

Active Revision – Health and Social Care End of Year 11 Exam (Component 3)

Research shows that students who do frequent chunks of revision across all 3 stages of revision below are more likely to reach their full potential.

- ✓ **Upload** – consolidate your knowledge
- ✓ **Process** – active retrieval practice
- ✓ **Download** – apply your knowledge



upload



process



download

Factors that affect Health and Wellbeing

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| <ul style="list-style-type: none"> • Using your notes, create one flash card for the impacts of physical conditions. On the front, write questions such as: give two negative/positive impacts, give one emotional impact. On the back, add positive and negative impacts of each condition, considering the PIES. Highlight positive impacts in one colour and negative in another. Complete a flash card for: <ul style="list-style-type: none"> ○ Sickle cell disease ○ Cystic fibrosis ○ Cardiovascular disease ○ Obesity ○ Type 2 diabetes | <ul style="list-style-type: none"> • Create a revision clock with the impacts (PIES) of each of the following physical conditions: sickle cell disease, cystic fibrosis, cardiovascular disease, obesity, type 2 diabetes, anxiety, stress, physical ability, visual impairment, hearing impairment • Use the Leitner box technique each day to revise flash cards for learning aim A • Create a recall mind map for each of the following. Do not use your notes, but once complete, use your notes to add anything that you've missed: | <ul style="list-style-type: none"> • Complete section A from practice exam papers 1, 2, 3 and 4. Use the mark schemes to mark your answers and then improve your answer in a different colour pen. Practice Assessments • Complete section A from past paper. Use the mark scheme to mark your answers and improve in a different colour pen: 60370476-BTEC-Tech-Award-Health-and-Social-Care-2022-SAMs-Component-3-PP1.pdf • Watch video 0:00-7:47 on exam technique for this section. Pause the video and have a go at the exam questions, and then press play to |
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<ul style="list-style-type: none"> ○ Anxiety ○ Stress ○ Physical ability ○ Sensory impairment – visual and hearing ● Create a table with 3 columns – lifestyle factor, positive impacts, negative impacts. Using your notes, add positive and negative impacts for each of the following lifestyle factors, considering all of the PIES:: <ul style="list-style-type: none"> ○ Nutrition ○ Physical activity ○ Smoking ○ Substance misuse – alcohol, drugs ● Create a brainstorm using your notes of the positive and negative impacts of each of the following: <ul style="list-style-type: none"> ○ Supportive and unsupportive relationships ○ Social inclusion and exclusion ○ Bullying ○ Discrimination ● Using your notes, create one flash card for the impacts of cultural factors. On the front, write questions such as: give two negative/positive impacts, give one emotional impact. On the back, add positive and negative impacts, considering the PIES. Highlight positive impacts in one colour and negative in another. Complete a flash card for: <ul style="list-style-type: none"> ○ Religion 	<ul style="list-style-type: none"> ○ Lifestyle factors (nutrition, physical activity, smoking, substance misuse) ○ Social factors (support and unsupportive relationships, social inclusion, bullying, discrimination) ○ Cultural factors (religion, gender roles, gender identity, sexual orientation, community participation) ○ Economic factors (employment status, financial resources e.g. income) ○ Environmental factors (housing, home environment, exposure to pollution) ● Use your flash cards from the upload activity with exam-style questions. Test yourself without your notes, and turn the card over to check your answer. Can you improve it? ● Use your yellow active revision book, pages 1-36, to test your knowledge. Check your answers after using the QR code on the back of the book. 	<p>check your answer. Improve your answer using the feedback from the video:</p> <p>https://www.youtube.com/watch?v=WYdNyAnEcQc</p> <ul style="list-style-type: none"> ● Try out the following exam-style questions: <ul style="list-style-type: none"> ○ State two negative effects that relationship changes can have on health and wellbeing (2 marks) ○ State one social factor that can affect health and wellbeing (1 mark) ○ Identify two cultural factors that can affect health and wellbeing (2 marks) ○ Explain one positive effect of supportive relationships on an individual’s health and wellbeing (2 marks) ○ Explain two negative effects that religion can have on health and wellbeing (4 marks) ○ Give one negative effect that alcohol can have on emotional health (1 mark)
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- Gender roles and expectations
- Gender identity
- Sexual orientation
- Community participation
- Create a brainstorm, using your notes, of the impacts (PIES) of being employed or unemployed. Highlight positive factors in one colour and negative in another
- Create a brainstorm, using your notes, of the impacts (PIES) of having good financial resources (income, inheritance, savings). Highlight positive factors in one colour and negative in another
- Draw a circle and divide it into 3 sections. Using your notes, write down the impacts (PIES) of environmental factors. Highlight positive and negative impacts. Use one section of the circle for each:
 - Home environment
 - Living conditions and housing
 - Exposure to pollution
- Devise exam style questions on flash cards – on the front of the card, create an exam question, and using your notes create the mark scheme on the board. Typical questions could include:
 - Explain two positive impacts of...
 - Explain two negative impacts of...

Physiological Indicators

<ul style="list-style-type: none"> • Create flash cards for each of the physiological indicators. Using your notes, add answers to the back with the normal range, low and high classifications: <ul style="list-style-type: none"> ○ BMI ○ Heart rate (resting and after exercise) ○ Blood pressure • Using your notes, for each of the following create a table with short term and long term impacts: <ul style="list-style-type: none"> ○ High heart rate ○ Low heart rate ○ High blood pressure ○ Low blood pressure ○ High BMI ○ Low BMI 	<ul style="list-style-type: none"> • Use the leitner box technique each day to revise flash cards for learning aim B • Use your yellow active revision book, pages 37-47, to test your knowledge. Check your answers after using the QR code on the back of the book. • For each of the following, without using your notes, give two short term impacts of: <ul style="list-style-type: none"> ○ High heart rate ○ Low heart rate ○ High blood pressure ○ Low blood pressure ○ High BMI ○ Low BMI • For each of the following, without using your notes, give two long term impacts of: <ul style="list-style-type: none"> ○ High heart rate ○ Low heart rate ○ High blood pressure ○ Low blood pressure ○ High BMI ○ Low BMI 	<ul style="list-style-type: none"> • Complete questions 11 and 12. Use the mark schemes to mark your answers and the improve your answer in a different colour pen. Practice Assessments • Complete questions 11 and 12 from past paper. Use the mark scheme to mark your answers and improve in a different colour pen: 60370476-BTEC-Tech-Award-Health-and-Social-Care-2022-SAMs-Component-3-PP1.pdf • Watch video 7:48-10:24 on exam technique for this section. Pause the video and have a go at the exam questions, and then press play to check your answer. Improve your answer using the feedback from the video: https://www.youtube.com/watch?v=WYdNyAnEcQc • Try out the following exam-style questions: <ul style="list-style-type: none"> ○ State the correct classification for a body mass index (BMI) of 18 kg/m² (1 mark) ○ Explain two ways that low blood pressure could be a risk to Kira’s physical health (4 marks)
<h3>Lifestyle Indicators</h3>		
<ul style="list-style-type: none"> • Using your notes, create a brainstorm for the Eatwell Guide. 	<ul style="list-style-type: none"> • Use the leitner box technique for the flash cards that you created in the ‘upload’ task 	<ul style="list-style-type: none"> • Complete question 13 from each paper. Use the mark schemes to mark your answers and the improve

<p>What are the recommendations for healthy intake each day?</p> <ul style="list-style-type: none"> • Using your notes, create a bullet-point list of the UK medical officer guidance for daily activity. What are the recommendations? • Using your notes, create a bullet-point list of the UK medical officer guidance for alcohol intake. What are the recommendations? • Create one flash card for each of the following. On the front, state the guidance (e.g. Eatwell Guide), and on the back bullet point the guidance: <ul style="list-style-type: none"> ○ Eatwell Guide and nutrition ○ Physical activity ○ Smoking ○ Alcohol ○ Substance misuse 	<ul style="list-style-type: none"> • Use the leitner box technique each day to revise flash cards for learning aim B • Use your yellow active revision book, pages 48-55, to test your knowledge. Check your answers after using the QR code on the back of the book. 	<p>your answer in a different colour pen. Practice Assessments</p> <ul style="list-style-type: none"> • Complete question 13 from past paper. Use the mark scheme to mark your answers and improve in a different colour pen: 60370476-BTEC-Tech-Award-Health-and-Social-Care-2022-SAMs-Component-3-PP1.pdf • Watch video 10.24-11:40 on exam technique for this section. Pause the video and have a go at the exam questions, and then press play to check your answer. Improve your answer using the feedback from the video: https://www.youtube.com/watch?v=WYdNyAnEcQc • Try out the following exam-style questions: <ul style="list-style-type: none"> ○ Explain how Kira’s low calorie intake could impact on her future physical health (2 marks) •
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<p>Person-centered care</p>		
<ul style="list-style-type: none"> • Using your notes, create a brainstorm on what person-centered care is. Use the following 3 sub-titles: needs, wishes, circumstances • Create a brainstorm, using your notes, about the importance of person-centered care for the patient • Create a brainstorm, using your notes, about the benefits of person-centered care for HSC professionals 	<ul style="list-style-type: none"> • Use the leitner box technique each day to revise flash cards for learning aim B • Use your yellow active revision book, pages 56-57, to test your knowledge. Check your answers after using the QR code on the back of the book. 	<ul style="list-style-type: none"> • Complete question 14 from each paper. Use the mark schemes to mark your answers and the improve your answer in a different colour pen. Practice Assessments • Complete question 14 from past paper. Use the mark scheme to mark your answers and improve in a different colour pen: 60370476-BTEC-Tech-Award-Health-and-

<ul style="list-style-type: none"> • Create one flash card for each of the following. On the front, state the guidance (e.g. Benefits of person-centered care), and on the back bullet point the key points <ul style="list-style-type: none"> ○ What person-centered care involves ○ Importance of person-centered care to the patient ○ Benefits of person-centered care to the professional 		<p>Social-Care-2022-SAMs-Component-3-PP1.pdf</p> <ul style="list-style-type: none"> • Watch video 11:40-12:18 on exam technique for this section. Pause the video and have a go at the exam questions, and then press play to check your answer. Improve your answer using the feedback from the video: https://www.youtube.com/watch?v=WYdNyAnEcQc
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Health and wellbeing improvement plans

<ul style="list-style-type: none"> • Create one flash card for each of the below. On the front, add the ‘health problem’ below. On the back, add one recommendation for how to improve the ‘health problem’. Use the exam technique: State the action ‘BY’ with example of how they could do it. Reduce the risk of (add) because... (why) <ul style="list-style-type: none"> ○ Abnormal heart rate ○ Abnormal blood pressure – high or low ○ Eating a balanced diet ○ Getting enough physical activity ○ Quitting smoking ○ Sensible alcohol consumption ○ Stopping substance misuses 	<ul style="list-style-type: none"> • Use the leitner box technique each day to revise flash cards for learning aim C • Use your yellow active revision book, pages 62-63, to test your knowledge. Check your answers after using the QR code on the back of the book. 	<ul style="list-style-type: none"> • Complete question 16(a) from each paper. Use the mark schemes to mark your answers and the improve your answer in a different colour pen. Practice Assessments • Complete question 16(a) from past paper. Use the mark scheme to mark your answers and improve in a different colour pen: 60370476-BTEC-Tech-Award-Health-and-Social-Care-2022-SAMs-Component-3-PP1.pdf • Watch video 12:16-17:59 on exam technique for this section. Pause the video and have a go at the exam questions, and then press play to check your answer. Improve your answer using the feedback from the video: https://www.youtube.com/watch?v=WYdNyAnEcQc • Complete the following exam-style question:
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Branca is overweight. She has a desk job in a call centre and so she sits down all day. Branca describes her diet as unhealthy and she drinks 16 units of alcohol per week. Branca had a health check at work and was advised to improve her health.

16 (a) Complete Table 1 by:

- (i) stating **three** actions that will improve Branca's health and wellbeing (3)
- (ii) giving **three** ways these actions could improve Branca's health and wellbeing. (3)

Obstacles and Barriers to implementing plans

- Using your notes, create a brainstorm of all of the possible obstacles an individual could experience
- Using your notes, create a brainstorm of all of the possible barriers an individual could experience
- Create two flash cards – one with obstacle on the front, and the other with barriers. Using your notes, add a list of barriers or obstacles to the back of the flash cards

- Without your notes, create a recall mind map of all possible obstacles an individual could experience. Check your notes, adding in any missing information.
- Without your notes, create a recall mind map of all possible barriers an individual could experience. Check your notes, adding in any missing information
- Use the leitner box technique each day to revise flash cards for learning aim C
- Use your yellow active revision book, pages 69-77, to test your knowledge. Check your answers after using the QR code on the back of the book.

- Complete question 17 (a) and (b) from each paper. Use the mark schemes to mark your answers and then improve your answer in a different colour pen. [Practice Assessments](#)
- Complete question 17 (a) and (b) from past paper. Use the mark scheme to mark your answers and improve in a different colour pen: [60370476-BTEC-Tech-Award-Health-and-Social-Care-2022-SAMs-Component-3-PP1.pdf](#)
- Watch video 19:25-21:05 on exam technique for this section. Pause the video and have a go at the exam questions, and then press play to check your answer. Improve your answer using the feedback from the video: <https://www.youtube.com/watch?v=WYdNyAnEcQc>
- Complete the following past paper questions:

		<p>Ajit was born in northern India but now lives in central London. His religious beliefs mean that he follows a strict lifestyle, not consuming or using any animal products.</p> <p>Ajit has a medical condition that reduces his physical mobility. He requires medication for his condition and last year he was referred to the hospital for surgery. The local NHS Trust is very busy and has reported staff shortages.</p> <p>17 (a) Explain two barriers that could prevent Ajit from improving his health and wellbeing. (4)</p> <p>Ajit works long hours as an accountant and often feels stressed by his work. He lives alone, has no family nearby, and has not had time to build up a network of friends.</p> <p>Ajit needs to complete twice weekly physiotherapy to improve his mobility. The physiotherapy has been scheduled for 11am on Mondays and Wednesdays.</p> <p>(b) Explain two obstacles that could prevent Ajit from improving his health and wellbeing. (4)</p>
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Formal and Informal Support

<ul style="list-style-type: none"> Using your notes, create a brainstorm of the benefits of formal support Using your notes, create a brainstorm of the benefits of informal support Create two flash cards – one with formal support on the front, and the other with informal support. Using your notes, add a list of benefits of each on the back 	<ul style="list-style-type: none"> Without your notes, create a recall mind map of the benefits of formal support Check your notes, adding in any missing information. Without your notes, create a recall mind map of the benefits of informal support. Check your notes, adding in any missing information Use the leitner box technique each day to revise flash cards for learning aim C Use your yellow active revision book, pages 66-68, to test your knowledge. Check your answers after using the QR code on the back of the book. 	<ul style="list-style-type: none"> Complete question 16(b) from each paper. Use the mark schemes to mark your answers and the improve your answer in a different colour pen. Practice Assessments Complete question 16 (b) from past paper. Use the mark scheme to mark your answers and improve in a different colour pen: 60370476-BTEC-Tech-Award-Health-and-Social-Care-2022-SAMs-Component-3-PP1.pdf Watch video 18:06-19:36 on exam technique for this section. Pause the video and have a go at the exam questions, and then press play to check your answer. Improve your answer using the feedback from the video: https://www.youtube.com/watch?v=WYdNyAnEcQc Complete the following past paper questions:
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Branca feels like she is stuck in a negative cycle of bad habits.
 She lives with three other young people in a house share and they all get on well. There is a community centre close to Branca's home and a gym at work. Branca's family are supportive.

(b) Explain **two** ways informal support could improve the health and wellbeing of Branca.

(4)

Circumstances Question

- Create a table using your notes, including a 'circumstance' and positive impact and negative impact. Complete for each of the following heading:
 - Given up alcohol completely
 - High income and stressful job
 - Working long hours
 - Low alcohol consumption
 - Not seeing friends

- For the following case study, create a table (as taught in class) to plan this question. Include: the circumstance, positive or negative impact on case study, why is this a negative impact on health and wellbeing:
 - Amanda is a 43 year old woman. Amanda enjoys drinking alcohol and likes to meet up with friends on a Friday night. Amanda usually drinks 25 units of alcohol a week
 - Amanda wants to reduce her alcohol intake
 - She wants to stop seeing her friends on Friday nights
 - She wants to give up alcohol completely
 - She has a high income
 - She works really long hours

- Complete question 16(a) from each paper. Use the mark schemes to mark your answers and then improve your answer in a different colour pen. [Practice Assessments](#)
- Complete question 16 (a) from past paper. Use the mark scheme to mark your answers and improve in a different colour pen: [60370476-BTEC-Tech-Award-Health-and-Social-Care-2022-SAMs-Component-3-PP1.pdf](#)
- Watch video 12:15- on exam technique for this section. Pause the video and have a go at the exam questions, and then press play to check your answer. Improve your answer using the feedback from the video: <https://www.youtube.com/watch?v=WYdNyAnEcQc>
- Complete the following past paper questions:

Lissy is 33 years old and lives with her husband, Jerome, who is 35 years old.
 Lissy has sickle cell disease. She receives regular care and treatment from a specialist team at the hospital because it causes her chronic pain and tiredness.
 Lissy has just found out she is pregnant. Both Lissy and Jerome are very excited about becoming parents.

18 Discuss how Lissy's circumstances may affect her physical development in early adulthood.

