

New
Specification



Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017

Health and Social Care

Assessment Unit AS 3

assessing

Health and Well-being

[SHC31]

FRIDAY 12 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations.

Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

- 1 (a) Explain **two** ways WHO contributes to the health and well-being of people across the world. (AO1, AO2)

Examples of suitable points to be explained:

- combats disease across the world by organising vaccination programmes, e.g. for malaria
- provides statistics on the spread of disease across the world, e.g. the Zika virus
- co-ordinates health promotion activities globally, e.g. to combat obesity, to boost consumption of fruits and vegetables worldwide, or to discourage tobacco consumption
- provides information/raises awareness on health risks globally, e.g. on risk of SARs and how to avoid it, or risks associated with travel
- devises international policies on health, e.g. mental health policy which advises on planning and service development
- conducts or funds research to share with governments across the world, e.g. into health effects of mobile phone use
- makes recommendations worldwide about health behaviour, e.g. one WHO report recommended that sugar be no more than 10% of a healthy diet
- co-ordinates relief programmes when international disasters occur, e.g. earthquakes

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

(2 × [2])

[4]

- (b) Identify **two** voluntary organisations that contribute to the health and well-being of the people of Northern Ireland. (AO1)

Examples of suitable organisations to be identified:

- Marie Curie
- Age NI
- Action Cancer
- Praxis
- Mencap
- Samaritans
- Aware
- NSPCC
- The Stroke Association
- NI Chest Heart and Stroke
- Disability Action
- Gingerbread NI
- Niamh

All other valid responses must be given credit.

(2 × [1])

[2]

- (c) Complete the table below by describing how the private or commercial organisations identified contribute to health and well-being. (AO1, AO2)

Pharmacies

Examples of treatment through suitable points to be included in description:

- provide treatment through access to medicines, e.g. provide a range of medicines that people can buy over the counter like pain killers or dispense prescriptions from GPs
- sell products relevant to health and well-being, e.g. health supplements or aids for living
- advise individuals on health issues, e.g. through having pharmacists available to speak to free of charge
- measure health indicators, e.g. local pharmacies like Lloyds measure BP, blood sugar etc.
- provide tests, e.g. free tests for chlamydia
- run health promotion campaigns, e.g. Boots ran the ‘Safe in the Sun’ campaign

All other valid responses will be given credit.

[1] basic description [2] adequate description [3] competent description

Home care providers

Examples of suitable points to be included in description:

- provide carers who do home visits to help with personal care and the tasks of daily living through contracts with local trusts
- provide sitters who will stay with vulnerable people, often overnight, under a private contact
- provide respite for carers by taking over the care of a relative they care for to allow them to have some time off or go on holiday

All other valid responses will be given credit.

[1] basic description [2] adequate description [3] competent description

Holistic therapists

Examples of suitable points to be included in description:

- provide treatments, e.g. massages, acupuncture, reflexology
- provide therapies that can help people manage chronic conditions, e.g. back pain, recurring headaches
- provide therapies that promote well-being, e.g. relaxation
- provide treatments that complement conventional medical treatments such as drugs, e.g. tinctures, herbal remedies
- advise individuals on managing their condition, e.g. through lifestyle choices

Also accept answers that focus on one type of holistic therapist.

All other valid responses will be given credit.

[1] basic description [2] adequate description [3] competent description

(3 × [3])

[9]

(d) (i) Define the term discrimination. (AO1)

Examples of suitable points to be included in definition:

- unfair treatment based on gender, race, sexuality, etc.
- unfair treatment of a person based on prejudice and intolerance
- denying an individual or group of individuals the same rights everyone else enjoys

All other valid responses must be given credit.

[1] for key phrase(s) [2] for definition

(1 × [2])

[2]

(ii) Suggest **two** ways a manager in a health, social care or early years setting can promote anti-discriminatory practice. (AO1, AO2)

Examples of suitable suggestions:

- organise staff training in anti-discriminatory practice, e.g. to equip staff to challenge discriminatory behaviour by service users such as the use of inappropriate language
- introduce a complaints policy to encourage service users to complain if they are discriminated against and deal robustly with complaints if they happen
- encourage staff to use whistle blowing procedures to report colleagues who engage in discriminatory practices and deal robustly with reports of discrimination against service users
- support staff in anti-discriminatory practice, e.g. have forums for discussion for staff and supervise inexperienced staff in their work
- set a good example in own practice, e.g. don't stereotype, treat service users from diverse backgrounds with respect
- acknowledge a range of cultures and religions, e.g. celebrate different religious festivals in the setting they manage
- directly challenge staff and service users when incidents of discrimination occur and use disciplinary procedures with staff if it becomes necessary
- make sure appropriate anti-discriminatory policies and procedures are in place, e.g. complaints policy, whistle blowing policy

All other valid responses must be given credit.

[1] basic suggestions [2] adequate suggestions [3] competent suggestions

(2 × [3])

[6]

(iii) Explain **three** ways anti-discriminatory practice can contribute to the health and well-being of service users. (AO1, AO2)

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Examples of suitable points to be explained:

- service users may feel empowered – that they have control over the situation
- service users' self-esteem may be high – they may feel good about themselves
- they will feel secure – happy and safe in the care setting
- service users will feel valued – supported and cared for
- their self confidence will increase – they will feel good about themselves
- rate of recovery may improve – they will be more likely to eat properly and sleep well and may get better quicker as a result
- service users will feel they can express their opinions and may receive better care as a result as their needs can be met more easily

All other valid responses must be given credit.

[1] basic explanation [2] competent explanation

(3 × [2])

[6]

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2 (a) Define the following terms. (AO1)

Disease

Examples of suitable points to be included in definition:

- disease is a diagnostic label given to a set of signs and symptoms – disease is usually long term, can be communicable or non-communicable, and can result from injuries, accidents or infections
- disease is a condition or process which can affect the functioning of the body physically or mentally. For example coronary heart disease and Alzheimer's

All other valid responses will be given credit.

[1] for key phrase(s) [2] for definition

Ill-health

Examples of suitable points to be included in definition:

- a state in which an individual is unable to function normally and without pain – can be physical or mental
- ill health may be about the presence of something negative like a disease or the absence of something positive like adequate nutrition

All other valid responses will be given credit.

[1] for key phrase(s) [2] for definition

(2 × [2])

[4]

(b) Describe how the ill-health experienced by the residents of Waterview could impact on their relationships. (AO1, AO2)

Examples of suitable points to be included in description:

- they may have fewer relationships than before if they are unwell – may also only want to see their closest friends
- some relationships may be strengthened, e.g. family members may come and see them more regularly as they are worried about them
- their ill-health may mean they have less contact with other people, e.g. may be too unwell to go to the day room in the nursing home
- their ill-health may make them more dependent on staff, which could either strengthen their relationships with staff or may lead to them resenting staff, thus putting a strain on these relationships
- Some relationships may be strained/weakened, e.g. as a result of aggression or confusion due to dementia

All other valid responses will be given credit.

[1] basic description [2] adequate description [3] competent description

(1 × [3])

[3]

- (c) Explain **two** ways ill-health could potentially impact on the psychological well-being of the residents. (AO1, AO2)

Examples of suitable points to be explained:

- residents may feel a range of negative emotions, e.g. feel anger and frustration, feel unhappy and sad – in the longer term could become depressed
- residents could feel very anxious/stressed – worried about their prognosis
- residents could develop a negative self concept – have low self esteem
- residents could feel emotionally insecure – vulnerable, lonely, withdrawn
- residents may feel loved and cared for by family and staff who show concern for their health
- residents may feel disempowered – that they have no control over what is happening to them
- residents may feel that they are a burden to others, e.g. their family and the staff
- residents may find inner strength to deal with their ill-health and therefore have a positive self-concept

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

(2 × [2])

[4]

- (d) Waterview is run by the local health and social care trust. Explain **three** other ways trusts contribute to the health and well-being of the populations they serve. (AO1, AO2)

Examples of suitable points to be explained:

- provide hospital services (accept acute medical and mental hospitals and rehabilitation units as separate points)
- provide GP services (accept care from different professionals, e.g. GPs, practice nurses, health visitors and midwives as separate points)
- provide specialist professionals (accept examples of different professionals, e.g. consultant physicians, dieticians, psychiatrists, social workers, etc. as separate points)
- provide advice and support for healthy living (accept examples such as breastfeeding support, smoking cessation groups, advice on sexual health)
- provide social services (accept examples such as family and childcare services like fostering, adoption and children's homes, domiciliary care or any other relevant social service but NOT nursing homes)

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

(3 × [2])

[6]

- (e) Examine how one illness or disease associated with the ageing process can affect physical health and well-being. (AO1, AO2)

Examples of illnesses or diseases to be examined:

Name of illness/disease

- Adult onset diabetes
- Arthritis
- Kidney disease
- Dementia/Alzheimer's disease
- Parkinson's disease
- Glaucoma
- Lung disease
- Cataracts
- Osteoporosis
- Enlarged prostate in men/prostate cancer
- Macular degeneration
- Depression
- Cardiovascular disease

All other valid responses will be given credit.

How it can affect physical health and well-being:

Answers will vary according to the chronic illness or disease selected, but the focus must be on the physical effects, e.g. pain, mobility problems, decline in sensory abilities, nervous system damage, loss of brain mass, breathing problems, fatigue, sleeping problems, incontinence.

Examination must be clearly relevant to the illness or disease identified.

All other valid responses must be given credit.

[1] basic examination [2] adequate examination [3] competent examination

(1 × [3])

[3]

- (f) Using examples, analyse how the needs of the residents of Waterview can be met by the staff. (AO1, AO2, AO3)

In terms of analysis: candidates are required to separate their knowledge and understanding of the needs of the residents of Waterview into components such as physical, intellectual, emotional and social needs. They are required to present arguments and make reasoned judgements on how the characteristics of each component might be met by the staff.

Examples of suitable points to be analysed:

- Physical needs: these include nutrition, medication, and mobility. Discussion of how the needs could be met by the staff in Waterview must be clearly linked to the needs identified, e.g. need for nutrition could be met by providing older people with nutritious

balanced meals and providing them with choices which will encourage them to eat well

- Intellectual needs: these include mental stimulation, knowledge needs, and language needs. Discussion of how the needs could be met by the staff in Waterview must be clearly linked to the needs identified, e.g. language needs could be met by using basic sign language like Makaton or using picture cards for those who have lost language skills due to stroke
- Emotional (psychological) needs: these include a sense of safety and security, the need for respect, emotional support and spiritual/religious needs. Discussion of how the needs could be met by the staff in Waterview must be clearly linked to the needs identified, e.g. need for respect could be met by staff asking residents about their needs and listening to their opinions
- Social needs: these include the need for contact with family, the need for interaction with staff and other residents and the need for friendships. Discussion of how the needs could be met by the staff in Waterview must be clearly linked to the needs identified, e.g. the need for friendships could be met by having open visiting to encourage friends to visit, contact with family could be encouraged by staff helping them to use technology to keep in touch, e.g. through Facetime or Skype

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic

- basic knowledge and understanding of how the needs of the residents of Waterview can be met by staff
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse how the needs of the residents of Waterview can be met by staff
- answers may address only one type of need (physical, intellectual, emotional or social) or list a range of needs
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- adequate knowledge and understanding of how the needs of the residents of Waterview can be met by staff
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse how the needs of the residents of Waterview can be met by staff

- there must be a discussion of at least two types of needs (physical, intellectual, emotional or social) to achieve at this level and of three types at the top of this level
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent

- competent knowledge and understanding of how the needs of the residents of Waterview can be met by staff
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse how the needs of the residents of Waterview can be met by staff
- there must be a discussion of all four types of needs (physical, intellectual, emotional and social) to achieve at this level
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

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- 3 (a) List the **three** different ways people can take responsibility for their own health and well-being. (AO1)

Only the following points are accepted:

- lifestyle choices
- accessing health and social care services
- self-advocacy

(3 × [1])

[3]

- (b) (i) Identify **one** health promotion campaign run by the PHA. (AO1)

Examples of suitable health promotion campaigns to be identified:

- Choose to Live Better
- Be Cancer Aware
- Breast Fed Babies
- Enjoy Healthy Eating
- Flu Aware NI
- Get a Life Get Active
- Know Your Limits
- Help Protect Yourself
- Minding Your Head
- Sexual Health NI
- Want 2 Stop

All other valid responses will be given credit.

(1 × [1])

[1]

- (ii) Explain **three** ways the campaign attempted to get its message across. (AO1, AO2)

Examples of suitable points to be explained:

- conducted talks in schools to raise awareness
- used shocking TV advertisements, e.g. showing the effects of an unhealthy lifestyle
- provided information in leaflets, e.g. about negative health effects of a substance or type of food
- used posters to get across messages about changing behaviour, e.g. showing people out walking
- had a website giving information, e.g. explaining consequences of behaviour like the social effects of alcohol
- worked directly with the public in community settings, e.g. roadshows to encourage healthier living
- published a magazine, e.g. giving information on how to get involved in physical activity in Northern Ireland
- published statistics or research findings, e.g. on health benefits of weight loss
- provided stories/narratives that members of target group can relate to, e.g. young people abusing alcohol on a night out
- used radio advertising, e.g. on sexual health
- provided merchandise, e.g. bookmarks with helpline number, keyrings, etc.

- used social media and digital technology, e.g. Facebook, apps etc.
- provided helplines or support groups, e.g. to help people give up smoking

All other valid responses will be given credit – responses must be relevant to the campaign/issue identified.

[1] basic explanation [2] competent explanation

(3 × [2])

[6]

- (iii) Explain **one** strength and **one** weakness of the fear arousal approach to health promotion. (AO1, AO3)

Examples of suitable strengths to be explained:

- grabs attention of the target group – people tend to take notice of shocking images like rotting teeth resulting from sugary drinks
- use of graphic images helps understanding of negative effects of unhealthy behaviour, e.g. exactly how smoking harms teeth
- memorable images may have a lasting effect – people may never forget the fat being squeezed out of an artery on the TV campaign
- encourages discussion – gets people talking, e.g. advertisement where brain was sliced in half to show clot caused by smoking was a topic of conversation
- can scare people into taking action, e.g. sight of blackened lung might scare people into stopping smoking

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

Examples of suitable weaknesses to be explained:

- people become resistant to the message or think it will never happen to them, e.g. clot in brain is shocking the first couple of times one sees it but the shock wears off
- can cause annoyance and upset for some individuals, e.g. if they had a family member who died of a particular health problem that is graphically portrayed – may ignore the message as a result
- individuals don't like being manipulated and so may respond by saying they aren't going to be persuaded by government propaganda
- images can have different effects on different people – this approach may work for some people more than others and for some issues more than others
- some media for portraying visual images can be very expensive, e.g. T.V. advertisements tend to be very expensive to make and run

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

(2 × [2])

[4]

- (c) Discuss how poor housing can impact on people's physical, social and psychological health and well-being. (AO1, AO2, AO3)

Examples of suitable points to be discussed:

Physical health and well-being:

- houses that have damp, condensation, and mould growth can contribute to asthma, bronchitis and arthritis
- houses that lack adequate heating can cause respiratory illnesses, cardiovascular problems, increased risks of accidents and falls and impaired mental function. In extreme cases, death from hypothermia can result
- poor housing can contribute to poor hygiene due to a lack of facilities – this can lead to an increased risk of illnesses like stomach upsets
- vermin in houses can spread disease, e.g. rats can be a danger to human health
- disease also spreads more easily where people live in overcrowded conditions – they can catch illnesses like colds and flu more easily
- poorly designed and maintained houses are associated with physical injuries, e.g. electrocution, falls, etc.

Social health and well-being:

- living in high rise flats with no gardens may make it more difficult for children to interact with others through play, although cramped conditions may also encourage children to play outside with others
- people who live in sub standard housing are less likely to bring friends or family back to the house, this may lead to isolation

Psychological health and well-being:

- poor housing is linked to high levels of mental health problems, e.g. stress and depression
- living in inadequate housing can have an adverse effect on self esteem as individuals may feel embarrassed or ashamed of their homes
- living in crowded conditions may mean that individuals experience stress because of a lack of privacy

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic

- basic knowledge and understanding of how poor housing can impact on people's physical, social and psychological health and well-being
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss how poor housing can impact on people's physical, social and psychological health and well-being

- answers may discuss only one aspect of health and well-being (physical, social or psychological) or list rather than discuss points
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate

- adequate knowledge and understanding of how poor housing can impact on people's physical, social and psychological health and well-being
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss how poor housing can impact on people's physical, social and psychological health and well-being
- there must be a discussion of at least two aspects of health and well-being (physical, social or psychological) to achieve at this level
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent

- competent knowledge and understanding of how poor housing can impact on people's physical, social and psychological health and well-being
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how poor housing can impact on people's physical, social and psychological health and well-being
- there must be a discussion of all three aspects of health and well-being (physical, social and psychological) to achieve at this level
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

- (d) Explain **one** way illegal drug use can impact on each of the following (AO1, AO2)

Physical health and well-being

Examples of suitable points to be explained:

- different drugs have different effects on individuals – some examples of physical effects include craving sugar and junk food, experiencing sleep disturbances and suffering from a range of illnesses more regularly than other people – all of these have an adverse effect on long-term physical health
- drug users can experience other physical effects like abnormalities of vision, co-ordination and speech patterns, leading to accidents
- drug users can experience infections linked to the use of needles, e.g. HIV
- many drug users will suffer extreme weight loss and reduced immunity to illness and disease
- the physical effects of addiction mean that drug users may become very ill during withdrawal, suffering from sickness, lack of energy and uncontrollable shaking
- drug use can lead to accidents, premature death and unsafe practices that can be detrimental to physical health, e.g. self-harm, STIs

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

Social health and well-being

Examples of suitable points to be explained:

- drug users often experience difficulties in family and other relationships and may experience loneliness and isolation as a result
- financial problems may arise because of the expense of buying drugs and the user may have no money for any other social activities
- drug use can lead to a change in friendship groups
- work record and level of performance may drop and the user may become unemployed, losing contact with work colleagues
- due to the physical effects of the drugs, users may lack interest in taking part in leisure activities and spending time with peers
- individuals may find themselves resorting to crime to feed drug habit – this may lead to a jail sentence, removing the individual from society

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

(2 × [2])

[4]

- (e) Other than the impact of housing conditions, analyse how social class affects health and well-being. (AO1, AO2, AO3)

In terms of analysis candidates are required to separate their knowledge and understanding of the effects of social class into the components of physical, social and psychological health and well-being. They are

required to present arguments and make reasoned judgements on how the characteristics of each component is affected.

Examples of suitable points to be analysed:

Effects on **physical** health and well-being:

- middle classes/social classes I and II have a longer life expectancy; a man from social class I lives on average seven years longer than a man from social class V. This is perhaps because they can afford a better diet and so are less likely to get illnesses
- middle classes/social classes I and II may be able to access specialist health services more quickly by paying privately or because they have been able to afford private health insurance – this may mean their physical illnesses and diseases are better managed and treated
- working classes/social classes IV and V have greater stress and are more prone to stress related physical illnesses like heart disease
- older people from working classes/social classes IV and V have a 3 to 4 times greater risk of having a physical dysfunction than older people from higher social classes
- breast cancer is shown to be more frequent in middle class women. This is probably because of delayed childbearing due to their careers, as this is a major risk factor. However middle class women are more likely to survive the disease, probably due to better care and to better living standards
- children from lower class families are over three times more likely to be in poor health than children from middle class families
- infant mortality rates are higher in social class V. This may be because they are less likely to avail of health checks after the birth. This may be because they can't afford transport or may lack confidence in accessing services
- working class people tend to smoke more; smoking causes more health problems like cancer and respiratory problems
- working class people may work long hours to get more money, this leaves less time to visit the doctors if they are ill. They are more likely to be in jobs where there is little flexibility for getting away for appointments – this may mean illnesses go untreated for longer
- working class people often live in industrial areas that have levels of pollution linked to illnesses, e.g. such as respiratory conditions. In contrast the higher social classes can afford to live outside of built up areas where there is less pollution
- children from lower class families are at greater risk of death or injury from being hit by a motor vehicle than the children of middle class parents, who are more likely to be able to let their children play safely within sight or earshot in less built-up areas
- the children of working class adults are more likely to be left to their own devices during school holidays and out of school hours, which also leaves them more vulnerable to accidents

Effects on **social** health and well-being:

- middle class people can afford more social activities, e.g. going out for dinner with friends
- social class may influence the types of social activities that people engage in, e.g. social activities attached to polo and skiing are almost exclusively middle class
- working classes/social classes IV and V may find it difficult to afford to socialise by going out or entertaining friends at home
- some working class people live in very close knit communities with close social contact with neighbours

Effects on **psychological** health and well-being:

- middle classes/social classes I and II can afford to join clubs and take part in more leisure activities, which reduces stress and contributes to a sense of well-being. Working classes/Social classes IV and V can't do this and may feel bored and stressed
- working classes/social classes IV and V are more prone to depression than higher social classes
- people from lower social classes may have low self esteem because they may feel they have not been as successful as people in middle class occupations – may feel excluded

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic

- basic knowledge and understanding of the effects of social class on health and well-being
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse how social class affects health and well-being
- answers may address only one aspect of health and well-being (physical, psychological or social)
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- adequate knowledge and understanding of the effects of social class on health and well-being
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse how social class affects health and well-being

- answers must analyse at least two aspects of health and well-being (physical, psychological, social) to score at the top of this band
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent

- competent knowledge and understanding of the effects of social class on health and well-being
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse how social class affects health and well-being
- all three aspects of health and well-being (physical, psychological, social) must be analysed to achieve at this level
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

Total

AVAILABLE
MARKS

39

100