



Candidate Kit

**Edexcel GCSE Health & Social Care
(Double Award)**

March 2004

Edexcel
Success through qualifications

Teachers Notes

Introduction

These materials have been put together by members of the Examining team overseen by the Principal Examiner. While the materials cover most of the requirements of the externally assessed unit students should not rely purely on these materials for their revision.

There are two sections:

- **Subject specific help**
- **Exam tips**

Subject specific help

A variety of approaches and activities have been developed in order to help the students revise for their summer exams.



Revision Checklist

Examiners have reviewed the unit being tested and devised a checklist for the students.



Command words – What the examiner means by the question

This section explains for the student the meaning of the words used in the exam papers. Students should take note of this when answering the questions.

Key Words and phrases

Students should learn these and then use the following pages for a quick check.

Mini Case Studies

In order to reinforce keywords and phrases these case studies could be used in pairs or small groups. When discussing the case study student should use all the key words listed.

Diagnostic Activities/Revision Activities

These activities should reinforce for the students what they know and identify for them what they still need to learn.

Model answers

These are examples to show how students could achieve maximum marks.



Answers

There are answers at the end of this section.

Exam tips

These pages could be looked at with the class group to reinforce good exam technique. If you wish to photocopy them students could have their own copies.

Edexcel centres may photocopy the materials in this pack.

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Revision Pack

**Edexcel GCSE Health & Social Care
(Double Award)**

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1. Overview of unit
2. Revision checklist
3. Command words
4. Key words/Phrases
5. Scenarios/Discussions
6. Diagnostic Activities
 - 6.1. How do individuals grow and develop during each life stage?
 - 6.2. What factors affect human growth and development and how they can influence an individual's health and well-being and opportunities?
 - 6.3. What effects do relationships have on an individual's personal development?
 - 6.4. What factors influence the development of a person's self-concept?
 - 6.5. How can life events affect an individual's personal development?
 - 6.6. Linking factors affecting growth and development
7. Revision activities
 - 7.1. Case study – Lyn – identify key terms/meanings
 - 7.2. Case study – Matthew – self-concept
 - 7.3. Growth and development
 - 7.4. Personal development
 - 7.5. Five mini-case studies – group discussions
8. Revision quizzes
9. Class revision activities
10. Model examination answers

Unit 3 Overview – Understanding personal development and relationships

How does someone grow and develop during each stage of their life?

- Infancy
- Childhood
- Adolescence
- Adulthood
- Later adulthood

What other things can change the pattern of someone's growth and development?

- Physical
- Social and emotional
- Economic
- Environmental

How do these other things affect someone's health, well-being and opportunities in life?

- Self esteem
- Physical and mental health
- Opportunities for work
- Level of education

How do life events affect someone's personal development?

- Relationship changes
- Physical changes
- Changes in circumstances

What is this unit about?

Where does someone get help during a life event?

- Formal
- Informal

How is someone's self concept influenced by other things?

- Age, gender, appearance
- Culture
- Emotional development
- Education
- Relationships
- Sexuality
- Life experiences

What effect do different relationships have on someone's personal development?

- Family relationships
- Friendships
- Intimate, personal, sexual relationships
- Working relationships

Revision Checklist

| Theme 1: Human growth and development | | |
|--|------------------------|---------------|
| Need to learn | Sources of information | Date achieved |
| <p>Define: Growth Development</p> | | |
| <p>Describe: Patterns of physical growth and change for different life stages in each of these stages</p> <ul style="list-style-type: none"> <input type="checkbox"/> infancy <input type="checkbox"/> childhood <input type="checkbox"/> adolescence <input type="checkbox"/> adulthood <input type="checkbox"/> later adulthood | | |
| <p>State: Age ranges</p> | | |
| <p>Describe: Patterns of physical, social, emotional and intellectual development for all life stages</p> | | |
| Theme 2: Factors that affect growth and development | | |
| <p>Describe the influence of:</p> <p>Physical factors</p> <ul style="list-style-type: none"> ▪ genetic inheritance ▪ diet ▪ physical activity ▪ illness or disease <p>Social and emotional factors</p> <ul style="list-style-type: none"> ▪ gender ▪ family ▪ relationships ▪ friendships ▪ educational experiences ▪ employment/unemployment ▪ ethnicity/religion ▪ life experiences (birth, marriage etc) | | |

| | | |
|--|--|--|
| <p>Economic factors:</p> <ul style="list-style-type: none"> ▪ income ▪ material possessions | | |
| <p>Environmental factors:</p> <ul style="list-style-type: none"> ▪ housing conditions ▪ pollution ▪ access to health and welfare services | | |
| <p>Relate all this to:</p> <ul style="list-style-type: none"> ▪ self-esteem ▪ physical and mental health ▪ employment prospects ▪ level of education | | |
| Theme 3: Effects of relationships on personal development | | |
| <p>Explain:</p> <p>Which relationships play key parts, both positive and negative, in social and emotional development</p> <ul style="list-style-type: none"> ▪ family relationships ▪ friendships intimate, personal and sexual relationships ▪ working relationships | | |
| <p>Define:</p> <ul style="list-style-type: none"> ▪ family relationships ▪ friendships intimate, personal and sexual relationships ▪ working relationships | | |
| <p>Identify:</p> <p>The effects on personal development of:</p> <ul style="list-style-type: none"> ▪ abuse ▪ neglect ▪ lack of support | | |
| Theme 4: Self concept | | |
| <p>Explain:</p> <p>The factors influencing self concept</p> <ul style="list-style-type: none"> ▪ age ▪ gender ▪ appearance ▪ culture ▪ emotional development ▪ education ▪ relationships with others ▪ sexual orientation ▪ life experiences | | |
| Theme 5: The effects of life events on personal development | | |

| | | | |
|---|--|--|--|
| <p>Define and give examples of:</p> <ul style="list-style-type: none"> ▪ expected life events ▪ unexpected life events | | | |
| <p>Identify and describe</p> <ul style="list-style-type: none"> ▪ the effects of life events on a person's personal development | | | |
| <p>Define and give examples of:</p> <ul style="list-style-type: none"> ▪ formal support ▪ informal support <p>Explain:</p> <p>How people adapt and use sources of support to cope with life events</p> <ul style="list-style-type: none"> ▪ partners, family and friends ▪ professional carers and services ▪ voluntary and faith based services | | | |

State

Make known in a clear way (shows what you know)
eg State the age range for the infancy life stage.

Identify

Recognise or select carefully (shows what you know)
eg Identify one source of informal support that might help Arthur over the death of his wife.

Define

Give the exact meaning (shows what you know)
eg Define self-concept.

Complete

Add appropriate words or phrases where there are gaps, blanks or lines on the test paper (shows what you know)

| Individual | Life stage | Physical feature |
|---------------------|------------|------------------|
| Arthur 72 years old | | |

Describe

Draw a picture in words or tell all about it in your own words (shows what you know)
eg Describe the physical growth pattern in boys between the ages of 10 and 20 years.

Explain

Give the facts or reasons behind the knowledge or process (shows that you understand)
eg Explain why Jane has preferred to find a source of formal support rather than ask her family.

Discuss

Tell or write about a subject giving all viewpoints (shows that you understand)
eg Discuss the way in which Tom's self concept has been affected by his sexual orientation.

Key words and phrases



Photocopy the sheets of cards and divide into two piles, one of key words and phrases and one of definitions. Working in pairs or small groups, use the cards as questions or prompts with revision buddies and check the answers.

Key words and phrases that you must know - use with your revision buddy

Formal support

Support given by people who are employed to support people. Think of them in uniform at some time in their training; formal dress such as doctors, nurses, midwives, health visitors, social workers.

Informal support

Support given by people NOT employed to do so, therefore not in uniform but in casual clothes, jeans, sweaters; informal dress such as friends, family, neighbours, relatives.

Positive and negative aspects or effects

You must be able to give positive and negative aspects of the answer making it quite clear which is which, positive aspects of a family relationship could be loving and caring, negative aspects could be restrictive and controlling.

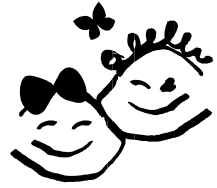
Personal development

You should know *at least two* features of physical, social, emotional and intellectual development for each life stage; physical features for late adulthood might be declining senses and less mobility.

Life events

You must be able to give examples of expected and unexpected life events: expected life events – starting school, starting work, marriage, retirement; unexpected life events – divorce, accident or serious illness, redundancy.

Key Words



Cut out the following key words and match them with their meanings.

Culture

Genetic inheritance

Self-image

Growth

Religion

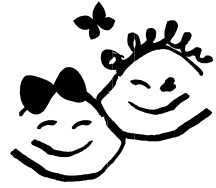
Siblings

Development

Ethnicity

**Self-concept = self-
esteem and self-image**

Meanings



An increase in mass (weight) and/or height.

What we understand about ourselves; how we see and think about ourselves.

An increase in complexity, sophistication, differentiation (how one thing differs from another) and the acquiring of skills and abilities.

Brothers and sisters.

Getting family characteristics passed down (through genes) from parents.

The social customs and behaviour of a particular group of people.

The ownership of common racial or cultural characteristics.

Following a particular faith.

How a person feels about (values) him/herself

How a person sees others' reactions to him/herself.



| |
|---|
| Activity A - Read the scenario below with your buddy |
| <p>Scenario <i>Jane is one of ten children in her family. Her father has been unemployed for five years. Her mother is an office cleaner.</i></p> |
| <p>Activity Discuss the situation outlined in the scenario with your buddy. You should use all the key words listed below in your discussions.</p> |
| <p>Key words:</p> <ul style="list-style-type: none"> ▪ Personal development ▪ Economic factors ▪ Employment/ unemployment ▪ Family size ▪ Education level ▪ Different perspectives |

| |
|--|
| Activity B - Read the scenario below with your buddy |
| <p>Scenario <i>Sophie is fifteen years old and dislikes school. She is very overweight and hates physical activity. Her parents have little spare time as they own a popular fish and chip shop. Sophie, her two younger brothers and parents all live above the shop.</i></p> |
| <p>Activity 1 Both of you prepare and give a two minute talk on the situation in the scenario above using all the key words listed below.</p> |
| <p>Key words:</p> <ul style="list-style-type: none"> ▪ Adolescence ▪ Position in family ▪ Economic factors ▪ Diet ▪ Physical activity (type, amount etc) ▪ Employment/ unemployment ▪ Education ▪ Housing ▪ Health |
| <p>Activity 2 Discuss the different points you and your buddy have made.</p> |

Activity C - Read the scenario below with your buddy

Scenario

Emily is in her late eighties and has lived alone for the last ten years. On the advice of her son and daughter-in-law she has recently left her own house and moved into a residential home some miles away. She is not eating very much because the food is uninteresting and poorly presented. One care assistant is impatient with her and tends to ignore her at meal times. This carer has also verbally humiliated her in front of other residents because she expressed her views about the food.

Activity

List the main issues that arise from this scenario. You should use the key words listed below as a starting point.

Key words:

- Managing change
- Care services
- Limited income
- Reduced social status
- Physical changes
- Loneliness
- Self-concept
- Emotional changes
- Diet
- Empowerment

Activity D - Read the scenario below with your buddy

Scenario

Mavis is in her late fifties and lives alone. Mavis has two children. Her son emigrated to New Zealand ten years ago but her married daughter lives about five miles away.

Mavis collects her two grandchildren from school each day, cooks a meal for them and stays until one parent returns home from work. Mavis loves helping the family and will not take any money as wages as she feels good about herself and knows that the family, schoolteachers and neighbours think highly of her.

Activity

Discuss the situation outlined in the scenario with your buddy. You should use all the key words listed below in your discussions.

Key words:

- Personal development
- Adulthood
- Family relationships
- Role of grandparent
- Emotional and social development
- Self-esteem/self-image/self-concept
- Physical and mental health
- Life stages

Activity E - Read the scenario below with your buddy

Scenario

Omar was born in Manchester. His parents are of Arabic descent. Omar is sixteen years old and is looking forward to the summer and his GCSE examinations. Omar confidently expects to achieve high grades in a range of subjects and move on to advanced qualifications and University.

He is also an outstanding football player for his school and county, and is hoping for selection to the England under-18 squad.

Activity

Discuss the situation outlined in the scenario with your buddy. You should use all the key words listed below in your discussions.

Key words:

- Social/ emotional development
- Self-esteem/ self-image/ self concept
- Adolescence
- Growth – motor skills, gross and fine
- Development – cognitive development
- Puberty

Activity F - Read the scenario below with your buddy

Scenario

Greg is 72 years old and suffers from severe arthritis. Although he has mobility problems he lives independently with both formal and informal support. Pain and disability have affected Greg's personal development and he often seems rude and abrupt to strangers.

Recently, Greg met seventy year old Lana in the surgery waiting room and after several meetings they have decided to live together and have formed an intimate, personal relationship. Greg's two daughters seem to be very pleased for him but his grandchildren (in their twenties and thirties) have difficulty accepting his new relationship and have stopped calling around.

Activity

Discuss the situation outlined in the scenario with your buddy. You should use all the key words listed below in your discussions.

Key words:

- Later adulthood
- Personal development
- Formal and informal support
- Intimate, personal friendship
- Family relationship
- Disability
- Physical and mental health
- Changing relationships

Activity G - Read the scenario below with your buddy

Scenario

Su-li is Chinese and is fourteen years old. She is small for her age and has not yet started puberty. Although she has no problems with her peers at school, she has never really felt that she belonged. Other girls and boys talk about their personal relationships, pop stars, celebrities, footballers and music but Su-li has never been out with a boy and doesn't have either a Hi-fi or a TV at home.

Su-li's parents do not want her to be like other pupils, they are only interested in her school progress and success in her coursework.

Activity

Discuss the situation outlined in the scenario with your buddy. You should use all the key words listed below in your discussions.

Key words:

- Self-concept
- Factors affecting self-concept
- Age, gender and appearance
- Emotional development
- Education
- Personal relationships
- Family relationships

Diagnostic Activity 6.1

How do individuals grow and develop during each life stage?

Using the chart given below, fill in three features of development under the headings shown, check these with your notes and/or textbook so that you know that they are correct and then learn them.

| Life stage: | Infancy | Childhood | Adolescence | Adulthood | Later adulthood |
|------------------------------|---------|-----------|-------------|-----------|-----------------|
| Physical features | | | | | |
| | | | | | |
| | | | | | |
| Emotional features | | | | | |
| | | | | | |
| | | | | | |
| Intellectual features | | | | | |
| | | | | | |
| | | | | | |
| Social features | | | | | |
| | | | | | |
| | | | | | |

Diagnostic Activity 6.2

What factors affect human growth and development and how can they influence an individual's health, well being and life opportunities?

Using the chart, give examples of factors that cause individual differences in patterns of growth and development. Give examples of how these factors can affect a person.

| Factors | |
|---|--|
| How these factors can affect self – esteem, physical and mental health, employment prospects, level of education | |
| Physical Factors | |
| Social and Emotional Factors | |
| Economic factors | |
| Environmental Factors | |

Diagnostic Activity 6.3

What effect do relationships have on an individual's personal development?

Give examples of the sort of ways that people are affected by the relationships listed in the chart. Think also about abuse, neglect and lack of support.

| Types of Relationship | Examples of how personal development is affected |
|--|--|
| Family Relationships (eg with parents, siblings and as parents) | |
| Friendships | |
| Intimate relationships and sexual relationships | |
| Working relationships (including teacher/student, employer/employee, peers, colleagues) | |

Diagnostic Activity 6.4

What factors influence the development of a person's self-concept?

Give examples of how a person's self-concept is affected by the factors listed in the chart.

| Factor | | Examples |
|---------------------------|--|-----------------|
| Age | | |
| Appearance | | |
| Gender | | |
| Culture | | |
| Emotional development | | |
| Education | | |
| Relationships with others | | |
| Sexual orientation | | |
| Life experiences | | |

Diagnostic Activity 6.5

How can life events affect an individuals personal development?

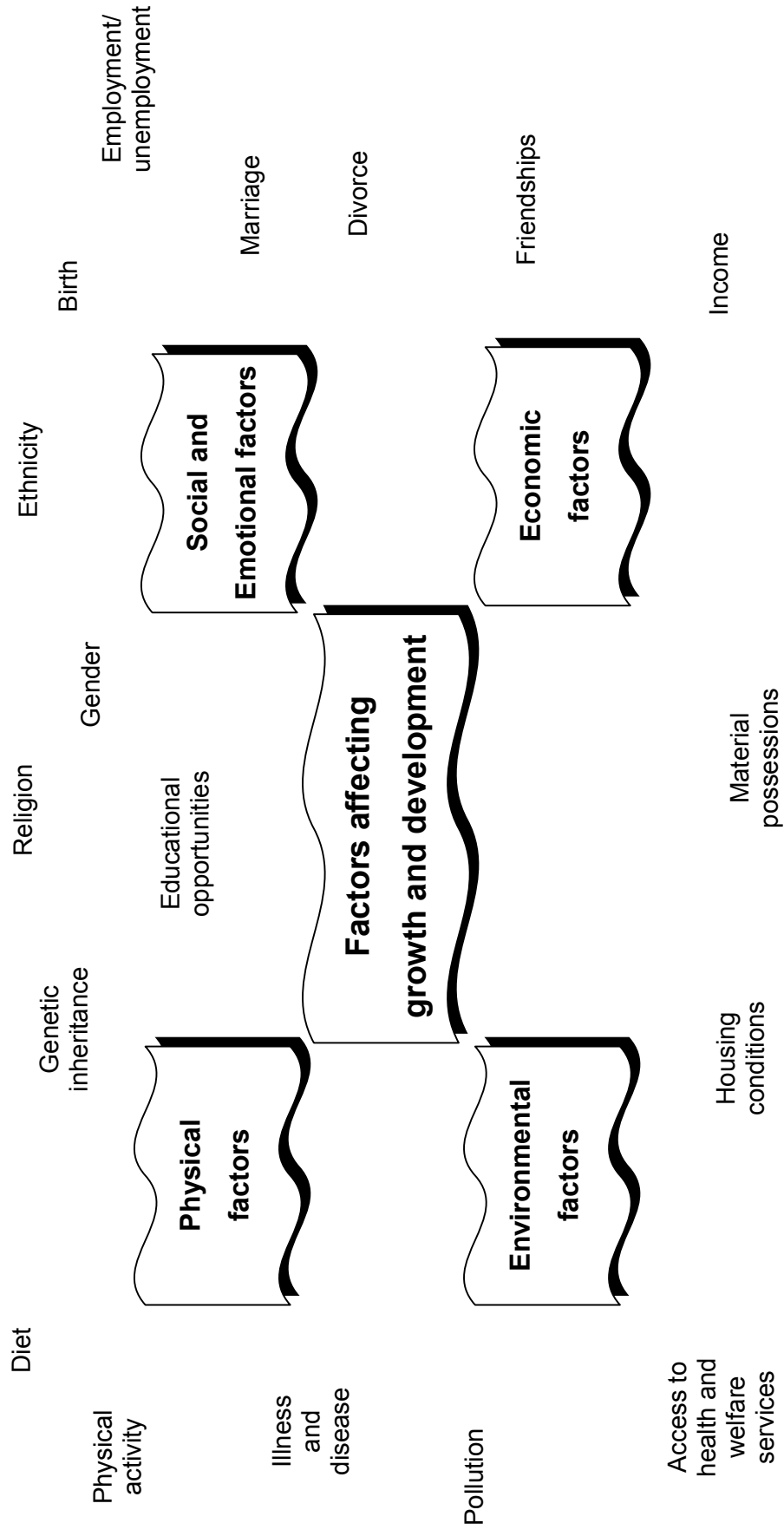
Give examples which show how life events might affect a person's personal development. Give examples of the types of support that a person might use to help them cope with the effects of life events.

| Life Events | Examples of how they might affect personal development | Types of support available |
|--|--|----------------------------|
| Relationship changes (eg marriage, divorce, living with a partner, birth of a sibling or own child, death of a friend or relative) | | |
| Physical changes (eg puberty, accident or injury, menopause) | | |
| Changes in life circumstances (eg moving house, starting school, college or a job, retirement, redundancy or unemployment) | | |



Diagnostic Activity 6.6 - Linking factors affecting growth and development

Draw lines to link the words on the chart to the four factors affecting human growth and development. Some words may link to more than one factor. Discuss your completed chart with your revision buddy.



Revision Activity 7.1



This case study will assist you to identify key terms and their meanings and to check your own answers.

Case study - Lyn

Lyn is 24 years old and living in a two bedroom flat with her partner Alan, her nine-month-old son Josh and her retired grandfather Tom. Tom is in his seventies.

Lyn still suffers postnatal depression and has some help with household chores from her best friend Mel. Mel encourages her to go out and helps her to be positive. Lyn visits her GP once a fortnight for support and a check-up.

Questions

1. State Josh's current life stage.
2. State Lyn's current life stage.
3. State Tom's current life stage.
4. Identify the type of relationship between Lyn and Alan.
5. Identify the type of support Mel provides.
6. State the type of support provided by Lyn's GP.
7. State which life stage retirement occurs in.
8. Identify the type of life event which results from experiencing post-natal depression.
9. Identify one physical activity that a nine-month-old child might have achieved.
10. Lyn believes that other people think that she is not a good mother. Identify the term used to represent this.
11. At present Lyn does not think highly of her own abilities. Identify the term used to describe this.
12. Another key word combining the answer to Q10 and Q11 means a person's total view of oneself. Identify this term.

Alternatively, you could write a sentence using each of the key words to make sure you understand each one.

You may require the word list to help you – ask your teacher if you need help.

Revision Activity 7.2



Case Study – Matthew

Matthew has been doing an engineering course for one term at his local college. Matthew is a naturally quiet student amongst noisier students and seems to have become even more withdrawn and reserved. His work is usually late and tends to be of poor quality. Matthew's tutor is concerned about him and has asked him to talk to the student counsellor who discovers the following:

- a) Matthew has always had numeracy problems and believes that he will never come to grips with engineering calculations.
- b) Matthew believes that other young people find him boring and intellectually inferior because he is quiet, fit but not sporty and of average intelligence.
- c) Matthew has a part-time job in a residential home and loves being with older people.
- d) His father believes caring is not a career for young males and has directed him towards engineering. Matthew's father makes frequent, unkind remarks about his caring work.

Task

After meeting Matthew, the counsellor writes private notes. Complete the notes using the appropriate words from the list given. Words may be used more than once.

Date:

Matthew T

Engineering Intermediate

Matthew is aware that he is not achieving on his course. The choice of career was largely based on his father's wish and his willingness to please his parents. Matthew has always struggled with mathematics and this has produced poor - He also feels that he is unpopular with his peers and teachers so that they avoid or ignore him. This has produced a low - These combine to produce a
..... -..... causing a lack of on the course and general
..... with his life. His family are not good and he feels that he is letting his parents down. He is currently reluctant to explore other possibilities as he is afraid of again. Will see Matthew in two weeks to explore ways of working
towards a more -

self-image self-esteem motivation failure relationships
self-concept confidence unhappiness positive negative



Revision Activity 7.3 Growth and Development

Are these statements true or false? Check the answers. Revise any you get wrong.

| | True | False |
|--|------|-------|
| 1. Puberty is a stage of maturation beginning when a child is about 11 years of age and ends between the ages of 16 and 22 | | |
| 2. Hormonal changes only affect women | | |
| 3. Neonate means new born | | |
| 4. Intellectual development is sometimes called cognitive development | | |
| 5. The percentile weight of males and females is exactly the same | | |
| 6. Progesterone controls the development of the reproductive organs | | |
| 7. Intellectual development ends at adulthood | | |
| 8. Disability might be an inherited condition | | |
| 9. Osteoporosis is only suffered by females | | |
| 10. At the age of one month, infants are interested in sounds | | |
| 11. A diet means a pattern of eating | | |
| 12. Identical twins have the same genetic inheritance | | |
| 13. Senses decline in later adulthood | | |
| 14. John's mother is his sibling | | |
| 15. Growth means the same as development | | |
| 16. Nature refers to the biological characteristics of growth | | |
| 17. On average, women live longer than men | | |
| 18. People always develop dementia in later adulthood | | |
| 19. Infants do not grow and develop at the same rate | | |
| 20. One year old infants can say their own name | | |



Revision Activity 7.4 Personal Development

Tick the true/false boxes and then check the answers. Revise any you get wrong.

| | True | False |
|--|------|-------|
| 1. Abuse and neglect can damage an individual's personal development | | |
| 2. A stereotype is a general way of thinking about people or things | | |
| 3. Working relationships cannot affect a person's self-esteem | | |
| 4. Sexual relationships can affect the self-concept | | |
| 5. Stereotyping people can be harmful | | |
| 6. Family relationships play a crucial role in shaping the self concept | | |
| 7. Self image means taking your own photograph | | |
| 8. Infants and young children develop a positive self image without supportive, positive relationships | | |
| 9. Past relationships don't affect current relationships | | |
| 10. A best friend at school is an example of a working relationship | | |
| 11. Friendships are the most important relationships for adolescents | | |
| 12. Play has no purpose for a child it is only for pleasure | | |
| 13. The birth of a sibling always causes bed wetting | | |
| 14. Children from single parent families suffer from low self-esteem | | |
| 15. People in later adulthood can enjoy personal, intimate sexual relationships | | |



Revision activities 7.5 Mini Case Studies

In small groups discuss one or more of the following case studies. You must say how the self-concept of each person in the study is BOTH positively and negatively affected.

As a group, you can then share your ideas with the rest of the class and provide an explanation.

Case Study 1 – Marion

Marion is fifty-seven years old, she is starting to experience joint stiffness and a general 'slowing up'. Her mobility changes have resulted in a gradual weight increase and she feels her appearance has changed to that of an older person. Marion and her husband have both taken early retirement and are financially secure. Their children have families of their own and are financially independent. Marion and her husband take two holidays abroad each year and enjoy each other's company and sexual partnership.

Case study 2 – Iriyani

Iriyani is 22 years old and studying Health and Social Care at her local college. She is doing exceptionally well and her teachers think she will get a grade A. Her parents and siblings are also very proud of her. However, because she wears traditional Arabic dress she feels that her appearance, and the fact that she is a little older, prevents her from making friends. There are also cultural differences between Iriyani and the other students and these differences have also affected her life at college.

Case study 3 – John

John is 10 years old and is a wheelchair user. He lives with his mum who is a single parent and his younger sister who is 6 years old. John doesn't have many friends because he's quite shy and doesn't join in with other children at school. John loves his sister Sara who is a very outgoing little girl. She has lots of friends who visit her at home. Sara and her friends like John as he spends lots of time making up games for them to play. John's mum says John is a very caring boy who enjoys helping others despite the fact that he has had to use a wheelchair all of his life. He spends lots of time with his grandparents and has a very close and loving relationship with his grandfather.

Case Study 4 – Edward

Edward is 80 years old and was a captain in the Army until he retired. He and his late wife had many postings overseas and made many friends.

Since his wife died 2 years ago, Edward has been living in a nursing home. He has no family of his own and doesn't receive many visitors. His old friend Walter, who was in the army with Edward, visits once a month. Edward looks forward to these visits as they talk over old times.

Edward finds mixing with the other residents difficult and misses his wife and friends.

Case Study 5 – Kate

Kate is a lawyer. She works in London and lives with her partner Iris in a penthouse flat in an expensive area of the capital. Kate's parents and grandparents were so proud when she graduated from University, as she was the first person in their family to move on to higher education. After graduation, Kate moved to London and soon afterwards met and fell in love with Iris. Kate's family were upset but have started to communicate again with Kate, but never with Iris. Kate was always very close to her family, going home quite regularly and even spending at least one week's holiday at the family home.

- 1 Explain precisely how each source of support listed below may assist people to cope with unexpected life events
 - Counsellor
 - Family
 - Doctor
 - Social worker
 - Friends/neighbours
 - Priest/vicar/cleric
- 2 Bullying often arises as a result of the bully being angry or feeling inadequate. Explain the relationship between these feelings and the act of bullying.
- 3 Explain what is meant by the term “socialisation”.
- 4 Distinguish between the nuclear family and the extended family.
- 5 Distinguish between ‘nature’ and ‘nurture’.
- 6 Define self-image.
- 7 Describe what benefits there are for people in later adulthood.
- 8 State three benefits of having a positive self-concept.
- 9 What is the ‘norm’ for the age of:
 - eyes following a moving person
 - sitting without support
 - walking well
- 10 Explain the term cephalo-caudal development.

Revision Quiz 2

- 1 Suggest 3 settings important to a child in the development of social skills.
- 2 Forming good relationships with others is extremely important throughout life, but particularly in childhood. Apart from making friends, explain the nature of one relationship formed in each of the settings you have named in Q.1 and discuss the benefits gained for social development.
- 3 Make a list of key words such as fear, anger, love that will help you to understand emotional development.
- 4 Children learn how to do many things by observing other people doing them. This is known as “modelling”. Provide three examples of modelling either from your own experiences, work experience or imagination.
- 5 You will have personal experience of adolescence and the changes that happen in this period. Explain how you have developed or are developing:
 - morals and values
 - independence
 - working skills
 - relationship skills
 - responsibility
- 6 Explain the difference between puberty and adolescence.
- 7 Describe the physical changes that take place during puberty in a) boys and b) girls.
- 8 Define self-esteem.
- 9 Write a brief account of your own self-esteem.
- 10 Explain three factors that can influence self-esteem.

Revision Quiz 3

- 1 State three principal changes occurring only to boys and only during adolescence.
- 2 Explain what is meant by the term 'norm for his/her age'.
- 3 Explain the difference between growth and development.
- 4 Explain the difference between the menarche (onset of menstruation) and the menopause.
- 5 List at least three features of the menopause.
- 6 State which areas of development each of the features belongs to in your answer to Q5.
- 7 Heather is fifteen years old, she has a boy friend Sam who is sixteen and a best friend who lives next door. Kim is the same age and in the same class. Heather lives at home with her Mum Jasmine, step-dad Leo and her two younger siblings, Jodie (seven years) and Bertie (six months). Her maternal grandparents Beryl and Michael live just down the road and she visits their house regularly. Heather also has a Saturday job helping in the local hairdressers and she knows the owner Michelle and the two stylists Laura and Jennifer.

Draw a pattern diagram with Heather at the centre showing the different relationships that she has with all the people mentioned in the case study.
- 8 Make a list of five expected events that Jasmine might have experienced in her life so far.
- 9 Imagine and write down five unexpected events that might have occurred to Beryl and Michael in their lives.
- 10 Define self-image.



Revision Activity 9 - Joint Class Map

The effects of life events on personal development

Notes to teacher: Use the board and divide as follows:

| Life events | Expected or unexpected | How these events can affect personal development |
|-------------------------|------------------------|--|
| Eg relationship changes | Say when | Give examples |
| | | |

Get the pupils to call out key events as they recall them.

They should have:

Relationship changes (divorce, living with a partner, birth of siblings or own child, death of a friend or relative)

Physical changes (puberty, accident or injury, menopause)

Changes in life circumstances (moving house; starting school, college, or a job; retirement; redundancy or unemployment)

On a flip chart or second board:

| Sources of Support (To help cope with the effects of life events) | Examples of how they may help |
|--|-------------------------------|
| | |

In sources of support they should have: partners, friends and family, professional carers and services, voluntary and faith based services



Activity 9 – Revision Quiz

Notes for Teachers

You could use this quiz either individually or with groups.

| | Questions | Answers |
|----|--|---|
| 1 | Name two of the five main life stages | Infancy, childhood, adolescence, adulthood, later adulthood |
| 2 | There are four main ways in which human beings grow and develop. The first of these is physical. What are the other 3? | Social, emotional and intellectual |
| 3 | Name two physical factors that might affect development | Genetic, diet, physical activity, illness or disease |
| 4 | Name one economic factor that affects growth and development | Income, material possessions |
| 5 | Name two environmental factors that affect growth and development | Housing, pollution, access to health and welfare services |
| 6 | Gender, friendships, ethnicity and marriage all affect growth and development, what type of development are these? | Social and emotional |
| 7 | Working relationships and friendships affect an individual's personal development. Name two other types of relationship that also affect development | Family, intimate, personal and sexual relationships |
| 8 | Name two important factors that influence the development of a person's self-concept | Age, appearance, gender, culture, emotional development, education, relationships, sexual orientation, life experiences |
| 9 | Relationship changes can affect an individual's personal development. Name two other life events that also affect personal development | Physical changes, changes in life circumstances |
| 10 | Name two sources of support that are available to people to help them cope with the effects of life events | Partners, family and friends, professional carers and services, voluntary and faith based services |



Activity 10 – Model Answers

Questions from January 2004 GCSE Health and Social Care and suggested answers

This exam paper is based on the following case study:

- **Anna is a fourteen-year-old girl.**
- **She lives with her family in a small industrial town.**
- **She attends the local comprehensive.**

All the questions in this examination paper are based on Anna, her family and friends.

Question 1

Anna is fourteen years old and lives with her three brothers, Craig, Daniel and Stephen. Craig is eight years old; Daniel and Stephen are eighteen months old. They are identical twins.

(1f) During each life stage, people grow and develop.

- (i) What is the difference between growth and development? (2)

Suggested answer:

Growth is an increase in physical size such as getting taller or weighing more.

Development is an increase in complexity such as developing abilities and skills.

- (ii) Describe why Daniel and Stephen might be expected to grow and develop in a similar way.

(2)

Suggested answer:

Daniel and Stephen are identical twins so they have the same genetic inheritance and because they live in the same family, they will be brought up the same way.

Question 3

(3cii) Describe how two sources of support help people cope with the effect of unexpected life events.

(4)

Suggested answer:

1. Friends/neighbours (informal support) can help by offering practical support such as childcare, washing and ironing, food preparation or emotional support by talking and listening

2. A doctor (formal support) can help people by listening, giving advice or prescribing medication.

Question 4

Anna goes to the local comprehensive school. She enjoys school and works hard. Her favourite subject is childcare, although she says she like all her lessons.

Anna is good at sport and is captain of the netball team for her year group. Anna is popular and has lots of friends. She has two special friends. They are called Becky and Nadia.

(4bii) Anna has developed many different types of relationships during her lifetime. Some of these include:

- family
- friends
- teachers
- others

Which one of these relationships is most important to Anna at the moment? Give an explanation for your answer. **(3)**

Suggested answer:

Friends in adolescence it is important to be popular with your peer group and have friends that you can trust and rely on.



Question 5

Anna lives in a high rise flat in the middle of the town. Anna's friend, Becky, also lives in the same block of flats. Nadia however, lives in a large, detached house in a housing estate on the edge of the town.

Anna, Becky and Nadia do equally well in school. Some teachers think that the area in which you live can affect your intellectual development.

- (5bi)** Identify and explain **one** reason why the area in which an individual lives could affect their intellectual development (3)

Suggested answer:

Reason – Some areas can be quiet whereas others can be noisy from traffic or too many people.

Explanation – Noise can be a distraction and people might feel that trying to concentrate, study or even read was not worth doing.

- (5bii)** Identify and explain **two** other factors that could affect **intellectual** development (6)

Suggested answer

Factor 1: Your health

Explanation: If your health is poor and you miss a lot of time out of school, it will be difficult to catch up and make sense of the work. Eventually, a person is likely to give up trying as they are so far behind.

Their intellectual development will suffer.

Factor 2: Your parents (family)

Explanation: If your parents encourage you to study and offer help and guidance, you are more likely to be interested and keen to study as well. The opposite is also true.

Notes

Notes

Answers

Key Words

| | |
|--|--|
| Growth Development | An increase in mass (weight) and/or height An increase in complexity, sophistication, differentiation (how one thing differs from another) and the acquiring of skills and abilities. |
| Genetic inheritance | Getting family characteristics passed down (through genes) from parents. |
| Ethnicity | The ownership of common racial or cultural characteristics |
| Religion | Following a particular faith |
| Self-esteem | How a person feels about (values) him/herself |
| Self-image | How a person sees others' reactions to him/herself |
| Self-concept = self-esteem and self-image | What we understand about ourselves; how we see and think about ourselves |
| Siblings | Brothers and sisters |
| Culture | The social customs and behaviour of a particular group of people. |

Case Study: Lyn and word search:

| | |
|----|-----------------|
| 1 | Infancy |
| 2 | Adulthood |
| 3 | Later adulthood |
| 4 | Intimate |
| 5 | Informal |
| 6 | Formal |
| 7 | Expected |
| 8 | Unexpected |
| 9 | Crawling |
| 10 | Self-image |
| 11 | Self-esteem |
| 12 | Self-concept |

7.3

| | |
|-------|-------|
| 1. T | 2. F |
| 3. T | 4. T |
| 5. F | 6. F |
| 7. F | 8. T |
| 9. F | 10. T |
| 11. T | 12. T |
| 13. T | 14. F |
| 15. F | 16. T |
| 17. T | 18. F |
| 19. T | 20. F |

7.4

| | |
|-------|-------|
| 1. T | 2. T |
| 3. F | 4. T |
| 5. T | 6. T |
| 7. F | 8. F |
| 9. F | 10. F |
| 11. T | 12. F |
| 13. F | 14. F |
| 15. T | |

Revision Quiz 1 Suggested answers

- 1 Support from:
- Counsellor – will help the person explore feelings and possible courses of action.
 - Family – may help by providing finance, child care, emotional support, household chores etc
 - Doctor – provide medication, treatment, referral to specialists, advice.
 - Social worker – support with low incomes, poor housing, disabilities, old age, difficult relationships.
 - Friends /neighbours – provide emotional and social support, practical help.
 - Priest/ vicar etc – emotional support, social referral to faith-based services such as St Vincent de Paul society.
- 2 Being aggressive towards others often helps the bully to feel better about him/herself, particularly with power.
- 3 Socialisation is the way in which individuals learn to be part of society and its rules such as acceptable behaviour, dress, speech etc.
- 4 A nuclear family is a couple and their children, an extended family also includes grandparents, aunts, uncles and cousins.
- 5 Nature means the way in which we inherit our characteristics from biological parents, whereas nurture is the way in which we are bought up.
- 6 Self-image is the way a person sees him/ herself.
- 7 Benefits in later adulthood:
- more freedom from responsibilities
 - greater ability to please oneself
 - more time to pursue hobbies and interests
 - more time to spend with family and friends
- 8 Benefits from positive self-concept:
- more likely to make new friends
 - more likely to benefit from education healthier
- 9 Norm for the age of:
- 3 months
 - 6-9 months
 - 9-12 months
 - 12-18 months
- 10 Parts near the brain (=cephalo) develop before the externalities (=caudal 'tail')

Revision Quiz 2 Suggested Answers

- 1 Settings important to a child:
- home
 - school
 - religious settings
 - clubs, groups
- 2 home – learns appropriate behaviour, dress, speech etc school – pupil to teacher relationship learns boundaries for interaction with non-family adults clubs, groups – learns rules of behaviour for interaction with other children in a more informal setting
- 3 Fear, anger, love, jealousy, respect, value, temperamental, volatile, anxiety, enjoyment, happy, dislike, affectionate, tearful, restless, demanding, content.
- 4 Small children love a miniature brush and shovel to clean up like mummy. A boy will put on his father's hat and pretend to go to work. Children will play teachers and pupils, doctors and nurses
- 5 You might have had strong feelings about the recent wars in Afghanistan and Iraq, these will have a basis in morals and values.
- You may have a part time job to earn money of your own and gain some independence
 - Learning how to approach people who are unfamiliar to you, answer telephone calls appropriately.
 - You might have formed testing relationships with people other than those in your peer group eg boy/girl same sex relationship
 - Part time work will increase responsibility skills, as will work experience. Sharing/caring for a member of your family
- 6 Puberty consists of the physical changes taking place between 11 and 18 years whereas adolescence incorporates all changes such as emotional and social changes as well.
- 7 Boys – growth spurt, facial and body hair growth, deepening of voice, enlargement of penis, scrotum and testes, longer limbs and broader shoulders, ability to ejaculate.
Girls – growth spurt, body hair growth (pubic/ armpits) breast development, broadening of hips, menstruation cycle, distribution of fat.
- 8 Self-esteem is how a person feels about (or values) themselves
- 9 You might feel successful if your academic work is progressing, might feel modern and trendy if you are able to look good in new fashions, you might feel sexually attractive if you have a boyfriend. You might feel popular if people gather around you voluntarily.
- Continued.....

Revision Quiz 2 Suggested Answers continued

10. Having a loving, strong family relationship strengthens self – esteem. Being a member of a sports team helps us stay fit and look good so helping self-esteem, close, reliable friendships help build up self-esteem.
- 9 Unexpected events:
- serious illness or health issues
 - loss of a child or baby
 - divorce
 - redundancy or terminal illness
 - loss of a home
- 10 Self image is the way a person sees or views themselves

Revision Quiz 3 Suggested Answers

- 1 Principal changes in boys:
- facial hair growth
 - deepening of voice
 - growth of penis, scrotum and testes
- 2 This means average for his or her age
- 3 Growth is an increase in mass or length while development is a change in complexity and difference, eg growth - George gets taller; development; ability to form relationships improves.
- 4 Menarche is part of puberty and the beginning of menstruation caused by increased production of female hormones. Menopause is the natural end to the fertile period of a woman's life and she cannot bear any more children. The viable egg supply in her ovaries has declined to a very low level.
- 5 Features of the menopause:
- menstruation ceases
 - night sweats
 - mood swings
 - insomnia
 - joy/regret at not being able to bear children
- 6 Areas of development:
- Menstruation/night sweats – physical development
 - Mood swings, regret/joy at not having more children – emotional development
 - Insomnia – can be physical, emotional or social development
- 7 Add a diagram
- 8 Expected events:
- going to school
 - going to work
 - getting married
 - having children
 - menopause



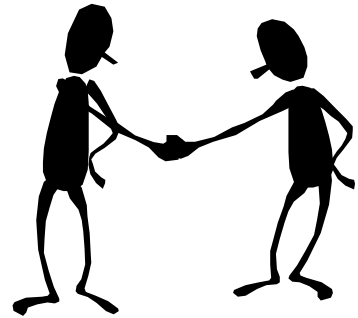
Revision Tips

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Exams coming up?

Get ready!

1. Find a revision buddy to work with



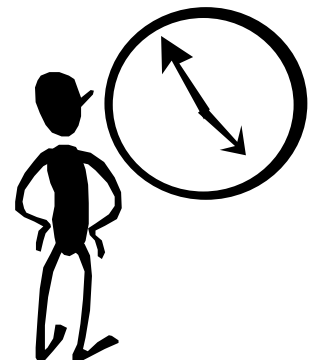
2. Make sure that you both have a complete set of notes

If you have missed any work for the examined unit:

- copy up the notes
- do any homework/class work that was set

3. Draw up a revision timetable:

- put in all of your exam dates
- block out time not available for revision
- count down days/weeks
- plan in your revision topics
- set achievable targets for each revision session – work with about 20 minute slots

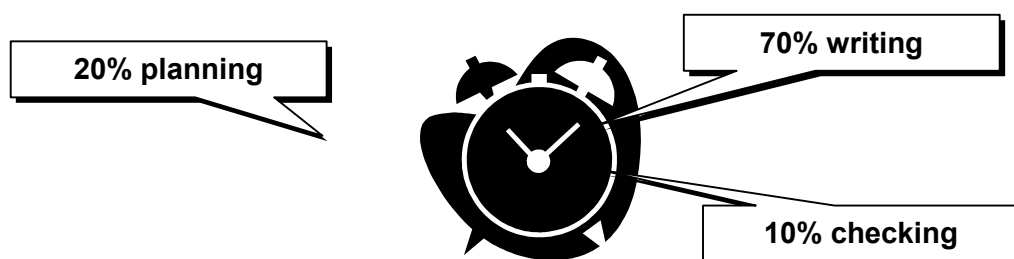


Get Set!

- 1 How do you remember things best? Is it by:
 - seeing – charts, diagrams, pictures, mind maps, etc?
 - hearing – eg talk with a revision buddy, listening to tapes which you or your buddy prepared?
- 2 See what you do know - use a checklist of all the topics in the unit and tick off the ones you feel confident with.
- 3 The ones you haven't ticked are then the ones that you don't know – plug the gaps by revising these topics.
- 4 Self help techniques:
 - work with your revision schedule
 - give yourself rewards when you keep to it – a reward might be to watch TV, meet your friends, have something nice to eat for example.



- 5 The day before the exam just go over the key points – avoid excessive, in depth revision.
- 6 Devise a strategy for exam day, know where you have to go and get there on time.
- 7 Identify where you will get most of your marks.
- 8 Consider how you will spend your time in the exam. Try the following:



- 9 If you have special requirements your schools can make special arrangements with the exam board.
- 10 If you are ill before an exam or have a family crisis – tell your teacher before the exam as this could affect your exam performance.
- 11 Have a good night's sleep the night before.
- 12 And don't forget to have breakfast on the day.

Go!

Getting there and getting settled:

- 1 Remember that you have done a lot of good revision!
- 2 Take a bottle of water with you.
- 3 Do a final review of key points if it helps to reassure you.
- 4 Leave your phone behind.
- 5 Turn up at the exam room in plenty of time.

Make sure you have all the pens, rulers, erasers, etc that you need and are allowed to take in with you.



- 6
- 7 Bring your candidate number (you will need to write it on the paper).
- 8 Leave your bag and other 'non-allowed' items where instructed.
- 9 Find your seat.
- 10 Note the position of the clock.



Think positively about doing your best

- 11 Be calm – start and remain calm.
- 12 Keep to the rules of 'exam conditions' - eg no talking.



Starting the exam

Read through these and try to remember key things – highlight anything that is especially important for you.

- 1 When told to, read and fill in the front cover of the exam paper/answer book.
- 2 When told to, read the exam questions carefully. Plan your time per question – and stick to it.
- 3 Read the questions carefully – what is the question asking you to do, for example, explain, identify, give reasons.



Don't panic

- 4 If necessary use calming techniques – breathe deeply.
- 5 Use highlighters on the questions to pick out those things that you want to include in your answers.
- 6 Look at the marks allocated to the parts of each question (in brackets) - two reasons and two marks mean one mark per reason – no need to give three reasons!
- 7 Look at the structure in the answer book – four lines means more detail needed than two lines, for more marks spend more time.
- 8 Try each question and do as many parts of it as possible. If you get stuck move on to the next question.
- 9 Structure your answers to match what the question is asking for - as you write your answer refer back to the question and make sure that you are keeping to it.
- 10 Keep an eye on the time throughout the exam.
- 11 **Dnt use txt in xams coz xmins nd 2 no what u r saing**
(don't use text in exams because examiners need to know what you are saying).
- 12 Watch your handwriting – the examiner cannot mark what they cannot read.
- 13 Give yourself ten minutes at the end to check through your answers – eg spelling, punctuation, grammar, all questions answered.

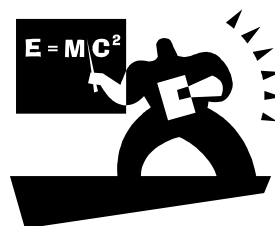
After the exam don't dwell on what you have done – have a break and relax, you may have another exam to get ready for!



Ideas to help with revision

- 1 Use past and specimen exam papers and mark schemes – these are on the Edexcel web:

www.edexcel.org.uk
- 2 Look carefully at the structure of the exam paper so that you are familiar with the layout before the day of the exam!
- 3 Attempt the questions and check your answers against the mark scheme – how many marks would you have got? Do this with your revision buddy and then ‘mark’ each other’s work.
- 4 Think about where you went wrong on those questions where you did not get many marks, ask your teacher if there are things you don’t understand. Look again at your notes and structure an answer that will help you get maximum marks.
- 5 When answering whole papers give yourself the allowed time only and work within it plan the time for each question. Treat it like the real exam!
- 6 Look at the different types of questions and marks allocated to them – this will help you decide how much time to spend on each section.
- 7 Different types of questions will need different types of answers – for example, the answers to questions requiring short or long answers will be structured differently.
- 8 Re-use any case studies or similar exercises that are relevant to the exam.
- 9 Ask your teacher for help if you get stuck.



Notes

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