

**BTEC  
FIRST**

 **BTEC**

# BUSINESS

ALWAYS LEARNING

**PEARSON**

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While the publishers have made every attempt to ensure that advice on the qualification and its assessment is accurate, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

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We hope this book will help teachers and tutors to deliver the new BTEC First with ease and confidence and provide a useful and inspirational resource for their students.

# About this book

This book is designed to help you through your BTEC First Business qualification and is divided into 15 units from the qualification.

## About your BTEC First Business

Choosing to study for a BTEC First Business qualification is a great decision to make for lots of reasons. This qualification will prepare you for virtually any career by equipping you with financial skills, organisational ability, marketing knowledge and the ability to present your ideas clearly. The principles of business underpin every shop, office and organisation in the UK economy, meaning that you will have skills and knowledge that will be valued by employers in every sector. In addition, a BTEC First Business qualification can help you to progress to the next level of study.

## About the authors

**Paul Bentley** worked in retail management before training as a teacher. He currently works at St Edmunds Catholic School in Wolverhampton where he is a lead practitioner and the coordinator of vocational education. Paul is a doctoral research student at a Russell Group university and is also an experienced author, having written and co-written tutor support materials, delivery guidance, and journal articles.

**Carol Carysforth** has enjoyed a varied business career. In addition to being involved with two family businesses, she has worked in HR, travel and tourism, manufacturing and sales and marketing. She has worked both for private industry and in the public sector. During her teaching career she specialised in teaching business studies and administration to FE and HE students and became Deputy Dean of Faculty of Business and Management at Blackburn College. She has worked as a consultant on several curriculum development projects at national level.

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**Mike Neild** started his post-graduate career as a research scientist at GCHQ in Cheltenham. A move north resulted in a complete change of career to production manager for a large international company. After studying for higher level management qualifications, Mike's interest in teaching was aroused and he started his teaching career at Blackburn College, specialising in business and management. Mike became Senior Tutor at the College and headed two different departments before deciding to focus on writing full-time.



# How to use this book

This book contains many features that will help you use your skills and knowledge in work-related situations, and assist you in getting the most from your course.

These introductions give you a snapshot of what to expect from each unit – and what you should be aiming for by the time you finish it.

How this unit is assessed

Learning aims describe what you will be doing in the unit.

A learner shares how working through the unit has helped them.

**UNIT 1** Enterprise in the Business World

## Introduction

We are surrounded by many different businesses. Some are large companies with household names, such as Heinz or Apple. Others are much smaller, such as local shops and taxi firms. Some produce goods, such as fruit growers and water companies. Others make or sell them, from ice creams to furniture. Others provide a service, such as window cleaning and hairdressing. Some operate only online, for example Amazon. All these businesses originated when someone came up with a good idea which they turned into a reality. Understanding what makes enterprises successful is important for anyone who wants to work in business or start up their own. In this unit you will explore different types of businesses and create a model for a business start-up in your local area. Identifying realistic opportunities and researching your own ideas will help you to discover more about businesses in your own area and the factors that affect them.

**Assessment:** This unit will be assessed through a series of assignments set by your teacher/tutor.

### Learning aims

In this unit you will:

- A know how trends and the current business environment may impact on a business
- B plan an idea for a new business
- C present a business model for a business start-up.

I enjoy watching programmes like *Young Apprentice* and *Dragons' Den* and would like to have my own business one day. My brother started a 'man with a van' business last year. He got the idea when my parents couldn't get a sofa delivered cheaply. I now want to think of a start-up idea for myself.

Russell, 15-year-old Business student

**BTEC First Business**

## Enterprise in the Business World

1

## Features of this book

There are lots of features in this book to help you learn about the topics in each unit, and to have fun while learning! These pages show some of the features that you will come across when using the book.

Topic references show which parts of the BTEC you are covering on these pages.

Getting started with a short activity or discussion about the topic.

Key terms boxes give definitions of important words and phrases that you will come across.

**TOPIC 1.1**

## Finding information

**Getting started**

Some people believe that to run a successful enterprise you must be passionate about the work that you do. Others think that you should research opportunities and then make a practical decision. What do you think?

**Key terms**

**Entrepreneur** – someone who starts up a new business in order to make a profit, often in a way that involves financial risks (your word 'adventurer' comes from this French word).

**Did you know?**

The term *broadsheets* refers to newspapers printed on large sheets of paper, such as the *Daily Telegraph* and *Financial Times*. Many smaller newspapers, such as the *Daily Mail* or *The Sun* are tabloid newspapers. 'Tabloid' is a tabloid where the title is in a tabloid. These contain more celebrity stories and gossip than other papers.

**Sources of information**

There are many sources of information on business, both printed and online. Some of these provide facts and information on the business world, others give details of current trends and some provide practical advice and help to entrepreneurs.

- Newspapers:** National newspapers are distributed throughout the country. The information they contain includes news items, feature articles and advertisements. Some, such as *The Times*, have a business section. Local newspapers contain information of interest to people living within the region where they are distributed. Some are free of charge.
- Professional and trade journals:** These are magazines published for people working in different jobs and industries, from hairdressers and grocers to farmers and architects. They focus on articles of interest to that particular group and include advertisements on products and services they may want to buy.

**Activity** Investigating newspapers

In groups, investigate two national daily newspapers. Look at today's front page and a content summary. Write a brief description of the content of that paper and compare your ideas. You can access newspapers online by visiting [www.pearsonhotlinks.co.uk](http://www.pearsonhotlinks.co.uk) and searching for this title.

Newspapers can be divided into groups according to their readership. More serious newspapers include the *Financial Times*, the *Guardian* and the *Daily Telegraph*. Some, like *The Times* and the *Independent*, are published in a compact format.

Newspapers are a useful source of information but can you think of any examples where the information they present may be biased?

**Webpages:** There is a huge amount of information available on the internet. Reputable websites of help to young entrepreneurs include:

- BBC for articles of interest and news items
- Government website
- Office of National Statistics
- Business edition websites
- Competitive websites for any product or service

Useful websites for young entrepreneurs

**Business networking organisations:** These run informal get-togethers where entrepreneurs can meet and exchange ideas and information. You can find a list of those in your area by visiting Pearson hotlinks. You can access this by visiting [www.pearsonhotlinks.co.uk](http://www.pearsonhotlinks.co.uk) and searching for this title.

**Activity** Investigating young entrepreneurs

In groups, search on Google under the heading 'best 10 UK websites for young entrepreneurs'. Investigate two of them in detail and compare your findings.

**Reliability of sources**

Today most people are aware that information on some websites, such as Wikipedia, may be unreliable. Blogs and recommendations on Facebook and Twitter are simply people's opinions. However, even seemingly reliable sources, such as national newspapers and company websites, may not be totally accurate. The main issues to be aware of include bias and currency of information.

- Bias** is when the writer puts forward only one viewpoint. This may be because they represent a specific organisation (a trade union will always argue for its members; the AA will always argue the case for motorists), or because they hold a strong opinion on a topic.
- Currency of information** relates to the date of the item. Most information goes out of date very quickly, so always check how recent it is to see if it is still relevant.

**Discussion point**

Two newspapers are on sale. One headline reads: 'Shock as 20,000 GCSE papers need re-marking'. The other says: 'Fewer than 0.5% of GCSE results are queried'. If 1.8 million GCSE qualifications were awarded that year, which headline would sell the most copies? Discuss your ideas as a class.

**Activity** Researching ethical trading

Research ethical trading and then find out which businesses you know are members of the Ethical Trading Initiative.

Activities will help you learn about the topic. These will be done in pairs or groups, or sometimes on your own.

**Question 1**

Ashraf has started his own car valeting business. Divide the following items into start up costs and running costs. [4]

- (a) Pressure washer
- (b) Car shampoo and polish
- (c) Promotional leaflet
- (d) Telephone bill

A chance to practise answering the types of test questions that you may come across in your test. (For Unit 2 and Unit 9 only.)

**Assessment activity 1.1** Maths

2A.P1 | 2A.P2 | 2A.M1 | 2A.M2 | 2A.D1

You have been asked to produce your own booklet for young entrepreneurs in your area. This will describe the local business environment and identify trends and changes that may affect a start-up business. Your booklet should be divided into three sections:

- 1 The first section should focus on the current business environment that exists in your own area. You should also be aware of changes that can take place and explain how these can affect a start-up business.
- 2 The next section should focus on trends you have researched. If you wish, you can focus on trends and that could affect your own idea for a start-up business. You need to compare how two trends have impacted on a start-up business.
- 3 The final section should focus on the current risks, opportunities and trends in the current business environment for a start-up business. Your assessment should be based on the data you have researched and you should focus on appropriate guidance for an entrepreneur.

**Tip**

You **assess** information by carefully considering all the factors or events that apply and identifying which are the most important or relevant. Use your research to provide evidence for your conclusions.

You **compare** by identifying the main factors in two or more situations. Point out the similarities and differences and, if appropriate, say which is best and why. Or explain the effects these factors have had.

Activities that relate to the unit's assessment criteria. These activities will help you prepare for your assignments and contain tips to help you achieve your best results. (For all units **except** Unit 2 and Unit 9.)

**Just checking**

- 1 What is inflation and why is high inflation bad for businesses?
- 2 Why do the government and business entrepreneurs both want employment levels to be high?
- 3 List four types of taxes paid in the UK.

Use these to check your knowledge and understanding of the topic you have just covered.

Someone who works in the business industry explains how this unit of the BTEC First applies to the day-to-day work they do as part of their job.

## WorkSpace

### Sam Clayton

#### Photographer

Many would-be entrepreneurs struggle to start their own enterprise because they don't have the skills or cannot raise the money required. In that case, they could do worse than to follow Sam Clayton's example. Sam successfully runs one of the millions of one-person businesses in the UK.

After leaving school, Sam trained to become a nursery nurse and spent several years working with children. Working in a nursery and watching a photographer take photos of the children, she remembered her previous interest in photography. Her father was a keen photographer. Sam decided to take a course in photography and borrowed her father's camera to create her own photos. She created her own darkroom at home and persuaded the nursery managers to let her become the official nursery photographer.

It wasn't until Sam photographed her manager's wedding that she realised she wanted to start a photographic business.

Sam continued to work full-time to finance her growing business. She carried out research, attended training courses and looked for photographers and images which inspired her. She made some mistakes, spending money on advertising that wasn't effective and buying unnecessary equipment, and she struggled to price her skills when people asked her to quote for a job. An online American forum for wedding and portrait photographers was a great help to Sam. Exchanging views with like-minded photographers on Facebook and Twitter helped, too.

In April 2006, five years after starting her business, Sam took the plunge and set out as a fully self-employed photographer. She has never looked back.



## Think about it

- 1 How did Sam overcome the problem of raising finance to run her business?
- 2 In what way did Sam's previous experience come in useful? How do you think it helps her now?
- 3 How can Facebook and Twitter help Sam to promote her business?
- 4 To be successful, businesses need a USP (unique selling point) that makes them stand out. Look at Sam's website by visiting Pearson hotlinks. Identify her USP and suggest why she receives so many referrals by word of mouth from clients.

This section also gives you the chance to think more about the role that this person does, and whether you would want to follow in their footsteps once you've completed your BTEC.



## BTEC Assessment Zone

You will be assessed in two different ways for your BTEC First in Business. For most units, your teacher/tutor will set assignments for you to complete. These may take the form of projects where you research, plan, prepare, and evaluate a piece of work or activity. The table in this BTEC Assessment Zone explains what you must do in order to achieve each of the assessment criteria. Each unit of this book contains a number of assessment activities to help you with these assessment criteria.

The table in the BTEC Assessment Zone explains what you must do in order to achieve each of the assessment criteria, and signposts assessment activities in this book to help you to prepare for your assignments.

### Assessment criteria

#### Level 1

#### Level 2 Pass

#### Level 2 Merit

### Learning aim A: Know how trends and the current business environment may impact on a business

#### 1A.1

Identify factors of the business environment that can impact on a start-up business

#### 2A.P1

Outline how the business environment can impact on a start-up business  
**See Assessment activity 1.1, page 19**

#### 2A.M1

Explain how changes in the current business environment are likely to impact upon a start-up business  
**See Assessment activity 1.1, page 19**

Activities in this book will show you the kinds of task you might be asked to do to meet these criteria when your tutor sets an assignment.

### Question 1

Which two of these items are fixed costs for a florist?

[2]

Click on **two** of these boxes:

Staff wages

☒

Flowers

☐

Monthly rent

☒

Ribbons and wrapping paper

☐

For Unit 2 of your BTEC, you will be assessed by an onscreen test. For Unit 9 you will be assessed by a paper-based test. The BTEC Assessment Zones in Unit 2 and Unit 9 help you to prepare for your tests by showing you some of the different types of questions you will need to answer.

## Planning and getting organised

The first step in managing your time is to plan ahead and be well organised. Some people are naturally good at this. They think ahead, write down commitments in a diary or planner and store their notes and handouts neatly and carefully so they can find them quickly.

How good are your working habits?

### Take it further



If you become distracted by social networking sites or texts when you're working, set yourself a time limit of 10 minutes or so to indulge yourself. You could even use this as a reward for completing a certain amount of work.

## Improving your planning and organisational skills

- 1 Use a diary to schedule working times into your weekdays and weekends.
- 2 Also use the diary to write down exactly what work you have to do. You could use this as a 'to do' list and tick off each task as you go.
- 3 Divide up long or complex tasks into manageable chunks and put each 'chunk' in your diary with a deadline of its own.
- 4 Always allow more time than you think you need for a task.

## Sources of information

You will need to use research to complete your BTEC First assignments, so it's important to know what sources of information are available to you. These are likely to include the following:

### Key terms

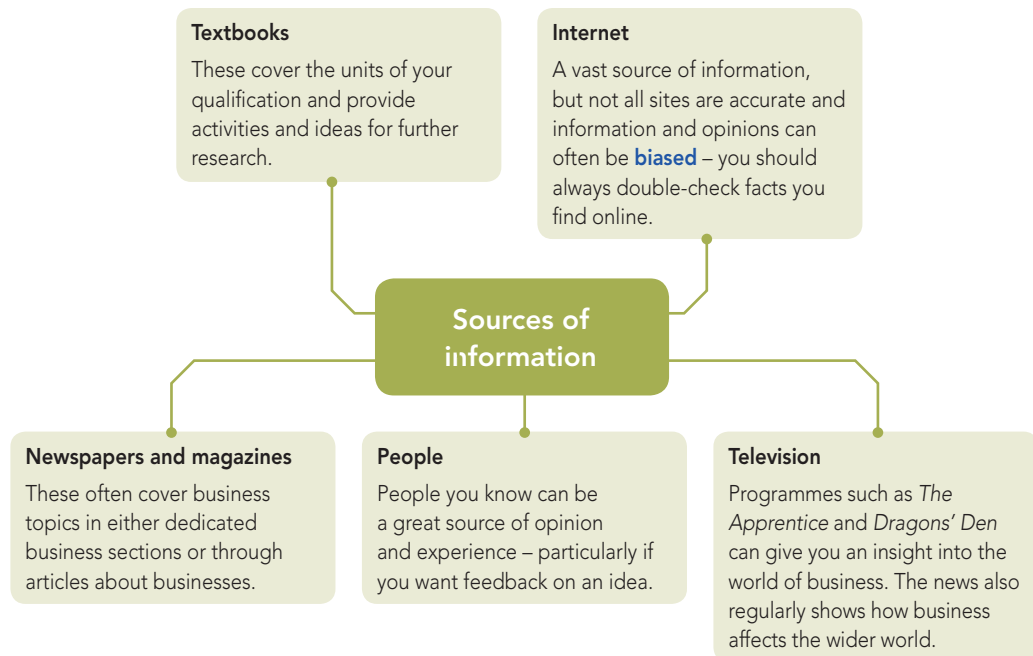


**Bias** – People often have strong opinions about certain topics. This is called 'bias'. Newspaper or magazine articles, or information found on the internet, may be biased to present a specific point of view.

### Remember!



Store relevant information when you find it – keep a folder on your computer specifically for research – so you don't have to worry about finding it again at a later date.



# Organising and selecting information

## Organising your information

Once you have used a range of sources of information for research, you will need to organise the information so it's easy to use.

- Make sure your written notes are neat and have a clear heading – it's often useful to date them, too.
- Always keep a note of where the information came from (the title of a book, the title and date of a newspaper or magazine and the web address of a website) and, if relevant, which pages.
- Work out the results of any questionnaires you've used.

## Selecting your information

Once you have completed your research, re-read the assignment brief or instructions you were given to remind yourself of the exact wording of the question(s) and divide your information into three groups:

- 1 Information that is totally relevant.
- 2 Information that is not as good, but which could come in useful.
- 3 Information that doesn't match the questions or assignment brief very much, but that you kept because you couldn't find anything better!

Check that there are no obvious gaps in your information against the questions or assignment brief. If there are, make a note of them so that you know exactly what you still have to find.

## Presenting your work

Before handing in any assignments, make sure:

- you have addressed each part of the question and that your work is as complete as possible
- all spelling and grammar is correct
- you have referenced all sources of information you used for your research
- all work is your own – otherwise you could be committing **plagiarism**
- you have saved a copy of your work.



### Key terms

**Plagiarism** – If you are including other people's views, comments or opinions, or copying a diagram or table from another publication, you must state the source by including the name of the author or publication, or the web address. Failure to do this (when you are really pretending other people's work is your own) is known as plagiarism. Check your school's policy on plagiarism and copying.

# Introduction

Human growth and development is a topic that affects us all. Health and social care professionals need to have a detailed understanding of these changes.

In this unit you will explore how people grow and develop throughout their lives and the factors that affect this growth and development. To make it easier to understand these changes we have split human development into four areas: physical, intellectual, emotional and social.

You will investigate the factors that influence change and development, such as our genes, our environment and the people we choose to have relationships with. You will see how life choices and events affect how we grow and develop.

This unit will help you gain a clear understanding of the support available to manage the changes caused by life events.

**Assessment:** You will be assessed by a paper-based examination lasting one hour.

## Learning aims

**In this unit you will:**

- A** explore human growth and development across life stages
- B** investigate factors that affect human growth and development and how they are interrelated.



As part of my BTEC First course I undertook work placement every Wednesday afternoon at the local hospital. I soon realised that I would have to work with people from all life stages.

*John, would-be nurse, aged 17 years.*



# Human Lifespan Development



1



# Marching on through life?



## Getting started



Tom and Lucy are two-year-old twins.

Working with a partner, identify the major events that are likely to happen to Tom and Lucy during their lives. For example, by the age of five they will have started school.

## Introduction

During their life course people can pass through six different **life stages**. Some people may die in infancy and others can live until they are over 100. Many more people now live into their eighties and nineties as a result of better diet and hygiene and medical advances.

The ages attached to each life stage are really only a rough guide to human growth and development. Each individual grows and develops in unique ways. Some girls, for instance, can start adolescence at nine or ten, whereas others may not experience some of the physical changes until they are 14 or 15. Also, some people in later adulthood can be physically fitter than people who are much younger.

## Key terms



**Life stages** – a number of distinct phases people pass through during their lives.

## Growth and development

As we pass through the different life stages, we all grow and develop in different ways.

Growth is a change in size or weight and is easy to measure.

Development is different as it involves acquiring new skills and capabilities. Being able to count, write and handle our own feelings and emotions are all important aspects of human development.

When we study human growth and development in each of the life stages, we split the different aspects into four groups: physical, intellectual, emotional and social (**PIES**).

Physical change happens to the human body throughout each of the life stages. When we are young our physical skills improve and develop; however, as we age and enter the later stages of life physical growth may be negative. For example, some older people may lose their hearing and not see as well as they did when they were younger.

Intellectual development involves changes in the brain and the acquisition of thinking and reasoning skills. From birth, our memory develops and improves and we can start to solve problems and make sense of the world we live in.

Understanding and managing our feelings is an important part of our emotional development. As people pass through adolescence into the different stages of adulthood, most usually become better at handling their feelings as they have had more experience of life.

## Self-image and self-esteem

Who we are and how we see ourselves are influenced by the people in our lives, the things that happen to us, and how we respond to these events.

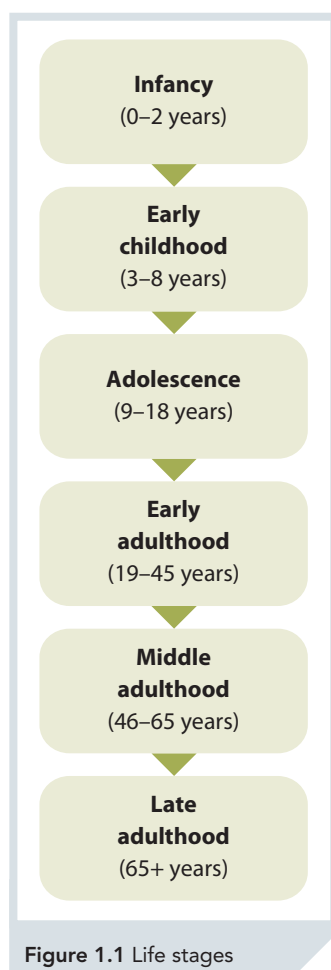


Figure 1.1 Life stages

## Self-image

**Self-image** is the mental picture we have of ourselves. Some people see themselves in a positive light – for instance, intelligent, attractive and talented, whereas others may see only negatives.

A person's positive or negative self-image is influenced by such things as:

- personal appearance
- the media – television and magazine images of what is attractive and expected
- comparison with other people
- the comments of other people.

## Self-esteem

**Self-esteem** is about how much you like, accept and respect yourself – this is often talked about in terms of how much you value yourself.

High self-esteem leads to confidence and is useful in work and in maintaining personal relationships. People with low self-esteem may believe they are worthless and that no one will like them.

Self-esteem can change on a daily basis. Things that can affect self-esteem include:

- the attitudes of parents, carers and families
- success or lack of it at school or work
- the comments of friends.

**Social development** includes the ability to interact with others in society and build relationships. Human beings are social animals and as such need to be able to build relationships with others.

### Activity

### My family

For some people family means those who live within their house, which might be a small unit of two, three or four people. For others, family includes relatives from a number of different generations who may or may not live together. This broader category is often called the 'extended family'.

Renée is 15 years old and lives in an extended family in Nottingham. The family members are:

Marcie (Mother, age 36)	Ben (Grandfather, age 74)	Tanesa (Cousin, age 18 months)	Larron (Father, age 47)
Renée (15)	Ramone (Twin sister, age 15)	Florence (Aunt, age 24)	Mikey (Brother, age 6)

- 1 Design a table that identifies and shows all the people in Renée's family and their current life stage.
- 2 Suggest three social activities that Renée and Ben might take part in on a regular basis.
- 3 Explain why Renée and Ben may be involved in very different social activities.

# Starting out



## Getting started



Working in a small group, discuss and then make a list of the major skills infants are likely to have mastered by the age of two. For example, nearly all infants will be able to walk.

## Infancy (0–2)

From being born weighing just a few kilos to reaching the age of two, an infant grows and develops in many ways. In fact, infancy is the time when growth and development are at their most rapid.

### Physical development

The physical changes that happen in infancy can be split into **gross motor skill** and **fine motor skill** development. Gross motor skills mean that the infant can start to control the larger muscles of the body; fine motor skills mean that it can control the smaller muscles. Examples of each would be starting to walk and holding a spoon. These skills improve and develop greatly in early childhood.

## Key terms



**Gross motor skill** – the ability to control and coordinate the movement of the large limbs of the body, e.g. crawling, walking and running.

**Fine motor skill** – the ability to control and coordinate the movements of the hands and fingers, e.g. writing, painting, tying shoelaces and holding a spoon.

**Language development** – the process which children go through as they learn to communicate with others using words and speech.

**Egocentric** – seeing things from only your own perspective or viewpoint.

**Bond** – to form an attachment with a parent/carer.

Table 1.1 Muscle control

Muscle control	Approximate age
Can grasp objects with whole hand	4 months
Can start to crawl	8 months
Can climb stairs and run – but often falls	18 months
Can control big muscles, which allows for toilet training	2 years



Infancy is a major developmental stage.

## Intellectual development

Intellectual development is about thinking and the way the mind works. At birth babies respond to the world through their senses and communicate mainly through sound. Smiles and noises become the main way of communicating with carers. If infants are hungry they cry. Words do not usually form part of communication until around the age of one year. Before learning to use words, infants babble a lot to express their feelings. By 18 months most infants will know about six words and by two years most will be able to put two to three words together into a simple sentence. **Language development** is a major intellectual change during infancy. During infancy a baby experiences the world through its senses and can only see the world from their own viewpoint. This is known as being **egocentric**.

## Emotional development

During the first two years of life infants **bond** with those who care for them. Up to about six months babies do not mind who holds them, though they may not like being put down. Between 7 and 12 months infants form a strong bond with their main carers and will be very wary of strangers and often cry if held by others. From about 12 months infants are able to start to form bonds with other people. This is known as the attachment process. It is important that infants receive love and affection during the attachment process as this influences emotional development throughout future life stages.

## Social development

Early relationship development in infancy is based on interaction with others and this shapes social development. These relationships also act as a model for future relationships. The main relationships in infancy are those with parents, carers and brothers and sisters.

A great deal of social learning comes through play. In early infancy children play alone but as they grow older they begin to play first alongside others, and eventually with others, and start to learn about the process of sharing.

### Activity

### Learning to share

The process of learning to share with others continues during childhood and adolescence, although some people still find it hard to share even when they are adults.

It is important that parents and carers encourage sharing during infancy and childhood.

- 1 Identify three play activities that would be ideal for a group of infants or young children that would encourage them to share.
- 2 Select one of these activities and plan and carry it out with two or three infants.
- 3 Write up your observations and conclusions.



# Bigger and better?

## Getting started



In a small group, think back to when you were six or seven. What sort of games did you play?

How did these games help promote the development of the PIES stages?

In what ways are the games girls play different from those that boys play?

## Introduction

All children love to play, and in early childhood play is important for development.

## Early childhood (3–8)

Early childhood is an exciting time for growth and development as infants become more independent from their carers and begin to make more sense of the world and their place in it. Children love to learn and develop new skills at this age.

### Physical development

The development of gross and fine motor skills improves greatly during childhood. From only being able to do a limited range of activities with support in early infancy, by the age of eight most children can do many activities independently. At five, children can walk upstairs unaided and hold a crayon or pencil to draw and write. By eight, children can usually catch and throw quite well and will have a good sense of balance. Many top-class tennis players, for example, were already very good at the game by this age, having already developed good hand–eye coordination.

### Intellectual development

By the end of early childhood children have progressed greatly in their intellectual development. Most children are able to speak in full sentences and have quite a good vocabulary. Children also start school during this stage of their life, and this helps with development of language and understanding of numbers.

In infancy, the world is experienced through the senses alone. In childhood this changes as children have the ability to be able to think about things that happen to them. However, they still tend to be egocentric, seeing the world from only their own viewpoint.

Children learn how to act and behave in particular situations by watching others and asking questions. For example, children have to be taught how to behave and eat at the dining table. As children see how their carers respond in particular situations, they begin to copy this behaviour. This is why it is important that children have positive role models in their lives.

Children can learn both how to behave at the dining table and about healthy eating from role models such as their parents.





## Emotional development

Between the ages of three and eight children will begin to learn how to handle their feelings. They learn how to share and cooperate with other people. Children can tell others when they feel happy or sad and begin to explain their feelings. It is also during this period that children begin to develop their own self-concept, which will be further developed throughout life.

## Social development

Between three and eight years of age children begin to widen their social group and form friendships with others. In the early part of this life stage children often have temper tantrums if they cannot have their own way. Gradually they begin to realise that they have to cooperate with others. By the age of eight, children will usually have a number of friends and often have what they call a 'best friend'.

There are different stages that children go through as they learn to play.

**Table 1.2** Children's play stages

Type of play	Age	Description of play
<b>Solitary play</b> (Infancy)	0–2 years	Children play alone using their imagination and do not interact with other children.
<b>Parallel play</b>	2–3 years	Children play alongside each other, but not together. Toys are not shared cooperatively.
<b>Social play</b>	3–8 years	Children play together, sharing their toys. By the age of eight they will engage in quite complex games, often requiring the use of imagination.

### Assessment practice 1.1

Kian is 6 years old. He lives with his mother, baby sister, Ella (9 months old), his grandfather and grandmother.

- 1 Identify three fine motor skills Kian will have developed by the age of six. (3 marks)
- 2 Identify three physical skills Kian has mastered that Ella couldn't do in infancy. (3 marks)
- 3 Explain, using examples, the difference between fine and gross motor skills. (6 marks)
- 4 Explain why having positive 'role models' is important for children. (4 marks)

It is really important to make sure that you answer the questions set. For questions that ask you to 'identify' a list will be good enough to get the marks.

For 'Explain' questions you will need to write in more depth, using sentences and paragraphs, for these answers.

Always make sure you do exactly what the question asks. If you are asked to give examples, for instance, these are required to get the marks, so don't miss them out.

# Teenage years



## Getting started



In pairs:

Identify two physical changes that happen to boys and two physical changes that happen to girls in adolescence.

Discuss why some teenagers start to disagree with their parents more in adolescence than in early childhood.

Be prepared to share your ideas with the group.

## Introduction

Adolescence is a time of great physical and emotional change.

## Adolescence (9–18)

Adolescence is a stage of great physical, intellectual, emotional and social change. Children entering adolescence pass through puberty and become adults. One of the key physical features of puberty is the reaching of sexual maturity. People enter adolescence at different ages, with girls on average entering adolescence slightly earlier than boys. But everyone is different and the normal age range for entering puberty is quite wide. For instance, although on average most girls start menstruation between the ages of 12 and 13, the normal range is anything from eight to 16.

## Physical development

In adolescence there is a rapid process of physical change caused as a result of hormonal change. The physical changes in girls are caused by **oestrogen**, and those in boys are caused by **testosterone**.

## Intellectual development

One of the biggest intellectual changes that happens in adolescence is the development of **abstract thinking**. This is the ability to think using concepts and ideas rather than through using objects and doing tasks. A seven-year-old child may be able to calculate how long it takes to travel to a destination by train through pushing the fingers of a clock round its face, whereas teenagers can usually do this calculation in their heads.

Adolescents also begin to think in a more logical way to solve problems and can **empathise** – see things from other people's perspective and realise that the world is not centred totally round them. This period is also a time when teenagers develop their own set of morals and ideas about what is right and wrong.

## Key terms



**Oestrogen** – a hormone produced in a women's ovaries that controls the development of sexual characteristics and stimulates changes in the reproductive organs.

**Testosterone** – a hormone produced by the testes that controls the development of male sexual characteristics.

**Abstract thinking** – the ability to think about something that might not be there or even exist.

**Peer group** – the social group a person belongs to which influences beliefs and behaviour.

Have you had to comfort a friend?

