

L3 Lead Examiner Report 1901

January 2019

**Level 3 National in Health
and Social Care**

**Unit 1: Human Lifespan
Development (31490)**

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade. When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

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Unit 1: 31490 – Human Lifespan Development

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	17	31	45	59

Introduction

The 2019 January examination continued to utilise the simplified three question format, with each section receiving equal weighting of 30 marks. The paper's level is again balanced to reflect the demands of a Level 3 examination with the 5 longer format, 10 mark questions, providing the opportunity to stretch and challenge the most able learners.

The overall rate of Pass, Merit and Distinction grades awarded for this paper were very similar to those recorded for the previous paper.

The major guidance criteria for establishing the criteria for the awarding of grades for this examination series were:

For a **Level 3 Pass**, learners were able to explore familiar applications of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and the effects of ageing.

Learners related given situations to human development, theories/models and other factors affecting human growth and development. They selected and organised information using appropriate knowledge and concepts about theories/models in relation to human development, factors affecting human growth and development and the effects of ageing.

The responses for the learners deemed as meeting the Pass criteria were in line with these requirements.

However, for a **Level 3 Distinction**, learners were able to articulate arguments and views concisely and professionally to justify and evaluate physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.

They were able to use detailed analysis and research to make recommendations related to human development theories/models and factors affecting human growth and development. They can draw on knowledge and understanding of theories/models in relation to human development, factors affecting human growth and development and effects of ageing.

Again, the responses for the learners deemed as meeting the Distinction criteria were in line with these requirements.

Those learners awarded a **Level 3 Merit** did not provide the depth, detail or accuracy of the Distinction learners with regards to the required discussion, assessment or evaluation of the questions posed.

Introduction to the Overall Performance of the Unit

All questions were attempted by a large majority of learners, indicating that learners had covered the content of the course. The three question format- with equal weighting for each question- again eased issues with regards to timing as the vast majority of learners attempted all the questions in the paper.

However, for those learners who did not complete questions - possibly due to timing issues- it is important to note that the question stem does not need to be repeated and repetition of information present in the question stem will not gain any marks. Moreover, doing so occupies time that learners who do not complete the paper may utilise more to their advantage. Consequently, tutors may wish to discourage this practise when the learners are revising using past exam papers.

There were several areas where learners may also be further guided to improve their performance.

Some learners did not correctly interpret the questions and the information provided in the question stem and subsequently produced inaccurate responses e.g. Learners (Q1b) responded with 'puberty' which was identified as an actual physical characteristic or going to school (without expansion) as an intellectual change. Similarly, in question 3b, some learners did not link the impact of effective bonding and attachment to adulthood.

In question 1c many learners focussed on the impacts of stress, which if accurately linked to anxiety or low self-esteem were awarded marks, although if just presented without accurate expansion learners were not awarded marks.

Some lack of attention regarding the requirements of the question was also evident in question 1e. In question 1e some learners made generic comments regarding the impact of peer pressure on self-esteem and appeared to show limited understanding of the demand of the question.

Most learners had a reasonable attempt at question 1f, but weaker learners primarily focussed on the negative, physical aspects of alcohol. Consequently, although learners frequently produced some good answers, as they were often entirely one

sided and focussed solely on the physical effects of alcohol consumption, they did not move beyond the bottom/middle of mark band 2 e.g. 4/5 marks.

Learners should aim to produce a balanced answer with counter arguments to achieve level 3 in the 10 mark questions which use the command verbs 'to what extent' or 'evaluate.'

These type of questions require learners to 'Display a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported.'

In question 2c weaker learners who provided generic, short answers e.g. Will keep brain active, without context, were not awarded marks. Stronger learners effectively utilised the stem and often linked answers directly to the importance of maintaining intellectual activity to offset the effects of ageing and the importance of developing computer skills for use in everyday life and the skills developed when mentoring individuals.

Stronger learners dealt well with question 2e, mentioning relevant theories (e.g. activity and disengagement theory) but often failed to expand on these with appropriate references to the question. Some learners benefited from utilising a structured 'PIEs' approach for this question. Whilst, many of the lower scoring answers were solely focussed on the positive aspects of a hobby, the higher scoring answers produced a more balanced answer focussing on the financial cost of hobbies and the downside to hobbies in terms of time available for alternatives e.g. spending time with family.

In question 3b some of the weaker learners appeared unfamiliar with the relevant theories and also missed the focus of the question with regards to adulthood. Whilst the initial part of the response needed to reference infancy/attachment etc the expansion should have included some reference to the impact of in/secure attachment in adulthood.

Weaker learners produced answers that solely reflected a generic understanding of bonding e.g. developing friendships in later adulthood.

Question 3d may have led to a basic nature (genotype) vs nurture (phenotype) question and many stronger learners followed this route. The weakest learners did not appear to spot this response from the question and produced generic answers occasionally focused on lifestyle factors.

Many strong responses also undertook a full and accurate evaluation of environmental factors including housing, geographical location and crime.

Whilst, as expected at Level 3, the paper included a strong emphasis on the theoretical background included in the specification, this was tackled reasonably well, with most learners displaying some understanding of the relevant theories. For some learners, it may be worthwhile revisiting the exam technique and the requirement to produce a balanced answer in relation to the 'To what extent' and 'evaluate' question stems (see levelled mark scheme for 10 mark questions below). An increased awareness of the command verb may aid the construction of an appropriate response.

The **10 mark** questions in this paper were marked using a levelled system that allocated learners' responses a level dependent on the accuracy and depth of the answer. The responses were then placed at an appropriate mark within the level. With regards to the 'evaluate'/'to what extent' questions the indicators for each level are as follows:

Level 1 (0-3 marks):

- Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions
- Few of the points made will be relevant to the context in the question
- Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported

Level 2 (4-6 marks):

- Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions
- Some of the points made will be relevant to the context in the question, but the link will not always be clear
- Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported

Level 3 (7-10 marks):

- Demonstrates mostly accurate and thorough/detailed knowledge and understanding
- Most of the points made will be relevant to the context in the question, and there will be clear links
- Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported

Summary

- Use the number of marks and space available as a general guide to the depth of response required, although the length of the response is far less important than the quality and accuracy of the response. Brevity and accuracy are especially important in the responses to the 'Identify' questions where extended discussion/description is not required for full marks. For example, if a question asks for an identification of 'the number of people who will be over the age of 75 (75+) in 2039,' it is not necessary to write 'the number of people who will be over the age of 75 (75+) in 2039 is'.... A simple response of 74.3 million will suffice for full marks.
- Learners should carefully read each question and be precise in their responses. If physical health is referred to in the question, do not mention any other aspects of development e.g the impact of a physical change on an individual's self-concept.
- The overall structure of the learner's response should be based on the command word in the question, e.g. Identify does not require any expansion of a point (and some learners provided extensive information that was not required for 'identify' questions) but explain will require an expansion. To what extent, evaluate and assess are command verbs that will generally require a balanced argument to gain the highest marks, although a very strongly argued one sided answer with relevant depth and detail may also enable a learner to access level 3.

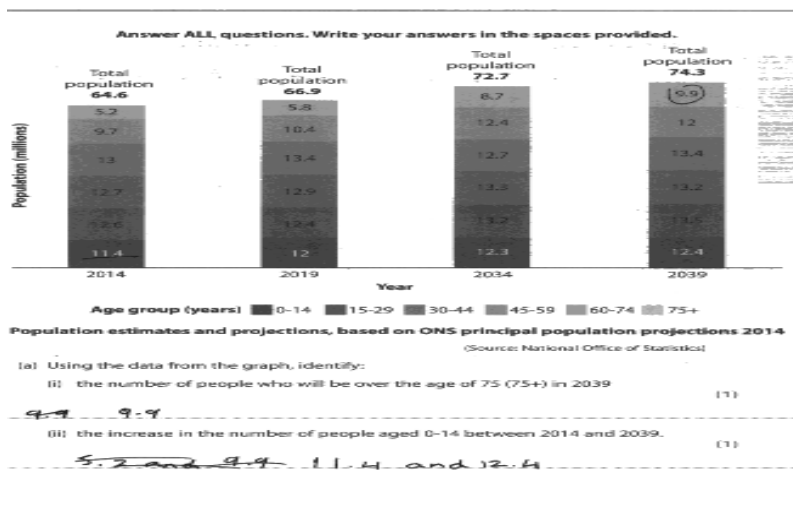
- o Repeating the stem of the question will not gain any marks. The question scenario is there to enable you to demonstrate your ability to apply your knowledge and understanding to the scenario.
- o Learners should aim to utilise appropriate theorists when required and compare and contrast these theorists to expand the evaluation aspects of the response. However, the theories must be linked directly to the scenario under discussion. A detailed explanation of a theory e.g. A page long description of the experiments used by Bandura, without accurate application or links to the scenario or question will not gain marks beyond Level 1.

The following examples (accompanied by a brief commentary) represent indicative content of common areas of good practice, and also some examples of areas where learners may wish to revisit their responses and/or examination technique

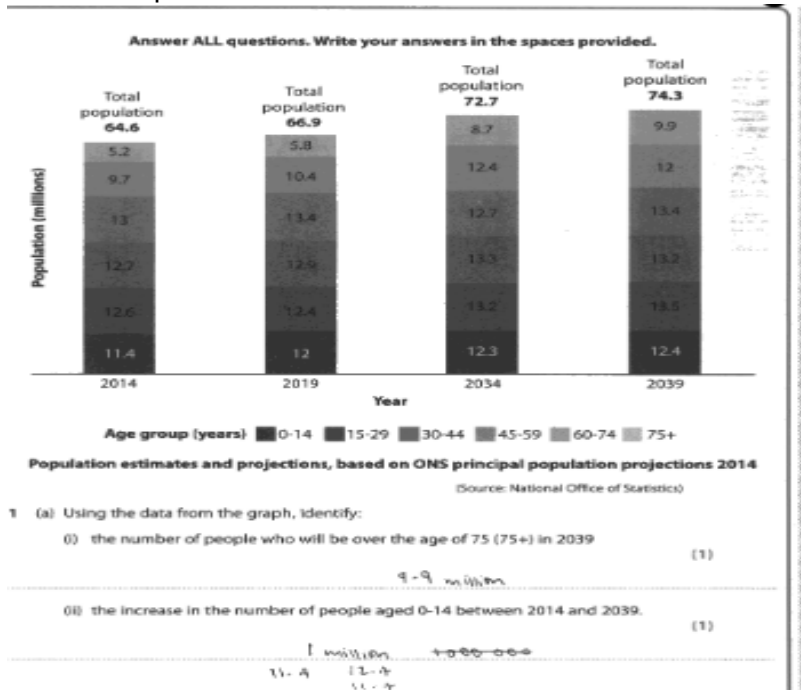
1a)

The answer below is correct for 1ai but, whilst identifying the appropriate information, scores no marks for 1aii).

It is vital that the learner reads the question accurately.



The example below scores full marks.



1b)

The answer below is typical of the stronger learners, concise and accurate.

Rebecca is 76 years old and is married to Daniel, who is 78 years old.
 They have one daughter, Valentina, who is 48 years old, and one grandchild, Connor, who is 17 years old.

Connor is currently in the life stage of adolescence.

(b) Identify **one** physical, **one** intellectual, **one** emotional and **one** social change that should take place during his current life stage.

(4)

Physical

deeper voice due to puberty

Intellectual

He will ~~grow~~ be able to develop his knowledge and think more logically.

Emotional

He may ~~develop~~ be stressed due to the amount of work he has

Social

meets new people as he enters different environments such as college.

The answer below, whilst correctly identifying changes, is too generic for full marks e.g. making friends (without accurate expansion) is not limited to the life stage of adolescence.

Rebecca is 76 years old and is married to Daniel, who is 78 years old.
 They have one daughter, Valentina, who is 48 years old, and one grandchild, Connor, who is 17 years old.

Connor is currently in the life stage of adolescence.

(b) Identify **one** physical, **one** intellectual, **one** emotional and **one** social change that should take place during his current life stage.

(4)

Physical

Body hair growth

Intellectual

More advanced abstract thinking

Emotional

More vulnerable as he is going through changes

Social

Making more friends.

1c)

Stronger answers, such as below, clearly linked all parts of their response to the demands of the question.

Connor is completing his first year at sixth form. Connor has to sit four exams in the next two weeks.

(c) Explain **one** negative impact and **one** positive impact of his studies on Connor's emotional development.

(4)

Negative

One negative impact of his studies on his emotional development is that it could cause him stress as he may have left his studies for now when he can produce more. He feels anxious and worried he would pass the exam or not. ^{now} was a time his emotional development as they had started to do his exams. This may give him anxiety or could maybe a productivity such as depression.

Positive

One positive impact his studies could have on his emotional development is that he may feel quite excited to do his exams as he's prepared for them. This can affect his emotional development positively as he doing good on the exams will give him a good self-esteem in fully complete his studies in his second year of college as he already knows his capabilities.

(c) Explain **one** negative impact and **one** positive impact of his studies on Connor's emotional development.

(4)

Negative

If Connor finds his subjects / exams hard he could become very stressed. Not understanding could make him feel sad about himself and reduce his self confidence. Stress and anxiety about exams could cause him to become more withdrawn.

Positive

During the studying process, Connor will be learning new things. This could make him feel better about himself as he will become more intelligent. This could make him more happy and optimistic about the future and will boost his wellbeing.

Weaker learners produced vague and sometimes confused answers (as below) which failed to explicitly answer the questions and subsequently failed to score more than two marks.

next two weeks.

(c) Explain **one negative** impact and **one positive** impact of his studies on Connor's emotional development. (4)

Negative

One negative impact is that it may raise his stress levels which means his body will become flooded with hormones and his heart rate will increase. This is negative as it means he will feel under a lot of pressure due to these exams.

Positive

However, this can also be a positive thing as it means that he has a goal to work towards and an ability to motivate himself, and if he does well in the exams it may improve his self esteem and self perspective and give him a higher standing in society.

1d)
Stronger learners correctly utilised two relevant examples with full, accurate expansions.

Rebecca, aged 76, has smoked cigarettes since she was 16 years old. She has recently been diagnosed with breast cancer.

(d) Describe **two** ways, other than cancer, that an individual's physical health may be affected by smoking. (4)

1. Smoking affects the lungs. Smoking for such a long period of time will have very harmful effects on Rebecca's lungs and could cause ~~the~~ other issues such as respiratory disorders. Damage to the lungs could make it harder to breathe and do physical exercises.
2. Smoking can also cause tooth decay and problems with the gums. This could result in infections or diseases in the mouth and overall deterioration of dental health. It can cause teeth to rot & discolour.

Weaker learners (as below) generally did not provide accurate expansions for their identifications – as required for a describe question – and subsequently failed to score more than two marks.

Rebecca, aged 76, has smoked cigarettes since she was 16 years old. She has recently been diagnosed with breast cancer.

(d) Describe ~~two~~ ways, other than cancer, that an individual's physical health may be affected by smoking. (4)

1 She might get respiration problem, she might not able to breath properly, ~~cardiac~~ ~~could make~~ ~~her~~ ~~unwell~~ ~~and~~ ~~she~~ ~~might~~ ~~not~~ ~~able~~ ~~to~~ ~~go~~ ~~out~~ ~~more~~ ~~and~~ ~~enjoy~~ ~~herself~~.

2 Cardiovascular disease might take place due to her smoking habit.

1e)

In this question the length of the response bore little relation to the marks scored, as many weaker learners frequently produced detailed definitions of peer pressure without reference to the question.

However, the strongest learners (as below) produced concise and accurate responses, which has the added bonus of effective time management.

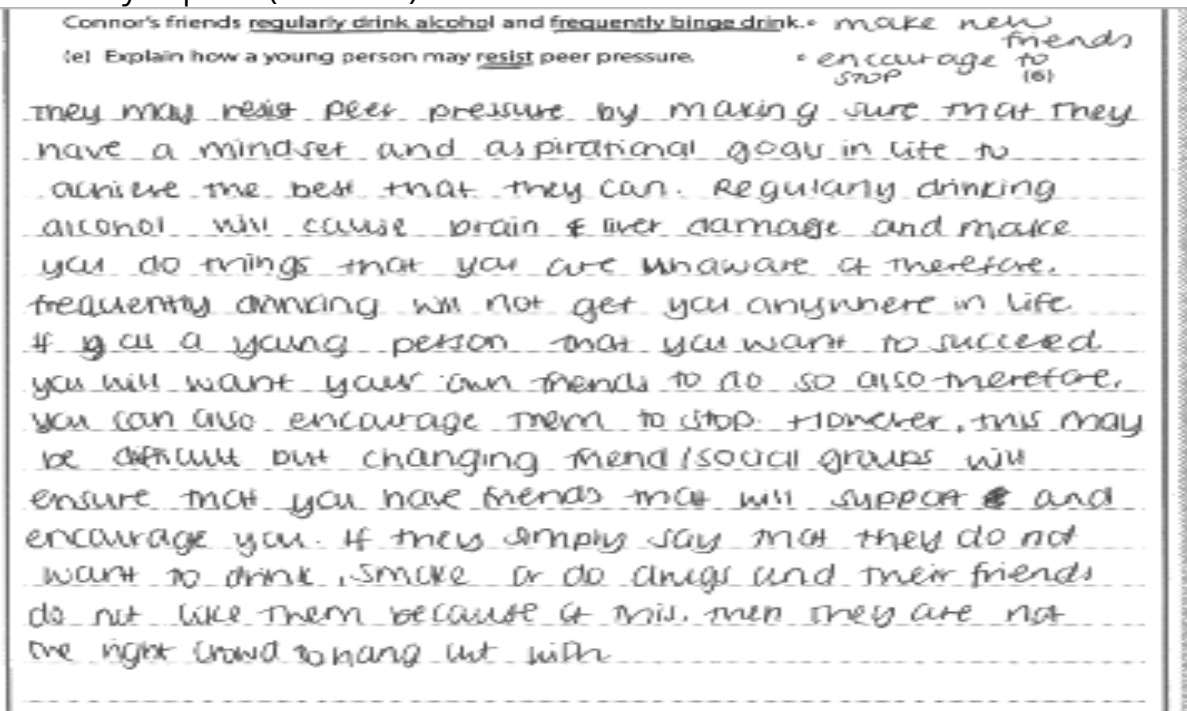
Connor's friends regularly drink alcohol and frequently binge drink.

(e) Explain how a young person may resist peer pressure. (6)

A young person can resist peer pressure by believing in their opinion. If Connor doesn't like drinking, he should tell his friends not to ~~make him~~ ~~pressuring~~ ~~him~~ ~~to~~ ~~drink~~. Another way to resist peer pressure is to distancing themselves from those who pressure them to do things they ~~shouldn't~~ ~~wouldn't~~ ~~want~~ ~~to~~ ~~do~~.

In adolescence, young people conform with groups to feel part of a belonging, as a way to resist peer pressure. It is by having family members ~~can~~ ~~give~~ ~~them~~ ~~support~~ ~~and~~ ~~comfort~~ in order to ~~a~~ ~~reduce~~ ~~the~~ ~~need~~ ~~to~~ ~~gain~~ ~~acceptance~~ ~~from~~ ~~groups~~.

Weaker learners often produced lengthy but inaccurate responses that lacked relevancy in parts (as below).



1f)

This was the first of the longer format questions in the paper and was generally well answered. Below is an excellent example of a one-sided response that makes it into Level 3.

<https://uk.pearsonopen.com/epen-score/score.htm>

(f) To what extent can alcohol consumption affect an individual's health and wellbeing?

(10)

Alcohol consumption can ~~also~~ affect an individual's health and wellbeing in many ways. One way is that it can cause liver cancer. The ~~idea~~ drinking of alcohol can cause the liver to become severely damaged. This can ~~also~~ mean cancerous cells can be formed leading to ~~the~~ liver cancer. This can't be treated if the liver isn't badly damaged, however it can cause ~~the~~ serious health issues which lead to death is alcohol is consumed excessively.

Another way alcohol can affect health and wellbeing is Cirrhosis of the liver. This is when the ~~the~~ liver becomes so badly damaged it is close to shutting down. This is a serious health issue ~~which~~ that can affect the body and make ~~stronger~~ health issues very serious.

Alcohol is also a depressant. This means that it can make people feel low and depressed ~~and~~ which can affect their mental health. Some of the mental health issues which can be caused due to drinking ~~also~~ alcohol is depression, anxiety and low self-esteem. ~~Thus~~ These can all make



P 5 3 6 7 0 A 0 8 2 4

a person feel like they have no where to turn which leads them to ~~can~~ drink alcohol even more.

Alcohol can affect the way a person thinks. If they have been drinking alcohol then ~~right before work~~ the body has to withdraw from the alcohol resulting in a hangover. If somebody is in work with a hangover this can affect the way in which they work and ~~where~~ hinder their chance of learning new skills. Therefore making their ~~the~~ ability to work decline.

Don't finally drinking alcohol can exclude people from socialising with people. Certain people may be against drinking alcohol, therefore they choose to not be around people under the influence of alcohol. As a result of this the alcohol drinkers may choose not to be around ~~people~~ and would rather be on their own than socialise. This excludes them from socialising and can make them feel isolated.

1f) Some weaker learners (as below) showed some understanding of the question but a failure to appropriately expand on the points raised leave the response in Level 1.

Consuming a large amount of affects on you physical, mentally and emotionally. Although drinking alcohol can sometimes be a good thing in a small amount, but if you start to drinking it more ~~often~~ ^{often} and in bigger ~~amounts~~ amounts it can start to affect your health. Drinking alot can ~~ca~~ cause you liver to become ill and start to not work as well. Alcohol can also affect your mental state, when consuming alcohol you don't become your self and start to do things that you wouldn't normal do when you haven't drank, and sometimes make you do things ~~to~~ you will regret ~~to~~ after. It can affect you in an emotional way when alcohol is in your system it can ~~make~~ cause you to feel your emotion a more than it ~~to~~ you would normally.

2a)

It is important that the weaker learners maximise their marks in questions such as these, as they may struggle with the longer format answers. The learner below fails to utilise the appropriate terminology and/or misunderstands the question and subsequently fails to score any marks.

Rebecca, aged 76, previously worked as a cleaner. Daniel, aged 78, worked as a self-employed builder.

Rebecca and Daniel are now retired, but do not have any savings, so they rely on their state pension for their income.

Most months they just manage to pay their bills.

2 (a) Identify **two** physical features of Daniel's life stage. (2)

1 ~~etc~~ elasticated skin (saggy skin)

2 wrinkles

Rebecca, aged 76, previously worked as a cleaner. Daniel, aged 78, worked as a self-employed builder.

Rebecca and Daniel are now retired, but do not have any savings, so they rely on their state pension for their income.

Most months they just manage to pay their bills.

2 (a) Identify **two** physical features of Daniel's life stage. (2)

1 Daniel is Retired

2 Daniel has a Pension

The response below makes a common mistake and scores 1 mark.

Rebecca, aged 76, previously worked as a cleaner. Daniel, aged 78, worked as a self-employed builder.

Rebecca and Daniel are now retired, but do not have any savings, so they rely on their state pension for their income.

Most months they just manage to pay their bills.

2 (a) Identify **two** physical features of Daniel's life stage. (2)

1 Muscle weakness / loss of strength

2 Wrinkly skin.

2b)

Stronger learners (as below) provided two accurate and relevant responses.

Rebecca undertakes voluntary work in a shop at the local hospital.

(b) Outline **two** benefits of social interaction for the psychological wellbeing of individuals in later adulthood. (4)

1. Social interaction in later adulthood means that a individual will not feel lonely, which is common for elderly people to feel. (Social disengagement theory) As an elderly person doesn't feel lonely their psychological wellbeing is affected positively and they are a lot more satisfied with life.
2. Social interaction also enables an elderly person to feel more satisfied with life if they have a group of friends to support them through the aging process, this could include friends being supportive when ones spouse dies. These friends will be able to support the individual so there is a reduced risk that they become isolated, lonely and depressed.

Weaker learners frequently mentioned physical rather than psychological aspects of well-being or demonstrated limited understanding of psychological well-being (as below)

Rebecca undertakes voluntary work in a shop at the local hospital.

(b) Outline **two** benefits of social interaction for the psychological wellbeing of individuals in later adulthood. (4)

1. It keeps their social development still active. As age goes on its hard for people to make new friends so seeing new people and speaking to them makes the older generation feel young again.
2. keeps them engaged with others. Communication is important.

2c)

Stronger learners accurately utilised the information in the stem and drew appropriate and relevant conclusions with regards to intellectual development (as below).

(c) Explain **two** ways that Rebecca's new role will impact on her intellectual development. (4)

brain active.

1. Rebecca's new role will have a positive impact on her intellectual development as she will have to learn new content as she will be taking a computer ~~exam~~ training course. This will give her a greater understanding as well as keeping her brain active.
2. Rebecca will also be doing the financial and mentoring the staff. This means that she will have to remember digits to do it. Mentoring staff includes taking more information and their views on new she is doing.

Weaker learners failed to engage with the question and produced generic answers (as below).

(c) Explain **two** ways that Rebecca's new role will impact on her intellectual development. (4)

1. This will have a positive affect on Rebeccas intellectual development, this is because the work Rebecca will be doing will keep her brain working ~~and~~ for a longer time.
- 2.

2d)

Below is an excellent example of how brevity does not impact the opportunity to access Level 3. A clear and balanced response is evident in this response.

(d) Evaluate the impact of poverty on health and wellbeing for individuals in later adulthood. (10)

negative The poverty will cause the individuals to become more physically tired. They will have dark circles because of the lack of sleep which is caused by the stress of finance.

Negative The poverty may cause the individual to lack in social communication and because the individual will not be able to afford a ticket to bowling with friends. A lack of social circle means that it may stop him from being able to have conversations with friends as he hasn't interacted in a long time.

positive Poverty can impact the individual positively because the individual may feel more emotionally stable and connected with himself. A self awareness of his self concept because he hasn't got money to spend out with friends so now he's by himself and ~~he~~ learning more about himself.

positive poverty can impact the individual positively because he has more time to think, he can problem solve and use his intellectual ability to solve math problems because he has low income (helps ability to solve)

negative poverty can impact the individual negatively for his physical needs as he has less money to buy food. This means that he may not be able to have a balanced diet and get the nutrition he needs causing anorexia

The response below is an example of a learner who has failed to accurately interpret the question.

(c) Evaluate the impact of poverty on health and wellbeing for individuals in later adulthood. (10)

When your getting older and start struggling at work you know it's time to retire, but retiring isn't always that easy if you don't have a pension plan and have to use the state pension. The state pension isn't the best about of money and sometimes only just covers peoples' bill and doesn't leave any money to buy the day to day essential such as food, bathroom products and cloths or health care that might need to be paid. Some ~~old~~ people in later adult hood might not be eligable for the state pension and living of a what little money they has saved up. This could mean that some of them will be poor and living in poverty.

2e)

The response below shows some understanding of the requirements of the question but fails to develop the points raised to a level that would see the learner move beyond Level 1.

adulthood. Refer to appropriate theories in your answer. (10)

Daniel and Rebecca will have a better intellectual mind as they are staying active. It will cause them to have quicker response in reaction time and the ability to problem solve because they are always using their minds.

The activities will help Rebecca and Daniel to become more healthy physically. This is because they are moving their bodies more frequently and burning off the excess bodies which helps them with their ~~metabolism~~ metabolism.

According to comming Henry, Rebecca and Daniel will have a positive affect socially because they are busy with the activities. This means that they can communicate better and have a overall fluent conversation without stutters.

The activities will help Rebecca and Daniel to become emotionally happier, this is because they are socialising more. It forms a community where they feel welcomed.

2e)

Below is a good example of a higher scoring response. The learner demonstrates clear knowledge and understanding of relevant theories and applies these appropriately.

Due to her new role in the shop, Rebecca is now being paid to work there. Rebecca and Daniel have extra income because of this.

Rebecca and Daniel have now joined the local bowls club.

Social disengagement
Activity theory.

(e) Evaluate the benefits of having a hobby and staying active for individuals in later adulthood. Refer to appropriate theories in your answer.

(10)

Firstly, a benefit of having a hobby and staying active in later adulthood is that it helps rebuild and maintain physical strength. This leads to can lead to a longer and happy life because they are able to be physically active.

Secondly, having a hobby allows them to be developing their intellectual development because they are ~~putting~~ thinking about things related to the hobby. This will help an individual keep a positive mindset because it allows them to involve themselves into new social groups and conversations.

Thirdly, a benefit of having a hobby and staying active in later adulthood is that it helps keep an individual happy and engaged. Most old individuals in later adulthood believe that they are a burden to people and withdraw from society. There is a theory called the social disengagement theory, which is that a

Study of the amount of old people who withdraw and disengage from friend and family. The solution is to make sure that an individual in later adult hood is engaged with something that they find fun and interesting.

Finally, having a hobby allows an individual to socialise and meet new people. By meeting new people it can create new friendships. Friendships are very important to have in later adult hood because at this age bereavement ~~to~~ can become a common thing around them. Another theory called the activity theory is designed to show that an individual in later adult hood will live for longer if they are engaged with a hobby. This was tested and came back as true.

In conclusion, I believe that a hobby is what an individual needs in later adult hood because it will interact people and make people have a longer and happier life.

(Total for Question 2 = 30 marks)

3a)

The response below is a typical example of a learner who fails to fully understand the question.

3 (a) Explain **two** physical changes during the menopause that may impact Valentina. (4)

- 1 weight is distributed across the body which may have a negative impact on Valentina as she may not have a negative self-image of herself.
- 2 She will also see that her skin will become loose and wrinkle which also may cause her to have a negative self-concept towards her body.

The learner below provides an exemplar response with two clear identifications accompanied by appropriate and accurate expansions.

3 (a) Explain **two** physical changes during the menopause that may impact Valentina. (4)

- 1 Valentina ~~will be~~ may be experiencing night sweats which may have an impact on her quality of sleep. (This could be a cause for her tiredness).
- 2 She may also be suffering with vaginal dryness which can impact her ~~sex~~ sex life if she is in an intimate relationship.

3b)

The response below begins with a brief but accurate explanation of bonding and moves on to link this to appropriate examples from adulthood and subsequently scores full marks.

Some children are verbally or physically aggressive to others.

(b) Discuss the importance of effective bonding and attachment for social and emotional wellbeing in adulthood.

(6)

Bowlbys theory of attachment suggests that infancy is the most critical period for ~~the~~ forming secure attachments. He said that without secure attachments in the earlier life stages, individuals can find it hard to cope emotionally and socially during their life. Privation and deprivation can have significant long term impacts and as suggested by rutter, privation (no opportunity to form attachments) is far more damaging. Without effective bonding and attachment, adults will find stressful life events such as job loss or divorce very hard to cope with. This could cause mental and emotional strain and may even lead to depression and other mental health related disorders. However, not forming attachments could also make a person more independent which could improve their social and emotional wellbeing by boosting their self esteem.

The response below is typical of weaker learners who demonstrate some understanding of the theories but is not able to express this knowledge with any relevance or clarity.

(b) Discuss the importance of effective bonding and attachment for social and emotional wellbeing in adulthood. Schaffer & Emerson (6)

According to bowlby's theory the children will suffer from cognitive impairment because the child does not have a main carer, this will is important because it can cause negative side affects such as trauma and split personalities. ~~for trauma~~

If the child is not bonding, it may lead the child to have language impairment. This means that the child may not be able to communicate or ask for needs because they have felt neglected from the main carer. deprivation, ~~the~~ deprived from forming an attachment to the main carer.

3c) Below is a response which engages with the question but fails to develop the points raised in relation to the question and is subsequently placed at the bottom of Level 2.

(c) Evaluate how social learning theory may explain the aggressive behaviour of the children Valentina works with. (10)

Bandura's social learning theory accounts for the behaviour of the children ~~Valentina~~ ^{Valentina} works with as they will have had emotional/physical abuse directed towards them in the past without anyone telling them it was wrong. During the 'attention' stage of the social learning theory, the children will have noticed the abusive words or actions used towards them, they may then think this behaviour is normal and remember it in the 'retention' phase. Once the child get moved to a home and gets into a situation where the abusive behaviour would have previously been used towards them (for example, if another child bumps into them) they may feel it is appropriate to recreate the behaviours - this is the 'reproduction' stage. This may come in the form of violence or spoken abuse. The final stage, 'motivation', will occur when a worker ~~Valentina~~ (such as Valentina) notices what this child is doing and provides negative reinforcement so that the child will be put off from doing that behaviour.

^{Overall the} again ~~the~~ reason that these aggressive behaviours will be present is because the children are replicating something which is a 'norm' to them as no one will have taught them moral's of right from wrong - they will have simply picked up on the behaviour that was used towards them and attempt to replicate it.

3c)

A strong response from the higher end of the marks is demonstrated below, where the learner draws appropriate links between the theories and the requirements of the question.

(c) Evaluate how social learning theory may explain the aggressive behaviour of the children Valentina works with.

(10)

Bandura's social learning theory experimented three stages which the child went through. If the child paid attention, if the child completed retention like if they noticed and thought about completing the act. If the child reproduced the act and how they acted with motivation.

The first stage was when the child sees the doll ~~is~~ was being hit and the adult ~~was told off~~ was praised. The second stage was when the doll was hit and the adult was told off. The third stage was when the adult hugged the doll.

This theory explains why there is aggressive behaviour of the children that Valentina works with as there is no love given at home as they are violent families. The children have noticed the consistent aggressive behaviour at home and believe aggression towards anyone is right. This means the children now reproduce these actions that Valentina

works with.

However, Bandura's social learning theory ignores the atmosphere as the theory only bases answers in one environment.

He also ignores that children change behaviours due to friends correcting them when behaviour is wrong.

Bandura only completed his experimentation on a small group of children and ~~it~~ ignored and didn't take into consideration of children with disabilities. This means children with disabilities can also develop further aggressive behaviour if not given any comfort and attention.

3d)

The response below demonstrates some limited understanding but fails to develop this and fails to move beyond Level 1.

to get breast cancer.

(d) To what extent do environmental factors influence individual health and wellbeing? (10)

Environmental factors could cause problems with health and wellbeing. For example exposure to pollution could cause respiratory disorders which will have very harmful effects on physical health. Exposure to toxins in the environment could cause long term health issues however this is unlikely to affect Rebecca majorly unless she comes into close contact with harmful toxins / substances.

Lifestyle is more likely to effect individual health and wellbeing.

Diet and exercise are important factors as well as habits. A healthy balanced diet will improve a

3d)


Below is an example of response from the top end of the marks, demonstrating knowledge and understanding in a balanced answer.

Valentina's mother, Rebecca, has been diagnosed with breast cancer. Although Valentina does not smoke cigarettes, she is very worried that she may be more likely to get breast cancer.

(d) To what extent do environmental factors influence individual health and wellbeing? (10)

environmental factors can have a significant impact on health and wellbeing such as smoking means you are more likely to suffer heart disease or cancer another environmental factor that can have a significant impact is where you live this can have a severe impact on your health as these are issues you can't really prevent as they are not like lifestyle choices some people also have a genetic predisposition to some conditions each means depending on what happens in their life one of these illnesses could be triggered. However and how come it's up with the stress diathesis model which showed that some people are predisposed to mental illness that can affect

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their wellbeing however if they do not suffer a significant amount of stress in their life they are less likely to become ill. This suggests that environmental factors can play a crucial role in whether somebody becomes ill or not. However in terms of physical illness some conditions such as breast cancer can be hereditary. So no matter how many precautions you take you still may become ill. However with a condition like diabetes if it's in your genetics you are more likely to get it but you can put measures in place such as less sugary diet. In conclusion environmental factors can significantly influence health and wellbeing as a lot of illness can be prevented if the environment around you is correct.

(Total for Question 3 = 30 marks)

TOTAL FOR PAPER = 90 MARKS



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