



Rewarding Learning

**General Certificate of Secondary Education
2025**

Health and Social Care

Unit 1:

Personal Development, Health and Well-being

[GHL11]

WEDNESDAY 14 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) Jack is 12 years old and lives with his mother and grandmother. (AO1)

(i) Jack is in the life stage of adolescence which is from 11 years to _____ years.

18 years

(1 × [1])

[1]

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

Examples of suitable points to be explained:

- Jack's testicles will increase in size and his penis will grow larger
- Jack's shoulders and chest will broaden, and his body will have a more muscular shape
- Jack's testicles will produce sperm
- Jack's larynx/voice box will enlarge, and his voice may break and become deeper
- Jack will grow pubic, facial, underarm, and perhaps chest hair
- Jack will grow rapidly especially between 14 and 15 years/growth spurt
- Jack may develop acne

All other valid points will be given credit

[1] basic explanation

[2] adequate explanation

(3 × [2])

[6]

(iii) Explain how the following factors may have a positive effect on Jack's self-concept. (AO1, AO2, AO3)

Examples of suitable points to be included in explanation:

Education

- Jack may have a sense of pride and achievement if he is making good progress in school
- Jack may have a sense of belonging and feelings of being valued by teachers, other staff and his peers
- Jack will have opportunities to meet a range of people and form friendships, increasing his confidence and self-esteem
- Jack will have opportunities to take part in a range of activities giving him a sense of achievement and increasing his confidence
- Jack may have good relationships with his teachers who may have high expectations of him, raising his self-esteem
- Jack will have raised self-worth if doing well at school

All other valid points will be given credit

[1] basic explanation

[2] adequate explanation

(1 × [2])

[2]

Appearance

- Jack may be happy with his appearance, for example his weight, his skin condition and have a positive body image
- Jack may feel confident about his appearance
- Jack may take pride in his appearance and want to look good, for example by wearing the latest fashion
- Jack may get compliments about his appearance resulting in high self-esteem and confidence

- Jack may feel his appearance is acceptable to his peers and compares favourably with his role models
- Jack may feel confident and have high self-esteem

All other valid points will be given credit

[1] basic explanation

[2] adequate explanation

(1 × [2])

[2]

- (iv) List **two** other factors which may affect an individual's self-concept. (AO1)

Any two of the following:

- age
- relationships
- culture and ethnicity
- disability
- employment
- gender identity
- sexual orientation
- unemployment

(2 × [1])

[2]

- (b) (i) Use the headings below to describe how osteoporosis may affect an individual's health and well-being. (AO1, AO2)

Examples of suitable points to be included in description:

Effect on physical health and well-being

- an individual may experience chronic and severe pain in their bones and muscles
- an individual may experience tiredness and fatigue
- an individual's bones will become more porous/less dense and fragile which increases the risk of fracture
- an individual may fracture bones as the disease progresses especially if treatment is not effective, and their mobility may be reduced
- an individual may experience unpleasant side effects of some treatments/medication used to manage the condition
- an individual may become disabled in the long term
- an individual may experience spinal curvature leading to stooped posture
- an individual may experience weight gain due to decreased mobility

<https://www.nhs.uk/conditions/osteoporosis/>

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

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

(1 × [3])

[3]

Effect on emotional health and well-being

- an individual may be worried about the future, for example, that their condition will deteriorate
- an individual may fear losing their independence
- an individual's self-esteem and confidence may lower if the

condition deteriorates and their body image changes due to, for example, spinal curvature

- an individual may be frightened of taking part in their usual activities in case their bones fracture
- an individual may experience stress due to constant pain and fatigue which over time may lead to depression
- an individual may develop a positive attitude and be determined to make the most of their life and not allow the condition to get them down
- an individual may feel loved and cared for if family and friends support them
- an individual may feel lonely due to lack of mobility
- an individual may feel like a burden if their family has to look after them

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) Using the headings below, explain the support Kate may be given.
(AO1, AO2)

Examples of suitable points to be explained:

Emotional support

- staff may listen to Kate's worries and concerns about her illness and offer reassurance
- staff will spend time with Kate and answer her questions providing reassurance

Advice and information

- staff may provide Kate with information about her osteoporosis by chatting to her, providing her with leaflets on the condition and available treatments
- staff may provide Kate with advice for example, about her diet, to take calcium and vitamin supplements, how to move around safely and prevent falls, how to prevent fractures and broken bones, the importance of exercise and a healthy diet
- staff may advise Kate to contact an osteoporosis helpline for support or to find out if she is entitled to benefits or her daughter is entitled to benefits for carers

Medical care

- staff will monitor the progress of Kate's condition, for example by carrying out bone density scans
- staff will provide Kate with medication for pain relief and medication to help maintain bone density and slow down the progress of the condition
- staff will provide treatment for any fractures or broken bones that Kate may get
- staff such as an occupational therapist may provide Kate with

- mobility aids to help her move around safely
 - staff such as a physiotherapist may provide Kate with a programme of exercises to strengthen her bones and muscles
<https://www.nhs.uk/conditions/osteoporosis/living-with/>
- All other valid points will be given credit
[1] basic explanation
[2] adequate explanation
(3 × [2])

[6]

- (c) Describe how taking on a caring role may affect Lucy's development.
(AO1, AO2)

Examples of suitable points to be included in descriptions:

Effect on Lucy's emotional development

- Lucy may become emotionally exhausted with the strain of seeing Kate suffering and in pain and discomfort
- Lucy may become anxious and stressed which in turn may lead to depression
- Lucy may feel she is taken for granted and feel trapped due to a lack of support
- Lucy may feel resentful of her caring role and the impact it has on her life which in turn leads to feelings of guilt
- Lucy may get a sense of satisfaction caring for Kate and may feel valued and have a sense of achievement
- Lucy's relationship with her family may change: it may become difficult and strained resulting in stress, or may strengthen leading to a closer bond

Effect on Lucy's social development

- Lucy may become isolated due to a lack of opportunities to go to work, shops, etc.
- Lucy may find it difficult to maintain relationships with others, due to lack of opportunities to meet, which may result in loss of contact with friends, for example
- Lucy may not have enough time and money for leisure activities such as holidays, sports, going out for a meal or to the cinema which limits opportunities for social interaction and the development of new friendships
- Lucy may have the opportunity to meet others and form friendships as some voluntary organisations offer support groups for carers
- Lucy may experience strengthened relationships with family members

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]

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2 (a) (i) Simon is in the life stage of infancy which is from 0 to _____ years. (AO1)

3 years
(1 × [1])

[1]

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

Examples of suitable responses:

Intellectual growth and development

- in the early stages the infant 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 understands the meaning of words such as 'bye-bye', 'mama' or 'dada', understands 'up' and 'down', babbles using monosyllables such as 'ga-ga' and then uses double syllables such as 'goo-ga' and talks to themselves in a tuneful sing-song way. By 9 months develops object permanence, recognises familiar pictures, understands the command 'no', imitates adult sounds and will follow simple instructions. By 12 months 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 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, e.g. 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 uses telegraphic speech, may now speak over 200 words and understand many more, spends time naming things and what they do and are interested in the names of people and objects. By 2.5 years 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 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.

Social growth and development

- 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 and 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, are often dry through the day and 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

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other children and begin to take turns when playing (co-operative play). May be interacting with people outside the family through playgroups, nursery school and parent/toddler groups and may interact more with extended family, for example aunts, uncles and cousins.

All other valid responses will be given credit

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

Level 1 ([1]–[3])

Overall impression: basic

- displays limited knowledge and understanding of the expected patterns of intellectual and social growth and development during infancy
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse the expected patterns of intellectual and social growth and development during infancy
- 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 the expected patterns of intellectual and social growth and development during infancy
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse the expected patterns of intellectual and social growth and development during infancy
- may analyse one aspect in more detail than the other
- 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 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 expected patterns of intellectual and social growth and development during infancy
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse the expected patterns of intellectual and social growth and development during infancy
- competent analysis of intellectual and social growth and development achieves at the top of the level

- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear. [9]

- (b) (i) Describe how gender identity may affect Megan's self-concept. (AO1, AO2)

Examples of suitable points to be included in description:

- Megan may experience a sense of satisfaction in her female gender role as wife and mother resulting in high self-esteem and a positive self-concept
- Megan may resent the expectations associated with her female gender role resulting in a lack of confidence, low self-esteem and a negative self-concept
- Megan may experience discrimination due to her gender resulting in poor self-worth and a negative 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]

- (ii) Explain **three** ways eating a healthy diet may affect an individual's physical health and well-being. (AO1, AO2)

Examples of suitable points to be explained:

- decreases the risk of deficiency diseases such as anaemia, scurvy or rickets for children and osteoporosis for adults
- decreases the risk of poor oral health/dental caries/gum disease
- will help ensure normal growth rates for children
- will help maintain a healthy weight range reducing the risk of obesity
- reduces the risk of certain types of cancer
- reduces the risk of heart disease, high blood pressure, raised cholesterol levels, stroke and type 2 diabetes
- helps maintain a healthy bowel
- boosts the immune system
- a healthy diet can significantly impact sleep quality, reducing fatigue/feelings of tiredness
- provides sufficient nutrients which will help increase energy levels, reducing fatigue

All other valid points will be given credit

[1] basic explanation

[2] adequate explanation

(3 × [2])

[6]

- (c) List **two** other behavioural factors which may affect an individual's health and well-being. (AO1)

Any two of the following:

- alcohol misuse
- illegal drug use
- physical activity and inactivity (accept one of these)
- smoking

(2 × [1])

[2]

- (d) (i) Describe how employment may affect Tom's emotional health and well-being. (AO1, AO2)

Examples of suitable points to be included in description:

- Tom may feel under pressure and experience stress, for example due to meeting deadlines for the completion of a job
- Tom may have low self-esteem if he feels undervalued, underpaid and has poor job satisfaction
- Tom may have high self-esteem and feel valued if he has job satisfaction and feels he is doing a worthwhile job
- Tom may have a sense of belonging as he is likely to be working with others or may be part of a large company

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) Assess how emigrating to Australia may affect Tom's intellectual development. (AO1, AO2, AO3)

Examples of suitable points to be included in assessment:

- Tom will develop his knowledge of emigration and travel, for example paperwork such as visa applications
- Tom will have opportunities to learn a new way of life and experience the culture of a different country
- Tom may undertake additional training or qualifications to enhance employment opportunities, develop new skills for his job as a builder or for a different job
- Tom may further develop life skills such as decision making and problem solving for example finding out how to register with health services, finding suitable accommodation

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)

(1 × [3])

[3]

- (iii) Describe the emotional support Tom and Megan's families may offer to help them cope with this life change. (AO1, AO2)

Examples of suitable points to be included in description:

- may listen to their worries about emigrating and offer them encouragement
- they may reassure them that they will always be there for them if they need support
- may promise to stay in contact, e.g. via social media
- may send them good luck cards to offer best wishes for the future

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) (i) Tom and Megan are in the life stage of early adulthood which is from

19 years to _____ years. (AO1)

39 years

(1 × [1])

[1]

- (ii) Use the headings below to describe the expected patterns of development during this life stage. (AO1, AO2)

Examples of suitable points to be included in description:

Physical development

- between the ages of 19–30 growth is completed and the individual is at the height of his/her physical powers and reproductive peak. Between the ages of 30–39 years the signs of ageing such as grey hair and wrinkles, due to the skin losing elasticity appear. Men may begin to lose their hair and go bald. Women may begin to experience signs of early menopause.

Intellectual development

- intellectual development continues throughout this life stage. Individuals may be developing their knowledge and learning new skills whilst studying at university, training for employment or in employment. Life skills for example, living independently, managing a budget, running a home and parenting skills may also be developed. The ability to problem solve and think logically is well developed. Additional skills may be developed through promotion at work, further training or life changes. Opportunities for travel may expand knowledge of different countries and cultures.

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]

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

Examples of suitable points to be included in description:

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

All other valid points will be given credit

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

Examples of suitable points to be included in analysis:

Physical health and well-being

- an individual may suffer physical injuries such as bruises, broken bones, lost teeth, black eyes, and females will be more at risk of complications and miscarriage if pregnant. An individual may also experience trauma which may cause shortness of breath, fatigue, chronic pain, changes in sleeping patterns resulting in tiredness and eating patterns resulting in weight loss or gain, muscle tension and fertility issues. An individual may die as a result of injuries. Development of unhealthy coping mechanisms e.g. substance abuse and self-harm.

Emotional health and well-being

- an individual may suffer from post-traumatic stress disorder (PTSD) and develop panic attacks, phobias, anxiety, sleeping disorders, depression or an eating disorder. They may also experience feelings such as fear, shame, shock, anger and confusion. An individual may feel unworthy and undervalued resulting in low self-esteem and a lack of confidence. On the other hand if an individual leaves the abusive relationship they may develop resilience and become a stronger more confident person and offer support to others in a similar situation raising their confidence and self-esteem. Individuals may also feel valued if their family and friends offer them support to deal with the situation.

Social health and well-being

- an individual may become isolated from their friends and family because they are embarrassed or prevented from doing so by the abuser. As a result they may lose friends. An individual may withdraw from social activities for the same reasons and become isolated. On the other hand, an individual may develop friendships with others in a similar situation if

they join a support group. Friends and family may be supportive and an individual's relationship with them may strengthen.
All other valid points will be given credit

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

Level 1 ([1]–[4])

Overall impression: basic

- displays limited knowledge and understanding of how domestic violence 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 domestic violence 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 ([5]–[8])

Overall impression: adequate

- displays adequate knowledge and understanding of how domestic violence 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 domestic violence 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 ([9]–[12])

Overall impression: competent

- displays competent knowledge and understanding of how domestic violence 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 domestic violence 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 of clarity and coherence. There is extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear. [12]

(c) (i) Complete the table below to identify the types of relationships Anna has. (AO1)

Anna's relationship with	Type of relationship
Diana	family
Ivan	intimate or sexual

(2 × [1]) [2]

(ii) Marko has Duchenne muscular dystrophy.

Describe how this may affect his physical health and well-being. (AO1, AO2)

Examples of suitable points to be included in description:

Marko's airways narrow and swell and may produce mucus and as a result he may:

- have difficulty walking as his leg muscles weaken and he may need a wheelchair
- have joint and spinal complications as his muscles tighten and he may develop curvature of the spine (scoliosis) which causes pain and discomfort
- become overweight due to lack of mobility and medication such as steroids or he may become underweight due to muscle loss
- develop breathing complications, have difficulty coughing due to muscle weakness, leading to chest infections which could be life threatening
- may experience heart failure due to weakened heart muscle
- may experience fatigue due to disrupted sleep patterns/exertion due to physical ability
- decrease of life expectancy

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) Diana and Marko are in the life stage of childhood.

Analyse the expected patterns of physical, intellectual and emotional growth and development during this life stage. (AO1 ,AO2 ,AO3)

Examples of suitable points to be included in analysis:

Physical development

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

Intellectual development

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

Emotional development

- sense of independence increases from being able to undertake simple tasks by themselves to being completely independent in washing, dressing and toileting skills by the age of seven; sense of independence continues to increase but they still like adults to be present to help if required. Control over emotions develops, for example by seven children learn how to control their emotions and realise they can hide their true feelings and keep their thoughts private. Awareness of the feelings of others develops from showing sensitivity to others to showing sympathy and comforting friends

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who are hurt to realising that others experience feelings of anger, fear and sadness similar to their own; towards the end of childhood they are able to understand the needs and feelings of others. Towards the end of childhood girls in particular may experience mood swings associated with puberty. Children may experience a wide range of emotions, for example jealousy if friends have the latest gadgets or fashion items and they do not, or sadness at the death of a pet. May have high self-esteem if they feel loved, valued and cared for and have a sense of belonging. May have low self-esteem for example, if bullied at school or abused at home, feel they are not as clever as others or do not have friends.

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 and emotional growth and development in childhood
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse the expected patterns of physical, intellectual and emotional growth and development in childhood
- may list examples
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate

- displays adequate knowledge and understanding of the expected patterns of physical, intellectual and emotional growth and development in childhood
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse the expected patterns of physical, intellectual and emotional growth and development in childhood
- must analyse at least two types of growth and development to achieve in this level
- may analyse some types 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 the expected patterns of physical, intellectual and emotional growth and development in childhood
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse the expected patterns of physical, intellectual and emotional growth and development in childhood
- must analyse all three types of growth and development to achieve in this level
- competent analysis of all three types of growth and 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]

Total

**AVAILABLE
MARKS**

32

100