 'preparation' lessons (i.e., non-assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments. This is in guidance with the school homework policy.	Practice exam questions and knowledge/preparation questions will be given for pupils to practice the necessary skills needed to successfully attempt/complete the Component 3 exam, in the January/February entry. This will be once a week as per the school homework policy	Practice exam questions and knowledge/preparation questions will be given for pupils to practice the necessary skills needed to successfully attempt/complete the Component 3 exam, in the January/February entry. This will be once a week as per the school homework policy	During 'preparation' lessons (i.e., non-assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments	Pupils who are retaking the Component 3 exam will be given revision/exam questions to complete to help them improve their exam in the May entry.

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<p>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking about a Health and/or Social Care Service that we have covered or would help you with your assignment.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to how service users are cared for in old people's homes and how the service providers demonstrate the Care Values.</p> <p>Watch: Documentaries about the effect's lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to how service users are cared for in old people's homes and how the service providers demonstrate the Care Values.</p> <p>Watch: Documentaries about the effect's lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to how service users are cared for in old people's homes and how the service providers demonstrate the Care Values.</p> <p>Watch: Documentaries about the effect's lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to how service users are cared for in old people's homes and how the service providers demonstrate the Care Values.</p> <p>Watch: Documentaries about the effect's lifestyle choices has on people such as alcohol intake, drug usage etc.</p>
<p>Numeracy</p>	<p>N/A</p>	<p>SMART targets: In their write up for their final assignment, pupils will be expected to set SMART targets that are measurable i.e. the target will require a numerical element.</p> <p>BMI: Pupils will learn how to calculate an individual's BMI, as well as how to interpret a BMI graph and explain whether they are over/underweight.</p> <p>Blood Pressure: Pupils will learn how to take their blood pressure and how to read/interpret their results</p> <p>Peak Flow: Pupils will learn how to calculate their peak flow and what the results mean it means</p> <p>Alcohol units: Pupils will learn what the government guidance is and the effects of going over this.</p> <p>Lifestyle Data: Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future.</p> <p>Timings: Pupils will practice answering exam questions under timed conditions to allow them to see what is expected in terms of depth and detail</p>	<p>SMART targets: In their write up for their final assignment, pupils will be expected to set SMART targets that are measurable i.e. the target will require a numerical element.</p> <p>BMI: Pupils will learn how to calculate an individual's BMI, as well as how to interpret a BMI graph and explain whether they are over/underweight.</p> <p>Blood Pressure: Pupils will learn how to take their blood pressure and how to read/interpret their results</p> <p>Peak Flow: Pupils will learn how to calculate their peak flow and what the results mean it means</p> <p>Alcohol units: Pupils will learn what the government guidance is and the effects of going over this.</p> <p>Lifestyle Data: Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future.</p> <p>Timings: Pupils will practice answering exam questions under timed conditions to allow them to see what is expected in terms of depth and detail</p>	<p>Timings: Pupils will practice answering exam questions under timed conditions to allow them to see what is expected in terms of depth and detail.</p> <p>Timings: Pupils will need to make sure that they have kept their role play(s) within a certain time.</p>	<p>N/A</p>

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<p>Literacy</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Where possible, pupils are provided with model answers to their assignments as well as research booklets to allow for them to structure their answers better. As it is a report, pupils are asked to write using formal language as well as subject specific vocabulary in their work.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Pupils will be provided with model answers to help them complete the exam section of the course.</p> <p>Pupils will learn new medical related terms, such as BMI and Blood Pressure. Before pupils can attempt these exam questions, we will spend time learning about what they are and how it affects the health of a person. This will allow for pupils to become more confident in their usage and therefore attempt the exam questions with</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Pupils will be provided with model answers to help them complete the exam section of the course.</p> <p>Pupils will learn new medical related terms, such as BMI and Blood Pressure. Before pupils can attempt these exam questions, we will spend time learning about what they are and how it affects the health of a person. This will allow for pupils to become more confident in their usage and therefore attempt the exam questions with</p> <p>Pupils will complete the preparation for their final assignment, in which they will learn about the Care Values. As these are new terms pupils will learn about the definitions of each term and how they can be demonstrated in an effective way.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Pupils will demonstrate the Care Values in a practical way in the form of a role play and will then evaluate their performance.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Model answers will be gone through and used to help pupils who are re-sitting their Component 3 exam.</p>
<p>CEIAG</p>	<p>Pupils will use their knowledge of the different services to complete their assignment where they study two individuals in a case study and discuss the roles that these services play in meeting their needs. They are effectively looking at job roles and applying it to a scenario.</p>	<p>Pupils will come across different Health and Social Care careers in their exam for example a Health Care Visitor, a nurse who works alongside a GP etc. They won't need to know these careers in depth, although they will be aware that they are the people whose jobs involve collecting data about their patients/service users including BP, BMI and lifestyle information.</p>	<p>As half term 2.</p>	<p>Care Values Lessons: As the Care Values are expected to be used by anybody and everybody within the Health and Social Care sector, pupils will not learn about any careers per se more that for a person to be effective in their chosen career (no matter what they choose in H&SC) they must ensure that they apply them at ALL times. It is more about the importance of why we MUST demonstrate them when we enter the workplace.</p> <p>Health and Social Care KSS taster sessions</p>	<p>N/A</p>