



Rewarding Learning

**General Certificate of Secondary Education
2024**

Health and Social Care

Unit 1:

Personal Development, Health and Well-being

[GHL11]

MONDAY 13 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) Alison is in the life stage of early adulthood which is _____
to _____ years. (AO1)
- 19–39
(2 × [1]) [2]
- (b) Identify the type of relationship Alison has with Noah. (AO1)
- Family
(1 × [1]) [1]
- (c) Explain **two** ways becoming a parent may affect Alison’s intellectual development and **two** ways it may affect her social development. (AO1, AO2)
- Intellectual development
Examples of suitable points to be explained:
- Alison may learn about childcare skills such as feeding and bathing a baby
 - Alison may develop time management skills
 - Alison may develop budgeting skills as having a baby is expensive
 - Alison may learn other skills, for example cooking nutritious meals for Noah as he grows older
 - Alison may develop her knowledge and understanding of childcare such as good nutrition or the importance of providing activities to help Noah develop
 - Alison may be unable to return to work as childcare is expensive so she may miss the stimulation of work
 - Alison may not have the time to undertake additional training if she does return to work and therefore not develop existing skills or increase her knowledge of her job
 - Alison may not have the time to take part in activities that could enhance her intellectual development, such as reading or going to night classes
 - Alison may miss out on the opportunity to develop further skills through opportunities for promotion.
- All other valid points will be given credit
[1] basic explanation
[2] competent explanation
(2 × [2]) [4]
- Social development
Examples of suitable points to be explained:
- Alison may have the opportunity to meet new people, for example at activities such as Baby Sensory, Messy Play, Jo Jingles Community Group etc
 - Alison may form friendships with other parents/carers
 - Alison may not have the time to take part in social activities such as going out for a drink or meal with her family or friends
 - Alison’s social activities may change as family and friends may visit her instead of going out
 - Alison may not have the money to take part in social activities
 - Alison may be unable to find or afford a babysitter and therefore miss

- out on social activities
- Alison may miss the social interaction with patients and work colleagues due to being on maternity leave
- Alison may take part in a range of social activities with other parents and their babies, for example meeting up at soft play areas
- Alison may be too tired to socialise and may lose contact with friends and family

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(2 × [2])

[4]

- (d) Use the headings below to describe how Alison's family may help her cope with this life change. (AO1, AO2)

Examples of suitable points to be included in descriptions:

Emotional support – Alison's family may listen to her worries and concerns about becoming a parent, for example if Noah is feeding as he should or if his room is warm enough. They may also offer Alison reassurance and encouragement that she is a good parent. Alison's family may also send her congratulations cards to show their support. They may also reassure Alison that they will always be there for her if she needs support.

Advice and information – her family may offer her advice, for example about how to get Noah into a routine or about getting his immunisations. They may also give her information, for example on local activities suitable for Alison and Noah or leaflets/books on caring for a baby. Alison's family may also give her information on local nurseries which could care for Noah if she returns to work. Her family may also tell her how they managed as parents, for example giving her advice on the importance of taking time out for herself or staying in contact with friends.

Practical help – Alison's family may buy her equipment needed for Noah such as a pram or cot or offer to decorate Noah's room. They may also buy gifts such as clothes or toys. They may lend or give Alison money to help her cover the costs of having a baby. Her family may help her do practical tasks such as tidying the apartment or cooking her some meals. They may also offer to look after/care for Noah to let Alison rest or babysit to allow her to meet up with friends.

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description/must be linked to becoming a parent
(one point in detail or two or more points in less detail)

(3 × [3])

[9]

- (e) Explain **three** ways having a low income may affect an individual's physical health and well-being. (AO1, AO2)

Examples of suitable points to be included in explanation:

- an individual may become malnourished, underweight, or develop health conditions such as obesity, vitamin deficiencies or poor oral health as they are unable to buy sufficient food or may have to buy cheaper foods

- an individual may be more prone to colds and respiratory problems, in extreme cases the vulnerable or elderly may die of hypothermia if they cannot afford to heat their home
- an individual may be at risk of injuries, for example tripping on a broken step causing bruising or a broken bone if they are unable to afford to carry out repairs to their house and safety may become an issue
- an individual's health condition may deteriorate as waiting times are long in the statutory sector and they are unlikely to be able to afford private health care
- an individual may suffer from a stress related illness due to worry and anxiety about lack of money
- an individual may be more prone to infections if they have poor personal hygiene due to being unable to afford toiletries or to heat water for washing, bathing, or showering
- an individual may not be able to afford personal/public transport to access medical appointments resulting in deterioration of health

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(3 × [2])

[6]

(f) (i) Noah is in the life stage of infancy which is from _____

to _____ years. (AO1)

0–3 years

(2 × [1])

[2]

(ii) Describe the expected patterns of intellectual and social development during infancy. (AO1, AO2)

Examples of suitable points to be included in descriptions:

Expected pattern of intellectual development during infancy

- in the early stages infants may recognise their primary carers by cooing and smiling and by 3 months may take an interest in their surroundings and cry loudly when expressing a need
- by 6 months infants understand the meaning of words such as 'bye bye', 'mama' or 'dada', understand 'up' and 'down', babble using monosyllables such as 'ga,ga' and then use double syllables such as 'goo-ga' and talk to themselves in a tuneful sing-song way
- by 9 months infants develop object permanence, recognise familiar pictures, understand the command 'no', imitate adult sounds and will follow simple instructions
- by 12 months infants can understand simple instructions associated with a gesture, such as 'come to Daddy', speak 2 to 6 or more recognisable words and hand objects to adults when asked to
- by 18 months infants know the names of parts of their bodies, use 6–40 recognisable words, echo the last part of what others say (echolalia), over-extend words or signs, giving them several meanings, for example dog may be used to refer to any animal, can obey simple instructions and enjoy trying to sing as well as listening to rhymes and songs
- by 2 years infants use telegraphic speech, may speak over 200 words and understand many more, spend time naming things and what they do and are interested in the names of people and objects
- by 2.5 years infants know their full name, continually ask questions,

can say a few nursery rhymes, talk to themselves when playing and use pronouns 'I, 'me' and 'you' correctly

- by 3 years infants can match two or three primary colours, begin to understand the concept of time, carry on simple conversations, can sort objects into categories, remember and repeat nursery rhymes and count by rote to ten

All other valid points will be given credit

Expected pattern of social development during infancy

- in the early stages infants may spend up to 20 hours a day sleeping and by 3 months may smile in response to an adult
- by 9 months infants enjoy songs, nursery rhymes and playing 'peek a boo'
- by 12 months infants enjoy socialising at mealtimes, joining in conversations while trying to self-feed and play pat-a-cake
- by 18 months infants play alone (solitary play), enjoy stories and rhymes that are repetitive, are able to hold a spoon and get food into their mouths, can take off shoes and socks
- by 2 years infants may be able to dress independently and are often dry through the day
- by 2.5 years infants may eat skilfully, eat with a spoon and fork, may be dry through the night, play near other children, but may not share toys with them (parallel play)
- by 3 years infants enjoy family mealtimes, may use the toilet independently, may be dry throughout day and night, may be willing to share toys with other children and begin to take turns when playing (co-operative play)
- may be interacting with people outside the family through play groups, nursery school and parent/toddler groups
- may interact more with extended family, for example aunts, uncles, and cousins

Child Development – An Illustrated Guide (2022) Carolyn Meggitt

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]

34

- 2 (a) (i) Frank is in the life stage of later adulthood which is

_____ + years. (AO1)

65

(1 × [1])

[1]

- (ii) Describe the expected pattern of intellectual development in later adulthood. (AO1, AO2)

Examples of suitable points to be included in description:

Individuals may have difficulty remembering things and experience short term memory loss. Reaction times may be slower, and it may take longer to absorb new information. Individuals may make better decisions as they have more experience, knowledge, and wisdom. There is an increased risk of dementia which may cause confusion. Individuals may develop new skills and learning due to travel, hobbies, night classes or U3A. There may be changes to the brain and nervous systems, causing reflexes to be slower and coordination to deteriorate. Mental stimulation – crosswords/puzzles etc.

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]

- (b) Explain how age may negatively affect Frank's self-concept. (AO2, AO3)

Examples of suitable points to be included in explanation:

- Frank may feel that he is old, and his life is nearing an end and that he has little time left
- Frank may have feelings of regret, for example about opportunities he has missed throughout his life
- Frank may resent the effects of ageing and the decline of his physical capabilities meaning he is unable to do the activities he did when he was younger
- Frank may feel a lack of purpose as he has retired and feel he has nothing to offer to society
- Frank may lack confidence, have low self-esteem and self-worth
- Frank may experience age discrimination, leading to low self-esteem

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(1 × [2])

[2]

- (c) Identify **three** ways CHD may affect Frank's physical health and well-being. (AO1)

Any **three** of the following:

- Frank may experience chest pain (angina)
- Frank may be breathless/shortness of breath
- Frank may feel nauseous/sick
- Frank may experience pain throughout the body
- Frank may feel faint
- Frank may have a heart attack
- Frank may experience a build up of fluid in his lungs and kidneys
- Frank may have limited ability to exercise and as a result may gain weight
- Frank may die prematurely
- Frank may experience heart failure

- Frank may experience side effects of medication, e.g. dizziness, nausea
- Frank may have a stroke
- Frank may experience heart palpitations/irregular heartbeat
- Frank may experience fatigue and tiredness

NHS website (2022)

All other valid points will be given credit

(3 × [1])

[3]

- (d) Using the following headings describe how geographical location may affect Frank's health and well-being. (AO1, AO2)

Examples of suitable points to be included in descriptions:

Effect on physical health and well-being

- Frank may have a better quality of sleep as there is not likely to be noise pollution. This will decrease the likelihood of exhaustion and fatigue
- Frank may find it difficult to access a range of hospital services for check-ups and as a result his condition may deteriorate, resulting in more severe symptoms such as pain and breathlessness
- Frank may have to wait a long time for an ambulance if he experienced a heart attack and his condition may deteriorate, perhaps resulting in premature death
- Frank may have good respiratory health as he lives in a small village which is less likely to have factories or a large volume of traffic which causes pollution
- Frank may find it easier to take part in suitable physical activity which will help manage his condition, for example going for walks as the area is likely to be safe and it is unlikely to have a large volume of traffic

Effect on emotional health and well-being

- Frank may feel isolated and lonely at times as he may find it difficult to visit family and friends who live some distance away due to lack of transport in his location
- Frank may have feelings of worry and anxiety that he may become ill/ have a heart attack and be unable to access medical help quickly
- Frank may feel more secure in the small village, as there is less likelihood of anti-social behaviour
- Frank may have a strong sense of belonging as he lives in a small village and takes part in activities
- Frank may feel valued and cared for in his community as his neighbours visit him and check that he is well
- Frank may feel less stressed and more relaxed as he lives in a small village and has support from his neighbours
- Frank may feel he has emotional support in his community from his neighbours as they may listen to his worries and concerns, or he may feel he does not have enough emotional support as there may be few services available in the village

Effect on social health and well-being

- Frank may have few opportunities to take part in social activities outside his area due to lack of transport from his village
- Frank may be unable to keep in contact with friends/family due to lack of transport making it difficult for him to visit them
- Frank may not have the opportunity to take part in a wide range of social activities or make friends with people outside the area
- Frank could form friendships and interact with others while taking part in the activities held in the local community
- Frank may have opportunities to take part in social activities outside the area arranged by groups in the community

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]

AVAILABLE
MARKS

- (e) (i) Assess how the death of a loved one may affect an individual's physical, emotional and social development. (AO1, AO2, AO3)

Examples of suitable responses:

Physical development

An individual may experience aches and pains, for example head, neck and chest pain and have difficulty breathing and have panic attacks. Appetite may change and an individual may comfort eat and become overweight. On the other hand, they may lose their appetite resulting in weight loss. Some individuals may have difficulty sleeping or have a fear of sleeping which can lead to tiredness and exhaustion. An individual may abuse substances, for example alcohol or drugs to cope with the pain of bereavement and suffer short/long term physical effects. An individual may have a hollow feeling in their stomach, a tightness in their chest or throat and a dry mouth.

Emotional development

An individual may feel shocked and numb after the death of a loved one. Feelings of anger are also common, for example 'why did this happen?' or 'it is not fair that this loved one should die'. Feelings of guilt are also quite common, so an individual may feel guilty about the things they said or perhaps did not say. An individual may also experience fear and feel he/she has no control over his/her life and emotions. An individual may feel like a burden to close family and friends. Some individuals may experience feelings of stress, loss and extreme sadness and in the longer term may become depressed, leading to low mood and feelings that life may not be worth living. In some cases, the death of a loved one also brings a sense of relief especially if their quality of life was poor or there was extreme pain and suffering. An individual may experience overwhelming sadness with frequent crying. Individuals may get emotional support from, for example voluntary organisations and self-help groups which enables them to understand their emotions and cope more effectively. An individual may be worried about the future, e.g. how they are going to pay bills.

Social development

An individual may avoid meeting people/not want to go out anywhere as he/she does not want to talk about the death and as a result, may lose contact with people and become isolated. An individual may also avoid going places he/she went with the loved one who died which further increases the risk of isolation. On the other hand, an individual may join a bereavement support group where he/she can interact with others and may develop new relationships. If an individual has been a carer for a loved one, they may now be able to attend more social events and see more of their friends than they did in the recent past.

Cruse website (2022)

NHS website (2022)

Mind website (2022)

All other valid points will be given credit

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

AVAILABLE
MARKS

Level 1 ([1]–[3])

Overall impression: basic

- displays limited knowledge and understanding of how the death of a loved one may affect an individual's physical, emotional and social development
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to assess how the death of a loved one may affect an individual's physical, emotional and social development
- may list examples
- 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

- displays adequate knowledge and understanding of how the death of a loved one may affect an individual's physical, emotional and social development
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to assess how the death of a loved one may affect an individual's physical, emotional and social development
- must assess at least two aspects 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 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

- displays competent knowledge and understanding of how the death of a loved one may affect an individual's physical, emotional and social development
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to assess how the death of a loved one may affect an individual's physical, 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 appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear. [9]

- (ii) Explain **two** different types of support the organisation may have provided for Frank with to help him cope with Elsa's death. (AO1, AO2)

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

Emotional support – the organisation may have provided Frank with counselling. This may have been face to face, in a group, online, email or through a helpline. The counsellor/volunteer will have listened while Frank talked about Elsa, how her death affected him and will have helped him understand how he is feeling.

Practical help – the organisation may have helped Frank to fill in forms for benefits, for example Funeral Expenses Payment or may have given him financial support.

Social care – the organisation may have provided Frank with the opportunity to attend a day centre or with home visits through a befriending service.

Advice and information – the organisation may have provided a range of information in different formats which would have helped Frank cope, for example on the effects of grief, how to manage grief, coping with Elsa's birthday, the stages of grief or different ways to remember her. Frank may also have been advised to take up an activity such as yoga which may have helped him cope with grief. May provide information on finances/sources of support regarding finances.

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(2 × [2])

[4]

31

AVAILABLE
MARKS

3 (a) (i) Olena is in the life stage of adolescence, which is from _____

years to _____ years. (AO1)

11–18

(2 × [1])

[2]

(ii) Analyse the expected patterns of physical, intellectual, and social growth and development during adolescence. (AO1, AO2, AO3)

Examples of suitable responses:

Physical growth and development

Females – growth is rapid between 12 and 13 years and pubic and underarm hair grow. Breasts will develop and begin to fill out. The nipples start to protrude and milk ducts begin to grow. The hips widen as the pelvic bones grow and fat develops on the thighs and hips. Menstruation/periods begin as the body begins to release eggs. Skin problems/acne

Males – growth is rapid especially between 14 and 15 years and pubic, facial hair, underarm and for some chest hair grows. Shoulders and chest become broader, and the body has a more muscular shape. The testicles increase in size and the penis grows larger and sperm is produced.

The larynx/voice box enlarges and the voice changes to become deeper and may break.

Intellectual development

Adolescents move from concrete thinking to abstract thinking which is a more adult way of thinking. They can imagine and think about things they have never experienced. Adolescents can think logically and solve problems in a systematic way. More difficult concepts can be understood, and they become able to synthesise information. Adolescents may think about future careers.

Knowledge may expand as they may be studying a wide range of subjects at school/college and preparing for examinations. Life skills such as time management and budgeting may develop especially through studying and part/full time employment. Work related skills may also develop through part time jobs/ apprenticeships or traineeships.

Social development

Adolescents' social circle usually expands, and more time is spent with friends and less time with family. They may focus more on peers. Acceptance by a peer group is very important and can have a positive or negative influence on social development. In some cases, the desire to belong to a peer group can result in anti-social behaviour. On the other hand, positive peer relationships can further develop the social skills of sharing and co-operation. Family relationships can be difficult at times, with frequent arguments as adolescents seek to be more independent. Adolescents have a greater capacity to form stronger relationships with adults outside families. The wide range of relationships they have may now include intimate relationships. Adolescents may have a large social network and may interact with friends and peers via social media rather than face to face. They may also have virtual friends that they never meet face to face.

AVAILABLE
MARKS

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 the expected patterns of physical, intellectual, and social growth and development during adolescence
- 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, and social growth and development during adolescence
- may list examples
- 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

- displays adequate knowledge and understanding of the expected patterns of physical, intellectual, and social growth and development during adolescence
- 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, and social growth and development during adolescence
- must analyse at least two aspects 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 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

- displays competent knowledge and understanding of the expected patterns of physical, intellectual, and social growth and development during adolescence
- 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, and social growth and development during adolescence
- competent analysis 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 appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear. [12]

- (b) Olena works in a coffee shop every Saturday. Explain how this may have a positive effect on her self-concept. (AO2, AO3)

Examples of suitable points to be included in explanation:

- Olena may have a sense of belonging and feel she is part of a team
- Olena may have good relationships with colleagues and customers
- Olena may feel valued
- Olena's confidence may increase leading to feelings of empowerment
- Olena may get a sense of satisfaction from her job and enjoy her work
- Olena may experience a sense of achievement

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(1 × [2])

[2]

- (c) Identify the type of relationship Olena has with the manager of the coffee shop. (AO1)

working

(1 × [1])

[1]

- (d) Describe how these relationships may have a positive effect on her emotional development. (AO2, AO3)

Examples of suitable points to be included in description:

- Olena will have feelings of being loved, valued, and cared for
- Olena will have a source of emotional support as she will be able to share her worries and concerns with her family, friends, and colleagues
- Olena will have a sense of belonging and may develop a high self-esteem and positive self-concept
- Olena may be less likely to experience stress and anxiety
- Olena will have a sense of confidence as she has positive relationships with family and friends

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 **three** ways Olena's physical health and well being may be affected by the occupational hazards of her job at the coffee shop. (AO1, AO2)

Examples of suitable points to be included in explanation:

- slips and falls – Olena may slip and fall on the wet floor where tea, coffee or drinks have been spilled causing bruising and injuries
- scalds/burns – Olena may scald herself while making coffee or may get burnt using an oven

- infections – Olena may be at a higher risk of infections such as COVID-19 as she is in close contact with customers and colleagues
- cuts – Olena may cut herself while preparing food, for example whilst using a sharp knife while making sandwiches
- back injuries – Olena may strain her back while cleaning the coffee shop, for example by moving tables or lifting chairs
- electrical hazards – coffee machines, and other equipment such as toasters, increases Olena’s risk of shock and electrocution if not used properly or the equipment is poorly maintained

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(3 × [2])

[6]

- (f) Analyse how illegal drug use 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

An individual may die prematurely due to an overdose or by mixing different drugs. There is a risk of catching HIV or hepatitis if needles are shared. The cartilage of the nose may be damaged if cocaine is snorted. An individual’s body temperature control will be affected leading to serious overheating and dehydration especially if ecstasy is taken. The risk of a heart attack is increased as drugs may affect blood pressure and over stimulate the heart. Increased risk of developing cancer. Increased risk of deficiency diseases. Drugs can lead to miscarriage and may damage the unborn baby. They weaken the immune system increasing the risk of illness and infection. An individual may experience seizures, strokes, and may fall into a coma. Illegal drug use can lead to risk-taking behaviours resulting in STDs, STIs, unplanned pregnancies etc. Loss of appetite can cause serious weight loss as drugs cause nausea and abdominal pain. Liver failure is common. Drugs can affect co-ordination and reduce the perception of pain which can lead to accidents and injuries.

Emotional health and well-being

In the short term an individual may feel relaxed, happy, and confident. Dramatic and sudden mood swings are common leading to erratic behaviour and confusion and often aggressive behaviour. The individual may become psychologically addicted to drugs. The risk of mental health problems such as anxiety, depression, psychosis, schizophrenia etc. are greatly increased. There is also a high level of suicide associated with illegal drug use and hallucinations are a common effect. An individual may feel guilty about their use of illegal drugs and may have a very negative outlook on life resulting in low self-esteem. Feelings of anger, frustration and hopelessness are also common.

Social health and well-being

The use of illegal drugs can result in the breakdown of relationships. These may be family relationships and the breakdown can often result in the individual becoming socially isolated and in extreme cases becoming homeless and sleeping on the streets or in a hostel. Friendships may break down and the individual may lose contact with old friends. The individual may form new relationships with other drug users. Work relationships may also be affected as the individual may be unable to maintain a job and friendships with colleagues may break down. An individual may have fewer opportunities to take part in social activities, for example family celebrations,

work outings or going out with friends due to relationship breakdown and spending income on illegal drugs. Illegal drug use can also cause anti-social behaviour such as street crime and assaults. If an individual is prosecuted, they may be jailed cutting them off from family and friends.

Frank website (2022)

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 illegal drug use 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 illegal drug use 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 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

- displays adequate knowledge and understanding of how illegal drug use 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 illegal drug use may affect an individual's physical, emotional, and social health and well-being
- must analyse at least two aspects 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 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

- displays competent knowledge and understanding of how illegal drug use 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 illegal drug use may

affect an individual's physical, emotional, and social health and well-being

- competent analysis 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 clarity and coherence. There is extensive use of appropriate specialist vocabulary.
- Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear.

[9]

Total

**AVAILABLE
MARKS**

35

100