



Rewarding Learning

**General Certificate of Secondary Education
2023**

Health and Social Care

Unit 1:

Personal Development, Health and Well-being

[GHL11]

MONDAY 15 MAY, AFTERNOON

**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.

1 (a) (i) Jia is 9 years old. She is in the life stage of _____

which is from 4 years to _____ years. (AO1)

childhood

10 years

(2 × [1])

[2]

(ii) Explain three ways you would expect Jia to develop intellectually during her current life stage. (AO1, AO2)

Examples of suitable points to be explained:

- Jia's language development will continue to expand and she will learn new vocabulary and be able to construct complex sentences
- Jia's reading skills will 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
- Jia's writing skills will develop, for example writing her name and simple sentences to complex sentences and constructing paragraphs; Jia's writing will become smaller and joined up
- Jia's drawing skills develop, for example from big shapes with little form to drawing recognisable pictures in proportion using different media
- Jia's understanding of number will develop, for example she will progress in counting and in her mathematical skills from addition to subtraction and multiplication and division; concepts of measurement develop for example length, weight and capacity
- Jia's moral understanding of rules of right and wrong will develop, for example understanding what a lie is and progressing from black and white views of right and wrong to more subtle judgements
- Jia's concentration will develop, for example from a short concentration span to a longer period of time working alone
- Jia's problem solving skills will develop, for example she will be able to apply logic to solve problems and use her imagination to think about future scenarios and may develop understanding of dangerous situations and how to act accordingly
- Jia will learn a new range of skills, for example completing word searches and puzzles, using a computer or tablet or playing a musical instrument
- Jia's memory and life skills will continue to develop, for example she will be able to recall greater amounts of more complex information

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(3 × [2])

[6]

(iii) Use the headings below to describe how appearance may affect Jia's self-concept (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Positive effect on Jia's self-concept

- Jia may be happy with her appearance, for example her weight, her skin condition and have a positive body image

- Jia may feel confident about her appearance
- Jia may take pride in her appearance and want to look good, for example by wearing the latest fashion
- Jia may get compliments about her appearance resulting in high self-esteem and confidence
- Jia may feel her appearance is acceptable to her peers and compares favourably with her role models
- Jia may feel confident and have a high self-esteem

All other valid points will be given credit

Negative effect on Jia's self-concept

- Jia may compare herself unfavourably to others, for example her peers and role models
- Jia may be unhappy with her appearance, for example feel she is overweight or not as pretty as others
- Jia may get bullied about her appearance resulting in low self-esteem
- Jia may lack confidence in her appearance
- Jia may have low self-esteem
- Jia may receive negative comments about her appearance online reducing her confidence and 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)

(2 × [3])

[6]

(b) (i) Identity the type of relationship between Shen and Jia. (AO1)

family

(1 × [1])

[1]

(ii) Shen is starting school in September. Use the headings below to describe how starting school may affect Shen's intellectual, emotional and social development. (AO1, AO2)

Examples of suitable points to be included in description:

Effect on intellectual development

- Shen will have opportunities to learn new skills, for example playing or memorising the alphabet, nursery rhymes, IT skills
- Shen will develop a wide range of knowledge and skills by being taught the Foundation Stage Curriculum, for example language and literacy, mathematics and numeracy, communication, The World Around Us, ICT and understanding rules
- Shen will have the opportunity to develop new interests, hobbies and skills through extracurricular activities or after school care

All other valid points will be given credit

Effect on emotional development

- Shen may feel upset about missing his parents
- Shen may initially feel insecure and nervous about starting school
- Shen's sense of identity may grow and he may develop a sense of belonging

- Shen will become more independent and less dependent on his parents/carers
 - Shen may form bonds with the teacher, classroom assistant and other pupils, helping him feel to feel confident and cared for
 - Shen may develop a sense of achievement resulting in confidence and high self-esteem
 - Shen may find it difficult to settle in school or be unhappy resulting in a loss of confidence and low self-esteem
 - Shen may feel proud/excited and look forward to starting school
 - Shen may have a fear of being bullied
- All other valid points will be given credit

Effect on social development

- Shen will have opportunities to make new friends
- Shen will have opportunities to develop relationships with others, for example teachers
- Shen will have opportunities to develop social skills such as sharing and co-operation through group and team working activities organised by the school
- Shen will have opportunities to take part in social activities such as school trips

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)

(3 × [3])

[9]

- (iii) Starting school is a major life change and Shen's family will support him. Use the headings below to explain how Shen's family may help him cope with this life change. (AO1, AO2)

Examples of suitable points to be explained:

Emotional support

- Shen's family may listen to his concerns and worries and offer him reassurance, for example that there will always be someone there to collect him when school is over
- Shen's family may spend time with him explaining to him what school is like and telling him about their first days at school
- Shen's family may show interest by asking him what he did at school and by taking time to actively listen to what he tells them
- Shen's family may offer encouragement and praise for work such as paintings that he brings home from school
- Shen's family may read him stories about starting school
- Shen's family and extended family members may send him cards wishing him good luck on starting school

All other valid points will be given credit

Advice and information

- Shen's family may explain various procedures in school, for example about lunch, break, hanging up his coat and lining up
- Shen's family may give him advice, for example to tell the teacher or classroom assistant if he feels sick or is being bullied

- Shen's family may give him advice on acceptable behaviour in school such as making friends and having manners

All other valid points will be given credit

Practical help

- Shen's family may leave him to school and collect him when school is over
- Shen's family may take him to an induction session where he will meet his teacher and see around his classroom
- Shen's family may buy him his uniform and other requirements for school, for example shoes with Velcro fastenings or lunch boxes which he will be able to manage without assistance
- Shen's family will help with learning activities to be completed at home/homework

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(May be two separate points or one explained in detail)

(3 × [2])

[6]

30

AVAILABLE
MARKS

2 (a) (i) Paul and Rachel are in the life stage of _____

adulthood which is 19 to _____ years. (AO1)

early

39

(2 × [1])

[2]

(ii) Identify the type of relationship between Paul and Rachel. (AO1)

intimate or sexual

(1 × [1])

[1]

(iii) Use the table to assess how redundancy may affect Paul's intellectual, emotional and social development. (AO1, AO2, AO3)

Examples of suitable points to be included in assessment:

Effect on Paul's intellectual development

- Paul may develop new skills while applying for jobs such as completing CVs and preparing for interviews
- Paul may miss the stimulation of work
- Paul will no longer have the opportunity to take part in training associated with hotel management
- Paul will miss out on opportunities to develop knowledge and skills associated with hotel management or because he can no longer afford hobbies and travel etc.
- Paul may decide to apply for other jobs which may provide opportunities to upskill, undertake additional training and develop his knowledge of alternative work areas
- Paul's money management skills may develop as his income will reduce and he may have the same outgoings
- Paul may have more opportunities to develop knowledge and skills through hobbies and travel

All other valid points will be given credit

Effect on Paul's emotional development

- Paul may initially feel angry that he is being made redundant
- Paul may experience a loss of identity and purpose as he is no longer employed as a hotel manager
- Paul may experience feelings of guilt and inadequacy as he is no longer providing an income for his family
- Paul may worry about the future, for example about getting another job, about paying bills
- Paul may feel a burden and loss of independence if he has to rely on his family
- Paul may have feelings of inadequacy, that he was not good enough to be retained which may result in a loss of confidence
- Paul may experience anxiety and stress which may lead to depression in the longer term
- Paul may experience work related stress
- Paul may develop a negative self-concept leading to low self-esteem
- after a period of time Paul may see this as a new challenge, respond with resilience and be determined to find other employment with perhaps less stress

- Paul may experience relationship difficulties with family and friends due to the stress of redundancy or these relationships may strengthen due to the support offered making Paul feel loved and cared for
- Paul may feel lonely and isolated due to the lack of social contact which he had when working in the hotel

All other valid points will be given credit

Effect on Paul's social development

- Paul may lose friendships which he had formed with staff and customers
- Paul may have fewer opportunities to take part in leisure activities with work colleagues due to lack of contact or with family and friends due to reduced income
- Paul may be more likely to take part in leisure activities which are free or relatively cheap as he has more time and may develop new friendships
- Paul may have fewer opportunities to interact with others or work as part of a team which may have a detrimental effect on his social skills
- Paul may have more time to spend doing activities with his friends and family

All other valid points will be given credit

[1] basic assessment

[2] adequate assessment

[3] competent assessment

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

(3 × [3])

[9]

(b) (i) Alex is in the life stage of adolescence which is from 11 years to

_____ years. (AO1)

18

(1 × [1])

[1]

(ii) Describe how you would expect Alex to develop emotionally during this life stage. (AO1, AO2)

Examples of suitable points to be included in description:

- Alex may experience stress due to the pressure of school and exam preparation
- Alex may experience mood swings from being very happy to feeling sad and down
- Alex will begin to feel more independent and rely less on parents for emotional support and affection
- Alex may experience relationship difficulties, for example with parents and friends or may struggle to fit in and experience peer pressure
- Alex may have low self-esteem and lack confidence and may become anxious about body image
- Alex may gradually develop a clear sense of identity
- Alex may form strong emotional bonds with friends and friends beyond the family including boy/girlfriend

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]

- (iii) Describe how Alex's intellectual and social health and well-being may be negatively affected by being bullied. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Effect on Alex's intellectual health and well-being

- Alex may withdraw from activities which provide opportunities for the development of skills and knowledge
- Alex may be unwilling to go to school or attendance may be erratic resulting in missing work and falling behind
- Alex may have difficulty concentrating in class and not achieve full potential
- Alex may not put 100% effort into his work to avoid getting praised by teachers in case the bullying increases
- Alex may have lower academic achievements due to avoiding or becoming disengaged with school, being reluctant to speak out in class, ask for extra help or the destruction of school work by bullies

All other valid points will be given credit

Effect on Alex's social health and well-being

- Alex may withdraw from others and social activities due to fear of the bullies
- Alex may be unable to maintain friendships/relationships due to fear or unwillingness to go out to meet up
- Alex may find it difficult to form trusting healthy relationships with friends or partners in the future
- Alex may lose friends as they are also afraid of being bullied

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)

(2 × [3])

[6]

- (c) Analyse how cystic fibrosis may affect Sam's physical, emotional and social health and well-being. (AO1, AO2, AO3)

Examples of suitable responses:

Physical health and well-being

- Sam may experience persistent coughing, wheezing and pain due to the production of thick and sticky mucus. Sam will also have restricted lung function due to the damage caused to the airways and obstruction of the airways with mucus. This may result in Sam having frequent lung infections and cause him to experience increased coughing, wheezing, getting out of breath more easily – physical exhaustion, tiredness, heart conditions, clubbing of fingers and toes and mobility problems may result. Sam may also have other respiratory conditions such as asthma, allergies or gastro-oesophageal reflux disease. Sam may also experience a range of problems with his digestive system as the

pancreas creates enzymes which break down nutrients in the food, but in Sam's case the small tubes that transport these enzymes out of the pancreas become blocked with mucus. The pancreas may become inflamed. Sam may develop CF-related diabetes. Other digestive symptoms such as constipation, nausea, loss of appetite and swollen abdomen are also common. Sam is at greater risk of developing other conditions such as osteoporosis which will cause his bones to become weak and brittle and diabetes which will result in his blood sugar levels not being controlled. In later years Sam may have fertility problems and may find it difficult to father a child and require guidance and treatment from a fertility specialist. Other conditions which Sam may be prone to include nasal polyps, sinus infections, liver problems, heart conditions and clubbing of the fingers. Sam may find it difficult to gain weight and may be underweight. Sam may have a weaker immune system. Sam may have reduced life expectancy

Emotional health and well-being

- Sam may be worried and anxious about the future, fearing his condition may deteriorate and he may not get a lung transplant. He may have jealousy, feelings of frustration and resentment due to the amount of care and treatment he requires. Sam may experience feelings of loneliness and isolation when in hospital or off school due to periods of illness resulting in a loss of the sense of belonging. He may feel he is very dependent on medical interventions and lacks the independence many of his peers have and have feelings of being a burden. Sam may lack confidence, feel embarrassed and have a low self-esteem which may result in periods of depression. He may have a very positive attitude and be determined to live life to the full finding the inner strength to cope. Sam may feel loved, valued and supported by his family and friends giving him a sense of belonging

Social health and well-being

- Sam may be unable to take part in certain leisure activities which may limit his opportunities to form new friendships. He may have difficulty maintaining friendships due to time spent in hospital or prolonged absences from school or he may be determined to maintain his friendships. Sam may have strong relationships with friends who are supportive and visit him when he is ill. His friends and family may change some of their leisure activities to enable Sam to take part. Sam may form new friendships with other young people with cystic fibrosis who he meets, e.g. at medical appointments and through online support groups

All other valid points 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 how cystic fibrosis may affect Sam's physical, emotional and social health and well-being
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse how cystic fibrosis may affect Sam's physical, emotional and social 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 cystic fibrosis may affect Sam's physical, emotional and social health and well-being
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse how cystic fibrosis may affect Sam's physical, emotional and social 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 some 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 cystic fibrosis may affect Sam's physical, emotional and social health and well-being
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse how cystic fibrosis may affect Sam's physical, emotional and social 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]

- (d) Explain three ways taking part in physical activities may have a positive effect on Amy's physical health and well-being. (AO1, AO2, AO3)

Examples of suitable points to be explained:

- Amy will have better co-ordination, balance and agility in everyday tasks
- Amy will be more likely to be a healthy body weight reducing the likelihood of obesity which is an issue for a significant number of children
- Amy's heart will be stronger reducing her chances of developing heart disease in later life
- Amy's bones will strengthen reducing the chances of developing osteoporosis when older

- Amy's chance of developing type 2 diabetes will be reduced as physical activity helps manage blood sugar and insulin levels
- Amy's blood pressure and cholesterol levels are more likely to be in the healthy range reducing the risk of developing serious heart problems in later life
- Amy should have quality sleep as physical activity encourages a better night's sleep, reducing tiredness
- Amy will be more resistant to illness as exercise boosts the immune system
- Amy may have increased energy, stamina, flexibility and fitness
- Amy experience other benefits such as better digestive health, reducing future cancer risks

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(3 × [2])

[6]

AVAILABLE
MARKS

40

3 (a) (i) Jack and Molly are in the life stage of _____ adulthood. (AO1)

later

(1 × [1]) [1]

(ii) Use the information given to identify three life changes Jack and Molly have experienced.(AO1)

Any three of the following:

- getting married
- becoming a parent
- retirement
- starting work

(3 × [1]) [3]

(iii) Jack and Molly have good relationships with a small group of friends.

Explain how these relationships may have a positive effect on their social and emotional development. (AO1, AO2, AO3)

Examples of suitable points to be explained:

Effect on social development

- Jack and Molly will have opportunities to take part in social activities with friends
- Jack and Molly may form new friendships with friends of their friends
- Jack and Molly will be able to maintain their social and communication skills

All other valid points will be given credit

Effect on emotional development

- Jack and Molly will have emotional support from their friends if they have worries or concerns
- Jack and Molly will have a sense of belonging
- Jack and Molly will have feelings of being loved, cared for, sense of contentment and happiness and sense of pride and valued
- Jack and Molly will have feelings of confidence and high self-esteem

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(2 × [2]) [4]

(b) (i) Judith is in the life stage of middle adulthood which is 40 years to

_____ years. (AO1)

64

(1 × [1]) [1]

AVAILABLE
MARKS

- (ii) Analyse the expected patterns of physical, intellectual, emotional and social development during middle adulthood. (AO1, AO2, AO3)

Examples of suitable responses:

Physical development

- There may be some decline in major organs including the heart, digestive system and lungs increasing the likelihood of age related conditions such as heart disease. The signs of ageing show as the skin loses elasticity and wrinkles and age spots appear. The hair may go grey and men may lose their hair resulting in baldness. Women experience the menopause usually between the ages of 42 and 51. Immunity decreases making individuals more susceptible to disease and illness. The metabolic rate decreases which may result in weight gain and there is a decrease in muscle and bone mass resulting in height loss. Some individuals may experience joint pain, stiffness and reduced mobility. Eyesight may decline and individuals may have difficulty reading small print. Hearing may also decline and individuals may have difficulty hearing high pitched sounds. Reaction times may be slower resulting in an increased risk of injury

Intellectual development

- Some individuals may be promoted at work which may lead to new challenges and opportunities to develop work related skills. Intellectual development may continue as many individuals may have more time and money to take up further education courses, new hobbies and interests such as travel due to children growing up and becoming less dependent. Due to life experiences many individuals will be better at making decisions and problem solving. Some individuals may find it more difficult to remember things under pressure and it may take them longer to learn new skills such as using technology. Knowledge usually continues to develop

Emotional development

- Some individuals may experience feelings of loss as children grow up and leave home whilst for others this gives a sense of freedom. A number will also experience feelings of loss due to the death of loved ones, for example their parents. Many individuals will become grandparents during this life stage which may result in feelings of being loved and valued as they bond with and have a strong relationship with their grandchildren. During this life stage individuals may experience a wide range of emotions due to life changes such as redundancy, divorce, serious illness or taking on a caring role. Some individuals may have a positive self-concept due to a sense of achievement and feelings of contentment and satisfaction whilst for others feelings of regret, missed opportunities and loss of purpose can result in individuals having a negative self-concept

Social development

- Some individuals may have increased opportunities to take part in social activities and form new friendships due to, for example, less financial pressures as children may have grown up and are

independent, mortgage may be paid or may have a good salary due to promotion at work or years of service. Others may have fewer opportunities to take part in social activities and form new friendships due to financial pressures, for example funding children at university or helping them buy their own home. Some individuals may have a wide circle of friends, for example, work colleagues, extended family members, other grandparents and through social activities whilst others may have a decreased social circle due to for example, relationship breakdowns, bereavement or early retirement from work. Others may have increased opportunities to take part in social activities and form new friendships due to early retirement which allows more time for hobbies, holidays and other activities, however others may have less opportunities to take part in social activities and form new friendships due to caring responsibilities, for example, helping to care for grandchildren or caring for elderly parents

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 physical, intellectual, emotional and social development during middle adulthood
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse the expected patterns of physical, intellectual, emotional and social development during middle adulthood
- 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 physical, intellectual, emotional and social development during middle adulthood
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse the expected patterns of physical, intellectual, emotional and social development during middle adulthood
- must analyse at least two types of development to achieve in this level (maximum marks 6 for 2 aspects)
- 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 some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make meaning clear.

AVAILABLE
MARKS

Level 3 ([9]–[12])

Overall impression: competent

- displays competent knowledge and understanding of the expected patterns of physical, intellectual, emotional and social development during middle adulthood
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse the expected patterns of physical, intellectual, emotional and social development during middle adulthood
- 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 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]

(iii) Judith smokes about 25 cigarettes a day.

Analyse how smoking may affect an individual's physical, emotional and social health and well-being. (AO1, AO2, AO3)

Examples of suitable responses:

Physical health and well-being

- Smoking causes lung damage due to the nicotine and chemicals in cigarettes increasing the risk of developing lung cancer, chronic obstructive pulmonary disease (COPD), emphysema and bronchitis. Smoking may also trigger an asthma attack. Individuals who smoke increase their risk of developing heart disease as tar and chemicals in cigarettes cause a build-up of plaque in the blood vessels which limits blood flow and can lead to blockages. This may result in angina, a heart attack or stroke and possible death. Fertility in both men and women may be affected by smoking as it can impact on a female's reproductive system making it more difficult to get pregnant. Smoking may also affect the quality of sperm produced. Individuals who smoke when pregnant increase the risk of complications during pregnancy, for example reducing the baby's birth weight and the risk of possible heart conditions. Smoking may decrease the sense of taste and smell which may result in loss of appetite and possible weight loss. Smoking also increases the risk of developing type 2 diabetes and it can make the condition more difficult to manage. Individuals who smoke may have a weakened immune system making them more susceptible to illness. Recent research has shown that smoking can cause eye problems increasing the risk of cataracts and age related macular degeneration. Individuals who smoke tend to have poor oral health and double their risk of gum disease and possible damage to the

voice box. Smoking cigarettes affects individuals' skin which may stain, age, and wrinkle prematurely and the risk of lip cancer is increased. Smoking also increases the risk of developing other cancers such as mouth, stomach, colon, throat, liver and kidney. Smoking decreases life expectancy by 10 years. Smoking can cause a smoker's cough and wheezing as the body tries to overcome the damage to the airways caused by smoking. Smoking is linked to poor bone health which may result in osteoporosis. Nighttime smoking is associated with shorter sleep duration and insomnia resulting in tiredness.

Emotional health and well-being

- Individuals who smoke may feel guilty as they are damaging their own health and in some cases that of their family and friends. They may also feel guilty about the amount of money spent on cigarettes especially if they have other commitments such as rearing a young family. Some individuals may also feel a lack of control and helplessness and sense of failure due to their dependency on nicotine in cigarettes. Some individuals feel that smoking helps them relax and ease stress, however smoking actually increases anxiety, tension and irritability. Relationships may become strained

Social health and well-being

- Some individuals may find that non-smokers tend to avoid being in their company not only due to the health risks of second hand smoke but also as the smell of smoke clings to their hair and clothes. Some individuals may be unable to take part in social activities due to the cost of smoking. Choice of leisure activities may also be affected, for example some individuals who smoke may choose not to go to the cinema as they cannot smoke during the film or they may only go to bars and restaurants which have comfortable smoking areas. For some individuals this may mean they do more home entertaining with family and friends. Smokers may socialise together in smoking areas of bars, hotels etc.

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 how smoking may affect an individual's physical, emotional and social health and well-being
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse how smoking may affect an individual's physical, emotional and social 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 ([4]–[6])

Overall impression: adequate

- displays adequate knowledge and understanding of how smoking may affect an individual’s physical, emotional and social health and well-being
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse how smoking may affect an individual’s physical, emotional and social 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 some 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 how smoking may affect an individual’s physical, emotional and social health and well-being
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse how smoking may affect an individual’s physical, emotional and social 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 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]

Total**AVAILABLE
MARKS**

30

100