

New
Specification



Rewarding Learning

General Certificate of Secondary Education
2018

Health and Social Care

Unit 1:

Personal Development, Health and Well-Being

[GHL11]

WEDNESDAY 13 JUNE, 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) Molly is in the life stage of later adulthood which is ____ + years. (AO1)

65

(1 × [1])

[1]

- (b) List **three** examples of intellectual development during later adulthood. (AO1)

Examples of suitable points to be listed:

- may have difficulty remembering things/experience short term memory loss
- reaction times may be slower
- may make better decisions as they have more experience, knowledge, wisdom
- may become confused due to dementia
- may take longer to absorb new information
- may develop new skills and learning due to travel, hobbies, night classes or U3A

All other valid points will be given credit

(3 × [1])

[3]

- (c) Explain **two** ways taking part in physical activities in the local leisure centre may have a positive effect on Molly's social health and well-being. (AO1, AO2)

Examples of suitable points to be explained:

- provides Molly with the opportunity to meet others/widen her social circle
- provides Molly with opportunities to form new relationships and friendships
- provides Molly with opportunities to interact/chat/have conversations with others
- provides Molly with opportunities to take part in group activities
- provides Molly with opportunities to spend time with friends if they attend with her

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 Molly's health and well-being may be affected by osteoporosis. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Effect on Molly's physical health and well-being

- Molly may experience chronic and severe pain in her bones and muscles
- Molly may experience tiredness and fatigue
- Molly's bones will become more porous/less dense and fragile which increases the risk of fracture
- Molly may fracture bones as the disease progresses especially if treatment is not effective and her mobility may be reduced
- Molly may experience unpleasant side effects of some treatments used to manage the condition
- Molly may become disabled in the long term

All other valid points will be given credit

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[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 Molly's emotional health and well-being

- Molly may be worried about the future, for example, that her condition will deteriorate
- Molly may fear losing her independence
- Molly's self-esteem and confidence may lower if the condition deteriorates and her body image changes due to, for example, spinal curvature
- Molly may be frightened of taking part in her usual activities in case her bones fracture
- Molly may experience stress due to constant pain and fatigue which over time may lead to depression
- Molly may develop a positive attitude and be determined to make the most of her life and not allow the condition to get her down
- Molly may feel loved and cared for if family and friends support her
- Molly may feel lonely due to lack of mobility
- Molly may feel like a burden if her family have to look after her

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) Describe how each of the following factors may positively affect Molly's self-concept. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Age

- Molly may have a sense of satisfaction/ pride that she has reached the age of 72
- Molly may have a sense of satisfaction on achievements to date, for example, travel, life experiences and work
- Molly may feel she has time to achieve more in life
- Molly may feel that she has a good quality of life
- Molly may feel confident and have a high self-esteem

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

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

(1 × [3])

[3]

Appearance

- Molly may be happy with her appearance, have a positive self-image
- Molly may feel she looks good for her life stage
- Molly may take pride and put effort into her appearance
- Molly may feel confident about her appearance resulting in high self-esteem

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

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

(1 × [3])

[3]

- (f) Use the headings below to describe how having a good income may affect Molly's health and well-being. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Effect on physical health and well-being

- Molly may be able to purchase private health care, avoid lengthy waiting times and get prompt medical treatment which may prevent an illness or condition deteriorating
- Molly may be able to afford complementary therapies which may reduce the risk of stress related illness
- Molly may be able to purchase health supplements, for example multi-vitamins or minerals which may help maintain her health and reduce the risk of deficiency diseases
- Molly will be able to buy healthy foods, for example, fruit and vegetables, lean meat, fish and chicken which will help maintain her physical health and reduce the risk of diet related disorders
- Molly will be able to afford to keep her home warm and well maintained reducing the risk of chest infections (due to damp living conditions) and accidents causing injury
- Molly will be able to afford membership to health clubs/gyms which will help her maintain a healthy body weight and take part in exercise to maintain her strength and stamina

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

- Molly will not have to worry about paying bills, for example, rates, fuel bills or food
- Molly will not experience the effects of stress often experienced by individuals on a low income
- Molly will feel independent as she does not rely on additional support or benefits
- Molly may have a sense of pride/satisfaction that she has a good income

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 health and well-being

- Molly will be able to afford social activities, for example, going out for lunch with friends

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- Molly will be able to afford membership of health club and other clubs, for example, a golf club where she will have the opportunity to interact with others and maintain friendships
- Molly will be able to afford more expensive social activities, for example, holidays and visits to the theatre with friends enabling her to maintain existing friendships, interact with others and perhaps form new friendships

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]

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

Jake's relationship with	Type of relationship
Lucy	intimate/sexual
Mark and Anna	family

(2 × [1]) [2]

- (b) (i) Jake and Lucy are in the life stage of early adulthood which is from 19 to ____ years. (AO1)

39 years

(1 × [1]) [1]

- (ii) Analyse the expected patterns of development during early adulthood. (AO1, AO2, AO3)

Examples of suitable responses:

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.

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 will also be developed. The ability to problem solve and think logically are well developed. Additional skills may be developed through promotion at work, further training or life changes. Opportunities for travel may also expand knowledge of different countries and cultures.

Emotional development

- Individuals may look for a steady relationship to experience positive emotions. May get married and have feelings of being loved, being valued, a sense of belonging and bonding with partner. May have children resulting in feelings of being loved and valued. Individuals may bond with those they have close and loving relationships with. Most individuals are independent in this life stage. Relationship problems, for example divorce, work related stress, financial problems and other issues may cause stress.

Social development

- In early years of this life stage many individuals may have few commitments and have the time and money to take part in a wide range of social activities, for example, going on holiday with friends, giving them opportunities to interact with others and form new friendships. Individuals may have a wide range of relationships

including intimate/sexual, family, friendships and working. As the individual progresses through the life stage and perhaps has commitments such as marriage, children, paying a mortgage and other household expenses there may be less money and time for social activities. Contact with old friends may be lost but new friendships, for example, with parents of their children's friends may be formed.

All other valid points will be given credit

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

Level 1 ([1]–[4])

Overall impression: basic

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

Level 2 ([5]–[8])

Overall impression: adequate

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

Level 3 ([9]–[12])

Overall impression: competent

- displays competent knowledge and understanding of the expected patterns of development during early adulthood
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse the expected patterns of development during early adulthood
- competent analysis of all four aspects of development achieves at the top of the level
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree

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]

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(c) Describe how gender may affect Lucy's self-concept. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- Lucy 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
- Lucy may resent the expectations associated with her female gender role resulting in a lack of confidence, low self-esteem and a negative self-concept
- Lucy 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]

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

Examples of suitable points to be explained:

- increase in weight from approximately 16 kg at 4 years old to 29 kg at 6 years old to 25 kg at 8 years old to 31 kg at 10 years old
- increase in height 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
- loses baby features and becomes more adult in appearance
- first/baby/deciduous teeth are replaced by permanent teeth from 5 to 7 years onwards
- gross motor skills such as running and climbing continue to develop, e.g. faster/stronger
- fine motor skills such as holding a pencil/brush/tying laces develop
- control and co-ordination improve and the child can skip, hit a ball with a bat etc.

All other valid points will be given credit

[1] basic explanation

[2] adequate explanation

(3 × [2])

[6]

(e) (i) Anna is in the life stage of infancy. Describe the expected pattern of social development during this life stage. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- in early stages the infant may spend up to 20 hours a day sleeping and by 3 months may smile in response to an adult
- by 9 months enjoys songs, action rhymes and playing 'Peek-a-boo'
- by 12 months enjoys socialising at meal times, joining in conversations while trying to self feed and plays pat-a-cake
- by 18 months plays alone/solitary play, enjoys stories and rhymes that are repetitive, able to hold a spoon and get food into his/her mouth, can take off shoes and socks and may have bowel control

- by 2 years the infants are beginning to express how they feel, may be able to dress independently and are often dry through the day
 - by 2.5 years the infant may 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 the infant enjoys family mealtimes, may use the lavatory independently, may be dry through the 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 playgroups/parent toddler groups
 - may interact more with extended family, e.g. aunts and uncles
- 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 how the birth of a sibling may affect Anna's emotional development. (AO1, AO2)

Examples of suitable points to be included in explanation:

- Anna may experience sibling rivalry/feel jealous/resent the new baby
 - Anna may become aggressive towards the new baby, for example, pinching, poking or throwing things at it
 - Anna may regress to babyish behaviour, for example having temper tantrums or refusing to use the potty/toilet
 - Anna may enjoy the role of 'big sister' and feel important and valued as she helps with the baby
 - Anna may feel happy and excited to have a new sister/brother
- All other valid points will be given credit

[1] basic explanation

[2] adequate explanation

(1 × [2])

[2]

- (f) Explain **three** ways eating a healthy diet may affect 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 the children and osteoporosis for the 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, stroke and type 2 diabetes
 - helps maintain a healthy bowel
 - boosts the immune system
- All other valid points will be given credit

[1] basic explanation

[2] adequate explanation

(3 × [2])

[6]

35

- 3 (a) Adam and Karolina are in the life stage of _____ adulthood which is from 40 to 64 years. (AO1)

middle

(1 × [1])

[1]

- (b) Describe the expected pattern of emotional development during this life stage. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- may experience feelings of loss or a sense of freedom as children grow up and leave home
- may experience feelings of loss due to the death of loved ones, for example, parents and friends
- may have a clear sense of identity
- may become grandparents and feel valued and loved/bond/have a strong relationship with grandchildren
- may experience a wide range of emotions due to life changes, for example, redundancy, divorce, taking on a caring role or serious illness
- may have a positive self-concept due to sense of achievement and feelings of satisfaction and contentment etc.
- may have a negative self-concept due to feelings of missed opportunities, regret and loss of purpose 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]

- (c) (i) Assess the possible effects of the death of a loved one on an individual's physical, intellectual, emotional and social development. (AO1, AO2, AO3)

Examples of suitable responses:

Physical development

- An individual may have difficulty sleeping or have a fear of sleeping which can lead to tiredness and exhaustion. Appetite may change, for example an individual may comfort eat and as a result become overweight or may experience a loss of appetite resulting in weight loss. An individual may experience aches and pains, for example head, neck, chest pain and have difficulty breathing and have panic attacks. An individual may abuse substances for example, alcohol or drugs to cope with pain of bereavement and suffer short/long term physical effects.

Intellectual development

- An individual may be unable to concentrate, for example in class, whilst studying, completing homework or reading and may underachieve, lack stimulation or fail to acquire knowledge. An individual may lack stimulation as he/she may lose interest in hobbies, work related and other activities.

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 and 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. Some individuals may experience feelings of stress, loss and extreme sadness and in the longer term may become depressed. In some cases the death of a loved one also brings a sense of relief especially if the quality of life was poor or there was extreme pain and suffering. Individuals may get emotional support from, for example, voluntary organisations and self-help groups which enables them to cope more effectively.

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 lonely and isolated. An individual may also avoid going places he/she went with the loved one who died which further increases the risk of loneliness and 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.

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 the death of a loved one 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 the death of a loved one 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 the death of a loved one 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 the death of a loved one on an individual’s physical, intellectual, emotional and social development
- must assess at least three aspects of development to achieve on top of 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 the death of a loved one 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 the death of a loved one 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 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]

- (ii) Describe how a voluntary sector organisation may help Karolina cope with the death of her friend. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- provide Karolina with emotional support, for example through face to face counselling with a bereavement volunteer, in a bereavement group through a helpline or email
- provide Karolina with advice and information, for example, through leaflets on understanding grief or coping with reminders and anniversaries

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

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

(1 × [3])

[3]

- (d) Emilia and Marcin are in the life stage of adolescence which is from _____ years to _____ years. (AO1)

11–18

(2 × [1])

[2]

- (e) Use the table below to describe how you would expect Emilia and Marcin to develop physically during adolescence. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Emilia

- breasts develop, the nipples start to stick out from the chest and milk ducts begin to grow. The breasts begin to fill out.
- hips widen as the pelvic bones grow and fat develops on the thighs, hips and buttocks

- growth is rapid especially between 12 and 13 years/growth spurt
- growth of pubic and underarm hair
- menstruation/periods begin as the body begins to release eggs

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3])

[3]

Marcin

- testicles increase in size and then the penis grows larger
- growth of pubic, facial, underarm and for some males chest hair
- growth is rapid especially between 14 and 15 years/growth spurt
- larynx/voice box enlarges and the voice changes to become deeper/
may break
- shoulders and chest become broader and the body has a more
muscular shape
- testicles produce sperm

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3])

[3]

- (f) Emilia has recently started a part-time job in a local supermarket. Assess how starting work may affect Emilia's intellectual, emotional and social development. (AO1, AO2, AO3)

Examples of suitable responses:

Intellectual development

- Emilia will have the opportunity to learn new skills relevant to the job, for example, using the till or using ICT for stock control. She may have the opportunity to undertake training courses relevant to her job role such as food hygiene. Emilia will also develop life skills, for example, time and money management and problem solving. On the other hand Emilia may work too many hours and may not have enough time to complete homework or study, resulting in her falling behind and not achieving her full potential in her GCSEs. She may also become very tired if working too many hours resulting in her taking days off school which may adversely affect her academic performance.

Emotional development

- Emilia will have an increased sense of independence as she has a part time job and is earning a wage. She may also have a sense of achievement/satisfaction that she has a part time job as competition for jobs is high. Emilia may feel valued and have a sense of belonging as she is part of the work team resulting in a high self-esteem and positive self-concept. She may also become anxious and stressed as she tries to balance working part time with studying.

Social development

- Emilia will have the opportunity to develop social skills, for example, working as part of a team. She will also have opportunities to develop communication skills when interacting with colleagues and customers. She may form new friendships with work colleagues and take part in

social activities with them. She may also have increased opportunities to take part in social activities as she is now earning a wage.
All other valid points will be given credit

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

Level 1 ([1]–[3])

Overall impression: basic

- displays limited knowledge and understanding of the effects of starting work on Emilia’s intellectual, emotional and social development
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to assess the effects of starting work on Emilia’s intellectual, emotional and social development
- may list examples
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate

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

Level 3 ([7]–[9])

Overall impression: competent

- displays competent knowledge and understanding of the effects of starting work on Emilia’s intellectual, emotional and social development
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to assess the effects of starting work on Emilia’s intellectual, emotional and social development
- competent assessment of all three aspects of development achieves at the top of the level
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear.

[9]

Total

**AVAILABLE
MARKS**

36

100