

WJEC Level 3 Health and Social Care: Principles and Contexts

Unit 2: Factors affecting individuals' growth and development across the lifespan

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.

For first assessment from 2024

Sample Assessment Materials (External)

Version 2 - June 2023



Level 3 Health and Social Care: Principles and Contexts

Sample Assessment Materials (External Examination)

Unit 2: Factors affecting individuals' growth
and development across the lifespan

For first assessment from 2024

SUMMARY OF AMENDMENTS

Version	Description	Page number/s
2	Correction of marks.	1, 19, 25

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Candidate Name	Centre Number					Candidate Number				
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LEVEL 3 Health and Social Care: Principles and Contexts

Unit 2: Factors affecting individuals' growth and development across the lifespan

**SAMPLE ASSESSMENT MATERIALS
(EXTERNAL ASSESSMENT)**

AM/PM [date]

1 Hour 45 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1	15	
2	10	
3	22	
4	18	
5	16	
6	19	
Total	100	

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 100 marks.

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

Answer **all** questions.

1. Stefan, his wife Anya and their 6-year-old son Krystyn recently lost their home and all their possessions in a house fire. Both Anya and Krystyn were in hospital with minor injuries as a result of the fire. Now fully recovered, they have been temporarily housed by the local authority. Krystyn has become withdrawn and Anya is worried about him.

(a) Krystyn's experience could be classed as an 'Adverse Childhood Experience' (ACE).

Define what is meant by the term 'Adverse Childhood Experience' (ACE). [2]

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(b) Losing your home in a house fire is an example of an unpredictable life event.

Give an example of **one other** unpredictable life event and **one** predictable life event. [2]

(i) Unpredictable life event:

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(ii) Predictable life event:

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- (c) Explain, with reference to Erikson’s psychosocial theory, how losing his home in a house fire at 6 years old could influence Krystyn’s behaviour later in life.

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- (d) Anya has disclosed to her social worker that she is feeling worried about her situation and is struggling to cope.

Examine how the approach of the humanistic theory can be applied to provide Anya with effective care and support.

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(c) Explain how approaches to promoting and protecting resilience could help an individual to address alcohol dependency. [6]

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5. Anwen is 82 years old and has arthritis. She lives alone and rarely leaves the house. She has daily visits from a neighbour who helps her with household chores. The neighbour has recently noticed that Anwen isn't coping well as she has lost weight, appears depressed and is reluctant to engage in conversation. Some days Anwen doesn't wash or get dressed but stays in her nightclothes.

(a) Identify **two** possible reasons for the change in Anwen's behaviour. [2]

(i)

(ii)

(b) Explain the influence of economic factors on adults in later life. [6]

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(c) Discuss how Cumming and Henry's theory would account for Anwen's behaviour. [8]

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6. Sioned lives in a poorly maintained flat in a high crime area.

(a) Explain how the following factors can have a **negative** impact on Sioned`s growth and development.

(i) Crime [4]

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(ii) Poor quality housing [4]

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Some people in the area experience depression.

- (b) Describe the long term effects of living with depression in adulthood. [6]

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Building resilience is one approach that can address the long term impact of depression.

- (c) Discuss other approaches that can be used by individuals to address the long term impact of depression. [5]

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MARK SCHEME

Guidance for examiners

Positive marking

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

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

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

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

Banded mark schemes

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

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

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

In Level 3 Health and Social Care: Principles and Contexts, each question will address one or more assessment objectives: from AO1, AO2 or AO3. Where appropriate, the assessment grid subdivides the total mark to allocate for a question into individual assessment objectives. These are shown in bands in the mark scheme. For each assessment objective, descriptors will indicate the different skills and qualities at the appropriate level.

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

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

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

Stage 1 – Deciding on the band

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

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

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

Stage 2 – Deciding on the mark

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

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

Level 3 Health and Social Care: Principles and Concepts Sample Assessment Materials					
Question	Answer	Total Mark	AO1	AO2	AO3
1	<p><i>Stefan, his wife Anya and their 6-year-old son Krystyn recently lost their home and all their possessions in a house fire. Both Anya and Krystyn were in hospital with minor injuries as a result of the fire. Now fully recovered, they have been temporarily housed by the local authority. Krystyn has become withdrawn and Anya is worried about him.</i></p> <p>(a) <i>Krystyn's experience could be classed as an 'Adverse Childhood Experience'(ACE). Define what is meant by the term 'Adverse Childhood Experience' (ACE).</i></p> <p>Award up to 2 marks.</p> <p>Answer may refer to: The term 'Adverse Childhood Experience' (ACE) is used to describe a wide range of traumatic events that children can be exposed to while growing up but that are remembered throughout adulthood.</p> <p>Credit any other valid response.</p>	2	2		

Question		Answer	Total Mark	AO1	AO2	AO3
1	(b)	<p><i>Losing your home in a house fire is an example of an unpredictable life event.</i></p> <p>Give an example of: (i) one other unpredictable life event (ii) one predictable life event.</p> <p>Award 1 mark for one correct response linked to <i>unpredictable life events</i>.</p> <p>Award 1 mark for one correct response linked to <i>predictable life events</i>.</p> <p>Answer may refer to: Unpredictable life events:</p> <ul style="list-style-type: none"> • accidents • getting a serious illness • breakdown of a relationship • redundancy. <p>Predictable life events:</p> <ul style="list-style-type: none"> • settling down with a partner • getting married • moving into your own home • becoming a parent • starting school • starting work. <p>Credit any other valid response.</p>	2	2		

Question		Answer	Total Mark	AO1	AO2	AO3
1	(c)	<p><i>Explain, with reference to Erikson’s psychosocial theory, how losing his home in a house fire at 6 years old could influence Krystyn’s behaviour later in life.</i></p> <p>Award up to 6 marks.</p> <p>Answer must refer to: Erikson’s psychosocial theory of development.</p> <ul style="list-style-type: none"> • Krystyn is in the industry vs inferiority stage of development and is developing competencies that are valued by society e.g. his self-esteem and is looking for peer approval. He is developing strengths which may help him cope with future crises. • Positive influence of early childhood experiences: Krystyn may develop resilience and positive self-esteem by gaining approval from his peer group and others by adjusting to difficult situations e.g. losing his home in a house fire, being injured, losing his possessions and being re-housed in temporary accommodation. This may enable him to cope with demanding situations in later life. • Negative influence of early childhood experiences: Krystyn may not develop resilience and may gain poor self-esteem if he does not gain approval from his peer group and others, regarding his situation (losing his home in a house fire, being injured, losing his possessions and being re-housed in temporary accommodation). He may find it difficult to cope with demanding situations in later life. <p>Credit any other valid response.</p>	6		6	

Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation with reference to Erikson’s psychosocial theory of development demonstrating detailed knowledge and understanding of how losing his home in a house fire at 6 years old could influence Krystyn’s behaviour later in life.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation with reference to Erikson’s psychosocial theory of development demonstrating knowledge and understanding of how losing his home in a house fire at 6 years old could influence Krystyn’s behaviour later in life.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation with reference to Erikson’s psychosocial theory of development demonstrating some knowledge and understanding of how losing his home in a house fire at 6 years old could influence Krystyn’s behaviour later in life.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	Total Mark	AO1	AO2	AO3
1	<p><i>Anya has disclosed to her social worker that she is feeling worried about her situation and is struggling to cope.</i></p> <p>(d) <i>Examine how the approach of the humanistic theory can be applied to provide Anya with effective care and support.</i></p> <p>Award up to 5 marks.</p> <p>Answer may refer to: Carl Rogers and the person-centred approach:</p> <ul style="list-style-type: none"> • individuals need to self-heal and health and social care services should work with (empower) Anya to enable her to overcome her worries and cope with her situation by showing empathy, congruence and unconditional positive regard for Anya. • Health and social care services could signpost Anya to counselling group therapy or volunteering, to help her recover from the trauma of losing her home and possessions and to see the future more positively, in order to move on. This may give her the sense that she is not alone and is able to give and receive mutual support from others in a similar situation. This may help to rebuild her confidence, self-esteem and give her direction to focus on her life. • Anya’s social worker could help her to take charge of finding a new home. Rebuilding family life would give Anya a sense of achievement. <p>Maslow’s Hierarchy of needs: Anya will be fulfilling her basic needs but will not be reaching her full potential through the loss of what she had achieved with her family. By signposting Anya to self-help and volunteering groups and enabling her to take an active role in finding a new home, she will gain more control over her life and achieve greater fulfilment.</p> <p>Credit any other valid response.</p>	5			5

Band	AO3
2	<p style="text-align: center;">3-5 marks</p> <p>A good response demonstrating knowledge and understanding to examine how the principles of the humanistic theory can be applied by health and social care services to provide Anya with effective care and support.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response demonstrating some knowledge and understanding to examine how the principles of the humanistic theory can be applied by health and social care services to provide Anya with effective care and support.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	Total Mark	AO1	AO2	AO3
2	<p>(a) <i>Carys has recently been diagnosed with attention deficit hyperactivity disorder (ADHD).</i></p> <p><i>Outline what is meant by the term attention deficit hyperactivity disorder (ADHD).</i></p> <p>Award up to 2 marks.</p> <p>Award 1 mark for a basic outline. Award 2 marks for a clear outline</p> <p>Answer may refer to: Attention deficit hyperactivity disorder (ADHD) is a condition that includes symptoms such as:</p> <ul style="list-style-type: none"> • being restless • having trouble concentrating • high activity levels • difficulty remaining still for long periods of time • limited attention span. <p>Credit any other valid response.</p>	2	2		

Question	Answer	Total Mark	AO1	AO2	AO3
2 (b)	<p><i>Describe how the diagnosis of ADHD could have a long term impact on Carys's growth and development.</i></p> <p>Award up to 6 marks</p> <p>Answer may refer to: The diagnosis of ADHD may impact on Carys's long term growth and development as she may:</p> <ul style="list-style-type: none"> • be provided with appropriate support to help her overcome the challenges of living with the diagnosis of ADHD and fulfil her academic potential • have poor academic achievement as she has a short attention span, is easily distracted, makes careless mistakes, and appears unable to follow instructions • have limited future employment chances due to poor academic achievement, poor organisational skills, and being unable to stick to tasks that are time-consuming • have difficulty forming relationships • have difficulty managing social situations • she may find it challenging to read social cues • pay little attention to other people's feelings • become socially isolated leading to little interaction with others • be more likely to engage in risk taking behaviours as she has little or no sense of dangerous / inappropriate behaviour • be more prone to stress and anxiety and more likely to become depressed • may develop a poor self-esteem. <p>Credit any other valid response.</p>	6	6		

Question	Answer	Total Mark	AO1	AO2	AO3
2	<p>(c) Give two ways in which the long term impact of Carys's diagnosis of ADHD could be addressed.</p> <p>Award up to 2 marks</p> <p>1 mark for each correct response</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • social skills training • developing Carys's resilience • giving Carys encouragement and reassurance • improving Carys's self-confidence and self-esteem • supporting Carys to build the strength and capacity to meet her own needs • providing Carys with support from community resources • providing activities for Carys to develop her independence. <p>Credit any other valid response.</p>	2	2		

Question	Answer	Total Mark	AO1	AO2	AO3
3	<p>(a) <i>Hasheed is 19 years old and has cerebral palsy. He is studying computing at university. His mobility is limited, and he requires help with many daily living tasks. Hasheed currently lives at home but wants to live with friends in a shared house in the centre of town.</i></p> <p><i>Explain how attending university and living in a shared house will impact upon Hasheed's growth and development.</i></p> <p>Award up to 8 marks</p> <p>Answer may refer to: Hasheed:</p> <ul style="list-style-type: none"> • may develop resilience through building strength and capacity when making his own decisions and choices about his day-to-day life and studies • will be living away from the family home and will be empowered to meet his own personal well-being outcomes and developing his skills and ability to live as independently as possible in the future • by studying at university and living in a shared house with friends his problem-solving skills will develop along with his social competence, and sense of purpose to be able to cope with future challenges • through attending university will gain qualifications which will improve his future employment prospects • by fulfilling his desire to attend university and living in a shared house with friends he will develop a positive, optimistic outlook and a sense of achievement • by gaining experience of different situations that may arise when studying at university and living in a shared house he will learn how to adapt well in future challenging situations that he may find himself in • by meeting different people while at university and living in a shared house, he will improve his social skills which will enable him to form successful relationships in the future • by successfully coping with the demands of his studies and living independently with friends he will develop increased self-confidence, increased self-esteem, and a positive self-concept. <p>Credit any other valid response.</p>	8		8	

Band	AO2
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent explanation which shows detailed knowledge and understanding of how attending university and living in a shared house will impact upon Hasheed's growth and development.</p>
3	<p style="text-align: center;">5-6 marks</p> <p>A good explanation which shows knowledge and understanding of how attending university and living in a shared house will impact upon Hasheed's growth and development.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A basic explanation which shows some knowledge and understanding of how attending university and living in a shared house will impact upon Hasheed's growth and development.</p>
1	<p style="text-align: center;">1-2 mark</p> <p>A limited explanation which shows little knowledge and understanding of how attending university and living in a shared house will impact upon Hasheed's growth and development.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	Total Mark	AO1	AO2	AO3
3	<p>(b) <i>Describe how developing self-confidence and self-esteem can support Hasheed's long term development.</i></p> <p>Award up to 4 marks. Award 1-2 marks for a basic description. Award 3-4 marks for a clear description.</p> <p>Answer may refer to: Developing self-confidence and self-esteem can support Hasheed's long term development by:</p> <ul style="list-style-type: none"> • providing him with the strength and capacity to meet his own needs and to live as independently as possible • improving his ability to be able to trust in his own ideas • improving his ability to be able to broaden his experiences and make important decisions about his life • the confidence to seek support with daily living tasks or mobility difficulties from community resources when needed • build his resilience to cope with future challenges • reducing his anxiety about how he will manage in the future • making him feel a valued member of society and able to cope with any stigma that he may experience through having cerebral palsy • the ability to cope with transitions that he will face. <p>Credit any other valid response.</p>	4	4		

Question	Answer	Total Mark	AO1	AO2	AO3
3	<p>(c) <i>Outline what is meant by the term 'resilience'.</i></p> <p>Award up to 2 marks Award 1 mark for a basic outline. Award 2 marks for a clear outline</p> <p>Answers may refer to: Resilience is:</p> <ul style="list-style-type: none"> • the ability to 'bounce back' following adverse experiences. • being able to cope with and recover from setbacks and difficult situations. <p>Credit any other valid response.</p>	2	2		
	<p>(d) <i>Assess the role of approaches that may be used to promote and protect the resilience of individuals.</i></p> <p>Award up to 8 marks.</p> <p>Answer may refer to: Role of approaches that may be used to promote and protect the resilience of individuals:</p> <p>Encouraging individuals to take part in therapeutic and recreational activities within the local community and to increase social networks:</p> <ul style="list-style-type: none"> • which will enable individuals to gain new skills, build on their existing abilities and develop their support networks. This then improves self-confidence and self-esteem which will promote resilience • the success of this approach relies on the individual wanting to and feeling able to take part and engage with others • not all individuals will have the confidence to engage with others it is not the same for all • there may be challenges that need to be addressed for an individual to attend activities e.g. geographical, financial • there may not be the financial resources available in the community to provide funds to finance therapeutic and recreational activities. <p>Engaging individuals to be responsible for their own physical health and well-being by making lifestyle changes:</p> <ul style="list-style-type: none"> • encourages individuals not to take part in risk taking behaviours and promotes empowerment to adopt healthy lifestyle choices 	8			8

	<ul style="list-style-type: none">• many individuals may need extensive support e.g. from health and social care professionals, support groups and their family and friends and this may not be readily available• it is important that the individual wants to and is willing to make changes to their lifestyle for this approach to be successful. <p>Promoting a positive, problem-solving approach and an optimistic outlook:</p> <ul style="list-style-type: none">• will encourage individuals to adopt a 'can do' approach and recognise their personal strengths and develop coping strategies• success will depend upon the willingness of individuals to engage• will support the individual to have a positive outlook on life regardless of their past experiences. <p>Credit any other valid response.</p>				
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Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent response which demonstrates detailed knowledge and understanding to assess the role of approaches that may be used to promote and protect the resilience of individuals.</p>
3	<p style="text-align: center;">5-6 marks</p> <p>A good response which demonstrates knowledge and understanding to assess the role of approaches that may be used to promote and protect the resilience of individuals.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A basic response which shows some knowledge and understanding to assess the role of approaches that may be used to promote and protect the resilience of individuals.</p>
1	<p style="text-align: center;">1-2 mark</p> <p>A limited response which shows little knowledge and understanding and assessment of the role of approaches that may be used to promote and protect the resilience of individuals.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	Total Mark	AO1	AO2	AO3
4	<p>(a) <i>Tomos's father and grandfather died prematurely from the effects of alcohol dependency. Tomos has recently begun to go out every night drinking alcohol with friends, often returning home drunk.</i></p> <p><i>Examine, using the nature/ nurture debate, why Tomos has an increased chance of developing alcohol dependency.</i></p> <p>Award up to 8 marks. Answer may refer to:</p> <ul style="list-style-type: none"> • Nature refers to the hereditary factors or the genes of an individual which not only defines physical appearance but also personality and behaviour. • Theorists that take this viewpoint would argue that Tomos has an inbuilt tendency to become dependent upon alcohol and this is carried in his genes and has been inherited from his father and grandfather. • Nurture refers to various environmental factors that impact our personality traits and behaviour e.g. our childhood experiences, how and where the child is raised, social relationships, and culture. • Theorists that take this viewpoint believe it is the way that Tomos has been nurtured (brought up) and how he has learned from his environment and role models (father and grandfather) that drinking alcohol was considered acceptable. <p>As Tomos was brought up in an environment where drinking alcohol is a normal pattern of behaviour, he is more likely to copy the behaviour and drink alcohol than an individual who has been brought up in an environment where drinking alcohol is not part of everyday life.</p> <p>Different developmental theorists take a different approach towards nature and nurture. Some theorists believe it is predominately nature that is responsible for shaping an individual's behaviour, others believe it is the way an individual has been nurtured, which influences their behaviour.</p> <p>Credit any other valid response.</p>	8			8

Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent response using detailed knowledge of the nature/nurture debate to examine why Tomos is likely to develop an alcohol dependency.</p>
3	<p style="text-align: center;">5-6 marks</p> <p>A good response using knowledge of the nature/nurture debate to examine why Tomos is likely to develop an alcohol dependency.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A basic response using some knowledge of the nature/nurture debate to examine why Tomos is likely to develop an alcohol dependency.</p>
1	<p style="text-align: center;">1-2 mark</p> <p>A limited response using little knowledge of the nature/nurture debate to examine why Tomos is likely to develop an alcohol dependency.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question		Answer	Total Mark	AO1	AO2	AO3
4	(b)	<p><i>Describe how alcohol dependency could affect Tomos's long term development in adulthood.</i></p> <p>Award up to 4 marks Award 1-2 marks for a basic description. Award 3-4 marks for a clear description.</p> <p>Answers may refer to: Alcohol dependency may:</p> <ul style="list-style-type: none"> • damage employment prospects as alcohol affects concentration, judgement, mood and memory. This can affect how an individual may perform at work and their attendance at work • increase the risk of developing liver disease e.g. cirrhosis • increase the risk of developing dementia • increase blood pressure which can lead to heart attack and having a stroke • increase the risk of anti-social and criminal behaviour • affect the ability to form and maintain healthy personal relationships • increase the risk of developing depression • increase the risk of suicide. <p>Credit any other valid response.</p>	4	4		

Question		Answer	Total Mark	AO1	AO2	AO3
4	(c)	<p><i>Explain how approaches to promoting and protecting resilience could help an individual to address alcohol dependency.</i></p> <p>Award up to 6 marks.</p> <p>Answer may refer to:</p> <ul style="list-style-type: none"> encouraging individuals to take part in therapeutic activities in their local community by joining a self-help group will provide them with advice and support on how to address their alcohol dependency and the opportunity to make contact with others in a similar situation encouraging individuals to take part in recreational activities within their local community, e.g. creative activities will support individuals to gain new skills and increase their social networks, which will have a positive impact upon their self-esteem and ability to cope with the challenges they may face when dealing with alcohol dependency individuals should be encouraged to be responsible for their own physical health and well-being by being supported to make lifestyle changes. This may be through receiving counselling therapy, attending support groups and receiving support from health professionals. This will support them to be able to live a healthy lifestyle without being dependent upon alcohol any health and social care professional supporting an individual with alcohol dependency should promote a positive environment which is forward-looking and promote the strengths of the individual to show them that it is possible for them to give up their dependency on alcohol to achieve their own personal outcomes. <p>Credit any other valid response.</p>	6		6	

Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation which shows detailed knowledge and understanding of how approaches to promoting and protecting resilience could help an individual to address alcohol dependency.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation which shows some knowledge and understanding of how approaches to promoting and protecting resilience could help an individual to address alcohol dependency.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation which shows little knowledge and understanding of how approaches to promoting and protecting resilience could help an individual to address alcohol dependency.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	Total Mark	AO1	AO2	AO3
5	<p>(a) (i) (ii)</p> <p><i>Anwen is 82 years old and has arthritis. She lives alone and rarely leaves the house. She has daily visits from a neighbour who helps her with household chores. The neighbour has recently noticed that Anwen isn't coping well as she has lost weight, appears depressed and is reluctant to engage in conversation. Some days Anwen doesn't wash or get dressed but stays in her nightclothes.</i></p> <p><i>Identify two possible reasons for the change in Anwen's behaviour.</i></p> <p>Award up to 2 marks. 1 for each correct response.</p> <p>Answer may refer to:</p> <ul style="list-style-type: none"> • be lonely • be in pain from her arthritis • be feeling socially excluded • have the onset of an illness such as dementia or a urine infection causing her to feel unwell. <p>Credit any other valid response.</p>	2	2		
	<p>(b)</p> <p><i>Explain the influence of economic factors on adults in later life.</i></p> <p>Award up to 6 marks. Answers may refer to:</p> <p>A number of economic factors can affect development, health, and well-being of adults in later life. These are things to do with money and include:</p> <ul style="list-style-type: none"> • income • savings • bills • debt • material possessions. <p>Economic factors affect the way an individual's physical needs are met and can affect their intellectual, emotional, and social needs.</p>	6		6	

5	(b) Cont.	<p>Many adults in later life have retired and rely on a pension for income. The amount they receive will vary.</p> <p>Many adults own their own homes and will have saved to provide for themselves when they are no longer working.</p> <p>If an adult in later life has a good pension and savings, they will be able to:</p> <ul style="list-style-type: none"> • follow a healthy lifestyle and could afford to eat a healthy diet • pay heating bills during the winter months and are less likely to develop associated ill-health • take part in recreational activities e.g., go to the gym • go on holidays • socialise with friends such as going out for meals or to the theatre. <p>If an adult in later life has a basic pension and little savings, they will find it difficult to:</p> <ul style="list-style-type: none"> • follow a healthy lifestyle, and will find it challenging to afford to eat a healthy diet which can affect health and make an individual more prone to illness • pay heating bills during the winter. A cold environment can lead to ill-health and hypothermia • take part in recreational activities e.g. go to the gym – this can make an individual more prone to weight gain and to develop the associated conditions e.g. diabetes • be able to afford to go on holidays • be able to afford to go out and socialise with friends and they may become isolated and lonely. <p>Credit any other valid response</p>				
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Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation that shows clear knowledge and understanding of the influence of economic factors on adults in later life.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation that shows knowledge and understanding of the influence of economic factors on adults in later life.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation that shows some knowledge understanding of the influence of economic factors on adults in later life.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question		Answer	Total Mark	AO1	AO2	AO3
5	(c)	<p><i>Discuss how Cummings and Henry's theory would account for Anwen's behaviour.</i></p> <p>Award up to 8 marks. Answer may refer to:</p> <p>Cummings and Henry's theory suggests that as individuals move into later adulthood, they begin to withdraw from the roles that were once important in their lives and also start to disengage from society.</p> <p>The theory may account for Anwen's behaviour because:</p> <ul style="list-style-type: none"> • as individuals like Anwen age, their withdrawal from society is normal and desirable as it relieves them of responsibilities and roles that have become difficult. • individuals like Anwen lose social ties to those around them because they expect death. Their abilities to engage with others deteriorate over time this may be why she has become reluctant to engage in conversation with her neighbour • as Anwen begins to disengage, she loses touch with social norms of behaviour which guide interaction. Losing touch with social norms reinforces and advances the process of disengagement. She lives alone and does not go out and has little contact with others apart from her neighbour • Anwen is ready to disengage as she is aware of the short time remaining in her life, being 82, and she no longer wishes to fulfil her current social roles • Anwen's disengagement from day-to-day life is a normal part of the ageing process; disengagement occurs across all cultures. <p>Credit any other valid response.</p>	8			8

Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent discussion demonstrating detailed knowledge and understanding of how Cumming and Henry's theory would account for Anwen's behaviour.</p>
3	<p style="text-align: center;">5-6 marks</p> <p>A good discussion demonstrating knowledge and understanding of how Cumming and Henry's theory would account for Anwen's behaviour.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A basic discussion demonstrating some knowledge and understanding of how Cumming and Henry's theory would account for Anwen's behaviour.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A limited discussion demonstrating little knowledge and understanding of how Cumming and Henry's theory would account for Anwen's behaviour.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	Total Mark	AO1	AO2	AO3
6	<p>(a) <i>Sioned lives in a poorly maintained flat in a high crime area.</i></p> <p><i>Explain how the following factors can have a negative impact on Sioned's growth and development.</i></p> <p>(i) <i>Crime</i> (ii) <i>Poor quality housing</i></p> <p>Award up to 4 marks for each factor. Award 3-4 marks for a good explanation. Award 1-2 marks for a basic explanation.</p> <p>Answers may include:</p> <p>Crime There is a relationship between living in neighbourhoods affected by crime and the tendency to develop mental health problems Sioned may develop:</p> <ul style="list-style-type: none"> • depression • increased levels of anxiety • psychological distress. <p>Sioned may be fearful of going out alone and become socially isolated and lonely.</p> <p>Sioned may be tempted to take part in criminal activity herself just to 'fit in' with others living close by.</p> <p>Poor quality housing Poor quality housing may be damp and badly maintained. This environment is associated with the development of a wide range of health conditions:</p> <ul style="list-style-type: none"> • respiratory infections • asthma • lead poisoning • injuries • mental health conditions. <p>Sioned would be more susceptible to developing ill-health if she is living in poor quality housing. She may have less living space and be living in overcrowded conditions which can promote the spread of infectious diseases.</p> <p>Credit any other valid response.</p>	8		4 4	

Question	Answer	Total Mark	AO1	AO2	AO3
6	<p><i>Some people in the area experience depression.</i></p> <p>(b) <i>Describe the long term effects of living with depression in adulthood.</i></p> <p>Answers may include: Individuals living with long term depression in adulthood are:</p> <ul style="list-style-type: none"> • at a higher risk of heart disease, • more likely experience unusual weight gain or loss • more likely to develop weakened immune system • at a higher risk of disturbed sleep patterns leading to chronic fatigue and irritability, which may lead to poor concentration at school, poor academic achievement or an inability to cope with working • at a higher risk of developing drug or alcohol dependency or showing reckless/abusive behaviour • at an increased chance of suicide if their depression is untreated • likely to live a poor quality of life if untreated • less likely to form lasting and meaningful relations become more isolated. <p>Credit any other valid response.</p>	6	6		

AO1
<p>5-6 marks</p> <p>A very good description showing clear knowledge and understanding of the long term effects of living with depression in adulthood.</p>
<p>3-4 marks</p> <p>A good description showing knowledge and understanding of the long term effects of living with depression in adulthood.</p>
<p>1-2 marks</p> <p>A basic description showing some knowledge and understanding of the long – term effects of living with depression in adulthood.</p>
<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	Total Mark	AO1	AO2	AO3
6	<p>(c) <i>Building resilience is one way that can address the long term impact of depression.</i></p> <p><i>Discuss other approaches that can be used by individuals to address the long term impact of depression.</i></p> <p>Award up to 5 marks.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • modelling, social skills training and activities to help an individual achieve greater independence (social learning). This can be achieved by integrating more with their community and support groups and enable an individual to learn coping strategies • reassurance, encouragement and validation and exploring links to attachment may be available through counselling, and support groups. This could provide an individual with an explanation for their depression and teach them that they are not alone and provide them with ways to manage their depression • support from community resources and participation in activities may help to increase self-confidence and self-esteem, and improve an individual's self-concept. • enabling an individual to meet their own needs by increasing their own strength and capacity. This will follow as their self-confidence and self-esteem improves and they become more able to manage their depression and cope with the demands of everyday life. <p>Credit any other valid response.</p>	5			5

Band	AO3
3	<p style="text-align: center;">5 marks</p> <p>A very good response that discusses in detail other approaches apart from building resilience that can be used by individuals to address the long term impact of depression.</p>
2	<p style="text-align: center;">3-4 marks</p> <p>A good response that discusses other approaches apart from building resilience that can be used by individuals to address the long term impact of depression.</p>
1	<p style="text-align: center;">1-2 marks</p> <p>A basic response with some attempt to discuss other approaches apart from building resilience that can be used by individuals to address the long term impact of depression.</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Mapping of Assessment Objectives					
	Content	AO1	AO2	AO3	Total mark
1. (a)	2.1	2			
(b) (i) (ii)	2.1	1 1			
(c)	2.2		6		
(d)	2.2			5	15
2. (a)	2.1	2			
(b)	2.1	6			
(c) (i) (ii)		1 1			10
3. (a)	2.1		8		
(b)	2.1	4			
(c)		2			
(d)	2.3			8	22
4. (a)	2.1			8	
(b)	2.1	4			
(c)	2.2		6		18
5. (a) (i) (ii)	2.1	1 1			
(b)	2.1		6		
(c)	2.2			8	16
6. (a) (i) (ii)	2.1		4 4		
(b)	2.1	6			
(c)	2.1			5	19
TOTAL		32	34	34	100 Marks
		32%	34%	34%	