



Rewarding Learning

General Certificate of Secondary Education

Health and Social Care

Unit 1:

Personal Development, Health and Well-being

[GHL11]

Assessment

**MARK
SCHEME**

Additional Guidance for teachers for 2021 only

You will find it useful to view the EEP webinar to help you gauge the standard for this assessment.

Please read the general marking instructions that follow before you begin marking.

Some additional points that will help you use the mark scheme:

- The questions in which QWC (quality of written communication) is assessed are identified on the front cover of the paper. In all other questions, QWC should not influence the marking.
- Where you see “all other valid responses will be given credit”, if you think a response which is not on the mark scheme may be correct, you should check it for accuracy and award the marks if appropriate.
- Avoid awarding marks twice for repeated points in a question.
- When a question requires a specific number of points to be given (e.g. one example, two advantages, three ways), only that number of points can achieve marks. If a student makes more points than the number required, their best points should be selected for marking. In these types of questions, compensation may be used; this means that a correct additional point in one part of the answer can be awarded marks where another part of the answer is incorrect or blank.
- For extended responses, read the level descriptors carefully to help make a judgement. There is further advice in the general marking instructions.
- You may find it useful to annotate the responses to help you decide on and justify the marks you award.

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) Harry and Janet are in the life stage of middle adulthood which is from 40 years to _____ years. (AO1)

64 years [1] [1]

(b) Identify the type of relationship between Harry and Janet. (AO1)

Intimate or sexual [1] [1]

(c) Using the information provided write down **two** life changes Janet has experienced. (AO1)

getting married [1]
starting work [1] [2]

(d) Describe the expected pattern of social development during middle adulthood. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

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

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3]) [3]

AVAILABLE
MARKS

- (e) Using the following headings describe how employment may affect Janet's physical, emotional and social health and well-being. (AO1, AO2, AO3)

AVAILABLE
MARKS

Examples of suitable points to be included in description:

Effect on Janet's physical health and well-being

- Janet may experience stress, due to the heavy load which may increase her risk of developing high blood pressure and other stress related conditions
- Janet may be at increased risk of harm and injury if assaulted by patients who may be aggressive or under the influence of alcohol or drugs
- Janet may be at increased risk of developing infections
- Janet may become exhausted and more at risk of injury due to lack of concentration
- Janet may experience pain, discomfort or injury from the occupational hazards associated with her nursing profession
- Janet may be more physically fit as she has an active job and less likely to be overweight reducing her risk of developing health conditions associated with obesity

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 Janet's emotional health and well-being

- Janet may experience stress, for example, due to the large numbers of patients attending the accident and emergency department, long waiting times or staff shortages
- Janet may have low self-esteem if she feels undervalued and underpaid, has poor job satisfaction, is bullied at work or experiences abuse
- Janet may have high self-esteem if she has job satisfaction and feels she is doing a worthwhile job helping those who are ill or injured, and she feels valued
- Janet may become distressed if medical staff are unable to save the life of seriously ill or injured patient, for example, a young person or a child

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 Janet's social health and well-being

- Janet may have a range of relationships with her work colleagues, for example, working and friendships
- Janet may take part in social activities with her work colleagues
- Janet may not be able to take part in social activities with colleagues, family and friends due to working shifts/unsociable hours

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) Identify **three** ways type II diabetes may affect his physical health and well-being. (AO1)

Examples of suitable points to be included in the explanation:

- feeling fatigue
- increased risk of coronary heart disease
- increased risk of stroke or heart attack
- contributes to high blood pressure
- may develop diabetic retinopathy/blurred vision, dark or empty areas in vision, sight loss
- may develop diabetic nephropathy/kidney damage
- may develop neuropathy/nerve damage/prickling, numbness, or tingling in the hands and feet/pain/foot problems
- affects digestion causing nausea, constipation or diarrhoea
- increased risk of tooth decay and gum infections

All other valid points will be given credit

(3 × [1])

[3]

- (g) Use the headings below to explain how disability may affect Daniel's self-concept. (AO1, AO2, AO3)

Examples of suitable points to be included in the explanation:

Positive effect on Daniel's self-concept

- Daniel may have a positive attitude and be determined not to allow the disability to hold him back
- Daniel may lead a full and independent life resulting in high self confidence
- Daniel may feel valued and cared for by family and friends who offer him ongoing support
- Daniel may have a sense of purpose and feel he can offer support to others in a similar position
- Daniel may feel that his friends and family focus on what he can do rather than what he is unable to do increasing his self-worth

All other valid points will be given credit

[1] basic explanation
[2] competent explanation
(one point in detail or two points in less detail)
(2 × [1])

[2]

Negative effect on Daniel's self-concept

- Daniel may feel different and less able than others resulting in a lack of confidence
- Daniel may feel isolated if he is unable to take part in activities and as a result may have difficulty forming and maintaining friendships
- Daniel may find it difficult to gain suitable employment leading to feelings of lack of purpose and independence
- Daniel may feel angry, frustrated and a burden resenting his disability
- Daniel may resent the attitude of others who may see only his disability and not him as a person resulting in low self-worth

All other valid points will be given credit

[1] basic explanation
 [2] competent explanation
 (one point in detail or two points in less detail)
 (2 × [1])

[2]

- (h) Assess the possible effects of serious injury on an individual's physical, intellectual and social development. (AO1, AO2, AO3)

Examples of suitable responses:

Physical development

- An individual may experience pain as a result of the injury or treatments such as surgery. Treatments such as medication may have unpleasant side effects, for example, nausea, constipation or diarrhoea. Mobility may be affected which can result in an individual being unable to take part in leisure activities and hobbies. An individual may gain weight due to a lack of mobility and the side effects of medication. Sleeping patterns may change due to pain and discomfort which may result in fatigue.

Intellectual development

- An individual may be unable to concentrate or take part in activities due to pain or a lack of mobility which may result in a lack of stimulation. If the brain is injured there may be a negative effect on cognitive functioning. A period of absence from work, school or college may also result in a lack of stimulation. Knowledge of the injury and the treatments options available may increase as an individual may become pro-active in their treatment by discussing treatment options with medical staff or by researching the injury, for example, on the internet. An individual may develop new hobbies and interests or perhaps retrain for a more suitable job resulting in the development of new skills and increased knowledge.

Social development

- An individual may develop stronger relationships with family, friends and work colleagues who may visit and offer emotional support during the recovery period. New friendships may be formed with other patients and perhaps through support groups an individual may attend. As an individual may be absent from work or school for a period of time contact with work colleagues or other friends may be lost. An individual may be unable to take part in their usual social activities, however they may start to take part in more suitable activities resulting in formation of new friendships.

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

- limited knowledge and understanding of the possible effects of serious injury on an individual's physical, intellectual and social development
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to assess how serious injury may affect an individual's physical, intellectual 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

- adequate knowledge and understanding of the possible effects of serious injury on an individual’s physical, intellectual and social development
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to assess how serious injury may affect an individual’s physical, intellectual and social development
- must assess at least two aspects of development to achieve in this level
- may assess some aspects in more detail than others
- quality of written communication is adequate. The candidate makes a reasonable 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

- competent knowledge and understanding of the possible effects of serious injury on an individual’s physical, intellectual and social development
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to assess how serious injury may affect an individual’s physical, intellectual 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 reasonable 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]

32

2 (a) Adolescence is from _____ years to 18 years. (AO1)

11 years [1]

[1]

(b) Describe how you would expect Bobby to develop physically during adolescence. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

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

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3])

[3]

(c) Explain **three** ways you would expect Mia to develop socially during her current life stage. (AO1, AO2)

Examples of suitable points to be explained:

- Mia will develop social skills, for example, competently using a knife and fork and developing table manners
- Mia will develop an understanding of rules and fairness leading to co-operation with other children in games and team sports
- Mia will develop friendships as she will progress from enjoying being with other children to choosing friends with similar interests to forming close friendships within her gender to changing friendships rapidly. By the age of ten she may have best friends
- towards the end of childhood Mia will seek the approval of friends and her decisions about clothes and activities may be influenced by peer pressure
- towards the end of childhood Mia may belong to a group; this may be a group she formed with her peers or a group such as a youth club, guides or scouts
- Mia will have a wider range of relationships as she is now at school and she may also be a member of a club or organisation

All other valid responses will be given credit

[1] basic explanation

[2] competent explanation

(3 × [2])

[6]

- (d) Describe how education may affect Mia's self-concept in a negative way. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

- Mia may have a sense of failure if she is not making good progress in school
- Mia may not have a sense of belonging or feel valued by teachers, other staff and her peers
- Mia may lack confidence if she is not making good progress in school
- Mia may have difficulty making friends with her peers in school and may feel left out
- Mia may not take part in a range of school activities which may reduce her confidence and give her feelings of isolation
- Mia may have poor relationships with her teachers who may have low expectations of her

All other valid responses 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) Analyse how child abuse may have a negative effect on Bobby and Mia's physical, intellectual and emotional health and well-being. (AO1, AO2, AO3)

Examples of suitable responses:

Physical health and well-being

- Bobby and Mia may have experienced pain and medical problems from injuries such as bruising, cigarette burns, scalds, human bite marks and broken bones. They may lose weight or be underweight and may have delayed physical growth. Bobby and Mia may also feel tired all the time. They may be more susceptible to frequent illness, for example colds and flus and digestive problems. Bobby and Mia may also experience periods of illness due to failure to seek medical treatment for illnesses such as ear and chest infections which may result in hearing loss or pneumonia. Overall physical health may be poor and they may be more prone to infections due to poor hygiene.

Intellectual health and well-being

- Bobby and Mia's speech and language development may be delayed. They may lack problem solving skills and the ability to organise and structure their thoughts. Bobby and Mia may be unable to concentrate in school and have difficulty keeping up with the demands of school and as a result academic performance may be poor. Abuse increases Bobby and Mia's chance of having learning difficulties.

Emotional health and well-being

- Bobby and Mia may suffer from fear and anxiety which may lead to mental health problems such as depression in the longer term. They may think badly of themselves and have feelings of hopelessness which can result in low self-esteem and a negative self-concept. Bobby and Mia may live in persistent fear, resulting in a lack of security and feeling

unsafe. They may feel angry which can result in abusive and aggressive behaviour such as bullying or temper tantrums. Bobby and Mia may also lack the ability to trust others which can result in them becoming withdrawn, lonely and isolated. They may also blame themselves and experience feelings of guilt.

All other valid points will be given credit

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

Level 1 ([1]–[4])

Overall impression: basic

- displays limited knowledge and understanding of how child abuse may have a negative effect on Bobby and Mia's physical, intellectual and emotional health and well-being
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse how child abuse may have a negative effect on Bobby and Mia's physical, intellectual and emotional 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 child abuse may have a negative effect on Bobby and Mia's physical, intellectual and emotional health and well-being
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse how child abuse may have a negative effect on Bobby and Mia's physical, intellectual and emotional 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 ([9]–[12])

Overall impression: competent

- displays competent knowledge and understanding of how child abuse may have a negative effect on Bobby and Mia's physical, intellectual and emotional health and well-being
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse how child abuse may

have a negative effect on Bobby and Mia's physical, intellectual and emotional health and well-being

- competent analysis of all three aspects of health and well-being achieves at the top of the level
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure meaning is clear. [12]

- (f) Use the table below to describe how the use of illegal drugs may affect the health and well-being of an individual. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Effect on physical health and well-being

- an individual may die as a result of an overdose
- increases the risk of catching HIV or hepatitis if needles are shared
- damages the cartilage of the nose if cocaine is snorted
- affects the body's temperature control leading to serious overheating and dehydration (ecstasy)
- impacts on appetite and therefore may result in weight changes
- may cause sleeplessness and therefore tiredness and fatigue as a result
- causes high blood pressure, heart rate irregularities and an increased risk of heart attack
- harms the unborn baby if used during pregnancy and increases the risk of miscarriage
- causes seizures, brain damage, coma and stroke
- weakens the immune system increasing the risk of illness and infection
- causes nausea, abdominal pain, vomiting, diarrhoea or constipation
- increases strain on the liver which puts an individual at risk of liver damage and liver failure
- kidney damage may occur

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 experience guilt about their use of illegal drugs and their actions
- an individual may have a negative outlook on life resulting in low self-esteem
- an individual may suffer dramatic and sudden mood swings
- an individual may develop mental health problems as a result of addiction and dependency
- an individual may experience distress, anxiety and confusion
- an individual may experience feelings of hostility and aggression
- an individual may experience hallucinations

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]

AVAILABLE
MARKS

31

- 3 (a) Josef is in the life stage of later adulthood which is from ____ years. (AO1)
- 65+ years [1] [1]

- (b) Use the headings below to explain how geographical location may affect Josef's health and well-being. (AO1, AO2)

Examples of suitable points to be included in explanations:

Effect on Josef's physical health and well-being

- Josef may not have access to a wide range of services and treatments that may be available in other areas (known as 'the postcode lottery') which may result in unnecessary pain and deterioration in medical conditions
- Josef may be unable to access GP services due to poor transport or a shortage of GPs in rural areas which may result in his physical health deteriorating or putting him at risk of illnesses such as the flu as he is unable to get the flu vaccine
- Josef lives far away from a hospital and may wait a long time for an ambulance in an emergency and his condition may deteriorate and he may suffer premature death
- Josef may have poor oral health as he may be unable to access dental services due to lack of transport or shortage of services in his area
- Josef may have good respiratory health due to lack of pollution as he is not exposed to fumes from traffic and factories

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

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

(2 × [1])

[2]

Effect on Josef's emotional health and well-being

- Josef may feel isolated and lonely as he has less chance to communicate with other people
- Josef may feel vulnerable as he is in the life stage of later adulthood and lives alone in a rural area
- Josef may have feelings of anxiety and worry that he may become ill and is unable to access help quickly
- Josef may lack emotional support as he has no one to share his worries or concerns with and there may be no facilities such as day centres in his area
- Josef may feel a strong sense of belonging to the rural community he lives in
- Josef may feel less stressed and more relaxed living in a quiet environment

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

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

(2 × [1])

[2]

Effect on Josef's social health and well-being

- Josef may be unable to keep in contact with his friends due to a lack of public transport which make it difficult to visit them
- Josef may not have the opportunity to interact with others due to poor public transport and lack of services such as day centres or other activities
- Josef may however live in an area where voluntary/community groups organise activities for older people and provide transport which will give Josef the opportunity to interact with others and take part in activities

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

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

(2 × [1])

[2]

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

Examples of suitable responses:

Physical development

- Changes in weight may occur: metabolism slows down with decreasing levels of physical activity leading to weight gain or weight loss may result from decreased appetite. Individuals may decrease in height and the skin continues to lose elasticity and wrinkles become more prevalent. The hair turns greyer or whiter and thins. The body systems become less efficient and muscles weaken making an individual more prone to age related medical conditions. Mobility may decrease as joints become stiffer and bones become weaker and there is an increased risk of developing osteoporosis. Hearing and eyesight may decline and the sense of taste and smell deteriorate. The digestive system slows down, so constipation is common.

Intellectual development

- Individuals may have difficulty remembering things and experience short term memory loss. Reaction times may be slower and it may take longer to absorb new information. Individuals may make better decisions as they have more experience, knowledge and wisdom. Dementia may cause confusion. Individuals may develop new skills and learning due to travel, hobbies, night classes or U3A. There may be changes to the brain and nervous systems, causing reflexes to be slower and coordination to deteriorate.

Emotional development

- Individuals may feel a sense of achievement due to their successes and accomplishments in life and having reached this life stage. They may feel loved and valued by their family and have a sense of belonging. Individuals may have a strong bond with their grandchildren as they will probably be retired and are able to spend time with them perhaps babysitting. This further increases their sense of belonging and feelings of being valued resulting in high self-esteem. Other individuals may feel lonely and isolated due to the death of spouse/partner or friends and children growing up and moving away from home. They may feel a lack of purpose in life due to, for example, retirement or the lack of ability to

continue hobbies. Some individuals may feel a burden if they are unable to carry out the activities of daily living and are dependent on support from others. Others may resent being stereotyped as less able and may have low self-esteem. There is an increased risk of depression.

Social development

- Individuals may have more time and free access to public transport enabling them to visit and take part in social activities and interact with friends and family. Other individuals may join services available to older adults such as day centres, U3A and clubs organised by local community groups, churches or the voluntary sector, for example, the Tuesday Club. These services provide opportunities for interaction with others, the development of friendships and the opportunity to take part in social activities. Other individuals may be unable to meet up with family or friends or take part in social activities due to poor mobility or health problems. Retirement from work may result in a reduced income which may limit the money available to take part in social activities. It may result in a loss of contact with work colleagues. Bereavement may result in individuals having a smaller social circle.

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

Level 1 ([1]–[4])

Overall impression: basic

- limited knowledge and understanding of the expected patterns of development during later 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 later 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

- adequate knowledge and understanding of the expected patterns of development during later 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 later adulthood
- must analyse at least three aspects 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

- competent knowledge and understanding of the expected patterns of development during later 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 later 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]

- (d) Using the following headings, describe the expected patterns of development during this life stage. (AO1, AO2, AO3)

Examples of suitable points to be included in descriptions:

Intellectual 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, 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

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3])

[3]

Emotional development

- in the early stages the infant may smile in response to an adult and show excitement at caring routines, for example, getting a bath, fix their eyes on the carer's face when feeding, respond with pleasure to attention and cuddles and smile at familiar people and strangers
- by 6 months are more wary of strangers, show distress when their mother leaves and begin to recognise an emotion, for example, laughing if a sibling laughs
- by 9 months still prefer to be near to a familiar adult and may need a comfort object such as a blanket or favourite teddy
- by 12 months are very dependent on an adult's reassuring presence, are still shy with strangers, are affectionate towards familiar people often want a comfort object and are less likely to have fluctuating moods/more emotionally labile
- by 18 months may easily become frustrated and have temper tantrums, are eager to be independent, for example, try to dress themselves, alternate between clinging and resistance and are aware that others may be fearful for them, for example, when they are climbing on furniture
- by 2 years are beginning to express how they feel, have regular temper tantrums, become more independent and may be clingy and dependent at times and self-reliant and independent at others
- by 2.5 years are emotionally still very dependent on adults
- by 3 years like to do things by themselves, can think about things from someone else's point of view, show affection for siblings and often develop fears, for example, of the dark

All other valid points will be given credit

[1] basic description

[2] adequate description

[3] competent description

(1 × [3])

[3]

- (e) Use the headings below to describe how moving house may have a positive effect on Josef's emotional and social development. (AO1, AO2, AO3)

Examples of suitable points to be included in description:

Effect on Josef's emotional development

- Josef may be less vulnerable as he has 24 hour support which will give him a sense of security
- Josef may be less worried and anxious as he will be able to get support and help if needed, for example, if he fell or become ill
- Josef may have a sense of belonging as he gets to know the other residents and form friendships with them
- Josef may have a sense of independence as he still has his own apartment and can come and go as he pleases but still has support if needed
- Josef may not feel isolated or lonely as there are so many other residents in Mill Fold

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 Josef's social development

- Josef will have opportunities for interactions with others as there are 25 residents and he may join them for a chat in the lounges
- Josef will have the opportunity to take part in the social activities which are provided in Mill Fold
- Josef may form friendships with the other residents in Mill Fold and take part in social activities with them
- Josef will be able to maintain his communication skills as he will be meeting other residents and interacting with them on a daily basis
- Josef's social circle may increase as he meets the family and friends of the other residents

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) Josef's family will help him cope with moving house. Explain **three** types of support they may offer him to help him cope with this life change. (AO1, AO2)

Three types of support to be explained:

- **Emotional support** – Josef's family may listen to his worries and concerns about moving house, offer him reassurance and tell him that he is making a good decision. They could also reassure him that they will visit him, take him out to their homes and emphasise to him that he will still be an important part of their lives.
- **Advice and information** – Josef's family could offer him advice on what furniture to take with him or advise him to try and join in activities and chat to the other residents. They could provide him with information on the most efficient way to pay his rent and other bills.
- **Practical help** – Josef's family could help him pack his belongings and move his furniture to Mill Fold. They could also help to unpack and arrange his furniture in his apartment. His family could also help him with practical tasks, for example, making sure he knows how to operate the equipment such as the cooker and shower in the apartment and also in the communal areas of Mill Fold, for example, the lifts or security doors.

All other valid points will be given credit

[1] basic explanation

[2] competent explanation

(3 × [2])

[6]

Total

**AVAILABLE
MARKS**

37

100