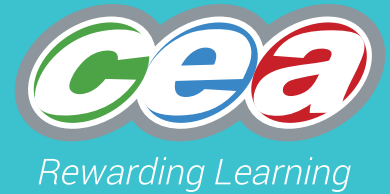


GCSE



CCEA GCSE Specimen  
Assessment Materials for  
**Health and Social  
Care**

For first teaching from September 2017  
For first assessment in Summer 2018  
For first award in Summer 2019  
Subject Code: 0003





# Foreword

CCEA has developed new specifications which comply with criteria for GCSE qualifications. The specimen assessment materials accompanying new specifications are provided to give centres guidance on the structure and character of the planned assessments in advance of the first assessment. It is intended that the specimen assessment materials contained in this booklet will help teachers and students to understand, as fully as possible, the markers' expectations of candidates' responses to the types of tasks and questions set at GCSE level. These specimen assessment materials should be used in conjunction with CCEA's GCSE Health and Social Care specification.



# GCSE Health and Social Care

## Specimen Assessment Materials

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## **SPECIMEN PAPERS**

## **SPECIMEN PAPERS**





Rewarding Learning

General Certificate of Secondary Education  
2018

Centre Number

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Candidate Number

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# Health and Social Care

## Unit 1

### Personal Development, Health and Well-Being

[CODE]

## SPECIMEN PAPER

#### TIME

1 hour 30 minutes.

#### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.  
Answer **all** questions.

#### INFORMATION FOR CANDIDATES

The total mark for this paper is **100**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

Quality of written communication will be assessed in questions **2(c)**, **3(d)** and **3(e)**

For Examiner's use only	
Question Number	Marks
1	
2	
3	
<b>Total Marks</b>	

1 Mark, aged 43, and Paula, aged 40 have been living together for twenty years.

Examiner Only	
Marks	Re-mark

(a) (i) Mark and Paula are in the life stage of middle adulthood which is from \_\_\_\_\_ to \_\_\_\_\_ years. [2]

(ii) Write down the **four** life stages Mark and Paula have already passed through.

1 \_\_\_\_\_ [1]

2 \_\_\_\_\_ [1]

3 \_\_\_\_\_ [1]

4 \_\_\_\_\_ [1]

(b) (i) Write down the type of relationship between Mark and Paula.  
 \_\_\_\_\_ [1]

(ii) Mark and Paula have a good relationship and enjoy spending time together.

Explain **two** ways this may have a positive effect on Mark's emotional development.

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

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

(c) Describe how you would expect Paula to develop **physically** during her current life stage.

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[3]

(d) (i) Paula is being made redundant from her job as a librarian at the end of the year.

Use the following headings to assess how redundancy may affect Paula's personal development.

Effect on intellectual development

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[3]

Examiner Only	
Marks	Re-mark

Effect on emotional development

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[3]

Effect on social development

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[3]

(ii) Describe how a voluntary sector organisation may help Paula cope with the effects of redundancy.

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[3]

Examiner Only

Marks	Re-mark

(e) Occupational hazards are unpleasant effects a person may experience as a result of doing their job. Mark works as a taxi driver in a large city. He works long hours including early starts, late finishes and all night shifts.

Use the following headings to describe how Mark's health and well-being may be affected by occupational hazards.

Effect on Mark's **physical** health and well-being

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[3]

Effect on Mark's **social** health and well-being

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[3]

Examiner Only	
Marks	Re-mark

2 The Kava family have moved from Poland to Northern Ireland. They have one daughter Marta who is fourteen years old.

(a) List **three** examples of Marta's emotional development during her current life stage.

1 \_\_\_\_\_  
\_\_\_\_\_ [1]

2 \_\_\_\_\_  
\_\_\_\_\_ [1]

3 \_\_\_\_\_  
\_\_\_\_\_ [1]

(b) Describe how each of the following factors may **positively** affect Marta's self-concept.

Appearance

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

Culture/ethnicity

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

Examiner Only	
Marks	Re-mark

Education

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[3]

(c) Marta's father smokes twenty cigarettes a day.

Analyse how smoking may affect an individual's **physical**, **emotional** and **social** health and well-being.

Quality of written communication will be assessed in your answer.

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Examiner Only

Marks Re-mark

Marks	Re-mark





(d) Olga, Marta's mother, did not want to immigrate to Northern Ireland.

Use the following headings to describe how immigration may have a **negative** effect on Olga's development.

Effect on **emotional** development

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[3]

Effect on **social** development

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[3]

Examiner Only	
Marks	Re-mark

- (e) Olga's friends provided her with support to help her cope with the move to Northern Ireland.

Explain how Olga's friends may have helped her cope with this life change using the headings below.

Emotional support

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[2]

Practical help

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[2]

Advice

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[2]

Examiner Only	
Marks	Re-mark

3 Emma, aged 7, and Jamie, aged 4 live with their parents.

(a) Explain **three** ways you would expect Emma and Jamie to develop **intellectually** during their current life stage.

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

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

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

(b) Describe how starting school may have a **positive** effect on Jamie’s social development.

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

Examiner Only	
Marks	Re-mark

(c) Complete the table below to show the types of relationships Emma has.

Emma's relationship with:	Type of relationship:
Jamie	
her teacher	

[2]

Examiner Only	
Marks	Re-mark











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[12]

Examiner Only	
Marks	Re-mark

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**THIS IS THE END OF THE QUESTION PAPER**

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# Health and Social Care

Controlled Assessment Task

Unit 2: Working in the Health, Social Care  
and Early Years Sectors

**[CODE]**

**SPECIMEN**

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## INSTRUCTIONS TO CANDIDATES

You must:

Complete **all** parts

Include a reference list of all sources used

Observe the word limits for each section

Present your work in an A4 soft backed folder

## INFORMATION FOR CANDIDATES

This unit carries a weighting of **50%**.

The total mark for this unit is **100**.

Final submission date **May 2019**

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## Specimen Controlled Assessment Task for Unit 2

### Working in the Health, Social Care and Early Years Sectors

(May 2019)

Below is the controlled assessment task for GCSE Health and Social Care

Candidates must complete **all** parts

#### Part A

- (i) Choose an adult (real or fictional) with a physical disability and describe how the disability impacts on the physical, intellectual, emotional and social needs of the chosen individual.

Word limit – 1000 words

- (ii) Analyse how integrated health and social care services meet the needs of the chosen individual.

Word limit – 1200 words

#### Part B

- (i) Explain, using examples, **four** ways children may access health and social care services

Word limit – 200 words

- (ii) Assess the potential barriers children may face when accessing health and social care services and analyse how these barriers may be overcome.

Word limit – 1000 words

#### Part C

- (i) Carry out an investigation and describe the job roles of **three** practitioners who work with older people.

Word limit – 600 words

- (ii) Analyse how **one** of the three practitioners may apply the values of care in his/her day to day work with service users.

Word limit – 700 words

- (iii) Evaluate your sources of evidence for Part C

Word limit – 300 words

## **MARK SCHEMES**

## **MARK SCHEMES**



**General Certificate of Secondary Education**

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## **Health and Social Care**

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# **GENERAL MARKING INSTRUCTIONS**

## **General Marking Instructions**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for Health and Social Care.

Candidates must:

- AO1** demonstrate knowledge and understanding of the specified content;
- AO2** apply knowledge, skills and understanding in a variety of health, social care and early years contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions (AO3).

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.



### **Levels of response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is adequate.

Level 3: Quality of written communication is competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Adequate):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 (Competent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

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# **Health and Social Care**

Unit 1:

Personal Development, Health and Well-Being

**[CODE]**

**SPECIMEN**

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**MARK  
SCHEME**

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- 1 (a) (i) Mark and Paula are in the life stage of middle adulthood which is from \_\_\_\_ to \_\_\_\_ years. (AO1)

40 to 64 (2 × [1]) [2]

- (ii) Write down **four** life stages Mark and Paula have already passed through. (AO1, AO2)

- infancy
- childhood
- adolescence
- early adulthood (4 × [1]) [4]

- (b) (i) Write down the type of relationship between Mark and Paula. (AO1)

intimate/sexual (1 × [1]) [1]

- (ii) Mark and Paula have a good relationship and enjoy spending time together.

Explain **two** ways this may have a positive effect on Mark's emotional development. (AO1, AO2, AO3).

Examples of suitable points to be explained:

- source of emotional support as Mark will be able to share worries, concerns and problems with Paula and receive reassurance, support and advice
- Mark will have feelings of being loved, valued and cared for
- Mark will have a sense of belonging as he has a strong relationship with Paula
- Mark will have a positive self-concept as he feels valued/confident and has a high self esteem.

All other valid responses will be given credit

[1] basic explanation

[2] competent explanation (2 × [2]) [4]

- (c) Describe how you would expect Paula to develop **physically** during her current life stage. (AO1, AO2)

Examples of suitable points to be described:

- signs of ageing continue for example, wrinkles and grey hair
- eyesight will deteriorate
- body systems become less efficient
- Paula will experience the menopause/periods will stop/no longer able to have children

All other valid responses will be given credit

[1] basic description  
 [2] adequate description  
 [3] competent description  
 (one point in detail or two or more points in less detail) (1 × [3]) [3]

- (d) (i) Use the following headings to assess how redundancy may affect Paula's personal development. (AO1, AO2, AO3)  
 Examples of suitable responses:

Effect on intellectual development

- Paula may get a new job and develop additional skills
- Paula may retrain to enhance her employment opportunities and develop new skills
- Paula may have more time to take up new hobbies/interests and develop new skills
- Paula may miss the stimulation of work
- Paula will lose the opportunity to undertake further training or develop skills in work
- Paula will have less income and may not be able to afford to take part in activities which may promote her intellectual development, for example hobbies, travel or night classes

All other valid responses will be given credit

[1] basic assessment  
 [2] adequate assessment  
 [3] competent assessment  
 (one point in detail or two or more points in less detail) (1 × [3])[3]

Effect on emotional development

- Paula may see redundancy as a challenge and look forward to developing her career, increasing her self esteem
- Paula may experience less work related stress
- Paula may feel a sense of failure that she perhaps was not competent enough at her job to be retained
- Paula may experience a loss of purpose as she will no longer be working
- Paula may experience stress and worry due to loss of income
- Paula may feel undervalued
- Paula may lose her confidence resulting in low self-esteem and a negative self-concept

All other valid responses will be given credit

[1] basic assessment  
 [2] adequate assessment  
 [3] competent assessment  
 (one point in detail or two or more points in less detail) (1 × [3])[3]

Effect on social development

- Paula will have more time to take part in social activities with her partner
- Paula will have more time to take part in hobbies/activities with her friends
- Paula may develop new friendships with others when she takes up hobbies and activities
- Paula will have less income resulting in less money to socialise with friends or go on holiday
- Paula may lose contact with friends from work
- Paula will have less opportunities to take part in social activities associated with work
- Paula may miss the social contact/interactions with members of the public who visit the library

All other valid responses will be given credit

[1] basic assessment

[2] adequate assessment

[3] competent assessment

(one point in detail or two or more points in less detail) (1 × [3])[3]

- (ii) Describe how a voluntary sector organisation may help Paula cope with the effects of redundancy. (AO1, AO2).

Examples of suitable points to be described:

- provide Paula with advice on financial matters, for example benefit entitlement and redundancy payment
- provide Paula with practical help, for example assist with completing forms for benefits
- provide Paula with information, for example leaflets on redundancy rights and period of notice
- provide Paula with emotional support, for example listen to concerns and worries

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail) (1 × [3])[3]

- (e) Use the following headings to describe how Mark's health and well-being may be affected by occupational hazards. (AO1, AO2)

Examples of suitable points to be described:

Effect on Mark's **physical** health and well-being

- Mark may experience injuries due to risk of being involved in road traffic accidents or being assaulted by customers
- Mark may become very tired or exhausted due to working long hours and shifts

- Mark may become overweight as he has a sedentary job and may eat an unbalanced diet due to working shifts and long hours
- Mark may become unfit due to sedentary occupation and lack of opportunities to exercise

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail) (1 × [3]) [3]

Effect on Mark's **social** health and well-being

- Mark may have less opportunities to take part in social activities as he works long hours
- Mark may lose contact with his friends if he is not able to go out with them due to his shift work and long hours
- Mark may be unable to take part in social activities with Paula due to working long hours and shifts or he may be too tired to go out

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail) (1 × [3]) [3]

32

**2 (a)** List **three** examples of Marta's emotional development during her current life stage. (AO1)

Examples of suitable points to be listed:

- mood swings/happy one minute, sad the next
- get angry quickly
- may feel insecure
- lack confidence
- low self-esteem
- feel more independent
- strong feelings in relationships
- feelings of stress due to, for example, exams or relationship problems
- may experiment with different identities

All other valid responses will be given credit

(3 × [1])

[3]

(b) Describe how each of the following factors may **positively** affect Marta's self-concept. (AO1, AO2, AO3)

Examples of suitable points to be described:

#### Appearance

- Marta may be happy with her appearance, have a positive self-image
- Marta may feel attractive/feel positive about her looks
- Marta may have more confidence resulting in high self-esteem

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail) (1 × [3]) [3]

#### Culture/ethnicity

- Marta may have a sense of pride/feel proud of her culture
- Marta may have a sense of belonging/member of a group sharing beliefs/taking part in celebrations
- Marta may feel valued resulting in confidence and high self-esteem

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail) (1 × [3]) [3]

#### Education

- Marta may have a sense of satisfaction/achievement/pride
- Marta may feel confident, more knowledgeable and successful following a positive education experience

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail) (1 × [3]) [3]

(c) Analyse how smoking may affect an individual's **physical**, **emotional** and **social** health and well-being. (AO1, AO2, AO3)

Examples of suitable responses:

#### Physical health and well-being

- increases risk of cancers for example cancer of the lungs, larynx, mouth and throat, gum disease, respiratory diseases such as bronchitis and chronic obstructive pulmonary disease (COPD).



- raises blood pressure resulting in stroke. Chemicals in the smoke cause blood vessels to become swollen and inflamed resulting in hardened arteries causing heart disease

Emotional health and well-being

- feelings of guilt, for example damaging own health and health of others, wasting money which family may need, low self esteem

Social health and well-being

- may be unable to afford holidays/outings with friends/family due to the cost of smoking
- may avoid going to cinemas and other social events due to being unable to smoke in the premises

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

### **Level 1 ([1]–[3])**

Overall impression: basic

- limited knowledge and understanding of how smoking may affect an individual's physical, emotional and social health and well-being
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse how smoking may affect an individual's physical, emotional and social health and well-being
- may list several ways how smoking may affect an individual's physical and social health and well-being
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 ([4]–[6])**

Overall impression: adequate

- adequate knowledge and understanding of how smoking may affect an individual's physical, emotional and social health and well-being
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse how smoking may affect an individual's physical, emotional and social health and well-being
- must analyse two aspects to achieve in this level

- may analyse some aspects in more detail than others
- quality of written communication is adequate. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make meaning evident.

### Level 3 ([7]–[9])

Overall impression: competent

- competent knowledge and understanding of how smoking may affect an individual's physical, emotional and social health and well-being
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse how smoking may affect all three aspects (physical, emotional and social) of an individual's health and well-being
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

- (d) Use the following headings to describe how immigration may have a **negative** effect on Olga's development. (AO1, AO2, AO3)

Examples of suitable points to be described:

Emotional development

- Olga may have feelings of anxiety/insecurity/apprehension
- Olga may have feelings of isolation/loneliness/sense of loss
- Olga may miss her family and friends from home

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

(one point in detail or two or more points in less detail) (1 × [3]) [3]

Social development

- Olga may lose contact with her friends from Poland
- Olga may experience difficulties making friends
- Olga may lack opportunities to take part in social activities.

All other valid responses will be given credit

[1] basic description

[2] adequate description

[3] competent description

- (one point in detail or two or more points in less detail) (1 × [3]) [3]
- (e) Explain how Olga's friends may have helped her cope with this life change using the headings below. (AO1, AO2)
- Examples of suitable points to be explained:

#### Emotional support

- Olga's friends may have helped her cope by promising to keep in touch. They may do this, for example by texting, emailing, phoning or face timing
- Olga's friends may have helped her cope by listening to her concerns and worries about moving to a new country and offering reassurance by trying to understand how she might be feeling and help her to overcome her fears

All other valid responses will be given credit

[1] basic explanation

[2] competent explanation (1 × [2]) [2]

#### Practical help

- Olga's friends may have helped her cope by helping her choose and pack possessions to take with her, for example essential items such as birth certificate, passport, health records, suitable clothing and sentimental items such as family photos
- Olga's friends may have helped her cope by helping her fill in forms, for example essential immigration forms or job application forms
- Olga's friends may have helped her cope by providing transport, for example taking her and her family to the airport
- Olga's friends may have helped her cope by giving her contact details of friends they have in Northern Ireland who may provide her with temporary accommodation and advice

All other valid responses will be given credit

[1] basic explanation

[2] competent explanation (1 × [2]) [2]

#### Advice

- Olga's friends may have helped her cope by suggesting ways that she could keep herself safe, for example being careful about who she makes friends with
- Olga's friends may have helped her cope by encouraging her to keep in touch with the family and friends in Poland
- Olga's friends may have helped her cope by offering advice on looking for a job, for example writing a CV or using the local Job Centre
- Olga's friends may have helped her cope by encouraging her to join groups or organisations, for example community, voluntary groups or the church to get to know people

All other valid responses will be given credit

[1] basic explanation

- 3 (a) [2] competent explanation (1 × [2]) [2]  
Explain **three** ways you would expect Emma and Jamie to develop **intellectually** during their current life stage. (AO1, AO2)

Examples of suitable points to be explained:

- language development continues to expand for example learning new vocabulary and constructing complex sentences
- reading skills develop, for example from learning phonics to recognising common words and from reading simple books with pictures to reading short sentences and books with no pictures
- writing skills develop, for example from making marks to writing their name and from writing simple sentences to complex sentences and constructing paragraphs; writing becomes smaller and joined up
- drawing skills develop, for example from big shapes with little form to drawing recognisable pictures in proportion using different media
- understanding of numbers develops, for example they progress in counting and in their mathematical skills from addition to subtraction and multiplication and division; concepts of measurement develop for example length, weight and capacity
- moral understanding of right and wrong develops for example understanding what a lie is and progressing from black and white views of right and wrong to more subtle judgements
- concentration develops, for example from a short concentration span to a longer period of time working alone
- problem solving skills develop, for example they can apply logic to solve problems
- learn a range of new skills, for example, completing word searches and puzzles, using a computer or tablet or playing a musical instrument
- memory continues to develop for example they are able to recall greater amounts of more complex information

All other valid responses will be given credit

[1] basic explanation

[2] competent explanation (3 × [2]) [6]

- (b) Describe how starting school may have a **positive** effect on Jamie's social development. (AO2, AO3)

Examples of suitable points to be described:

- opportunity to make new friends, for example with peers in his class
- develops relationships with others, for example with teachers, classroom assistants and other pupils
- develops social skills, for example by sharing and co-operating by playing games and group activities
- opportunities to take part in social activities, for example school

trips and school plays  
All other valid points will be given credit

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MARKS

- [1] basic description
- [2] adequate description
- [3] competent description
- (one point in detail or two or more points in less detail) (1 x [3]) [3]

- (c) Complete the table below to show the types of relationships Emma has. (AO2)
- family
  - working (2 × [1]) [2]

- (d) Analyse the expected patterns of **physical, intellectual** and **emotional** development in infancy. (AO1, AO2, AO3)

Examples of suitable responses:

Physical development

- Growth: the first year of life is a period of rapid growth with infants doubling their average birth weight of 3.3 kg by 6 months and tripling it by one year old. At 3 years the average weight is 14 kg. The average length at birth is 51cm, this increases rapidly to a height of 94 cm by 3 years. Milk teeth first appear at around 6 months and by age 2-3 years most children have a full set of 20 teeth.
- Gross motor skills: at birth the infant has primitive reflexes for example sucking and grasping. By the age of 3 months they can kick their legs vigorously, by 6 months they can sit with support and roll over, by 9 months they can sit with support, crawl and shuffle. They progress to standing alone, walking while holding on and by 12–18 months old most can walk alone. Development continues by walking down stairs with hand held to rolling and throwing a ball by 18 months. Progress develops by walking down stairs with both feet on one step, climbing on furniture and kicking a ball confidently. By the age of 3 infants can walk on tiptoes and peddle a tricycle.
- Fine motor skills: the infant adapts the grasping reflex by 4 months to hold a rattle, by 6 months can pass an object from one hand to another, the pincer grip/grasp develops and the infant can pick up small items by using the middle finger and thumb by 9 months, by 12 months the infant has developed a neat pincer grip/grasp and can pick up items from the floor or can click cubes together, by 18 months the infant can hold a crayon and scribble and by 24 months draws circles and dots and can build a tower of 6 bricks, by 36 months the infant can turn pages in a book, draw a face and thread large beads.

### Intellectual Development

- Language and vocabulary: the infant makes noises when spoken to and makes non-crying noises such as cooing and gurgling by 1 month, by 6 months the infant babbles and uses monosyllables such as 'ga ga', and understands meanings of words such as 'mama' and 'dada', by 12 months the infant speaks a few recognisable words and understands many more, by 18 months the infant uses up to 40 recognisable words and uses holophrases, by 24 months the infant can speak over 200 words and has accumulated new words rapidly, uses telegraphic speech, by 36 months the infant can talk in sentences and carry on simple conversations.
- Cognition: by 1 month the infant recognises their primary carer, by 3 months the infant takes an interest in their surroundings, by 6 months understands objects and know what to expect from them, by 9 months has developed object permanence, by 15 months understands the names of various parts of the body and can identify pictures of a few named objects, by 24 months the infant begins to understand the consequences of their own actions and those of others and can follow simple instructions, by 36 months can match primary colours, begin to understand the concept of time, are fascinated by cause and effect and can sort objects into simple categories.

### Emotional development

- Bonding: it is believed that the young baby forms a bond with the main carer but also enjoys being cuddled and cared for by others and has the capacity to show affection.
- Attachment: by the age of around 6 months the infant will develop stranger fear and separation distress indicating the development of an attachment, by 8 months most infants show evidence of multiple attachments, by 12 months most infants are less anxious around strangers.
- Independence: develops during infancy as the infant becomes more confident in doing things for themselves and by themselves for example feeding.
- Control of emotions: control of emotions develops during this stage for example at around 24 months infants display negative behaviours, for example temper tantrums as a result of frustrations, as they can't express themselves in other ways. By the age of 36 months they are more able to control their emotions.

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

**Level 1 ([1]–[4])**

Overall impression: basic

- limited knowledge and understanding of physical, intellectual and emotional development during infancy
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse the expected patterns of physical, intellectual and emotional development during infancy.
- may list examples
- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([5]–[8])**

Overall impression: adequate

- an adequate knowledge and understanding of physical, intellectual and emotional development during infancy
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse the expected patterns of physical, intellectual and emotional development during infancy
- must analyse at least two different types of development to achieve in this level
- may analyse some aspects in more detail than others
- quality of written communication is adequate. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make meaning evident.

**Level 3 ([9]–[12])**

Overall impression: competent

- a competent knowledge and understanding of physical, intellectual and emotional development during infancy
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse the expected patterns of all three aspects (physical, intellectual and emotional development) during infancy
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.



- (e) Evaluate the possible effects of physical abuse on the **physical, emotional** and **social** health and well-being of a child.(AO1, AO2, AO3)

In terms of evaluation candidates are required to weigh up how physical abuse may affect the health and well-being of a child in terms of physical, intellectual, emotional and social health and well-being. They are required to present arguments and make reasoned judgements on how each aspect of health and well-being may be affected.

Examples of suitable responses:

#### Physical health and well-being

Injuries for example: cuts, bruises, burns and broken bones; depending on the extent of the abuse; poor physical development for example being underweight or not achieving expected norms; disrupted sleeping patterns or insomnia resulting in tiredness and in the longer term for some victims, risk of taking up behaviours such as smoking, alcohol misuse and illegal drug use which affect physical health.

#### Emotional health and well-being

Feelings of being unloved, unwanted, rejected, abandoned and uncared for; fear, anxiety and stress resulting in depression; anger displayed through difficult and aggressive behaviour and loss of confidence resulting in low self-esteem and a negative self-concept. Some children may be emotionally resilient and therefore more able to cope and recover.

#### Social health and well-being

Poor relationships with peers; difficulty forming and maintaining relationships and lack of friendships resulting in loneliness and isolation. Some children may reach out to another adult such as a social worker or teacher and develop new relationships.

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

#### **Level 1 ([1]–[4])**

Overall impression: basic

- limited knowledge and understanding of the possible effects of physical abuse on the physical, emotional and social health and well-being of a child
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to evaluate the possible effects of physical abuse on the physical, emotional and social health and well-being of a child
- may list examples



- quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([5]–[8])**

Overall impression: adequate

- adequate knowledge and understanding of the possible effects of physical abuse on the physical, emotional and social health and well-being of a child
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to evaluate the possible effects of physical abuse on the physical, emotional and social health and well-being of a child
- must address at least two aspects of health and well-being to achieve in this level
- candidates who evaluate only two aspects cannot achieve beyond this level
- may evaluate some aspects in more detail than others
- quality of written communication is adequate. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficient to make meaning evident.

**Level 3 ([9]–[12])**

Overall impression: competent

- competent knowledge and understanding of the possible effects of physical abuse on the physical, emotional and social health and well-being of a child
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to evaluate the possible effects of physical abuse on all three aspects (physical, emotional and social) health and well-being of a child
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

**AVAILABLE  
MARKS**

35

**Total**

**100**

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*Rewarding Learning*

**General Certificate of Secondary Education  
2019**

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# **Health and Social Care**

Unit 2

Working in the Health, Social Care  
and Early Years Sectors

**[CODE]**

**SPECIMEN**

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**MARK  
SCHEME**

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## Unit 2: Working in the Health, Social Care and Early Years Sectors

### Controlled Assessment Task Assessment Criteria

	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range	Marks awarded
	Overall Impression: Basic  Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear. A limited range of specialist terms is used appropriately. At this level, candidates may require support and guidance to produce:		Overall Impression: Adequate  Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear. An adequate range of specialist terms is used appropriately. At this level, candidates may only require guidance to produce:		Overall Impression: Competent  Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is reasonably clear. A good range of specialist terms is used appropriately. At this level, candidates may only require little guidance to produce:		Overall Impression: Highly Competent  Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear. A wide range of specialist terms is used skilfully and with precision. At this level, candidates work independently to produce:		
A(i) AO1 AO2	A basic description of how the disability impacts on the physical, intellectual, emotional and social needs of the chosen individual	[1]–[4]	An adequate description of how the disability impacts on the physical, intellectual, emotional and social needs of the chosen individual	[5]–[9]	A competent description of how the disability impacts on the physical, intellectual, emotional and social needs of the chosen individual	[10]–[14]	A highly competent description of how the disability impacts on the physical, intellectual, emotional and social needs of the chosen individual	[15]–[18]	
A(ii) AO1 AO2 AO3	A basic analysis of how integrated health and social care services meet the needs of the chosen individual	[1]–[6]	An adequate analysis of how integrated health and social care services meet the needs of the chosen individual	[7]–[12]	A competent analysis of how integrated health and social care services meet the needs of the chosen individual	[13]–[17]	A highly competent analysis of how integrated health and social care services meet the needs of the chosen individual	[18]–[22]	
B(i) AO1 AO2	A basic explanation using examples of four ways children may access health and social care services	[1]	An adequate explanation using examples of four ways children may access health and social care services	[2]	A competent explanation using examples of four ways children may access health and social care services	[3]	A highly competent explanation using examples of four ways children may access health and social care services	[4]	

	<b>Mark Band 1</b>	<b>Mark Range</b>	<b>Mark Band 2</b>	<b>Mark Range</b>	<b>Mark Band 3</b>	<b>Mark Range</b>	<b>Mark Band 4</b>	<b>Mark Range</b>	<b>Marks awarded</b>
B(ii) AO1 AO2 AO3	A basic assessment of the potential barriers children may face when accessing health and social care services. A limited analysis of how these barriers may be overcome	[1]–[4]	An adequate assessment of the potential barriers children may face when accessing health and social care services. An adequate analysis of how these barriers may be overcome	[5]–[9]	A competent assessment of the potential barriers children may face when accessing health and social care services. A competent analysis of how these barriers may be overcome	[10]–[14]	A highly competent assessment of the potential barriers children may face when accessing health and social care services. An in depth analysis of how these barriers may be overcome	[15]–[18]	
C(i) AO1 AO2	A basic description of the job roles of three practitioners who work with older people	[1]–[4]	An adequate description of the job roles of three practitioners who work with older people	[5]–[8]	A competent description of the job roles of three practitioners who work with older people	[9]–[12]	A highly competent description of the job roles of three practitioners who work with older people	[13]–[16]	
C(ii) AO1 AO2 AO3	A basic analysis of how one of the three practitioners may apply the values of care in his/her day to day work with service users	[1]–[3]	An adequate analysis of how one of the three practitioners may apply the values of care in his/her day to day work with service users	[4]–[7]	A competent analysis of how one of the three practitioners may apply the values of care in his/her day to day work with service users	[8]–[11]	A highly competent analysis of how one of the three practitioners may apply the values of care in his/her day to day work with service users	[12]–[14]	
C(iii) AO1 AO2 AO3	A basic evaluation of the sources of evidence used for Part C	[1]–[2]	An adequate evaluation of the sources of evidence used for Part C	[3]–[4]	A competent evaluation of the sources of evidence used for Part C	[5]–[6]	A highly competent evaluation of the sources of evidence used for Part C	[7]–[8]	
Total Marks available								100	







INVESTORS  
IN PEOPLE

