

## COMPONENT 1 – LEARNING AIM B

### “COPING WITH LIFE”

#### **In this booklet, you will find:**

- The marking criteria – so you know how you will get awarded Pass, Merit and Distinction
- Scenario – sets the tone of your work
- Task – looks at what you need to do in the assignment
- Writing frame – to help you complete ALL of the assignment
- Case studies to choose from are written below (You will be given a choice of written or documentary case studies)

## COMPONENT 1 – LEARNING AIM B

### SCENARIO

As part of your studies, you have looked at the way in which different life events, such as getting married or losing a loved one, can affect individuals. You will be using this information for your assessment. You will also be considering the way in which support can help people to cope with the different life events.

ASSESSMENT CRITERIA

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B2.D2	Assess how well two individuals adapted to a life event and the role and value of support in this
B2.M2	Compare the ways that two individuals adapted to a life event and the role that support played
B2.P3	Explain the impact of a life event on the development of two individuals
B2.P4	Explain how two individuals adapted to a life event, using support
B.1M3	Outline the impact of a life event on the development of two individuals
B.1M4	Outline what support was given to two individuals experiencing a life event
B.1P4	Identify sources of support that were available to two individuals experiencing a life event.
B.1P3	Identify relevant information about a life event experienced by two individuals.

COURSEWORK DEADLINE GIVEN TO ME BY MY CLASS TEACHER:

DATE:

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COURSEWORK CHECKLIST (TICK WHEN YOU HAVE DONE IT)

- Front cover – include course name, component number, assessment number, coursework name, student name
- Header – containing student name and “BTEC Tech Component 1 Assessment B”
- Footer – page number
- Introduce assessment – what have you been asked to do?
- Subheadings (marked in red throughout this document)
- Have you completed all sections?

USE THIS WRITING FRAME TO COMPLETE COMPONENT 1 – LEARNING AIM B

**Title:** Investigate how individuals deal with life events

**Header:** Full name. Component 2 – Learning Aim B.

Use the subheadings provided and keep your answers in the correct sections.

B2. P3 EXPLAIN THE IMPACT OF A LIFE EVENT ON THE DEVELOPMENT OF TWO INDIVIDUALS

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PERSON 1

- Introduce your individual (who they are, their age, their family and a bit about them).
- What was the life event of your chosen individual .....? Explain in detail as to what happened to them, when it happened and what they went through during the life event.
- How did the life event impact them negatively?
- How did the life events impact them positively?
- How did the life event effect their self-esteem or self-image?

*Sentence example - "David was 16 when he lost his mum suddenly. This was an unexpected life event. This affected his emotional development because..."*

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PERSON 2

- Introduce your individual (who they are, their age, their family and a bit about them).
- What was the life event of your chosen individual .....? Explain in detail as to what happened to them, when it happened and what they went through during the life event..
- How did the life event impact them negatively?
- How did the life events impact them positively?
- How did the life event effect their self-esteem or self-image?

B2.P3 CONTINUED

- Compare and give examples of the different ways in which each person was affected by the same event.
- Was the impacts of each life event the same experience for your two people you have focused on? If yes explain why, if no explain why
- Who do you think the life event has affected more in terms of PIES?

B.1 M3 OUTLINE THE IMPACT OF A LIFE EVENT ON THE DEVELOPMENT OF TWO INDIVIDUALS

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PERSON 1

- What impact did the life event have on their development?
  - Did it impact on their physical development?
  - Did it impact on their intellectual development?
    - Key words - Career / Education / Memory (short and long term)
  - Did it impact on their emotional development?
    - Key words - Self-esteem/ Self-image / Anxiety / Depression / Low mood
  - Did it impact on their social development?
    - Key words – Social isolation
  - Which of the PIES did it impact the most?
  - Which of the PIES did it impact the least?
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PERSON 2

- What impact did the life event have on their development?
- Did it impact on their physical development?
- Did it impact on their intellectual development?
  - Key words - Career / Education / Memory (short and long term)
- Did it impact on their emotional development?
  - Key words - Self-esteem/ Self-image / Anxiety / Depression / Low mood
- Did it impact on their social development?
  - Key words – Social isolation
- Which of the PIES did it impact the most?
- Which of the PIES did it impact the least?

B2. P4 EXPLAIN HOW TWO INDIVIDUALS ADAPTED TO A LIFE EVENT, USING SUPPORT

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PERSON 1

- How did your individual adapt to the life event? Give at least 4 examples showing how they tried to adapt to the life event.
  - *For example – adaptations to the house / Moving home / changing job etc*
- What support did they have? Name as many as you can. Look back at ALL of the types of support we looked at during lesson – which types of support have they used?
  - *Make you explain the type of support they received (Emotional / Physical / Practical)*
- How did the support help them adapt to the life event?
  - *e.g. if it was a physical life event, did they get specialist equipment? If it was emotional support how did they help them?*

*Sentence examples - “David had informal support from his family who tried to provide for his emotional needs.” “She adapted to the life-event by having a chair-lift fitted to help her get up the stairs.”*

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PERSON 2

- How did your individual adapt to the life event? Give at least 4 examples showing how they tried to adapt to the life event.
  - *For example – adaptations to the house / Moving home / changing job etc*
- What support did they have? Name as many as you can. Look back at ALL of the types of support we looked at during lesson – which types of support have they used?
  - *Make you explain the type of support they received (Emotional / Physical / Practical)*
- How did the support help them adapt to the life event?
  - *e.g. if it was a physical life event, did they get specialist equipment? If it was emotional support how did they help them?*

B.1 M4 OUTLINE WHAT SUPPORT WAS GIVEN TO TWO INDIVIDUALS EXPERIENCING A LIFE EVENT

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PERSON 1

- How effective was the support that was given to the individual?
- Which support was the best and most effective?
  - *Physical / Emotional / Practical support*
- Which support was the least effective?
  - *Physical / Emotional / Practical support*

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PERSON 2

- How effective was the support that was given to the individual?
- Which support was the best and most effective?
  - *Physical / Emotional / Practical support*
- Which support was the least effective?
  - *Physical / Emotional / Practical support*