# Childhood Studies

## Health and Wellbeing

<table>
<thead>
<tr>
<th>Credit Value of Unit 6</th>
<th>Level of Unit 3</th>
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<tr>
<td>GRADED</td>
<td>ACADEMIC SUBJECT CONTENT</td>
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<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
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<tr>
<td>The student should be able to</td>
<td>The student can</td>
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<tr>
<td>1 Understand what influences health and wellbeing with reference to children and young people</td>
<td>1.1 Explain the terms ‘health’, ‘subjective wellbeing’ and ‘objective wellbeing’ with reference to children and young people</td>
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<tr>
<td>1.2 Identify and discuss the different factors that influence children and young people’s health and wellbeing</td>
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<tr>
<td>2 Understand the impact of diet and nutrition on children and young people’s health and development</td>
<td>2.1 Examine current health promotion programmes on diet and nutrition that are specifically aimed at children and young people</td>
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<tr>
<td>2.2 Analyse how children and young people’s attitudes to food and nutrition are influenced by external factors</td>
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<tr>
<td>3 Understand the impact of subjective wellbeing on the lives of children and young people</td>
<td>3.1 Discuss how low levels of subjective wellbeing can affect the lives of children and young people</td>
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<tr>
<td>3.2 Justify why improving subjective wellbeing is important for children and young people</td>
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## Assessment Methodology

A 2000–2500 word assignment.

## Grading of this Unit

The following grade descriptors will be applied to the assessment of this unit:

1 Understanding of the Subject
2 Application of Knowledge
4 Use of Information
5 Communication and Presentation
7 Quality

Please refer to the QAA Grade Descriptors for detail of the components of each descriptor.
Please note that the indicative content supplied below is intended as a suggested guide only. It is not meant to be a prescriptive, exhaustive or fully delivered content list.

Assessment criterion 1.1

Learners should define health and well-being to show that they are determining factors in the quality of children and young people’s lives. In their definitions learners should highlight the difference between subjective (how children and young people are feeling) and objective (the conditions that influence or affect those feelings) well-being.

Assessment criterion 1.2

Learners should identify:

- Economic (e.g. household income matters because of the impact it has on whether children themselves feel materially deprived. The lack of items and experiences, such as an outdoor space to play in, or regular trips out with their family, impacts on well-being’ (The Children’s Society, 2014 p. 5)
- Physical (e.g. healthy eating, exercise)
- Social (e.g. family relationships, choice and autonomy, friendships, social isolation)
- Psychological (e.g. mental health, self-worth, participation in risky activities)

Assessment criterion 2.2

Learners could analyse external factors, such as:

- Unhealthy food and drink that are available in schools
- Fast-food companies and advertising
- Images in the media
- Promotion of fad diets in the media
- Rates of eating disorders in children and young people, and the impact that external factors have on this
- Children’s toys/TV and film characters that promote an unrealistic or unhealthy self-image

Assessment criteria 3.1 and 3.2

This results in a wide range of problems that learners can discuss, such as:

- Poor mental health
- Social isolation
- Participation in risky behaviour, such as running away from home, drug and/or alcohol abuse, sexual exploitation
- Low self-worth
- Low educational/social/professional/economic aspirations
- The wider social and economic cost of low subjective well-being