

Summer Independent Learning (SIL)

Group/Subject:	BTEC Extended Diploma in Health and Social Care (Y11 -12)
Topic:	Unit 1 – Human Lifespan Development
Timescale:	9 hours
To be completed by:	This work must be completed before you start your first lesson in this subject. You need to bring this work with you.

Background Information/Context

Unit 1 – Human Lifespan Development is a mandatory unit which is externally assessed. This means there will be an exam to sit in early January 2027.

This unit is made up of three areas of study, which are:

1. Human growth and development through the life stages
2. Factors affecting human growth
3. Development and the effects of ageing.

Instructions

On the next few pages there are several tasks which you are expected to complete before you start your Health and Social Care lessons.

You can choose to use computers to complete this work, handwrite if you want or use a combination of both. Some of these tasks can be completed in this workbook, for others you will need lined and unlined paper.

If you choose to complete work electronically, you must ensure that you are not submitting AI generated work. All work must be your own work

Please attempt ALL activities. Make sure your name is written on every sheet of paper before you hand it in to your teacher.

Task 1 – Key Vocabulary/Terminology

As part of your study you will be expected to become familiar with specific vocabulary.

- Create a mind map explaining the following key terminology:
 - growth,
 - development,
 - milestones,
 - developmental norms
 - life stages



Task 2 - PIES

There are FOUR areas of development. They are known by the letters P, I, E and S.

- Complete the table below:

	Type of Development	2 x Examples of each type of development
P		
I		
E		
S		

Task 3 – Life Stages

There are SIX life stages you need to know about. You have to know the correct ages for each life stage.

- Complete the table below, filling in the gaps

Age range	Life Stage
0-2 years	
	Early Childhood
19 – 45 years	
	Late Adulthood

Task 4 – Physical Development - Motor Skills

- Produce a poster, with appropriate images, which explains the motor skills developed in children between the ages of 0-5 years old.
- You must include **BOTH gross motor skills and fine motor skills** with examples.



Task 5 - Housing



Poor quality housing is associated with poor health and quality of life. Nearly a third (31%) of adults in Britain – 15.9m people – have had mental or physical health problems because of the condition of, or lack of space in, their home during lockdown, according to a new YouGov survey (July 2020).

- Create a spider diagram which:
 - identifies the different types of poor housing conditions;
 - explains the possible effects EACH type of housing condition has on a person's physical and mental health.

Task 6 - Bullying

Bullying can happen at any stage of life. It has a negative effect on everyone involved: the victim, the bully and the onlookers.

The four forms of bullying we will cover are:

1. VERBAL – using words to hurt
2. EMOTIONAL – causing psychological hurt
3. PHYSICAL – using force
4. CYBER BULLYING



- Create a table or a poster which explains for each form of bullying the
 - Immediate/short term effects of bullying
 - long term effects of bullying

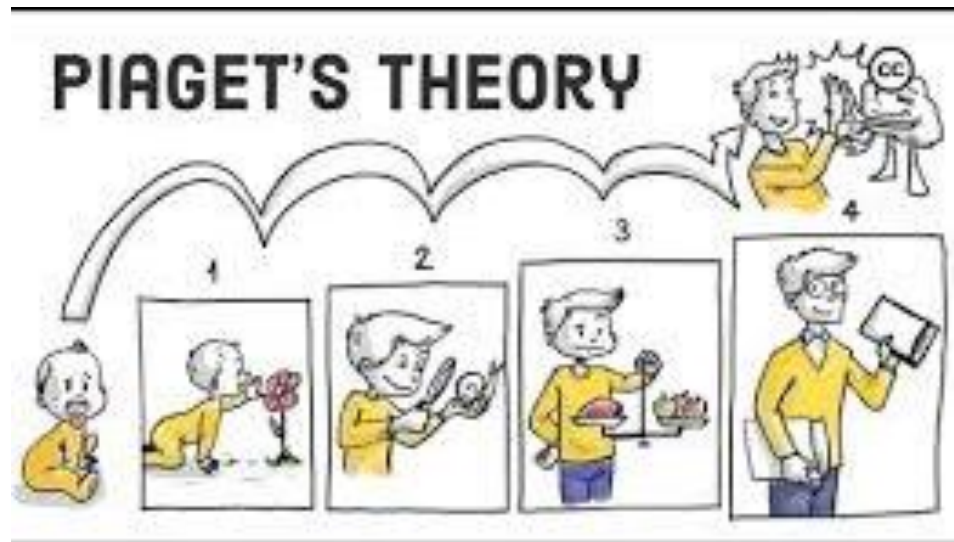
Task 7 – Intellectual Development

Intellectual development is about how individuals organise their thoughts and ideas to make sense of them. It is also known as cognitive development.

- There are FIVE types of intellectual development. Explain each one:

Problem solving	
Language development	
Memory	
Information processing	
Logical thinking	

Task 8 – Piaget’s Theory of Cognitive Development.



- Click on the link below and watch the following video:
<https://www.youtube.com/watch?v=lhcgYgx7aAA> or type in “Piaget’s Theory of Cognitive Development”
- Complete the table below:

Stage	Age Range	What can children do at this stage	What will children find difficult to do at this stage

Task 9: Bandura's Social Learning Theory

Click on the link <https://www.simplypsychology.org/bobo-doll.html> and read the information.

You then need to summarise the information (in your own words) under the following headings.

What was the background to the experiment?

Describe the experiment

What did Bandura conclude from his experiment?

Task 10 – Self Image and Self Esteem

- Define self-image and self esteem

Self – image	
Self -esteem	

- Read the case study below and answer the question in detail.

Carly is 13 years old and not yet reached puberty. Two of her closet friends have reached puberty. They are both taller than Carly and have develop breasts. They have also started menstruating,

Carly is receiving comments about her lack of physical development on social media.

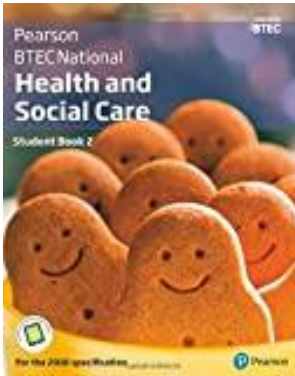
How might Carly’s experiences affect her self-image and self-esteem? Explain in detail.



BTEC National Health and Social Care Student Book 1

Publisher: Pearson ISBN: 9781292126012

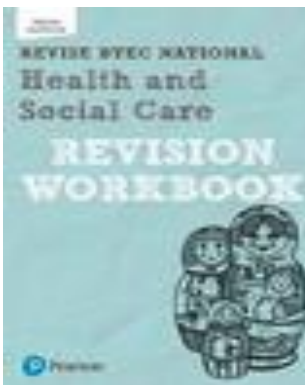
Author: Marilyn Billingham, Pamela Davenport, Hilary Talman, Nicola Matthews, Beryl Stretch, Elizabeth Haworth



BTEC National Health and Social Care Student Book 2

Publisher: Pearson ISBN: 9781292126029

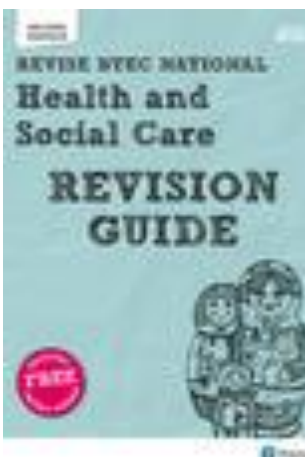
Author: Carolyn Aldworth, Nicola Matthews, Sue Hocking, Pete Lawrence, Marjorie Snaith, Mary Whitehouse, Elizabeth Haworth



Revise BTEC National Health and Social Care Revision Workbook

Publisher: Pearson ISBN: 9781292299082

Author: Georgina Shaw, James O'Leary, Elizabeth Haworth, Brenda Baker



BTEC National Health and Social Care Revision Guide

Publisher: Pearson ISBN: 9781292230443

Author: Brenda Baker, James O'Leary, Marie Whitehouse, Georgina Shaw