

Please write clearly, in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

Level 1/2 Award

HEALTH AND SOCIAL CARE

Development through the life stages

Specimen 2016

Morning

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.


Information


- The marks for each question are shown in brackets.
 - The maximum mark for this paper is 80.
-

For questions with four responses only **one** answer per question is allowed.

For each answer completely fill in the circle alongside the appropriate answer.

CORRECT METHOD  WRONG METHODS    

If you want to change your answer you must cross out your original answer as shown. 

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. 

0 1

Name the **five** life stages.

[5 marks]

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

0 2

Define what is meant by the term 'growth'.

[2 marks]

0 3

1 Give **two** examples of gross motor skills developed during infancy **[2 marks]**

1. _____
- _____
2. _____
- _____

0 3 . **2** Give **two** examples of fine motor skills developed during infancy.

[2 marks]

1.

2.

0 4 What are the main physical effects of the menopause?

[3 marks]

0 5 . **1** Matt is 14 years old and he has reached puberty.

Give the likely **emotional** effects of puberty on Matt.

[4 marks]

0 5 . **2** Give the likely **social** effects of puberty on Matt.

[2 marks]

0 5 . **3** Give the likely **physical** effects of puberty on Matt.

[2 marks]

0 6 Life events can be expected and unexpected. Identify **one** expected life event from the following list.

A Starting a new job

B Getting divorced

C Bereavement

D Having a serious accident

[1 mark]

0 7 Identify **two** practitioners that could support an individual experiencing bereavement.

[2 marks]

1.

2.

0 8

Josie is 36 years-old and is recently divorced. Describe the likely social effects of this life event on Josie.

[3 marks]

0 9

Identify **two** ways in which a GP might help Josie if she is finding the divorce very difficult.

[2 marks]

1.

2.

1 0

Describe the ways in which a midwife could support a woman during pregnancy.

[5 marks]

1 | 1

Heather says that health and well-being is the absence of physical illness, disease and mental distress.

What is Heather's definition of health and well-being?

- A Positive
- B Negative
- C Holistic

[1 mark]

1 | 2 . 1

John is a 35 year-old male. He exercises regularly by running long distances.

Briefly describe the **emotional** benefits John may gain from physical exercise.

[2 marks]

1 | 2 . 2

Briefly describe the **social** benefits John may gain from physical exercise.

[2 marks]

1 3

Nosheen is a 13-year-old female. Her diet contains enough protein.

Explain why Nosheen's balanced diet requirements will change over the next 10 years.

[6 marks]

1 4

1 Vaccinations are one way in which an individual can protect themselves against diseases.

Which of the following is the correct answer?

- A** Vaccinations are only needed when you are a baby.
- B** You receive an injection that protects you from all types of disease.
- C** You have to have vaccinations for different diseases.
- D** It is better to wait until you're older to start having vaccinations.

[1 mark]

1 4 . **2** Explain how vaccinations protect individuals.

[5 marks]

1 5 Explain how a blood pressure monitor takes its reading.

[4 marks]

QUESTION 16 – CASE STUDY

Carol is a 42 year old woman who recently visited her GP asking for help in 'becoming fitter' and 'losing weight'. The GP measured her height and weight and told Carol that her Body Mass Index (BMI) was 28. The GP also measured Carol's blood pressure. This was recorded as 150/95.

Carol's days are very busy as she is employed full-time as a solicitor and has two children of primary school age. She struggles to find time for herself and relies on processed foods as she feels she has little time for meal planning. Carol describes herself as a 'people person' and doesn't like to spend time on her own.

Carol works with the practice nurse to develop a health improvement plan to improve her physical health and well-being.

She follows the plan for six months. After the plan is completed, Carol's BMI is 25 and her blood pressure is 148/90.

Answer the following questions about Carol and her health improvement plan. You must support your answers using relevant knowledge and skills developed from your health plan portfolio task.

1	6
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 .

1

 Suggest **three** lifestyle factors that may be affecting Carol's health and well-being.

[3 marks]

1.

2.

3.

- 1 6 . 4 Evaluate how successful Carol's health improvement plan has been, and how it should now change for the next six months.

Your answer should include:

- How successful Carol's health plan has been and why
- How the plan could be improved
- What targets the new plan should include
- How the plan should be implemented to ensure it is successful

[9 marks]



Level 1/2 Award

HEALTH AND SOCIAL CARE

DEVELOPMENT THROUGH THE LIFE STAGES

Mark scheme

Specimen materials

Version 0.2

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the learners' responses to questions and that every associate understands and applies it in the same, correct way. As preparation for standardisation each associate analyses a number of learners' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of learners' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Qu	Part	Marking guidance	Total marks
01		<p>Name the five life stages.</p> <p>Marks for this question: AO1 = 5</p> <p>Award one mark for each of the following points up to a maximum of five marks.</p> <ul style="list-style-type: none"> • Infancy (1) • Childhood (1) • Adolescence (1) • Adulthood (1) • Later adulthood (1) <p style="text-align: right;">Maximum 5 marks</p>	5
02		<p>Define what is meant by the term 'growth'.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Growth is an increase in physical size (1) • Height and mass (1) <p style="text-align: right;">Maximum 2 marks</p>	2
03	1	<p>Give two examples of gross motor skills developed during infancy.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Crawling (1) • Running (1) • Hopping (1) • Climbing (1) • Rolling (1) • Standing (1) • Jumping (1) • Skipping (1) • Swimming (1) • Riding a tricycle/ balance bicycle (1) • Kick a ball (1) • Sitting up (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 2 marks</p>	2

Qu	Part	Marking guidance	Total marks
03	2	<p>Give two examples of fine motor skills developed during infancy.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Using scissors (1) • Picking up small objects (1) • Using cutlery (1) • Tying shoelaces (1) • Doing up zips/buttons (1) • Writing/drawing/colouring in/holding a pen (1) • Turning doorknobs (1) • Building a tower with blocks (1) • Turning a page (1) • Pointing (1) • Clapping (1) • Moving an object from one hand to the other (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 2 marks</p>	2
04		<p>What are the main physical effects of the menopause?</p> <p>Marks for this question: AO1 = 3</p> <p>Award one mark for each of the following points up to a maximum of three marks.</p> <ul style="list-style-type: none"> • No longer have periods/menstruate (1) • No longer produce eggs/ovulate/be able to have children (1) • May experience hot flushes/night sweats (1) • Fewer hormones are produced (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 3 marks</p>	3

Qu	Part	Marking guidance	Total marks
05	1	<p>Explain the likely emotional effects of puberty on Matt.</p> <p>Marks for this question: AO1 = 4</p> <p>Award one mark for each of the following points up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Matt is likely to have mood swings (1) • Caused by an increase in hormones (1) • He is likely to become very self-conscious (or suitable alternative wording) (1) • He may increase in self-confidence (as he now feels older) (1) • Matt may become self-critical (1) • Gain a sense of independence (1) • Develop feelings for a sexual partner (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 4 marks</p>	4
05	2	<p>Give the likely social effects of puberty on Matt.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Less influenced by parents and more by peers (1) • Form relationships based on sexual attraction (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 2 marks</p>	2
05	3	<p>Give the likely physical effects of puberty on Matt.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Voice deepens (1) • Hair growth (1) • Broadening of shoulders (1) • Growth spurt (1) • Sex hormones (1) 	2

		<ul style="list-style-type: none"> • Develop ability to reproduce (1) • Greater muscle development (1) • Increased risk of body odour (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 2 marks</p>	
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Question	Answer
06	A

(Target: AO1; 1 mark)

Qu	Part	Marking guidance	Total marks
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07		<p>Identify two practitioners that could support an individual experiencing bereavement.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • GP (1) • Counsellor (1) • Faith leader (allow specific examples e.g. Rabbi, Vicar) (1) • <p style="text-align: right;">Maximum 2 marks</p>	2
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08		<p>Josie is 36 years-old and is recently divorced. Describe the likely social effects of this life event on Josie.</p> <p>Marks for this question: AO1 = 3</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>Developed and reasoned statement of effects which shows an excellent level of knowledge and understanding. Answers are balanced.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	3	3	Developed and reasoned statement of effects which shows an excellent level of knowledge and understanding. Answers are balanced.	3
Level	Marks	Descriptor							
3	3	Developed and reasoned statement of effects which shows an excellent level of knowledge and understanding. Answers are balanced.							

		<table border="1"> <tr> <td>2</td> <td>2</td> <td>Descriptive statement of effects which shows some knowledge and understanding. Answers are one-sided.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Simple consideration of effects showing a limited range of knowledge. May contain irrelevancies.</td> </tr> <tr> <td></td> <td>0</td> <td>Insufficient evidence is provided for a mark to be awarded.</td> </tr> </table> <p>Possible content may include:</p> <ul style="list-style-type: none"> • May lose contact with friends (who are mainly ex-partner friends) • May spend more time with other single/divorced friends • May engage in new social activities • May spend less time with children (because of access/custody) • May reconnect with old friends • May meet someone new <p style="text-align: right;">Maximum 3 marks</p>	2	2	Descriptive statement of effects which shows some knowledge and understanding. Answers are one-sided.	1	1	Simple consideration of effects showing a limited range of knowledge. May contain irrelevancies.		0	Insufficient evidence is provided for a mark to be awarded.	
2	2	Descriptive statement of effects which shows some knowledge and understanding. Answers are one-sided.										
1	1	Simple consideration of effects showing a limited range of knowledge. May contain irrelevancies.										
	0	Insufficient evidence is provided for a mark to be awarded.										

Qu	Part	Marking guidance	Total marks
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09		<p>Identify two ways in which a GP might help Josie if she is finding the divorce very difficult.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Prescribe medication (1) • Refer for counselling (1) • Listen to her (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 2 marks</p>	2
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10		<p>Describe the ways in which a midwife could support a woman during pregnancy.</p> <p>Marks for this question: AO1 = 5</p> <p>Award one mark for each of the following points up to a maximum of five marks.</p> <ul style="list-style-type: none"> • Run antenatal classes (1) • To teach about breast-feeding (1), birth plans (1), available pain 	5
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		<p>relief (1)</p> <ul style="list-style-type: none"> • Listen to the baby's heartbeat (1) • Measure the size of the bump (1) • Monitor the woman's weight gain (1) • Listen to any concerns (1) • Give advice as needed (1) for example on whether to have an amniocentesis/relevant example (1) • Support plans for delivery (e.g. home birth) (1) • Support by carrying out routine tests at antenatal clinics, eg, blood, urine (1) • Refer to other professionals/services/relevant example e.g. stop smoking clinic (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 5 marks</p>	
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Question	Answer
11	A

(Target: AO1; 1 mark)

Qu	Part	Marking guidance	Total marks
12	1	<p>John is a 35 year-old male. He exercises regularly by running long distances.</p> <p>Briefly describe the emotional benefits John may gain from physical exercise.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Helping him feel good (or suitable alternative wording) (1) • Improves self-concept (or suitable alternative wording) (1) • Reduces stress (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 2 marks</p>	2

Qu	Part	Marking guidance	Total marks												
12	2	<p>Briefly describe the social benefits John may gain from physical exercise.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • May meet others/make friends (1) • Develop social skills (1) <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 2 marks</p>	2												
13		<p>Nosheen is a 13-year-old female. Her diet contains enough protein.</p> <p>Explain why Nosheen's balanced diet requirements will change over the next 10 years.</p> <p>Marks for this question: AO1 = 6</p> <table border="1" data-bbox="331 1120 1270 1559"> <thead> <tr> <th data-bbox="331 1120 443 1155">Level</th> <th data-bbox="443 1120 564 1155">Marks</th> <th data-bbox="564 1120 1270 1155">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 1155 443 1357">2</td> <td data-bbox="443 1155 564 1357">4-6</td> <td data-bbox="564 1155 1270 1357">Developed informed explanations that integrates knowledge and explains this within the context of time. Answers will demonstrate breadth of knowledge to produce balanced suggestions and reasons for the changing diet requirements.</td> </tr> <tr> <td data-bbox="331 1357 443 1491">1</td> <td data-bbox="443 1357 564 1491">1-3</td> <td data-bbox="564 1357 1270 1491">Descriptive explanations which show some understanding, but ideas are not integrated to form balanced suggestions</td> </tr> <tr> <td data-bbox="331 1491 443 1559"></td> <td data-bbox="443 1491 564 1559">0</td> <td data-bbox="564 1491 1270 1559">Insufficient evidence is provided for a mark to be awarded.</td> </tr> </tbody> </table> <p>Possible content may include:</p> <ul style="list-style-type: none"> • Increased energy needs • As her body size is changing/grows • She will need more food/macronutrients • For example, protein to make cells growth/repair/maintain themselves • Carbohydrates/fats for energy • More micronutrients/vitamins/minerals • For example iron for red blood cells • More fibre/NSP to aid bowel movements 	Level	Marks	Descriptor	2	4-6	Developed informed explanations that integrates knowledge and explains this within the context of time. Answers will demonstrate breadth of knowledge to produce balanced suggestions and reasons for the changing diet requirements.	1	1-3	Descriptive explanations which show some understanding, but ideas are not integrated to form balanced suggestions		0	Insufficient evidence is provided for a mark to be awarded.	6
Level	Marks	Descriptor													
2	4-6	Developed informed explanations that integrates knowledge and explains this within the context of time. Answers will demonstrate breadth of knowledge to produce balanced suggestions and reasons for the changing diet requirements.													
1	1-3	Descriptive explanations which show some understanding, but ideas are not integrated to form balanced suggestions													
	0	Insufficient evidence is provided for a mark to be awarded.													

		Credit other suitable responses relevant to the question. Maximum 6 marks	
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Question	Answer
14.1	C

(Target: AO1; 1 mark)

Qu	Part	Marking guidance	Total marks
14	2	<p>Explain how vaccinations protect individuals.</p> <p>Marks for this question: AO1 = 5</p> <p>Award one mark for each of the following points up to a maximum of five marks.</p> <ul style="list-style-type: none"> • Vaccinations will introduce weakened forms of disease organisms (1) • or dead forms of disease organisms (1 mark) that you could come into contact with (1) • Body makes antibodies (or suitable alternative wording) (1) • Specific to these diseases/become immune (1) So you won't become ill with these diseases (1) <p>Maximum 5 marks</p>	5
15		<p>Explain how a blood pressure monitor takes its reading.</p> <p>Marks for this question: AO1 = 4</p> <p>Award one mark for each of the following points up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The band inflates/tightens (1) • The band stops the blood flow (1) • Records pressure – heart beat pressure/systolic (1) • Releases pressure (1) • Records pressure between beats/diastolic (1) <p>Maximum 4 marks</p>	4

Qu	Part	Marking guidance	Total marks
16	1	<p>Suggest three lifestyle factors that may be affecting Carol's health and well-being.</p> <p>Marks for this question: AO1 = 3</p> <p>Award one mark for each of the following points up to a maximum of three marks.</p> <ul style="list-style-type: none"> • works full time (1) • has two children (1) • little free time (1) • eats a lot of processed foods (1) <p style="text-align: right;">Maximum 3 marks</p>	3
16	2	<p>Explain how a national or local organisation could offer support to Carol, and how this support might positively support Carol as she follows her health improvement plan.</p> <p>Marks for this question: AO1 = 3</p> <p>1 mark</p> <ul style="list-style-type: none"> • A relevant organisation is identified (e.g. the NHS) <p>2 marks</p> <ul style="list-style-type: none"> • A relevant organisation is identified and there is some explanation of an appropriate way in which they could support Carol (e.g. the NHS and Exercise Prescriptions) <p>3 marks</p> <ul style="list-style-type: none"> • A relevant organisation and supportive mechanism is explained, e.g. the NHS Exercise on Prescription programme and how it could be useful to Carol specifically via group exercise classes (as she describes herself as a 'people person') <p style="text-align: right;">Maximum 3 marks</p>	3
16	3	<p>Describe appropriate lifestyle changes that Carol's health plan may have included.</p> <p>You should think about how Carol's physical health changed from before she followed her health improvement plan to after she had completed the plan.</p> <p>Your answer should include:</p> <ul style="list-style-type: none"> • At least three suggestions that may have been in Carol's health plan 	9

- Reasons for the suggested changes
- Targets that may have been in the plan

You must support your answer using knowledge and skills developed from your health plan portfolio task.

Marks for this question: AO1 = 6, AO3 = 3

Level	Marks	Descriptor
3	7-9	Three appropriate suggestions are identified and described in relation to Carol. All suggestions are appropriately reasoned. A range of targets are included.
		At this level there is explicit reference to knowledge and skills developed by the candidate in their health plan portfolio task. Cross-course relevant content has been selected and linked appropriately.
2	4-6	Two appropriate suggestions are identified and described in relation to Carol. (At this level the candidate may have included three suggestions but these may be lacking in clarity and/or not focussed on Carol, e.g. there is insufficient reasoning). A few suitable targets are included.
		At this level the candidate supports their answer using knowledge and skills developed in the health plan portfolio unit. Some cross-course content is included but links are not fully explored/explained.
1	1-3	The candidate has included at least one appropriate suggestion and has described this in relation to Carol. A suitable target has been included. Selective use of cross-content.
	0	Insufficient evidence is provided for a mark to be awarded.

Maximum 9 marks

Qu	Part	Marking guidance	Total marks									
16	4	<p data-bbox="331 342 1230 409">Evaluate how successful Carol's health improvement plan has been, and how it should now change for the next six months.</p> <p data-bbox="331 443 703 477">Your answer should include:</p> <ul data-bbox="379 510 1246 656" style="list-style-type: none"> • How successful Carol's health plan has been and why • How the plan could be improved • What targets the new plan should include • How the plan should be implemented to ensure it is successful <p data-bbox="331 689 1238 757">You must support your answer using knowledge and skills developed from your health plan portfolio task.</p> <p data-bbox="331 790 922 824">Marks for this question: AO1 = 3, AO3 = 6</p> <table border="1" data-bbox="331 864 1270 1944"> <thead> <tr> <th data-bbox="336 869 443 902">Level</th> <th data-bbox="443 869 563 902">Marks</th> <th data-bbox="563 869 1270 902">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 902 443 1440">3</td> <td data-bbox="443 902 563 1440">7-9</td> <td data-bbox="563 902 1270 1440"> <p data-bbox="576 902 1254 1037">The candidate has a significant amount of accurate and relevant understanding of the BMI and blood pressure evidence relating to Carol. They use this to consider the success of the plan.</p> <p data-bbox="576 1070 1214 1205">Suggestions for change/improvement are all relevant and focussed on Carol's lifestyle. Examples are well-thought out and there is clear reference to sources of support for Carol.</p> <p data-bbox="576 1238 1254 1339">At this level there is explicit reference to knowledge and skills developed by the candidate in their health plan portfolio task.</p> <p data-bbox="576 1373 1222 1440">Cross-course relevant content has been selected and linked appropriately.</p> </td> </tr> <tr> <td data-bbox="336 1440 443 1944">2</td> <td data-bbox="443 1440 563 1944">4-6</td> <td data-bbox="563 1440 1270 1944"> <p data-bbox="576 1440 1254 1541">The candidate shows understanding of the BMI and blood pressure evidence relating to Carol and can use these to consider the success of the plan.</p> <p data-bbox="576 1574 1238 1709">Suggestions for change/improvement are mainly relevant and generally maintain a focus on Carol. Examples are generally well-thought out and there is some reference to sources of support for Carol.</p> <p data-bbox="576 1742 1238 1843">At this level the candidate supports their answer using knowledge and skills developed in the health plan portfolio unit.</p> <p data-bbox="576 1877 1254 1944">Some cross-course content is included but links are not fully explored/explained.</p> </td> </tr> </tbody> </table>	Level	Marks	Descriptor	3	7-9	<p data-bbox="576 902 1254 1037">The candidate has a significant amount of accurate and relevant understanding of the BMI and blood pressure evidence relating to Carol. They use this to consider the success of the plan.</p> <p data-bbox="576 1070 1214 1205">Suggestions for change/improvement are all relevant and focussed on Carol's lifestyle. Examples are well-thought out and there is clear reference to sources of support for Carol.</p> <p data-bbox="576 1238 1254 1339">At this level there is explicit reference to knowledge and skills developed by the candidate in their health plan portfolio task.</p> <p data-bbox="576 1373 1222 1440">Cross-course relevant content has been selected and linked appropriately.</p>	2	4-6	<p data-bbox="576 1440 1254 1541">The candidate shows understanding of the BMI and blood pressure evidence relating to Carol and can use these to consider the success of the plan.</p> <p data-bbox="576 1574 1238 1709">Suggestions for change/improvement are mainly relevant and generally maintain a focus on Carol. Examples are generally well-thought out and there is some reference to sources of support for Carol.</p> <p data-bbox="576 1742 1238 1843">At this level the candidate supports their answer using knowledge and skills developed in the health plan portfolio unit.</p> <p data-bbox="576 1877 1254 1944">Some cross-course content is included but links are not fully explored/explained.</p>	9
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				<p>The candidate shows limited understanding of the BMI and blood pressure evidence relating to Carol's health and well-being before and after the plan.</p> <p>Suggestions for change/improvement tend to be quite generalised and not particularly focussed on Carol. Examples are a weak feature of work at this level and whilst sources of support may be identified, they are not used to support the suggested changes.</p> <p>Selective use of cross-content.</p>	
		1	1-3		
			0	Insufficient evidence is provided for a mark to be awarded.	
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