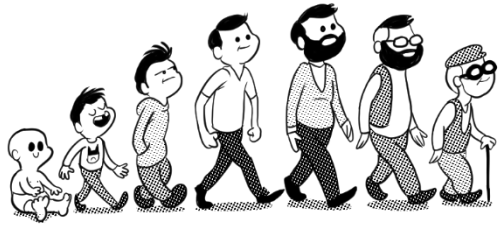
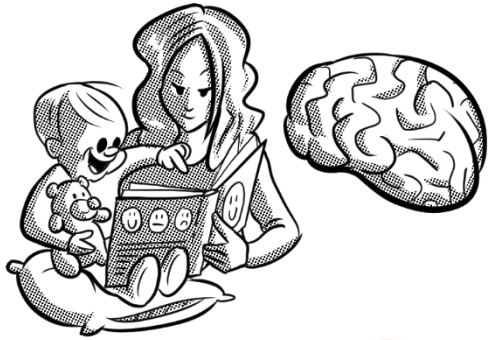
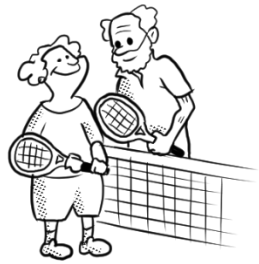
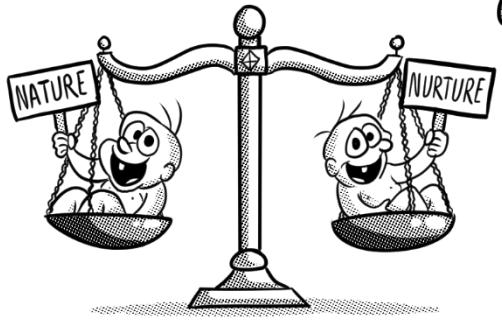
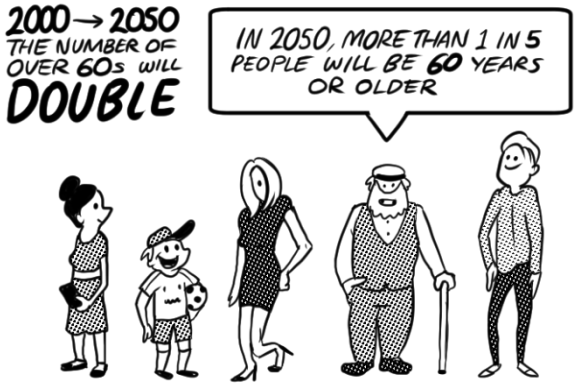
BTEC Level 3 Health & Social Care Unit 1 Human Lifespan Development

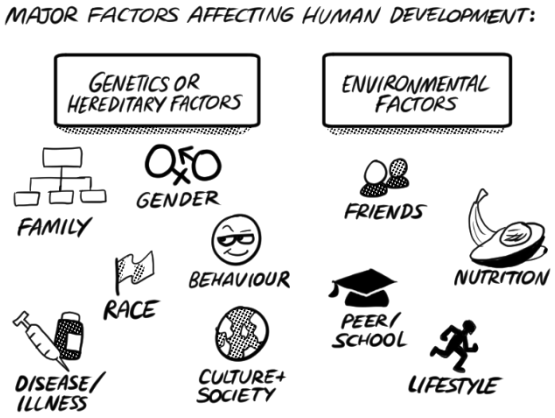












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PIES Developments Across the Six Life Phases

- Define developments in each of the PIES across the six life stages.
- Give **two** key features of each of the PIES for each life phase.
- Explain the impact on the individual of these key developments.
- Construct a timeline to illustrate developments of each PIES including when they take place with activities that may help these developments.

Piaget: Theory of Cognitive Development

- Describe four stages of cognitive development and identify key words.

Chomsky: LAD theory

- Identify language development stages 0-19 yrs., outlining 4 key points of Chomsky's LAD.

Schaffer and Emerson's, and Bowlby:

- Construct a diagram to show Schaffer and Emerson's theory of attachment and Bowlby's theory of attachment.
- **Describe** four different **types of play** (solo / parallel/ associative / co-operative) and give activities that a child may do for these types of play.

Self-Image and Self-Concept: Positive and Negative

- Outline ways in which a parent or carer can shape the self-image of a child.
- Explain the role celebrities can play in shaping the self-image and self-concept of an adolescence.
- Explain how a negative self-concept and self-esteem can occur.
- Produce a leaflet of facts showing the positive and negative factors involved in developing positive and negative self-image, self-esteem and self-concept.

Social Disengagement Theory v Activity Theory:

- **Identify** four issues that could limit social activities for elderly people.
- **Explain** why these issues may limit social interaction for elderly.
- **Describe** four suitable activities that could help the elderly people participate in every day life .
- **Describe** the positive and negative sides of these events e.g. Increase in leisure time / death of a partner after long illness / having a pension.

BTEC Level 3 HSC Unit 1 Human Lifespan Development

KnowIT

Factors Affecting Growth and Development

- **Define** nature and nurture.
- **Explain** the difference.
- **Make** a flow chart explaining the differences between nature and nurture, with close reference to **Gesell** and **Bandura** theories and **stress diathesis** model.
- **List** genetic factors that increase the likelihood of certain conditions.

Societal Effects of Ageing

- **Describe** four health and social care provisions and services that could help elderly people stay active.
- **Identify and Research** the financial benefits and support that may be available to elderly people.
- **Produce** a chart showing life expectancy rates for males and females, highlighting how they have changed over the past 10 decades.

Economic Factors Affecting Development

- **Make a glossary of these key terms:** income, expenditure, wage, salary.
- **Identify** five groups of the population who are more likely to be on low income.
- **Produce** a fact sheet describing the activities that children from low income families may miss out on and explain the effect this could have.
- **Produce** a list of predictable and unpredictable events in life and put them in rank order (most stressful first) and **decide** the life stage they are most likely to occur in.

Environmental and Social Factors Affecting Development:

- **Explain** the meaning of these key terms: pollutant, respiratory disorders, cardiovascular problems, hypothermia.
- **List** five features of poor housing.
- **Describe** five social benefits of a family.
- **Produce** a thought shower of how these five points can affect health and well being of an individual.
- **Outline** how different parenting styles, cultures, beliefs and dietary restrictions can affect the individual's social development.

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