

**ADDITIONAL SPECIMEN ASSESSMENT MATERIALS**

This document contains specimen assessment materials for Unit 3: Understanding Personal Development and Relationships (4871) of the GCSE in Health and Social Care (Double Award). These further specimen questions reflect those found in the original specimen paper (available with the specifications) and can be used as further practice questions by candidates. They should only be used in conjunction with the original specimen assessment materials which give a guide to the general shape and character of the operational examination paper.

QAN 100/1970/4

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# CONTENTS

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Question Paper for Unit 3: Understanding personal development and relationships (4871)  
Mark Scheme

### 8.2.1 Human growth and development

1 There are many stages of development that humans go through from birth to death.

List the **four** main areas where growth and development can occur.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_ [4]

2 What is meant by the terms 'growth' and 'development'?

Growth is \_\_\_\_\_  
\_\_\_\_\_

Development is \_\_\_\_\_  
\_\_\_\_\_ [4]

3 Describe **two** social aspects of development.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_ [4]

4 List **four** gross milestones in physical development of a 1 year old.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_ [4]

5 Read **Text X** below.

**Text X**

can roll over from back to front	can smile
can ride a two wheeled bike	can skip
can walk	

Use the information given in **Text X** to answer question 5.

Place the developmental milestones in the order in which they would normally occur.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_ [5]

6 Meet the Mamood family;

- Jarrah is 39 years old
- Sheema is 74 years old
- Malik is 2 years old
- Saide is 13 years old
- Begum is 8 years old

Identify the life stage and the age span for each family member given.

<b>The Mamood family</b>	<b>Life stage</b>	<b>Age Span</b>
Jarrah aged 39 years		
Sheema aged 74 years		
Malik aged 2 years		
Saide aged 13 years		
Begum aged 8 years		

[10]

7 Describe **three** emotional and **three** social changes that are likely to occur to Saide in the next five years.

Emotional 1 \_\_\_\_\_

Emotional 2 \_\_\_\_\_

Emotional 3 \_\_\_\_\_

Social 1 \_\_\_\_\_

Social 2 \_\_\_\_\_

Social 3 \_\_\_\_\_ [6]

8 Identify whether the life changes are physical, intellectual, emotional or social.

Life stage	Physical or intellectual or emotional or social
A girl is tearful when her cat dies	
A boy's shoulders broadens	
A teenager makes a new friend while at a fitness class	
A man becomes very forgetful as he grows older	
A woman enjoys doing crosswords	

[5]

9 Angus is 82 years old.

Identify **three** physical and **three** social changes that are likely to occur in this life stage.

Physical 1 \_\_\_\_\_

Physical 2 \_\_\_\_\_

Physical 3 \_\_\_\_\_

Social 1 \_\_\_\_\_

Social 2 \_\_\_\_\_

Social 3 \_\_\_\_\_ [6]

10 Read **Text X** below.

**Text X**

can crawl	can hold head erect
can throw a ball and will get it back	
able to sit with support	can walk unaided

Use the information given in **Text X** to answer question **10**.

Anita is 3 years old.

Identify the order that Anita's milestones in development would normally occur.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_ [5]

## 2.2.2 Factors that affect human development

1 Read **Text X** below.

### Text X

Kia is a shy 16 year old who lives in a rural area with his mother, who is divorced, and his younger sister. The family only have just enough money to live on and cannot buy luxury items.

He is in his last year of school and has decided that he would like a job as a care worker. He feels he should earn some money rather than go on with his studies.

Kia lives seven miles from the nearest town where he would be able to find work in a care setting. There is only a bus service twice each week.

Kia has helped to look after his grandmother who lives in the village and the family think that he would make a good care worker as he has lots of patience and likes helping people. Kia likes being with older people as he feels more comfortable when he is with them.

Use the information given in **Text X** to answer questions **1(a)**, **1(b)** and **1(c)**.

**(a)** Describe **three** emotional characteristics associated with adolescence.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_ [3]

**(b)** Describe **two** possible economic factors that may prevent Kia from taking a job as a care worker.

1 \_\_\_\_\_

2 \_\_\_\_\_ [2]

**(c)** Describe **five** social factors that may affect Kia's development.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_ [5]

2 Read **Text X** below.

**Text X**

Grace is 31 years old and pregnant. She and her partner have been trying for a baby for three years.

Both have low paid jobs in a local supermarket. They have a third floor flat within walking distance of their work. They do not have relatives living near by.

Grace will have to return to work after having the baby, although she would prefer to be at home.

Use the information given from **Text X** to answer questions **2(a)** and **2(b)**.

**(a)** Identify **two** economic factors that will affect Grace and her partner as a result of having a baby.

1 \_\_\_\_\_

2 \_\_\_\_\_ [2]

**(b)** Describe **three** social factors that will affect Grace when she leaves work to have the baby.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_ [3]

3 Michael has blue eyes like his mother.

Explain what is meant by the term 'genetic inheritance'. Give **two** different examples of genetic inherited conditions/diseases and show how each could affect the lives of those with the condition.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [6]



4 Read **Text X** below.

**Text X**

Beth is an identical twin. She is very close to her sister Mary. They both have fair hair and blue eyes. When they were children they both had the same childhood illnesses, but Mary also had meningitis.

They both did well in their examinations but Mary found the language classes difficult. Her parents tried to help her as much as possible and provided a private tutor to help.

The parents were very supportive towards both girls. The girls could talk to their parents about any topics they liked. They were able to go to the clubs they wanted to join because there was enough money coming into the home to allow for this. They made lots of friends, some from school and others from the clubs where they were members

They lived in a detached house on the edge of town and used to go for walks in the country with their parents and their Yorkshire Terriers.

Use the information given in **Text X** to answer questions **4(a)**, **4(b)**, **4(c)** and **4(d)**.

**(a)** Identify **five** factors that have affected the twin's intellectual development.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

[5]

(b) Describe **four** ways that illness and disease could affect the twin's development.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_ [4]

(c) Explain **four** ways that economic and social factors interrelated in the twin's development.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_ [8]

(d) Explain **four** ways that the girls' development could be influenced by the friends they have made.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_ [8]

5 Read **Text X** below.

**Text X**

Stephen is the third son in a very caring family. He is a quiet, sensitive and slightly built 7 year old. His 'sports mad' older brothers have just started senior school. Stephen misses them at break time as he is now alone at the Junior School, the younger children being at the nursery.

Recently Stephen has been reluctant to go to school. He often complains of headaches or feeling sick before school. His mother is very worried as Stephen has always enjoyed school and has been doing well. She decides to have a meeting with Stephen's teacher.

Use the information given in **Text X** to answer question 5.

Identify and explain **four** social factors that will affect Stephen's growth and development.

Social Factor 1 \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Social Factor 2 \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Social Factor 3 \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Social Factor 4 \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[12]

**8.2.3 Effects of relationships on personal development**

1 Read **Text X** below.

**Text X**

Grant works with Beryl and Mamood in a busy office. He enjoys his work and he has a good relationship with the people he works with.

Use the information given in **Text X** to answer question **1(a)** and **1(b)**.

**(a)** Explain **three** ways that successful working relationships can affect development.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

**(b)** Grant is made redundant.

Explain **three** ways redundancy and unemployment can affect development and relationships.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

2 Read **Text X** below.

**Text X**

Marie is 12 years old. She lives with her parents on the 10th floor of a block of flats. Her mother works nights and so she is left with her father until 7.00 am the next morning.

Marie's friends have noticed that she is more and more withdrawn and refuses to talk to them.

Use the information given in **Text X** to answer questions **2(a)** and **2(b)**.

**(a)** Identify **four** types of abuse that Marie could be experiencing.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_ **[4]**

**(b)** Marie feels that she is being neglected as her father goes to the pub and does not come back until the early hours of the morning.

Explain **three** effects on Marie of feeling neglected.

- 1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ **[6]**

3 Read **Text X** below.

**Text X**

dependency	jealousy
protection	sexual relationships
sharing	working

Use the information given in **Text X** to answer question **3(a)**.

**(a)** Choose a word from the table to show the features of different relationships.

<b>Relationship</b>	<b>Feature</b>
Bibby and John serve customers in a shop	
Jack is 6 months old and is cared for by his mother	
Lucy has recently married Sean	
Martha is looking after Jo as he has been abused	
Bob has broken his friendship with Jay because Jay has a new bicycle and his family can't afford to buy him one	
Greta and Sabina are working together to get information from the same book	

[6]

**(b)** Explain what is meant by the term 'mutual support' and give **one** example.

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[3]

4 Read **Text X** below.

**Text X**

The Banks family consist of:

- Christopher who is 35 and works in a carpet factory
- Bronwyn who is married to Christopher
- Caitlyn who is 7 years old
- Fion who is four years old

They are a very caring family who listen to one another's problems and who are willing to share their belongings with one another.

Use the information given in **Text X** to answer question **4(a)**.

**(a)** Explain **three** ways that a loving caring relationship between family members is likely to affect the Banks family.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **[6]**

(b) When relationships break down people often get hurt.

Explain **three** ways that the breaking down of a relationship could affect development.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [6]

5 Read **Text X** below.

**Text X**

Merl is 73 years old. He used to live with his two brothers but they have both died and now he is on his own. When his brothers were alive Merl did the cleaning and the shopping. The brothers could not help because they were ill. In the evening all of them would enjoy doing an oral quiz which one of the brothers organised or Zach would read to them.

Once a week Merl would enjoy meeting his friend Stephen for a chat and coffee. They enjoyed playing chess and spent hours talking about 'the old days'.

Use the information given in **Text X** to answer questions **5(a)** and **5(b)**.

(a) Complete the table below to show how each feature would be shown in the relationships.

Feature of the relationship	How it was shown between Merl and his brothers
Dependency	
Sharing	
Loyalty	
Mutual support	

[4]



**(b)** Explain **three** effects on development of Merl's friendship with Stephen.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**[6]**

**8.2.4 Self-concept**

1 Read **Text X** below.

**Text X**

Majella had a car accident while she was on the way to work one morning. She was badly hurt and needed to have an arm amputated.

Use the information given in **Text X** to answer questions **1(a)** and **1(b)**.

**(a)** Explain **three** affects Majella's physical disabilities may have on her self-concept.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

**(b)** Majella's husband, Leroy, is a teacher.

Explain **three** ways that Majella's accident could affect Leroy's self-concept.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

2 Read **Text X** below.

**Text X**

Ian is 62 years old. He has worked in a local grocery department for the last 20 years. He enjoys meeting and chatting to customers as he lives on his own. Sometimes he goes out with his colleagues to play darts or to have a drink.

One day he is told by the manager that sales have fallen and that he is to be made redundant. The manager offers Ian a good retirement package.

Use the information given in **Text X** to answer questions **2(a)** and **2(b)**.

**(a)** Identify and explain **three** positive ways Ian's self-concept will be affected by taking early retirement.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **[6]**

**(b)** Identify and explain **three** negative ways that early retirement could affect Ian.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **[6]**



4 Read **Text X** below.

**Text X**

Kaz, 71 years old, has recently moved to this country from India. He is now in a residential home because he is not very mobile and cannot look after himself.

Kaz is a Muslim and likes to practice his faith and follow his cultural beliefs. He is the only Muslim in the residential home and the care workers do not make any different provision for him. In fact, they talk about him to the other residents as though Kaz is not in the room and leave him out of their activities. He cannot always eat the food that is provided.

Use the information given in **Text X** to answer questions **4(a)** and **4(b)**.

**(a)** Explain **three** ways Kaz's self-concept could be affected by this discrimination.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**[6]**

**(b)** Explain **three** likely affects on Kaz's self-concept if the care workers were to meet his religious and cultural needs.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**[6]**

5 Read **Text X** below.

**Text X**

Brenda cannot look after herself any longer. The local authority have arranged for her to visit the day care centre twice each week and for a care assistant to call three times a week. The care assistant is to help with a little tidying and hand ironing and to do the shopping.

Use the information given in **Text X** to answer questions for question 5.

Explain **three** ways Brenda's self-concept could be affected by the aging process.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [6]

6 Complete the chart below to describe the affect of the actions given on self-concept.

Factors affecting self-concept	How would a person's self-concept be affected?
Poor relationships with friends	
Poor relationship with a sexual partner	
Having frequent arguments with parents	
Getting on well with teachers	

[8]



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[10]

(c) Explain **two** positive and **two** negative affects on both Sue and her daughter if Sue decides to move to a residential home.

Positive Mother \_\_\_\_\_

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Positive Daughter \_\_\_\_\_

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Negative Mother \_\_\_\_\_

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Negative Daughter \_\_\_\_\_

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[8]



2 Read **Text X** below.

**Text X**

Jack and Megan Reynolds live in a three-bedroom terraced house in a small country town. They have three children, Simon aged 5, Jessica 3 and baby Adam who is 6 months old and has Down's Syndrome.

Jack works at a local market garden. He has a reasonable wage but the family do not have enough money to buy luxuries.

Jack's parents live some distance away but visit when they can. Megan's widowed mother lives at the other end of the town. She rarely visits the family after an argument soon after learning that Adam had Down's Syndrome.

Use the information given in **Text X** to answer question 2.

Identify **three** different types of professional services that would help the family cope with Adam's condition, explaining how each would help the family.

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[10]

3 Read **Text X** below.

**Text X**

Errol has moved away from the north of England in the hope of finding a better job. He can only get work in a factory and is not well paid. Errol is not happy at work as he feels isolated because no-one speaks to him and he is left to eat alone in the canteen while the others talk about their weekend interests. At his previous job he felt part of the group.

Errol has a wife, Mary, and three children all of whom are under 6 years old. Mary is unable to find work. Before moving she had a part-time job at a nursery. One of the children attends playgroup each week, but Mary cannot afford for both children to go.

While at work Errol has an accident. He is taken to the local hospital but after several operations he has to have a leg amputated. Eventually he leaves hospital and returns home to recover. He becomes very depressed about his and the family's situation.

Use the information given in **Text 3** to answer question **3**.

Identify and explain how **three** different types of services could help the family, explaining how each would help them to cope.

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[10]

4 Read **Text X** below.

**Text X**

Megan is getting divorced. She was married for 10 years but her husband has now left her. She is feeling very isolated and unsure of herself. She does not like going out.

Use the information given in **Text X** to answer questions **4(a)** and **4(b)**.

**(a)** Is divorce an expected or unexpected event in life? Give **two** reasons for your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [3]

**(b)** Identify **three** professional services that could help Megan. Explain how each would help her to cope.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [10]

5 Explain **three** ways that voluntary and faith based services could help a person who has had a sudden death in their family.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [6]



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**Oxford Cambridge and RSA Examinations**

**General Certificate of Secondary Education**

**HEALTH AND SOCIAL CARE: DOUBLE AWARD**

UNIT 3: Understanding personal development and relationships

**1493**

**MARK SCHEME**

**Advice to examiners on marking scripts**

- 1 Please ensure that you use the *final* version of the marking scheme.  
*You are advised to destroy all draft versions.*
- 2 Please mark all post standardisation scripts in red ink. A tick should be used for each answer judged worthy of a mark. The tick should be placed at the point in the answer where the mark has been awarded. The number of ticks should be the same as the number of marks awarded. If two (or more) responses are required for one mark, use only one tick. Half marks should never be used.
- 3 No comments should be written on scripts.  
Remember that scripts may be returned to Centres.
- 4 The marks awarded for each part question should be indicated in the margin provided on the right hand side of the page. The mark total for each question should be ringed at the end of the question, on the right hand side. These totals should be added up to give the final total on the front of the paper.
- 5 Correct answers to calculations should gain full credit even if no working is shown unless otherwise indicated in the mark scheme. (An instruction on the paper to 'Show your working' is to help candidates who may then gain partial credit even if their final answer is not correct.)
- 6 Strike through all blank spaces and/or pages in order to give a clear indication that the whole of the script has been considered.
- 7 An element of professional judgement is required in the marking of any written paper and candidates may not use the exact words that appear in the mark scheme. If the essence is correct *and* answers the question, contact your Team Leader/Principal Examiner for guidance.

## GCSE Unit 3: Understanding Personal Development and Relationships.

### Mark Scheme: 8.2.1 Human Growth and Development

Question	Expected Answer	Mark	Total
1	<p>One mark for each correct answer.</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• intellectual</li> <li>• emotional</li> <li>• social</li> </ul>	4x1	4
2	<p>One mark for each correct response.</p> <ul style="list-style-type: none"> <li>• Growth - <b>increase</b> in physical <b>size</b> or <b>mass</b>/physical growth/<b>increase in height and weight</b></li> <li>• Development - the way a person develops <b>new skills and abilities</b>/applies to intellectual, emotional and social development</li> </ul>	4x1	4
3	<p>Two marks for an aspect of social development. Two required from:</p> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• likes to be with friends</li> <li>• prefers to go around in large groups</li> <li>• joins in with peer group activities</li> <li>• could try alcohol/drugs/smoking</li> <li>• likes going to parties</li> <li>• may go out with colleagues from work</li> <li>• may be attracted to girls/sexual relationships with girls</li> </ul>	2x2	4
4	<p>One mark from each correct answer. Four required from:</p> <ul style="list-style-type: none"> <li>• can sit up</li> <li>• turn head to look around when in sitting position</li> <li>• pull themselves up when hands are grasped</li> <li>• has complete head control</li> <li>• can raise head when lying on back</li> <li>• uses straight arms to lift head and chest off the ground</li> <li>• can roll over from front to back</li> <li>• can roll over from back to front</li> <li>• can take weight on the legs</li> <li>• enjoys bouncing up and down</li> <li>• can grasp objects</li> <li>• picks up everything in reach</li> <li>• can play with toes</li> <li>• eyes have learnt to work together</li> <li>• can smile</li> <li>• can crawl</li> <li>• can walk holding on to furniture</li> </ul>	4x1	4



Question	Expected Answer	Mark	Total
5	<p>One mark for each correct response.</p> <p>1 can roll over from back to front  2 can smile  3 can walk  4 can skip  5 can ride a two wheeled bike</p>	5x1	5
6	<p>One mark for each correct response.</p> <p>One mark for the correct life span. Each must be accurate to gain one mark.</p> <ul style="list-style-type: none"> <li>• Jarrah adulthood/adult 9 – 65</li> <li>• Sheema later adulthood/old age/older person 65+</li> <li>• Malik infancy/infant 0 - 3</li> <li>• Saide adolescent 11-18</li> <li>• Begum childhood/child 4 - 10</li> </ul> <p><b>Note: age span can be one year either side of the range</b></p>	10x1	10
7	<p>One mark for each correct response given. Three social and three emotional required from:</p> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• mood swings</li> <li>• wanting to be more independent</li> <li>• arguing with parents</li> <li>• wanting to be with others</li> <li>• changing one's mind frequently/not knowing what to think</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• possible sexual relationships</li> <li>• willing to try alcohol/drugs/smoking</li> <li>• enjoy the company of others</li> <li>• going out to parties</li> <li>• going out with work colleagues</li> <li>• likes appearance to be in with peer group</li> </ul>	6x1	6
8	<p>One mark for each correct response given.</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• physical</li> <li>• social</li> <li>• intellectual</li> <li>• intellectual</li> </ul>	5x1	5

Question	Expected Answer	Mark	Total
9	<p>One mark for each correct description. Six required from:</p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• wrinkles</li> <li>• grey hair</li> <li>• likely to lose 3 inches in height/stooping</li> <li>• bones can break easily</li> <li>• baldness</li> <li>• poor sight</li> <li>• hard of hearing</li> <li>• immobility</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• loneliness/isolation</li> <li>• poverty/little income</li> <li>• could join education classes</li> <li>• could join activity/fitness classes/theatre group</li> <li>• could travel</li> <li>• could visit friends more often</li> </ul>	6x1	6
10	<p>One mark for each correct response.</p> <ul style="list-style-type: none"> <li>• can hold head erect</li> <li>• able to sit with support</li> <li>• can crawl</li> <li>• can walk</li> <li>• can throw a ball and will get it back</li> </ul>	5x1	5

## 2.2.2 Factors that affect human development

Question	Expected Answer	Mark	Total
1(a)	<p>One mark for each correct description. Three required from:</p> <ul style="list-style-type: none"> <li>• changing relationships with all around her</li> <li>• will want more independence from her family</li> <li>• will make new friends of her own age</li> <li>• may argue with parents or other adults over trivial matters</li> <li>• will want to fit in with friends because she feels insecure</li> <li>• peer pressure to drink/smoke/take drugs</li> <li>• problems with the police because of her changing moods</li> <li>• become moody and getting into trouble</li> <li>• influenced by the media/role models</li> </ul>	3x1	3
1(b)	<p>One mark for each correct description. Two required from:</p> <ul style="list-style-type: none"> <li>• benefits will be withdrawn if he gets a job</li> <li>• cannot afford the bus fare</li> <li>• benefits will be more than his starting pay</li> <li>• feels he cannot stop looking after her grandmother</li> </ul>	2x1	2
1(c)	<p>One mark for each correct description. Five required from:</p> <ul style="list-style-type: none"> <li>• become moody</li> <li>• influenced by the media/role models</li> <li>• will have a girl friend</li> <li>• changing relationships</li> <li>• will want more independence</li> <li>• will make new friends</li> <li>• may argue with parents or other adults</li> <li>• will want to fit in with friends</li> </ul>	5x1	5
2(a)	<p>One mark for each correct factor identified. Two required from:</p> <ul style="list-style-type: none"> <li>• less money to spend on luxury items/clothes/going out</li> <li>• all spare money will be spent on the baby</li> <li>• less money if she does not return to work after having the baby</li> <li>• not being able to pay all of the bills</li> </ul>	2x1	2
2(b)	<p>One mark for each correct description. Three required from:</p> <ul style="list-style-type: none"> <li>• will not see her friends at work</li> <li>• will not be able to go out due to looking after the baby</li> <li>• friends who do not have children may not want to see her</li> <li>• she will feel isolated from her friends</li> <li>• will feel lonely and have low self-esteem</li> <li>• will argue with husband due to stress of constant contact</li> <li>• may see her family more when they come to see the baby</li> <li>• will feel too tired to socialise</li> </ul>	3x1	3

Question	Expected Answer	Mark	Total
3	<p>Two marks for the explanation of the term 'genetic inheritance'.            One mark for each example given. Two required.            One mark for showing how each example affects the lives of those with the condition. Two required.</p> <p><b>Explanation of the term</b></p> <ul style="list-style-type: none"> <li>• genes are passed from parents to children</li> <li>• genes are inherited from parents</li> <li>• shared features from parents</li> <li>• diseases or problems passed down from/or inherited from parents</li> <li>• features that are inherited</li> </ul> <p><b>Genetically Inherited conditions:</b></p> <p><b>Examples could be</b></p> <ul style="list-style-type: none"> <li>• hair colour</li> <li>• facial features</li> <li>• haemophilia</li> <li>• sickle cell anaemia</li> <li>• Down's Syndrome</li> <li>• Huntingdon's disease</li> <li>• achondroplasia</li> <li>• baldness</li> <li>• cystic fibrosis</li> <li>• blood group</li> <li>• diabetes insipidus</li> <li>• height</li> <li>• hypertension</li> </ul> <p><b>How it affects lives</b></p> <ul style="list-style-type: none"> <li>• could be limiting</li> <li>• could be embarrassing</li> <li>• could cause a person to be bullied</li> <li>• could prevent a person from joining in activities</li> <li>• could give confidence</li> <li>• could lead to higher/ lower self esteem</li> </ul>	1x2 2x1 2x1	6

Question	Expected Answer	Mark	Total
4(a)	<p>One mark for each correct factor identified. Five required from:</p> <ul style="list-style-type: none"> <li>• Mary had meningitis as a child</li> <li>• Mary found the language classes quite difficult. Her parents tried to help her as much as possible and provided a private tutor.</li> <li>• the family were very supportive towards both girls</li> <li>• the girls could talk to their parents about any topics they liked</li> <li>• there was enough money coming into the home to allow them to join clubs.</li> <li>• they made lots of friends, some from school and others from the clubs where they were members and could learn from them.</li> <li>• they lived in a detached house on the edge of town and used to go for walks this gave them intellectual space</li> <li>• walks in the country with their parents and Yorkshire Terriers</li> <li>• allowed them to learn about the natural world around them</li> </ul>	5 x 1	5
4(b)	<p>One mark for each correct way described. Four required from:</p> <ul style="list-style-type: none"> <li>• long absences from school could affect learning</li> <li>• disease could affect mental ability</li> <li>• disease could stunt the individuals growth</li> <li>• deformity could lead to immobility and isolation</li> <li>• affects of the disease could lead to bullying at school</li> <li>• peer group may not want to socialise with her</li> <li>• stigmatised by those around her</li> <li>• physical problems may lead to poor health in later life</li> <li>• senses could be impaired by disease process (measles/ blindness)</li> <li>• drugs pre scribed could have side effects that create more medical problem</li> </ul>	4x1	4
4(c)	<p>Two marks for each correct factor explained. Four required from:</p> <p><b>Economic and social factors interrelated</b></p> <ul style="list-style-type: none"> <li>• they lived in a detached house on the edge of town - obviously economically stable</li> <li>• their parents were together home - which means that at least one will probably have a good job to support them.</li> <li>• both parents may be working - social time limited to weekends but girls well provided for.</li> <li>• no shortage of money - for their educational and social development</li> <li>• the girls could choose the clubs they joined - because the money was available</li> <li>• they made lots of friends, some from school and others from the clubs - because they could afford to attend</li> <li>• her parents tried to help her as much as possible and provided a private tutor - this improved her social interactions</li> </ul>	4x2	8

Question	Expected Answer	Mark	Total
4(d)	<p>Two marks for each correct factor explained. Four required from:</p> <ul style="list-style-type: none"> <li>• having friends - will make them feel happy and supported</li> <li>• they will be able to talk to people of their own age group - and feel supported</li> <li>• indulge in sport with friends - and develop physically</li> <li>• may be influenced by peer pressure to smoke/take drugs/drink - negatively affecting their health/education/relationships</li> <li>• may be influenced to have a sexual encounter at an early age - therefore increasing/lowering their self-esteem/self-worth/self-concept</li> <li>• peer pressure - to shop lift leading to trouble with the police</li> <li>• the need to fit in with their friends - and feel in control of their lives/empowered</li> </ul>	4x2	8
5(a)	<p>One mark for identifying each social factor. Four required. Two marks for each explanation of the social factor. Four required.</p> <ul style="list-style-type: none"> <li>• Stephen is the third son in a very caring family and may lack attention</li> <li>• he is a quiet, sensitive and slightly built, may lead to bullying</li> <li>• Stephen misses his brothers at break time as he is now alone at the Junior School</li> <li>• recently Stephen has been reluctant to go to school, attention seeking</li> <li>• he often complains of headaches or feeling sick before school because he feels isolated at school</li> <li>• his brothers are into sport but may not let him join in as he is small</li> <li>• he is the youngest and may be bullied/ignored/teased by his brothers</li> </ul> <p><b><i>All of the above may be linked to decrease in self-concept/self-esteem/self-worth/empowerment, feeling unwanted and unloved.</i></b></p>	4x1 4x2	12

### Section 8.2.3 Effects of Relationships on Personal Development

Question	Expected Answer	Mark	Total
1(a)	<p>Marks will be awarded for the quality of response.</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that successful working relationships can affect development. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that successful working relationships can affect our development. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that successful working relationships can affect development. The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• can improve self-esteem because the person (we) will feel fulfilled</li> <li>• can make the person (us) feel confident as we believe we are making a contribution</li> <li>• can make us feel valued as we feel part of the decision making process</li> <li>• can increase independence as we will feel confident about the decisions we make</li> <li>• can help us to learn new things/develop new skills and we will feel good about/fulfilled/mentally stimulated</li> <li>• can improve relationships with others as we feel we can give support/learn from them/gain confidence/feel stimulated</li> </ul>		<b>6</b>
1(b)	<p>Marks will be awarded for the quality of the response.</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that unemployment and redundancy can affect development and relationships. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that unemployment and redundancy can affect development and relationships. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 3 marks</b> The candidate will briefly give at least <b>one</b> way that unemployment and redundancy can effect development and relationships. The examples could relate to the case study or be generic.</p>		<b>6</b>

Question	Expected Answer	Mark	Total
	<p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• make people feel they are not valued as they are not needed for a job</li> <li>• may feel that we have nothing to contribute so we will have a low self-concept</li> <li>• may feel worthless/useless because we are no longer able to contribute</li> <li>• may feel left out/unwanted because we are not able to work /or are wanted</li> <li>• could feel that our position at home is threatened because we can no longer provide for the family</li> </ul> <p><b>Note: a reason must be given.</b></p>		
2(a)	<p>One mark for each type of abuse. Four required from:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• emotional</li> <li>• sexual</li> <li>• social</li> <li>• financial</li> </ul>	4x1	4
2(b)	<p>Marks will be awarded for the quality of the response.</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that neglect can affect development and relationships. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that neglect can affect development and relationships. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that neglect can effect development and relationships. The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• may feel guilty as she may feel that she has done something wrong to deserve it</li> <li>• could feel different from classmates/friends/peers because of what is happening to her.</li> <li>• could fell different from classmates/friends/peers because they do not want to mix with them/may become withdrawn/isolated</li> <li>• may get behind with schoolwork because of not being able to concentrate</li> </ul>		6



Question	Expected Answer	Mark	Total
3(a)	<p>One mark for each correct response. Six required.</p> <ul style="list-style-type: none"> <li>• working</li> <li>• dependency/protection</li> <li>• sexual relationships</li> <li>• protection/dependency</li> <li>• jealousy</li> <li>• sharing</li> </ul>	6x1	<b>6</b>
3(b)	<p>Two marks for the explanation. One mark for the example.</p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• two people supporting one another - by helping</li> <li>• two people in a relationship - each having interest in the others well being</li> <li>• sharing jobs/work - and helping each other</li> <li>• giving up doing something - so that the other person can benefit</li> </ul> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• sharing the jobs at home</li> <li>• taking some responsibility for something</li> <li>• listening to each others troubles/joys</li> <li>• talking things over</li> <li>• giving up time for each other</li> </ul>	1x2 1x1	<b>3</b>
4(a)	<p>Marks will be given for the quality of this response.</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that having a loving caring relationship between family members is likely to affect development and relationships. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that having loving, caring relationships between family members can affect development and relationships. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that a loving, caring relationship can effect development and relationships .The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• sharing things because they know they can depend on one another</li> <li>• feeling secure because they can trust one another/keep an eye on one another</li> <li>• not be afraid of making mistakes because they know they will not be made fun of/will receive help to put it right</li> </ul>		<b>6</b>

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none"> <li>• develop a higher self-esteem because they feel confident</li> <li>• could feel loved/wanted and this would give them a high self-esteem</li> <li>• they could talk through/share problems because they trust one another</li> </ul>		
4(b)	<p>Marks will be given for the quality of this response.</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that the breaking down of a friendship is likely to affect development and relationships. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that the breaking down of a friendship can affect development and relationships. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that the breaking down of a friendship relationship can effect development and relationships. The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• could feel lonely/unwanted/useless because there is no one to share with</li> <li>• could feel resentful/bitter because of the breakdown</li> <li>• could feel withdrawn and not want to speak about it to others because they are embarrassed</li> <li>• could feel withdrawn and lack a social life because they have no one to go around with</li> <li>• could feel hurt because the other person has not understood</li> <li>• could feel angry because they trusted/felt secure with the other person</li> </ul>		6
5(a)	<p>One mark for each correct response. Four required.</p> <ul style="list-style-type: none"> <li>• dependency - brothers are dependent on Merl for cooking and shopping/caring</li> <li>• sharing - oral quiz</li> <li>• loyalty - Merl looking after his brothers/doing shopping and cooking/looking after them</li> <li>• mutual support – meeting friend Stephen and chatting/playing chess/talking</li> </ul>	4x1	4
5(b)	<p>Marks will be given for the quality of this response.</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that the friendship of Stephen and Merl is likely to affect development and</p>		6

Question	Expected Answer	Mark	Total
	<p>relationships. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that the friendship between Stephen and Merl can affect development and relationships. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that the friendship between Stephen and Merl can effect development and relationships .The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• mutual support because they are listening/talking to each other/ playing games/cards</li> <li>• sharing because they were talking/exchanging ideas because they are interested in one another</li> <li>• builds a high self-esteem because they know they can trust one another</li> <li>• would feel mutually stimulated because they share the same interests</li> <li>• may feel wanted/needed/dependant on one another because it is a time for sharing</li> <li>• would feel valued because they both put forward ideas</li> </ul>		

## 8.2.4 Self-concept

Question	Expected Answer	Mark	Total
1(a)	<p>Marks will be awarded for the quality of the response.</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that Majella's self-concept is likely to be affected by her disabilities. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that Majella's self-concept is likely to be affected by her disabilities. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that Majella's self-concept is likely to be affected by her disabilities. The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• may feel that she is dependent on others <b>because</b> she has to be pushed around in a wheelchair</li> <li>• may have a low self-concept <b>because</b> of her appearance</li> <li>• may have a low self-concept <b>because</b> she cannot work/do the same work</li> <li>• may feel embarrassed at her appearance <b>because</b> she only has one arm</li> <li>• may not socialise/meet with friends/become isolated <b>because</b> she only has one arm</li> <li>• may not like to look at herself in the mirror <b>and could</b> have a low self-esteem</li> <li>• may feel that life is unfair/may feel guilty <b>because</b> of the accident/ amputation</li> </ul>		6

Question	Expected Answer	Mark	Total
1(b)	<p>Marks will be awarded for the quality of the response</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that Leroy's self-concept is likely to be affected by his wife's disabilities. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that Leroy's self-concept is likely to be affected by his wife's disabilities. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that Leroy's self-concept is likely to be affected by his wife's disabilities. The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• may have a low self-esteem <b>because</b> he has to do more around the house/care for Majella as she only has one arm</li> <li>• could feel that it is unfair <b>because</b> his wife no longer looks like she did previously and so may have a low self-esteem</li> <li>• he could feel embarrassed/have a low self-esteem when he takes Majella out <b>because</b> people stare at her/she looks different</li> <li>• he could feel isolated and withdrawn <b>because</b> Majella does not want to mix with other people</li> <li>• could start to look at other women <b>because</b> Majella no longer looks as she did/so good</li> <li>• he may feel more positive <b>because</b> he can care/do more things for Majella</li> </ul>		6

Question	Expected Answer	Mark	Total
2(a)	<p>Marks will be awarded for the quality of the response</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that Ian's self-concept is likely to be affected positively by taking early retirement. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that Ian's self-concept is likely to be affected positively by taking early retirement. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that Ian's self-concept is likely to be affected positively by taking early retirement. The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• more time to do things he really wanted to do so he may have a higher self-concept/esteem as he feels mentally stimulated</li> <li>• more time to travel and widen his interests and so feels more fulfilled/happy/mentally stimulated</li> <li>• he will have more time with his family and so will be able to socialise/take them out which will make him feel he is contributing more/have a higher self-esteem</li> <li>• may be able to boost his income by getting a part time job and so will feel he is still able to make a contribution/fund his home life and so this could raise his self-esteem.</li> <li>• could feel more confident/less worried because he no longer has targets or responsibilities so he may have a higher self-esteem</li> </ul>		6
2(b)	<p>Marks will be awarded for the quality of the response</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that Ian's self-concept is likely to be affected negatively by taking early retirement. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that Ian's self-concept is likely to be affected negatively by taking early retirement. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that Ian's self-concept is likely to be affected negatively by taking early retirement. The examples could relate to the case study or be generic.</p>		6

Question	Expected Answer	Mark	Total
	<p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• lose confidence/he has no colleagues he talk things over with so he may have a lower self-esteem</li> <li>• he may feel resentful that he can no longer work and become angry</li> <li>• he may feel guilty that he can no longer contribute to the household budget</li> <li>• he may feel depressed because he is not meeting people and he could become isolated/withdrawn</li> <li>• loss of self-worth because he is not contributing/feels he is not doing anything positive</li> <li>• may feel insecure as he could depend on his job/it was something that was part of his routine</li> <li>• could have a low self-esteem as a result of feeling that he is on a limited budget and cannot do so much</li> </ul>		
3	<p>Marks are awarded according to the quality of this response.</p> <p><b>High level of response: 5 marks</b> The candidate can accurately explain how having a good appearance, joining clubs and taking part in activities can influence self-concept. Candidates will link these with the effects on development and self-concept. The explanation is developed logically and supported by reasoning. When explaining, the better candidate will give examples to illustrate the points being made.</p> <p><b>Mid-range response: 3 – 4 marks</b> The candidate can give some factually correct information that is applied to Sasha’s situation to show how a good appearance, attending a club and taking part in activities can influence her self-concept. One or two examples could be used to illustrate the point being made.</p> <p><b>Low-level response: 0 – 2 marks</b> The candidate can identify at least one way that having a good appearance, attending a club or taking part in activities can influence Sasha’s self-concept. They may just give actual examples. Answers are likely to be in the form of a list.</p> <p><b><i>How good appearance, joining a club or taking part in activities may affect self-concept:</i></b></p> <ul style="list-style-type: none"> <li>▪ may have self-confidence as she will feel good about herself and will be following her own interests</li> <li>▪ her interests could become wider and she will develop knowledge so will feel good about herself</li> <li>▪ could increase her self-confidence as they will become accustomed to meeting other people</li> <li>▪ verbal skills may increase as she will meet people from different backgrounds and different cultures</li> <li>▪ may widen her skills/knowledge and so have more confidence</li> <li>▪ she may develop a wider circle of friends</li> <li>▪ she will have things to talk about to the family and to others</li> </ul>		5

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none"> <li>▪ may not be afraid to accept a challenge as she is used to trying new things</li> <li>▪ may be more accepting of others/more understanding as they meet a variety of people</li> <li>▪ develop a sense of achievement because she is doing different things</li> <li>▪ may become more interesting people due to skills and interests they have developed</li> <li>▪ could become fitter if their interest is a physical activity</li> <li>▪ improved mental health as she is getting stimulation and leading a balanced lifestyle</li> </ul>		
4(a)	<p>Marks will be awarded for the quality of the response</p> <p><b>High level of response: 5 – 6 marks</b> The candidate can accurately explain <b>three</b> ways that Kas's self-concept is likely to be affected by the discrimination he is experiencing. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that Kas's self-concept is likely to be affected by the discrimination he is experiencing. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that Kas's self-concept is likely to be affected by the discrimination that he is experiencing. The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• lose confidence/he has no colleagues he talk things over with so he may have a lower self-esteem</li> <li>• he may feel resentful and become angry that he is being treated differently</li> <li>• he may feel guilty because he has different needs because of his culture than others</li> <li>• he may feel depressed because he is not meeting people with similar opinions, customs, beliefs and he could become isolated/withdrawn</li> <li>• loss of self-worth because he feels he is not able to follow his own culture/beliefs</li> <li>• may feel insecure as he cannot depend on care workers to understand his needs</li> <li>• could have a low self-esteem as a result of feeling left out of conversations/being ignored</li> </ul>		<b>6</b>



Question	Expected Answer	Mark	Total
4(b)	<p>Marks will be given for the quality of response</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that Kas's self-concept is likely to be affected positively by care workers meeting his cultural needs. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that Kas's self-concept is likely to be affected positively by the care workers meeting his cultural needs. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that Kas's self-concept is likely to be affected positively by care workers meeting his cultural needs. The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• gain confidence/he has people he can talk things over with so he may have a higher self-esteem</li> <li>• he may feel fulfilled/happy that he is being treated with respect/dignity</li> <li>• he may feel pleased because his different cultural needs are being met and this is likely to raise his self-esteem</li> <li>• he may feel safe because his cultural needs are being met</li> <li>• high self-esteem because he feels he is able to follow his own culture/beliefs or to celebrate cultural events</li> <li>• may feel secure as he can depend on care workers to understand his cultural needs and to take an interest in them</li> <li>• could have a high self-esteem as a result of food being served that is acceptable to him</li> <li>• he may enjoy good health because he is getting well balanced meals/is not worried about being discriminated against</li> <li>• he will have a high self-esteem as he knows he will get the medical attention that he requires and that it will be explained in a language/way that he can understand</li> </ul>		6
5	<p>Marks will be awarded for the quality of the response</p> <p><b>High level of response: 5 - 6 marks</b> The candidate can accurately explain <b>three</b> ways that Brenda's self-concept is likely to be affected by the aging process. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe <b>three</b> ways that Brenda's self-concept is likely to be affected by the aging process. The description is coherent and shows a sound level of understanding with relevant information. The examples will relate to the case study.</p>		6

Question	Expected Answer	Mark	Total
	<p><b>Low level response: 0 - 2 marks</b> The candidate will briefly give at least <b>one</b> way that Brenda's self-concept is likely to be affected by the aging process. The examples could relate to the case study or be generic.</p> <p><b>Knowledge requirements:</b></p> <ul style="list-style-type: none"> <li>• loss of confidence as she may be isolated and not have anyone to talk things over with so she may have a lower self-esteem</li> <li>• she may feel resentful that he can no longer work and become angry and have a low self-esteem</li> <li>• she may feel guilty that he can no longer contribute to society</li> <li>• she may feel depressed because he is not meeting people and she could become isolated/withdrawn</li> <li>• loss of self-worth because she is not contributing/feels she is not doing anything positive</li> <li>• may feel insecure as she feels she is no longer able to protect herself</li> <li>• could have a low self-esteem as a result of feeling that he is on a limited budget and cannot do so much</li> <li>• could have a high self-esteem as she no longer has any work responsibilities</li> <li>• could have a high self-esteem because she can now spend time doing the things/interest that she has</li> <li>• a high self-esteem as she now has time to join committees and make a contribution to the community</li> <li>• may now have time to work for a charity and will feel valued because she is making a positive contribution.</li> <li>• may have a low self-esteem because her appearance is changing and she may not be as attractive as she was</li> <li>• may have a low self-esteem because she is in pain through arthritis or rheumatism and may feel she cannot contribute in the same way</li> <li>• she may have a positive self-concept because she is now able to support her grandchildren more e.g. taking them out, fetching them from playgroup/school/having them for holidays.</li> </ul>		

Question	Expected Answer	Mark	Total
6	<p>Two marks for each detailed response. Four required. One mark for identification.</p> <p><b>Poor relationships with friends</b></p> <ul style="list-style-type: none"> <li>• poor self-concept as no one to share things with/talk with and may feel resentful or insecure</li> <li>• may become withdrawn/isolated and not able to form new relationships</li> <li>• feeling jealous because others have friends and so have a poor self-concept</li> <li>• poor self-concept because of not feeling wanted/valued so poor self-esteem</li> </ul> <p><b>Poor relationships with a sexual partner</b></p> <ul style="list-style-type: none"> <li>• angry at not feeling satisfied, therefore feeling guilty that the person is not doing things correctly</li> <li>• having poor relationships with others as a result of the quarrel so a poor self-concept</li> <li>• poor self-concept as the person feels unacceptable to others</li> </ul> <p><b>Having frequent arguments with parents</b></p> <ul style="list-style-type: none"> <li>• poor self-concept because of feeling insecure or resentful or angry</li> <li>• poor self-concept because of feeling unloved/unwanted</li> <li>• poor self-concept because anger has made the person turn to crime/taking drugs</li> <li>• disliking self and so having a poor self-concept</li> <li>• having poor relationships with others as a result of the quarrel so a poor self-concept</li> <li>• feeling neglected/depressed because of the arguments so having a poor self-esteem</li> </ul> <p><b>Getting on well with teachers</b></p> <ul style="list-style-type: none"> <li>• high self-esteem because of feeling valued</li> <li>• full of confidence because of achievements/being liked so a high self-concept</li> <li>• able to form good relationships with others because of feeling confident/liked</li> </ul> <p><b><i>Sub-max of four for identification type only response.</i></b></p>	4x2	8

## 8.2.5 Effects of life events on personal relationships

Question	Expected Answer	Mark	Total
1(a)	<p>One mark for correctly identifying the <b>unexpected</b> life change. One mark for each example. Two required from:</p> <ul style="list-style-type: none"> <li>• not planned/not expecting to have a stroke</li> <li>• no previous knowledge of stroke history</li> <li>• unexpected illness</li> <li>• lived with daughter without having an illness</li> </ul>	1x1 2x1	3
1(b)	<p>Marks will be given for the quality of the response.</p> <p><b>High level of response: 8 - 10 marks</b> The candidate can accurately explain the support that could be provided by the hospital social worker. The explanation of how they could provide help is developed logically and supported by reasoning and relevant information. <b>Three</b> ways in which support could be provided when a person has had a stroke will be given. The way in which each would help them to cope will be explained.</p> <p><b>Mid-range response: 4 - 7 marks</b> The candidate can describe the support that could be provided by the hospital social worker. The description of how they could provide help is developed coherently and shows a sound level of understanding. <b>Two</b> ways in which support could be provided when a person has had a stroke will be given. The way in which each would help them to cope will be described.</p> <p><b>Low level response: 0 - 3 marks</b> The candidate will briefly give one way that support that could be provided by the hospital social worker OR at least <b>one</b> way will be given for explaining how each will help them to cope.</p> <p><b>Knowledge requirements:</b></p> <p><b>Social worker</b></p> <ul style="list-style-type: none"> <li>• make an assessment of her need</li> <li>• talk about her needs</li> <li>• listen</li> <li>• observe what can/can't be done</li> <li>• provide advice</li> <li>• liaise with other agencies/professionals</li> <li>• write a report</li> <li>• arrange for occupational therapist to visit</li> <li>• talk to client about possible benefits they could claim</li> <li>• provide them with information about all options available</li> </ul> <p><b>How it will help her to cope:</b></p> <ul style="list-style-type: none"> <li>• feel relieved that someone is listening to her needs</li> <li>• feel that she can be more independent</li> <li>• increase her confidence</li> </ul>		10

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none"> <li>• she will be able to choose from the options available</li> <li>• may increase her mobility</li> <li>• may help her to communicate better</li> <li>• may help her to live life as able bodied do</li> </ul>		
1(c)	<p>Marks will be given for the quality of the response.</p> <p><b>High level of response: 7 - 8 marks</b>  The candidate can accurately explain <b>two</b> positive and <b>two</b> negative ways that Sue and her daughter may be affected by the move to residential care. The explanation is developed logically and supported by reasoning and relevant information. The examples will relate to the case study.</p> <p><b>Mid-range response: 4 - 6 marks</b>  The candidate can accurately describe <b>two</b> positive and <b>two</b> negative ways that Sue and her daughter may be affected by the move to residential care. The description is coherent and shows a sound level of understanding. The examples will relate to the case study.</p> <p><b>Low level response: 0 - 3 marks</b>  The candidate will briefly give <b>one</b> positive and <b>one</b> negative way that Sue and her daughter could be affected by the move to residential care. The examples could relate to the case study.</p> <p><b>Knowledge requirements:</b>  <b>Positive: Mother</b></p> <ul style="list-style-type: none"> <li>• could enjoy the company of people of her own age - raised self-esteem</li> <li>• there may be organised activities - so may be intellectually stimulated</li> <li>• could feel better - because she will receive professional care 24 hours per day - more confident/secure about the treatment being received</li> <li>• she may feel better because she will not feel she is a burden on her daughter/will worry less</li> <li>• she may have more space so she can enjoy having more of her own things around her</li> </ul> <p><b>Negative: Mother</b></p> <ul style="list-style-type: none"> <li>• she may have a lower self-esteem as she could feel her daughter no longer want her</li> <li>• she may feel resentful that her daughter feels she can no longer look after her</li> <li>• she may not feel valued by her daughter because she has been moved him from home</li> <li>• she could loose confidence in herself as she is dependent on people he does not know</li> </ul> <p><b>Positive: Daughter</b></p> <ul style="list-style-type: none"> <li>• may enjoy having more time to herself</li> <li>• may like to spend more time on activities/recreational activities</li> <li>• may meet friends more often and have time to socialise</li> </ul>		<b>8</b>

Question	Expected Answer	Mark	Total
	<ul style="list-style-type: none"> <li>• may enjoy being able to relax and not having to worry over the responsibility</li> </ul> <p><b>Negative: Daughter</b></p> <ul style="list-style-type: none"> <li>• may feel guilty that she is no longer able to look after her mother</li> <li>• may worry that her mother is not being looked after properly</li> <li>• may not know what to do with her time and become depressed/lonely</li> <li>• may not have any friends and so feel isolated/lonely</li> </ul> <p><b><i>If all 'positive' or all 'negative' responses given a sub max of 2 should be awarded.</i></b></p>		
2	<p>Marks are awarded according to the quality of this response.</p> <p><b>High level of response: 8 - 10 marks</b> The candidate can accurately explain the support that could be provided by professional services. The explanation of how they could provide help is developed logically and supported by reasoning and relevant information. <b>Three</b> services will be given and candidates will explain how each service could help the family to cope. The examples will relate to the case study. When explaining, the candidate will give examples to illustrate the points being made. Discussion will be developed logically showing a high level of understanding.</p> <p><b>Mid-range response: 4 - 7 marks</b> The candidate can describe the support that could be provided by <b>three</b> professional services. The description of how they could provide help shows a sound level of understanding. The candidate will describe how each service could help the family to cope. When describing, the candidate will give some examples to illustrate the points being made.</p> <p><b>Low level response: 0 - 3 marks</b> At least <b>one</b> service will be given with very brief explanation of how it will help the family to cope. Answers are likely to be muddled.</p> <p><b><i>Services that could help:</i></b></p> <p><b>Counselling</b></p> <ul style="list-style-type: none"> <li>• helping the family to come to terms with what has happened</li> <li>• listening</li> <li>• talking things through</li> <li>• helping the family to reflect</li> <li>• helping the family to plan for the future</li> </ul> <p><b>GP</b></p> <ul style="list-style-type: none"> <li>• diagnosing Adam's condition</li> <li>• prescribing medication</li> <li>• health advice</li> <li>• monitoring health e.g. blood pressure, pulse</li> <li>• liaising with other agencies</li> <li>• assessing Adam's need</li> </ul>		<b>10</b>

Question	Expected Answer	Mark	Total
	<p><b>Social Services</b></p> <ul style="list-style-type: none"> <li>• assessing the families needs need</li> <li>• talking about what can be offered</li> <li>• liaising with other agencies</li> <li>• exploring possible benefits</li> <li>• talking with family members</li> <li>• writing reports</li> </ul> <p><b>Home Care Services</b></p> <ul style="list-style-type: none"> <li>• organising home help</li> <li>• planning service to be offer</li> <li>• deciding when/how often service will be available what jobs to be done e.g. cleaning, ironing, shopping</li> </ul> <p><b>Community Care Services</b></p> <ul style="list-style-type: none"> <li>• district nurse – monitoring blood pressure,</li> <li>• changing dressings, health advice , medication</li> <li>• health visitor – dietary advice, health advice</li> <li>• health care assistant – bathing, toileting</li> </ul> <p><b>Voluntary Services</b></p> <ul style="list-style-type: none"> <li>• faith groups – talking, baby sitting, advice, listening</li> <li>• Samaritans – talking on help line, listening</li> <li>• nanny – looking after the child/children</li> </ul> <p><b>How it would help the family to cope:</b></p> <ul style="list-style-type: none"> <li>• increase in confidence</li> <li>• become more independent</li> <li>• worry less</li> <li>• not to feel guilty</li> <li>• to get back to usual activities/normal activities</li> <li>• help them to communicate with others who are in a similar position</li> <li>• to be able to sleep normally</li> <li>• to bring relief</li> <li>• to help with practical tasks</li> </ul>		
3	<p>Marks are awarded according to the quality of this response.</p> <p><b>High level of response: 8 - 10 marks</b>  The candidate can accurately explain the support that could be provided by professional services. The explanation of how they could provide help is developed logically and supported by reasoning and relevant information.  <b>Three</b> services will be given and candidates will explain how each service could help the family to cope. The examples will relate to the case study. When explaining, the candidate will give examples to illustrate the points being made. Discussion will be developed logically showing a high level of understanding.</p> <p><b>Mid-range response: 4 - 7 marks</b>  The candidate can describe the support that could be provided by</p>		10

Question	Expected Answer	Mark	Total
	<p><b>three</b> professional services. The description of how they could provide help shows a sound level of understanding. The candidate will describe how each service could help the family to cope. When describing, the candidate will give some examples to illustrate the points being made.</p> <p><b>Low level response: 0 - 3 marks</b> At least one service will be given with very brief explanation of how it will help the family to cope. Answers are likely to be muddled.</p> <p><b>Services that could help:</b></p> <p><b>Counselling</b></p> <ul style="list-style-type: none"> <li>• helping him to come to terms with what has happened</li> <li>• listening</li> <li>• talking things through</li> <li>• helping him to reflect</li> <li>• helping him to plan for the future</li> </ul> <p><b>GP</b></p> <ul style="list-style-type: none"> <li>• diagnosing his condition</li> <li>• prescribing medication</li> <li>• health advice</li> <li>• monitoring health e.g. blood pressure, pulse</li> <li>• liaising with other agencies</li> <li>• assessing his need</li> </ul> <p><b>Social Services</b></p> <ul style="list-style-type: none"> <li>• assessing his need</li> <li>• talking about what can be offered</li> <li>• liaising with other agencies</li> <li>• exploring possible benefits</li> <li>• talking with family members</li> <li>• writing reports</li> </ul> <p><b>Occupational Therapist</b></p> <ul style="list-style-type: none"> <li>• discussing adaptations to the home</li> <li>• making an assessment of need</li> <li>• talking through possibilities/alternatives</li> <li>• assessing how the home could be adapted</li> <li>• liaising with other agencies</li> <li>• planning which aids and adaptations and where in the home</li> <li>• writing reports</li> </ul> <p><b>Physiotherapist Department</b></p> <ul style="list-style-type: none"> <li>• planning programmes of exercise</li> <li>• assessing Errol's needs</li> <li>• massage</li> <li>• heat treatment</li> <li>• talking with Ian/discussing</li> <li>• writing reports</li> </ul>		



Question	Expected Answer	Mark	Total
	<p><b>Home Care Services</b></p> <ul style="list-style-type: none"> <li>• organising home help</li> <li>• planning service to be offer</li> <li>• deciding when/how often service will be available what jobs to be done e.g. cleaning, ironing, shopping</li> </ul> <p><b>Community Care Services</b></p> <ul style="list-style-type: none"> <li>• district nurse – monitoring blood pressure,</li> <li>• changing dressings, health advice , medication</li> <li>• health visitor – dietary advice, health advice</li> <li>• health care assistant – bathing toileting</li> <li>• community psychiatric nurse – mental health needs</li> </ul> <p><b>How it would help the family to cope</b></p> <ul style="list-style-type: none"> <li>• increase in confidence</li> <li>• become more independent</li> <li>• worry less</li> <li>• not to feel guilty</li> <li>• to get back to usual activities/normal activities</li> <li>• help them to communicate with others who are in a similar position</li> <li>• to bring relief</li> <li>• to help with practical tasks</li> </ul>		
4(a)	<p>One mark for '<b>unexpected</b>'. One marks for each reason. Two required from:</p> <ul style="list-style-type: none"> <li>• when marrying one expects to stay together</li> <li>• it is not planned</li> <li>• happy when married and expect it to last</li> <li>• not getting on is not a known event</li> </ul>	1x1 2x1	<b>3</b>
4(b)	<p>Marks are awarded according to the quality of this response.</p> <p><b>High level of response: 8 - 10 marks</b> The candidate can accurately explain the support that could be provided by professional services. The explanation of how they could provide help is developed logically and supported by reasoning and relevant information. <b>Three</b> services will be given and candidates will explain how each service could help Megan to cope. The examples will relate to the case study. When explaining, the candidate will give examples to illustrate the points being made. Discussion will be developed logically showing a high level of understanding.</p> <p><b>Mid-range response: 4 - 7 marks</b> The candidate can describe the support that could be provided by <b>three</b> professional services. The description of how they could provide help shows a sound level of understanding. The candidate will describe how <b>three</b> services could help Megan to cope. When describing, the candidate will give some examples to illustrate the points being made.</p> <p><b>Low level response: 0 - 3 marks</b></p>		<b>10</b>

Question	Expected Answer	Mark	Total
	<p>At least one service will be given with very brief explanation of how it will help Megan to cope. Answers are likely to be muddled.</p> <p><b>Services that could help:</b></p> <p><b>Counselling</b></p> <ul style="list-style-type: none"> <li>• helping Megan to come to terms with what has happened/think about what has happened</li> <li>• listening to Megan</li> <li>• talking things through with Megan</li> <li>• helping Megan to reflect</li> <li>• helping Megan to plan for the future</li> </ul> <p><b>GP</b></p> <ul style="list-style-type: none"> <li>• diagnosing Megan's condition</li> <li>• prescribing medication to help e.g. sleeping tablets</li> <li>• health advice</li> <li>• monitoring health e.g. blood pressure, pulse</li> <li>• liaising with other agencies</li> <li>• assessing his need</li> </ul> <p><b>Social Services</b></p> <ul style="list-style-type: none"> <li>• assessing his need</li> <li>• talking about what can be offered</li> <li>• liaising with other agencies</li> <li>• exploring possible benefits</li> <li>• talking with family members</li> <li>• writing reports</li> </ul> <p><b>Community Care Services</b></p> <ul style="list-style-type: none"> <li>• district nurse – monitoring blood pressure,</li> <li>• changing dressings, health advice , medication</li> <li>• health visitor – dietary advice, health advice</li> <li>• health care assistant – bathing toileting</li> <li>• community psychiatric nurse – mental health needs</li> </ul> <p><b>Voluntary Services</b></p> <ul style="list-style-type: none"> <li>• faith groups – talking, advice, listening, recreational activities</li> <li>• Samaritans – talking on help line, listening</li> <li>• Relate – talking, listening, meeting others in the same situation, recreational activities</li> <li>• Support groups – talking, listening, activities with people who have similar problems/difficulties</li> </ul> <p><b>How it would help Megan to cope</b></p> <ul style="list-style-type: none"> <li>• increase in confidence</li> <li>• become more independent</li> <li>• worry less</li> <li>• not to feel guilty</li> <li>• to get back to usual activities/normal activities</li> <li>• help her to communicate with others who are in a similar position</li> <li>• to bring relief</li> </ul>		
5	Marks will be awarded according to the quality of this response.		6

Question	Expected Answer	Mark	Total
	<p><b>High level of response: 5 marks</b> The candidate can accurately explain the support that could be provided by faith based groups. The explanation of how they could provide help is developed logically and supported by reasoning and relevant information. <b>Three</b> ways will be given and candidates will explain how each service could help a person to cope. The examples will relate to the case study. When explaining, the candidate will give examples to illustrate the points being made. Discussion will be developed logically showing a high level of understanding.</p> <p><b>Mid-range response: 3 - 4 marks</b> The candidate can describe the support that could be provided by <b>three</b> services. The description of how they could provide help shows a sound level of understanding. The candidate will describe how each service could help a person to cope. The candidate will give at least one example to illustrate the points being made.</p> <p><b>Low level response: 0 - 2 marks</b> At least <b>one</b> way that a service would provide help will be given with a description of how it will help a person to cope. Answers are likely to be muddled.</p> <p><b>Support by voluntary and faith based services:</b></p> <ul style="list-style-type: none"> <li>• talking to a person and listening to their views</li> <li>• providing information about different services/things to do</li> <li>• inviting them for a meal</li> <li>• mentoring/asking someone to keep a particular eye on them</li> <li>• providing recreational activities/clubs</li> <li>• giving knowledge about the faith</li> <li>• inviting them for coffee</li> <li>• providing practical support e.g. cooking, shopping</li> </ul> <p><b>How it would help:</b></p> <ul style="list-style-type: none"> <li>• worry less</li> <li>• not to feel guilty</li> <li>• to get back to usual activities/normal activities</li> <li>• help her to communicate with others who are in a similar position</li> <li>• to bring relief</li> <li>• help them to communicate</li> <li>• give knowledge on which to base actions</li> <li>• become more independent</li> <li>• to become more confident</li> </ul>		
6	<p>One mark for the identification of the professional care worker who could help with the menopause. Two marks for each detailed and factual explanation of how the professional would provide support. One mark if the explanation is brief.</p> <p><b>GP</b> check blood pressure, pulse diagnose illness</p>	3x1 3x2	9

Question	Expected Answer	Mark	Total
	<p>write prescriptions advise Leroy about his health write reports liaise with other agencies makes an assessment of need</p> <p><b>Practice nurse</b> talks to the client provides information suggests activities/action to help cope monitors health e.g. blood pressure, pulse checks prescription</p> <p><b>Social worker</b> observes Leroy to find out what he can or can't do talks/asks questions makes an assessment of Leroy's needs liaise with other agencies writes reports provides information</p> <p><b>District nurse</b> takes pulse and blood pressure monitors health changes dressings provides health advice</p> <p><b>Health Visitor</b> gives advice about diet provides health promotion advice provides general information on aspects of lifestyle</p> <p><b>Community Psychiatric Nurse</b> assesses mental health needs checks on medication needs provides advice about mental health and well-being liaises with other professionals reports to GP</p> <p><b>Health Care Assistant</b> assists with bathing assists with dressing assists with feeding assists with toileting</p> <p><b>How it would help her to cope:</b></p> <ul style="list-style-type: none"> <li>• worry less</li> <li>• not to feel guilty</li> <li>• to get back to usual activities/normal activities</li> <li>• help her to communicate with others who are in a similar position</li> <li>• to bring relief</li> <li>• give knowledge on which to base actions</li> <li>• become more independent</li> <li>• to become more confident</li> </ul>		