

Topic Tests

for BTEC Tech Award L1/2 in
Health & Social Care

Component 1: Human Lifespan Development

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Teacher's Introduction

This resource is for use with the BTEC Tech Awards Level 1/2 in Health and Social Care (first teaching 2022) and covers content for **Component 1: Human Lifespan Development**.

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 gives 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 question types and to give variety in the activities, as well as providing some questions in an exam-style format.

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

Specification reference table

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

Tests range from 32–56 marks in total and should take approximately 30–45 minutes to complete.

Topic test	Topic test title	Spec points to include:	Total marks
1	Physical growth and development across the life stages	A1	41
2	Intellectual development across the life stages	A1	38
3	Emotional and social development across the life stages	A1	39
4	Physical factors that affect growth and development	A2	36
5	Lifestyle factors that affect growth and development	A2	32
6	Emotional and social factors that affect growth and development	A2	40
7	Cultural, environmental and economic factors that affect growth and development	A2	49
8	Life events – health and wellbeing and relationship changes	B1	53
9	Life events – changes to life circumstances	B1	46
10	Coping with changes caused by life events	B2	56

August 2024

1. Physical growth and development across the life

1. a) What is a motor skill?

.....

.....

- b) Motor skills can be categorised as 'fine' or 'gross'.

Complete the table by inserting the motor skill to match the heading and

<i>Crawl</i>	<i>Button/unbutton clothes</i>	<i>Ride a bike</i>
<i>Hop on one foot</i>	<i>Cut around simple shapes</i>	<i>Wrap hand around adult's finger</i>

	Fine motor skill	
Birth to 2 years		
Age 3–8 years		

2. As we develop through life we go through many physical changes, especially

- a) Complete the table to identify **one** more physical characteristic for each

Birth to 2 years	Age 3–8 years	
<i>Start to control larger muscles allowing gross motor movements, e.g. sitting up at 8–9 months.</i>		S
	<i>Walk upstairs unaided</i>	e

- b) What is meant by the term 'milestones'?

.....

.....

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- c) Development involves complex changes linked to abilities; infants and children develop in different ways. Outline what is meant by the following development terms:

Head-to-toe development:

.....

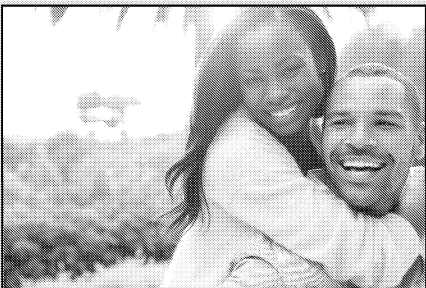
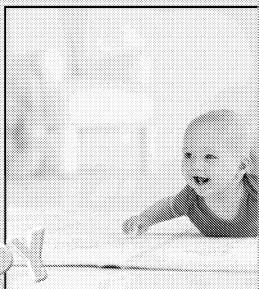




Inner to outer development:

.....

- d) Identify one way development happens in infants and young children

.....

3. Identify the correct life stage for each picture below.

<p>i) Couple aged 32</p> 	<p>ii) Aleksander is 18 months old</p> 
<p>iii) Jessie is 16 and is studying for her GCSEs</p> 	<p>iv) Mandy is 60 this year and is nearing retirement</p> 
<p>v) Akara is ready to celebrate his fifth birthday</p> 	<p>vi) Dina is a great grandmother, 89 years old</p> 

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4. Match up the physical change to the correct life stage.

Menstruation stops (menopause)	
Stamina and physical strength are at their highest	
Bones become more brittle	

5. a) Read each statement about hormones. Circle 'true' or 'false' and provide

i) Oestrogen causes physical change in girls.

TRUE

Give a reason for your answer.



.....

ii) Testosterone is a hormone produced in the ovaries.

TRUE

Give a reason for your answer.

.....

.....

b) Puberty is a process that occurs during adolescence, and that causes both sexual characteristics in males and females.

Outline **one** primary and **one** secondary sexual characteristics that occur in males and **one** secondary sexual characteristic that occurs in females during puberty.

i) Males:



Primary characteristic:

.....

.....

Secondary characteristic:

.....

.....

ii) Females:

Primary characteristic:

.....

.....



Secondary characteristic:

.....

.....

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6. Read the case studies below.

Assess **two** impacts that physical growth and development can have on the d
Consider both positive and negative impacts associated with physical growth
life stage.

a) *Adway is 72. He is retired and has a lot of spare time for hobbies.*

i)



ii)

b) *Anika is 50. She is in full-time employment in an office.*

i)



ii)

c) *Matthew is 28. He works full-time as a PE teacher.*

i)



ii)

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Preview of Questions Ends Here

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2. Intellectual development across the life stage

1. **1 mark for any of the following words (accept other appropriate examples)** thinking, problem-solving, language, memory, observing, reflecting
2. senses
3. d) Language development
4. **2 marks for describing intelligence, e.g.**
Abstract thinking involves using concepts to understand generalisations and items, or experiences to think logically and understand complex problems. Thinking gives thinking outside the box, but originality is usually only super point (1).
Accept other suitable examples.
5. **1 mark for correctly identifying each statement as true or false. 1 mark for each of their choice or question answered. For example (accept suitable alternatives)**
 - i) **True (1).** Early childhood (3–8 years) (1).
 - ii) **False (1).** Dementia is an illness which affects the brain (not the heart), involve personality changes and impaired reasoning (1).
6. **1 mark for both correct answers**
Speed of thinking may slow down. Older people like to keep their **minds** active. *Accept other suitable answers.*
7. **1 mark for giving a suggested response. 1 mark for a given reason. Accept any one from:**
 - i) **0–2 life stage**
 - **Response (any one from):** will respond to their name.
 - **Reason:** Infant's memory is developing and they now know the world.
 - ii) **3–5 life stage:**
 - **Response (any one from):** Child may: copy the parents; talk calmly; follow instructions.
 - **Reason:** At this age, children watch others' behaviour and copy it.
 - ii) **Teenager:**
 - **Response:** May attempt to comfort their friend.
 - **Reason:** Beginning to see from others' perspectives and show empathy.

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8. 1 mark for each described example. Sub-max 2 marks for each life stage. A

Life stage	Intellectual development (any two for each)
Infancy (0–2 years)	<ul style="list-style-type: none"> Memory develops rapidly, e.g. remember routines, words to name Learn by observing others and experience Can understand simple instructions Can say some words Rapid change in thinking skills, e.g. recall
Early childhood (3–5 years)	<ul style="list-style-type: none"> Increasingly curious, e.g. thinks about things that are not visible Fluent speakers, e.g. can communicate using a wide range of words Memory and recall become more developed, e.g. remember and predicts what might happen
Adolescence (9–18 years)	<ul style="list-style-type: none"> Develop abstract thinking; this may involve problem-solving Begin to calculate in head Develop empathy, responding when others are upset
Early adulthood (19–45 years)	<ul style="list-style-type: none"> May continue with / return to education to develop skills Their careers may progress or change. Careers are important Creative thinking, e.g. ability to consider problems in new ways
Mid adulthood (46–65 years)	<ul style="list-style-type: none"> Use knowledge from life experiences for complex decisions Memory still good but short-term memory may decline and recall less accurately Retirement towards end of life stage – may be less motivated to develop/learn skills
Later adulthood (65+ years)	<ul style="list-style-type: none"> Decline in cognitive abilities, e.g. recall of prior experiences May experience dementia Short-term memory may decline May have more leisure time for activities to stimulate the mind

9. a) Linda (any four points from):

- Linda has a new role, Linda may have new experiences and develop skills that she had the opportunity to.
- The new role may keep her mind active as she may face new challenges that will support her future intellectual health.
- The promotion to team leader will challenge her to make logical decisions, which may offset the decline in the speed of her thinking.
- The degree will support her to think through complex problems and use abstract thought processes.

Any other suitable examples.

b) Daniel (any four points from):

- Obtaining a degree may impact Daniel's learning; he will develop knowledge that he may not have.
- The degree and experience may encourage new thinking and problem-solving skills from learning new things and being in different situations.
- The ability to retrieve information may decline, which may be offset by attending seminars for his degree or completing work. It could be a practical classroom, where he needs to apply the theory.
- Daniel's crystallised intelligence may improve with age, as may his skills. This will support him in the classroom when faced with different tasks.

Any other suitable examples.

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Preview of Answers Ends Here

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