

GCSE



WJEC GCSE in
HEALTH AND SOCIAL CARE,
AND CHILDCARE

WJEC GCSE in
HEALTH AND SOCIAL CARE,
AND CHILDCARE
(DOUBLE AWARD)

APPROVED BY QUALIFICATIONS WALES

SAMPLE ASSESSMENT MATERIALS

Teaching from 2019
For award from 2021

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.



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Candidate Name	Centre Number					Candidate Number				



GCSE HEALTH AND SOCIAL CARE, AND CHILDCARE

UNIT 1

HUMAN GROWTH, DEVELOPMENT AND WELL-BEING

SAMPLE ASSESSMENT MATERIALS

1 hour 30 minutes

INSTRUCTIONS FOR CANDIDATES

Answer ALL questions.

Write your name, centre number and candidate number in spaces at the top of this page.

Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part question. You are advised to divide your time accordingly.

The total number of marks available is 80.

You are reminded of the need for good English and orderly, clear presentation in your answers. The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in your answer to question 8(c).

Answer **all** questions.

1. (a) Complete the table below by adding in the missing life stage. [1]

Life stage	Ages
Infancy	0 – 2 years
	3 – 12 years
Adolescence	13 – 19 years

- (b) Complete the following statement.

The term 'growth' is used to describe an increase in

..... and [2]

2. Christopher is 3 years old.

In the table below tick **one** box to show the main area of development for **each** of Christopher's actions. [3]

Christopher's Action	Main area of development			
	Physical	Intellectual	Emotional	Social
(a) He catches a ball thrown by his mother.				
(b) When his friend was hurt, he showed concern.				
(c) He asks his father lots of questions about different things.				

3. Children follow expected patterns of development which are often referred to as milestones.

Give **one** example for **each** of the developmental milestones that a child will usually have achieved at 2 years old.

- (a) Fine motor skill. [1]

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.....

- (b) Social milestone. [1]

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.....

- (c) Intellectual milestone. [1]

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.....

4. Individuals benefit from taking part in activities throughout their life.

(a) Glenda is 76 years old and has chosen to swim every week at her local swimming pool.

(i) Identify Glenda's life stage. [1]

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(ii) Explain the possible benefits of swimming to Glenda's physical and mental health. [4]

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(b) Daniel is 36 years old and has recently been made unemployed. He has chosen to regularly visit his local library and borrow books.

(i) Identify Daniel's life stage. [1]

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(ii) Explain the positive effects on his development and well-being of Daniel visiting his local library and borrowing books. [4]

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5. Immunisation is important for everyone.

(a) Name the diseases babies are protected against when they are given the:

(i) MMR vaccine. [1]

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.....

(ii) DTP triple vaccine. [1]

.....
.....

(b) Give **two** benefits of immunisation. [2]

(i)
.....

(ii)
.....

(c) Discuss why parents/carers may choose not to have their children immunised. [4]

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6. The Davies family have two young children, David who is 6 years old and Elen who is 2 years old.

(a) Elen attends a language and play group as part of the Flying Start programme.

(i) Give **two** other elements of the Flying Start programme. [2]

1.

.....

2.

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(ii) Explain how Elen's development can be supported by attending a language and play group. [3]

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(b) While attending the play group, Elen receives a snack and a drink. Explain how Elen's diet can affect her well-being. [3]

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(c) David has a long-term condition.

(i) Identify **one** long-term condition David may have. [1]

.....

(ii) Discuss the possible effects of this long-term condition on David's development and well-being. [4]

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(iii) Consider the additional care and support David may need because of his condition. [4]

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MARK SCHEME

Guidance for examiners

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. *The inclusion of 'Credit any other valid response.'* (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions mark schemes are in two parts, the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, in order to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

In GCSE Health and Social Care, and Childcare, each question will address one or more assessment objectives: from AO1, AO2 or AO3. Where appropriate, the assessment grid sub-divides the total mark that may be allocated for a question into individual assessment objectives. These are shown in bands in the mark scheme. For each assessment objective, descriptors will indicate the different skills and qualities at the appropriate level.

Candidates' responses to questions are assessed against the relevant assessment objectives. Where a question addresses more than one assessment objective, candidates may achieve different bands within that question. In these cases, a mark will be awarded for each assessment objective then totalled to give an overall mark for the question.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

During standardising (the marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Question		Answer	AO1	AO2	AO3	Total Mark
1.	(a)	<p>Complete the table below by adding in the missing life stage</p> <p>Award 1 mark for correct life stage – Childhood</p>	1			1
	(b)	<p>Complete the following statement.</p> <p>The term 'growth' is used to describe an increase in and</p> <p>Award 1 mark for mass or weight Award 1 mark for height</p>	2			2
2.		<p>Christopher is 3 years old.</p> <p>In the table below tick one box to show the main area of development for each of Christopher's actions.</p> <p>Award 1 mark for each correct answer.</p> <p>(a) Physical (b) Emotional (c) Intellectual.</p>		3		3
3.	(a)	<p>Children follow expected patterns of development which are often referred to as milestones.</p> <p>Give one example for each of the developmental milestones that a child will usually have achieved at 2 years old.</p> <p>Award 1 mark for correct identification of a fine motor skill, such as:</p> <ul style="list-style-type: none"> • scribbles spontaneously • turns over container to pour out contents • builds tower of four blocks or more • might use one hand more frequently than the other • uses spoon or fork to feed themselves • pull up a large zip fastener • turns knobs and rotates handles • turn pages of a book, one at a time. <p>Credit any other valid fine motor skill expected of a 2 year old.</p>	1			1
	(b)	<p>Award 1 mark for correct identification of a social milestone, such as:</p> <ul style="list-style-type: none"> • imitates behaviour of others, especially adults and older children • increasingly aware of herself as separate from others • increasingly enthusiastic about the company of other children • demonstrates increasing independence • begins to show defiant behaviour • increasing episodes of separation anxiety toward midyear, then they fade. <p>Credit any other valid social milestone expected of a 2 year old.</p>	1			1

Question	Answer	AO1	AO2	AO3	Total Mark
(c)	<p>Award 1 mark each for correct identification of an intellectual milestone, such as:</p> <ul style="list-style-type: none"> • points to object or picture when it's named for them • recognises names of familiar people, objects, and body parts • says several single words (by 15 to 18 months) • uses simple phrases (by 18 to 24 months) • uses two-to-four word sentences • follows simple instructions • repeats words overheard in conversation • finds objects when hidden under two or three covers • begins to sort by shapes and colours • begins make-believe play • memory begins to sharpen, starts to remember people, things, and places • starts talking about themselves. <p>Credit any other valid intellectual milestone expected of a 2 year old.</p>	1			1
4.	<p><i>Individuals benefit from taking part in activities throughout their life.</i></p> <p>(a) <i>Glenda is 76 years old and has chosen to swim every week at her local swimming pool.</i></p> <p>(i) <i>Identify Glenda's life stage.</i> (ii) <i>Explain the possible benefits of swimming to Glenda's physical and mental health.</i></p> <p>(i) Award 1 mark for the correct life stage – later adulthood</p> <p>(ii) Award up to 4 marks for an explanation of the possible benefits of swimming to Glenda's physical and mental health, for example:</p> <ul style="list-style-type: none"> • improve cardio-vascular endurance • help lower blood pressure • keep joints supple and improve flexibility • develop strong and stable core muscles to maintain balance control • is less likely to gain weight and become obese • is less likely to develop conditions associated with obesity, such as stroke, heart disease and Type 2 diabetes • reduced anxiety and happier moods • reduced feelings of stress/a greater sense of calm • increased self-esteem • social and emotional benefits which are good for mental health, such as making friends and connecting with people, having fun. <p>Credit any other valid response which explains possible benefits of swimming to Glenda's physical and mental health.</p>	1	4		1 4

Band	AO2
4	<p>4 marks</p> <p>An excellent response which shows detailed knowledge and understanding of the possible benefits of swimming to Glenda's physical and mental health. The response clearly links the activity of swimming with the benefit to Glenda's physical and mental health.</p>
3	<p>3 marks</p> <p>A good response which shows knowledge and understanding of the possible benefits of swimming to Glenda's physical and mental health. The response links the activity of swimming with the benefit to Glenda's physical and mental health.</p>
2	<p>2 marks</p> <p>A basic response which shows some knowledge and understanding of the possible benefits of swimming to Glenda's physical and mental health. The response may not fully link the activity of swimming with the benefit to Glenda's physical and mental health.</p>
1	<p>1 mark</p> <p>A limited response which shows little knowledge and understanding of the possible benefits of swimming to Glenda's physical and/or mental health. The response does not specifically link the activity of swimming with the benefit to Glenda's physical and/or mental health.</p>
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
(b)	<p><i>Daniel is 36 years old and has recently been made unemployed. He has chosen to regularly visit his local library and borrow books.</i></p> <p>(i) <i>Identify Daniel's life stage.</i> (ii) <i>Explain the positive effects on his development and well-being of Daniel visiting his local library and borrowing books.</i></p> <p>(i) Award 1 mark for the correct life stage – adulthood. (ii) Award up to 4 marks for an explanation of the positive effects on Daniel's development and well-being, for example:</p> <ul style="list-style-type: none"> • reading provides mental stimulation • reading improves learning and knowledge, which could lead to better chances of getting more qualifications or a new job (so improving income) • having a routine of going to the library will give Daniel a sense of purpose and control in his life • Daniel may not see his ex-colleagues much, so meeting new people at the library may stop him feeling so isolated • There are benefits from the physical activity of getting to the library. <p>Credit any other valid response which explains a positive effect on development and well-being.</p>	1	4		1 4

Band	AO2
4	<p style="text-align: center;">4 marks</p> <p>An excellent response which shows detailed knowledge and understanding of the positive effects on Daniel's development and well-being. The response clearly links the activity of visiting his local library and borrowing books with the benefit to Daniel's development and well-being.</p>
3	<p style="text-align: center;">3 marks</p> <p>A good response which shows knowledge and understanding of the positive effects on Daniel's development and well-being. The response links the activity of visiting his local library and borrowing books with the benefit to Daniel's development and well-being.</p>
2	<p style="text-align: center;">2 marks</p> <p>A basic response which shows some knowledge and understanding of the positive effects on Daniel's development and well-being. The response may not fully link the activity of visiting a library and borrowing books with the benefit to Daniel's development and well-being.</p>
1	<p style="text-align: center;">1 mark</p> <p>A limited response which shows little knowledge and understanding of the positive effects on Daniel's development and well-being. The response does not specifically link the activity of visiting a library and/or borrowing books with the benefit to Daniel's development and well-being.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
5.	<p><i>Immunisation is important for everyone.</i></p> <p>(a) <i>Name the diseases babies are protected against when they are given the:</i></p> <p>(i) <i>MMR vaccine</i></p> <p>(ii) <i>DTP triple vaccine</i></p> <p>Award 1 mark for correct identification of diseases.</p> <p>(i) Measles, mumps and rubella</p> <p>(ii) Diphtheria, tetanus and polio</p> <p>In each case, responses must identify all three diseases to gain the mark.</p>	1 1			1 1
	<p>(b) <i>Give two benefits of immunisation.</i></p> <p>Award 1 mark each for two correct benefits of immunisation, such as:</p> <ul style="list-style-type: none"> • protection against diseases/helps body develop antibodies • eliminates serious/life threatening diseases • helps to protect individuals' own children – rubella in pregnant females causes blindness • prevents epidemics – stops diseases being passed on. <p>Credit any other valid benefits of immunisation.</p>	1 1			2
	<p>(c) <i>Discuss why parents/carers may choose not to have their children immunised.</i></p> <p>Award up to 4 marks for a detailed discussion of why parents/carers may choose not to have their children immunised.</p> <p>Answers may make reference to:</p> <ul style="list-style-type: none"> • belief that immunisation may cause harm/side effects, e.g. MMR controversy, even though this has been proved otherwise • belief that it doesn't work – e.g. flu vaccine – many different strains of flu • belief that it is not necessary as many of the diseases are no longer common – diseases are likely to return if children/individuals are not protected • child is afraid of needles/pain – a small discomfort which is short term when the diseases could cause a lot more suffering. <p>Credit any other valid reason why parents/carers may choose not to have their children immunised.</p>			4	4

Band	AO3
4	4 marks An excellent response which shows detailed knowledge and understanding of a range of valid reasons why individuals may choose not to be immunised.
3	3 marks A good response which shows knowledge and understanding of at least two valid reasons why individuals may choose not to be immunised.
2	2 marks A basic response which shows some knowledge and understanding of at least two plausible reasons why individuals may choose not to be immunised.
1	1 mark A limited response which shows little knowledge and understanding of why individuals may choose not to be immunised.
	0 marks Response not credit worthy or not attempted.

Question	Answer	AO1	AO2	AO3	Total Mark
6.	<p><i>The Davies family have two young children, David who is 6 years old and Elen who is 2 years old.</i></p> <p>(a) Elen attends a language and play group as part of the Flying Start programme.</p> <p>(i) <i>Give two other elements of the Flying Start programme.</i></p> <p>Award 1 mark for each of two elements from:</p> <ul style="list-style-type: none"> • (part-time) childcare • health visiting service • access to parenting programmes. <p>(ii) <i>Explain how Elen's development can be supported by attending a language and play group.</i></p> <p>Award up to 3 marks for an explanation of how Elen's development can be supported by attending a language and play group.</p> <p>Answers may make reference to Elen's physical, intellectual, emotional and social development, for example, development of:</p> <ul style="list-style-type: none"> • gross motor skills • self-confidence • social skills/mixing with other children • speech, language, communication skills. <p>Credit any reasonable explanation of how Elen's development can be supported by attending a language and play group.</p>				
		2			2
			3		3
Band	AO2				
3	<p>3 marks</p> <p>A very good explanation which shows detailed knowledge and understanding of how at least two aspects of Elen's development can be supported by attending a language and play group.</p>				
2	<p>2 marks</p> <p>A good explanation which shows knowledge and understanding of how at least two aspects of Elen's development can be supported by attending a language and play group.</p>				
1	<p>1 mark</p> <p>A basic explanation which shows some knowledge and understanding of how Elen's development can be supported by attending a language and play group.</p>				
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark
(b)	<p>While attending the play group, Elen receives a snack and a drink. Explain how Elen's diet can affect her well-being.</p> <p>Award up to 3 marks for an explanation of how Elen's diet can affect her well-being.</p> <p>Answers may make reference to how Elen's diet can affect Elen's physical, mental or social well-being, positively and/or negatively. For example it can affect:</p> <ul style="list-style-type: none"> • behaviour • sleep • physical growth • energy • contribute towards a healthy life-style. <p>Credit any reasonable explanation of how Elen's diet can affect her well-being.</p>		3		3
Band	AO2				
3	3 marks A very good explanation which shows detailed knowledge and understanding of how Elen's diet can affect her well-being, positively and/or negatively.				
2	2 marks A good explanation which shows knowledge and understanding of how Elen's diet can affect her well-being, positively and/or negatively.				
1	1 mark A basic explanation which shows some knowledge and understanding of how Elen's diet can affect her well-being, either positively or negatively.				
	0 marks Response not credit worthy or not attempted.				

Band	AO3
4	<p>4 marks</p> <p>An excellent discussion which shows detailed knowledge and understanding of the possible effects of the identified long-term condition on David's development and well-being. The response clearly identifies the possible effects of this condition on at least three of: physical, intellectual, emotional and social development, and David's well-being.</p>
3	<p>3 marks</p> <p>A good discussion which shows knowledge and understanding of the possible effects of the identified long-term condition on David's development and well-being. The response identifies the possible effects of this condition on at least two of: physical, intellectual, emotional and social development, and David's well-being.</p>
2	<p>2 marks</p> <p>A basic response which shows some knowledge and understanding of the possible effects of the identified long-term condition on David's development and well-being. The response makes an attempt to link possible effects of this condition on at least two of: physical, intellectual, emotional and social development, and David's well-being.</p>
1	<p>1 mark</p> <p>A limited response which shows little knowledge and understanding of the possible effects of the identified long-term condition on David's development and well-being. The response shows only weak links between the possible effects of this condition and David's development and well-being.</p>
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
	<p>(iii) Award up to 4 marks for consideration of the additional care and support that David may need (which must relate to the condition identified in (i)).</p> <p>Responses could include:</p> <ul style="list-style-type: none"> • regular contact with health service professionals, to manage and/or treat the condition • frequent check-ups to monitor progress • support from family members or community to aid mobility/independence/social interaction/resilience • medical equipment such as special bed or hoist • aids to help with mobility • community nursing support to help with treatment at home, such as giving injections or oxygen • support with daily living such as access to play schemes • access to education (may need home tuition). <p>Credit any other valid response which relates to the condition identified in (i).</p>			4	4

Band	AO3
4	<p style="text-align: center;">4 marks</p> <p>An excellent response which shows detailed understanding of the additional care and support that David may need as a consequence of his long-term condition. The response clearly considers care that is relevant to the condition, its purpose and how it might be delivered.</p>
3	<p style="text-align: center;">3 marks</p> <p>A good response which shows understanding of the additional care and support that David may need as a consequence of his long-term condition. The response identifies care that is relevant to the condition, its purpose and/or how it might be delivered.</p>
2	<p style="text-align: center;">2 marks</p> <p>A basic response which shows some understanding of the additional care and support that David may need as a consequence of his long-term condition. The response identifies care that is generally relevant to the condition and how it might be delivered.</p>
1	<p style="text-align: center;">1 mark</p> <p>A limited response which shows little knowledge and understanding of the additional care and support that David may need as a consequence of his long-term condition. The response identifies some care that is superficially relevant to the condition.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
7.	<p><i>Jack is 49 years old.</i></p> <p><i>He has made an appointment for an annual check-up at the well man clinic.</i></p> <p><i>The doctors at the health centre believe that frequent check-ups are important.</i></p> <p>(a) <i>Outline why frequent check-ups are important to good health.</i></p> <p>Award a maximum of 3 marks for an outline of the importance of frequent check-ups, such as:</p> <ul style="list-style-type: none"> • it is better to stop an illness happening than to deal with it after it has happened • if individuals keep healthy they will be able to reduce the likelihood of becoming seriously ill • by leading a healthy lifestyle and having regular check-ups, any illness or disease can be detected early (treatment is more effective when detected early) and may not occur as the body is kept healthy • examples of prevention, e.g. MMR, going to GP, screening, healthy eating. <p>Credit any other valid reason why frequent check-ups are important.</p>	3			3
Band	AO1				
3	3 marks A very good outline, which identifies three or more reasons to support the importance of frequent check-ups.				
2	2 marks A good outline, which identifies two reasons to support the importance of frequent check-ups.				
1	1 mark A basic outline, which provides one reason to support the importance of frequent check-ups.				
	0 marks Response not credit worthy or not attempted.				
(b)	<p><i>Define 'Active Participation'.</i></p> <p>Award 2 marks for a clear and comprehensive definition, such as: Active Participation is a way of working that regards individuals as active partners in their own care rather than passive recipients.</p> <p>Award 1 mark for a basic idea of Active Participation conveyed, such as: Active Participation is where someone takes part in deciding on their care.</p>	2			2

Question	Answer	AO1	AO2	AO3	Total Mark
(c)	<p><i>Jack tries to keep himself healthy at all times. Explain the benefits to Jack of his Active Participation in decisions relating to his health and well-being.</i></p> <p>Award up to 6 marks for a detailed explanation of the benefits to Jack of his Active Participation in decisions relating to his health and well-being. Responses may include reference to Jack having:</p> <ul style="list-style-type: none"> • physical benefits including greater activity level and better health outcomes • greater control of the care that he needs • fewer unplanned care admissions • increased independence and autonomy • increased opportunities for social contact and interpersonal relationships • better involvement in decisions about his health and well-being and therefore improved self-awareness • increased opportunities for learning and development of important skills, knowledge, education and employment • enhanced well-being, with increases in self-confidence, self-esteem and self-belief • improved physical and mental health and resilience • a decreased likelihood of abuse. <p>Credit any other reasonable benefits to Jack of his Active Participation in decisions relating to his health and well-being.</p>		6		6
Band	AO2				
3	<p>5-6 marks</p> <p>An excellent explanation which shows detailed knowledge and understanding of the benefits to Jack of his Active Participation in decisions relating to his health and well-being. The response clearly identifies a broad range of possible benefits for Jack's health and well-being.</p>				
2	<p>3-4 marks</p> <p>A good explanation which shows knowledge and understanding of the benefits to Jack of his Active Participation in decisions relating to his health and well-being. The response identifies at least three possible benefits for Jack's health and well-being.</p>				
1	<p>1-2 marks</p> <p>A basic explanation which shows some knowledge and understanding of the benefits to Jack of his Active Participation in decisions relating to his health and well-being. The response identifies one or more possible benefits for Jack's health and well-being.</p>				
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark
7.	<p>(d) <i>Attendance at well man/woman clinics is strongly encouraged to promote health and well-being.</i></p> <p><i>Describe one other early intervention/prevention health service currently available for adults in Wales.</i></p> <p>Award 1 mark for identification of an appropriate early intervention/prevention health service currently available for adults and up to 4 marks for a description of the service. (The assessment grid which follows is related to the award of the four marks for a description of the service.)</p> <p>Responses may refer to:</p> <p>Screening programmes Screening is a process of identifying apparently healthy individuals who may be at increased risk of a disease or condition. They can then be offered information, further tests and appropriate treatment to reduce their risk and/or any complications arising from the disease or condition. Screening programmes allow for the early detection and treatment of potential health problems, e.g. mammograms, cervical/prostate cancer. Offered at different life stages.</p> <p>Antenatal care Antenatal care is a type of preventive healthcare, which aims to provide regular check-ups that allow doctors or midwives to treat and prevent potential health problems throughout the course of the pregnancy while promoting healthy lifestyles to make sure mother and baby are as well as possible. The midwife or doctor providing antenatal care will:</p> <ul style="list-style-type: none"> • check the health of mother and baby • give useful information for a healthy pregnancy (including advice about healthy eating and exercise) • discuss options and choices for care during pregnancy, labour and birth • answer any questions. <p>Antenatal care also includes:</p> <ul style="list-style-type: none"> • two pregnancy ultrasound scans – at 8 to 14 weeks, and 18 to 21 weeks • antenatal screening tests to find out the chance of your baby having certain conditions, such as Down's Syndrome • blood tests to check for syphilis, HIV and hepatitis B • screening for sickle cell and thalassaemia. <p>Postnatal care Up to 8 weeks after the birth of the baby. Postnatal care includes caring for the mother's health as well as baby's. Advice and support is given for lactation, breast and bottle feeding, diet and nutrition for the mother, rest, contraception and emotional well-being.</p>	5			5

Question	Answer	AO1	AO2	AO3	Total Mark
	<p>Family planning – to give information and support on sexual health, sex and relationships, provides contraception to prevent unwanted pregnancy and the spread of sexually transmitted diseases.</p> <p>Sexual health clinics – these provide:</p> <ul style="list-style-type: none"> • testing and treatment for sexually transmitted infections (STIs) • advice and information about sexual health • free condoms • contraception – including emergency contraception, such as the morning after pill • pregnancy testing • HIV testing – including rapid tests that give results in about 30 minutes and counselling for people who are HIV-positive • medication that can help prevent people from developing HIV if they've been exposed to it • hepatitis B vaccination • advice about abortion • help for people who have been sexually assaulted • if necessary, a referral to a specialist. 				
Band	AO1				
4	4 marks An excellent description which shows detailed knowledge and understanding of the identified early intervention/prevention health service currently available for adults in Wales. The response clearly describes the main aims and features of the service.				
3	3 marks A good description which shows knowledge and understanding of the identified early intervention/prevention health service currently available for adults in Wales. The response describes the main aims and features of the service.				
2	2 marks A basic description which shows some knowledge and understanding of the identified early intervention/prevention health service currently available for adults in Wales. The response generally describes some of the main aims and features of the service.				
1	1 mark A limited description which shows little knowledge and understanding of the identified early intervention/prevention health service currently available for adults in Wales. The response identifies at least one aim or feature of the service.				
	Award 0 marks Response not credit worthy or not attempted.				

Question	Answer	AO1	AO2	AO3	Total Mark
8.	<p><i>Sarah attends university in a large city. She is 19 years old and lives away from home in a small, poorly-maintained flat in a deprived residential area.</i></p> <p><i>To supplement her student grant, Sarah works in a local restaurant most evenings so has little time to socialise with friends, or exercise, which she used to enjoy. She is also finding it difficult to complete her studies and meet coursework deadlines.</i></p> <p>(a) <i>Analyse ways in which Sarah's emotional well-being may be affected by the way she lives.</i></p> <p>Responses may refer to Sarah having a 'negative emotional well-being' because of her circumstance. For example:</p> <ul style="list-style-type: none"> • Sarah could feel a failure because she is falling behind with her studies and struggling to meet deadlines for handing in work • She could feel that she is unable to manage her work/life balance as she is either studying or working in the restaurant • She is unable to manage her finances and afford to live in better accommodation and/or socialise with friends so will feel lonely. <p>Responses may refer to Sarah having a 'positive emotional well-being' because of her circumstance. For example:</p> <ul style="list-style-type: none"> • Sarah may feel she is successfully managing very difficult circumstances without external support. • She may feel proud of what she is achieving in her education. <p>Credit any reasonable way in which Sarah's emotional well-being may be affected by the way she lives, either positively or negatively.</p>	2		3	5

Band	AO1	AO3
3	<p>There are no Band 3 marks for this assessment objective.</p> <p>2 marks are awarded as for Band 2.</p>	<p>3 marks</p> <p>A very good analysis including reasoned judgements about how Sarah's emotional well-being may be affected by the way she lives. The response clearly identifies a broad range of possible effects on Sarah's emotional well-being.</p>
2	<p>2 marks</p> <p>A good response which shows knowledge and understanding of factors which may affect Sarah's emotional well-being.</p>	<p>2 marks</p> <p>A good analysis including some judgements about how Sarah's emotional well-being may be affected by the way she lives. The response identifies at least two possible effects on Sarah's emotional well-being.</p>
1	<p>1 mark</p> <p>A basic response which shows some knowledge and understanding of one or more factors which may affect Sarah's emotional well-being.</p>	<p>1 mark</p> <p>A basic response which shows little evidence of judgements about how Sarah's emotional well-being may be affected by the way she lives. The response includes at least one possible effect on Sarah's emotional well-being.</p>
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total Mark
	(b)	<p><i>Outline the process of 'mindfulness' and briefly explain how it could help Sarah.</i></p> <p>Award up to 3 marks for an outline of mindfulness and up to 2 marks for a brief explanation of how it could help Sarah.</p> <p>Responses may refer to:</p> <p>Features of mindfulness:</p> <ul style="list-style-type: none"> • an integrative, mind-body based approach • it involves paying more attention to <ul style="list-style-type: none"> • the present moment • to a person's own thoughts and feelings and to the world around them. <p>How it could help Sarah:</p> <ul style="list-style-type: none"> • Mindfulness will help Sarah to manage her thoughts, feelings and mental health • It will help Sarah manage stress and anxiety as a result of her circumstances. 	3	2		5
Band	AO1		AO2			
3	<p>3 marks</p> <p>A very good outline which shows clear knowledge and understanding of the features of 'mindfulness'.</p>		<p>There are no Band 3 marks for this assessment objective.</p> <p>2 marks are awarded as for Band 2.</p>			
2	<p>2 marks</p> <p>A good outline which shows knowledge and understanding of the main features of 'mindfulness'.</p>		<p>2 marks</p> <p>A good explanation of how mindfulness could help specific aspects of Sarah's health and well-being.</p>			
1	<p>1 mark</p> <p>A basic outline which shows little knowledge and understanding of 'mindfulness'.</p>		<p>1 mark</p> <p>A basic explanation of how mindfulness could help one aspect of Sarah's health and well-being.</p>			
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>					

Question		Answer	AO1	AO2	AO3	Total Mark
8.	(c)	<p>Assess the ways in which poor quality housing and low income could affect Sarah's health and well-being.</p> <p>Award up to 5 marks for evidence of understanding how poor quality housing and low income could affect Sarah's health and well-being and up to 5 marks for assessing and drawing reasoned conclusions about this.</p> <p>Responses may refer to physical, intellectual, emotional, and social aspects of Sarah's health and well-being, for example:</p> <p><u>Poor quality housing</u></p> <p>Physical – Sarah's flat may be damp and cold which can lead to respiratory illnesses or difficulty sleeping.</p> <p>Intellectual – The unpleasant conditions may make it difficult for Sarah to complete her coursework in her flat.</p> <p>Emotional – Sarah might be embarrassed due to the poor quality of her flat, and this could lead to stress.</p> <p>Social – Sarah may not wish to invite friends to visit due to conditions in the flat, and may become socially isolated.</p> <p><u>Low income</u></p> <p>Physical – Sarah may have a poor diet, leading to lower immunity and ill-health. Sarah may be underweight due to lack of food or overweight due to eating filling foods. She may not sleep well due to money worries.</p> <p>Intellectual – Sarah may not be able to buy books or equipment to help her study. She may not be able to spend enough time on her studies because she has to work at the restaurant so much.</p> <p>Emotional – Sarah may be upset, and become withdrawn because she cannot afford nice clothes and toiletries.</p> <p>Social – Sarah may not have enough money to be able to go out and socialise with friends as much as she would like, and may become socially isolated.</p> <p>Credit any reasonable way in which poor quality housing and low income could affect Sarah's health and well-being.</p>		5	5	10

Band	AO2	AO3
3	<p style="text-align: center;">5 marks</p> <p>An excellent response that shows clear evidence of understanding a range of ways in which poor quality housing and low income could affect Sarah's health and well-being.</p>	<p style="text-align: center;">5 marks</p> <p>An excellent response that assesses and draws reasoned conclusions about how poor quality housing and low income could affect Sarah's health and well-being.</p> <p>The response is clearly expressed and shows accurate use of terminology. Writing is very well structured using accurate grammar, punctuation and spelling.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good response that shows evidence of understanding some ways in which poor quality housing and low income could affect Sarah's health and well-being.</p>	<p style="text-align: center;">3-4 marks</p> <p>A good response that assesses and draws some conclusions about how poor quality housing and low income could affect Sarah's health and well-being.</p> <p>The response is adequately expressed and shows appropriate use of terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response that shows little evidence of understanding how poor quality housing and/or low income could affect Sarah's health and well-being.</p>	<p style="text-align: center;">1-2 marks</p> <p>A basic response with some attempt to assess how poor quality housing and/or low income could affect Sarah's health and well-being.</p> <p>The response shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not credit worthy or not attempted.</p>	<p style="text-align: center;">0 marks</p> <p>Response not credit worthy or not attempted.</p>

Mapping of questions to specification content and assessment objectives

Unit 1

Question			Specification content (main focus)				Mark allocation				
			Section				Part	Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
			2.1.1	2.1.2	2.1.3	2.1.4					
1	(a)		1			(a)	1	1			
	(b)		2			(b)	2	2			
2	(a)		1			(c)	1		1		
	(b)		1			(c)	1		1		
	(c)		1			(c)	1		1		
3	(a)		1			(c)	1	1			
	(b)		1			(c)	1	1			
	(c)		1			(c)	1	1			
4	(a)	(i)	1			(a)	1	1			
		(ii)		4		(a)	4		4		
	(b)	(i)	1			(a)	1	1			
		(ii)	4			(d)	4		4		
5	(a)	(i)			1	(a)	1	1			
		(ii)			1	(a)	1	1			
	(b)	(i)			1	(a)	1	1			
		(ii)			1	(a)	1	1			
	(c)				4	(a)	4			4	
6	(a)	(i)			2	(a)	2	2			
		(ii)			3	(a)	3		3		
	(b)		3			(d)	3		3		
	(c)	(i)			1	(b)	1	1			
		(ii)			4	(b)	4			4	
		(iii)			4	(b)	4			4	
7	(a)				3	(a)	3	3			
	(b)			2		(a)	2	2			
	(c)			6		(b)	6		6		
	(d)				5	(a)	5	5			
8	(a)		5			(a)	5	2		3	
	(b)		5			(b)	5	3	2		
	(c)		10			(d)	10		5	5	
Total marks			28	14	8	30		80	30	30	20

Candidate Name	Centre Number					Candidate Number				



GCSE HEALTH AND SOCIAL CARE, AND CHILDCARE

UNIT 3

**HEALTH AND SOCIAL CARE, AND CHILDCARE
IN THE 21st CENTURY**

SAMPLE ASSESSMENT MATERIALS

1 hour 30 minutes

INSTRUCTIONS FOR CANDIDATES

Answer ALL questions.

Write your name, centre number and candidate number in spaces at the top of this page.

Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part question. You are advised to divide your time accordingly.

The total number of marks available is 80.

You are reminded of the need for good English and orderly, clear presentation in your answers. The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in your answer to question 8(c).

Answer **all** questions.

1. Tick the boxes to show whether each statement below is true or false. [3]

Statement	True	False
(i) One of the principles of Prudent Healthcare is to care for those with the greatest need first.		
(ii) The Well-being of Future Generations (Wales) Act includes sustainable development principles.		
(iii) The Social Services and Well-being Act applies only to children.		

2. Individuals receiving care should be treated fairly at all times. This is supported by the Human Rights Act.

- (a) 'FREDA' helps identify the areas covered by the Act. State below what the letters 'R' and 'D' stand for. [2]

F - fairness

R

E - equality

D

A – autonomy

- (b) Identify **one** other piece of legislation which supports equality. [1]

.....

3. There are several nutrition and activity programmes designed to support sustainable health and social care, and childcare in Wales.

Identify **one** nutrition or activity programme, and outline its main purpose.

- (i) Name of programme:

..... [1]

- (ii) Main purpose of programme: [3]

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.....
.....
.....
.....
.....

4. Anthony works in a day nursery looking after young children whilst their parents are at work.

An essential part of his role is to safeguard the children.

- (a) Explain why safeguarding is essential in the care of young children. [4]

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.....

- (b) State **two** types of abuse that children may be at risk from. [2]

(i)

(ii)

5. Anti-discriminatory practice aims to promote the rights of individuals with cultural and religious differences.

(a) Describe what is meant by discrimination. [2]

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.....

.....

(b) Ahmed has had a stay in hospital.

(i) When Ahmed was in hospital, arrangements were made to provide him with an appropriate diet for his religion. Explain how this promoted diversity. [2]

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(ii) As Ahmed does not speak much English, he was provided with an interpreter during a meeting with his doctor. Explain how this promoted inclusion. [2]

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.....

(c) Other than individuals with cultural differences, state **two** groups, which anti-discriminatory practice aims to support and protect. [2]

(i)

(ii)

(c) As Welsh speakers Mari and Islwyn should receive an 'Active Offer'.

(i) Define the meaning of 'Active Offer'. [2]

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(ii) Briefly explain how this reflects the core values of the Social Services and Well-being (Wales) Act 2014. [2]

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(d) Explain how the All Wales Safeguarding Procedures (2019) helps to safeguard Mari and Islwyn. [3]

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7. There are many issues affecting the health and well-being of people in Wales.

(a) State what is meant by:

(i) food poverty [2]

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.....
.....
.....

(ii) obesity [2]

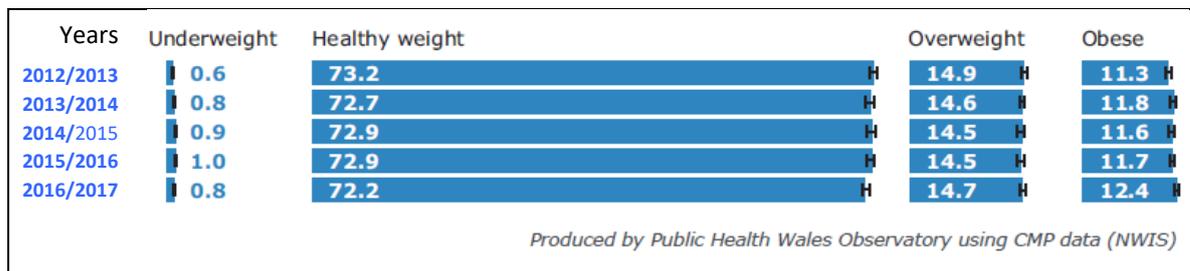
.....
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(b) Public Health Wales' Child Measurement Programme for Wales provides information about children's weight and height.

Briefly explain why this information is important to the NHS in Wales. [2]

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.....
.....
.....

- (c) The diagram below shows the percentage of children aged 4 to 5 years in Wales who are underweight, healthy weight, overweight or obese, between 2012 and 2017.



Look at the diagram above and, in **each** table below, tick **one** box to show the correct answer.

- (i) [1]

	Tick the correct answer
Between 2012 and 2017, the percentage of children with a healthy weight has stayed the same	<input type="checkbox"/>
Between 2012 and 2017, the percentage of children with a healthy weight has decreased	<input type="checkbox"/>
Between 2012 and 2017, the percentage of children with a healthy weight has increased	<input type="checkbox"/>

- (ii) [1]

	Tick the correct answer
Between 2014 and 2017, the percentage of children who are overweight has stayed the same	<input type="checkbox"/>
Between 2014 and 2017, the percentage of children who are overweight has decreased	<input type="checkbox"/>
Between 2014 and 2017, the percentage of children who are overweight has increased	<input type="checkbox"/>

MARK SCHEME

Guidance for examiners

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. *The inclusion of 'Credit any other valid response..'* (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions mark schemes are in two parts, the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, in order to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

In GCSE Health and Social Care, and Childcare, each question will address one or more assessment objectives: from AO1, AO2 or AO3. Where appropriate, the assessment grid sub-divides the total mark that may be allocated for a question into individual assessment objectives. These are shown in bands in the mark scheme. For each assessment objective, descriptors will indicate the different skills and qualities at the appropriate level.

Candidates' responses to questions are assessed against the relevant assessment objectives. Where a question addresses more than one assessment objective, candidates may achieve different bands within that question. In these cases, a mark will be awarded for each assessment objective then totalled to give an overall mark for the question.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

During standardising (the marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Question	Answer	AO1	AO2	AO3	Total Mark
1.	<p><i>Tick the boxes to show whether each statement below is true or false.</i></p> <p>Award 1 mark for each correct answer.</p> <p>(i) True (ii) True (iii) False</p>	3			3
2.	<p><i>Individuals receiving care should be treated fairly at all times. This is supported by the Human Rights Act.</i></p> <p>(a) <i>'FREDA' helps identify the areas covered by the Act. State below what the letters 'R' and 'D' stand for.</i></p> <p>Award 1 mark for each correct answer. R = respect D = dignity</p>	2			2
	<p>(b) <i>Identify one other piece of legislation which supports equality.</i></p> <p>Award 1 mark for a correct identification of equality legislation. Any one from (date not required):</p> <ul style="list-style-type: none"> • Equality Act 2010 • Human Rights Act 1998 • Mental Capacity Act 2005 	1			1
3.	<p><i>There are several nutrition and activity programmes designed to support sustainable health and social care, and childcare in Wales.</i></p> <p><i>Identify one nutrition or activity programme, and outline its main purpose.</i></p> <p>Award 1 mark for correct identification of a nutrition or activity programme, such as:</p> <ul style="list-style-type: none"> • Healthy Start Programme • Welsh Network of Healthy School Schemes • Primary School Free Breakfast Initiative • Dragon Multi Skills and Sport • Community Food Co-operative programme • Improving Food in Hospitals programme • Change 4 Life Wales • 5x60. 	1			1

Question	Answer	AO1	AO2	AO3	Total Mark
	<p>Award a maximum of 3 marks for an outline of the main purpose of the programme identified in part (i). Responses will depend on the programme identified, but may include the following:</p> <p>Healthy Start Programme</p> <ul style="list-style-type: none"> • provides free vouchers to spend on food • only healthy food (and milk) can be bought with the vouchers • it applies to children under 4 years of age/pregnant women. <p>Welsh Network of Healthy School Schemes</p> <ul style="list-style-type: none"> • supports schools to promote health • schools must introduce health improvement topics • programme has been extended to Healthy and Sustainable pre-schools, and HE/FE settings. <p>Primary School Free Breakfast Initiative</p> <ul style="list-style-type: none"> • provides primary school children with a free healthy breakfast each day • to help improve health and concentration • to reduce health inequalities based on poor diet. <p>Dragon Multi Skills and Sport</p> <ul style="list-style-type: none"> • applies to schools and community clubs • vision is to get 'every child hooked on sport for life' / 'get more people more active more often' • focus on child-centred learning. <p>Community Food Co-operative programme</p> <ul style="list-style-type: none"> • operates from schools/community centres/church halls/workplaces • helps people eat more healthily/buy fresh fruit and vegetables • saves people money. <p>Improving Food in Hospitals programme</p> <ul style="list-style-type: none"> • hospitals have to meet food standards • patients are given personal food plans • healthy diets promoted for staff and visitors. <p>Change 4 Life Wales</p> <ul style="list-style-type: none"> • encourages people to adopt healthier lifestyles • provides practical advice and support • families complete a questionnaire then get personalised action plans. <p>5x60</p> <ul style="list-style-type: none"> • aims to get secondary school pupils more active • target is to exercise for 60 minutes at least five times a week • activities take place at lunch time or after school. 	3			3

Band	AO1
3	<p>3 marks</p> <p>A very good outline which shows thorough knowledge and understanding and identifies at least three features of the identified programme.</p>
2	<p>2 marks</p> <p>A good outline which shows knowledge and understanding and identifies at least two features of the identified programme.</p>
1	<p>1 mark</p> <p>A basic outline which shows little knowledge and understanding and identifies one feature of the identified programme.</p>
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
4	<p><i>Anthony works in a day nursery looking after young children whilst their parents are at work.</i></p> <p><i>An essential part of his role is to safeguard the children.</i></p> <p>(a) <i>Explain why safeguarding is essential in the care of young children.</i></p> <p>Award up to 4 marks for an explanation of why safeguarding is essential in the care of young children, for example, to:</p> <ul style="list-style-type: none"> • protect children from harm or abuse • ensure children's rights are met • promote and maintain the safety of children • promote and maintain the safety of care workers • develop and maintain good lines of communication • help maintain confidentiality of information • ensure appropriate vetting procedures for recruiting new employees. <p>Credit any other reasonable explanation of why safeguarding is essential in the care of young children.</p>		4		4

Band	AO2
4	<p>4 marks</p> <p>An excellent response which shows detailed knowledge and understanding of why safeguarding is essential in the care of young children. The response clearly links the issue of safeguarding to the care of young children.</p>
3	<p>3 marks</p> <p>A good response which shows knowledge and understanding of why safeguarding is essential in the care of young children. The response links the issue of safeguarding to the care of young children.</p>
2	<p>2 marks</p> <p>A basic response which shows some knowledge and understanding of why safeguarding is essential in the care of young children. The response may not fully link the issue of safeguarding to the care of young children.</p>
1	<p>1 mark</p> <p>A limited response which shows little knowledge and understanding of why safeguarding is essential in the care of young children. The response does not specifically link the issue of safeguarding to the care of young children.</p>
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
(b)	<p>State two types of abuse that children may be at risk from.</p> <p>Award 1 mark for each correct response.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Emotional • Physical • Sexual • Psychological • Neglect. 	2			2

Question		Answer	AO1	AO2	AO3	Total Mark
4.	(c)	<p>A statement within the code of practice at a primary school notes that: 'Children must be given equal opportunities.'</p> <p>Explain what is meant by this statement, giving examples to illustrate your answer.</p> <p>Award up to 6 marks for a detailed explanation. Response may include:</p> <ul style="list-style-type: none"> • creating an inclusive culture for all children • treating children fairly, not treating children the same • giving equal chances to achieve the same outcomes • children being supported or enabled to achieve the same as others • ensuring that there is no discriminatory practice in the school • enabling all children to fully participate in activities • helping all children to develop to their full potential • making sure resource materials are accessible to all • removing barriers that create separation. <p>Examples</p> <ul style="list-style-type: none"> • some children will need more help than others to achieve the same things, e.g. help cutting, walking, feeding themselves, going to the toilet or any other suitable example • disabled children may need improved access/facilities to be able to do the same as other children • children with visual impairment may need to sit nearer the front. <p>Credit any other valid point and/or example that is used to explain the meaning of the statement.</p>		6		6
Band		AO2				
3		<p>5-6 marks</p> <p>An excellent explanation which shows detailed knowledge and understanding of what is meant by '<i>Children must be given equal opportunities</i>'. The response explains the statement thoroughly and includes relevant examples to clearly illustrate the points made.</p>				
2		<p>3-4 marks</p> <p>A good explanation which shows knowledge and understanding of what is meant by '<i>Children must be given equal opportunities</i>'. The response explains the statement clearly and includes examples to illustrate the points made.</p>				
1		<p>1-2 marks</p> <p>A basic explanation which shows some knowledge and understanding of what is meant by '<i>Children must be given equal opportunities</i>'. The response explains the statement with reference to examples, though these may not always be directly linked to the points made.</p>				
		<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark
5.	<p><i>Anti-discriminatory practice aims to promote the rights of individuals with cultural and religious differences.</i></p> <p>(a) <i>Describe what is meant by discrimination.</i></p> <p>Award 1 mark for a basic response and 2 marks for a good description of discrimination.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Discrimination is treating an individual less fairly or less well than other individuals. [1 mark] • Discrimination is treating an individual less fairly or less well than other individuals, because of a characteristic they have. [2 marks] <p>Credit any other valid description of discrimination.</p>	2			2
	<p>(b) <i>Ahmed has had a stay in hospital.</i></p> <p>(i) <i>When Ahmed was in hospital, arrangements were made to provide him with an appropriate diet for his religion. Explain how this promoted diversity.</i></p> <p>Award 1 mark for a basic response and 2 marks for a good explanation of how providing Ahmed with an appropriate diet promoted diversity.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • This promoted diversity because Ahmed's food needs were different to other patients. [1 mark] • This promoted diversity because Ahmed's religious beliefs were accepted and respected by the hospital. [2 marks] <p>(ii) <i>As Ahmed does not speak much English, he was provided with an interpreter during a meeting with his doctor. Explain how this promoted inclusion.</i></p> <p>Award 1 mark for a basic response and 2 marks for a good explanation of how providing Ahmed with an interpreter promoted inclusion.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • This promoted inclusion because Ahmed could not understand what his doctor was saying without an interpreter. [1 mark] • This promoted inclusion because Ahmed had effective communication with his doctor and was included in his own care/treatment. [2 marks] 		2		2

Question	Answer	AO1	AO2	AO3	Total Mark
	<p>(c) <i>Other than individuals with cultural differences, state two groups, which anti-discriminatory practice aims to support and protect.</i></p> <p>Award 1 mark each for identification of a group which anti-discriminatory practice aims to support and protect.</p> <p>Responses should state groups which can be identified according to the following characteristics:</p> <ul style="list-style-type: none"> • age • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race • sex • sexual orientation. 	2			2
6.	<p><i>Mari and Islwyn are in their 80s and have lived in the same house since they were married. Mari is not well and Islwyn cannot cope and is unable to look after her on his own. They both speak Welsh as their first language.</i></p> <p><i>The Social Services and Well-being (Wales) Act 2014 changed the way an individual's needs are assessed and the way services are delivered.</i></p> <p>(a) <i>Explain how the Social Services and Well-being (Wales) Act 2014 will help Mari and Islwyn to remain in their own home.</i></p> <p>Award up to 4 marks for a detailed explanation of how the Social Services and Well-being Act (Wales) 2014 will help Mari and Islwyn stay in their own home.</p> <p>Responses may include reference to the following:</p> <ul style="list-style-type: none"> • Islwyn and Mari are given the support that they need to continue to live in their own home • Islwyn and Mari are fully included in the planning to meet their care and support needs • there will be discussions with Islwyn and Mari about the support that they already have and to identify any areas where they need extra help • assessment is designed to be straightforward, so Islwyn and Mari should not have to wait a long time for the support they need • carers have an equal right to be assessed for support, this means that Islwyn's needs can be assessed as well as Mari's. <p>Credit any other valid point or example that illustrates how the Act will help Mari and Islwyn stay in their own home.</p>		4		4

Band	AO2
4	<p>4 marks</p> <p>An excellent response which shows detailed knowledge and understanding of how the Act will help Islwyn and Mari. The response clearly links at least two key principles of the Act to Islwyn and Mari's situation, and the ways in which they may benefit.</p>
3	<p>3 marks</p> <p>A good response which shows knowledge and understanding of how the Act will help Islwyn and Mari. The response links at least two key principles of the Act to Islwyn and Mari's situation, and the ways in which they may benefit.</p>
2	<p>2 marks</p> <p>A basic response which shows some knowledge and understanding of how the Act will help Islwyn and Mari. The response links at least one key principle of the Act to Islwyn and Mari's situation, and the way(s) in which they may benefit.</p>
1	<p>1 mark</p> <p>A limited response which shows little knowledge and understanding of how the Act will help Islwyn and Mari. The response does not specifically link key principles of the Act to Islwyn and Mari's situation, and the ways in which they may benefit.</p>
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
(b)	<p><i>One of the key principles of the Social Services and Well-being (Wales) Act 2014 is prevention and early intervention.</i></p> <p><i>Discuss how Islwyn's health and well-being could be affected by early intervention and prevention.</i></p> <p>Award up to 6 marks for a clear discussion of how Islwyn's health and well-being could be affected by early intervention and prevention.</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> • Islwyn's physical and mental well-being should benefit as any difficulties that he has supporting Mari should be identified and eased before they impact on his health • Islwyn will be more able to support Mari if he gets the help that he needs at the right time • Islwyn may feel less stressed/worried by his and Mari's situation, knowing that appropriate support is available to them both. <p>Candidates may also refer to negative effects, such as:</p> <ul style="list-style-type: none"> • Islwyn may feel that involving others in the care of Mari reduces the level of control that he has • Islwyn may feel that involving others in the care of Mari means that he has let her down. 			6	6

Band	AO3
3	<p>5-6 marks</p> <p>An excellent discussion including reasoned judgements about how Islwyn's health and well-being could be affected by early intervention and prevention. The response clearly identifies a range of possible effects on Islwyn's health and well-being.</p>
2	<p>3-4 marks</p> <p>A good discussion including some judgements about how Islwyn's health and well-being could be affected by early intervention and prevention. The response identifies at least two possible effects on Islwyn's health and well-being.</p>
1	<p>1-2 marks</p> <p>A basic discussion which shows some evidence of judgements about how Islwyn's health and well-being could be affected by early intervention and prevention. The response includes at least one possible effect on Islwyn's health and well-being.</p>
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
6	<p>(c) <i>As Welsh speakers Mari and Islwyn should receive an 'Active Offer'.</i></p> <p>(i) <i>Define the meaning of 'Active Offer'.</i></p> <p>Award 1 mark for a basic response and up to 2 marks for a correct definition of the Active Offer. Possible answers include:</p> <ul style="list-style-type: none"> • The Active Offer means that staff offer Welsh language services to individuals. [1 mark] • The Active Offer means that staff offer Welsh language services to individuals rather than expect patients to have to ask for this service. [2 marks] 	2			2
	<p>(ii) <i>Briefly explain how this reflects the core values of the Social Services and Well-being (Wales) Act 2014.</i></p> <p>Award 1 mark for a basic response and up to 2 marks for a correct explanation.</p> <p>Answers should refer to the voice and control principles of the Social Services and Well-being (Wales) Act 2014.</p> <ul style="list-style-type: none"> • It gives Islwyn and Mari a voice in their care. [1 mark] • It puts Islwyn and Mari at the centre of their care, giving them a voice in and control over reaching the best outcomes for them. [2 marks] 		2		2

Question	Answer	AO1	AO2	AO3	Total Mark
(d)	<p><i>Explain how the All Wales Safeguarding Procedures (2019) helps to safeguard Mari and Islwyn.</i></p> <p>Award a maximum of 3 marks for an explanation of how the All Wales Safeguarding Procedures (2019) helps to safeguard Mari and Islwyn.</p> <p>Answers may make reference to:</p> <ul style="list-style-type: none"> the Act is about people working with children and adults at risk, such as Islwyn and Mari checks will take place before someone is able to begin work as a carer (with Islwyn and Mari) this will help ensure that people who might present a risk (of harm) to Islwyn and Mari will not be working with them there is continuous checking so a carer could be removed from Islwyn and Mari if new concerns emerge. <p>Credit any other valid point about how the Act helps to safeguard Mari and Islwyn.</p>		3		3

Band	AO2
3	<p>3 marks</p> <p>A very good explanation which shows detailed knowledge and understanding of how the All Wales Safeguarding Procedures (2019) helps to safeguard Mari and Islwyn. The response clearly links the key principles of the Act to safeguarding Mari and Islwyn.</p>
2	<p>2 marks</p> <p>A good explanation which shows knowledge and understanding of how the All Wales Safeguarding Procedures (2019) helps to safeguard Mari and Islwyn. The response links the key principles of the Act to safeguarding Mari and Islwyn.</p>
1	<p>1 mark</p> <p>A basic explanation which shows some knowledge and understanding of how the All Wales Safeguarding Procedures (2019) helps to safeguard Mari and Islwyn, though there may be no explicit links between the principles of the Act to safeguarding Mari and Islwyn.</p>
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
7	<p><i>There are many issues affecting the health and well-being of people in Wales.</i></p> <p>(a) State what is meant by:</p> <p>(i) <i>food poverty</i></p> <p>Award 1 mark for a basic response and up to 2 marks for an appropriate definition of food poverty.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Not being able to buy good food. [1 mark] • The inability to obtain healthy affordable food. [2 marks] <p>(ii) <i>obesity</i></p> <p>Award 1 mark for a basic response and up to 2 marks for a clear definition of obesity.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • An obese person is very overweight. [1 mark] • People are generally considered obese when their body mass index (BMI) is 30 or above. [2 marks] 	2			2
	<p>(b) <i>Public Health Wales' Child Measurement Programme for Wales provides information about children's weight and height.</i></p> <p><i>Briefly explain why this information is important to the NHS in Wales.</i></p> <p>Award 1 mark for a basic response and up to 2 marks for an appropriate explanation of why information about children's weight and height is important to the NHS in Wales.</p> <ul style="list-style-type: none"> • This will help the NHS plan for the future. [1 mark] • The information collected will help the NHS to understand patterns of child growth so that they can plan future services. [2 marks] <p>Credit any other valid point related to why information about children's weight and height is important to the NHS in Wales.</p>		2		2

Question	Answer	AO1	AO2	AO3	Total Mark
(c)	<p><i>The diagram below shows the percentage of children aged 4 to 5 years in Wales who are underweight, healthy weight, overweight or obese, between 2012 and 2017.</i></p> <p><i>Look at the diagram above and, in each table below, tick one box to show the correct answer.</i></p> <p>Award 1 mark for each correct answer:</p> <p>(i) Middle row – Between 2012 and 2017, the percentage of children with a healthy weight has decreased.</p> <p>(ii) Bottom row – Between 2014 and 2017, the percentage of children who are overweight has increased.</p>	1			1
(d)	<p><i>The diagram shows that about 1 in 4 children aged 4 to 5 years in Wales are overweight or obese. Research suggests that this means they are more likely to be overweight as an adult.</i></p> <p><i>Discuss the impact of a child being overweight on their health and well-being throughout their lifecycle.</i></p> <p>Award up to 6 marks for answers which discusses how being overweight can impact on a child's health and well-being throughout their lifecycle.</p> <p>Answers should include reference to any of: physical, intellectual, emotional/psychological and social effects of being overweight or obese throughout the lifecycle. Possible impacts include:</p> <ul style="list-style-type: none"> • Physical impact: <ul style="list-style-type: none"> • Obese children and young people face similar health risks as adults • If the child's weight does not decrease in later years they have an increased risk of a range of health conditions, e.g. coronary heart disease, high blood pressure, strokes, type 2 diabetes, some cancers, fertility problems, asthma, sleep apnoea and fatty liver disease • Obesity can reduce life expectancy by up to 9 years • Being overweight can put extra pressure on joints and limbs, making activity difficult and movement can be painful, and there is an increased risk of developing osteoarthritis • Obese women who become pregnant have a higher-risk pregnancy than that of a healthy weight woman 		1	6	6

Question	Answer	AO1	AO2	AO3	Total Mark
	<ul style="list-style-type: none"> • Psychological/ emotional impact: may contribute to depression, anxiety, low self-esteem, body dissatisfaction • Intellectual impact: weight gain has been linked with poor concentration levels, poor academic success and social exclusion • Social impact: May suffer from prejudice and discrimination, e.g. in employment, travel, schooling, healthcare, retail. May have fewer friends. <p>Credit any valid point which assesses how being overweight can impact on a child's health and well-being through their lifecycle.</p>				
Band	AO3				
3	<p style="text-align: center;">Award 5-6 marks</p> <p>An excellent response which shows detailed knowledge and understanding of the possible impact of being overweight throughout the lifecycle. The response provides informed judgement of the possible impact on at least three of: physical, psychological/emotional, intellectual and social health and well-being.</p>				
2	<p style="text-align: center;">Award 3-4 marks</p> <p>A good response which shows knowledge and understanding of the possible impact of being overweight throughout the lifecycle. The response provides some judgement of the possible impact on at least two of: physical, psychological/emotional, intellectual and social health and well-being.</p>				
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A basic response which shows some knowledge and understanding of the possible impact of being overweight throughout the lifecycle. The response provides little judgement of the possible impact on health and well-being.</p>				
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">Response not credit worthy or not attempted.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark
8	<p><i>It is important that we have a sustainable health and social care, and childcare system in Wales. One way in which the Welsh Government aims to achieve this is through a holistic health approach to life.</i></p> <p>(a) <i>One feature of a holistic health approach to life is for individuals to accept responsibility for their own well-being.</i></p> <p><i>Describe one other feature of a holistic health approach to life.</i></p> <p>Award up to 3 marks for a description a relevant feature of a holistic health approach to life.</p> <p>Answers may make reference to:</p> <p>Holistic health approach considers:</p> <ul style="list-style-type: none"> • the whole person rather than focusing on illness or specific parts of the body • how an individual interacts with their environment • the connection of mind, body and spirit. <p>Credit any other relevant feature of a holistic health approach to life.</p>	3			3
Band	AO1				
3	3 marks A very good description which shows detailed knowledge and understanding a holistic health approach to life.				
2	2 marks A good description which shows knowledge and understanding of a holistic health approach to life.				
1	1 mark A basic description which shows some knowledge and understanding of a holistic health approach to life.				
0	0 marks Response not credit worthy or not attempted.				

Question	Answer	AO1	AO2	AO3	Total Mark
(b)	<p><i>It is estimated that the number of people aged 65 and over in Wales will increase by 36.6% between 2016 and 2041.</i></p> <p style="text-align: right;">[Office for National Statistics, 2017]</p> <p><i>Analyse how an ageing population is likely to influence service provision in Wales.</i></p> <p>Award up to 6 marks for a clear analysis of how an ageing population is likely to influence service provision in Wales.</p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> • there is likely to be an increasing demand for health and social care services in Wales as older people often require greater support and/or have more complex needs • an increasing demand is likely to mean that the health and social care system in Wales will cost more, so the source of funding may need to change • service providers will have to work more closely together to provide a cost effective service, to help ensure the system is sustainable • there is likely to be a greater focus on early intervention and preventative care, to avoid hospital admission and the need for complex care packages • there may need to be an increase in the number of people working in health and social care in Wales, in order to support the needs of an ageing population. <p>Credit any other valid point related to how an ageing population is likely to influence service provision in Wales.</p>	3		3	6

Band	AO1	AO3
3	<p>3 marks</p> <p>A very good response which shows detailed knowledge and understanding of the likely impact of an ageing population in Wales.</p>	<p>3 marks</p> <p>A very good analysis including reasoned judgements about how an ageing population is likely to influence service provision in Wales. The response clearly links the impact of an ageing population with its likely influence on service provision.</p>
2	<p>2 marks</p> <p>A good response which shows knowledge and understanding of the likely impact of an ageing population in Wales.</p>	<p>2 marks</p> <p>A good analysis including some judgements about how an ageing population is likely to influence service provision in Wales. The response generally links the impact of an ageing population with its likely influence on service provision.</p>
1	<p>1 mark</p> <p>A basic response which shows some knowledge and understanding of the likely impact of an ageing population in Wales.</p>	<p>1 mark</p> <p>A basic analysis which shows little evidence of judgements about how an ageing population is likely to influence service provision in Wales.</p>
	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
(c)	<p><i>It is important for individuals to take responsibility for their own well-being.</i></p> <p><i>Assess how this impacts on the sustainability of care and support services in Wales.</i></p> <p>Award up to 5 marks for evidence of understanding how individuals taking responsibility for their well-being may impact on the sustainability of care and support services in Wales, and up to 5 marks for assessing and drawing reasoned conclusions about this.</p> <p>Responses should refer to how individuals taking responsibility for their own health and well-being reduces pressure on service provision. Responses should include reasoned judgements about how this impacts on the sustainability of care and support services in Wales.</p> <p>If individuals take responsibility for their own well-being:</p> <ul style="list-style-type: none"> • they are likely to be healthier for longer. This may mean that they require support from fewer care and support services, or require those services later in life • they will lower the risk of suffering conditions associated with an unhealthy lifestyle, such as heart disease and type 2 diabetes. This may mean less demand for expensive treatment (e.g. heart surgery – one-off, high cost treatment; and/or long-term drug use to manage chronic conditions – ongoing costs) • they are likely to be more aware of health issues and 		5	5	10

		<p>seek advice earlier about their concerns. This may mean that any treatment or care that is required is more effective and could be required for a shorter duration than if intervention started later</p> <ul style="list-style-type: none"> • they are likely to engage in preventative measures, which could relate to their lifestyle or seeking appropriate intervention at an early stage. For example, seeking support to install a handrail on the stairs at home may prevent the distress and costs associated with the medical and/or social care needed after a fall. <p>Judgements could include reference to the sustainability of care and support services in Wales, with respect to:</p> <ul style="list-style-type: none"> • reduced pressure on services overall • reduced pressure on services related to preventable conditions, so that resources can be directed where they are needed most • care and support services have to work within the resources available (staffing and funding) which are not inexhaustible. <p>Candidates may respond from a positive or negative stance. That is, '<i>by individuals taking responsibility for their own health and well-being, the positive impact on services are....</i>'. or, '<i>if individuals do not take responsibility for their own health and well-being, the negative impact on services are...</i>' Credit either approach, but do not credit twice within any one candidate's response.</p> <p>Credit any other valid point related to how <i>individuals taking responsibility for their own well-being may impact on the sustainability of care and support services in Wales.</i></p>				
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Band	AO2	AO3
3	<p style="text-align: center;">5 marks</p> <p>An excellent response that shows clear evidence of understanding how individuals taking responsibility for their own well-being may impact on the sustainability of care and support services in Wales.</p>	<p style="text-align: center;">5 marks</p> <p>An excellent response that assesses and draws reasoned conclusions about how individuals taking responsibility for their own well-being may impact on the sustainability of care and support services in Wales.</p> <p>The response is clearly expressed and shows accurate use of terminology. Writing is very well structured using accurate grammar, punctuation and spelling.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good response that shows evidence of understanding how individuals taking responsibility for their own well-being may impact on the sustainability of care and support services in Wales.</p>	<p style="text-align: center;">3-4 marks</p> <p>A good response that assesses and draws some conclusions about how individuals taking responsibility for their own well-being may impact on the sustainability of care and support services in Wales.</p> <p>The response is adequately expressed and shows appropriate use of terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response that shows little evidence of understanding of how individuals taking responsibility for their own well-being may impact on the sustainability of care and support services in Wales.</p>	<p style="text-align: center;">1-2 marks</p> <p>A basic response with some attempt to assess how individuals taking responsibility for their own well-being may impact on the sustainability of care and support services in Wales.</p> <p>The response shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not credit worthy or not attempted.</p>	<p style="text-align: center;">0 marks</p> <p>Response not credit worthy or not attempted.</p>

Mapping of questions to specification content and assessment objectives

Unit 3

Question			Specification content (main focus)					Mark allocation			
			Section				Part	Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
			2.3.1	2.3.2	2.3.3	2.3.4					
1	(i)				1	(b)	1	1	0	0	
	(ii)				1	(b)	1	1	0	0	
	(iii)		1			(a)	1	1	0	0	
2	(a)		2			(c)	2	2	0	0	
	(b)		1			(c)	1	1	0	0	
3	(i)				1	(b)	1	1	0	0	
	(ii)				3	(b)	3	3	0	0	
4	(a)			4		(a)	4	0	4	0	
	(b)			2		(a)	2	2	0	0	
	(c)		6			(b)	6	0	6	0	
5	(a)		2			(a)	2	2	0	0	
	(b)	(i)	2			(b)	2	0	2	0	
		(ii)	2			(b)	2	0	2	0	
	(c)		2			(b)	2	2	0	0	
6	(a)		4			(c)	4	0	4	0	
	(b)				6	(b)	6	0	0	6	
	(c)	(i)	2			(d)	2	2	0	0	
		(ii)	2			(c)	2	0	2	0	
	(d)			3		(a)	3	0	3	0	
7	(a)			4		(a)	4	4	0	0	
	(b)			2		(a)	2	0	2	0	
	(c)			2		(a)	2	2	0	0	
	(d)			6		(a)	6	0	0	6	
8	(a)				3	(a)	3	3	0	0	
	(b)			6		(a)	6	3	0	3	
	(c)				10	(a)	10	0	5	5	
Total marks			25	10	20	25		80	30	30	20