

## BTEC Health & Social Care

**Content covered so far:** Students have covered learning criteria to 'Understand human growth and development across life stages and the factors that affect it'. They have studied how people grow and develop over the course of their life, from infancy to old age covering their physical, intellectual, emotional and social development and the different factors that may affect them. They have done this through case studies, practical tasks, class activities, investigating tasks, through research watched documentaries and home study. They have worked on their written communication skills, learning key words and the understanding of command words used in the assessment criteria. Component 1 LAA Students have summited an assignment for Learning Aim A which has been graded. Students who are resubmitting should have worked on this in last terms work and it should be getting it ready for resubmission. Component 1 LAB – students have covered a third of this in the classroom and tasks were set last term for the next two categories: relationships and life circumstances. Work that was uploaded was in the same format of classroom work and will continue to be that familiar format. This terms tasks uploaded will prepare the students for the internal assignment.

### **Work assessed by examining board**

Component 1 and Component 2 are assessed through internal assessment and results are submitted to the examining board and a selection are externally moderated.

### **Examination:**

Component 3 is an external synoptic exam which consists of tasks set and marked by Pearson. It is a two hour exam marked out of 60 and counts for 40% of overall grade. All components must be completed to pass the course.

## A guide for parents / carers and students

We study Pearson BTEC level 1 / 2 Technical Award in Health and Social Care at KS4. More information can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

The qualification is for learners to acquire technical knowledge and technical skills through vocational contexts as part of their KS4 learning.

The students will cover 3 components. Component 3 is externally assessed in year 11 and Component 1 and 2 are internal coursework assignments.

There are 2 assignments in each Component, Learning Aim A & Learning Aim B.

**Component 1 is taught by Mrs Scott**

**Component 2 is taught by Mrs White (Mrs White will direct this work)**

Component 3 is the one external assessment that builds directly on Component 1 and 2. It is a two hour task set and marked by Pearson and takes place in February 2021 and May 2021. The component is taught by Mrs Scott and Mrs White

BTEC Tech Award Level 1 and 2 in Health and Social Care      Mrs Scott

### **NOTE TO STUDENTS:**

#### **Component 1 Learning Aim B**

In accordance with guidelines from PEARSON, other required learning from students should include: private study, preparatory reading and independent research.

This research should include:

- **Watching documentaries and films and related topics**
- **Reading articles about related topics**
- **Talking to family and friends about related topics**

In all the students learning and writing they should always focus on the command word in the tasks

**Describe**                      – level 1

**Explain**                      – level 2

**Compare and assess**      – level 2 merit

**Justify**                      – level 2 distinction

Good practise - Students should always have evidence to back up an argument or improvement they suggest in their writing.

The following work / tasks are all in the same format as we would learn in class and similar to the workbook and therefore should not seem unusual to you.

They follow the textbook format used in the classroom is

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.resources.html?filterQuery=category:Pearson-UK:Publisher%2FPearson>



## How to use the documents uploaded.

### In this document I have included

1. A time table for you to work from which sometimes includes advice how to expand your knowledge for each lesson
2. A slide that explains where this work sits within the course and links to the Pearson website where you can do further research about the course.
3. The format follows how we learn in the classroom. I have used and adapted work from the PowerPoints I use in the classroom and the textbook, so you are familiar with the format.
4. You should spend 2 hours a week on this. Use the lesson numbers as a guide along with the timetable. Over the course of the next 5 weeks (which will take you up to half term) this will cover 10 lessons from me. Following this will bring you to a point which you will be ready for the practice assignment which will be after the half term.
5. **All** the work you do is valued and **resubmission work** and **practice assignment** will be collected and marked by your teacher and count towards your 'currently working' at grade in year 11.

At the moment I am unable to respond to personal requests/ emails in accordance with our whole school policy. You are a fantastic class and I have been very fortunate to have such a lovely year 10 group, so keep up the hard work, I know you can do it! Discuss your ideas and opinions about the subject matter with friends and family – its good to bounce ideas off other people. Keep a routine going with your work, tick off the work as you complete it.

Keep up to date on current news and observe what health care professionals are doing and how they can support people. You can use these as examples in your work – **examples are good and mean evidence!** Be confident and keep your notes in order. Remember how good you have been so far in year 10!

I hope to see you soon, I miss you.

Mrs Scott 😊

## Summer Term - how to use documents uploaded Health and Social Care

**What have I just completed:** You should have explored some of the theory tasks set in last terms uploaded work.

Week Beginning	Lesson 1 (1 hour)	Lesson 2 (1 hour)	Lesson 3 (1 hour) Mrs White
<b>20.04.20</b> <b>Lesson 1 &amp; 2</b>	B.1 Understand what Learning Aim B is about. Use the information given to understand how the component will be assessed. Understand the key colour codes - learning, task, practice Refresh your learning to the three categories for life events Use the link on the guide for parent / carers to help you understand the spec and how you will be assessed. Continue to watch documentaries relating to the subject	Recap and refresh your knowledge for physical events: What they are and how they have an impact on an individuals life and their PIES Use your notes on physical events from class work and re watch programmes of people who have suffered a physical life event – illness, accident or injury Such as Billy Monger, Katie Piper, and links on other individuals.	Follow Mrs Whites instructions and timetable
<b>27.04.20</b> <b>Lesson 3 &amp; 4</b>	Relationship changes- copy out the spider diagram add how an individual PIES could be affected because of the changes. Add explanations and information to the different types of relationships changes Watch programmes / links e.g 'the secret life of a four year old' – channel 4, 24 hours in A&E, Casualty, Soaps – Eastenders etc	Task: relationship changes and interview someone: You can interview someone in your house, telephone or FaceTime someone. Consider what you need to know (outcome) before you write down your questions Talk to people you know to see how they have reacted Check your learning against the learning criteria / specification	
<b>04.05.20</b> <b>Lesson 5 &amp; 6</b>	Life circumstances: learning task Copy table and add examples. Task: case study Mark Task: soap opera task A good excuse to watch your favourite programme and write about a character. Remember if you don't watch soaps (I don't!) choose a programme or film you like to write about the character.	Dealing with life events Copy table Case study task – Tom & Connor Task Positive and negative reactions of life events – write these down. Talk to people you know to see how they have reacted Check your learning against the learning criteria / specification.	
<b>11.05.20</b> <b>Lesson 7 &amp; 8</b>	Adapting to change- make notes and do the case study. Link subject into own research for examples of people adapting to change.	B.2 Types of support Learning and tasks: You can do your work as a table or a list. Up to you. Work the way it suits you best. These are your notes	
<b>18.05.20</b> <b>Lesson 9 &amp; 10</b>	Source of support – professional carers and services Use your knowledge from Component 2 taught by Mrs White to help you understand what the professionals do and what support they offer.	Reflection and revise Go through your notes and make sure you know the learning criteria well before you begin your practice assignment. Your practice assignment will be marked.	

# Component 1 learning Aim B

The assessment you will do when you completed the tasks

1. The following information and tasks are to help to prepare you for your **Component 1 Learning Aim B** assignment.

*In the assignment you will be given two case studies of individuals who have experienced the SAME life event.*

**B. 1** - You need to write about the impact this had had on their PIES.

**B. 2** – What support they have had

2. At the end of the information there is a chance to do a **practice** assignment.

The **practice** is to help you to know what information to include in the assignment and a chance to review it before you do the assessed assignment.

Colour key for slide headings
Blue - LEARNING
Pink – TASK
Green - PRACTICE TASK



Lesson 1

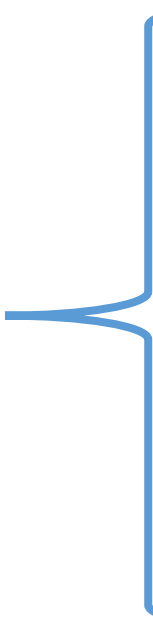
This is the learning criteria for Learning aim B.

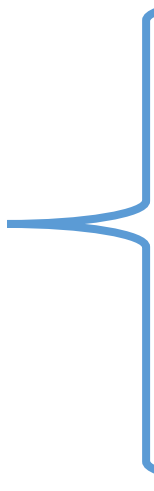
### **Section 1**

In your assignment you will include a general introduction to what different types of life events there are and examples before going into detail on the life event that your individuals have experienced and how it has affected their development and PIES

### **Section 2**

This is when you need to really think about how it has affected the individual, how they have coped with the life event and the support they have had or not had. Who have they relied on, leaned on, needed?

- 
- Physical Events:
    - Accident/injury
    - Ill health
  - Relationship changes:
    - Entering into relationships
    - Marriage
    - Divorce
  - Parenthood
  - Bereavement
  - Life Circumstances:
    - Moving house, school or job
    - Exclusion from education
    - Redundancy
    - Imprisonment
    - Retirement

- 
- How individuals adapt to these changes
  - 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

# This is the assessment criteria:

Learning aim B: Investigate how individuals deal with life events				
<b>B.1P3</b> Identify relevant information about a life event experienced by two individuals.	<b>B.1M3</b> Outline the impact of a life event on the development of two individuals.	<b>B.2P3</b> Explain the impact of a life event on the development of two individuals.	<b>B.2M2</b> Compare the ways that two individuals adapted to a life event and the role that support played.	<b>B.2D2</b> Assess how well two individuals adapted to a life event and the role and value of support in this.
<b>B.1P4</b> Identify sources of support that were available to two individuals experiencing a life event.	<b>B.1M4</b> Outline what support was given to two individuals experiencing a life event.	<b>B.2P4</b> Explain how two individuals adapted to a life event, using support.		

# Physical events - RECAP

These could include:

- Ill health
- Accident
- Injury

**B.1**

## **What is the effect of illness throughout life?**

Give an example of a chronic illness.

How would this chronic illness affect an infant during the infancy life stage, when there is rapid growing?

We have already covered this in the lesson so think about how it affect each life stage

Accident and injury – how could this have an impact on growth and development? We have covered this already in the lesson so think about the diagram you drew in your exercise books from the BTEC textbook. See next slide for summary of this

## **Consider both illness and accident / injuries**

How would it effect an adolescence (you!) if you were unable to see your friends because you had an accident? Write up a paragraph of how you think you would be affected - PIES

Task:

Research and write about 3 more individuals who have been in the news / public eye who have experienced illness / accident or injury. Give **one** example for each of the PIES to how this would impact on a persons.

**Physical**

**Intellectual**

**Emotional**

**Social:**

Give **two** examples of support the individuals would have had. Write this up – produce at least half a page of writing about both individuals. Watch links and programmes to expand your knowledge and understanding



# Physical recap

## **A summary of the your notes about accident and injury:**

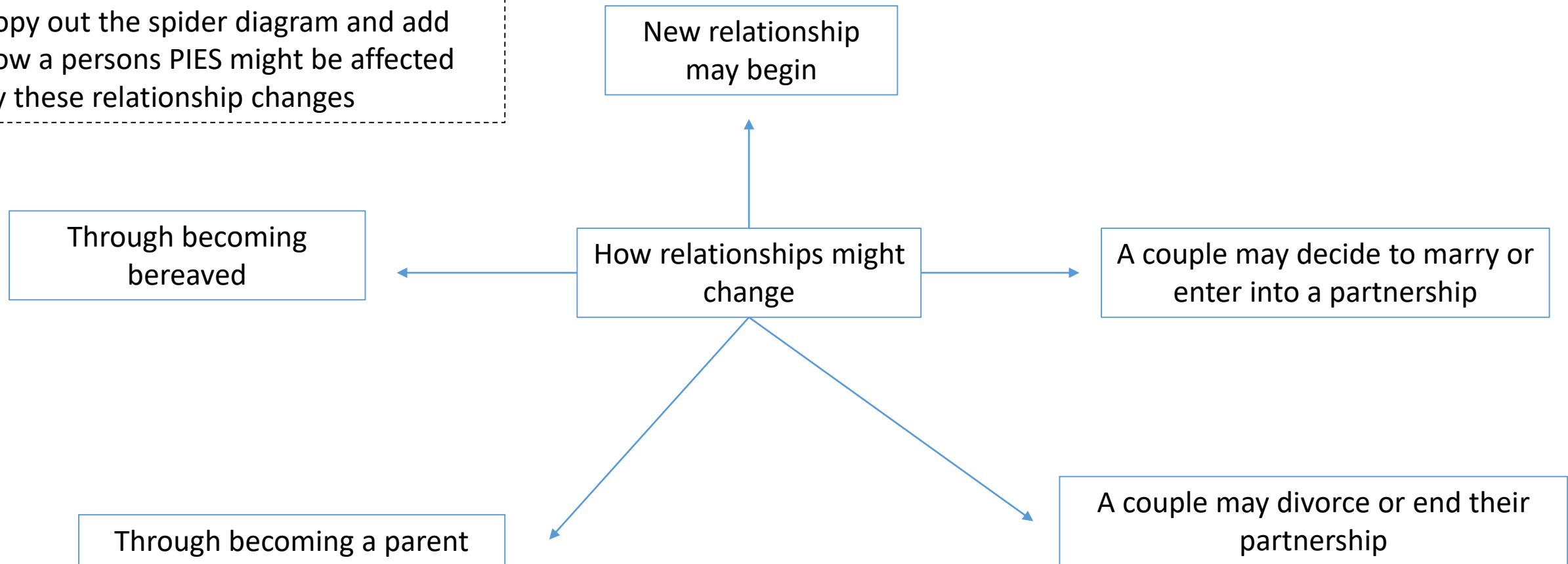
A physical event may impact on peoples growth and development and so their PIES BY:

- Isolation – unable to go out and so impact on relationships
- Cannot earn a living so impact financially
- Unable to learn new skills
- Unable to take up new opportunities
- Loss of independence
- Impacts on self esteem / confidence
- Restrict mobility – motor skills

# LEARNING & TASK Relationship changes

- Bereavement
- New relationships
- Marriage
- Divorce
- parenthood

Copy out the spider diagram and add how a persons PIES might be affected by these relationship changes



**Lesson 3**

Ref: this is a copy of figure 1.20 from p.44 in BTEC tech award students textbook

# LEARNING: Relationship changes

Look at the following titles. A brief description has been given for each one. Expand and give a more detailed explanation for each one as to why this may have an impact on an individual. Use examples in your explanations

1. Bereavement: Some deaths may be expected – e.g if a person has been ill for some time but some are very unexpected and can have a huge impact on someone
2. New relationships – name the different types of relationships a person forms at different stages in their life. E.g early childhood – friends at school – informal, teachers – formal
3. Marriage – this is a big change to someone. It can mean adapting as a couple, sharing, living with someone, feeling happy etc
4. Divorce / end of partnership – research has shown that divorce comes as a close second to death of a partner in the impact it can have on someone. Who else can this effect apart from who is getting divorced?
5. Parenthood – both positives – joy / fulfilment and negatives – pressures, stress, lack of sleep

# TASK - Relationship changes

Practise task: Adapted from BTEC H&S textbook PAGE 45. Discuss the impact of relationships changes on the emotional and social development of these individuals.

1. Neena, aged 28, dated Amran for 3 years and Amran has proposed marriage. How might marriage affect Neena's development?
2. Stephen, aged 47 and Richard, aged 49, have been in a partnership for 5 years. Richard has decided to leave as they are not getting on. How might the breakdown of the partnership affect Stephen's development?
3. Allison is aged 68. She and her husband William were married for 36 years but recently William died. How might bereavement affect Allison's development.

Learn the meaning of  
the Key terms  
Bereavement,  
parenthood

# TASK: Relationship changes

Independent task:

Interview a friend or family member who has experienced one of the relationship changes, for example, marriage, making friends at school. Remember confidentiality – you can change names and you only need to write about what you are comfortable with.

Think about what you want to know at the end of the interview before you write down your questions. Write up your interview.

Make note what the impact was to them in terms of PIES

- Physical
- Intellectual
- Emotional
- social

Top tip:

Have your questions written down before the interview.

Don't be afraid to go off script and ask other questions

You can interview someone in your home, or telephone, FaceTime or email your interviewee

Copy and make notes from this table and add examples to the effects

# LEARNING: Life circumstances

Life circumstances	Possible positive effects	Possible negative effects
Moving house	Excitement for new experiences, opportunities to meet new people and discover new areas	Anxiety & stress – pressure of moving Possible loss of friends / neighbours
Starting or moving school	Opportunities for new friendships / learn new things	Anxiety – new routines / new relationships Young people can feel insecure when leaving parents for first time
Exclusion from education	May remove the stress that caused the exclusive	Can lower self-image & self-esteem Missed schooling may affect learning & loss of friendships
Redundancy	Opportunities to take on new/different challenges or career	Can: Lower self-esteem & self-image Loss of earning impact on diet / lifestyle / socialise Stress about finances
Imprisonment	May provide opportunities of: Learning, developing new skills, making different life choices	Can: Lower self-esteem & self-image Loss of independence & social contact
Retirement	Reduce stress, more time with family, more time to spend on interests	Loss of relationships with colleagues, loss of self-image if people lack purpose in life, fewer ways to be intellectually challenged.

## TASK: ACTIVITY: Exclusions case study adapted from a textbook example

Case study: meet Mark

He started at Durham Johnston Comprehensive just over a 18 months ago. His mother is worried that he has got in with the 'wrong crowd', who have used peer pressure to get him to do things such as stealing and causing fights.

Mark has been disruptive in class for nearly a term now. He has been on trace for several weeks now. He has weekly chats with his form tutor and head of year. He has had several warnings for bullying and last week hurt another student so badly the student had to go to hospital. This has resulted in Mark being excluded from school. His mother is worried about the effect exclusion will have on his development. She is concerned that it may affect his:

- **Learning & prospect of going to college**
- **Self-image / self-esteem**
- **His social development, if he is excluded from friends**
- **His physical development without opportunities of doing sport at school**

TASK:

Write a few sentences for each of the possible impacts his mother is concerned about, how you think he will be affected and also add what SUPPORT you think he will need and might receive – remember – **INFORMAL & FORMAL SUPPORT**

Ref: this is adapted from p.46 in BTEC  
tech award students textbook

# TASK: Life Circumstances

## **PRACTISE TASK / EXTENSION:**

Can you think of any examples of the life circumstances from the previous slide. These can be from people you know or characters in a SOAP / programme on TV.

If so write a sentence for each one stating HOW it affected their development and what support they had. Add this to your notes



# LEARNING: Dealing with a life event

People deal with events that happen to them in different ways.

Sometime people react differently because of their different experiences in life, their age, their responsibilities, their family, their support and other circumstances.

You may have had friends who have reacted to an event very differently from how you reacted.

## REFLECTION / THINKING TASK:

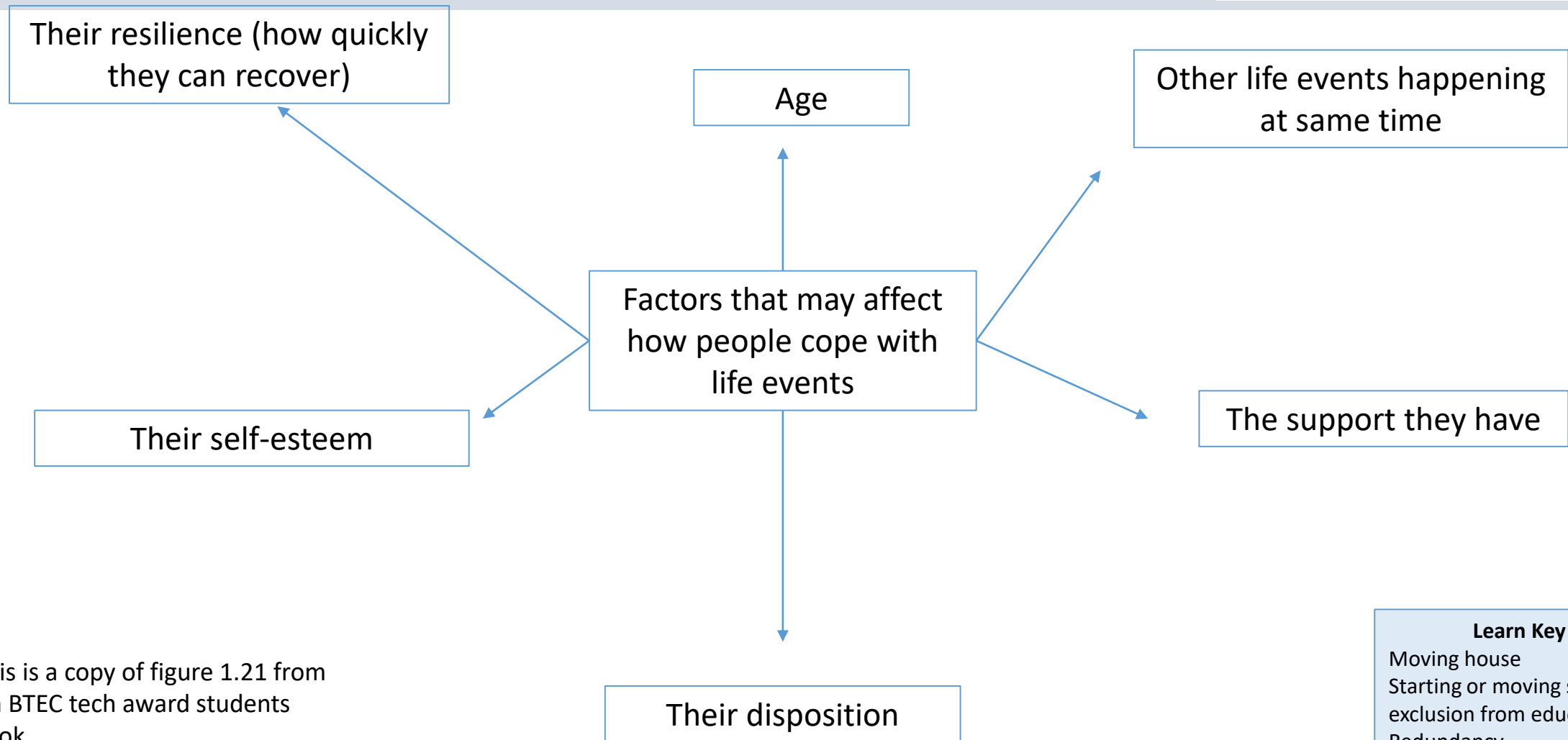
Reflect on your own experience of when you started secondary school and how other peers reacted. Can you remember when you started primary school? Did you get upset? Were you excited? Can you remember if anyone else was upset or how they reacted?

Why do you think people reacted differently?

Why do you think change might have affected people differently?

# LEARNING: Dealing with life events

Copy spider diagram and **add examples** and **explanations** to each heading



Ref: this is a copy of figure 1.21 from p.48 in BTEC tech award students textbook

**Learn Key terms**  
Moving house  
Starting or moving school, exclusion from education  
Redundancy  
Imprisonment  
retirement

# TASK: Dealing with life events

Adapted from H&S textbook page 48

Case study - Read scenario:

**Tom is 22 years old**

**Connor is 19 years old**

Tom and Connor have both split with their long term partners. They have both been greatly affected by the split.

A couple of months have passed since the split and now Tom does not go out and socialise and has started to drink heavily. Connor has joined a gym and has met new people.

Why do you think Tom and Connor might have reacted differently?

Write down your answers and explanations.

NB. Make sure you check your writing against the learning criteria – what have you included from there?

# TASK: Dealing with life events

Give positive and negative examples of these life event:

NB. The table you copied down in Life Circumstances may help you with this?

Life event	Positive reaction / impact	Negative reaction / impact
Accident / injury		
Starting a family		
Splitting up from a partner		
Starting school / moving school		
Starting a new job		

# LEARNING: Adapting to change

Read through and make notes. Learn the key terms

People adapt to change differently. It depends on a number of things. It can depend on:

**Their resilience** – which means their ability to come to terms with things. Some people have the ability to overcome some events in their life that other may struggle with. These people may have a more positive outlook on life. They may have friends and family around and a good community network, they may have known the event was going to happen and have planned for it.

**Understanding change** – how will some people be affected and how will they be able to adapt? Some changes are harder to adapt to than others. Physical changes that affect a persons ability to move, losing function, losing control.

**Accepting change** – you can't adapt if you can't accept – in some way – what has happened. People may accept quicker than others. It is important to try and have an understanding to why.

**Giving time** – different events may take different amounts of time to adapt to. E.g bereavement – losing a loved one can not be replaced and many people can find it difficult to move on.

# TASK: Adapting to change

Adapted from H&S textbook PAGE 51

Case study

Paul is 52 years old, he is a bus driver and has recently had a heart attack. He was in hospital for a short time and has now been discharged and is back home where he lives with his wife and children who are 17 and 19 years old. His doctor has told him that he must take it easy from now on. He has been told he can no longer do his job as a bus driver and has to give it up.

- 1. Suggest how you think Paul may have reacted following the life event.**
- 2. What might help Paul to adapt to the change in his circumstances?**
- 3. How might the life event affect Paul's future development? ( consider his PIES )**

# LEARNING: Types of support

B.2

**This is part 2 of the learning aim and is called B.2**

GETTING STARTED:

Think about the support that is available to students in school.

Make a list of the different types of support – people who work at the school will be ‘formal’ support. Friends and family are ‘informal’ support.

Sort the examples of support under headings such as

**‘emotional support’ information and advice’ or ‘practical help’**

# LEARNING: Types of support

Make notes on below and expand your learning by doing your own research in the types of support. Always try and support your findings with examples

Sources of support;

- Family, friends, partners
- Professional carers and services offered to help people adapting to change
- Community groups, voluntary and faith-based organisations

What would you say was effective support?

This is when a person receives support that enables them to make decisions, giving them confidence to adapt.

Some people need more emotional support than others. This can help people -

- come to terms with the change
- help them deal with things such as grief
- Improve their confidence & self-esteem
- Reduce their anxiety & any stress they feel

**Types of support:**

Formal – trained professionals

Informal – unpaid family / friends offering physical, emotional and practical help

Voluntary – local / national / charities – consider what is happening now and how volunteers can and have helped.

**Learn Key terms**

Respite care, effective support, emotional support



# TASK: Types of support

**1. Emotional support:** What can emotional help do? Copy table / or a list and explain how emotional support can help in these situations. The first one has been started to help you .

Emotional	What can it do?
Grief	Help people to deal with it, share experiences
Life changes such as redundancy	
Anxiety and stress	
Confidence	
Self esteem	

**2. Information and advice:** sometime people don't know where to go for information and advice. This is when they may need this as well as emotional support. It is important to understand that information and advice is very important because it helps people know where they can go for help and what choices they may have.

Give some examples of when information and advice may be very important to someone.

For example – if someone has lost their job and is unable to pay bills.

# TASK: Types of support

Practical help: however a person is able or unable to adapt to their new circumstances they still may need practical help. Copy the table below (you can make a list if your prefer) and fill in examples of the support. The first one has been started to help and guide.

Practical help	How it can support
Financial help	Is a person has an accident they may need financial assistance to help adapt their home to suit their change in their physical circumstances
Childcare	
Transport	

# EXTENSION TASK: Informal support

Partners, family and friends – how can they offer support.

They can:

Reassure, encourage, give advice, offer security, be someone to talk to.

Offer practical help – everyday task, childcare, helping with transport.

**CASE STUDY** – Think what it must be like to become a new mum. Who would the mum turn to for informal support and what could they offer the new mum? Write down your notes. Think of someone you know might have had this experience and ask them!

# Sources of support - Professional carers & services


## Lesson 9

These are people who have the skills and experience to understand and support each persons needs.

Examples of these people:

- Health specialist
- Counsellors
- Teachers
- Careers advisors
- Occupational therapists
- Social workers

This links to what you have learned in Component 2 with Mrs White



People needs help to:

- help maintain their health / change their lifestyle – lose weight / stop drinking
- regain mobility (possible after an accident or surgery)
- come to terms with events – such as death, divorce
- get advice and information on what they need to do – this can be financial advice

Examples of life circumstances and professional support are:

Exclusion: behavioural support teams, educational psychologists, Department of Education

Imprisonment – probation service, children social services – provides support to families of prisoners, counsellors or cognitive therapists – if prisoners have any other conditions such as drug / alcohol problems

Redundancy – careers advice services, counsellors

### Learn Key terms

Counsellors, charities, services, professional

# LEARNING: Voluntary sources of support

Volunteers do not get paid for their services but these organisation often employ qualified people who are paid through donations. These organisations will work along side and in harmony with families and other trained professionals.

This is a list of organisations who can offer support to people.

1. Princes trust – it helps adolescents & young adults
2. Home – start – helps parents with young children
3. Royal National Institute of Blind People - people who have lost sight – ether through accident / ill health
4. Cruse Bereavement Care – people of all ages who have been bereaved
5. Relate – people who are experiencing problems with their relationships / marriage.

## Task – thinking / research task :

Think about Rio Ferdinand and the programmes that were about him taking on the role of both parents after his wife and mother of his children died. What organisation helped his children in their loss?

How did they help them? What support did they offer? How do you think this may have made a difference to his children?

Billy Monger – What support did he need and who / where did he get it?

### Learn Key terms

Volunteers, community, faith based organisations

# TASK: reflection

Use this lesson to back through this PowerPoint and check your notes.

The next lesson you will be doing a practice assignment to help prepare you for your actual Learning Aim B assignment. Read through the assessment criteria so you know what you are working towards.



This is the assessment criteria:

Learning aim B: Investigate how individuals deal with life events				
<b>B.101</b> Identify relevant information about a life event experienced by two individuals.	<b>B.102</b> Outline the impact of a life event on the development of two individuals.	<b>B.103</b> Explain the impact of a life event on the development of two individuals.	<b>B.104</b> Compare the ways that two individuals respond to a life event and the role that support played.	<b>B.105</b> Evaluate how well two individuals respond to a life event and the role that support played.
<b>B.201</b> Identify sources of support that were available to two individuals experiencing a life event.	<b>B.202</b> Outline what support was provided to two individuals experiencing a life event.	<b>B.203</b> Explain how two individuals responded to a life event, using support.		

This practice will be marked and is a valuable part of your assessment for year 11. Therefore it must be completed and ready to hand in

# Practise and preparation for LAB assignment in September 2020

For this **practise** task, you have been given two people – see below (your actual assignment will be individuals taken from case studies provided by your teacher)

Your work will focus on how your two people were affected by the same life event.

Your work, based on your interviews you can view, should be presented in report form on a word doc and divided into three sections as guided in the next slides

You will need to do some research on the following case studies

- **Billy Monger**
- **Leah Washington**

See the following slides for what must be included.

Pearson BTEC Level 2 Tech Award in Health and Social Care Component 1: Human Lifespan Development

Learning aim 1: Investigate how individuals deal with life events – this is what your assignment should contain.

You will be given two case studies of two individuals who have experienced the same life event. You need to write about the impact on their life and how their growth and development is affected in relation to their PIES. You also need to write about how they have adapted to the life event using support (informal / formal)

NB – colour code – green = level 2 pass, pink = merit, blue = distinction

In order to practise this you need to choose from the case studies on the PowerPoint called 'Health and Social Care – HSA – component 1 LAB learning and preparation for assignment'

Criteria	What the assignment asks you to do	Your report must be in a word document. Text must be 12 Arial or Calibri	Deadline date
1.214	Explain the impact of a life event on the development of two individuals <b>Section 1</b>	<b>Section 1</b> Write about what life events are. Following the learning criteria including an explanation of all three categories: 1. Physical events – accident / injury and ill health 2. Relationship changes – entering relationships, marriage, divorce, parenthood, bereavement 3. Life circumstances – moving house, school or job, exclusion from education, redundancy, imprisonment, retirement You should show you have an understanding of what a life event is. Include information about expected and unexpected life events. You should include informal and formal support <b>Case studies – you should show the impact on the PIES for each of your individuals. Physical, intellectual, emotional, social</b>	
1.214	Explain how two individuals adapted to a life event, using support <b>Section 2</b>	<b>This is section 2 of report.</b> The second section of your information pack should explain how your two, chosen individuals adapted to the life event using support from agencies, families other organisations, giving examples of the sources of support used by each individual You must cover the following: 1. How the individuals adapted to these changes <i>Resilience, understanding change, coping</i> 2. Sources of support: family, friends, partners / professional carers & services / community groups, voluntary and faith-based organisations <i>Respite care, arrangement, advice, advocacy, someone to talk to, practical help, volunteers help, community support</i> 3. Types of support: emotional, information & advice / practical help e.g. financial assistance, childcare, transport <i>Offline help, information &amp; advice, practical help such as financial aid, shopping, respite care</i>	

Assessment criteria explained

## How much to write?

For this practise – about 1 A4 side for section 1 & 2 per individual

½ - ¾ of A4 side for section 3 & 4 per individual

You will have to extend your writing for the real assignment. **This is a practise but will be marked**

N.B Remember this is a practise task. The assignment task will be written case studies who have had same

**Learning Aim B Investigate how individuals deal with life events - This is what your assignment should contain.**

You will be given two case studies of two individuals who have experienced the SAME life event. You need to write about the impact on their life and how their growth and development is affected in relation to their PIES. You also need to write about how they have adapted to the life event using support. (Informal / formal)

NB – colour code – green = level 2 pass, pink = merit, blue = distinction

In order to practice this you need to choose from the case studies on the PowerPoint called

'Health and Social Care – KS4 – component 1 LAB learning and preparation for assignment'

This is your life event -  
**physical**



Criteria	What the assignment ask you to do	Your report must be in a word document. Text must be 12 Arial or Calibri	Deadline date
B.2P3	Explain the impact of a life event on the development of two individuals  <b>Section 1</b>	<p><b>Section 1</b></p> <p>Write about what life events are: Following the learning criteria including an explanation of all three categories:</p> <ol style="list-style-type: none"> <li>Physical events – accident / injury and ill health</li> <li>Relationship changes – entering relationships, marriage, divorce, parenthood, bereavement</li> <li>Life circumstances – moving house, school or job, exclusion from education, redundancy, imprisonment, retirement</li> </ol> <p>You should show you have an understanding of what a life event is. Include information about expected and unexpected life events. You should include informal and formal support</p> <p><b>Case studies – you should show the impact on the PIES for each of your individuals.</b> <b>Physical, intellectual, emotional, social</b></p>	
B.2P4	Explain how two individuals adapted to a life event, using support  <b>Section 2</b>	<p>This is <b>section 2</b> of report:</p> <p>The second section of your information pack should explain how your two, chosen individuals adapted to the life event using support from agencies, families other organisations, giving examples of the sources of support used by each individual</p> <p>You must cover the following:</p> <ol style="list-style-type: none"> <li>How the individuals adapted to these changes <i>Resilience, understanding change, accepting</i></li> <li>Sources of support: family, friends, partners / professional carers &amp; services / community groups, voluntary and faith-based organisations <i>Reassurance, encouragement, advice, security, someone to talk to, practical help, voluntary help, community support,</i></li> <li>Types of support: emotional, information &amp; advice / practical help e.g financial assistance, childcare, transport <i>Effective help, information &amp; advice, practical help such as financial aid, childcare, respite care,</i></li> </ol>	



B2.M2	<p>Compare the ways that two individuals adapted to a life event and the role that support played.</p> <p><b>Section 3</b></p>	<p><b>Section 3:</b> You should compare adaptations and support and outcomes from one individual to the other. This should be for EACH case study and should apply to each of the PIES.</p>	
B2.D2	<p>Assess how well two individuals adapted to a life event and the role and value of support in this</p> <p><b>Section 3</b></p>	<p><b>Section 3:</b> You should assess how each individual has adapted to the life event and the role and how <b>VALUABLE</b> support has played in the situation for the individual – formal and informal</p>	

Level 2 Merit and Distinction

## ***This is extra information on how to set it out***

### Section 1

The first section of your information pack should begin by introducing the individuals and the life event you have selected.

You should then explain the impact of the life event on each individual, giving examples of the different ways in which each person was affected by the same event.

### Section 2

The second section of your information pack should explain how your two, chosen individuals adapted to the life event using support from agencies, families other organisations, giving examples of the sources of support used by each individual.

### Section 3

The third section of your information pack should assess how well each individual adapted to the selected life event, the role support played in helping each one to adapt and how valuable this was.

You should also compare the ways in which each individual adapted to the changes brought about by the life event.