



2016 specification
first assessment in 2017

Topic Tests

for BTEC Level 3 National in Health and Social Care

Unit 1: Human Lifespan Development

zigzageducation.co.uk

**POD
10306**

Publish your own work... Write to a brief...
Register at **publishmenow.co.uk**

Contents

Product Support from ZigZag Education.....	ii
Terms and Conditions of Use	iii
Teacher’s Introduction.....	1
Write-On Topic Tests.....	2
1. Human growth and development through the life stages	2
2. Intellectual development through the life stages	7
3. Emotional development across the life stages	12
4. Social development across the life stages	16
5. Nature vs nurture	19
6. Social factors and economic factors that affect development	25
7. Major life events that affect development	29
8. The physical changes of ageing	32
9. The psychological changes of ageing	36
10. The societal effects of an ageing population	39
Non-Write-On Topic Tests.....	42
1. Human growth and development through the life stages	42
2. Intellectual development through the life stages	44
3. Emotional development across the life stages	46
4. Social development across the life stages	47
5. Nature vs nurture	49
6. Social factors and economic factors that affect development	51
7. Major life events that affect development	52
8. The physical changes of ageing	53
9. The psychological changes of ageing	54
10. The societal effects of an ageing population	55
Answers	56
1. Human growth and development through the life stages	56
2. Intellectual development through the life stages	58
3. Emotional development across the life stages	61
4. Social development across the life stages	63
5. Nature vs nurture	65
6. Social factors and economic factors that affect development	68
7. Major life events that affect development	70
8. The physical changes of ageing	72
9. The psychological changes of ageing	74
10. The societal effects of an ageing population	76
Levelled Mark Scheme (Appendix A).....	78

Teacher’s Introduction

This resource is for use with the BTEC Nationals in Health and Social Care and covers content for Unit 1: Human Lifespan Development.

The pack includes 10 tests with answers. Each topic test starts with quick, short-answer questions that ensure the core fundamental ideas of each topic are understood by the student. Questions then increase in difficulty and culminate with either longer, essay-style questions or detailed activities which are engaging and help consolidate learning, which give students the opportunity to practise applying their knowledge to case study scenarios. A range of question styles has been used to expose students to different types of question and to give variety in the activities, as well as providing some questions in an exam-style format.

Remember!
Always check the exam board website for new information, including changes to the specification and sample assessment material.

Mark allocations and answers are provided, which are useful for peer- and self-assessment as well as providing you, as the teacher, an opportunity to assess students’ strengths and weaknesses in order to inform the teaching and learning process.

In addition, a levelled marking scheme has been included at the end of this pack (see Appendix A). Teachers/peers can use this for longer-answer questions (10–12 marks where appropriate) to help them award the correct marks. This is referenced on questions that require the use of the levelled mark scheme.

Specification Reference Table

This table can be used to identify which specification points you are teaching and ensure you select the appropriate topic test to suit your needs.

Tests are on average 40–60 marks in total and take approximately 40–60 minutes to complete. (Some tests are slightly longer or shorter, depending on the content covered by that test.)

Topic test	Topic test title	Spec. points included:	Total marks
1	Physical development across the life stages	A1	61
2	Intellectual development across the life stages	A2	60
3	Emotional development across the life stages	A3	46
4	Social development across the life stages	A4	45
5	Nature vs nurture	B1, B2 and B3	56
6	Social factors that affect development and economic factors that affect development	B4 and B5	43
7	Major life events that affect development	B6	50
8	The physical changes of ageing	C1	50
9	The psychological changes of ageing	C2	44
10	The societal effects of an ageing population	C3	32

February 2020

1. Human growth and development through life

1. a) Many females will usually go through the menopause at which life stage?
- i) Adolescence ☐
 - ii) Early adulthood ☐
 - iii) Middle adulthood ☐
 - iv) Later adulthood ☐

b) Outline the role of one hormone involved in menopause and the effect it has on the body.

.....

.....

.....

.....

c) Describe **one** other key 'physical development' feature of this life stage.

.....

.....

.....

.....

2. What are the four main areas of skill acquisition within developmental psychology?

- i)
- ii)
- iii)
- iv)

3. Explain the terms below.

Growth:

.....

.....

Development:

.....

.....

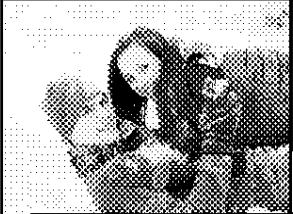
INSPECTION COPY

COPYRIGHT
PROTECTED





4. Read the case study below.



Michael is 22 years old and is currently in his second year of his degree. He met his partner, Jo, at university and they have an apartment in New Zealand once they have both completed their studies.

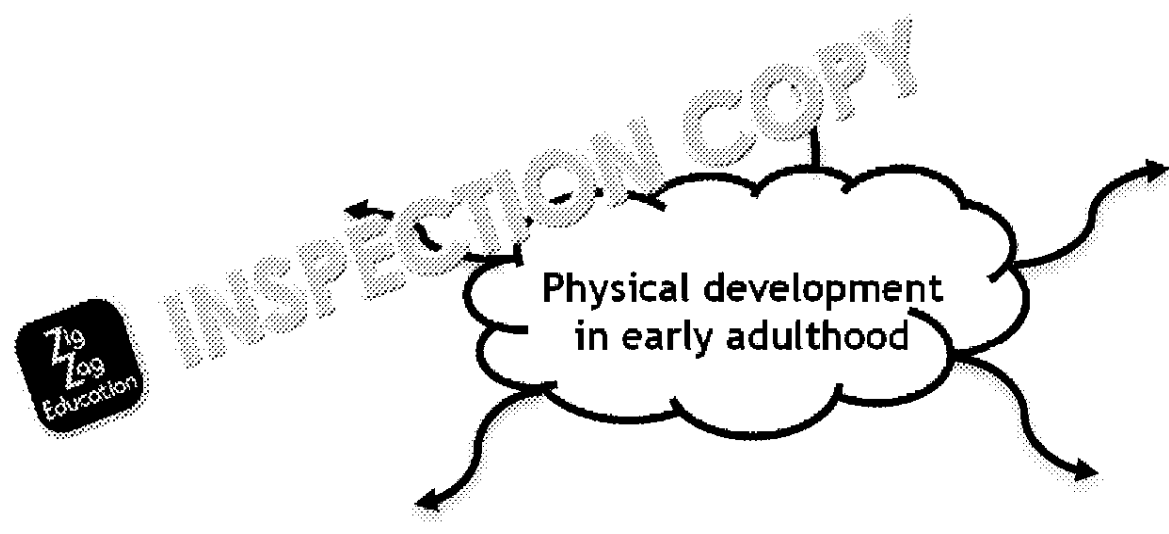
- a) Which life stage is Michael currently at?
.....
- b) Which life stages are Michael and Jo hoping to spend together?
i)
ii)
iii)

5. a) Identify in the correct order the four development milestones an infant achieves.
i)
ii)
iii)
iv)

b) Classify each of the skills developed in early childhood, by writing the correct word in the table below.

Buttoning up their own shirt	Riding a tricycle	Hopping on one foot, skipping and jumping	Reading a book and turning the page

6. Fill in the spider diagram below to state five changes an adult will experience in 'early adulthood'.



7. a) State **one** emotional and **two** physical symptoms a woman may experience.
- i) Emotional:.....
 - ii) Physical:.....
 - iii) Physical:.....

- b) Explain the cause of reproductive failure.



8. Read the case study below.



Sam is 14 years old and he is in Year 9 at school. He plays football and has decided this is something he would like to pursue further. However, he has experienced some major physical changes in his body.

- a) Describe **three** physical changes that Sam could experience at this age.



**COPYRIGHT
PROTECTED**



b) State the difference between primary sexual characteristics and secondary sexual characteristics.

.....

.....

.....

.....

c) Explain the difference between the male and female sex hormones in puberty.

.....

.....

.....

.....

.....

.....

.....

.....

9. Explain **two** possible benefits that regular exercise can have on adults.

.....

.....

.....

.....

.....

.....

.....

.....

COPYRIGHT
PROTECTED





10. Read each statement about later adulthood (65+ years).
Circle 'true' or 'false' and give a justification for your response.

a) Older people are not susceptible to accidents. **True or false?**

Justification:
.....

b) Older people can maintain their health reasonably and avoid some of the

Justification:
.....

c) During later adulthood, as an individual gets older, they start to decrease

Justification:
.....

d) All individuals will experience dementia at some stage in later adulthood

Justification:
.....

Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

2. Intellectual development through the

1. Intellectual development refers to the way in which an individual may arrange order to make sense of the world.
(Accept other suitable answers)
2. The test of conservation measures the understanding a child has about something quantity even when its appearance changes (1). For example, showing children then pouring the liquid from both glasses into a narrower glass and asking the liquid is the same or different (1).
(Accept other suitable answers)
3. 2 mark for each stage
Suggested answer:

Stage	What happens
Sensorimotor: Birth to 2 years	Infants will interact with physical features of the world. They will begin to invent own methods to explore the world (1).
Preoperational: 2-7 years	Children will use symbols to represent what they see in the sensorimotor stage (1). They start to develop imagination (1).
Concrete operational: 7-11 years	Children begin to understand simple logical concepts that are to be concrete (1).
Formal operational: 11-18 years	Begin to reason through symbols (1). Abstract thought also develops (1).

4. Egocentrism can be described as the inability of a child to see a situation from another view (1). A child will assume that another child can see, hear and feel in exactly the same way as they do (1).
(Accept other suitable answers)
5. 1 mark for each correct stage identified:

Development
Improvement of language and communication skills.
Will start to look at the behaviour of others around them.
Making judgements based on life experiences.
Learning new things – asking questions and trying to use new words.
Memory starts to decline; difficulty in recognising things.
Thinking becomes realistic and pragmatic, with expert knowledge about the practical aspects of life that allows judgement about important matters.
Thinking in a more logical way and developing problem-solving skills.

6. 1 mark for correctly identifying a feature of specified age and 1 mark for full explanation:
- 1 year – Child will use gestures to communicate but also start using single words or strings of sounds, such as ‘no-no’ and ‘go-go’ (1).
 - 2 years – Starts to put together short sentences using two or three words, and will also build their vocabulary of words (1).
 - 3 years – Child begins to create simple sentences as they put together four words ‘my doll’ (1). They ask lots of questions and they will want to find out the answers to the words rapidly (1).
 - 4 years – Child starts to use sentences which are well-formed and can be understood. They will make mistakes and experience some difficulties with grammar, such as ‘today I saw lots of peoples’ (1).
 - 5 years – Child will begin to use language skills to read, write and spell (1). They will understand grammar, and vocabulary continues to develop. They use language for a range of purposes, such as asking questions (1).
- (Accept other suitable answers)

INSPECTION COPY

COPYRIGHT
PROTECTED



7. a) **Award 1 mark for identification and 1 mark for each appropriate expansion.**
- As George is four years old, he will be at the pre-operational stage of cognitive development according to Piaget.
 - He believed that at this stage George will begin to develop his ability to use mental images and words.
 - He will begin to learn through imitation and play, e.g. by pretending.
 - Language use starts to become more developed and mature.
 - Memory and imagination will allow George to understand the difference between the present and the future.
 - However, George will not be able to grasp complex concepts (for example, comparison).
- b) **3 marks for developmental milestones in concrete operational stage, and 1 mark for the transition from the formal operational stage.**
- As Kate is near the end of the concrete operational stage, her reasoning is becoming more logical (1). She also understands conservation, which refers to the idea that the mass, weight or size of an object does not change if it changes its appearance or shape (1). She is also able to perform mental functions and transform them (1).
 - The next cognitive development stage which Kate will be expected to enter is the formal operational stage, which occurs between 11 and 18 years (1). Kate will be able to think more abstractly and can start to think about different solutions to problems. She will be able to plan and set herself goals such as 'I want to be a teacher, but I need to be in school first' (1).

8. **Answer should be credited according to the learner's demonstration of knowledge of Piaget's cognitive development theory. Answer may cover some/all of the stages. 3 marks should be awarded for other relevant answers.**

Refer to levelled mark scheme (Appendix A)

Indicative content:

- Children are born with a language acquisition device – a set of principles that guide the development of language and structure.
- According to Piaget, schemas are important in cognitive development – they are mental structures that can develop mental representations of the world.
- Piaget believed that babies have a small number of innate schemas – before they are born to experience the world.
- A person develops knowledge from the world around them – this is known as assimilation. Louise developed the concept of a cow from when she was given a toy one by her mother.
- Louise's schema of a cow is an animal with four legs, hence why she calls it a cow.
- A state of disequilibrium occurs, which is a state of cognitive imbalance caused by new experiences.
- When Louise visits the farm, she is presented with other information about cows, such as the cow's points coming out of its head and the size, this causes a cognitive imbalance.
- Once Louise is told that Sam is a cat and visits the farm, she changes her schema of a cow.
- This process is known as accommodation, which means changing your schema to fit new experiences.

**COPYRIGHT
PROTECTED**



9. Answer should be credited according to the learner's demonstration of knowledge and understanding of language acquisition. Answer may cover some/all of the suggested points, but for other relevant answers, and points should be elaborated on. Answer may earn full marks.

Refer to levelled mark scheme (Appendix A)

Indicative content:

Chomsky's theory:

- Language is innate and humans are born with an instinct to 'acquire' language.
- Everyone has been encoded with a basic understanding of how communication works, so it doesn't matter what language we learn.
- Piaget argued that language acquisition was part of the whole development of the child.
- Children learn language effectively during a critical period, which spans from birth to around age 5.
- There are innate grammatical categories which help language development.

Arguments in support:

- Research has found that the ROBO2 gene is associated with language acquisition.
- This gene helps to produce the protein ROBO2, which interacts with other genes to create a correlation between the ROBO proteins and reading.
- Children learn language at a young age and show awareness of language structures.
- Children can learn complex ways of arranging structures without being taught.
- Chromosome 3 has earlier been implicated in connection with speech and language disorders, for example, reading disability or dyslexia.

Arguments against:

- Language is learnt from the environment we live in, being exposed to people and talking.
- If language acquisition is innate, it does not consider children who have speech impairment.
- Bruner – social interaction is important, especially in the early stages of communication.
- Skinner – language is learnt through reinforcement principles – association and repetition.

**COPYRIGHT
PROTECTED**



Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.