



King Edwards VI Handsworth Wood Girls' Academy



**BTEC Level 3 National
Diploma/ Extended
Certificate in Health and
Social Care**

STRATEGY PLANNING The ability to approach new learning experiences by actively attempting to connect them to existing knowledge or concepts and hence determine an appropriate way to think about the work.	INTELLECTUAL CONFIDENCE The ability to articulate personal views based on evidence, and where necessary defend them to others.	CRITICAL OR LOGICAL THINKING The ability to deduce, hypothesise, reason and seek supporting evidence.	CONFIDENT The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places you under stress.	ENQUIRING The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise and independent thought; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to developing your own views and solutions.

Year 12 Induction Summer Workbook 2023

Name of Student:

Introduction to Health and Social Care

Thank you for choosing to study Health & Social Care at KEV Handsworth Wood Girls' Academy.

You will complete 8 units (Diploma) or 4 units (Extended Certificate) across your qualification.

You will begin by studying Unit 1: Human Lifespan Development with _____. This will be assessed by an externally marked examination which students will sit in January 2024.

In addition, you will complete Unit 2: Working in Health and Social Care with _____. Unit 2 will be assessed by an externally marked examination which students will sit in January 2024.

Alongside Units 1 and 2, you will complete Unit 5 Meeting Individual Care and Support Needs. This will be assessed internally through coursework completed by you.

From January onwards, you will continue to study Unit 5 and start unit 14 Physiological Disorders and their Care. These units will be assessed internally through coursework completed by you.

It is a requirement of this qualification that as well as the Guided Learning Hours which we timetable for lessons and other activities, students also undertake other required learning. This includes private study, preparation for assessments, preparatory reading, revision and independent research. You will be expected to complete practice questions each week when working on examination units.

For Unit 1, you will need to have good knowledge of expected/typical development across the different life stages, ranging from Birth to 65+ years. Before you commence the course in September, it is vitally important that you engage in some preparatory reading, watch recommended documentaries/TV programmes, and carry out some independent research to prepare for this.

In addition, it would be helpful for you to gain some background knowledge on the theorists who you will be studying in the Autumn Term, therefore it is essential that you carry out some background research on these.

Work through the tasks and record your reflections/findings in the space available. We will be using your recorded information in lessons in September to aid further understanding of the content, and support written responses to exam questions.

You will then complete a mock examination for Unit 1, before completing your actual exam in January.

We hope that you will use this booklet to give you a good start to your BTEC work, and that it will help you enjoy and benefit from the course more.

Mrs S Khan

Task 1 – Researching Expected/Typical Development

Recommended Books:

Sharma, Ajay and Cockerill, Helen (2014) From Birth to Five Years, Developmental Progress. Routledge

Howard, Justine (2017) Mary D. Sheridan's Play in Early Childhood, From Birth to Six Years, Fourth Edition, Routledge

Meggitt, Caroline (2012) Child Development, An Illustrated Guide, Birth to 19 years, 3rd Edition, Pearson

Each of the books above will describe expected/typical development through infancy, childhood and adolescence.

Cavendish, Camilla (2019) 10 Lessons for an Ageing World, Extra Time

Streets. Annabel & Saunders, Susan (2019) The Age Well Project: Easier Ways to live a Longer, Healthier, Happier Life

Each of the books above will discuss physical and mental changes, thoughts and emotions, along with current research regarding the ageing process.

Recommended Websites and YouTube links:

Life stage Infancy:

Physical Development:

<https://www.rcpch.ac.uk/resources/uk-who-growth-charts-0-4-years>

<https://www.verywellfamily.com/your-7-Month-old-baby-development-and-milestones-4172912> (Can find information on 0-2 years)

<https://www.verywellfamily.com/your-11-Month-old-baby-development-and-milestones-4172881>

<https://www.verywellfamily.com/toddler-milestones-4013768>

Intellectual Development:

https://www.aapd.org/globalassets/media/policies_guidelines/r_speechmilestones.pdf

Emotional/social Development:

<https://www.healthline.com/health/solitary-play#How-solitary-play-fits-into-the-6-stages-of-play->

Life stage: Early Childhood:

<https://www.verywellfamily.com/what-is-a-developmental-milestone-2795123> Holistic development (Physical, intellectual, emotional, and social).

Life stage: Adolescence:

Physical: onset of puberty, <https://www.youtube.com/watch?v=CfbLWY4r41k> primary and secondary sexual characteristics,

[The 5 Stages of Puberty in Boys \(verywellfamily.com\)](#)

[Stages of Puberty in Teenage Girls \(verywellfamily.com\)](#)

Intellectual: complex and abstract thinking develops Adolescence brain development >

<https://www.youtube.com/watch?v=0O1u5OE5eY>

emotional: independence increases further, more freedom to make own decisions, concerns over self-image <https://www.youtube.com/watch?v=9FMg6f9WSg0> and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment.

Social: wide range of formal/informal relationships develop and have influence, intimate relationships are formed, peer pressure. <https://www.verywellfamily.com/16-year-old-developmental-milestones-4171922#toc-16-year-old-emotional-and-social-milestones>

Life stage Early adulthood:

<https://www.tutor2u.net/hsc/reference/physical-changes-in-early-adulthood-19-45-years>

Life stage Middle adulthood:

<https://www.womenshealth.gov/menopause/menopause-basics>

Life stage Later adulthood:

<https://www.webmd.com/healthy-aging/video/video-hearing-loss-age-related-causes>

<https://www.youtube.com/watch?v=jc4yK0zZ-cQ>

<https://youtu.be/inYaBPWdZIM>

<https://ed.ted.com/lessons/why-do-our-bodies-age-Mondayica-menesini>

Recommended Viewing:

Channel 4: The Secret Lives of Four and Five Year Olds

Channel 4: Old People's Homes for 4 Year Olds

Channel 4: Super Nanny

Channel 4: 10 Years Younger

BBC One: Child of our Time

BBC Two: Mum and Me

BBC Two: Terry Pratchett, Living with Alzheimer's

BBC Three: Living differently series

ITV: Planet Child

Each of the programmes above will tell you about expected development, the ageing process, living with specific conditions, or apply theories to development.

Your summer reading and viewing should cover each of the following **life stages** you will study:

- Infancy (0-2 years)
- Early Childhood (3-8 years)
- Adolescence (9-14 years)
- Early Adulthood (19-45 years)
- Middle Adulthood (45-65 years)
- Later Adulthood (65+ years)

Make notes from your viewing/reading with regards to **expected development**, and **the effects of the maturation/ageing process**:

- Physical development and Physical changes of ageing
- Intellectual (Cognitive) development, including language skills, and psychological effects of ageing
- Emotional development and the psychological effects of ageing
- Social development and the psychological effects of ageing

Task 2/Reflecting on your research

Use the tables below to summarise what you have found out about growth and development at each life stage.

Infancy (0-2 Years)	
Physical development and Physical changes of ageing Include: Developmental milestones for <ul style="list-style-type: none">Gross motor skillsFine motor skills	
Intellectual (Cognitive) development, including language skills, and psychological effects of ageing Include: Use of children's senses to explore/learn Development of memory Language milestones	
Emotional development and the psychological effects of ageing Include: Attachment milestones Key attachments made Types of attachments Disruptions to attachment and links to confidence/self-esteem	
Social development and the psychological effects of ageing Include: Development of relationships with main carers Stage of play (solitary/solo) Development of independence (self-soothing and self-help skills)	

Early Childhood (3 - 8 Years)	
Physical development and Physical changes of ageing Include: Further developmental milestones for <ul style="list-style-type: none"> Gross motor skills Fine motor skills 	
Intellectual (Cognitive) development, including language skills, and psychological effects of ageing Include: Development of thought, including logic and reasoning Further development of language skills Conservation Egocentrism	
Emotional development and the psychological effects of ageing Include: Development of self-image/concept, and self-esteem	
Social development and the psychological effects of ageing Include: Development of friendships Stages of play (Parallel; Associative; Co-operative)	

Adolescence (9 - 18 Years)	
<p>Physical development and Physical changes of ageing</p> <p>Include:</p> <p>Development of Primary and Secondary sexual characteristics</p> <p>The role of hormones in sexual maturity</p>	
<p>Intellectual (Cognitive) development, including language skills, and psychological effects of ageing</p> <p>Include:</p> <p>Knowledge, skills and experience gained</p> <p>Information processing</p>	
<p>Emotional development and the psychological effects of ageing</p> <p>Include:</p> <p>Further development of self-image/concept, and self-esteem</p>	
<p>Social development and the psychological effects of ageing</p> <p>Include:</p> <p>Social benefits of friendships</p> <p>Effects of peer pressure</p> <p>Peer influence</p>	

Early Adulthood (19 - 45 Years)	
<p>Physical development and Physical changes of ageing</p> <p>Include:</p> <p>Physical strength peaks</p> <p>Pregnancy and lactation</p> <p>Perimenopause</p>	
<p>Intellectual (Cognitive) development, including language skills, and psychological effects of ageing</p> <p>Include:</p> <p>Knowledge, skills and experience gained</p> <p>Information processing</p>	
<p>Emotional development and the psychological effects of ageing</p> <p>Include:</p> <p>Further development of self-image/concept, and self-esteem</p> <p>Stress levels</p>	
<p>Social development and the psychological effects of ageing</p> <p>Include:</p> <p>The development of independence, including starting employment, leaving home, starting a family;</p> <p>The development of relationships with others</p> <p>The social benefits of friendships</p>	

Middle Adulthood (46 – 65 Years)	
<p>Physical development and Physical changes of ageing</p> <p>Include:</p> <p>Female menopause</p> <p>Role of the hormones</p> <p>Physical effects of the ageing process, eg, middle age spread; cardiovascular disease, degeneration of sight/hearing; reduced absorption of nutrients</p>	
<p>Intellectual (Cognitive) development, including language skills, and psychological effects of ageing</p> <p>Include:</p> <p>Knowledge, skills and experience gained</p> <p>Information processing</p>	
<p>Emotional development and the psychological effects of ageing</p> <p>Include:</p> <p>Further development of self-image/concept, and self-esteem</p> <p>Stress levels</p>	
<p>Social development and the psychological effects of ageing</p> <p>Include:</p> <p>The development of independence, including starting employment, leaving home, starting a family;</p> <p>The development of relationships with others</p> <p>The social benefits of friendships</p>	

Later Adulthood (65+ Years)	
<p>Physical development and Physical changes of ageing Include: Physical effects of the ageing process, eg, cardiovascular disease; Degeneration of sight/hearing/brain function/nervous system; reduced absorption of nutrients Dementia</p>	
<p>Intellectual (Cognitive) development, including language skills, and psychological effects of ageing Include: Memory loss Declining interest in activity</p>	
<p>Emotional development and the psychological effects of ageing Include: Stress levels Change of roles Increase in leisure time</p>	
<p>Social development and the psychological effects of ageing Include: Disengagement from social interaction Loss of partners</p>	

Task 3/Preparing a case study

Apply your learning from reading/viewing by researching a known person, fictional person or famous person and recording information about them on the table below. You must create **6 case studies** in total, presenting information about a person in each life stage. It may also be helpful to find some photographs of the known/famous person to identify changes to physical appearance throughout the life stages

Name of Person:		Current age of Person:	
Current Life Stage: Infancy		Life stages passed through:	
Current Known Development of the Person:			
Physical Development	Intellectual Development	Emotional Development	Social Development
Known factors that have affected the development of the Person:			
Genetic Factors Including: Genetic disorders Congenital defects Lifestyle of mother during pregnancy			
Environmental factors Including: Exposure to pollution Poor housing conditions Access to health and social care services			
Social factors Including: Family dysfunction (parental divorce/separation; sibling rivalry; parenting style) Bullying Effects of culture, religion and belief, eg. dietary restrictions			

Economic factors Including: Income and expenditure Employment status/Parents' employment status Education Lifestyle	
Major life events which have affected this person's development	
Predictable Events , eg. starting school, beginning employment, etc.	Unpredictable Events , eg. Divorce, death of a relative/friend, accidents and injury, etc.

Name of Person:		Current age of Person:	
Current Life Stage: Early Childhood		Life stages passed through:	
Current Known Development of the Person:			
Physical Development	Intellectual Development	Emotional Development	Social Development
Known factors that have affected the development of the Person:			
Genetic Factors Including: Genetic disorders Congenital defects Lifestyle of mother during pregnancy			
Environmental factors Including: Exposure to pollution Poor housing conditions Access to health and social care services			
Social factors Including: Family dysfunction (parental divorce/separation; sibling rivalry; parenting style) Bullying Effects of culture, religion and belief, eg. dietary restrictions			

Economic factors Including: Income and expenditure Employment status/Parents' employment status Education Lifestyle	
Major life events which have affected this person's development	
Predictable Events , eg. starting school, beginning employment, etc.	Unpredictable Events , eg. Divorce, death of a relative/friend, accidents and injury, etc.

Name of Person:		Current age of Person:	
Current Life Stage: Adolescence		Life stages passed through:	
Current Known Development of the Person:			
Physical Development	Intellectual Development	Emotional Development	Social Development
Known factors that have affected the development of the Person:			
Genetic Factors Including: Genetic disorders Congenital defects Lifestyle of mother during pregnancy			
Environmental factors Including: Exposure to pollution Poor housing conditions Access to health and social care services			
Social factors Including: Family dysfunction (parental divorce/separation; sibling rivalry; parenting style) Bullying Effects of culture, religion and belief, eg. dietary restrictions			

Economic factors Including: Income and expenditure Employment status/Parents' employment status Education Lifestyle	
Major life events which have affected this person's development	
Predictable Events , eg. starting school, beginning employment, etc.	Unpredictable Events , eg. Divorce, death of a relative/friend, accidents and injury, etc.

Name of Person:		Current age of Person:	
Current Life Stage: Early Adulthood		Life stages passed through:	
Current Known Development of the Person:			
Physical Development	Intellectual Development	Emotional Development	Social Development
Known factors that have affected the development of the Person:			
Genetic Factors Including: Genetic disorders Congenital defects Lifestyle of mother during pregnancy			
Environmental factors Including: Exposure to pollution Poor housing conditions Access to health and social care services			
Social factors Including: Family dysfunction (parental divorce/separation; sibling rivalry; parenting style) Bullying Effects of culture, religion and belief, eg. dietary restrictions			

Economic factors Including: Income and expenditure Employment status/Parents' employment status Education Lifestyle	
Major life events which have affected this person's development	
Predictable Events , eg. starting school, beginning employment, etc.	Unpredictable Events , eg. Divorce, death of a relative/friend, accidents and injury, etc.

Name of Person:		Current age of Person:	
Current Life Stage: Middle Adulthood		Life stages passed through:	
Current Known Development of the Person:			
Physical Development	Intellectual Development	Emotional Development	Social Development
Known factors that have affected the development of the Person:			
Genetic Factors Including: Genetic disorders Congenital defects Lifestyle of mother during pregnancy			
Environmental factors Including: Exposure to pollution Poor housing conditions Access to health and social care services			
Social factors Including: Family dysfunction (parental divorce/separation; sibling rivalry; parenting style) Bullying Effects of culture, religion and belief, eg. dietary restrictions			

Economic factors Including: Income and expenditure Employment status/Parents' employment status Education Lifestyle	
Major life events which have affected this person's development	
Predictable Events , eg. starting school, beginning employment, etc.	Unpredictable Events , eg. Divorce, death of a relative/friend, accidents and injury, etc.

Name of Person:		Current age of Person:	
Current Life Stage: Later Adulthood		Life stages passed through:	
Current Known Development of the Person:			
Physical Development	Intellectual Development	Emotional Development	Social Development
Known factors that have affected the development of the Person:			
Genetic Factors Including: Genetic disorders Congenital defects Lifestyle of mother during pregnancy			
Environmental factors Including: Exposure to pollution Poor housing conditions Access to health and social care services			
Social factors Including: Family dysfunction (parental divorce/separation; sibling rivalry; parenting style) Bullying Effects of culture, religion and belief, eg. dietary restrictions			

Economic factors Including: Income and expenditure Employment status/Parents' employment status Education Lifestyle	
Major life events which have affected this person's development	
Predictable Events , eg. starting school, beginning employment, etc.	Unpredictable Events , eg. Divorce, death of a relative/friend, accidents and injury, etc.

Task 4/ Researching key theories/theorists who you will need to know in Unit 1

Jean Piaget believed that children pass through stages in their learning. He proposed four distinct cognitive stages. Explore what each of these stages means in terms of how children learn. Complete the table below

Stage	Age	How children learn
Sensorimotor		
Pre-operational		
Concrete operations		
Formal operations		

Piaget's theory was based on the following four suppositions:

1. Children are active learners
2. Children think differently from adults
3. Children construct their own meaning from their experiences and environment around them
4. Language depends on the development of thought

Intellectual/Cognitive development is a child's ability to learn and solve problems. Piaget focused on how children acquire the ability to think.

He suggested that a 4 year old cannot use **abstract logic** because they are not mature enough.

Define what **abstract logical thinking** means

He observed that infants use egocentric thinking. Define what he means by **egocentric thinking**.

Piaget believed that the ability to think logically does not happen until around the age of seven years old when children can use simple logic (Concrete Logical thinking).

Explain what Piaget means by **concrete logical thinking**.

To help your understanding of this further, it may help you to watch some short clips on You tube of Piaget's conservation tests.

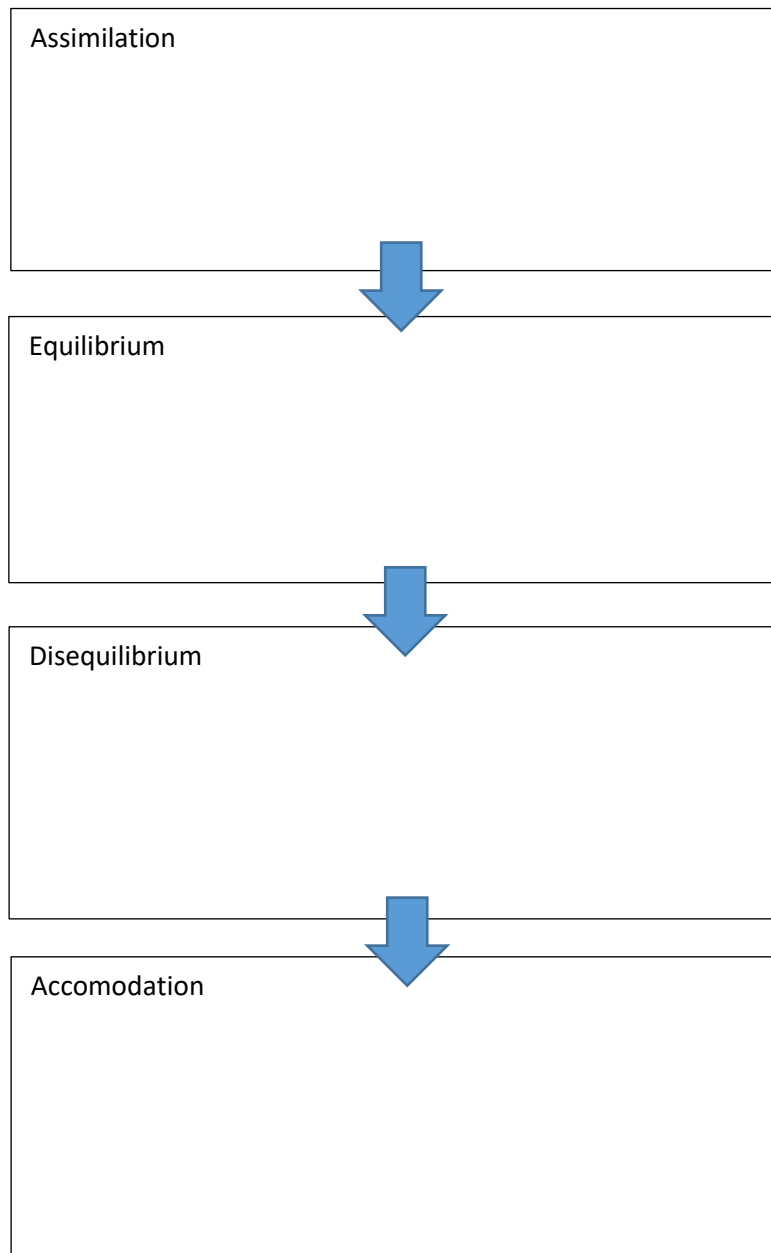
Explain Piaget's theory of **conservation**

Piaget's **schematic development theory** helps to explain how children use their experiences to construct their understanding of the world around them, to think and to learn.

Define the word '**schema**' that Piaget uses in his schematic development theory.

Piaget believed that when a child experiences situations where new information is presented, their schemas are either upset, or changed and adapted to reflect new understanding. He discusses this process of information processing in 4 clear stages.

Explain each stage below, using examples to show how a child's understanding is developed through an experience



Naom Chomsky believed that the ability to develop a signed or spoken language is genetically programmed into individuals. This means that all individuals have the ability to understand and use language regardless of other abilities, and should become fluent in their first language by a particular age.

Explain Naom Chomsky's theory of the **Language Acquisition Device**

To support your understanding of language further, complete the table below to record developmental milestones regarding language skills.

Expected Age	Developmental milestone for Language
1 month	
3 months	
6 months	
9 months	
12 months	
15 months	
18 months	
2 years	
2 ½ years	
3 years	
4 years	
5 years	
8 years	

John Bowlby argued that children have an inbuilt need to form an attachment with a carer. His attachment theory considered a child’s relationship with their mother, who at that time, would have been the person who a child spent the most time with.

Outline the main findings of his research on attachment theories.

Age range	Stage
Up to 3 months	
3 – 7 months	
7 – 9 months	
9 months +	
18 months	

Mary Ainsworth went on to classify attachments into 3 main types. These were based on a study of children’s reactions to their parents leaving. Explain the different types of attachments below

Type of Attachment	Parenting Style	Infants’ Behaviour
Secure		
Insecure/avoidant		
Insecure/resistant		

You should have begun to notice that some theories suggest that development occurs naturally and is pre-determined, whereas others suggest the importance of experiences and adults in supporting children’s development. This is commonly known as the Nature/Nurture debate.

Arnold Gessell supports the nature side of the debate with his concept of maturation.

Explain the importance of Gessell’s **maturation theory**.

In contrast to this, **Albert Bandura** supports the nurture side of the debate. He believes that children learn, and develop their ideas, by watching the behaviour of others.

It may help to watch some clips on You Tube of Bandura's famous experiments involving a Bobo doll.

Explain Bandura's **social learning theory**

However, there is one model which explains how both nature and nurture play a part in the development of psychological disorders.

Explain what is meant by the **Stress-diathesis model**

Stress is an automatic response to dealing with challenging situations or life events. Each individual is unique and deals with stress in different ways. However, psychologists have looked at different ways to rate and measure total stress scores in a way that will help individuals cope with difficult events. **Holmes and Rahe** developed a questionnaire called **the Social Readjustment Rating Scale (SRRS)** which identified major stressful life events. The SRRS identifies 43 life events each with a different score for a stress level. They discovered that the higher the score and the importance of each event identified, the more likely an individual was to become unwell.

Find/print off a copy of the Holmes and Rahe Stress Scale

Identify some short-term effects of stress

Outline some long-term effects of stress

The way in which people react to change as they get older depends on their attitudes and beliefs, which are influenced by social issues such as culture and religion. Some people can maintain a happy and positive outlook on life despite having serious physical health problems. Other people may appear to be depressed or withdrawn, despite being relatively fortunate in terms of physical health.

Cumming (1963) and **Bromley** (1974) suggested that social disengagement is a natural part of ageing.

Identify the main aspects of **Social Disengagement Theory**

Robert Havighurst proposed another theory to ageing, recognising that individuals can achieve healthy ageing through continued social activity.

Explain the main points of his **Activity Theory**

Task 5/ Finding Statistics

Find some statistics related to our current **ageing population**.

Find some statistic related to **families living in poverty**.