



**General Certificate of Secondary Education
2022**

Health and Social Care

Unit 1:

Personal Development, Health and Well-being

[GHL11]

MONDAY 30 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Health and Social Care.

Candidates must:

- AO1** demonstrate knowledge and understanding of the specified content;
- AO2** apply knowledge, skills and understanding in a variety of health, social care and early years contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1:** Quality of written communication is basic.
Level 2: Quality of written communication is adequate.
Level 3: Quality of written communication is competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of 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 (Adequate): The candidate makes a reasonable selection and use of 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 (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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

- 1 (a) Arthur and Lily are in the life stage of _____ adulthood which is 65+ years. (AO1)

later

(1 × [1])

[1]

- (b) Using the information given write down **two** other life changes Arthur and Lily have experienced. (AO1)

starting work
getting married

(2 × [1])

[2]

- (c) Explain **three** ways you would expect Arthur to develop physically during his current life stage. (AO1, AO2)

Examples of suitable points to be explained:

- Arthur may decrease in height as his bones lose density and the cartilage between his joints gets worn out which causes the spinal column to become shorter and he may become frail
- Arthur's skin will continue to lose elasticity and wrinkles become more prevalent
- Arthur's vision may deteriorate and he may need glasses to see close objects as his lens stiffen. He may also have common eye problems associated with age such as glaucoma or cataracts.
- Arthur may experience heart problems as his blood vessels will lose elasticity and fatty deposits build up on artery walls and this could result in high blood pressure (hypertension) and hardening of the arteries (atherosclerosis)
- Arthur's bones will lose density and he may be more prone to fractures or develop osteoporosis
- Arthur's muscles and joints may lose strength and flexibility resulting in stiffness and a loss of mobility
- Arthur may gain weight as his levels of physical activity will likely decrease and his metabolism slows
- Arthur may have difficulty hearing high pitched noises and sounds due to excessive noise throughout his lifetime or more frequent accumulation of wax in his ears
- Arthur's gums will recede and he may lose teeth – this combined with diminished senses of taste and smell may impact on appetite and contribute to weight loss
- Arthur's hair will grow slower and turn grey and thin and he may become bald
- Arthur's kidneys may become less efficient as they get smaller and lose cells as he ages and he may experience urinary incontinence and/or have difficulty initiating urination
- Arthur's digestive system will slow down and he may experience digestive issues which he did not have when he was younger
- Arthur will lose brain cells as he ages and as a result his reflexes may slow down and he may experience memory loss
- Arthur's immune system will weaken and his body will not be able to fight infection and he may be more prone to illness.

All other valid points will be given credit

[1] basic explanation

[2] competent explanation
(3 × [2])

[6]

AVAILABLE
MARKS

- (d) Explain how each of the following may have a positive effect on Arthur's self-concept. (AO1, AO2, AO3)

Examples of suitable points to be included in explanation:

Age

- Arthur may have a sense of satisfaction/pride that he has reached the age of 68
- Arthur may have a sense of satisfaction on achievements to date, for example, travel, life experiences and work
- Arthur may feel he has time to achieve more in life
- Arthur may feel that he has a good quality of life
- Arthur may feel confident and have a high self-esteem
- Arthur may see himself as a wise grandparent giving advice to others in family increasing self-esteem

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(1 × [2])

[2]

Gender identity

- Arthur may experience a sense of satisfaction in his male gender role as husband resulting in high self-esteem and a positive self concept
- Arthur may feel he is a role model for young males, for example, in his family circle, community or former workplace
- Arthur may have a greater sense of self importance as he feels superior to women

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(1 × [2])

[2]

- (e) (i) Use the headings below to describe how retirement may affect an individual's intellectual and social development. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Effect on intellectual development

- an individual may have more time to take up new hobbies, read, complete crosswords, join classes and expand knowledge and develop new skills
- an individual may have more time to join groups, for example U3A and take up new activities, attend talks etc. and develop knowledge of a range of topics, for example, the history of the local area or learn a new language
- an individual may have more time to travel and learn about the culture of different countries
- an individual may lack the stimulation of work and may not get opportunities to develop existing or learn new skills
- an individual may learn new skills such as using an iPad from grandchildren as many older people help out with childcare

All other valid points will be given credit

[1] basic description
 [2] adequate description
 [3] competent description
 (one point in detail or two or more points in less detail)
 (1 × [3]) [3]

Effect on social development

Examples of suitable points to be included in description:

- an individual may have more time to spend with family and friends taking part in social activities, for example, family outings and holidays
- an individual may expand their social circle and form new relationships and friendships if they join new groups, clubs or activities
- an individual may lose contact with work colleagues leading to a breakdown of friendships
- an individual who does not have close family or friends may become isolated if their main social contact was with work colleagues
- an individual may have a reduced income due to retirement and may be unable to afford to take part in social activities with family and friends and this may lead to weakening of relationships or loss of friendships
- less opportunities to take part in social activities with work colleagues

All other valid points will be given credit

[1] basic description
 [2] adequate description
 [3] competent description
 (one point in detail or two or more points in less detail)
 (1 × [3]) [3]

(ii) Explain **two** different types of support the voluntary sector may provide to individuals to help them cope with retirement. (AO1, AO2)

Any two of the following types of support to be explained:

Emotional support – a volunteer or member of staff may listen to individuals' worries and concerns about retirement

Advice and information – a volunteer or member of staff may offer individuals information on benefits that they may be entitled to or offer advice on taking up a new hobby or activity to help prevent loneliness

Practical help – a volunteer or member of staff may provide help with filling up forms for benefits or drawing up a budget if retirement has resulted in a reduced income. The voluntary sector may also provide volunteering opportunities to allow individuals to take up new hobbies and interests.

Accept support offered by church groups if realistic and relevant.

[1] basic explanation

[2] competent explanation

(2 × [2])

[4]

- (f) (i) Use the headings below to describe how dementia may affect Lily's physical and emotional health and well-being. (AO1, AO2)

Effect on physical health and well-being

Examples of suitable points to be included in description:

- Lily may experience loss of appetite and may forget how to chew or swallow which may result in her becoming underweight or increase her risk of choking
- Lily may have interrupted sleep patterns or difficulty sleeping resulting in tiredness and exhaustion
- Lily may have mobility problems and lose her ability to walk, stand or get herself out of bed
- Lily may find it difficult to use the toilet or forget where the toilet is and may experience incontinence
- Lily may experience pain due to infections, for example urinary tract infections which are common in the later stages of the condition
- Lily may have poor personal hygiene and be prone to skin complaints and infections
- Lily may become confused and fall injuring herself
- Lily may forget to eat and become malnourished and lose weight
- Lily may forget she has eaten her meals and as a result overeat and become overweight
- Lily may lose weight due to the physical activity associated with agitation which can be common in dementia
- In the later stages Lily may lack energy and become exhausted.
- Lily may lose weight due to the medication she has been prescribed to manage her dementia

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail)

(1 × [3])

[3]

Effect on emotional health and well-being

Examples of suitable points to be included in description:

- Lily may experience a sense of grief and loss
- Lily may feel angry about the diagnosis and resent help and support given
- Lily may feel afraid of what the future holds and may be frightened in moments of confusion and forgetfulness
- Lily may feel very upset and sad about the impact dementia may have on her husband, family and friends
- Lily may become irritable or prone to rapid mood swings
- Lily may feel insecure and lack confidence which may result in low self-esteem

- Lily may have feelings of anxiety which may lead to depression
- Lily may feel loved and cared for if supported by family and friends
- Lily may feel that she is helpless and a burden to her family and friends
- Lily may feel lonely and isolated if she does not want to or is too embarrassed to go out in public
- In the early stages of dementia Lily may have a positive attitude and be determined to make the most of her life

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail)

(1 × [3])

[3]

- (ii) Describe how Lily's relationships with her friends may have a positive effect on her social development. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- Lily's friends may visit her and spend time chatting to her to help meet her need for interaction, friendships and to help Lily maintain communication skills
- Lily's friends can include her in celebrations and other events to help maintain contact with others and prevent isolation
- Lily's friends may take her out shopping to the cinema or for a meal to help ensure she interacts with others
- Lily's friends may encourage her to join activities organised by voluntary organisations such as the Alzheimer's Society, for example, activity groups or Singing for the Brain to help Lily interact with others and make new friends. Her friends may accompany her to these activities

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail)

(1 × [3])

[3]

32

2 (a) Complete the table below to identify the types of relationships Stela has. (AO1)

intimate or sexual
family

(2 × [1]) [2]

(b) Daniel and Stela are in the life stage of early adulthood which is from _____ to _____ years. (AO1)

19 to 39 years

(2 × [1]) [2]

(c) Describe the expected pattern of social development during early adulthood. (AO1, AO2)

Examples of suitable points to be included in description:

- in early years of this life stage many individuals may have few commitments and have the time and money to take part in a wide range of social activities, for example, going on holiday with friends giving opportunities to interact with others and form new friendships
- most individuals will have a wide range of relationships including intimate/sexual, family, friendships and working
- as the individual progresses through the life stage and perhaps has commitments such as marriage, children, paying a mortgage and other household expenses there may be less money and time for social activities
- contact with old friends may be lost but new friendships, for example, with parents of their children's friends, may be formed

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail)

(1 × [3]) [3]

- (d) Describe how culture and ethnicity may negatively affect Daniel's self-concept. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- Daniel may feel isolated in Northern Ireland and lack a sense of belonging due to language barriers resulting in low self-esteem
- Daniel may be discriminated against in his workplace by being paid a lower wage than others doing the same job, making him feel less valued resulting in poor self-esteem
- Daniel may experience verbal and physical abuse resulting in him feeling frightened or angry and having low self-esteem
- Daniel may be too frightened to celebrate aspects of his culture making him feel isolated resulting in low self-esteem

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail)

(1 × [3])

[3]

- (e) Explain **two** ways eating an unhealthy diet may affect an individual's physical health and well-being. (AO1, AO2)

Examples of suitable points to be explained:

- eating too many foods high in sugar and fat may cause obesity
- eating too much salt can raise an individual's blood pressure which increases the risk of getting heart disease or having a stroke
- regularly consuming foods and drinks high in sugar increases an individual's risk of tooth decay
- eating too much saturated fat found in foods such as meat, butter, cream, biscuits and chocolate can increase the amount of cholesterol in an individual's blood which increases the risk of developing heart disease
- eating too many foods high in sugar can increase an individual's chance of getting type 2 diabetes
- not eating five portions of fruit and vegetables every day means an individual may not be getting enough vitamins and minerals which can cause deficiency diseases and a lack of fibre which can result in constipation and other digestive problems, increasing the risk of bowel cancer
- not eating enough calcium rich foods such as milk, cheese and yogurts may result in poor bone density increasing the risk of osteoporosis in later life
- a diet lacking in nutrients can reduce the effectiveness of the immune system
- a diet lacking in nutrients is one of the main causes of low energy levels

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(2 × [2])

[4]

- (f) Analyse the expected patterns of development in childhood. (AO1, AO2, AO3)

AVAILABLE
MARKS

Examples of suitable responses:

Physical development

During childhood weight increases from approximately 16 Kg at 4 years old to 29 Kg at 6 years old to 25 Kg at 8 years old to 31 Kg at 10 years old. Head size increases, for example by age of 5 it is 90% of adult size. Height increases from approximately 102 cm at 4 years old to 116 cm at 6 years old to 127 cm at 8 years old and 137 cm at 10 years old. Children lose their baby features and become more adult in appearance. First/baby/deciduous teeth are replaced by permanent teeth from 5 to 7 years onwards. Physical skills such as running and climbing continue to develop. Control and co-ordination improve and the child can skip, hit a ball with a bat etc. Puberty can start at the age of 8 for girls and 9 for boys.

Intellectual development

Language development continues to expand and children learn new vocabulary and are able to construct complex sentences. Reading skills develop, for example from learning phonics to recognising common words and from reading simple books with pictures and short sentences to reading books with no pictures. Writing skills develop, for example from making marks to writing their name and simple sentences to complex sentences and constructing paragraphs; writing becomes smaller and joined up. Drawing skills develop, for example from big shapes with little form to drawing recognisable pictures in proportion using different media. Understanding of number develops, for example they progress in counting and in their mathematical skills from addition to subtraction and multiplication and division; concepts of measurement develop for example length, weight and capacity. Moral understanding of right and wrong develops, for example understanding what a lie is and progressing from black and white views of right and wrong to more subtle judgements. Concentration develops, for example from a short concentration span to a longer period of time working alone. Problem solving skills develop, for example they can apply logic to solve problems. Learn a new range of skills, for example completing word searches and puzzles, using a computer or tablet or playing a musical instrument. Memory continues to develop, for example children are able to recall greater amounts of more complex information.

Emotional development

Sense of independence increases from being able to undertake simple tasks by themselves to being completely independent in washing, dressing and toileting skills by the age of seven; sense of independence continues to increase but they still like adults to be present to help if required. Control over emotions develops, for example by seven children learn how to control their emotions and realise they can hide their true feelings and keep their thoughts private. Awareness of the feelings for others develops from showing sensitivity to others to showing sympathy and comforting friends who are hurt to realising that others experience feelings of anger, fear and sadness similar to their own; towards the end of childhood they are able to understand the needs and feelings of others. Towards the end of childhood girls in particular may experience mood swings associated with puberty. Children may experience a wide range of emotions, for example jealousy if

friends have the latest gadgets or fashion items and they do not, or sadness at the death of a pet. May have high self-esteem if they feel loved, valued and cared for and have a sense of belonging. May have a low self-esteem, for example if bullied at school or abused at home, feel they are not as clever as others or do not have friends.

Social development

Social skills develop, for example from being able to eat with a spoon and fork to competently using a knife and fork and developing table manners. Understanding of rules and fairness develop leading to co-operation with other children in games and team sports. A wider range of relationships is formed as children are now at school and may also be members of clubs or organisations. Friendships develop – at four years they like to be with other children and then progress to choosing friends with similar interests to forming close friendships with their own gender to changing friendships rapidly. By the age of ten children usually have best friends. Towards the end of childhood the approval of friends becomes important and decisions about clothes and activities are often influenced by peer pressure. Towards the end of childhood children like to belong to a group; this may be a group they formed themselves or a group such as a youth club, guides or scouts. 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

- displays limited knowledge and understanding of the expected patterns of development in childhood
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse the expected patterns of development in childhood
- may list examples
- quality of written communication is basic. The candidate makes only a limited selection and use of 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

- displays adequate knowledge and understanding of the expected patterns of development in childhood
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse the expected patterns of development in childhood
- must analyse at least two types of development to achieve in this level
- may analyse some aspects in more detail than others
- quality of written communication is adequate. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make meaning clear.

Level 3 ([9]–[12])

Overall impression: competent

- displays competent knowledge and understanding of the expected patterns of development in childhood
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse the expected patterns of development in childhood
- competent analysis of all four aspects of development achieves at the top of the 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 use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear. [12]

- (g) (i)** Alina is in the life stage of infancy.
Describe the expected pattern of physical development during this life stage. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- weight – in the first year of life growth is rapid and infants triple their average birth weight of 3.3 kg by one year old. At 3 years the average weight is 14 kg.
- height – the average length at birth is 51 cm and this increases to a height of 94 cms by 3 years
- teeth – milk teeth first appear at around 6 months and by 2–3 years most children have a full set of 20 teeth
- gross motor skills – at birth an infant has primitive reflexes and by the age of 3 months they can kick their legs vigorously, by 6 months they can sit with support and roll over and by 9 months they can sit without support, crawl and shuffle. By 12–18 months most can walk alone and development continues by walking down stairs, climbing on furniture and kicking a ball confidently. By the age of three infants can walk on tiptoes and peddle a tricycle
- fine motor skills – by 4 months an infant can hold a rattle and by 9 months the pincer grip/grasp develops and the infant can pick up small objects by using the middle finger and thumb. By 12 months the infant can pick up items from the floor and by 18 months can hold a crayon and scribble, by 24 months can draw circles and build a tower of 6 bricks and by 36 months can turn pages in a book, draw a face and thread large beads

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail)

(1 × [3])

[3]

- (ii) Describe **one** way the statutory sector may help Alina and her parents cope with her injury. (AO1, AO2, AO3)

Any one of the following types of support to be explained:

Emotional support – staff such as nurses and doctors will reassure and comfort Alina. They will listen to the worries and concerns of her parents, take time to answer their questions and offer reassurance.

Advice and information – staff, for example nurses, doctors and physiotherapists, will give Alina’s parents information on the nature of her injury or on the treatment they will offer. They may also provide advice such as not allowing Alina to walk without support or giving her pain relief when required.

Practical help – staff, for example health care assistants, may take Alina to the bathroom, help her wash and perhaps help her dress. They may also serve her meals and perhaps cut up her food.

Medical care – staff will examine Alina to determine the extent of her injury and this would involve an x-ray. Staff would provide Alina with treatment, for example putting her leg in plaster and giving her medication to ease the pain. Nurses would monitor her condition and provide additional treatment if required. GP services may offer additional care on Alina’s release from hospital.

[1] basic description

[2] adequate description

[3] competent description

(1 × [3])

[3]

- (h) (i) Explain **two** ways this pollution may affect the family’s health and well-being. (AO1, AO2, AO3)

Examples of suitable points to be explained:

- toxic fumes released by vehicles and aircraft into the atmosphere can increase the family’s risk of developing respiratory infections such as bronchitis and may cause long term asthma to worsen, especially in children
- noise from air traffic can disrupt the family’s sleeping patterns leaving them feeling tired
- exposure to very loud noise or constant noise may cause damage to the family’s hearing
- recent research indicates that prolonged exposure to transport noise may increase the family’s risk of developing cardiovascular problems

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(2 × [2])

[4]

(ii) Write down **two** other environmental factors that may affect an individual's health and well-being. (AO1)

- occupational hazards
- geographical location

(2 × [1])

[2]

AVAILABLE
MARKS

38

- 3 (a) Analyse how alcohol misuse may affect an individual's health and well-being. (AO1, AO2, AO3)

AVAILABLE
MARKS

Examples of suitable responses:

Physical health and well-being

Short term effects of alcohol misuse include a hangover as the body is unable to remove all the alcohol consumed. The effects of a hangover include a headache, dizziness, sickness and dehydration. Excessive alcohol can also cause vomiting causing choking, nausea, diarrhoea and indigestion. Long term risks of alcohol misuse include high blood pressure and blood cholesterol levels which can increase the risk of having a stroke and heart attack. Alcohol misuse also weakens the immune system which makes the body more susceptible to infections. The bones are weakened and the risk of fractures increases. Another effect is acute pancreatitis which is a condition where the pancreas becomes inflamed and swollen over a short period of time. Acute pancreatitis can have serious complications. The liver is damaged by excess alcohol intake and diseases such as alcoholic fatty liver disease, alcoholic hepatitis and cirrhosis which can lead to liver cancer and can be fatal. Alcohol misuse increases the risk of other cancers such as mouth, head, neck, breast and bowel. It is also linked to sexual problems and infertility. Alcohol also destroys brain cells and causes brain damage impairing cognitive functioning. An individual may gain weight due to poor food choices and the high calorific value of alcohol. Excessive alcohol intake is associated with an increased risk of type 2 diabetes. Sleeping patterns may be disrupted. Life expectancy is reduced and may result in premature death. The mouth dries out and when saliva is not produced the risk of tooth decay and gum disease increases. Misuse causes changes in the function of the kidneys and makes them less able to filter the blood. Alcohol irritates the stomach wall causing bleeds and ulcers. The risk of injury is increased due to anti-social behaviour. The risk of hypothermia is increased as blood vessels expand and the body loses heat.

Emotional health and well-being

Alcohol changes the brain chemistry and misuse increases anxiety and stress. It also can lead to depression and other mental health conditions. The effects can vary from feeling very down and helpless to contemplating suicide. Individuals may become dependent on alcohol which can result in feelings of hopelessness and this can lead to low self-esteem. Alcohol misuse is associated with feelings of anger and aggressiveness which can result in violent outbursts. Individuals may have feelings of shame and guilt because of their addiction and the effect it may be having on family members.

Social health and well-being

Alcohol misuse can result in a breakdown of family relationships and is a contributory factor to divorce. It can result in a loss of friendships or the formation of new friendships with others who also abuse alcohol. Other relationships, for example, those with work colleagues may also break down. Some individuals who abuse alcohol may become isolated as they may remain at home to hide their addiction. Alcohol misuse may also result in anti-social behaviour such as street crime and assaults. New friendships may be formed through attending support groups. Due to the amount of money spent on alcohol some individuals may be unable to afford to take

part in social activities with family and friends.
All other valid points will be given credit

AVAILABLE
MARKS

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

Level 1 ([1]–[4])

Overall impression: basic

- displays limited knowledge and understanding of how alcohol misuse may affect an individual's health and well-being
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse how alcohol misuse may affect an individual's health and well-being
- may list examples
- quality of written communication is basic. The candidate makes only a limited selection and use of 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

- displays adequate knowledge and understanding of how alcohol misuse may affect an individual's health and well-being
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse how alcohol misuse may affect an individual's health and well-being
- must analyse at least two aspects of health and well-being to achieve in this level
- may analyse some aspects in more detail than others
- quality of written communication is adequate. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make meaning clear.

Level 3 ([9]–[12])

Overall impression: competent

- displays competent knowledge and understanding of how alcohol misuse may affect an individual's health and well-being
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse how alcohol misuse may affect an individual's health and well-being
- competent analysis of all three aspects of health and well-being achieves at the top of the 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 use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear. [12]

- (b)** Describe how unemployment may have a negative effect on her emotional health and well-being. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- Patricia may worry about a lack of income and being unable to buy essentials and pay bills
- Patricia may feel guilty if she is unable to support her family, for example help Steven with the costs of going to university
- Patricia may feel a burden if she is depending on benefits for income
- Patricia may feel inadequate/not good enough to get a job which may result in a lack of confidence
- Patricia may feel a lack of purpose/feel she has no role or identity which may reduce her self-esteem and she may become depressed in the long term

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail)

(1 × [3])

[3]

- (c) (i)** Assess how starting university may affect Steven's intellectual, emotional and social development. (AO1, AO2, AO3)

Intellectual development

Steven will develop his knowledge of the anatomy and physiology of the human body. His knowledge of a range of medical conditions and the treatments available will expand. Steven will learn practical nursing skills such as giving injections, dressing wounds or putting up a drip. He will also develop life skills such as money and time management and if he moves away from home other practical skills may develop further. Steven will also further develop his problem solving skills. His research and IT skills may develop further as he completes assignments. Steven may join societies or groups at university which may develop his knowledge on different subjects and he may even travel with friends he makes at university and develop his knowledge of different countries and their culture.

Emotional development

Steven will have an increased sense of independence especially if he moves away from home. He may also have a sense of satisfaction and achievement that he has been accepted to university to study nursing. Steven may feel proud that he has decided to study a course that will improve the health and well-being of others. Steven may feel valued and have a sense of belonging as he is part of a group. Overall his confidence and self-esteem may increase. Steven may be excited and looking forward to the challenge. He may have a sense of relief to get space from his father who misuses alcohol but may worry about his mother. He may feel anxious and nervous about starting university and may worry that he may find the work too difficult. Initially Steven may feel lonely if he moves away from home and his family and friends.

Social development

Steven will have the opportunity to develop social skills, for example, working as part of a team. He will also have opportunities to develop communication skills when interacting with fellow students, tutors and while preparing to interact with patients and health care practitioners. Steven may form new friendships with other students and take part in social activities with them. He will also have increased opportunities to take part in social activities as he may join clubs and societies in the university and gain a wide circle of friends. Steven may lose contact with old friends and may not have enough time to go out with friends due to studying and completing assignments. Steven may find it difficult to make friends and join in with social activities.

All other valid points will be given credit

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

Level 1 ([1]–[3])

Overall impression: basic

- displays limited knowledge and understanding of the effects of starting university on Steven’s intellectual, emotional and social development
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to assess the effects of starting university on Steven’s intellectual, emotional and social development
- may list examples
- quality of written communication is basic. The candidate makes only a limited selection and use of 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

- displays adequate knowledge and understanding of the effects of starting university on Steven’s intellectual, emotional and social development
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to assess the effects of starting university on Steven’s intellectual, emotional and social development
- must assess at least two types of development to achieve in this level
- may assess some aspects in more detail than others
- quality of written communication is adequate. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make meaning clear.

Level 3 ([7]–[9])

Overall impression: competent

- displays competent knowledge and understanding of the effects of starting university on Steven’s intellectual, emotional and social development
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to assess the effects of starting university on Steven’s intellectual, emotional and social development
- competent assessment of all three aspects of development achieves at the top of the 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 use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear. [9]

- (ii) Describe **two** different types of support Steven’s family and friends may give him to help him cope with the life change of starting university. (AO1, AO2, AO3)

Any two of the following types of support to be described:

Emotional support – Steven’s family and friends may listen to his worries about starting university and offer him encouragement and reassurance. They may also reassure him that they will always be there for him if he needs support. His family may send him Good Luck cards and his friends may promise to stay in contact with him, for example via social media.

Advice and information – his family may give him advice, for example on managing his money, on where to live or on taking care when out socialising with fellow students. They may also advise him to attend all his lectures and hand his assignments in on time. Steven may have friends already at university and they may give him information, for example about suitable accommodation or where to socialise.

Practical help – Steven’s family may give him financial support, buy him items for his accommodation such as bedding, and buy him a computer to help him complete assignments or help him move his belongings to his accommodation. His friends may also help him find suitable accommodation or if already at university offer him a place to stay.

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(2 × [3])

[6]

Total

**AVAILABLE
MARKS**

30

100