

BTEC HEALTH & SOCIAL CARE

TRANSITION RESOURCES

EXAM BOARD: EDEXCEL

Health and Social Care Transition Tasks for Yr11

As the majority of you will have never studied Health and Social Care before, a number of introductory tasks have been created to give you a taste of some of the topics covered in Yr12. You are to complete these each week and keep hold of any notes you make or work you do as it will come in handy for your A Level studies over the next two years.

Try your best and enjoy learning about a relevant and exciting new subject! 😊

Ongoing Task - Health and Social Care is a subject that relates to real life – even more so now than ever!

Keep a scrapbook (digital or paper) of articles in the news that are linked to how professionals are helping people with the coronavirus, and how the coronavirus has affected sufferers physically, intellectually, emotionally and socially (PIES). Annotate each article with a summary of the main points of the help being given and clearly identify effects on sufferers (physically will be well documented, but for the I, E, and S of PIES you may have to think it through yourself - jot down any ideas you come up with!) You should find at least one article per week.

Use the following sources:

- www.bbc.co.uk
- www.theguardian.com
- www.thetimes.co.uk
- www.independent.co.uk

Task 1 – To get you started...

To begin with, as you will hear this a lot throughout your A level, you need to research and write down definitions for Physical, Intellectual, Emotional and Social development. You will also need to look up the 6 main life stages and write down the ages relating to each stage (as a bit of guidance, the first is infancy and the last is later adulthood). You then need to:

- Identify two or three key examples of how a person develops in each area of PIES throughout each life stage.
- Explain the difference between growth and development.

Task 2 – Intellectual development and Jean Piaget

Intellectual (also known as cognitive) development is a child's ability to learn and solve problems. One theorist who provided insight into cognitive development was the Swiss developmental psychologist, Jean Piaget.

You should research and write notes on:

- Piaget's stages of cognitive development (what are they and what happens in each)
- Piaget's theory on development of schemas
- How he used tests of conservation

You can watch examples of Piaget's conservation experiment on YouTube.

Task 3 – Theories of attachment and John Bowlby

A secure attachment to a main caregiver means that a child will feel secure, loved, and have a sense of belonging. John Bowlby refers to attachment as a deep and enduring emotional bond that connects a child to their primary caregiver.

You need to research his theories of attachment, ensuring that you cover separation anxiety, and also look at critics of Bowlby and what their arguments are (Schaffer and Emerson are good to look up to get a different view).

Research and answer the following questions:

1. Define the term Attachment.
2. Do you think it is possible for a child to survive without having formed an attachment? Explain your answer.
3. Do you think attachment between a child and their caregiver (someone who looks after them) is different across the world? If so, how?

Task 4 – Factors affecting human growth and development – nature vs. nurture.

There has been great debate about influences on human behaviour, and this is referred to the nature/nurture debate. You need to conduct research into this debate and make detailed notes around it. You will need to make sure you need to include the following:

- Definitions of nature and nurture
- Arguments individuals have to support either the nature or nurture.
- Do you think we are more shaped by nature or nurture?

Then answer the following questions:

Is nature vs nurture even a debate? Can it ever be one or the other?

If you are interested in this debate, you can watch the following documentary to increase your understanding even further:

<https://www.channel4.com/programmes/three-identical-strangers/on-demand/56402-001>

Task 5 – Genetic factors that affect development

Research and make notes on what genetic predisposition means and ensure you understand what makes up our genes.

Below is a list of genetically inherited conditions. You need to research a minimum of 3 of these conditions. You need to make notes on how the condition occurs and how it is tested for, whether it can be cured, and if not, whether there are any effective medications to help control the condition.

- Cystic Fibrosis
- Brittle Bone Disease
- Phenylketonuria (PKU)
- Huntington's disease
- Klinefelter Syndrome
- Down's Syndrome
- Colour Blindness
- Duchenne Muscular Dystrophy

Task 6 – Down's Syndrome

Click on the link below, or copy and paste it into your browser, and watch the documentary and answer the questions below. Some questions are not directly answered in the documentary, so you will need to research/think through the answer yourself. These questions have a * next to them.

https://www.youtube.com/watch?v=45am4xYR_-4

- 1) How is Down's Syndrome tested/picked up?
- 2) What are the health problems linked to Down's Syndrome?
- 3) What are the signs/symptoms of Down's Syndrome?
- 4) How do doctors and society influence our views on Down's Syndrome?
- 5) How did society treat people with Down's Syndrome in the past (specific link to education)?
- 6) What adaptations/changes can be made in the classroom to help people with Down's Syndrome?
- 7) What is an amniocentesis, and why might it be dangerous?
- 8) How can society help to care for Down's Syndrome individuals?*
- 9) What adaptations (changes) could be made in society and in the individual's home to make life easier for people with Down's Syndrome?*

Task 7 – Support for Down’s Syndrome

For this task you need to conduct research into how individuals with Down’s Syndrome can be supported.

As such I would like you to spend some time researching into the following areas:

- What adaptations (physical changes) can be made at school to help educate children with Down’s Syndrome?
- What support (from professionals in the Health and Social Care sector, as well as from family members) can be offered to help children with Down’s Syndrome to enhance their PIES development?
- Why might this support be necessary, and is there any legislation (laws or acts) that ensures individuals get this support?
- What adaptations (physical changes) can be made to an individual’s home to help an adult with Down’s Syndrome overcome daily challenges?
- What support (from professionals in the Health and Social Care sector, as well as from family members) can be offered to help adults with Down’s Syndrome to enhance their PIES development and help them overcome daily challenges?
- Why might this support be necessary, and is there any legislation (laws or acts) that ensures individuals get this support, especially if their family is not around to support the individual?

Task 8 – Putting support and adaptations into practice

Read the following information about Sara:

Sara is 43 years old, and lives alone in a two-bedroom apartment on the edge of a town. Sara has Down’s Syndrome and has a learning age of a 9 year old. Sara has carers who come into her apartment twice a day to assist her with personal hygiene and anything else that she may need doing that day. Sara loves to socialise, but can become stressed and agitated if there is too much noise around her. Sara is a keen chef, and enjoys cooking for her visiting friends, but struggles to remember the recipes which can frustrate her.

Using the research that you conducted into individual’s with Down Syndrome, and the information given above, I would like you to design an apartment for Sara. On the floor plan on the next page, I would like you to annotate any adaptations that you would add to/change in the apartment.

Once you have annotated the floor plan, and have created a suitable home for Sara, explain underneath why you have included the adaptations in the apartment or why you have changed the apartment in the way you have. Make sure you explain how the changes you have made will benefit Sara.



90 SQM [2nd LEVEL] NO LIFT

Task 9 – Effects of ageing

Create a thought shower of as many aspects physical changes that are due to ageing that you can think of.

Research and makes notes around the following:

- **Physical changes** such as cardiovascular disease, the degeneration of the nervous tissue, osteoarthritis, degeneration of the sense organs and dementia
- **Psychological changes** such as effects on confidence and self-esteem
- **Effects of social changes** such as the death of a partner or friends, as well as an increase in free time.

Task 10 – Effects of an ageing population

Look up articles relating to the issues of an ageing population on the society. Annotate these articles to clearly identify the pressures that an ageing population puts on society.

Make notes on what the following sectors of Health and Social Care offer to help support an ageing population:

- Health Care
- Social Care
- Community equipment
- Financial support and entitlements

After learning about all that is on offer, answer the following question:

What do you think are the economic effects of an ageing population on a society?