

Health & Social Care

Year 11 Summer Work



You are about to begin the transition project for the Level 3 BTEC National Extended Certificate/Diploma in Health and Social Care.

During year 12 you will complete 2 units, unit 1 and unit 2. These units are both assessed through an external examination. This transition project seeks to prepare you for the key skills and knowledge needed for this course.

The project is split into 3 parts:

1. Unit 1: Human Lifespan and Development
2. Unit 2: Working in Health and Social Care
3. Health and Social Care and Covid-19

You will complete your work within this document. You must fully complete at least one section – if wanting to impress go for two 😊

If you need any support with this please email – rhare@walton-ac.org.uk

Part 1

Unit 1: Human Lifespan Development

Learners cover physical, intellectual, emotional and social development across the human lifespan, the factors affecting development and the effects of ageing. You will just be focusing on content covered in **learning aim A: Human growth and development through the life stages**

Task: Keywords and Definitions

Please research the meanings of these words. Please do not copy and paste, try to put them into your own words to show your understanding.

Keyword	Definition
Growth	
Development	
Centile Lines (percentiles)	
Development norms	
Milestone	
Gross motor skills	
Fine motor skills	
Adolescence	
Menopause	
Life expectancy	
Cognitive impairment	
Abstract logical thinking	
Egocentric thinking	
Concrete logical thinking	
Equilibrium	

Disequilibrium	
Self-concept (sense of identity)	
Stranger anxiety	

Task: what are the age ranges and key **physical** features of the life stages?

Life Stage	Age	Key Features
Birth and infancy	0-2 years	Infants grow rapidly, at around 1 years old infants can walk, by 2 they can run.
Early childhood		
Adolescence		
Early adulthood		
Middle adulthood		
Later adulthood		

Task: Explain Piaget's model of **intellectual** (cognitive development)

<https://www.youtube.com/watch?v=IhcgYgx7aAA>

Include:

- ☐ 3 facts about Piaget
- ☐ A brief description of the 4 stages of cognitive development ☐
Which life stages is this relevant to and why?

Task: Using this table and your general knowledge (you can research if you need to) what positive and negative events can affect a person's **emotional** and **social** development? I have included some examples. Aim to include at least 3 additional ones in each.

	Positive	Negative
Emotional Development		
Social Development		

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Watch this documentary: Old People's Home for 4 Year Olds

<https://www.channel4.com/programmes/old-peoples-home-for-4-year-olds/on-demand/64374-001>

Review/synopsis: Write a short summary about the documentary. Who, what, where, when, why? Include all key information of the story. Explain what was thought-provoking about it and the questions it led to. How did it make you feel?

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Teacher Feedback	
WWW:	
EBI:	
Student comment:	

Part 2

Unit 2: Human Biology and Health

Learners explore the organisation, structure and normal physiological functioning of the human body, and the effect on health of common disorders of the body systems.

Task: Keywords and Definitions

Please research the meanings of these words. Please do not copy and paste, try to put them into your own words to show your understanding.

Key word	Definition
Membrane	
Nucleus	
Ribosomes	
Mitochondria	
Epithelial	
Connective tissue	
Muscle	
Nervous system	
Catabolism	
Anabolism	
Aerobic respiration	
Anaerobic respiration	
Basal metabolic rate	

Task: body systems and features

Please research the body systems and their key features. Please do not copy and paste, try to put them into your own words to show your understanding.

Body system	Key features (what organs are they made up of and what is the systems main function)
Immune system	
Lymphatic system	
Reproductive system	

Digestive system	
Endocrine system	
Musculoskeletal system	
Cardiovascular system	
Respiratory system	
Nervous system	

Task: types of muscle

There are three different types of muscle, in the box below identify each type and write what areas of the body they can be found.

Muscle type	Location in the body

Task: tendons or ligaments

Research what tendons and ligaments are, in the box below explain the differences between them

Task: Cell structure

In the space below please draw and label an animal cell

Teacher Feedback	
WWW:	
EBI:	
Student comment:	

Part 3

Unit 3: Principles of Health and Social Care Practice

Learners focus on the principles that underpin meeting the care and support needs of individuals, which are the foundation of all services within health and social care

Task: Six C's of care

Research what the 6C's of care are and write it in the box below?

6C's of care	Definition
C	
C	
C	
C	
C	
C	

Task: Person centred planning

Watch the video and summarise what person centred planning is in the space below.

<https://www.youtube.com/watch?v=rM9QAxFSBMU>

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Communication is a big part of Health and Social Care, there are four main ways to communicate: verbal, non-verbal, written and digital (online tools). Research each type of communication and give an example of how they could be used in a Health and social care setting.

Communication type	How are they used in Health and social care settings
Verbal	
Non-verbal	
Written	
Digital (online tools)	

Task: legislation

There are many legislations that support health and social care practices. Research the following legislation and give a brief overview of each one. You can use this web site to research them:

[Legislation.gov.uk](http://legislation.gov.uk)

Legislation	Brief overview
Health and Social Care Act 2008	
Care Act 2014	
General Data Protection Regulations (2018)	
Freedom of Information Act (2000)	

Safeguarding Vulnerable Groups Act 2006	
Mental Health Act 2021	
Mental Capacity Act 2005	
Deprivation of Liberty Safeguards	
Equality Act 2010	
Human Rights Act 1998	

Teacher Feedback	
WWW:	Interesting and honest reflection.
EBI:	
Student comment:	