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HEALTH AND SOCIAL CARE

EXAM BOARD: **EDEXCEL**

COURSE CODE: **603/0395/5**

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Name:

Tutor Group:

Health & Social Care – Topic 1

Human Growth & Development Across Life Stages

INTRODUCTION

Many changes occur across the course of a human's life. In this topic you will explore different aspects of growth and development across the life stages

KEY WORDS

Growth	An increase in a measurable quantity such as height or weight
Development	The complex changes in skills and capabilities that an individual experiences as they grow
Motor skills	Movement involving muscles
Cognitive	Relating to the brain function of thinking & reasoning
Attachment	The bond between an infant and their caregiver
Self-esteem	Confidence in your own ability and value
Socialisation	The process of learning to behave in a way that is acceptable in society

FURTHER LINKS

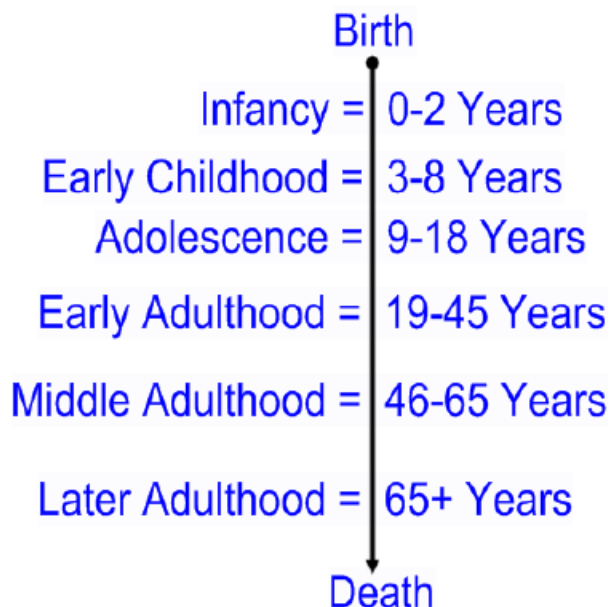
<https://www.pearsonschoolsandfecolleges.co.uk/FEA/Vocational/HealthAndSocialCare/BTEC/BTEC-Firsts-Health-and-Social-Care-2012/Samples/BTECHSCRevisionGuideandWorkbook/Revise-BTEC-Health-and-Social-Care-Revision-Guide.pdf>

COURSEWORK TIPS:

Research and write a report to explain how **an individual** changes in terms of their growth and development **across three life stages**.

KEY FACTS TO MEMORISE

Main life stages:



COURSEWORK ASSESSMENT CRITERIA

A.1P1 **Identify** aspects of growth and development for a selected individual

A.2P1 **Describe** growth and development across three life stages for a selected individual.

STRETCH

A.1M1 **Outline** different aspects of growth and development across three life stages for a selected individual

Health & Social Care – Topic 2

Human Growth & Development - PIES

INTRODUCTION

In this topic you will use the **physical, intellectual, emotional and social (PIES)** classification to explore different aspects of growth and development across the life stages

KEY WORDS

Growth	An increase in a measurable quantity such as height or weight
Development	The complex changes in skills and capabilities that an individual experiences as they grow
Physical	Relating to changes in the body
Intellectual	Relating to changes in the brain
Emotional	Relating to a person's feelings and emotions
Social	Relating to how the relationships a person has and keeps

FURTHER LINKS

<https://www.pearsonschoolsandfecolleges.co.uk/FEA/Vocational/HealthAndSocialCare/BTEC/BTEC-Firsts-Health-and-Social-Care-2012/Samples/BTECHSCRevisionGuideandWorkbook/Revise-BTEC-Health-and-Social-Care-Revision-Guide.pdf>

COURSEWORK TIPS:

Research and write a report to explain how **an individual** changes in terms of their growth and development across **three life stages**.

KEY FACTS TO MEMORISE

PIES

The four components of health



COURSEWORK ASSESSMENT CRITERIA

A.1P1 **Identify** aspects of growth and development for a selected individual

A.2P1 **Describe** growth and development across three life stages for a selected individual.

STRETCH

A.1M1 **Outline** different aspects of growth and development across three life stages for a selected individual

Health & Social Care – Topic 3

Factors Affecting Human Growth & Development – Physical & Economic

INTRODUCTION

There are many factors that can impact on a person's growth and development. In this topic you will explore the **physical and economic factors** and learn how these different factors will impact on different aspects of growth and development.

KEY WORDS

Genetic	Relating to genes or family
Inheritance	From a family member
Income	Money earned
Material possessions	How much a person has in terms of their belongings
Lifestyle	The way a person lives their life

FURTHER LINKS

<http://education.stateuniversity.com/pages/cw/64nusk6/Human-Growth-and-Development.html>

COURSEWORK TIPS:

Research and write a report to assess the changing impact of different factors on individual's growth and development across three life stages.

KEY FACTS TO MEMORISE

Physical factors, to include:

- genetic inheritance
- experience of illness and disease
- diet and lifestyle choices
- appearance

Economic factors, to include:

- income/wealth
- material possessions.

COURSEWORK ASSESSMENT CRITERIA

A.1P2 Identify factors that have had an effect on growth and development of a selected individual.

A.1M2 Outline the ways that different factors have affected growth and development of a selected individual.

A.2P2 Explain how different factors have affected growth and development of a selected individual.

STRETCH

A.2M1 Compare the different factors that have affected growth and development across three life stages for a selected individual.

A.2D1 Assess the changing impact of different factors in the growth and development across three life stages of a selected individual.

Health & Social Care – Topic 4

Factors Affecting Human Growth & Development – Social & Cultural

INTRODUCTION

There are many factors that can impact on a person's growth and development. In this topic you will explore the **social and cultural factors** and learn how these different factors will impact on different aspects of growth and development.

KEY WORDS

Social	How a person builds and sustains relationships
Cultural	Ideas, customs & social behaviour of a particular society
Gender role	Behaviours and attitudes that are accepted to be linked to a particular gender
Social isolation	The absence of social interaction leading to loneliness
Role model	A person who is looked upon by others as a good person to copy

FURTHER LINKS

<http://education.stateuniversity.com/pages/cw/64nusuk6/Human-Growth-and-Development.html>

COURSEWORK TIPS:

Research and write a report to assess the changing impact of different factors on individual's growth and development across three life stages.

KEY FACTS TO MEMORISE

Social and cultural factors, to include:

- culture, e.g. community involvement, religion, gender roles and expectations
- educational experiences
- the influence of role models
- the influence of social isolation
- personal relationships with friends and family



COURSEWORK ASSESSMENT CRITERIA

A.1P2 Identify factors that have had an effect on growth and development of a selected individual.

A.1M2 Outline the ways that different factors have affected growth and development of a selected individual.

A.2P2 Explain how different factors have affected growth and development of a selected individual.

STRETCH

A.2M1 Compare the different factors that have affected growth and development across three life stages for a selected individual.

A.2D1 Assess the changing impact of different factors in the growth and development across three life stages of a selected individual.

Health & Social Care – Topic 5

Different Types of Life Events - Physical & Relationship Changes

INTRODUCTION

Life events are expected or unexpected events that occur in an individual's life. In this topic you will explore the different events that can impact on people's physical, intellectual, emotional and social development.

KEY WORDS

Life Event	A significant incident in a person's life
Expected	e.g. starting school, getting married
Unexpected	e.g. death of a family member
Bereavement	A period of mourning after the loss of a family member or friend

FURTHER LINKS

https://getrevising.co.uk/diagrams/life_events_2

<https://www.thriveglobal.com/stories/28921-10-most-stressful-life-events>

COURSEWORK TIPS:

Interview **two individuals** who have experienced the same life event and write a report to assess how well they adapted to the life event.

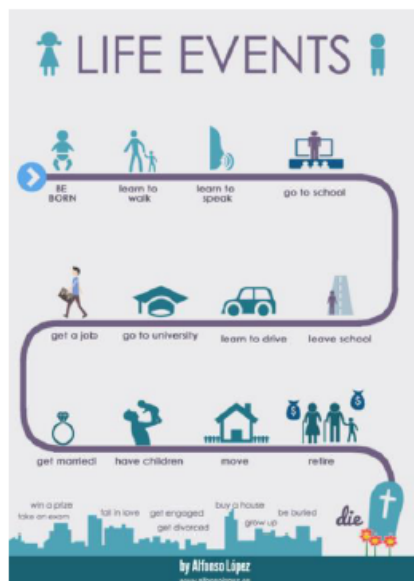
Physical events, to include:

- accident/injury
- ill health

Relationship changes, to include:

- entering into relationships
- marriage
- divorce
- parenthood
- bereavement

KEY FACTS TO MEMORISE



COURSEWORK ASSESSMENT CRITERIA

B.1P3 **Identify** relevant information about a life event experienced by two individuals.

B.1M3 **Outline** the impact of a life event on the development of two individuals.

STRETCH

B.2P3 **Explain** the impact of a life event on the development of two individuals.

Health & Social Care – Topic 6

Different Types of Life Events – Life Circumstances

INTRODUCTION

Life events are expected or unexpected events that occur in an individual's life. In this topic you will explore the different events that can impact on people's physical, intellectual, emotional and social development.

KEY WORDS

Life Event	A significant incident in a person's life
Expected	e.g. finishing school, having a family
Unexpected	e.g. getting divorced
Exclusion	No longer being able to attend school
Redundancy	A person's job no longer existing
Retirement	Finishing a job at a later stage in life
Imprisonment	Being held in a prison

FURTHER LINKS

https://getrevising.co.uk/diagrams/life_events_2

<https://www.thriveglobal.com/stories/28921-10-most-stressful-life-events>

COURSEWORK TIPS:

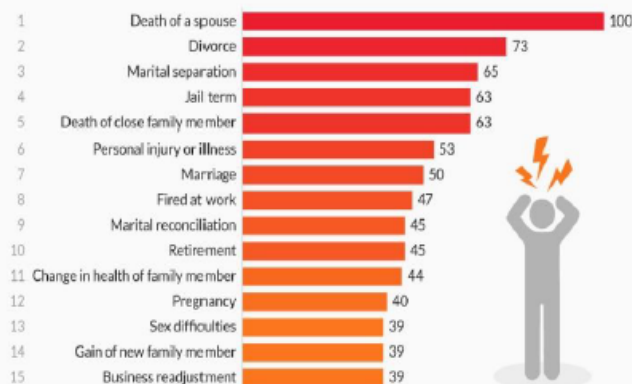
Interview **two individuals** who have experienced the same life event and write a report to assess how well they adapted to the life event.

Life circumstances, to include:- moving house, school or job, exclusion from education, redundancy, imprisonment, retirement

KEY FACTS TO MEMORISE

Life's most stressful events in one chart

Impact score of stressful life events (100 = most stressful)



Source: The Social Readjustment Rating Scale by T.H. Holmes and R.H. Rahe, 1967

indy100

The INDEPENDENT

statista

COURSEWORK ASSESSMENT CRITERIA

B.1P3 **Identify** relevant information about a life event experienced by two individuals.

B.1M3 **Outline** the impact of a life event on the development of two individuals.

STRETCH

B.2P3 **Explain** the impact of a life event on the development of two individuals.

Health & Social Care – Topic 7

Coping With Change Caused By Life Events

INTRODUCTION

Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.

KEY WORDS

Life Event	A significant incident in a person's life
Expected	e.g. get a job
Unexpected	e.g. imprisonment
Community group	A group of people living in the same place or sharing similar characteristics

FURTHER LINKS

https://getrevising.co.uk/diagrams/life_events_2

<https://www.healthdirect.gov.au/dealing-with-life-events>

COURSEWORK TIPS:

Interview **two individuals** who have experienced the same life event and write a report to assess how well they adapted to the life event **and the role and value of support in this process.**

KEY FACTS TO MEMORISE

Sources of support:

- family, friends, partners
- professional carers and services
- community groups, voluntary and faith-based organisations

Types of support:

- emotional
- information and advice
- practical help, e.g. financial assistance, childcare, transport

COURSEWORK ASSESSMENT CRITERIA

B.1P4 **Identify** sources of support that were available to two individuals experiencing a life event

B.1M4 **Outline** what support was given to two individuals experiencing a life event

B.2P4 **Explain** how two individuals adapted to a life event, using support.

STRETCH

B.2M2 **Compare** the ways that two individuals adapted to a life event and the role that support played.

B.2D2 **Assess** how well two individuals adapted to a life event and the role and value of support in this

Health & Social Care – Topic 8

Different Health Care Services and How they Meet Service User Needs

INTRODUCTION:

A1 part 1: Learners will explore the health and social care services that are available and why individuals may need to use them.

KEY WORDS

Health care	the organised provision of medical care to individuals or a community
Social care	Providing social work, personal care, protection or social support services to children or adults in need or at risk, or adults with needs arising from illness, disability, old age or poverty
Needs	Physical, intellectual, Emotional, Social, Spiritual.
Community care	long-term care for people who are mentally ill, elderly, or disabled which is provided within the community rather than in hospitals or institutions
Occupational therapy	the use of particular activities as an aid to recuperation from physical or mental illness.

FURTHER LINKS

<https://www.healthcareers.nhs.uk/explore-roles>

<https://www.healthcareers.nhs.uk/Explore-roles/wider-healthcare-team/roles-wider-healthcare-team/clinical-support-staff>

COURSEWORK TIPS:

Can you describe how these different health care services meet service user needs:

- primary care, e.g. GPs, dental care, optometry, community health care
- secondary, tertiary care, e.g. specialist medical care
- allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.

KEY FACTS TO MEMORISE

For each care worker job role, can you tell the reader:

1. Job role involves....
2. Responsibilities include
3. Meet the service users' needs how?

COURSEWORK QUESTIONS

1. Identify a primary care job role
2. Is a paramedic classed as a Primary, secondary, tertiary or allied service & why?
3. How would an individual access a tertiary care provider?
4. Give an example of a law that underpins a health care job role including details of what this may mean the care worker has to do in their role.

STRETCH

- What policies will professionals follow within their job role & why?
- What procedures may the professionals have to carry out?
- What issues may arise when working with individuals & how can these be overcome?

Health & Social Care – Topic 9

Difference Social Care Services and How they meet service user needs

INTRODUCTION:

A1 part 2: Learners will continue to explore the health and social care services that are available and why individuals may need to use them

KEY WORDS

Sensory impairment	is when one of your senses; sight, hearing, smell, touch, taste and spatial awareness, is no longer normal.
Disability	a physical or mental condition that limits a person's movements, senses, or activities.
Residential care	refers to long-term care given to adults or children who stay in a residential setting rather than in their own home or family home.
Domiciliary	A professional who cares for someone in their own home
Informal care	A partner, friend, neighbour who provides care
Respite	a short period of rest or relief from something difficult or unpleasant.

FURTHER LINKS

<https://www.healthcareers.nhs.uk/explore-roles>

<https://www.healthcareers.nhs.uk/Explore-roles/wider-healthcare-team/roles-wider-healthcare-team/clinical-support-staff>

COURSEWORK TIPS:

Gain understanding of different social care services and how they meet service user needs:

- services for children and young people, e.g. foster care, residential care, youth work
- services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care
- services for older adults, e.g. residential care, domiciliary care
- the role of informal social care provided by relatives, friends and neighbours.

KEY FACTS TO MEMORISE

1. Primary, secondary, tertiary & allied care
2. What each service offers
3. The individuals the service works with

COURSEWORK QUESTIONS

1. Explain how the service meets the service user's needs.
2. What adaptations may be provided by the carer?
3. How may the adaptations improve the client's situation?
4. What may limit the care worker for the resources they may or may not be able to offer?

STRETCH

- Which overarching body oversees the standard of care within health & social care services?
- If a person were to complain about the service, how would they go about this?
- If the service received a complaint, how would that carry out the investigation?

Health & Social Care – Topic 10

Barriers to accessing services.

Types of barrier and how they can be overcome

INTRODUCTION:

Learners will explore barriers that can make it difficult to use these services, and how these barriers can be overcome.

KEY WORDS

Barrier	a fence or other obstacle that prevents movement or access.
Overcome	succeed in dealing with (a problem or difficulty)
Impact	a marked effect or influence.
Stigma	a mark of disgrace associated with a particular circumstance, quality, or person.
Awareness	knowledge or perception of a situation or fact.

FURTHER LINKS

<https://www.england.nhs.uk/blog/breaking-down-the-barriers-in-health-care/>

social.ocr.org.uk/files/ocr/F910%20Barriers%20to%20Accessing%20Health.doc

COURSEWORK TIPS:

Types of barrier and how they can be overcome by the service providers or users:

- physical barriers, e.g. issues getting into and around the facilities
- sensory barriers, e.g. hearing and visual difficulties
- social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
- language barriers, e.g. differing first language, language impairments

KEY FACTS TO MEMORISE



COURSEWORK QUESTIONS

1. Explain the barriers the client faces.
2. Describe ways in which barriers for the service user can be overcome.
3. What impact will these barriers have on the individual?
4. What rights do clients have?

STRETCH

How can you balance the rights of a client with another's if they both have conflicting views, issues?

What laws underpin barriers in health & social care?

Pick a single piece of legislation and suggest how this can support client's barriers.

Health & Social Care – Topic 11

Overcoming Barriers to HSC Services

INTRODUCTION:

Learners will explore barriers that can make it difficult to use these services, and how these barriers can be overcome.

KEY WORDS

Barrier	a fence or other obstacle that prevents movement or access.
Overcome	succeed in dealing with (a problem or difficulty)
Impact	a marked effect or influence.
Stigma	a mark of disgrace associated with a particular circumstance, quality, or person.
Awareness	knowledge or perception of a situation or fact.

FURTHER LINKS

<https://prezi.com/zdla1nos3jcf/strategies-to-overcome-barriers-in-health-social-care>

<https://www.healthcareitnews.com/.../4-strategies-overcoming-barriers-it-driven-care-i>

COURSEWORK TIPS:

Types of barrier and how they can be overcome by the service providers or users:

- geographical barriers, e.g. distance of service provider, poor transport links
- intellectual barriers, e.g. learning difficulties
- resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand
- financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.

KEY FACTS TO MEMORISE



COURSEWORK QUESTIONS

1. How can a person's geographical location affect their access to health & or social care services?
2. What resource barriers may individuals face?
3. How might financial barriers affect a client?
4. Describe a learning difficulty and how this may cause a barrier for a client?
5. How might technology aid clients to overcome their barriers?

STRETCH

1. How may people's preconceived ideas affect their views or judgement of others?
2. How are an individual's views influenced by nature of nurture?
3. If a carer took their preconceived ideas out on a client, what will this mean for the care worker and the client?

Health & Social Care – Topic 12

Care Values. Empowerment, Respect, Confidentiality

INTRODUCTION:

Care values part 1: Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.

KEY WORDS

Independence	To be able to do things for yourself as much as possible
Respect	Treating someone with the same courtesy as you expect from them
Dignity	Pride, to feel valued, have worth.
Confidentiality	To keep something secret or private
Disclosure	Something shared or a confidential nature

FURTHER LINKS

www.legislation.gov.uk/ukpga/2018/12/contents/enacted

<https://www.bastiansolutions.com/.../5-easy-ways-to-show-people-respect-and-gratitude..>

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for.../confidentiality>

COURSEWORK TIPS:

Care values:

- empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered
- respect for the individual by respecting service users' needs, beliefs and identity
- maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)

KEY FACTS TO MEMORISE



Stay independent
as possible



Data Protection Act 1998



COURSEWORK QUESTIONS

1. How could a client with arthritis be empowered within their care?
2. How could you support an elderly client living on their own to stay as independent as possible?
3. In what ways can you show respect to others?
4. How can you make a client feel like they are an individual?
5. How would you maintain confidentiality when working with a client?

STRETCH

1. If a client disclosed information to you and asked you to keep it a secret, what would be your response.
2. If you were aiding a client to dress and they refused to do any tasks for themselves, how could you encourage them to do so?
3. How does the data protection act support clients and carers?

Health & Social Care – Topic 13

Dignity, Communication, Safeguarding and Antidiscrimination

INTRODUCTION:

Care values part 2: Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.

KEY WORDS

Communication	the imparting or exchanging of information by speaking, writing, or using some other medium.
Empathy	the ability to understand and share the feelings of another.
Safeguard	protect from harm or damage with an appropriate measure.
Discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.
Prejudice	preconceived opinion that is not based on reason or actual experience.

FURTHER LINKS

<https://www.citizensadvice.org.uk/law-and-courts/discrimination>

<https://www.eoc.org.uk/what-is-discrimination>

[https://www.gov.uk/.../Safeguarding pupils](https://www.gov.uk/.../Safeguarding-pupils)

<https://www.helpguide.org/articles/...communication/effective-communication.htm>

COURSEWORK TIPS:

Care values:

- effective communication that displays empathy and warmth
- safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm
- promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.

KEY FACTS TO MEMORISE

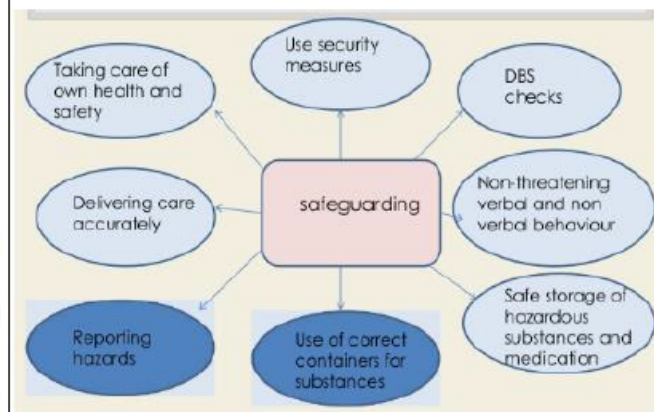


COURSEWORK QUESTIONS

1. Describe how you would carry out effective communication with a service user, using an example.
2. How would you provide safeguarding through your duty of care to a client?
3. In what ways can individuals be discriminated against?
4. What might be the effects on an individual if they have been discriminated against?

STRETCH

1. Using the key areas below, go on to describe how a carer could show this within their job role with a client



2. How would you balance conflicting views of different service users, share examples.

Health & Social Care – Topic 14

Reviewing Application of Care Values. Observance, providing feedback

INTRODUCTION:

Reviewing own application of care values

Learners will reflect on own application of care values, including using teacher or service-user feedback.

KEY WORDS

Strengths	An area you have skill in
Weakness	An area to improve
Feedback	To received written or verbal judgement to aid the person to move forward
Improvement	To get better in an area/areas
Goals	To reach a higher state in a area of weakness

FURTHER LINKS

<https://www.simplypsychology.org/observation.html>

<https://www.jotform.com/form-templates/category/feedback>

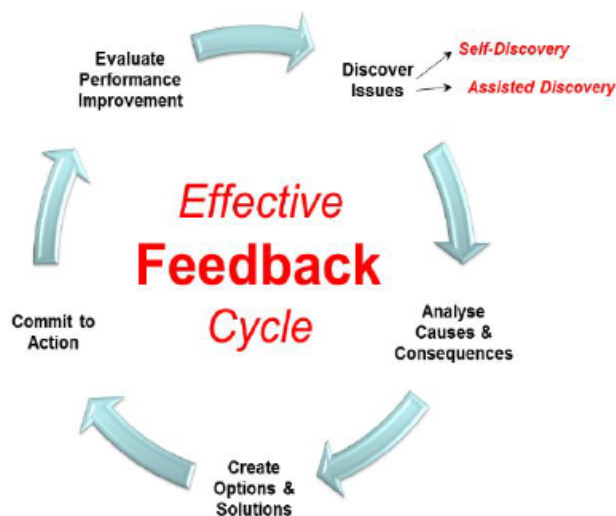
<https://insightsresources.seek.com.au/7-ways-give-valuable-constructive-feedback-staff>

COURSEWORK TIPS:

Key aspects of a review:

- identifying own strengths and areas for improvement against the care values
- receiving feedback from teacher or service user about own performance
- responding to feedback and identifying ways to improve own performance.

KEY FACTS TO MEMORISE



COURSEWORK QUESTIONS

1. What skills can you identify from your own performance?
2. What areas of improvement can you identify from your own performance?
3. How will you use this feedback in order to improve next time.
4. Describe the values you feel you performed the best and why they were so successful?

STRETCH

- Observe others and provide them with constructive feedback.
- How would you perform this again if the client had not been so willing?
- How could you adapt this performance in a range of situations?

Health & Social Care – Topic 15

Factors Affecting Health and Wellbeing. Definition of Health and Wellbeing

INTRODUCTION:

Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:

KEY WORDS

Health	Your physical state of being
Wellbeing	Being socially part of the community & your mental health
Genetics	Inherited condition from parents
Predisposition	Likelihood of having a condition

FURTHER LINKS

<https://www.nhs.uk/conditions/genetics/inheritance>

<https://www.mind.org.uk/information-support/...services/addiction-and-dependency/>

<https://www.firstquotehealth.com/health-insurance-news/fad-diets-side-effects>

EXAM TIPS:

Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.

Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:

- genetic inheritance, including inherited conditions and predisposition to other conditions
- ill health (acute and chronic)
- diet (balance, quality and amount)
- amount of exercise
- substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs
- personal hygiene.

KEY FACTS TO MEMORISE

1. Short term effect of the above factors
2. Long term effect of the above factors
3. Effects on an individual's PIES from the above factors

EXAM QUESTIONS

1. Identify a genetically inherited disorder
2. What PIES effects can CF have on a person?
3. Is Asthma a chronic or acute condition?
4. What effects does substance abuse have on an individual?

STRETCH

- Suggest a body system where both chronic & acute disorders affect them.
- What services are available to support people with addictions & how do they help?
- Investigate a fad diet and consider its impact on the person's health & wellbeing.

Health & Social Care – Topic 16

Factors Affecting Health and Wellbeing. Definition of Health and Wellbeing cont'd

INTRODUCTION:

Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:

KEY WORDS

Isolation	To be alone, not having the company of others, withdrawing from community
Integration	Being part of the community, being welcomed into the community.
Economic	Money, earnings, finances, debt
Environment	Your surroundings

FURTHER LINKS

<https://www.nhs.uk/conditions/stress-anxiety-depression/mindfulness/>

https://www.youtube.com/watch?v=6p_yaNFSYao

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2738880/>

EXAM TIPS:

Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:

- social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
- stress, e.g. work-related
- willingness to seek help or access services, e.g. influenced by culture, gender, education.
- Economic factors that can have positive or negative effects on health and wellbeing:
- financial resources.
- Environmental factors that can have positive or negative effects on health and wellbeing:
- environmental conditions, e.g. levels of pollution, noise
- housing, e.g. conditions, location.
- The impact of life events relating to relationship changes and changes in life circumstances.

KEY FACTS TO MEMORISE



EXAM QUESTIONS

1. Suggest the effects of peer pressure on an individual's health & wellbeing
2. Describe the effects does adrenalin have on the body?
3. Describe how someone's culture may affect them accessing health & social care services.
4. What emotional impacts can relationships have on an individual?

STRETCH

- Mindfulness – how does it work, how can it relieve stress; try out the techniques in the links. How can this help someone with depression?
- Compare the living conditions of a family in poverty with that of a person who is not.
- What environmental factors can have an impact on a person health & wellbeing?

Health & Social Care – Topic 17

Impact of Life Events

INTRODUCTION:

Learners will consider the impact life events can have on individuals.

KEY WORDS

Expected	Some you know can happen, doesn't come as a surprise
Unexpected	Something you do not think will have, it may surprise you
Imprisonment	To go to jail for a sentence
Redundancy	You lose your job

FURTHER LINKS

<https://www.cardinalnewmanschool.net/attachments/download.asp?file=2676&type..>

<https://getrevising.co.uk/GCSE/Health & Social Care>

EXAM TIPS:

Life events:

Expected & unexpected life events.

Expected

- Start school
- Move house
- Parenthood
- Marriage
- Divorce

Unexpected:

- Imprisonment
- Unemployment
- Ill health

KEY FACTS TO MEMORISE

Starting nursery	Starting school	Starting work	Getting married
Parenthood	Retirement	Menopause	Birth of a Sibling
Puberty	Taking GCSE exams		
Serious injury	Chronic illness	Burglary	Disability
Unplanned pregnancy	Bankruptcy	Retirement	Redundancy
Death of a relative (bereavement)	Relationship breakdown	Divorce	Inheriting sum of money

EXAM QUESTIONS

1. What PIES effects can the following have on an individual? Clearly explain your answers
 - Marriage
 - Divorce
 - Imprisonment
 - Moving house
 - Having a baby
2. For the same points above can you identify the wellbeing points you have made or add to your ideas?

STRETCH

- How could the prison service use rehabilitation on the prisoner in order they being released?
- Consider the individuals PIES before & after a prison sentence.
- What could be the impact on a person's health & wellbeing if they have chosen to abort their child?

Health & Social Care – Topic 18

Physiological Indicators

INTRODUCTION:

Physiological indicators

Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.

KEY WORDS

BMI	is a measure that uses your height and weight to work out if your weight is healthy.
Peak flow	a device that measures the maximum rate of air flow out of the lungs during forced expiration
Pulse	a rhythmical throbbing of the arteries as blood is propelled through them
Blood pressure	the pressure of the blood in the circulatory system

FURTHER LINKS

<https://www.calculator.net/body-type-calculator.html>

<https://www.verywellfit.com/Fitness/Beginner>

EXAM TIPS:

Physiological indicators that are used to measure health:

- pulse (resting and recovery rate after exercise)
- blood pressure
- peak flow
- body mass index (BMI).
- Using published guidance to interpret data relating to these physiological indicators.
- The potential significance of abnormal readings: risks to physical health.

KEY FACTS TO MEMORISE

11 Essential Measurements



EXAM QUESTIONS

- Describe what measurement equipment would be used if a patient was suffering from shortness of breath?
- Describe what a BMI reading could indicate to an individual.

STRETCH

- What may an abnormal heart rate indicate for an individual?
- What psychological indicators can be used to interpret mental health?

Health & Social Care – Topic 19

Lifestyle Indicators

INTRODUCTION:

Learners will interpret lifestyle data in relation to risks posed to physical health.

KEY WORDS

Lifestyle: the way in which a person lives & choices they make

Data: facts and statistics collected together for reference or analysis

Consumption: the action of using up a resource

Interpreting: explain the meaning of (information or actions)

FURTHER LINKS

<https://www.drinkaware.co.uk> › Home › Facts › Health Effects of Alcohol

<https://www.nhs.uk/smokefree/why-quit/smoking-health-problems>

<https://medlineplus.gov> › Health Topics

EXAM TIPS:

Interpretation of lifestyle data, specifically risks to physical health associated with:

- smoking
- alcohol consumption
- inactive lifestyles.

KEY FACTS TO MEMORISE

Lifestyle Factors

- 
- Stress
 - Alcohol
 - Smoking
 - Drugs
 - Sleep
 - Gender
 - Work demands
 - Medical History
 - Level of activity
 - Diet
 - Weight
 - Culture
 - Sports Participation

EXAM QUESTIONS

- Discuss why an individual may choose to begin smoking.
- Explain the health risks of an individual binge drinking.
- What impact will an inactive lifestyle have on an individual physically and on their wellbeing?

STRETCH

- What advice may you give a peer if they have felt pressure to start smoking?
- In what ways could you offer support or guidance to your smoking friend?
- How would you advise an elderly client to exercise if they suffered from arthritis in their joints?
- Could you reassure them accurately how your choice of exercise would limit impact on their joints?

Health & Social Care – Topic 20

Health & Wellbeing Improvement Plans / Obstacles to Implementing Plans

INTRODUCTION:

Learners will explore the features of health and wellbeing improvement plans.
Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.

KEY WORDS

Your turn: define each of the care value words below!

FURTHER LINKS

Care values



EXAM TIPS:

The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.

Information to be included in plan:

- recommended actions to improve health and wellbeing
- short-term (less than 6 months) and long-term targets
- appropriate sources of support (formal and/or informal).
-

Potential obstacles:

- emotional/psychological – lack of motivation, low self-esteem, acceptance of current state
- time constraints – work and family commitments
- availability of resources – financial, physical, e.g. equipment
- unachievable targets – unachievable for the individual or unrealistic timescale
- lack of support, e.g. from family and friends
- other factors specific to individual – ability/disability, addiction
- barriers to accessing identified services.

KEY FACTS TO MEMORISE

1. Care values
2. Short, medium, long term goals
3. Obstacles

EXAM QUESTIONS

- Using class case studies e.g. Dena, what short, medium & long term goals could you set her?
- Justify your answer above.
- What potential obstacle may stop Gus from meeting his goals? Describe their impact on his health & wellbeing.

STRETCH

- What do you consider as the hardest obstacle for people if they are trying to lose weight?
- If a client had tried giving up smoking before and failed, what could you advise them to do differently this time & why?
- How can a person's work & home life impact on their ability to stick to the goals you have set them to improve their lifestyle?

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This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Y11 GCSE Exam Dates

Y11 Mock(s):

Y11 PPE(s):

Final GCSE(s):

Success Programme Sessions:

Revision Guide (if applicable):

Notes
