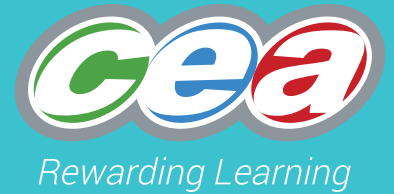


GCSE



CCEA GCSE TEACHER GUIDANCE
**Health and Social
Care**

Unit 1: Personal Development,
Health and Well-being



For first teaching from September 2017

Unit 1: Personal Development, Health and Well-being

Assessment Guidance

This unit is externally assessed by examination. The examination is marked out of 100 and consists of 3 questions with both short and long answers required within each question. Quality of written communication is assessed in three longer questions. The examination is 1 hour 30 minutes.

The examination requires your students to demonstrate a range of knowledge and skills related to personal development and the health and well-being of individuals and service users. Your students will need to recall concepts and apply their knowledge to examples and case studies. In some sections of the examination they will be expected to demonstrate the ability to analyse and assess concepts and issues in order to justify awarding of higher grades, for example they may be required to assess how a life change like the death of a loved one might affect an individual's physical, intellectual, emotional and social development. Questions which challenge students to demonstrate the skill of evaluation will also be included, for example, students may be asked to evaluate how disability might influence an individual's self-concept.

Introduction

Throughout the teaching of the unit, you should encourage your students to learn their notes and to practise exam questions. Useful resources for this are the Specimen Assessment Materials (SAMS) for this unit, the Factfile 'Student Guidance' which will help your students to understand the command words in examination questions, and past papers and mark schemes from GCSE Health and Social Care Unit SA2: Personal Development from the previous GCSE Health and Social Care Single Award specification. *You should note that if you use questions from past papers that they should align to the revised specification.*

Human development

You could start with a discussion of the definition of the term 'development' which suggests a change in skills and abilities across the lifespan. Your students should learn the stages and ages listed on the specification as they will be required to identify them in the examination. You could use a matching game where students match individuals in a case study of a family with the life stages and they could create a pictorial timeline labelled with the life stages and ages, or a poster showing people in the different life stages. You could then lead a class discussion on the meaning of the term 'expected patterns' and 'physical development', 'intellectual development', 'emotional development' and 'social development'. At this early stage your students should understand that individuals in each life stage may vary significantly in the four different areas of development, but that the focus here is on developmental norms, or what usually happens for most people in any life stage. They should also understand that there is considerable change within any life stage, for example they could think about the differences between an 11-year-old and an 18-year-old, both of whom are in the life stage of adolescence. You can encourage your students to carry out their own research on each life stage using a range of sources, both internet and text, to find out about the expected patterns of physical, intellectual, emotional and social (PIES) development.

Examples of useful texts are:

Meggitt, C., 2012, *Child Development: An Illustrated Guide Birth to 19 Years*, Heinemann.
Richards, J, 2006, *Caring for people A Lifespan Approach*, Nelson Thornes.

Useful websites include:

<http://www.nhs.uk/Tools/Pages/birthtofive.aspx>

<http://www.earlyyearsmatters.co.uk/our-services/school-and-nursery-support/early-years-adviser/child-development-2/>

<https://www.homelearningcollege.com/docs/default-source/course-contents/ncfe-level-2-supporting-teaching-and-learning-sample.pdf>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/252658/33571_2901304_CMO_Chapter_8.pdf

https://moodle.gllm.ac.uk/pluginfile.php/94785/mod_resource/content/1/Amanda_Tillson/Unit_4/Book_chapter_Adolescence_to_old_age.pdf

These are only examples; there are many more suitable internet sources and there is also a wealth of video material, with lots of videos free to access on You Tube.

Students could summarise their findings for each stage in a variety of formats, for example, booklets, information sheets and posters. They could use group work or 'pair and share' for some of this research, sharing their findings and designing the materials together. You could also provide teacher notes for each stage, perhaps in a table showing PIES development for each life stage. Old mark schemes for Unit SA2: Personal Development from the previous GCSE

Health and Social Care Single Award specification may be useful in developing the hand-outs. Your students will benefit from learning notes and practising examination questions as they progress through learning about each of the stages. They should understand that when asked to 'analyse' development in any life stage, they should break down their response into paragraphs on physical, intellectual, emotional and social development, unless the question asked them to focus on just two or three of these aspects of development.

Factors affecting health and well-being

Your students need to understand the meaning of 'health and well-being' and in particular that of 'physical health and well-being', 'social health and well-being' and 'emotional health and well-being'. You could have a class discussion to tease out these meanings.

Starting with the behavioural factors, you could use group work, allocating one behavioural factor to each group of students to research. A very good resource for them to use is the health promotion materials available at:

<http://www.publichealth.hscni.net/>

There are links to a list of specific health promotion websites at the bottom of this web page. The Choose to Live Better Campaign, for example, provides relevant information on the impact on health and well-being of most of the behavioural factors in the specification. Where the material they access focuses largely on physical health, students could come up with their own ideas on the impact of the factor they are researching on social and emotional health and well-being. Each group could present their finding to the class after producing a PowerPoint or Prezi presentation showing the potential impact of their group's behavioural factor on the physical, emotional and social health and well-being of individuals. They could insert short videos from the health promotion campaigns or You Tube into their presentations. At this point the students will benefit from learning these materials (or your own teacher hand-outs if you prefer) for a class test, consisting of sample exam questions similar to those on the old specification already referred to above. They should understand that when asked to 'analyse' the potential effect of any behavioural factor on the health and well-being of an individual, they should break down their response into paragraphs on the potential effects on physical, emotional and social well-being.

Moving on to environmental factors, you could ask your students to find a news report, leaflet or other piece of information, such as something from a text book, relevant to how the environmental factors listed (i.e. pollution, occupational hazards or geographical location) can impact on health and well-being. You may wish to start this off by showing them the following as suitable examples:

- DEFRA information on air pollution available at <https://uk-air.defra.gov.uk/air-pollution/effects>
- A news article on a death on a farm in Northern Ireland through working with slurry available at <http://www.bbc.co.uk/news/uk-northern-ireland-37662604>
- A BBC news article on slow ambulance response times in rural areas available at <http://news.bbc.co.uk/1/hi/england/8398665.stm>

Your students should summarise their own resource by making notes on what it said about the impact or potential impact of the factor on physical, emotional and social health and well-being. They should summarise their information and share what they found with the class. You may also wish to develop your own hand-outs on these factors. Again, students can revise for a class test at this stage and should be aware that if asked to ‘analyse’ the potential effect of any environmental factor on health and well-being, they should break down their response into paragraphs on the potential effects on physical, emotional and social well-being.

You could start off the next section on physical factors with a discussion on the meanings of the terms ‘chronic illness and disease’ and ‘genetically inherited conditions’. Students will benefit from watching video material about individuals living with these conditions, for example:

- ‘Living with Type 2 Diabetes’ available at: <https://www.youtube.com/watch?v=mfkre2vWJv8>
- ‘Life with osteoporosis’ available at <https://www.youtube.com/watch?v=v3IqoHHiae0>
- ‘British Heart Foundation - I hate heart disease, Leo's story’ available at: <https://www.youtube.com/watch?v=kQ-g8kvlKcA>
- ‘Living with dementia - the Wilsons' story - Alzheimer's Society’ available at: <https://www.youtube.com/watch?v=4YZDJlcyq-4>
- ‘Asthma UK, Olivia’s Story’ available at: https://www.youtube.com/watch?v=by_yRPiOYMs
- ‘Love on the Transplant List’ about cystic fibrosis available at: <https://www.youtube.com/watch?v=V--DNTRZAKo>
- ‘Tom’s story: Duchenne muscular dystrophy’ available at: <https://www.youtube.com/watch?v=VWL2oGDeiKA>

Your students can watch the videos and take notes on the impact of the illness/disease/condition on the physical, emotional and social health and well-being of the individuals in the videos. The students could also conduct internet research using websites such as www.nhs.uk and the websites of voluntary organisations such as The Alzheimer's Society available at https://www.alzheimers.org.uk/info/20028/contact_us/833/northern_ireland to further their knowledge and understanding of the physical, emotional and social effects of these physical factors. They can again make notes, organising the information into the three categories, physical, emotional and social. You could invite visiting speakers who are health practitioners (perhaps past pupils or parents who work in health care) working with people with these illnesses/diseases/conditions to speak to your students. Also individuals who live with these illnesses/diseases/conditions may be willing to talk to your students about their effects on physical, emotional and social health and well-being. At the end of this section, another class test will be useful as students must be able to analyse the impact of all the illnesses/diseases/conditions listed on physical, emotional and social health and well-being.

The final part of this section on factors affecting health and well-being focuses on socio-economic factors and it is a good idea to start this off by explaining this term. Your students will also benefit from your explaining the meaning of 'culture and ethnicity', whilst the other factors (income, housing conditions, employment or unemployment) should not need any particular explanation. For this section, you could allocate one socio-economic factor to a group of students to research using a variety of sources of their own choice. You could also advise them to make use of mark schemes from the old specification Unit SA 2. You can encourage students to look for both positive and negative aspects, for example, both high and low income. Students can organise their information on their factor into the impact on social and emotional health and well-being. Each group could present their finding to the class after producing a PowerPoint or Prezi presentation or provide a hand-out for the class. Your students would also enjoy video materials relevant to these factors, for example the documentary 'Poor Kids' available at <https://www.youtube.com/watch?v=i9aSp9bFmMg> shows the impact of poor housing, low income and unemployment on physical, emotional and social health and well-being. Again at this point the students will benefit from learning their notes for a class test, consisting of sample exam questions similar to those on the old specification already referred to above.

Relationships

This section focuses on the different types of relationships individuals have in cultural contexts, and how relationships can positively impact on social and emotional development. Your students also need to evaluate the effects of unhealthy relationships (including child abuse, domestic violence and bullying at work or school) on physical, intellectual, emotional and social (PIES) development. This needs to be addressed sensitively as some students may have experienced and been affected by unhealthy relationships. It will be useful to create a range of case studies focusing on both positive and negative relationships to help students think about how relationships affect individuals. You should work through the CCEA Fact File on Relationships to teach this part of the specification. You can also use visiting speakers if available, for example representatives from the NSPCC, Age NI or Women's Aid. As usual it is recommended that the students learn their notes and have a class test before moving on to the next section. There are some relevant questions on past papers from the legacy specification, and you could also build some questions around case studies you develop. Students should understand that when asked to 'evaluate' how a relationship might have a positive influence on an individual, they should weigh up the potential impact on both social and emotional development, and when asked to evaluate the effects of an unhealthy or abusive relationship they should weigh up the potential impact on physical, intellectual, emotional and social development.

Self-concept

The CCEA Fact File on Self-concept provides a complete guide to teaching and learning for this section and you should work through it with your students, completing all the suggested activities. You could compile a class test using the questions on self-concept from past papers, taking care to include questions that focus on both positive and negative effects. When asked to 'evaluate' how the factors may influence an individual's self-concept, students can consider both positive and negative effects, as well as weighing up the relative effects of a range of factors.

Major life changes and sources of support

For each of the major life changes listed on the specification, students need to be able to assess the potential effects on an individual's PIES development and know what types of support (emotional support, advice and information, practical help, medical care and social care) are available from the statutory, private and voluntary sectors as well as from informal carers and self-help groups (where appropriate). They need to be able to apply this knowledge and understanding to case studies, so it is a good idea for you to develop a bank of case studies relating to each of the life changes mentioned. It is fine to make these up or you could use stories from the soaps or relevant You Tube videos.

Whilst it is the last example on the list of life changes, it is a good idea to start with taking on a caring role, as you can work through the CCEA Fact File on this topic with your students. As they work through this Fact File, completing all the activities, they will develop an understanding of the different sectors that offer support and of the different types of support available. Your students could then work individually or in pairs, depending on the size of their class, to produce a hand-out, leaflet or fact file on one of the other major life changes which includes:

- the potential effects of the life change on PIES development, including both potential positive and negative effects.
- the support available from organisations or people in the different sectors and the types of support they might give to individuals experiencing the life change.

Students can use a range of sources for this task, for example internet searches, text materials and interviewing people who have experienced life changes. As most of the other major life changes were in the legacy specification, you could also suggest they make use of mark schemes from past papers. You may also wish to consider inviting visiting speakers, such as a health visitor, midwife, counsellor, or representatives from organisations like Cruse Bereavement Care or Relate to discuss how they support individuals experiencing these life changes. Finally, students may benefit from practising exam questions from past papers, so you could compile a selection of them for a class test. Students should understand that when asked to 'assess' how one of the life changes may affect an individual, they should weigh up the potential impact on physical, intellectual, emotional and social development.

Resources

CCEA GCSE Health and Social Care Fact Files available from ceea.org.uk/hsc
Unit 2 Planning Framework available from ceea.org.uk/hsc