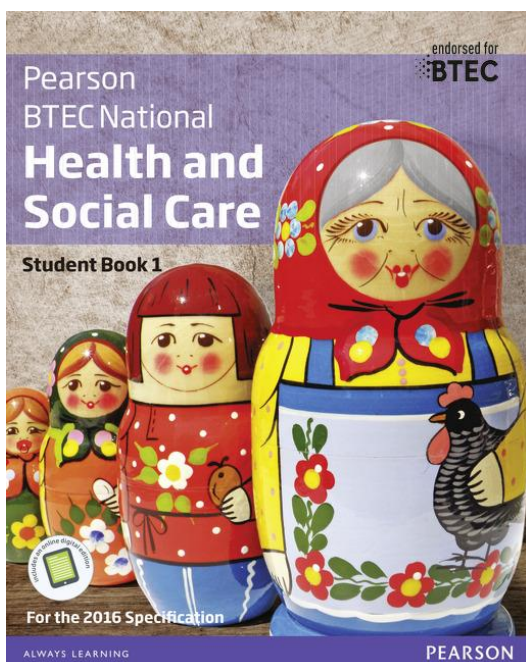


# BTEC Level 3 Nationals in Health and Social Care: Unit 1

Your free sample of the student  
book: preparation for  
assessment

(BTEC National Health and Social Care: Student Book 1 (with  
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## Getting ready for assessment

This section has been written to help you to do your best when you take the assessment test. Read through it carefully and ask your tutor if there is anything you are still not sure about.

### About the examination

The examination will last 1 hour and 30 minutes and there are a maximum of 90 marks available. There will be short-answer questions and long-answer questions.

- Short-answer questions are worth 1 to 6 marks.
- Long-answer questions are worth 10 to 12 marks.

Remember, all the questions are compulsory and you should attempt to answer each one.

### Preparing for the examination

You should start to plan your revision well in advance.

- Identify the themes and topics in the unit that you feel confident about and those you are less sure about.
- Draw up a timetable for revision of each topic and regularly review your progress.
- Summarise what you have learned on cue cards.
- Recap each topic using your cue cards shortly before the examination.
- Use at least one practice paper so that you are familiar with the layout.

To help plan your revision, it is very useful to know what type of learner you are. Which of the following sounds like it would be most helpful to you?

Type of learner	Visual learner	Auditory learner	Kinaesthetic learner
<b>What it means</b>	Need to see something or picture it, to learn it.	Need to hear something to learn it.	Learn better when physical activity is involved – learn by doing.
<b>How it can help prepare for the test</b>	<ul style="list-style-type: none"> <li>• Colour code information on your notes.</li> <li>• Make short flash cards (so you can picture the notes).</li> <li>• Use diagrams, mind maps and flowcharts.</li> <li>• Use post-it notes to leave visible reminders for yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Read information aloud, then repeat it in your own words.</li> <li>• Use word games or mnemonics to help.</li> <li>• Use different ways of saying things – different stresses or voices for different things.</li> <li>• Record short revision notes to listen to on your phone or computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise your notes while walking – use different locations for different subjects.</li> <li>• Try and connect actions with particular parts of a sequence you need to learn.</li> <li>• Record your notes and listen to them while doing chores, exercising etc – associate the tasks with the learning.</li> </ul>

- **Remember! Take regular breaks** – short bursts of 30–40 minutes are more effective than long hours. Most people’s concentration lapses after an hour, so you need breaks.
- **Allow yourself rest** – don’t fill all your time with revision. You could schedule one evening off a week.
- **Take care of yourself** – stay healthy, rest and eat properly. This will help you to perform at your best. The less stressed you are, the easier you will find it to learn.

## Sitting the examination

All the questions will relate to members of one family. In the first half of the paper, you will be given information about the individuals, such as their age, relationships, lifestyle, their environment, life events and information about their growth and development.

In the second half of the exam paper, you will be given an extended case study relating to one member of the family. This information will contain more detail about the individual so it would be helpful to underline or circle key information that may influence their growth and development.

**Short-answer** questions will enable you to demonstrate your knowledge and understanding of:

- the key features of human growth and areas of development across the life stages
- factors and life events that may impact on human growth and development
- the effects of ageing.

Short-answer questions are awarded between 1 and 6 marks.

**Long-answer** questions will require you to analyse, evaluate and make connections between factors, life events, theories and models that help to explain human growth and development. Long-answer questions are awarded 10 or 12 marks.

In both types of question, your answers should demonstrate a thorough knowledge of the topic and relate directly to the stage of development, context or situation described in the case study. Specialist language should be used consistently and fluently. Longer answers must be focused, well structured and have a supported conclusion. Answers should be balanced and show different viewpoints.

Most questions contain **command words**. Understanding what these words mean will help you understand what the question is asking you to do. The following are command words that you may come across in your examination.

Command word	Definition – what it is asking you to do
Describe	Give a full account of all the information, including all the relevant details of any features, of a topic.
Discuss	Write about the topic in detail, taking into account different ideas and opinions and their importance.
Evaluate	Bring all the relevant information you have on a topic together and make a judgement on it (for example on its success or importance, advantages or disadvantages). Your judgement should be clearly supported by the information you have gathered.
Explain	Make an idea, situation or problem clear to your reader, giving reasons to support your opinions.
Identify	State the key fact(s), features or purpose about a topic or subject.
Justify	Give reasons for the point your answer is making, so that your reader can tell what you are thinking. These reasons should clearly support the argument you are making.
Outline	Provide a brief summary or overview of a feature or topic.
To what extent	Assess the evidence and present your argument clearly, coming to a conclusion about the level, importance or extent of something, and exploring factors that may impact on the extent.
Which	Specify which one out of a set of known items.

Remember the number of marks can relate to the number of answers you may be expected to give – if a question asks for two examples, do not only give one! Similarly, do not offer more information than the question needs – giving four examples will not gain you extra marks.

Planning your time is an important part of succeeding on a test. Work out what you need to answer and then organise your time. You should spend more time on long-answer questions. Set yourself a timetable for working through the test and then stick to it – do not spend ages on a short 1–2 mark question and then find you only have a few minutes for a longer 10 to 12 mark question. The space provided on your answer sheet will indicate the length of answer that is expected.

You have 90 minutes and there are 90 marks. This means that you must allow only one minute per mark. For example, for a 6 mark answer, after reading the case study and the question you have less than 6 minutes to write your answer.

If you are writing an answer to a long-answer question, try and plan your answers before you start writing. Check that you have made each of your points and that you have given a valid argument that relates to the information in the case studies or any data provided.

If you finish early, use the time to re-read your answers and make any corrections – this could really help make your answers even better and could make a difference in your final mark.

### Hints and tips for tests

- Revise all the key areas likely to be covered – draw up a checklist to make sure you do not forget anything!
- Arrive in good time so you are not in a panic.
- Read each case study and question carefully before you answer it to make sure you understand what you have to do.

- If you are stuck on a question, leave it until later – but remember to go back to it.
- Remember you cannot lose marks for a wrong answer, but you cannot gain any marks for a blank space!

### This is an example of a short-answer question

Emily, 42, has two children. Connor aged 13 and Sara aged 8.

Connor has been bullied at school.

### Worked examples

**Question:** Explain one possible effect of bullying on Connor’s emotional development and one possible effect on Connor’s social development.  
(4 marks)

**Learner answer:**

1. Bullying could make Connor live in fear of what might happen so therefore it may result in him becoming depressed or even suicidal.
2. Bullying may affect Connor’s ability to build new friendships because bullying may cause him to become socially isolated.

Questions often state the areas of development that you must explore in your answer. The learner has given one answer relating to emotional and one answer relating to social development. The reasons they give are realistic in Connor’s situation. They have shown an understanding of the possible effect of bullying on the individual in the case study.

In **explain** questions, make sure that you have given reasons (explanations) for your answers. Use the words ‘because’ or ‘therefore’ to help you make sure you have given reasons.

### This is an example of a long-answer question

Emily’s brother Frank is 54 years old. Frank worked as a paint sprayer in a car factory for many years but, last year, was made redundant. Frank lives alone now as he divorced at the age of 48. Frank lives in a small flat in the city close to the motorway. Many of Frank’s neighbours are now moving out of the area because of increasing vandalism.

Frank has respiratory problems and high cholesterol. He finds difficulty in walking any distance as he soon gets out of breath. After suffering chest pains, Frank visited his GP who diagnosed angina. This concerns Frank as his father had high cholesterol which led to a heart attack and his death at the age of 62.

Emily visits Frank regularly and has tried to encourage him to eat more healthily and to stop smoking. Frank argues that it is not worth cooking for one and relies on ready meals or takeaways. He promises to cut down his smoking but says it is difficult as he has smoked since he was a teenager.

**Question:** Evaluate possible explanations for Frank's health with reference to the Holmes–Rahe social adjustment rating scale and factors affecting human growth and development. (10 marks)

**Learner answer:**

Frank's respiratory problems could have been as a result of breathing in fumes when paint spraying at work, exacerbated by smoking. Respiratory problems are linked to the cardiovascular system so this is likely to have led to heart disease. As Frank's father suffered from high blood cholesterol and died from a heart attack, Frank may have a susceptibility to these conditions. Although susceptibility does not make it certain that Frank would suffer high cholesterol and develop heart disease, his smoking over many years and his recent poor diet increases the risk.

Frank's deteriorating health could be explained by the Holmes–Rahe social adjustment rating scale. This scale was based on a study of life events experienced by individuals. Each life event was given a score depending on the level of stress it caused. It was found that those who had a high score were more likely to suffer ill health. Frank has experienced a number of unpredictable life events, such as his divorce and redundancy, resulting in a level of stress which would have scored highly on the Holmes–Rahe scale. In addition, concerns about his health and living in an unsafe area will have increased his stress level further. Based on this study, Frank would be highly likely to suffer ill health.

Frank's deteriorating health can be explained by influences of nature and nurture. His genetic make-up means that he may have a susceptibility to high cholesterol and heart disease. However, he may not have developed these conditions without the influence of environmental factors, including those that are work and housing related, stress caused by life events and his life style.

*You need to have a good grasp of factors, theories and models that may affect human growth and development so that you can make links to the most appropriate ones. This learner has explored a range of factors including environmental, life events, lifestyle and genetic susceptibility to disease.*

*Learners often show knowledge of theories but fail to make relevant links to the case study. This learner gives an overview of the Holmes–Rahe social adjustment rating scale and then links it directly to Frank's situation. This demonstrates their understanding in context. As the learner explores each factor, they give supported reasons for each point they make with clear links to the details about Frank in the case study.*

*In the final paragraph, the learner has referred back to the question 'possible explanations for Frank's health'. This has helped them to come to a balanced conclusion as to the likely influence of genetic susceptibility and environmental factors.*