

BTEC Level 1/2 Technical Award in Health and Social Care

First teaching September 2017



Sample Marked Learner Work

Subject: Health and Social Care

Component 1: Human Lifespan Development

Learning Aim A – Understand Human Growth and Development across the Life Stages and the Factors that affect it

Learning Aim B- Investigate how Individuals deal with Life Events

Level 1/ Level 2

Pass/Distinction level

Contents

1. Assignment Brief	4-11
2. Introduction on Learner Work	12-13
3. Learner work	14-28
4. Practical evidence and Observation Records	N/A
4. Learner Assessment Submission and Declaration Sheet	29
5. Assessment Record Sheet	30

You will need to refer to the appropriate specification alongside these sample materials.

Unit 1 from the Level 1/ Level 2 BTEC Tech Awards in Health and Social Care can be found by typing the following into your web browser (Google Chrome).

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

Note:

- The Authorised Assignment Brief (AAB) used for generating this learner work is the same as the one provided by Pearson. Centres are expected to get the AAB fully internally verified prior to being issued to the learners.
- The learner work generated is an exemplar of standard for a particular Learning Aim(s) and grade(s), and **NOT** a response to the entire task detailed in the Authorised Assignment Briefs. We therefore expect centres to use this resource to exemplify how to structure a response to a task. We also encourage centres to use this work to standardise their Assessment teams and demonstrate to learners the level of work expected to achieve the different targeted grades outcome.

In preparation for the first teaching from September 2017 and as a part of the on-going support that we offer to our centres, we have been developing support materials to help you better understand the application of BTEC Tech Awards Level 1 Level 2 qualification.

The following learner work has been prepared to demonstrate indicative standards at Pass and Distinction level across a component.

Did you know?...

We've worked closely with over 5,000 employers, teaching professionals and trainers to develop the new BTEC Tech Awards. That means teacher and tutors can be confident their new BTEC courses contain the knowledge and employability skills learners need to succeed at in their chosen career.

BTEC Tech Awards provide work-related learning across a range of sectors. Delivering the knowledge, skills and under need to prepare for their chosen career, BTEC Tech Awards offer progression to employment or further study.

BTEC Tech Awards use a combination of assessment styles to give your learners confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout their career. This range of vocational assessments, both practical and written, mean learners can showcase their learning and achievements to best effect when they take their next step, whether that's supporting applications to further education courses or potential employers.

On successful completion of a BTEC Tech Award qualification, learners can progress to or within employment or continue their learning within the same or related areas of study.

They provide a more practical, real-world way of learning and their value is widely recognised by teaching professionals, employers, and learners and can be studied full- or part-time.

Each programme of study covers a number of components, for which learners must present evidence based on their work and studies to demonstrate the knowledge and skills they've developed on the course.

BTEC Assignment Brief

Qualification	Pearson BTEC Level 1/ Level 2 Tech Award in Health and Social Care
Unit number and title	Component 1- Human Lifespan Development
Learning aim	A: Understand human growth and development across life stages and the factors that affect it
Assignment title	Understanding how life affects our growth and development
Assessor	Brenda Pritchard
Issue date	03/04/2017
Hand in deadline	24/04/2017

Vocational Scenario or Context	<p>For this Assignment, you will need to base your evidence on a famous individual or celebrity. Alternatively, you could base your evidence on someone you know-a family friend or a relative, as long as you keep all personal details confidential.</p> <p>You can choose the person, but you must be able to find out enough information to meet the assessment criteria.</p> <p>You must also check with your teacher that the chosen individual is suitable for your study.</p>
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Task 1	<p>You must write a report on your chosen individual that is divided into three main parts.</p> <ol style="list-style-type: none">1. The process of growth and development through three, different life stages showing how growth and development changes over time2. The factors that have had an effect on each of the three, different life stages3. How the impact of the different factors has changed across the different life stages for your chosen individual <p>The first part of your report should focus on describing the three life stages that your chosen individual has been through.</p> <p>Part 1</p> <p>For each life stage, you should describe the physical, intellectual, emotional and social development that your chosen individual has experienced. Your report should show how the development in one area, for example physical, can lead to development in another, for example, intellectual.</p>
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	<p><u>Part 2</u></p> <p>The second part of your report should focus on the different factors which have had an effect on your chosen individual, throughout the three different life stages.</p> <p>You must select at least two relevant factors, for each area of development, and describe how they have affected the individual at each life stage.</p> <p><u>Part 3</u></p> <p>For the third part of your report, you must assess how the impact of the factors you have selected has changed over the different life stages.</p> <p>You will need to give examples and compare the effects of the factors on the individual at the different life stages</p>
Checklist of evidence required	A report
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.1P1	Identify aspects of growth and development for a selected individual
A.1P2	Identify factors that have had an effect on growth and development of a selected individual
A.1M1	Outline different aspects of growth and development across three life stages for a selected individual
A.1M2	Outline the ways that different factors have affected growth and development of a selected individual
A.2P1	Describe growth and development across three life stages for a selected individual
A.2P2	Explain how different factors have affected growth and development of a selected individual

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.
Sources of information to support you with this Assignment	<p>Books Boyd D., Bee H., <i>Lifespan Development</i>, (2015), Pearson Education Limited, ISBN: 9781292065625</p> <p>Journals Community Care Magazine The Nursing times</p> <p>Websites https://www.citizensadvice.org.uk www.communitycare.co.uk/2010/09/20/what-is-the-role-of-social-workers</p>
Other assessment materials attached to this Assignment Brief	N/A

BTEC Assignment Brief

Qualification	Pearson BTEC Level 1/ Level 2 Tech Award in Health and Social Care
Unit number and title	Component 1-Human Lifespan Development
Learning aim(s) (For NQF only)	B: Investigate how individuals deal with life events
Assignment title	Coping with life
Assessor	Brenda Pritchard
Issue date	
Hand in deadline	

Vocational Scenario or Context	<p>As part of your studies, you are asked to produce some materials about the way in which different life events, such as getting married or losing a loved one, can affect individuals.</p> <p>You will also be considering the way in which support can help people to cope with the different life events.</p>
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	<p>In order to get your information, you will need to interview the two individuals you have chosen.</p> <p>You should discuss your questions with your teacher before you start.</p>
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Task 1	<p>For this task, you must choose two people who are willing to be interviewed about their life and events that have affected them. Your individuals could include:</p> <ul style="list-style-type: none">• Friends• Relatives• Individuals taken from case studies provided by your teacher• Yourself <p>Your work will focus on how two people were affected by the same life event.</p> <p>Please remember that if you use real people, you must maintain confidentiality by changing names and places. You will also need to obtain written permission from them to use their information in your work.</p> <p>Your work, based on your interviews, should be presented as an information pack and divided into three sections.</p> <ol style="list-style-type: none">1. The actual life event and the impact of this on each of the individuals2. How each individual adapted to the life event3. The role that support played in helping them to adapt and the value of the support to the individuals
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	<p><u>Section 1</u></p> <p>The first section of your information pack should begin by introducing the individuals and the life event you have selected.</p> <p>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.</p> <p><u>Section 2</u></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 and other organisations, giving examples of the sources of support used by each individual</p> <p><u>Section 3</u></p> <p>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.</p> <p>You should also compare the ways in which each individual adapted to the changes brought about by the life event</p>
Checklist of evidence required	Information pack
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.1P3	Identify relevant information about a life event experienced by two individuals
B.1P4	Identify sources of support that were available to two individuals experiencing a life event
B.1M3	Outline the impact of a life event on the development of two individuals

B.1M4	Outline what support was given to two individuals experiencing a life event
B2.P3	Explain the impact of a life event on the development of two individuals
B2.P4	Explain how two individuals adapted to a life event, using support
B2.M2	Compare the ways that two individuals adapted to a life event and the role that support played.
B2.M3	Assess how well two individuals adapted to a life event and the role and value of support in this.
B2.D2	Assess how well two individuals adapted to a life event and the role and value of support in this
Sources of information to support you with this Assignment	<p>Books</p> <p>Boyd D., Bee H., <i>Lifespan Development</i>, (2015), Pearson Education Limited, ISBN: 9781292065625</p> <p>Journals</p> <p>Community Care Magazine The Nursing times</p> <p>Websites</p> <p>https://www.careforthefamily.org.uk/Family-life/bereavement</p> <p>https://www.mind.org.uk/information-support</p>
Other assessment materials attached to this Assignment Brief	N/A

Introduction to Learner work

The learner work that follows has been assessed accurately to national standards. This is one example of **Distinction** grade achievement for **Learning Aim A** and **Pass** grade achievement for **Learning Aim B** on an internally assessed component.

The learner is in Year 11 and is completing the Pearson BTEC level 1/ Level 2 Tech Award in Health and Social Care, alongside other qualifications.

The learner has submitted **assignment work** for Learning Aim A which has been assessed as distinction standard and Learning Aim B, which has been assessed as pass standard.

Please note:

This is just one example of how learners can achieve this component. Centres may use a variety of delivery and assessment methods, providing the emphasis is on the impact of different factors on the growth and development of an individual at three, different life stages, (Learning Aim A) and the way two individuals have coped with the same life event with support, (Learning Aim B).

The learner has submitted Assignment 1 for Learning Aim A which it has been assessed as a Distinction standard and Assignment 2 for Learning aim B which has been assessed at pass standard.

Commentary

The learner has submitted Assignment evidence to cover:

Learning Aim A: Understand Human Growth across the lifestages and the actors that affect it

The learner has achieved assessment criteria A2.P1, A2.P2, A2.M1, A2.D1
It is important when assessing or internally verifying to look holistically at the evidence using the assessment criteria and 'Essential information for assessment decisions' section of the specification.

The learner has chosen to complete their assignment on Cheryl Fernandez- Versini and has written about 3 life stages, early childhood, early adulthood and later adulthood. The learner has separated each aspect of development into physical, emotional, intellectual and social and has also made the point that each of these areas can affect each other.

The learner has [met the distinction criteria](#) as they have assessed the impact of relevant factors which could impact the growth and development of a selected individual and extended their work to provide an assessment of how these factors have more or less impact in three, different life stages.

In the work, the learner has referred to the selected individual's home life, and the economic status of the family. This has been linked to the impact at different life stages on the holistic development of the individual. The learner has rightly

concluded, that although the effects differer from stage to stage, the overall impact is quite similar.

The learner has shown an understanding, of how we have the same needs at different life stages, but that the ways these needs should be met, may differ considerably.

There are recognisable links between the stages and the whole work is drawn together by the final conclusions, which demonstrates that the learner fully understands, how human growth and development can be affected by various factors, at the level of the qualification.

The learner has demonstrated a clear recognition of the importance of taking an holistic approach when assessing human growth and development, and this is what you would expected to find at distinction level.

Learning Aim B: Investigate how individuals deal with life events

The learner has achieved assessment criteria B.2P3, B.2P4 but has not achieved assessment criteria B.2D2 and B.2M2. It is important when assessing or internally verifying to look holistically at the evidence using the assessment criteria and 'Essential information for assessment decisions' section of the specification.

The learner has explained the impact of the same life event on two individuals, and expanded their work to explain how each individual has adapted to this and the support received.

However, the learner has not assessed how well the individuals adapted or the value and role of the support received to achieve assessment criterion B.2D2, or compared the ways in which individual adapted to the life event or the role that support played. There is no evidence of the comparison or assessment of the various factors that would be required for merit and distinction.

The learner has presented work at level two pass for Learning Aim B. It should be noted that, although the learner has not presented work in the format requested by the assignment brief, the stated pass criteria have been met in accordance with the relevant assessment guidance, and therefore have been awarded.

The scenario is intended to be a guide for learners, setting the evidence requirements in a realistic context, rather than being prescriptive.

Learner work

Component Assignment. Life can affect our growth and development

Learner name: Lauren Daniels

Start Date: 03/04/2017

Hand-in deadline: 24/04/2017

BTEC Level 1/Level 2 Tech Award in Health and Social Care

Component 1: Human Lifespan Development

Learning aims:

A: Understand human growth and development across the life stages and the factors that affect it

B: Learning Aim B: Investigate how individuals deal with life events

Assignment 1

Learning Aim A Understand human growth and development across the life stages and the factors that affect it

Task 1.

Introduction

For task one of this assignment, I have been asked to choose a celebrity and write about the impact of different factors that have affected their growth and development in three, different life stages.

I have decided to write about Cheryl Fernandez-Versini as, although she is still quite young, she has been through a lot of changes in her life which must have had an impact on some areas of her growth and development.

Cheryl Ann is an English singer, dancer and television personality, who was born in Tyne and Wear, the north of England. Cheryl is the fourth of five children and the daughter of Joan Callaghan and Garry Tweedy who never married and separated when Cheryl was eleven years old. Although I shall be writing about the impact of different factors in different life stages, it is important to remember that development is holistic and that a problem in one area can have an impact on another. For example, if no one speaks to children they don't only fall behind in their language, but also in their cognitive, emotional and social development.

Life stages

Early Childhood-3-8 years

Physical development

Children move from infancy to childhood at around 2-4 years old and move into the next stage, adolescence at around 8-9 years old. Physically childhood is a time of physical growth. At about five years old, children have a growth spurt and tend to grow faster than in infancy. They are gaining many skills like balancing themselves, and getting up when they fall. Cheryl's physical development seems to have been normal and in some ways above that. She took up tap dancing at the age of 4 years old, and at nine years old was given a place at the Royal Ballet Summer School. Taking dancing lessons would have helped to develop Cheryl's sense of balance and improved her posture. Balance is developed as part of gross motor skill development, using the large muscles. As these things would have been included in the lesson as well as the dancing techniques, they would have had a positive impact on Cheryl's physical development and would have benefitted in her in other areas of her life, for example taking part in school activities such as gym and games like hockey and netball. There would have been no impact on her growth. However, Cheryl will have needed a nutritious diet to grow and I think that her family not having any money worries, meant that Cheryl had a good diet, with the correct amount of vitamins, minerals, protein and fibre, to help her grow. *Towards A.P1, A.P2*

Economic factors such as having parents with enough money to provide nutritious food, have a big impact on any child. If a child has disabilities or doesn't have any, like Cheryl, not enough money could mean a poor diet which could result in poor growth and developing diseases connected with poor diet. *Towards A.P2*

These include rickets which is caused by not enough vitamin D or calcium in the diet. Infants and children who develop rickets, can have bone pain which could have stopped her having enough sleep. The disease can also affect physical growth and so Cheryl could have been shorter, if she had developed rickets, which could have reduced opportunities for taking part in dancing recitals on television as a child. *Towards A.P2*

Rickets also causes the bones to be soft and can cause the legs to be the wrong shape. This would have meant that Cheryl would have not been able to attend dancing lessons or become a dancer. It would also have meant that she could not have taken part in school games or run around with friends after school, affecting her social development.

Family growth patterns can have an impact on final height and as Cheryl had a positive diet as a child, her growth pattern during childhood would be mainly due to family growth patterns. *Towards A.P2*

Tap and ballet dancing could have had a negative impact on Cheryl's bones, for example with tap dancing, you are hitting your feet hard on the floor which may not have been good for her bones. With ballet lessons, this could also have had an impact on her feet if she was using points. This can damage the toes of dancers and as Cheryl's bones were

still developing, this could have damaged the shape, making it harder to find shoes to fit. *Towards A.P2*

There is no record of any financial problems in Cheryl's background and dancing lessons and going to the Royal Ballet Summer School were paid for by her family and didn't cause any economic problems. Having enough money in the family helped Cheryl's physical development by allowing her to take part in physical activities which were not provided by her school.

Cheryl would have been attending school from the age of four, and this would have helped Cheryl to develop her gross motor skills as she took part in PE lessons and activities. School has a positive effect on physical development as children take part in activities to encourage this in the classroom and also outside with organised games and opportunities for free play at breaks.

Lots of primary schools have outside equipment such as climbing frames and this would have helped Cheryl to develop her gross motor skills and use the balance she had learned in her dancing lessons. *Towards A.P2*

From the age of four Cheryl would have been able to use a fork and feed without spilling, by the age of 5 years she would have been able to spread food with a knife and will have developed a tripod grasp using the thumb and two first fingers, to write, draw and colour. Her fine motor skills would have been developed by having to write and draw in the classroom. If Cheryl received the right sort of support from her teachers, then she will have developed a neat and readable writing style. *Towards A.P1*

By six years old, Cheryl's fine motor skills will have developed enough for her to have achieved adequate dexterity, full gross motor skills and hand-eye coordination. All of this would have been helped by support from her family, attendance at the local school and the dancing lessons to support development. There is no record of Cheryl inheriting any genetic problems from her family and so her genetic inheritance must have had a positive impact on her physical growth and development. *Towards A.P2*

Entering the Royal Ballet Summer School at the age of nine, must mean that social, cultural and economic factors had a generally positive impact on Cheryl's physical growth and development. She was physically well, with no problems of balance and coordination. Her parents could afford to pay the fees and buy the outfits and shoes and culturally, dancing lessons must have been seen as appropriate for Cheryl. For example, in some cultures, wearing tutus and dancing in front of a mixed sex audience would not have been accepted. *Towards A.P2*

Intellectual development

Children in early childhood are developing their cognitive abilities and need the interaction with other children and adults to reach their full potential. There are a lot of theories about how children develop their thinking skills, but everyone agrees that social contact is needed for intellectual development.

At the age of three Cheryl would have been finding out about her environment by physical contact, but also through being told about things by family and friends. She would have been able to cooperate when playing with other children including her

brothers and sisters. Coming from a large family would have had a positive impact on Cheryl at this stage. *Towards A.P1, Towards A.P2*

At the age of four, Cheryl would have understood the concept of counting, known some colours and know her first and last name. The impact of social and economic factors would be quite a lot at this stage. Cheryl may have been going to nursery if there was enough money to pay for this, or if she lived in an area where there was a nursery attached to the primary school. *Towards A.P1*

If Cheryl's mother had needed to take a job while Cheryl was still in early childhood, then Cheryl may have been left with a childminder, if there was no nursery place. This could be positive, as she would be mixing with other children and also childminders usually spend a lot of time playing and interacting with the children in their care. This would encourage Cheryl in playing and solving problems with other children, for example, how a toy worked, or the rules of a game. *Towards A.P1, Towards A.P2*

Between the ages of 3 and 6 years old, children develop their imagination through play and exploration. Chances to be involved in imaginative play at school and with friends who lived locally, would have been important for Cheryl's intellectual development. Children need to develop an imagination so that they can work out how to solve problems. Without this, they can find adult life difficult, Children on the autistic spectrum who don't develop this ability can become frustrated when things need to be worked out instead of being obvious. *Towards A.P1*

From ages six to eight, Cheryl would be at school, joining in with lessons and developing her problem solving skills through number lessons and her imagination through story telling. If the school was well funded, then this would mean that there were lots of resources to support her learning, including books and puzzles. Input from family would still be important as this would support the learning from school. *Towards A.P1, Towards A.P2*

Language development

Cheryl grew up with four siblings and three of these were older than her. These older siblings would have talked to her and played with her as an infant and in her childhood. Cheryl was also a member of a large, extended family and would have had input from parents and grandparents when she was a little girl. This input would have encouraged Cheryl's language skills as she learnt new words and what they meant from being part of a family. *Towards A.P1*

Between three and five years old, Cheryl's speech and language will have developed so that she could use sentences and a full range of speech sounds. Cheryl's speech will have become clearer so that she could hold conversations with children and adults. Going to primary school and interacting with her family would develop her confidence so that she could grow up to be celebrity, speaking confidently on the television. *Towards A.P1, Towards A.P2*

Between the ages of 5 and 8, Cheryl would develop the ability to follow instructions and this would help her at school and also in her dancing lessons. It would have been important for teachers and parents to speak clearly, so that Cheryl could understand

what she was supposed to do. If Cheryl had been born with a hearing impairment, then this could have affected her speech as children who don't hear words, may never learn to use them. Hearing tests are usually performed in infancy and so if Cheryl had been born with a hearing impairment, this would have been noticed and the right support given. *Towards A.P1, Towards A.P2*

Emotional development

From an early age, Cheryl was involved in the media as her mother entered her for beauty competitions as a baby and a young child. This could have given her a positive self-image, as she received constant attention, with people taking her photograph and making a fuss of her appearance.

Children of this age react to the facial expressions of others and so to see admiring faces a lot of the time, would have raised Cheryl's self-esteem and supported her emotionally.

Children in early childhood can be self-conscious and it could be that all of the attention did not make Cheryl emotionally secure, especially if she did not receive the same amount of attention at home, because of her four siblings who would also need attention from their parents. However, the culture at home seem to have included pushing Cheryl into the media and perhaps she received the same attention at home, which would have given her a positive view of herself. *Towards A.P1, Towards A.P2*

Having a secure family in early childhood, would have supported Cheryl's emotional development. All of the information available on Cheryl, gives the impression that her parents were together throughout this phase and she also had the support of the extended family. This would have reassured Cheryl, that she belonged and had a place. Maslow said that people need to belong in order to fully achieve their potential. And a lot of studies have shown that children without a secure place to be, develop emotional problems which can last for a lifetime.

Young children can become aggressive, using anger as a tool for getting their own way. All of the media attention might have given Cheryl the idea that she could always get what she wanted. She could have expressed this thinking through temper tantrums which while normal for young children, needed to be resolved so that this didn't become a set pattern of behaviour in later life.

Between 7 and 8 years old, Cheryl could have become competitive, wanting to win the competitions her mother entered her for. She could also have liked to compete at team games. Children at this age can lose confidence without emotional support, but Cheryl spoke in an interview on the BBC One Show, of how her grandma used to support her, and encourage her.

This would have had a positive impact on Cheryl's emotional development, because she would feel supported and that her grandma cared about her. Children at this age, can often tell by facial expressions whether an adult means what they say. Cheryl would know her grandma's facial expression and body language that she really was interested, and that would make Cheryl feel secure. Emotional support from family has a lot of impact in early childhood, as without this children can develop a feeling that they don't matter, leading to low self-esteem and even self-harming as they reach adolescence.

Success in various beauty competitions from an early age and photographs in the media show that Cheryl was an attractive child. This must have had an impact on her self-esteem, as she received a lot of attention from infancy. *Towards A.P1, Towards A.P2*

Social development

As children move through early childhood, they become more independent and this would have been the case for Cheryl. They learn to make friends and cooperate with peers. Children who have restricted mobility will need support and encouragement to join in activities. Being delayed in physical development can impact on social development, if this means that moving around and just being able to walk across a room or a road and join in with others, is harder.

Children in early childhood develop empathy, which means that they learn to see the world from the point of view of others. This development has a big impact on social development, because if Cheryl could show some understanding when other children were sad or upset, then she would be seen as kind, and this would help with forming relationships. *Towards A.P1*

Having enough money to go on outings and visits would support Cheryl's social development, as this would mean that she could spend time with friends while enjoying herself. Children who come from supportive families with positive relationships, find it easier to form positive relationships in later life.

Children whose family lack the funds for extra activities, can feel socially isolated, and become depression. Feelings of being second best can mean that children feel that they never quite fit in. This can end up causing low self-image and low self-esteem. If Cheryl had experience this, she might not have been so successful in her career, as early childhood experiences can impact on your whole life. Another way of looking at this, is that an insecure childhood could have caused Cheryl to be more determined to make life better for herself. This could have had a positive impact and pushed her forward. *Towards A.P1, Towards A.P2*

Although Cheryl's family had issues later on, as she moved into adolescence, in early childhood they seem to have provided her with the stability and confidence to make friends and develop socially.

Early Adulthood-19-45

Physical development

Adults leave adolescence and puberty behind and move into a different phase of their lives. Physically they should be moving into their peak unless there any issues due to illness and disease, genetic inheritance, or as a result of accidents.

There is no record of Cheryl having experienced any of the above and we can assume, that Cheryl developed in a normal way. Her dancing work and also singing with Girls Aloud, where she also had to dance, proves that her physical development was as it should be at this age.

People stop growing at this stage but they do extend their physical skills. Top sprinters reach their peak in their early twenties and then start to decline around thirty to thirty five. Some athletes retire in their early thirties as they start to win bronze instead of gold medals at competitions

At the age of 27, Cheryl climbed Mount Kilimanjaro as part of a fundraising campaign. Although she was tired after the climb, it could be seen on the television programme, that she was not made ill by the climb and was physically fit.

Having a good diet and opportunities to exercise when getting ready for the climb, would have helped Cheryl in being able to do this. As she has become rich through her musical career, she would have been able to buy good food and go to the gym. Having enough money has a big impact on physical health in early adulthood and is just as important as when Cheryl was in early childhood. Poor dietary and exercise habits either due to lack of money or lack of interest in adulthood, can result in poor health and a reduced life span in older adulthood.

Without good food and exercise she could become obese, Cheryl could develop type two diabetes which would mean that she would need to control this usually by diet and medication. This would have a major impact on Cheryl's physical development and although illness can have a major impact on early childhood, affecting growth and development, in early adulthood, this can affect lifestyle, career and family life.

Cheryl is now expecting a baby with her boyfriend Liam Payne. Illness such as type two diabetes could affect the baby. Babies born to diabetic mums can be born early but large, this can mean that their lungs are not ready for the outside world and the baby will need to be nursed in hospital until it is ready to leave and go home. As there is no record of this, we can hope that all will be well. *Towards A.P1, Towards A.P2*

Intellectual development

Cheryl left school at 16 with very few qualifications and this would have affected her chances for a career. The lack of qualifications could be due to her involvement with television.

Cheryl's educational experience, does not seem to have affected her ability to understand how to earn money. She has appeared on various shows where she has made career changing decisions for others and demonstrated intelligence and understanding. Qualifications are not the only way of showing that you are intelligent. Cheryl has gathered a large fortune and although she has spent a lot, including on a very large tattoo, she also has money invested which shows that she understands how to manage.

Because Cheryl's parents lived in quite poor circumstance, she will have learned to manage her money. This ability will have come from the family culture of keeping something for a 'rainy day' and impacted her in early adulthood. *Towards A.P1, Towards A.P2*

Emotional Development

Cheryl has been through two divorces and currently is not married to her baby's father. The trauma experienced in her two marriages, in particular her first to an abusive husband, could affect her unwillingness to commit to a third marriage. Ashley Cole Cheryl's first husband was unfaithful and also abusive. In fact Cheryl had to apply for a restraining order from the court, to keep him away from the house.

Cheryl's unwise choice of partners could have been affected by the fact that her parents divorced when she was eleven years old and in adolescence. Cheryl has spoken on television, about how she was socially isolated and insecure as an adolescent, and this could have affected her in adulthood. She could be looking for someone to replace the affection she lost when her parents split up. Even if both parents kept in contact with Cheryl, this could have impacted her emotionally and she would have carried this impact into early adulthood.

Cheryl has been very public about her experiences and the media is full of information. This may have helped her to get over the trauma, as the response from fans has been mainly positive, with lots of sympathy shared on Facebook and other sites.

On the other hand, there have been nasty comments from internet trolls blaming Cheryl for her own troubles and this sort of publicity could have a bad effect on Cheryl, lowering her self-esteem and giving her a poor self-image.

Her emotional traumas could also have affected Cheryl's behaviour, as she has been charged with assault on a night club toilet attendant in 2009, and given a community service order. She was drunk at the time, but it could be said, that she was drinking to forget her unhappiness and this affected her behaviour. Another idea could be that the media attention she received from infancy onward, meant that Cheryl thought that she could do what she liked, whenever she liked. This shows that early childhood experiences can have an impact throughout life, particular on emotional development.

Cheryl's life traumas could also explain why she spent money on a large tattoo. When she was asked about this on live television, she said that no longer cared what people thought about her and this was a way of showing this. This could demonstrate resilience due to the impact of trauma where she had learnt to cope with difficulties. It could also show that she was trying to give the impression that she didn't care, and really she did due to being hurt by others and was part of a defence when had built up to protect herself.

Cheryl has demonstrated that she did develop empathy in early childhood, as she has been involved in setting up a foundation to support disadvantaged young people from her home areas. Although Cheryl appeared to have been given everything she needed, she lived as a child, on a council estate in Newcastle, which remains disadvantaged and lacking resources. This shows that her early experience has impacted her and the culture she was socialised into, meant that she wanted to help people who had helped to bring her up.

Social development

In early adulthood, lots of people have an active social life, making new friends and building new relationships. Cheryl has an active social life which seems to be connected with her career and still with her family.

Balancing work and social life can be difficult and Cheryl is so busy with her public life. However, she has still made time for two marriages and one long term relationship which could demonstrate the impact of the early separation from a father figure and the damaged bond.

Attachment and bonding in infancy and early childhood, can have an impact throughout our lives. Michael Rutter said that the damage is caused when a child does not keep contact with a parent and is not caused by the divorce or separation itself.

In going through two early marriages, Cheryl may have been impacted by her cultural background. Many adults now delay marriage until they are in their thirties and forties, spending time on their careers. It could be that in Cheryl's family and social culture from her childhood, people get married earlier. Some people spend more time extending their education and delay marriage for this reason. As Cheryl left school without many qualifications, she might not have considered extending her experience. Without evidence it is hard to judge, but perhaps Cheryl's school experience, combined with her loss of attachment with her father, could have encouraged her into early marriage.

From this we can agree, that our early life experiences of socialisation, culture and economic circumstances, can impact us as we move through life. Cheryl's gathering of wealth and material possessions, could have been due to the impact of growing up on a council estate, and seeing that money was not always available for luxuries. Cheryl could have become determined not to live like that for ever.

Older Adulthood-65+

Physical development

Although Cheryl has not reached this stage yet, as long as she does not die at an earlier age, she will. The ageing process affects people physically, some more than others. Skin loses its elasticity and becomes thinner. Cheryl might be lucky and not develop many creases in her skin, but her skin will age and become thinner, even with beauty preparations and plastic surgery.

Joints become stiffer reducing mobility and bones often become more brittle meaning that older adults are more likely to fracture bones if they have a fall. Cheryl's dancing career could affect her joints as she will have stretched her limbs more than the average person putting more strain on ankles, knees and hips. This can result in repeated trauma to the joints and cause osteo-arthritis, which is the wear and tear arthritis.

However, the fact that Cheryl is slim and active, could reduce the chances of becoming obese in older age, because she seems to eat a good diet. This could reduce any risk of arthritis.

Some older people lose height due to the fusing of vertebrae as part of the ageing process. This could happen to Cheryl. This could impact on Cheryl's emotional development, reducing her self-esteem, as she has always paid a lot of attention to her appearance, winning awards such as Best Dressed Woman of the Year and Hottest Female.

Hair becomes grey and may turn white, although some people seem to keep their hair colour for longer than others. If Cheryl is still working in show business, she may choose to colour her hair, instead of going grey. This would support her self-esteem which can be lower for older people. Cheryl will need money to maintain her appearance as she gets older.

The impact of economic factors will still be important to an older Cheryl, as she may need to pay for health and social care, including residential care if she becomes unable to care for herself. The need for enough money and the impact of not having this, affects us at all life stages. We will never have a life stage when money doesn't matter to our physical health and wellbeing to pay for heating, nutritious food and personal care.

Hearing and sight are usually affected in older age and Cheryl may need to wear glasses at least for reading. She may keep reasonable hearing but it will reduce from how it is now in early adulthood.

Intellectual development

In older age cognitive functioning can be reduced. An older Cheryl may take longer to process information and find that her short term memory is not as good as it used to be. Cheryl may also find that she finds solving problems more difficult and this could reduce her self-esteem as she has also been able to cope with issues.

Some experts say that a nutritious diet which contains the right vitamins and minerals can help to prevent some memory loss and Cheryl will need to keep up with her good diet, as this is good for intellectual functions as well as her physical wellbeing.

The influence of her grandmother may support Cheryl, because she has been described as a strong person. Cheryl may have inherited the same trait. Cheryl's life experiences, especially with her two early marriages, may also have helped her to become resilient. She had to cope with things on her one and solve day to day problems, which may help her cope in older age.

The fact that Cheryl will probably not have money problems will also support her intellectual wellbeing, as she will not have to worry about paying bills. Although Cheryl's needs will require different responses as she gets older and the different factors affect more or less, they still do have an impact. *A.2M1, A.2D1*

Some older people develop different forms of dementia, where memory loss is much more severe and individuals require total care. If Cheryl did develop dementia, then culture may not be as important to her, as she may forget who her family are, and not recognise them anymore. Cheryl will need funding to pay for her care, but this will be more important to family, who are paying for the care, and not to Cheryl who would lose her awareness of economic factors. *A.2.M1, A.2D1*

If Cheryl had a fault in her genes due to inheritance, then this could combine to impact her in a larger way, if she did have dementia. For example, if she had been born without sight due to an inherited condition, then Cheryl would need more specialised care. This would also cost more money and so she would be impacted by financial issues, even if she was not aware of this. *A.2M1, A.2D1*

Emotional development

Cheryl's emotional development could be impacted by her physical condition in older age. For example, restricted mobility due to stiffening knees and ankles, could reduce her self-esteem, as Cheryl could feel that she is not as good as she used to be. It can be hard to accept that you are not able to do what you have always done. For example, walk to the shops or go dancing.

Some older people lose confidence or become lonely if their partner or friends die. This can cause social isolation and lead to depression. Sometimes when older people become depressed due to circumstances, this can be mistaken for dementia, and treatment given which people don't need and which can make them more isolated. *A.P2*

Social development

Culture could become more important to Cheryl, as family replaces the wide social circle she has at the minute. Family and traditions such as celebrating birthdays could become highlights for Cheryl, as reduced mobility slows her down and she has to stay at home more. *A.2,M1, A.2D1*

Social interaction could become more difficult if Cheryl does develop dementia, as she will not remember who people are. This could mean that they stop visiting or inviting her to events. If Cheryl has not been sensible with money, she will not be able to afford to go out, and this could also impact her socially. Many older people have to choose between going out socially and heating the house or having lunch.

It is difficult to separate the different areas of development and discuss the impact of relevant factors in each. Because each area of development is linked, so are the effects of the different factor. Other life stages which have not been covered in this task, may be less affected by some factors. For example, Cheryl may not be as affected by culture in adolescence, when peer pressure is more important than family values. The main impact could be that Cheryl found family values restricting and not letting her be herself. *A.2.D1*

A.P1, A.P2, A.2M1, A.2D1 achieved.

Assignment 2

Learning Aim B: Investigate how individuals deal with life events

14/03/2017

Introduction

For this part of my work, I am going to write about how two people I know, have coped with the same life event.

The people I have chosen to write about are:

- Jilly aged 25 years old (Early Adulthood)
- Martha 92 years old (Late Adulthood)

I have changed the names of both individuals to maintain confidentiality.

Both individuals were involved in a train crash which left them with life changing injuries.

Jilly

Jilly was on her way to Manchester, when her train crashed, throwing her onto the floor where a pile of luggage fell on her and crushed her legs. She was taken to hospital

where the surgeon had to amputate both legs above the knee, to prevent her losing her life.

Jilly worked as a lecturer in a large college teaching sport, which involved demonstrating techniques for hockey, tennis and basketball. The accident and then the surgery, meant that Jilly could not teach sport anymore and that meant that she was going to have to give up her job.

Jilly's parents were both dead and her job was her only way of supporting herself. The accident meant that her economic circumstances were going to change for the worse as she had a mortgage to pay for the house and a bank loan for the car. Jilly was worried that she would lose her house and car and would have to live on benefits for the rest of her life.

Even if Jilly managed to stay in her house, it would need expensive changes to make it wheelchair friendly and also so that she could care for herself instead of needing help for everything. The car would also need adapting so that she could drive this without using pedals. *Towards B.2P3*

Jilly was also upset at the changes to her appearance, as she had been proud of her athletic appearance. Jilly started not to take an interest in how she looked, and told nurses not to comb her hair as it was a waste of time. The staff could see that Jilly was becoming depressed and as this became worse, socially isolated, refusing to talk to other people on the ward, or join in with activities. *Towards B.2P3*

The consultant referred to Jilly to a counsellor, who helped her to see that there was still hope of a good life. The counsellor helped Jilly to work through the different concerns and find solutions to each. The counsellor encouraged Jilly to take an interest in her appearance again, and arranged for a hairdresser to style her hair which raised her self – image. The counsellor spoke to Jilly about how self-destructive she was being, and that in the end, her own attitude was damaging her life. *Towards B.2P3*

Jilly began to style her own hair again, asking staff for a mirror so that she could see how she looked. This means that the support provided by the counsellor and the hairdresser, had a positive impact on Jilly's self-esteem levels because she could see that she was still attractive and not ugly, because she had lost her legs. *Towards B.2P4*

The hospital staff asked other users of the service, to talk to Jilly and to invite her to join in with activities such as film night and quizzes. When Jilly began to join in, her social isolation began to reduce and she talked about how she felt to other users of the services, who had been through similar experiences. This gave Jilly a sense of belonging, as she could see that other people had been through bad events. This means that Jilly and the other people had empathy, as they knew how it felt to lose your legs. *Towards B.2P4*

Jilly received physiotherapy to strengthen her upper body and eventually fitted for artificial legs. She found learning to walk again, really difficult and painful, and this

sometimes impacted on her mood as she became down about trying anymore. She did keep going after a friend came to see her and promised her a night out, once she could walk on her new legs. Friendships can be supportive and help people to realise that they are still the same person, even after such a traumatic event. *Towards B.2P4*

Jilly was referred to an occupational therapist, who discussed the changes that would be needed to live independently. Some of the changes would be provided by social services, for example, a raised toilet seat so that Jilly could get on and off without help and bars at the side to hold on to. This would mean that Jilly could retain her dignity by not needing help in the toilet. *Towards B.2P4*

A stair lift would be fitted so that Jilly could go up and down the stairs and this could be paid for out the compensation from the train line, as the crash had been proved to be due to the driver falling asleep. This would mean that Jilly could stay in her house as long as she could pay the mortgage. Staying in the house was important to Jilly as it gave her a feeling of security and fitting in. *Towards B.2P4*

The hospital social worker had helped her to apply for the compensation and a friend had gone with her to court to give evidence, when the driver was tried, so that she didn't feel alone. Having to talk about the accident could be distressing for Jilly, but the support from her friend helped her to cope. *Towards B.2P4*

The social worker contacted the college where Jilly worked and discussed alternative teaching subjects. Jilly had also taught music and as the music lecturer had retired, Jilly could take her place. This meant that Jilly could be financially sound and keep her house. She moved in with friends until the house was ready, and key worker was appointed to help Jilly make the transition back into the community. This helped reduce any chance of social isolation as Jilly could have felt frightened when she went back home, where there wasn't the sort of support there was at the hospital. Jilly's neighbours also popped into visit which made her feel that she belonged in the community even though her appearance had changed.

We can see from this case study, that Jilly had a lot of different support, all of which helped her to adjust to a new way of life, without the support, Jilly would not have adjusted so well and life would have been difficult. Obviously losing her legs will also have an impact on her lifestyle, but the support was of great value in giving her back her dignity, financial security and a sense of belonging.

B.2P3, B.P4 achieved for this case study.

Martha

Martha was on a different train, travelling with her niece to see a new great granddaughter in Birmingham, Martha's train had arrived in the station, when another train came towards them, on the wrong track and travelling at speed. Martha had stood up and was crushed when several passengers fell backwards, falling on top of Martha and pinning her to the ground. Martha's niece had stayed seated, and was not badly injured.

Martha and the other passengers were taken to hospital, once they could be moved. Martha had crushed bones in her spine, leaving her without any feeling in her lower body. *Towards B.2P3*

Martha was assessed by a consultant and it was found that the accident had left her paralysed from the waist down. Martha had a strong faith and turned to this to help her to cope with the terrible news. The hospital chaplain visited her all the time that she was in hospital, and that helped Martha to cope as she found his visits comforting, and reassuring. The chaplain contacted Martha's vicar to inform him of the accident and the vicar arranged for different members of the congregation to visit. This helped Martha to know that she was not forgotten and helped to support her self-esteem because she was someone that people considered worth bothering with. *Towards B.2P4*

Martha also had a large family, but none of them were able to care for Martha once she left hospital. All of her large family came to visit, but some were nearly as old as Martha and others had young children to care for. Martha was worried that they could see her as a burden and so tried to hide any worries when they came to visit. This meant that the family did not give her much support, as they all thought that she was coping. *Towards B.2P3*

Not talking to her family about her worries, particularly about her house and where she would live, meant that Martha did become depressed, even with the support of the chaplain and her vicar. If Martha has allowed her family to offer emotional support, she might not become depressed. *Towards B.2P3, B.2P4*

The doctor at the hospital prescribed anti-depressants for Martha but these made her sleepy and she began to refuse them. Martha wanted to go home, but as she could not now manage, she had to wait until a place in a nursing home was available. This made her more reliant on the hospital chaplain to cheer her up and give support.

The congregation members also gave support and promised to visit Martha when was discharged from hospital.

Martha's support was in some ways formal as part of the hospital chaplain's job is to support users of the hospital services. This was of value, because it provided friendship for Martha and supported her religious faith. The vicar was also formal and again, this was of value, as it meant that she kept the links with her beliefs which would have supported her emotionally.

The visits from the congregation were informal support and were valuable, as they helped to keep consistency with Martha's life before her injury and supported a sense of still belonging to the community.

Martha did not make full use of the support offered by her family and she didn't share her concerns regarding where she would live and how she would manage. This meant that the support from family was of limited value, and had to take medication to support her emotionally. The medication had the effect of making Martha sleepy and she did not carry on with this. Therefore, we could say that it did not have a lot of value in supporting Martha to cope with her life changing injuries. *Towards B.2P3, B.2P4*

Martha has now moved into sheltered accommodation near to her church, and is collected each Sunday by a member of the congregation. She has accepted that she must now use a wheelchair and enjoys driving herself around the grounds of the housing complex. The manager of the complex or another member of staff, take Martha to midweek meetings at the church. All of this has raised Martha's self-esteem which fell after the accident, when she found that her injuries were life changing. The support of her church has given her a sense of belonging and consistency. Martha has also made friends in the housing complex and no longer feels lonely, which she did when living on her own. Martha feels that the accident has improved life in some ways, even if it damaged it in others. This makes her feel secure. Maslow said that people will not feel fulfilled, if they do not have a feeling of belonging.

B.P3 and B.P4 achieved for this case study

Lauren Daniels 26/04/2017

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<https://www.citizensadvice.org.uk/.../personal-injuries>

www.rcpsych.ac.uk/.../problems/ptsd/copingaftertraumaticevent.aspx

Learner Assessment Submission and Declaration

This sheet must be completed by the learner and provided for work submitted for assessment.

Learner name: Lauren Daniels		Assessor name: Brenda Pritchard
Date issued: 14/04/2017	Completion date: 24/04/2017	Submitted on: 24/04/2017
Qualification: Pearson BTEC level 1/Level 2 Tech Award in Health and Social Care		
Assessment reference and title: Life can affect our growth and development		

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
1	Report	9-18
2	Report	18-28
1 and 2	Bibliography	28

I think that I have met the distinction for learning aim A but I am not sure about the second task. That will probably be a pass.

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: *L. Daniels*

Date: 24/04/2017

ASSESSMENT RECORD SHEET				
Programme		Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care	Learner name	Lauren Daniels
Assignment title		Life can affect our growth and development	Assessor name	Brenda Pritchard
Component no. & title		1: Human Lifespan Development	Targeted Learning Aims	A & B
Issue date		03/04/2017	Submission deadline	24/04/2017
First submission / resubmission?*		First submission	Date submitted	24/04/2017
Resubmission authorisation by Lead Internal Verifier*		N/A	Date	N/A
Targeted criteria	Criteria achieved? (Yes / No)	Assessment comments		
A.2D1	Yes	<p><i>A good effort here Lauren, you have clearly assessed the impact of different factors on Cheryl's growth and development in early childhood, early adulthood and older age. You have also assessed how this has and how this would change, as Cheryl goes through the life stages. You have also recognised how one area of development has an effect another. You have also concluded, quite rightly, that factors may affect us throughout our lives, but in different ways.</i></p>		

A.2M1	Yes	<i>Well done Lauren, you have compared the relevant factors in sufficient detail to meet the assessment criterion.</i>
A.2P1	Yes	<i>You have compare the different factors that have affected growth and development across three life stages for a selected individual, looking at how they affect/will affect Cheryl in different life stages. A good effort Lauren.</i>
A.2P2	Yes	<i>You have described growth and development across three life stages and related this to Cheryl, your selected individual.</i>
B.2D2	No	<i>Although you have explained how two individuals adapted and were supported, and the value and role of the support provided, there is no evidence of assessment which is required for distinction</i>
B.2 M2	No	<i>Whilst there is an explanation, you have not extended your work and there is no comparison, which is required to meet the merit criteria.</i>
B.2P4 B.2P4	Yes	<i>You have clearly explained the impact of the same life event on two individuals, and how they have adapted to the results of this, using support.</i>

General comments			
<p><i>Overall Lauren a good effort. For Learning Aim A there is evidence of good practice and clear understanding. You have applied your work to the focus of the command verb and provided an assessment of the relevant information. For Learning Aim B, you have only met the pass criteria. In future you need to ensure you have addressed the command verbs for the merit and distinction for every task.</i></p>			
Assessor declaration		I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Assessor signature		Date	
<i>B. Pritchard</i>			<i>28/04/2017</i>
Learner comments		<i>Thank you Ms Pritchard, I will read the criteria more carefully next time. Hopefully I will get a distinction for the next unit.</i>	
Learner signature		Date	
<i>L. Daniels</i>			<i>09/05/2017</i>