







Revision for Unit 1 exam- health and social care

life stage	ages	norms	physical characteristics	
infancy 	0-2 years	1. sit unaided 2. crawl 3. walk 4. start to speak 5. solo play	1. grow taller 2. able to crawl, walk, run 3. reflexes <u>gross motor skills</u> a) running b) walking c) dance d) skipping e) riding bicycle f) swim	
Early childhood 	3-8 years	1. fine motor skills 2. co-operative play 3. intellect develops 4. reading, writing etc... 5. moral development	1. grow taller 2. able to run, skip, hop, jump 3. improved coordination <u>fine motor skills</u> a. painting b) writing c) drawing d) colouring e) cutting with scissors	
adolescence 	9-18 years	1. puberty 2. emotional changes 3. examinations 4. develop sense of own values 5. more independent	1. grow taller 2. periods begin 3. pubic hair grows 4. hips broaden 5. breasts develop 6. gain weight 7. acne/spots develop	1. grow taller 2. voice breaks 3. pubic hair grows 4. shoulders broaden 5. testes produce sperm 6. penis grows
Early adulthood 	19-45 years	1. marriage- increased responsibility 2. start a family 3. more financial responsibility	1. Maximum physical performance from 20s-30s.	
Middle adulthood 	46-65	1. older adults develop grey hair, skin less supple, less active 2. menopause (45-55 years)	<u>Menopause</u> 1. periods stop 2. hot sweats 3. tiredness 4. mood swings (emotional not physical change!) Support (formal/professional): <u>GP- can prescribe HRT (hormone replacement therapy)</u> , can talk through symptoms, listen and support Support (informal, family, friends)- help around the house, talk to the person, older woman can talk through how she coped with menopause	
later adulthood 	65 + years	1. skin loses elasticity, may lose some height, hearing taste and eyesight deteriorate 2. retirement 3. death of partner/spouse	1. Skin loses elasticity 2. Hearing, eyesight, taste deteriorates 3. May get smaller (Height is reduced as the vertebrae in the spine get closer) 4. Organs are less efficient 5. Breathing is less efficient because muscles around the lungs are weaker 6. Bones become more brittle and more likely to break, particularly in women 7. less active/mobile	Grey hair is NOT an answer!

Quick revision

- a. Name 3 physical characteristics for a female adolescent (3 marks)
- b. Name 3 physical characteristics for a person aged 70 years old (3 marks)
- c. Give 3 fine motor skills (3 marks)
- d. Give 3 physical changes during the menopause (3 marks)
- e. Give 3 ways in which a doctor/GP can support a woman going through the menopause (3 marks)
- f. Give 3 physical characteristics for a child aged 6 years old (3 marks)
- g. Name the six life stages in order (5 marks)



Total	/ 23
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Key definitions

Revision technique: Cover up the definition with a piece of paper and test yourself. Tick the box when you know it.

√/x	Growth	An increase in physical size (GIPS)
	Development	An increase in skills, emotions and abilities (DISEA)
	Life Stage	A defined period of growth and development e.g. adolescence, childhood...
	Life Span	The time between a person's birth and death
	Developmental norms	The ways in which people grow and develop tend to follow a pattern e.g. baby can sit unaided at 6 months, menopause for women (45-55 years)
	Milestones	The expected growth and development in the life stages e.g. sitting unaided at 6 months, menopause for women (45-55 years)
	Self esteem	How you value yourself
	Self image	How you see yourself
	Self concept	Both self esteem and self image combined
	Norm for one's age	The average for his/her age

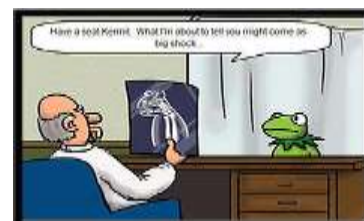


Expected and unexpected



	expected	unexpected
starting a new school	√	
physical injury or illness		√
starting work	√	
the death of a friend or relative		√
going through puberty	√	
getting married	√	
the birth of a brother or sister	√	

	expected	unexpected
bankruptcy		√
divorce or the breakdown of a serious relationship		√
going through the menopause	√	
redundancy		√
unemployment		√
retirement	√	
winning the lottery		√



Areas of support

Professional or Formal	
1. GP	Prescribe medication, refer to hospital and further support, talk through symptoms, offer advice, give encouragement
2. District nurse	Give medication (NOT prescribe), change dressings, give injections, give encouragement, talk to patient, refer patient to other professional support if needed
3. Social Worker	Offer support to a later adult if unable to look after him/herself in own house Check that children are well cared for and safe
4. Counsellor	Talk through problems, offer advice, can refer to other support
5. Dietician	To talk through problems, to help set up a diet plan (having analysed old eating routine), monitor new diet, exercise plan alongside
6. Physiotherapist	To help patient move limbs after an operation, offer support and encouragement, exercises at home to improve mobility
7. Pharmacist	To give advice for minor illnesses, to offer support and encouragement, to encourage a patient to refer themselves to further professional support
8. Home care assistant	To help a patient get in/out of bed, to help wash/bathe, to help with food and cooking, to help with daily jobs, to help with cleaning

Informal	
1. Partner	Talk to person, refer person to professional support and take person out to make them feel better. Encourage them to stop smoking and exercise etc...
2. Family (children)	Behave to take pressure off parent, help with jobs around house, work hard in school to take pressure off parents, take a part-time job if old enough
3. Family (adults)	Take person out, cook for them, help out with jobs around house, refer person to professional support
4. Neighbour	Talk to person, help with shopping, take person to hospital/shops by car, cook for them, refer person to professional support
5. Work colleagues	Talk to person, help with shopping, take person to hospital/shops by car, cook for them, refer person to professional support

Voluntary	
1. Priest/vicar	Talk to person, pray for person, seek professional support for person if necessary, visit person
2. Citizens Advice Bureau	Talk to person and offer legal advice
3. Childline	Talk to child and encourage child to seek support where necessary
4. Age concern	Talk to person and encourage, comfort and encourage to seek professional/informal support where necessary



Life events

Discuss how _____ can affect growth and development.

exam technique: Thinks of PIES (physical, intellectual, emotional and social) and think of positive and negative

Cover up the life event and try and think of one factor, both positive and negative for

each idea

life event	positive	negative
starting school	p exercise at part of lessons	p -
	I learn new things	I may struggle with some learning
	E do well in school, feel happy, high self-esteem	E if find work hard, lack confidence, low self esteem
	S meet new people, make friends	S may not find close friends, may be bullied
work	p earn a salary to pay for house, food, clothes etc.	p may become tired from work
	I learn new things in the job	I job may be boring and lack challenge
	E if successful, get promotion, high self esteem	E may lack confidence in own ability, lead to low self esteem, lack of confidence, unhappiness
	S meet new people	S work colleagues may not be friendly
marriage	p two salaries to buy house, food etc...,	p wedding costs a lot of money and may lead to debt
	I married people tend to work harder as want to provide for the other one/ begin family	I with working hard, may devote too much time to work
	E feel loved and love- high self esteem	E if marriage does not work out, stress, depression, low self-esteem
	S always got somebody to talk to, more friends...	S may lose contact with some friends as spend more time with wife/husband
retirement	p can relax, no need wake up early	p less money to survive on
	I time to pursue new hobbies and interests	I can stop learning new things if don't go out
	E can relax, happier,	E may lack confidence as no longer working
	S can meet new people through clubs	S may lose contact with friends
birth child	p toys/clothes to share- save money	p need bigger house, more food, clothing...
	I child can learn how to look after younger sibling	I parent less time to devote to interests/ job
	E pride in having a new sibling	E stress, tiredness... low self esteem
	S another person to play/ love/ support	S parent has less chance to socialise
death of partner	p -	p partner may not look after him/herself properly
	I partner may force self to join club to meet new people	I may stop going out to clubs...
	E partner may force self to meet new people	E upset, depression, low self esteem
	S partner may force self to meet new people	S nobody to be with 24 hours a day
serious accident	p state support financially whilst recuperating	p pain, suffering, long lasting effects
	I may have learned new things, developed new interests whilst recuperating	I may need to give up work, clubs...
	E may come out of accident a stronger person	E may lack confidence, unhappy, low self esteem
	S may have met new friends through experience	S may have lost contact with friends during recuperation
menopause	p periods stop	p mood swings, hot flushes, tiredness
	I -	I -
	E no need for contraception, increased confidence	E no longer able to conceive - may lead to low self esteem, lack confidence
	S -	S may lack confidence to go out

Discuss how physical/ social and emotional/ economic/ environmental factors affect growth and development

physical factors	social and emotional factors	economic factors	environmental factors
A physical factor is something that affects the growth and development of the body (e.g. a good diet or clean home).	Social and emotional factors are those things that influence our feelings about something or someone.	Economic factors refer to money or the cost of things to buy or make.	The environment refers to our house. It also refers to a larger geographical area such as the neighbourhood in which we live or the town/city.

Physical	
I	illness
N	nature versus nurture
G	genes
E	exercise
D	diet
Social and Emotional	
L	life events (e.g. marriage, divorce, work, school...)
E	education
G	gender (if you are male, female)
F	family
E	employment
E	ethnicity
F	friends
Environmental	
H	housing
A	access to welfare and services (where GP surgery, hospital school is located etc..)
P	pollution
Economic	
D	debts
I	income
M	material possessions (car, washing machine...)
S	savings

“There are many factors that may affect an individual’s social and emotional development other than where you live”. Discuss the importance of two other factors on social and emotional development. (6 marks)

- Discuss means give both positive **and** negative factors (unless the questions specifically asks for only positive or negative)
- These questions are usually worth 6 marks- you need a minimum of 4 ideas **with explanation** to achieve 6 marks
- If you only give positive **or** negative factors, you cannot score more than 4 marks out of 6
- Use the word “may” He **may** have a low self esteem etc....

Mark scheme

a) 1-2 marks: factors identified

family; family size (brothers/sisters); illness & disability; types of relationships developed (i.e. boyfriend/ girlfriend); hobbies and leisure activities; physical appearance; conflict (divorce, bullying, death, separation....)

b) 3-4 marks: explanation of 2 factors and how will affect an individual

c) 5-6 marks: identify and discuss the positive and negative

Case study

Annie and Joe have been married^A for 45 years and are in their early seventies^B. They live in a small village close to a large town. Their daughter Cathy^C and her family live in the town and visit them regularly^D. Although Annie and Joe are now retired they still lead an active life^E. They both work as volunteers^F with their local Age Concern. Joe still enjoys watching the town's football team on a Saturday afternoon^G. Annie was recently diagnosed with diabetes^H. Her doctor has recommended a special diet^I and given her medication^J to help her cope with the diabetes.

Exam technique

Underline all the key facts in the case study that tell you the person's age/ life stage/ jobs/ illness/ life events....

You are then beginning to form ideas about the person and working out key ideas for the longer questions

For example:

A - benefits (PIES) of marriage- positive and negative

B – life stage = later adulthood

C – daughter- love, high self-esteem having a child, support in later adulthood

D – social needs being met as regular visits from daughter- support

E – both physically fit- PIES

F – work- PIES, high self-esteem as helping others

G – Joe has a hobby, meets friends, enjoys...

H – illness, may lead to low self-esteem, depression

I – if diet is kept under control, ok. If not may lead to physical and mental illness

J – medication is needed- may lead to low self-esteem

Exam technique

“Identify and explain two examples from the background information that show how Annie and Joe still lead an active life”

Identify means – take the answer from the text

Explain- give a reason (link to PIES if you can)

a) Identification:

a) volunteers for the local Age Concern

b) Explanation:

b) (i) allows them to mix with others/ socialise

b) (ii) allows them to feel good about themselves/ increases their self-esteem

a) Identification:

a) Joe attends football matches

b) Explanation:

b) (i) allows him to keep active, fit and healthy

b) (ii) keeps Joe mentally alert and active

Exam practice

Case study

James is 15 years old and is the eldest of Cathy and David's three children. He is currently studying for his GCSEs and he enjoys school. He wishes to continue his studies at A-level before going to university. He would like to take out a year and travel with his girlfriend Jenny firstly. James likes football and regularly meets his grandfather to watch the local football team. When James was eight he broke his leg and needed to have an operation on it. He has suffered no long term medical problems.

Exam technique: Have you underlined all the key information in the case study?

a)	life event	life stage
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changes from milk to solid food	
skin loses its elasticity	
starts school and makes friends	
people marry and start a family	/4

- b) Identify James' current life stage (1 mark)
- c) Identify James' previous life stage (1 mark)
- d) Identify three physical changes James boys are likely to experience in his current life stage (3 marks)
- e) Identify which relationship is likely to be important to James in his current life stage. (1 mark)
- f) Explain why this relationship may be so important (2 marks)
- g) Identify one other relationship which may important to James. (1 mark)
- h) When James was eight he broke his leg. Identify and explain TWO sources of support which could have helped James through this event. (6 marks)

Identification	Identification
Explanation	Explanation

- i) At school James is currently finishing his science coursework on how environmental factors such as noise, pollution, crime and poor living conditions can affect intellectual development. Discuss how these factors might affect intellectual development. (6 marks)
- j) Explain how your social and emotional development may be affected by the environment in which you live. (4 marks)
- k) James has a positive self concept. Identify and explain ONE factor from the background information which might account for this. (3 marks)
- l) Discuss why a high self esteem is important for James' personal development. (6 marks)
- m) James has experienced many expected and unexpected life events. Decide if each life event is expected or unexpected. (3 marks)
 - i) James breaking his leg
 - ii) James starting school
 - iii) James going through puberty

Total
/ 41

answers

a)	life event	life stage
	changes from milk to solid food	infancy
	skin loses its elasticity	later adulthood
	starts school and makes friends	early childhood
	people marry and start a family	early adulthood

- b) Adolescence (1 mark)
- c) Early Childhood (1 mark)
- d) grow taller; voice breaks; pubic hair grows; shoulders broaden; testes produce sperm; penis grows ;gain weight (3 marks)
- e) friends/ peers (1 mark)
- f) James is an adolescent; helps him identify with his own age group; social acceptance with peer group helps his self-esteem/ feel good factor; share problems- friends can sympathise. (2 marks)
- g) Girlfriend; youth club leader; employer; church; family (1 mark)
- h)

Identification: formal/ doctor	Identification: informal/ family
Explanation Doctor would have looked at James' X-ray of leg and treated him. Prescribed medication for pain. Treat injury.	Explanation Family could take James out to keep his spirits up. Family could help bathe him, cheer him up, thus meeting his emotional needs. (6 marks)

- i) 1-2 marks: will simply describe how it affects them negatively. 1 or 2 factors identified (e.g. Noise = cannot sleep so may be tired for school, so cannot concentrate and therefore not do so well in school. Poor living conditions = cramped home and nowhere quiet to study. If lots of people live in confined dwelling, more risk of illness and therefore more time off school.)

3-4 marks: concentrates on the **negative effects only** of factors in relation to intellectual development and school performance- does poorly at school, drop out

5-6 marks: full discussion of how it affects the individual's intellectual development **but also** other aspects of their health and well being in the long-term. (e.g. if not do so well in school, less chance of getting a good job and therefore less money etc.... Self-esteem **may** be lower if one is not successful in school)

j) 1-2 marks: general description of how it affects them positively or negatively

3-4 marks: fuller explanation of how it can affect the individual self-esteem and self-concept positively or negatively.

(e.g. if you live in a nice area/house, you may have a higher self-esteem, feel happier. More likely to invite friends around (social needs met), less chance of falling ill as don't live in confined area. Easier to study as quieter, and better areas have more libraries etc... If one lives in a cramped flat and one does not like the flat, one may be hesitant to invite friends around.... etc.. (4 marks)

k) identify: he enjoys school- he will do well intellectually and have more chance to be successful in life

identify: he wants to go to university- he has plans for the future, ambition

identify: he has a girlfriend- he feels loved and may have high self-esteem (3 marks)

l) 1-2 marks: very general description given- feels good, confident

3-4 marks: discussion focuses on James' self-esteem at the moment- it is high and focuses on the factors (happy in school, ambitions for university, travelling, girlfriend...) Concentrates on the positive effects-will value himself, confident, make friends, does well at school/university, good for relationship with his girlfriend.

5-6 marks: discussion will focus on James' self-esteem but identify how it can affect other aspects of his life and other relationships in his life. Will make links between each area and also look further to future developments or outlines the effects if his self-esteem were low (make a comparison) e.g. wouldn't be able to accomplish the same. (6 marks)

m) i) unexpected ii) expected iii) expected (3 marks)

Total / 41
