

WJEC Level 2 Health and Social Care: Principles and Contexts

Approved by Qualifications Wales

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

This Qualifications Wales regulated qualification is not available to centres in England.

Sample Assessment Materials (External)



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Candidate Name	Centre Number					Candidate Number				
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Level 2 Health and Social Care: Principles and Contexts

SAMPLE EXTERNAL ASSESSMENT

AM/PM [date]

1 hour 30 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1	4	
2	6	
3	9	
4	13	
5	15	
6	14	
7	8	
8	11	
Total	80	

Instructions to candidates

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.

Information for candidates

The total for the paper is 80 marks.

The number of marks is given in brackets at the end of each question or part-question.

Answer **all** questions.

1. The chart below identifies some examples of developmental milestones. For each example, tick (✓) **one** of the life stages in which this milestone is expected to occur. [4]

Example of developmental milestone	Life stages			
	Infancy	Childhood	Adolescence	Adulthood
(i) Gross motor skills				
(ii) Puberty				
(iii) Bonding				
(iv) Menopause				

2. (a) Give **one** example of an economic factor that may affect growth and development. [1]

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- (b) Give **two** examples from the home environment that may affect growth and development. [2]

(i)

(ii)

- (c) Outline how growth is monitored from 0-8 years. [3]

.....

3. The Hussain family have a son Ahmed who is 8 years old and a daughter Nadia who is 13 years old. Ahmed has cerebral palsy and uses a wheelchair as he is unable to walk unaided. Ahmed attends his local primary school and has developed many friendships with the children in his class.

(a) State **three** ways that attending the local primary school contributes to Ahmed's growth and development. [3]

(i)

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(ii)

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(iii)

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(b) Describe the possible effects on Nadia's development of having a younger brother with cerebral palsy. [6]

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- (c) Assess the possible impact of being a young carer upon Tomas's self-concept. [6]

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5. Wyn and Rhys are partners and have lived together for twenty-five years. They have both recently retired from well-paid jobs. Since retirement they have spent a lot more time together. They enjoy walking, socialising with friends, going on holiday and gardening.

- (a) List **three** ways that retirement may influence Wyn and Rhys' health and well-being. [3]

(i)

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(ii)

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(iii)

.....

7. Erin is 85 and has recently moved into residential care. Erin has identified that keeping in touch with her granddaughter, who has recently started at university, is important to her. Joanne is one of Erin's carers and has helped Erin to use video-calling to keep in touch with her granddaughter.



- (a) Explain how talking to her granddaughter via video-calling supports Erin's social and emotional well-being outcomes. [4]

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- (b) Erin also told Joanne that she enjoys attempting the crossword in her daily newspaper.



Explain how attempting a crossword supports Erin's physical and emotional well-being. [4]

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8. The 'Be More Us' campaign to end loneliness uses a range of methods to combat social isolation. These include leaflets, flyers, posters, social media and videos.



(a) Identify **two** groups targeted by the 'Be More Us' campaign. [2]

(i)

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(ii)

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(b) Outline the purpose of the 'Be More Us' campaign. [3]

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MARK SCHEME

Guidance for examiners

Positive marking

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

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

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

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

Banded mark schemes

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

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

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

In Level 2 Health and Social Care: Principles and Practice, each question will address one or more Learning outcomes.

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

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

Stage 1 – Deciding on the band

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

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

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

Stage 2 – Deciding on the mark

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

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

UNIT 1: PROMOTING HEALTH AND WELL-BEING THROUGHOUT THE LIFE STAGES

MARK SCHEME

Question	Answer	Mark	AO1	AO2	AO3
1. 1.1	<p>The chart below identifies some examples of developmental milestones. For each example, tick (✓) one of the life stages in which this milestone is expected to occur.</p> <p>Award 1 mark for any one correct response.</p> <p>(i) childhood or infancy (ii) adolescence (iii) infancy (iv) adulthood.</p>	4	4		
2. 1.2	<p>(a) Give one example of an economic factor that may affect growth and development.</p> <p>Award 1 mark for any one correct response. Answers may include:</p> <ul style="list-style-type: none"> • affluence • low income • poverty • employment • unemployment • redundancy • changes to financial support to include benefits • retirement. <p>Credit any other valid response.</p>	1	1		
1.2	<p>(b) Give two examples from the home environment that may affect growth and development.</p> <p>Award 1 mark for each correct response up to a maximum of 2 marks. Answers could include:</p> <ul style="list-style-type: none"> • housing conditions <ul style="list-style-type: none"> • damp • overcrowding • lack of heating • lack of hot water • lack of electricity • location of the house <ul style="list-style-type: none"> • loneliness • noise pollution • lack of outdoor space • air pollution • unsafe environment. <p>Credit any other valid response.</p>	2	2		

Question		Answer	Mark	AO 1	AO2	AO3
1.1	(c)	<p><i>Outline how growth is monitored from 0-8 years.</i></p> <p>Award 0 marks where a response is not creditworthy.</p> <p>Award 1 mark for a basic outline which shows little knowledge and understanding of how growth is monitored from 0-8 years.</p> <p>Award up to 2 marks for a good outline which shows some knowledge and understanding of how growth is monitored from 0-8 years.</p> <p>Award 3 marks for a very good outline which shows detailed knowledge and understanding of how growth is monitored from 0-8 years.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • use of centile charts • regular measurement of height • regular measurement of weight • regular check-ups of teeth • regular screening of vision and hearing • monitoring by Health Visitor • checking against the Schedule of Growing Skills. <p>Credit any other valid response.</p>	3	3		
3. 1.1	(a)	<p><i>The Hussain family have a son Ahmed who is 8 years old and a daughter Nadia who is 13 years old. Ahmed has cerebral palsy and uses a wheelchair as he is unable to walk unaided. Ahmed attends his local primary school and has developed many friendships with the children in his class.</i></p> <p>State three ways that attending the local primary school contributes to Ahmed's growth and development.</p> <p>Award 1 mark for each correct response up to a maximum of 3 marks.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Ahmed will have equal access to the same opportunities as his peers (inclusion) • build Ahmed's resilience to successfully adapt to life tasks • develop new knowledge and understanding • may affect his self-esteem • may affect his self-confidence <p>Credit any other valid response.</p>	3	3		

Question		Answer	Mark	AO 1	AO2	AO3
1.1	(b)	<p><i>Describe the possible effects on Nadia's development of having a younger brother with cerebral palsy.</i></p> <p>Award 0 marks where a response is not creditworthy. Award 1-2 marks for a basic description which shows little knowledge and understanding of the possible effects on Nadia's development of having a younger brother with cerebral palsy. Award 3-4 marks of a good description which shows some knowledge and understanding of the possible effects on Nadia's development of having a younger brother with cerebral palsy. Award 5-6 marks of a very good description which shows detailed knowledge and understanding of the possible effects on Nadia's development of having a younger brother with cerebral palsy.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Nadia may be more independent as her parents are busy caring for her brother • Nadia could develop a greater understanding and compassion for individuals and families with disabilities • Nadia may feel jealous/left out/unloved as her brother may receive more attention from her parents than Nadia • Nadia may be teased or bullied by others • Nadia may be unable to attend social activities as her parents may not be able to chaperone her as they have to care for Ahmed • Nadia may not have space/quiet to complete her homework • may affect Nadia's intellectual development and academic achievement. <p>Credit any other valid response.</p>	6		6	

Question	Answer	Mark	AO1	AO2	AO3
<p>4. 1.1</p>	<p><i>Tomas is 15 years old and lives with his mother, Sioned, and his younger brother Dylan, who is 6 years old. Dylan is living with the condition Attention Deficit Hyperactivity Disorder (ADHD). Tomas helps to care for Dylan in the mornings and often takes him to school when Sioned has to leave home early to get to work on time.</i></p> <p>(a) <i>Identify Tomas's life stage.</i></p> <p>Award 1 mark for the correct answer. Adolescence</p>	1	1		
1.1	<p>(b) <i>Explain how living with the condition ADHD could impact upon Dylan's emotional and social development.</i></p> <p>Award 0 marks where a response is not creditworthy. Award 1-2 marks for a basic explanation which shows little knowledge and understanding of how living with the condition ADHD could impact on Dylan's emotional and social development. Award 3-4 marks for a good explanation which shows some knowledge and understanding of how living with the condition ADHD could impact on Dylan's emotional and social development. Award 5-6 marks for a very good explanation that shows detailed knowledge and understanding of how living with the condition ADHD could impact on Dylan's emotional and social development.</p> <p>Answers may include: Dylan may:</p> <ul style="list-style-type: none"> • be more energetic and spontaneous • be creative and inventive • be hyper focused • be shy • be aggressive • not have many friends • have difficulty in forming relationships with others • have problems sharing and taking turns • have anger outbursts and temper tantrums • develop low self-esteem due to negative comments. <p>Credit any other valid response.</p>	6		6	

Question		Answer	Mark	AO1	AO2	AO3
1.3	(c)	<p><i>Assess the possible impact of being a young carer upon Tomas's self-concept.</i></p> <p>Award 0 marks where a response is not creditworthy. Award 1-2 marks: for a basic response with limited assessment of the possible impact of being a young carer on Tomas's self-concept. Award 3-4 marks: for a good response with some assessment of the possible impact of being a young carer on Tomas's self-concept. Award 5-6 marks: for a very good response with detailed assessment of the impact of being a young carer on Tomas's self-concept.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • increases his resilience • increases his sense of responsibility • increases his psychological outlook as he knows that his brother is alright • increases self-esteem and self-worth • improves his emotional intelligence • he develops a positive relationship with his brother • gives him a psychological sense that everything will be alright • causes discrimination by peers • it affects his relationships with other people • his education may suffer if he spends more time caring for his brother than studying. <p>Credit any other valid response.</p>	6			6

Question	Answer	Mark	AO1	AO2	AO3
<p>5.1.2</p>	<p><i>Wyn and Rhys are partners and have lived together for the past twenty-five years. They have both recently retired from well-paid jobs. Since retirement they have spent a lot of time together. They enjoy walking, socialising with friends, going on holiday and gardening.</i></p> <p><i>List three ways that retirement may influence Wyn and Rhys' health and well-being.</i></p> <p>(a) Award 1 mark for each correct response up to three marks.</p> <p>Wyn and Rhys may:</p> <ul style="list-style-type: none"> • have increased time for exercise • have more time to pursue hobbies and interests • have more time for holidays • be less stressed by the demands of work • miss socialising with work colleagues • have financial constraints which may influence their lifestyle • feel less valued • feel bored • become depressed • have lack of structure to their day. <p>Credit any other valid response.</p> <p>(b) <i>Discuss the benefits to the couple's well-being of having a secure relationship.</i></p> <p>Award 0 marks where a response is not creditworthy.</p> <p>Award 1-2 marks: A basic discussion which shows little knowledge and understanding of how the benefits of a secure relationship could affect their well-being.</p> <p>Award 3-4 marks: A good discussion which shows some knowledge and understanding of how the benefits of a secure relationship could affect their well-being.</p> <p>Award 5-6 marks: A very good discussion which shows detailed knowledge and understanding of how the benefits of a secure relationship could affect their well-being.</p>	3	3		

Question	Answer	Mark	AO1	AO2	AO3
	<p>Answers may include: The couple may:</p> <ul style="list-style-type: none"> • feel safe and secure • have someone to look after them • feel supported through unexpected life events • be able to do things as a team • value and respect each other's interests • have someone to share opinions with • feel loved and cared for • be happy to look after each other • have reduced stress and anxiety of being alone • have someone to talk to about concerns • feel confident and have a positive self-concept. <p>Credit any other valid response.</p>	6		6	
1.2	<p>(c) <i>At a recent optician's appointment, Rhys was diagnosed with reduced vision as a result of ageing. Rhys has been advised that it is no longer safe for him to drive.</i></p> <p><i>Outline the possible impact of Rhys's recent diagnosis upon his mental health and well-being.</i></p> <p>Award 0 marks where a response is not creditworthy. Award 1-2 marks: A basic outline which shows little knowledge and understanding of the impact of Rhys's recent diagnosis upon his mental health and well-being. Award 3-4 marks: A good outline which shows some knowledge and understanding of the impact of Rhys's recent diagnosis upon his mental health and well-being. Award 5-6 marks: A very good outline which shows detailed knowledge and understanding of the impact of Rhys's recent diagnosis upon his mental health and well-being.</p> <p>Likely answers may include: Rhys may:</p> <ul style="list-style-type: none"> • feel very positive by the support shown to him by Wyn and his friends/family who may offer to drive him to places • feel relieved that the decision has been made for him • lack self-confidence leading to a negative self-concept • become withdrawn and not want to go out • feel guilty relying on his partner to drive everywhere • become depressed and feel negative about the future 	6	6		

		<ul style="list-style-type: none"> • feel worried that his relationship with Wyn may be threatened • feel sad if he is unable to continue with his interests and hobbies. <p>Credit any other valid response.</p>			
6 1.2	(a)	<p>Rhoslyn is 50 years old and visited her General Practitioner (GP) for a health check after feeling constantly tired and lacking in energy due to workplace stress. She told the GP that she works full-time in a demanding, highly paid job. Rhoslyn often finds that she is too busy for lunch. She exercises regularly and enjoys a glass of wine most evenings. She doesn't socialise with friends as much as she used to.</p> <p><i>Consider the possible impact of Rhoslyn's lifestyle choices on her health and well-being.</i></p> <p>Award 0 marks where a response is not creditworthy. Award 1-3 marks for a basic response which shows little knowledge and understanding of the possible impact of Rhoslyn's lifestyle choices on her health and well-being. Award 4-6 marks for a good response which shows some knowledge and understanding of the possible impact of Rhoslyn's lifestyle choices on her health and well-being. Award 7-8 marks for a very good response which shows detailed knowledge and understanding of the possible impact of Rhoslyn's lifestyle choices on her health and well-being.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • As Rhoslyn is in work: <ul style="list-style-type: none"> • she is likely to have improved self-esteem • she is likely to have disposable income • her stressful job could lead to heart problems • she may develop depression • she may not have a good work-life balance • she does not have enough time to eat lunch therefore her diet could lack essential nutrients • As Rhoslyn tries to eat a balanced diet this helps her to: <ul style="list-style-type: none"> • maintain a healthy weight and heart • reduce risks of developing diabetes or other diet related conditions. • As Rhoslyn exercises regularly, this helps her to: 	8		8

		<ul style="list-style-type: none">• maintain a healthy weight and heart• reduce stress levels and improve her mental health. <p>• As Rhoslyn doesn't socialise with friends as much as she used to, she may find that:</p> <ul style="list-style-type: none">• not catching up with family and friends could decrease her sense of self-worth <p>• As Rhoslyn regularly enjoys a glass of wine most evenings she may find that:</p> <ul style="list-style-type: none">• drinking alcohol regularly could lead to alcohol addiction, obesity, hypertension, liver disease and cancer. <p>Credit any other valid response.</p>				
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Question		Answer	Mark	AO1	AO2	AO3
1.2	(b)	<p><i>Discuss how Rhoslyn can be supported to take more responsibility for improving her own health and well-being.</i></p> <p>Award 0 marks: where a response is not creditworthy. Award 1-2 marks: A basic discussion of how Rhoslyn can be supported to take more responsibility for improving her own health and well-being. Award 3-4 marks: A good discussion of how Rhoslyn can be supported to take more responsibility for improving her own health and well-being. Award 5-6 marks: A detailed discussion of how Rhoslyn can be supported to take more responsibility for improving her own health and well-being.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Rhoslyn’s employer may support her to take regular breaks in work • the GP could provide Rhoslyn with health promotion information in relation to improving her lifestyle choices and reducing risks to her health and well-being: <ul style="list-style-type: none"> • government legislation • campaigns and initiatives • advice on healthy diet • alternative exercise plans • attendance at well-woman clinics • Rhoslyn could access: <ul style="list-style-type: none"> • mindfulness/well-being groups within the community • support groups and hubs e.g. stress management • clubs, libraries and leisure facilities • alternative therapy services. <p>Credit any other valid response.</p>	6		6	

Question	Answer	Mark	AO1	AO2	AO3
<p>7. 1.1</p> <p>(a)</p>	<p><i>Erin is 85 and has recently moved into residential care. Erin has identified that keeping in touch with her granddaughter, who has recently started at university, is important to her. Joanne is one of Erin's carers and has helped Erin to use video-calling to keep in touch with her granddaughter.</i></p> <p><i>Explain how talking to her granddaughter supports Erin's social and emotional well-being outcomes.</i></p> <p>Award 0 marks: where a response is not creditworthy. Award 1 marks: for a limited explanation which shows little knowledge and understanding of how talking to her granddaughter on video-calling supports Erin's social and emotional well-being outcomes. Award 2 marks: for a basic explanation which shows some knowledge and understanding of how talking to her granddaughter on video-calling supports Erin's social and emotional well-being outcomes. Award 3 marks: for a good explanation which shows knowledge and understanding of how talking to her granddaughter on video-calling supports Erin's social and emotional well-being outcomes. Award 4 marks: for a very good explanation which shows detailed knowledge and understanding of how talking to her granddaughter on video-calling supports Erin's social and emotional well-being outcomes.</p> <p>Answers may include: Erin may:</p> <ul style="list-style-type: none"> • feel loved and supported by her granddaughter • see her granddaughter and feel part of her granddaughter's life • not feel lonely and isolated • have something to look forward to • have a sense of purpose as she can support her granddaughter with advice • feel that she is able to continue a meaningful relationship with her granddaughter • feel that she is up-to-date with technology. <p>Credit any other valid response.</p>	4		4	

Question	Answer	Mark	AO1	AO2	AO3
(b)	<p><i>Erin also told Joanne that she enjoys attempting the crossword in her daily newspaper.</i></p> <p><i>Explain how attempting a crossword supports Erin's physical and emotional well-being.</i></p> <p>Award 0 marks: where a response is not creditworthy. Award 1 mark: for a limited explanation which shows little knowledge and understanding of how attempting a crossword supports Erin's physical and emotional well-being. Award 2 marks: for a basic explanation which shows some knowledge and understanding of how attempting a crossword supports Erin's physical and emotional well-being. Award 3 marks: for a good explanation which shows knowledge and understanding of how attempting a crossword supports Erin's physical and emotional well-being. Award 4 marks: for a very good explanation which shows detailed knowledge and understanding of how attempting a crossword supports Erin's physical and emotional well-being.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • keeps Erin's mind active • maintains Erin's fine motor skills • provides mental stimulation • develops her memory • maintains her problem-solving skills • provides an opportunity to engage with other residents regarding the answers • gives a sense of achievement • gives a sense of routine. <p>Credit any other valid response.</p>			4	

Question	Answer	Mark	AO1	AO2	AO3
8 1.4	<p>The 'Be More Us' campaign to end loneliness uses a range of methods to combat social isolation. These include leaflets, flyers, posters, social media and videos.</p> <p>(a) <i>Identify two groups targeted by the 'Be More Us' campaign.</i></p> <p>Award 1 mark for the correct identification of one of the target groups to a maximum of two marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • older people • adults • adolescents • people with busy lives • people distracted by social media and mobile phones • groups, such as: <ul style="list-style-type: none"> • people from black, Asian, and minority ethnic (BAME) communities • carers • disabled • LGBT • service veterans. <p>Credit any other valid response.</p>	2	2		
	<p>(b) <i>Outline the purpose of the 'Be More Us' campaign.</i></p> <p>Award 0 marks where a response is not creditworthy.</p> <p>Award 1 mark for a limited response outlining how the campaign raises awareness of how to tackle loneliness.</p> <p>Award 2 marks: for a good response outlining how the campaign raises awareness of how to tackle loneliness.</p> <p>Award 3 marks: for a very good response outlining how the campaign raises awareness of how to tackle loneliness.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • to encourage people to make new connections • to help people to make new friends • to tackle the loneliness of older people • to encourage individuals of all ages to 'have a chat' • to improve public awareness of social isolation • to encourage action in families and communities • to change attitudes to social isolation and address the stigma associated with it. <p>Credit any other valid response.</p>	3	3		

1.4	(c)	<p>Assess the challenges of the 'Be More Us' campaign.</p> <p>Award 0 marks: where a response is not creditworthy.</p> <p>Award 1-2 marks: A basic response with some attempt to assess the challenges of the 'Be More Us' campaign.</p> <p>Award 3-4 marks: A good response which assesses and draws some conclusions of the challenges of the 'Be More Us' campaign.</p> <p>Award 5-6 marks: A very good response which assesses and includes reasoned conclusions of the challenges of the 'Be More Us' campaign.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • ensuring the campaign reaches the diverse range of target groups • the range of methods should be accessible to all and available bilingually • over-reliance on social media could exclude older people. • overcome preconceived ideas regarding talking to strangers • people don't like talking to strangers, they may feel out of their comfort zone • could lead to negative connotations as some of the target audience may feel vulnerable • difficulty of making it relevant in certain communities (rural, diverse, etc.) • advertising the campaign via social media could exclude older people. <p>Credit any other valid response.</p>	6			6
		Total for paper:	80	28	32	20

Quick Reference Grid

Question	Content area demonstrated	AO1	AO2	AO3	Total Mark
1.	1.1	4			4
2. (a) (b)(i) (ii) (c)	1.2 1.2 1.1	1 1 1 3			6
3. (a) (b)	1.1 1.2	3	6		9
4. (a) (b) (c)	1.1 1.2 1.3	1	6	6	13
5. (a) (b) (c)	1.2 1.2 1.2	3 6	6		15
6. (a) (b)	1.1 1.2		6	8	14
7. (a) (b)	1.1 1.1		4 4		8
8. (a) (b) (c)	1.4 1.4 1.4	2 3		6	11
Total		28	32	20	80 Marks
% weightings		35%	40%	25%	
Minimum weightings		35-40%	38-42%	21-25%	