



*Rewarding Learning*

**General Certificate of Secondary Education  
2019**

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## **Health and Social Care**

Unit 1:

Personal Development, Health and Well-being

**[GHL11]**

**TUESDAY 11 JUNE, AFTERNOON**

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**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) Mark is in the life stage of middle adulthood which is from \_\_\_\_\_ years to \_\_\_ years. (AO1)  
40–64 years  
(2 × [1]) [2]

- (b) Write down the type of relationship between Mark and his manager. (AO1)  
working  
(1 × [1]) [1]

- (c) Describe the expected pattern of physical development in middle adulthood. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- some decline in major organs including the heart, digestive system and lungs
- women experience the menopause usually between the ages of 42 and 51
- skin continues to lose elasticity, wrinkles increase and age spots may develop
- hearing may decline and individuals may have difficulty hearing high pitched sounds
- eyesight may decline and individuals may have difficulty reading small print (presbyopia)
- greying of hair and hair loss
- physical changes in the body may lead to weight gain
- metabolic rate decreases which may result in weight gain
- decrease in muscle and bone mass
- reaction times may be slower
- immunity decreases so more susceptible to disease/illness

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3]) [3]

- (d) Explain how employment may positively affect Mark's self-concept. (AO1, AO3)

Examples of suitable points to be included in explanation:

- Mark may have a sense of purpose and independence
- Mark may have less worry and stress about paying bills as employment provides him with an income
- Mark may have a sense of belonging if he has good relationships with colleagues and feels he is part of a team
- Mark may feel valued by both clients and colleagues
- Mark may get a sense of satisfaction from his work by creating new styles, colours, etc. and making clients look and feel good about themselves

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(1 × [2]) [2]

- (e) Mark smokes 30 cigarettes a day.

Use the headings below to describe how smoking may affect Mark's health and well-being. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Effect on physical health and well-being

- Mark will have an increased risk of developing cancer particularly lung cancer. His risk of developing cancer of the mouth, lips, throat, voice box, oesophagus, bladder, liver, kidney, stomach and pancreas is also increased
- Mark will have an increased risk of developing conditions such as coronary heart disease, stroke, and heart attack as smoking damages the heart and circulatory system
- Mark will have an increased risk of developing pneumonia, bronchitis, COPD and emphysema as smoking damages the lungs
- Mark's bones may become weak and brittle
- Mark may have poor oral health such as gum disease and dental decay

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]

Examples of suitable points to be included in description:

Effect on emotional health and well-being

- Mark may feel a sense of failure if he has tried unsuccessfully to give up smoking
- Mark may have low self-esteem as he knows smoking is damaging his health
- Mark may feel that smoking helps to relieve stress but in fact he is only relieving the symptoms of nicotine withdrawal
- Mark may become anxious, irritated and angry at work if he cannot smoke at regular intervals due to nicotine withdrawal symptoms
- Mark may worry about the amount of money he spends on cigarettes

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]

- (f) An occupational hazard Mark faces in his work as a hairdresser is exposure to chemicals which can cause skin irritation and even blindness if splashed in the eyes.

Explain how two other occupational hazards may affect Mark's physical health and well-being. (AO1, AO2)

Examples of suitable points to be explained:

- slips and falls – spray products, excess hair and wet floors increase the risk of Mark slipping and falling and suffering injuries such as sprains and broken bones
- sharp objects – scissors and other sharp objects increase the risk of Mark getting cuts and puncture wounds

- electrical hazards – hairdryers and other equipment such as straighteners increases Mark’s risk of shock and electrocution if not used properly or the equipment is poorly maintained
- burns from using equipment such as straighteners
- injuries such as back strain from lifting heavy boxes or knee strain from standing for long periods
- infections from close personal contact, e.g. flu, hepatitis

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(2 × [2])

[4]

- (g) (i) Use the headings below to describe how emigration may affect Anna’s intellectual, emotional and social development. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Effect on intellectual development

- Anna will develop her knowledge of emigration and travel, for example, booking flights, changing bank accounts, completing relevant paperwork such as visa applications
- Anna will have opportunities to learn a new way of life and experience the culture of a different country
- Anna may undertake additional training or qualifications to enhance employment opportunities and develop new skills
- Anna may further develop life skills, for example, finding a job, accommodation and money management

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 development

Examples of suitable points to be included in description:

- Anna may feel a sense of achievement and pride that she is moving to a different country and starting a new life resulting in high self-esteem
- Anna may feel more independent as she is moving away from family and friends and will have to do things for herself
- Anna may experience feelings of apprehension, anxiety, loneliness and insecurity resulting in low self-esteem
- Anna may experience feelings of anticipation and excitement as she is looking forward to a new life
- Anna may miss her friends and family and experience a lack of emotional support when anxious or worried and needs reassurance

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:

- Anna will have opportunities to meet new people and develop friendships

- Anna will have opportunities to take part in new social activities which may result in the formation of new friendships
- Anna may lose contacts with friends from home
- Anna may experience difficulty making 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]

- (ii) List three types of support Anna may receive from the informal sector to help her cope with this life change. (AO1)

Examples of suitable points to be listed:

- emotional support
- advice and information
- practical help

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(3 × [1])

[3]

30

AVAILABLE  
MARKS

2 (a) Jamie and Megan are in the life stage of childhood which is from \_\_\_\_ years to \_\_\_\_ years. (AO1)

4–10 years

(2 × [1]) [2]

(b) Identify the type of relationship between Jamie and Megan. (AO1)

family

(1 × [1]) [1]

(c) Use the table below to describe the expected patterns of intellectual, emotional and social development during childhood. (AO1, AO2, AO3)

Intellectual development

Examples of suitable points to be included in description:

- language development continues to expand learning new vocabulary and constructing 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; learn how to tell the time
- 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 they are able to recall greater amounts of more complex information
- learn to tell the difference between animate and inanimate things

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3]) [3]

Emotional development

Examples of suitable points to be included in description:

- independence increases from being able to undertake simple tasks by themselves to being completely independent in washing, dressing and toileting by the age of seven; independence continues to increase but they still like adults to be present to help if required and may miss a parent/guardian if away from home

- control over emotions develops, for example by seven they 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
- 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 smart as others or do not have friends
- may develop bonds with those outside the family, e.g. feelings of affection for friends

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3])

[3]

Social development

Examples of suitable points to be included in description:

- 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/co-operative play
- 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
- a wider range of relationships are formed as children are now at school and may also be a member of a club or organisation

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3])

[3]

**(d)** Jamie enjoys school and is making good progress.

Explain how education may have a positive effect on Jamie's self-concept.  
(AO1, AO3)

Examples of suitable points to be included in explanation:

- Jamie may have a sense of pride and achievement as he is making good progress in school

- Jamie may have a sense of belonging and feelings of being valued by teachers, other staff and his peers
- Jamie will have opportunities to meet a range of people and form friendships, increasing his confidence and self-esteem
- Jamie will have opportunities to take part in a range of activities giving him a sense of achievement and increasing his confidence
- Jamie may have good relationships with his teachers who may have high expectations of him, raising his self-esteem

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(1 × [2])

[2]

- (e)** Megan has a close relationship with her grandmother.

Describe how this may have a positive effect on Megan's emotional development. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- Megan will have feelings of being loved, valued and cared for
- Megan will have a source of emotional support as she will be able to share her worries and concerns with her grandmother who will offer reassurance
- Megan will have a sense of belonging and develop a high self-esteem and positive self-concept

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]

- (f)** Explain two ways poor housing conditions may affect Jamie and Megan's physical health and well-being. (AO1, AO2)

Examples of suitable points to be explained:

- more likely to experience respiratory problems such as coughing and asthmatic wheezing due to overcrowded or damp and mouldy conditions. This can result in a lack of sleep and restricted physical activity
- ten times more likely to get meningitis which can be life threatening and have long term effects such as deafness and blindness if living in overcrowded conditions
- may be more susceptible to tuberculosis (TB) which can lead to serious medical problems or even death if the house is overcrowded
- growth may be slower
- more prone to accidents due to for example, broken staircases and domestic fires resulting in serious and in some cases life threatening injuries
- more prone to gastro-intestinal illnesses and infections if there is a lack of adequate hygiene such as baths, showers, hot water and toilet facilities
- immune system may be compromised increasing the risk of infection

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(2 × [2])

[4]

- (g) Evaluate the effects of domestic violence on Louise’s health and well-being. (AO1, AO2, AO3)

AVAILABLE  
MARKS

Examples of suitable responses:

Physical health and well-being

- Louise may suffer physical injuries such as bruises, broken bones, lost teeth, black eyes and will be more at risk of complications and miscarriage if she becomes pregnant. Louise may also experience trauma which may cause her to have shortness of breath, fatigue, chronic pain, changes in sleeping resulting in tiredness and eating patterns resulting in weight loss or gain, muscle tension and fertility issues.

Intellectual health and well-being

- Louise may be unable to attend work and miss out on the stimulation of the job and opportunities to develop existing or learn new skills. She may not attend other activities such as night classes or hobbies and miss the stimulation provided by these. Louise may also lack concentration and be unable to continue with hobbies and other activities such as reading which provide stimulation. She may develop knowledge of coping strategies and the support available to enable her to leave the abusive relationship.

Emotional health and well-being

- Louise may suffer from post-traumatic stress disorder (PTSD) and develop depression or an eating disorder. She may also experience feelings such as fear, shame, shock, anger and confusion. Louise may feel unworthy and undervalued resulting in low self-esteem and a lack of confidence. On the other hand if Louise leaves the abusive relationship she may develop resilience and become a stronger more confident person and offer support to other women in a similar situation raising her confidence and self-esteem. Louise may also feel valued if her family and friends offer her support to deal with the situation.

Social health and well-being

- Louise may become isolated from her friends and family because she is embarrassed, or her husband may prevent contact with them. As a result she may lose friends. Louise may withdraw from social activities for the same reasons and become isolated. Loss of contact with friends may also occur if Louise moves away from the area or to a refuge. On the other hand Louise may develop friendships with women in a similar situation if she joins a support group or moves to a refuge. Friends and family may be very supportive and Louise’s relationship with them may strengthen.

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 the effects of domestic violence on Louise’s physical, intellectual, 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 evaluate the effects of domestic violence on Louise’s physical, intellectual, 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 the effects of domestic violence on Louise’s physical, intellectual, 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 evaluate the effects of domestic violence on Louise’s physical, intellectual, emotional and social health and well-being
- must evaluate at least two aspects of health and well-being to achieve in this level
- may evaluate 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 effects of domestic violence on Louise’s physical, intellectual, 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 evaluate the effects of domestic violence on Louise’s physical, intellectual, emotional and social health and well-being
- must evaluate all aspects of health and well-being to achieve in this level
- competent evaluation of all four 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]

33

3 (a) He is in the life stage of \_\_\_\_\_ which is from \_\_\_\_\_ years to 18 years. (AO1)

adolescence  
11 years

(2 × [1]) [2]

(b) Describe the expected patterns of intellectual and emotional development during this life stage. (AO1, AO2, AO3)

Intellectual development

Examples of suitable points to be included in description:

- able to imagine and think about things they have never experienced
- move from concrete to abstract thinking which is a more adult way of thinking
- able to think things out logically and solve problems in a systematic way
- think about the future, for example their career
- able to synthesise information
- able to understand more difficult concepts
- may have a fast, legible style of handwriting
- knowledge may expand as studying a wide range of subjects at school/college and preparing for examinations
- may develop work related skills through part/full time employment

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3]) [3]

Emotional development

Examples of suitable points to be included in description:

- may experience mood swings from being very happy and excited to feeling sad and down
- independence increases and they rely less on their parents for emotional support and affection
- develop a sexual identity
- may have low self-esteem and lack confidence as they become anxious about physical appearance – too tall, too short, too fat, too thin, etc.
- may have relationship difficulties, for example with parents and friends
- may form strong emotional bonds with friends including boy/girl friend
- may experience stress due to pressure of school and exam preparation
- gradually develop a clearer sense of identity, may struggle to fit in

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3]) [3]

(c) Analyse how this genetically inherited condition may affect his physical, emotional and social health and well-being. (AO1, AO2, AO3)

Examples of suitable responses:

Physical health and well-being

- Jakub will have difficulty walking as his leg muscles weaken and he may need a wheelchair. He may have joint and spinal complications

as his muscles tighten and he may develop curvature of the spine (scoliosis) which causes pain and discomfort. Jakub may become overweight due to lack of mobility and medication such as steroids or he may become underweight due to muscle loss. Jakub may develop breathing complications and have difficulty coughing due to muscle weakness, leading to chest infections. He may develop heart (cardiac) complications due to weakening of the heart muscles and this may cause tiredness, swelling of the legs or shortness of breath. These complications are life limiting.

#### Emotional health and well-being

- Jakub may feel sad and depressed as the condition prevents him from taking part in activities such as playing football that other young people his age enjoy. He may feel worried and anxious about the future, how the condition may progress and how his health may deteriorate. Jakub may feel unhappy, down, have low self-esteem and a negative self-concept as he feels he has a poor quality of life. On the other hand Jakub may feel loved and cared for by his family and friends. He may be determined to make the most of his life and do as many things as possible. Jakub may find the inner strength to cope and have high self-esteem.

#### Social health and well-being

- Jakub may be unable to take part in leisure activities with friends and as a result may lose contact with them and become isolated. Poor attendance at school may also mean Jakub may find it difficult to maintain or form new friendships. On other hand Jakub's friends may change their social activities to those which he can take part in or they may visit him and be supportive strengthening relationships. Jakub may join a support group for young people in a similar situation and form new friendships and get opportunities to take part in activities which may give him opportunities to be in a team. Jakub's family may also change their leisure activities to enable him to take part.

**[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 Duchenne muscular dystrophy on Jakub'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 Duchenne muscular dystrophy may affect Jakub'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 the effects of Duchenne muscular dystrophy on Jakub'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 Duchenne muscular dystrophy may affect Jakub'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 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 Duchenne muscular dystrophy on Jakub'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 Duchenne muscular dystrophy may affect Jakub'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. [9]

- (d) Assess how taking on a caring role may affect an individual's physical, intellectual, emotional and social development. (AO1, AO2, AO3)

Examples of suitable responses:

Physical development

- carers may become physically exhausted if they are providing care 24/7 resulting in a lack of sleep. They may be prone to injuries such as back strain due to lifting especially as training may not have been given. Carers are more prone to ill-health as the responsibility of caring means they neglect their own health, missing appointments and delaying check-ups.

Intellectual development

- carers may have to give up their work completely or reduce their hours which means they will miss the stimulation of work and may lose out on opportunities to learn new skills. Carers who continue to work may not be in a position to apply for promotion due to their commitment to caring and this may reduce the opportunity to develop new skills and knowledge. Young carers may have poor attendance at school or college which may result in underachievement. Time for hobbies and other activities such as travel may be reduced which may lead to a lack of stimulation and opportunities to gain knowledge. Carers may develop caring skills and knowledge of illnesses/conditions and the help or support that may be available. Some carer support groups organise activities for carers which may provide stimulation and opportunities to develop skills and knowledge.

**Emotional development**

- carers may become emotionally exhausted with the strain of seeing someone they love suffering and in pain and discomfort. They may become anxious and stressed which in turn may lead to depression. Carers may feel they are taken for granted and feel trapped due to a lack of support. Others may feel resentful of their caring role and the impact it has on their life which in turn leads to feelings of guilt. Other carers may get a sense of satisfaction caring for someone they love and may feel valued and have a sense of achievement. A carer's relationships with their family may change, in some cases they become difficult and strained and in others they may strengthen.

**Social development**

- carers may feel isolated due to a lack of opportunities to go to work, school, shops, etc. It may be difficult to maintain relationships with friends, etc. due to lack of opportunities to meet. This may result in loss of contact with friends. Time and money for leisure activities such as holidays, sports, going out for a meal or to the cinema may be limited. This limits opportunities for social interaction and the development of new friendships. Some voluntary organisations provide support groups which enable carers especially young carers to take part in a range of activities. As a result carers may have the opportunity to interact with others, form friendships and take part in a range of leisure activities which reduces isolation.

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 the effects of taking on a caring role on an individual's physical, 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 taking on a caring role on an individual's physical, 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 ([5]–[8])**

Overall impression: adequate

- displays adequate knowledge and understanding of the effects of taking on a caring role on an individual's physical, 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 taking on a caring role on an individual's physical, intellectual, emotional and social development
- must assess at least three 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 ([9]–[12])**

Overall impression: competent

- displays competent knowledge and understanding of the effects of taking on a caring role on an individual’s physical, 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 taking on a caring role on an individual’s physical, intellectual, emotional and social development
- competent assessment 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]

(e) Explain four different types of support the statutory sector may provide to help an individual taking on a caring role. (AO1, AO2)

Examples of suitable points to be explained:

- provide emotional support, for example a social worker may listen to the concerns of the carer about how they are coping and show empathy
- provide advice and information, for example about the support the carer may be entitled to such as homecare workers or to benefits
- practical help, for example homecare workers may be provided to assist the carer with the personal care of the individual being cared for or to help out with household tasks
- medical care, for example a district nurse may visit and provide treatment such as pain relief or a physiotherapist may provide a programme of exercises to improve the mobility of the individual being cared for
- social care, for example the individual receiving care could attend a day centre or respite care to give the carer a break, or home care workers could deliver care to ease the burden for carers.

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(4 × [2])

[8]

**Total**

**AVAILABLE  
MARKS**

37

**100**