

BTEC Level 3 National in Health and Social Care



Health and Social Care

Sample Marked Learner Work

External Assessment- January 2018

Unit 1: Human Lifespan Development

Question 1a)

Patricia is 20 years old. She has a two-year-old daughter called Joy.

Patricia has recently separated from her long-term boyfriend and has decided to move out of the flat she shared with him. Patricia has decided to live with her grandmother, Beatrice.

Beatrice is 78 years old and has been widowed since her husband, Derek, died at the age of 56.

Higher scoring response

1 (a) Premature death can be an unpredictable life event.
Identify **two** other life events that can be unpredictable.

1 Redundancy

2 Divorce

A concise answer, but one that meets the requirements of the command verb 'Identify'. Brevity in the shorter format questions is an effective time management technique which is frequently seen in the most successful candidates' responses.

Lower scoring response

1 (a) Premature death can be an unpredictable life event.
Identify **two** other life events that can be unpredictable. (2)

1 Divorce

2 Bereavement

A common mistake, as the candidate repeated the stem which utilises premature death as an example.

Question 1b)

Higher scoring response

(b) Beatrice is in the life stage of later adulthood.

Identify **four life stages** Beatrice has already passed through.

You must include the correct age range for **each** life stage.

(4)

- 1 infancy 0-2
- 2 early childhood 3-8
- 3 adolescence 9-18
- 4 early adulthood 19-45

The candidate clearly understands the requirement of the question.

Gaining full marks in knowledge based questions (which frequently use the command verb 'identify') is vital for all candidates, but especially those who may struggle to provide higher level/higher scoring answers in the longer format questions.

Lower scoring response

(b) Beatrice is in the life stage of later adulthood.

Identify **four life stages** Beatrice has already passed through.

You must include the correct age range for **each** life stage.

(4)

- 1 ~~infancy~~ Early childhood (7-11)
- 2 Adolescence ~~13-2~~ (11-19)
- 3 Early adult hood 19-
- 4 middle adulthood -45

The candidate has identified four life stages, but does not include the correct age ranges, as required, and is therefore not meeting the demands of the question.

Question 1c)

Joy is two years old and will be going through important stages of growth and development

Explain the difference between growth and development (4 marks)

Higher scoring response

Growth is an increase in a measurable quantity such as height or weight, whereas development refers to the acquisition of skills and more complex abilities such as a child learning the alphabet.

A short, but accurate, answer that clearly meets the requirements of the question and the command verb 'explain.' The learner has correctly explained the difference with appropriate examples in expansion.

Lower scoring response

Growth can ~~be~~^{vary} all over the body ~~and~~ such as height and weight however development is measured through ~~different~~ different milestones which are ~~reached~~^{reached} throughout their lives. Growth can't be measured through milestones as it can't be measured in length (cm). ~~but~~

Candidates who dropped marks on this question generally did not explain both factors. This is a typical example of a one sided answer.

Question 1d)

Joy is now walking and can use a spoon to feed herself.

Describe the difference between fine and gross motor skills (4 marks)

Higher scoring response

Fine motor skills uses the smaller muscles for small movement and holding a pen or pencil in the body e.g. hand gripping. This is more sophisticated and requires more practice, it is developed later on. However, gross motor skills uses the large muscles for large movement around the body, mainly for mobility e.g. crawling or running. This is developed first and requires less practice and is less sophisticated.

A concise and accurate answer that clearly meets the requirements of the question, using clear and accurate examples to demonstrate the difference between fine and gross motor skills.

Lower scoring response

Gross motor skills are larger movements such as hop, skip and jump, picking up a pencil whereas fine motor skills are smaller movements such as waving, clapping.

The candidate does not demonstrate full understanding of the requirements of the question and does not describe the differences as required by the question with some inaccuracies e.g. waving is not a fine motor skill.

Question 1e)

Patricia left her sixth form when she became pregnant and did not complete her Btec Health and Social Care course.

As Beatrice has offered to look after Joy and take her to playgroup, Patricia has now decided to return to college and complete her education.

e) Discuss the impact on Patricia's self-concept of returning to education. (6 marks)

Higher scoring response

~~Patricia's~~ ~~Agita~~ ~~education~~ Self concept is a combination of self image and self esteem. Returning to education could have both a positive and negative impact on Patricia's self concept. As Patricia has been out of school for a while, it may take her more time to get used to being back in a school routine and to meet deadlines. This could have a negative effect on her self esteem as she may doubt herself and her abilities and feel she is not good enough to succeed. Patricia may compare her progress ~~with her progress~~ to other peoples which could impact her self image and self esteem as she may think she is not as capable as everybody else. She may also feel stressed trying to keep up with work which could cause her to be harsh to herself. However, it could have a positive impact on her self concept as she may be happy to return to school to focus on herself and gain a qualification which will help her in the future. This could give Patricia more confidence and a higher self esteem.

This candidate provides a focussed answer that is clearly related throughout to the requirements of the question, and the command verb 'discuss,' supported by a range of relevant examples that are appropriately expanded.

Lower scoring response

Patricia will feel that her self-concept has increased as she will start to feel herself as she has everything that she could possibly need, the help with her daughter, starting back at college.

She will feel more focused as she will have some goals in life to make hers and her daughters future the best it can be.

This candidate does not fully engage with a discussion of the impact on Patricia's self-concept of returning to education.

Some candidates focussed on social factors or intellectual factors without linking these to self-concept, or provided extensive definitions of self-concept that were not required.

Question 1f)

Due to her mother attending college, Joy now spends more time at playgroup, or being looked after by her grandmother or family friends.

f) Discuss the impact of effective bonding on an individual's emotional and social development. Include relevant theories. (10 Marks)

Higher scoring response

An effective bond is crucial for an infant and their primary caregiver who is usually their mother without effective bonding the individual's emotional and social development is likely to suffer. They may grow up to have trust and anger issues due to the feeling of not having that bond and suffer as a younger child. ~~Being~~ ~~that~~ Bowlby's theory of attachment is used frequently, where he suggests that a strong and emotive bond is crucial for an infant and mother and without it they will not develop successfully later on in life and will struggle alongside this is Schaffer and Emerson's proposed theory of the stages of attachment, they believe an infant will create more attachments as they grow older, firstly being their primary caregiver, then their secondary caregiver and then will become able to form attachments to others. For example Joy is likely to have her strongest bond with her mum, being her primary caregiver and then will then become attached to both her father and grandmother.

Many things can prevent a strong attachment being formed at birth for example adoption, disability or emotional disengagement of the parent which could stop that bond. These are all examples of privation where a strong emotional bond has not been created so will have a very negative effect on the baby later in life it may leave them feeling isolated and depressed, which affects their emotional development and may also prevent them from having strong social bonds with friends for example meaning they lack social support due to their trust issues. However if a baby/infant creates a good strong bond then they will feel secure and safe and will last with them, improving both their emotional and social development from infancy to throughout their life.

A level 3 answer (7-10 marks) requires that candidates demonstrate: accurate knowledge and understanding of relevant information with a few minor omissions; evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made; displays a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions; and demonstrates the use of logical reasoning, clarity and appropriate specialist technical language. This example is detailed and shows that the candidate clearly understands the theories involved and is able to accurately apply these to the scenario and discuss the implications of the situation.

Lower scoring response

Now Joy ~~sis~~ is spending more emotional and social time with others she could start to lose her ~~attach~~ attachment with her main carer which is her mother. Also ~~the~~ linking this to a theorie ~~Bowlby~~ Bowlby does the attachment theory of children to mothers. As Joy is going to playgroup and spending time with other carers, Patricia could start developing/feeling disengaged and produce separation anxiety. This means that if Patricia could start to become distressed if she isn't with Joy. Also she could become ~~anxi~~ anxious worrying about how ~~p~~ Joy is at day care and wondering if she is safe. As this progresses and Patricia continues to finish her course at school her bonding time with Joy is decreasing. As a mother they want to spend as much bonding time as they can or as stated before can develop ~~seperat~~ separation anxiety. Depending on social development Joy is connecting with other children around her at playgroup depending on if she ~~sees~~ sees them outside of playgroup is only if another carer takes her as Patricia is at sixth form.

A level 1 answer (0-3 marks) demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions; provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information and, although conclusions may be presented they are likely to be generic assertions rather than supported by evidence.

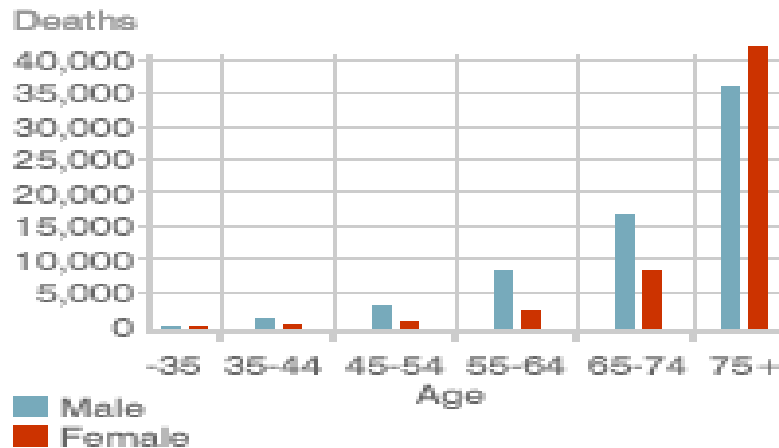
In the example above, despite its length and the inclusion of some specialist terminology, the answer shows limited understanding of the theories or the application/discussion of these theories in relation to the scenario.

Question 2a)

Derek, Beatrice’s husband, died at the age of 56 from cardiovascular disease. Derek’s father and grandfather also died prematurely from similar diseases.

Derek worked long hours as taxi driver, which he found very stressful, and was often unable to eat healthily or find time to exercise.

CORONARY HEART DISEASE BY SEX AND AGE



SOURCE: Bloomberg

- a) Using the data from the graph, identify:
- i) At which age more women than men die from heart disease?
 - ii) At which age do the least number of men and women die from heart disease? (2 Marks)

Higher scoring response

Women die more than men at 75+ years. (2)
 At -35 years do both men and women die least

Whilst the question only asks candidates to 'identify' the data, (and most learners just included the numbers in their response e.g. 75+; -35) the format the data is presented in (as above) is irrelevant if the information is accurate; although this level of detail is not required.

Lower scoring response

10. 65-74
 11. 0-35

This candidate misreads the information on the graph.

Question 2b)

b) To what extent can social factors impact on an individual's diet? (4 Marks)

Higher scoring response

Social factors can have a huge impact on an individual's diet. A person's group of friends or family will impact on their diet because they will often ~~eat~~ eat what the same or similar things to them and if they have an unhealthy friend ~~that~~ who likes to eat lots of fast foods then this makes a person more likely to eat these types of foods too. Social factors also will have a huge impact on an individual's diet because a person's culture can prevent or increase what ~~as~~ types of food a person eats and ~~also~~ ^{also} ~~persons~~ food. The media can impact on an individual to ~~see~~ eat certain things for example if someone is exposed to lots of diet planning adverts and healthy lifestyle methods then they may be more likely to have a balanced diet than someone who has never seen those advertisements.

Clear and thorough answer that was typical of the response of stronger learners and meets the requirements and discussing 'To what extent' in relation to a range of relevant examples that are correctly identified and expanded.

Lower scoring response

Social factors such as going out with your friends or family can have a massive impact on an individual's diet because they can be peer pressured into eating the wrong things instead of choosing the healthier option. You can be peer pressured to have a poor diet because your friends have a poor diet and they want you to be like them so they pressure you into making the wrong choices.

This response provides only one valid example and therefore fails to meet the demands of the question's command verb 'To what extent', and, as a four mark question there is the expectation of 2 appropriate examples in order to be awarded full marks.

Question 2c)

c) Describe **two** genetic predispositions that may impact on an individual's development (4 Marks)

Higher scoring response

1. Brittle bone disease - this is where you are missing a protein (collagen) in your bones which makes them weaker therefore impacting an individual's ^{physical} development because ~~as~~ they could try to kick something but because their bones are weaker they could break mean the individual isn't able to develop their physical development skills

2. ~~Starting over disease~~ Cystic Fibrosis - this is where your body has trouble breaking up an amino acid therefore causing mucus build up which means constant trips to the hospital which results in the child missing school which will impact their intellectual and social development.

The stronger answers had a clear identification and expansion.

This answer has a thorough description of two genetic diseases and clearly describes their impact on individual development.

Lower scoring response

1 Brittle bone disease - This is where the bones are very weak. This may impact on development as it may limit you from doing things such as exercising and you may not be able to do things others do.

2 ~~Brittle fibrosis~~ - This is the build up of mucus in the ~~bow~~ - colour blindness → This would limit you from seeing things from the perspective of others views.

This is typical of the lower scoring answers, as it only actually describes one disease (brittle bone disease); colour blindness is not a disease and the misidentification of genetic diseases was a common error in the lower scoring responses.

Question 2d) Examine the importance of genetic factors in determining health and well-being (10 marks)

Higher scoring response

Arguably, genetic factors are the most important factor in determining health and wellbeing as genetic disorders/diseases could have severe impacts on health and wellbeing. Most genetic diseases have no cure and severe effects their health and well being throughout life, some cause a lower life expectancy (Duchenne muscular dystrophy). Therefore genetic factors vastly determines health and wellbeing as you cannot change your genes but you can change your lifestyle; there is, the impact of genetic factors on health and wellbeing are hard to combat.

However, so are the effects of nurture; eg. foetal alcohol syndrome, which is also a life long condition that majorly impacts health and wellbeing (may find it harder to concentrate at school) and may get bullied for facial abnormalities.

To conclude, genetic factors can largely determine health and wellbeing but the environment you are in does to as even though genetic factors may majorly determine health you cannot exclude the impact of diet. And, even though genetic factors do influence wellbeing, arguably it is the environment (nurture) that influence it more as the impact of stress and bullying majorly impacts wellbeing.

Genetic factors, according to the nature argument have everything to do with health and well being but according to the nurture argument it does not.

According to the stress diathesis model genetic factors are only partly to do with why individuals develop a mental illness - individuals need a genetic predisposition but also stress to trigger a mental illness, and mental health is to do with both health and wellbeing. so, arguably genetic factors only determine 50% of health and wellbeing.

However, there have been so many studies on parenting which suggest the person we become (and subsequently our health and wellbeing) is down to parenting and so nurture. A child who had authoritative parents would more likely be well-adjusted and happier than the child who had authoritarian parents. A child with authoritarian parents are more likely to rebel which could lead to promiscuity which could lead to an unplanned pregnancy (could have detrimental effects on health and wellbeing as could cause a lot of stress and judgement, but also complications in pregnancy can have serious health impacts - eg. ectopic pregnancy) or a sexually transmitted disease infection which could have negative effects on an individual's self concept.

A nicely balanced Level 3 argument that clearly shows evidence of interrelationships with regards to the question and a balanced evaluation, demonstrating an awareness of competing arguments, leading to conclusions and demonstrates the use of logical reasoning, clarity and appropriate specialist technical language, that clearly meets the requirements of the command verb 'To what extent.'

Lower scoring response

Genetic factors determine health and wellbeing because you could be more susceptible to things like cancer and diabetes because of your genetic makeup which means you could end up with ill health due to genetic factors.

However, these things eg. diabetes can be avoided through how you look after yourself and the things you do for example eating healthier to avoid diabetes which suggests genetic factors don't completely determine your health and wellbeing.

Genetic factors also determine health and wellbeing because if you are born with something like cystic fibrosis you will always have visits to the hospital for checkups and injections which means you might not be able to do things other children do because you are terminally ill. Having an illness from birth can also affect your health because you will be more exposed to getting colds or other illnesses that originate from the main one.

A level 2 answer (4-6 marks) demonstrates: accurate knowledge and understanding of relevant information with a few omissions; evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made; evaluation is presented leading to conclusions but some may be lacking support and demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language.

This question was often misconstrued by candidates, who – with the exception of the strongest candidates- did not explicitly tackle this question in relation to the nature versus nurture debate and these responses primarily produced one-sided answers solely focussed on genetic factors, as in the example above, which do not fully meet the command verb 'To what extent.'

Question 2e)

Beatrice misses Derek and, since she retired from her job as a teaching assistant in a primary school, has not socialised with many other people.

However, since she has started to look after Joy she has begun to meet people and develop new interests and has now started to attend local arts and crafts clubs.

Evaluate, with reference to relevant theories, the importance of maintaining social interaction in later adulthood for individual health and well being (10 marks)

Higher scoring response

According to the activity theory it is essential that older people remain active in society. This is because in order to maintain a positive wellbeing people must continue to meet their psychological and social needs that remain the same throughout a whole person's life time. Therefore according to the activity theory, because Beatrice is remaining active and establishing new roles through young clubs and looking after her granddaughter, she is more likely to age with satisfaction as she is maintaining her self-esteem and contentment. Therefore she will learn to cope with the effects of the ageing process in order to remain active. If she had continued to disengage after her husband's death and retirement it is likely that she would have suffered from the psychological and cognitive mental effects of the ageing process due to moving around less and feeling isolated.

The social disengagement theory contrasts the activity theory in the way that it states social interaction is not needed because older people naturally disengage. This is because life events such as retirement reduce a person's opportunities to socialise leading to them becoming more 'individual' and less concerned about what others think. Therefore according to the social disengagement theory, Beatrice's lack of socialisation when her husband died would have been normal as social withdrawal is a natural and healthy

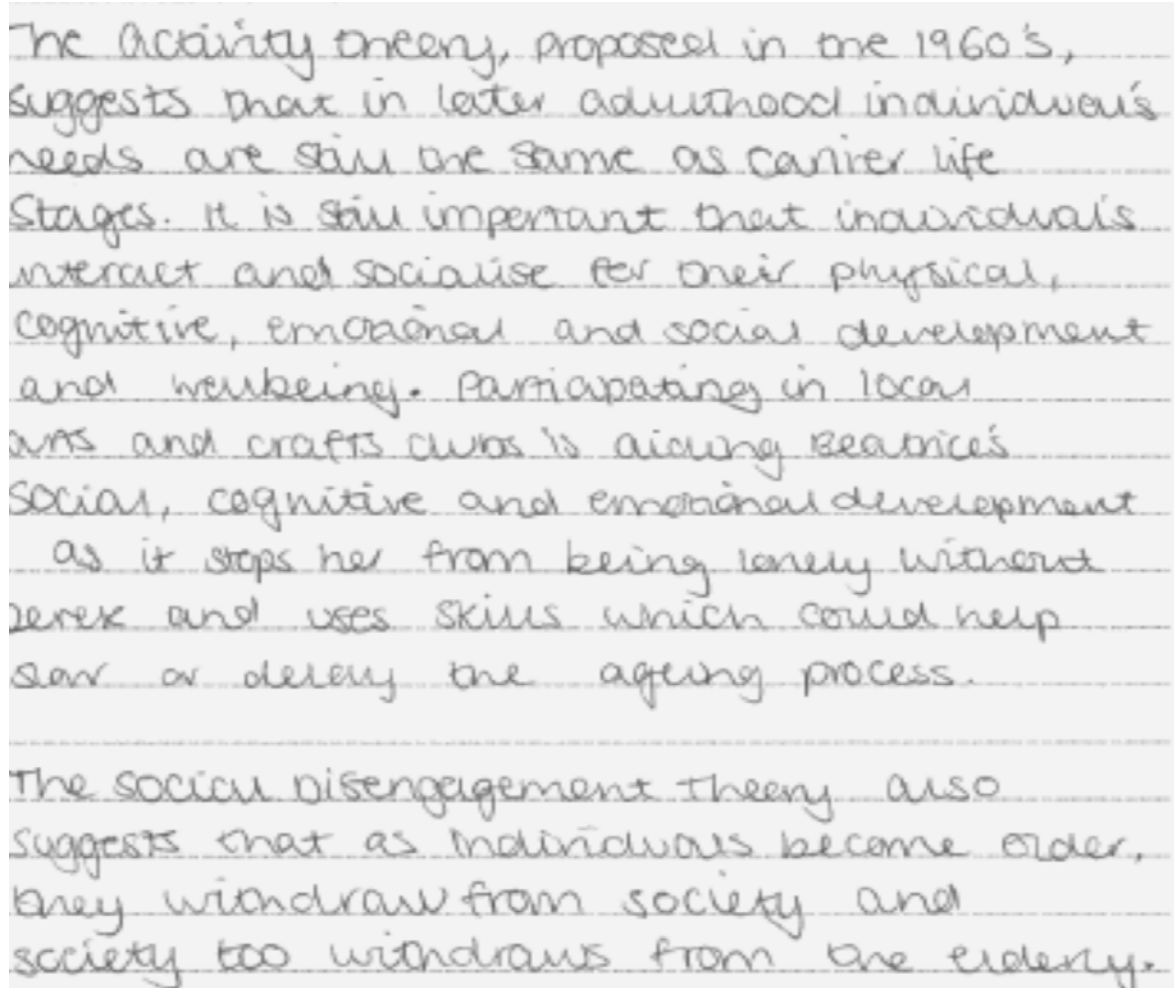
effect of the ageing process.

However, it is important to note that while social interaction is important, some of the illnesses and diseases of the ageing process that would damage health and wellbeing are inevitable regardless of social interaction. Therefore arguably it is just as important to maintain a healthy lifestyle in order to reduce the risk of these diseases. Also some older people may generally find ageing difficult to accept which will damage self-esteem and self-image, and social interaction cannot reverse the signs of ageing such as wrinkles which may make a person feel insecure. So therefore the inevitable effects of the ageing process may damage health and wellbeing regardless of social interaction.

Good evaluation of competing theories, as requested by the command verb, that demonstrates accurate linkages and evidence of interrelationships that place the candidate in Level 3.

The learner provides a balanced argument that has selected and organised information using appropriate knowledge and concepts and the learner was able to justify and evaluate this knowledge and information in relation to the question.

Lower scoring response



The Activity theory, proposed in the 1960's, suggests that in later adulthood individuals' needs are still the same as earlier life stages. It is still important that individuals interact and socialise for their physical, cognitive, emotional and social development and wellbeing. Participating in local arts and crafts clubs is aiding Beatrice's social, cognitive and emotional development as it stops her from being lonely without Derek and uses skills which could help slow or delay the ageing process.

The social disengagement theory also suggests that as individuals become older, they withdraw from society and society too withdraws from the elderly.

A good Level 2 response is seen here, which lacks the detailed evaluation of the theories and the awareness of competing arguments and balanced evaluation, leading to conclusions, that are required to reach Level 3.

Level 2 responses generally lack the ability to sustain and articulate arguments and views concisely and professionally, in order to justify and evaluate their response to the same level as those awarded as a Level 3 response.

Question 3a)

Since she has returned to college, Patricia has had to reduce the hours she works as waitress in the local Italian restaurant. This means that she has a reduced income.

To what extent can a reduced income impact on Joy's intellectual development?
(4 marks)

Higher scoring response

By Patricia earning less money, she will have less money to spend on ~~toys~~ educational toys, books which can stimulate Joy's intellectual ability in order to prepare him for school. With books and toys, Joy ~~to~~ can start to begin to learn his numbers, alphabet and ~~spend~~ vocabulary development.

Patricia will also have less opportunity to put Joy into classes at the playgroup which can also stimulate his intellectual ability such as ~~more~~ educational clubs. Patricia will be unable to spend as much money on taking Joy out which will restrict his opportunity to acquire intellectual skills such as asking questions about stuff he has never seen e.g. taking Joy to a zoo.

Clear examples, such as the one above, include 2 relevant examples that are appropriately expanded to meet the requirements of the command verb 'To what extent.'

The stronger answers had a clear identification and expansion. This answer has a thorough description of two areas and clearly describes their impact on Joy's intellectual development.

Lower scoring response

She may not be able to afford to pay for toys and books that Joy may need. She also may be unable to fund for educational needs. ~~It may~~ This may mean that Joy may develop her skills slow.

A partial answer that fails to fully meet the requirements of the question; candidates should provide at least two appropriate examples. This response is typical of the lower scoring answers, as it includes examples that are not appropriately differentiated or expanded.

Question 3b)

Joy's development will see her pass through several stages of play in infancy and early childhood.

(b) Explain, in the correct order, the stages of play that Joy will pass through (6 marks)

Higher scoring response

1 Solo play which is when an infant will play alone and will not attempt to play with any other individual. They are engaged within their own play.

2 Parallel play which is when a toddler will play alongside other children but will not attempt to play or interact with the other children. However, they may copy the other children's behaviour or watch them play.

3 Co-operative play is when a child plays and interacts with other children. They share resources, start to discuss and converse whilst playing together. The children are all part of a group. This occurs when a child begins nursery.

A clear answer that was typical of the answers provided by the stronger candidates.

The candidate clearly explains the stages of play, including 3 clear identifications that are accompanied by concise yet accurate expansions.

Lower scoring response

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1. In the end Swift

2. Tag

3. Dodgeball

The candidate has clearly misunderstood the requirements of the question and merely mentions 3 types of games or 'play' that Joy may be involved in, which is not what the question is asking for.

Question 3c)

Joy is now starting to speak clearly.

- c) Evaluate, with reference to relevant theories, the factors that can influence language development (10 marks)

Higher scoring response

Chomsky argued that children have a language acquisition device which is an essential reservoir of grammatical rules which enables us to speak. The crucial period is from 3-6 years where children learn words and vocabulary and use this to speak these words in sentences. Chomsky's theory argues from a narrow point of view, the idea that we are pre-wired to speak. Evidence for this theory is that children make grammatical mistakes such as "feets" when they would not have imitated off an adult so therefore they must simply know the rule of adding an 's' to a word to make it a plural. However some critics suggest that Chomsky focused too much on grammar rather than how children derive meaning as well as a lack of scientific evidence.

Skinner alternatively argued the nurture view by stating language is a learnt behaviour through environmental influence and behavioural reinforcement. He argued that children acquire a word and then attempt to use it in context, whether they continue to use it is dependent on reinforcement. If the child says the word correctly they will be praised with clapping and smiling reinforcing the meaning of the word so they say it again. If they say the word incorrectly they will be punished by correction or being ignored so that they remember for next time. However Skinner's theory of imitation cannot explain why children make grammatical mistakes, and there is more evidence to support it than Chomsky's

Theory which lacks scientific evidence.

avoids

There is also other environmental influences such as behavioural and encouragement which influence language development in children such as picture books, listening audios and reading stories.

Evidence to support Skinner's theory is that children who have not been exposed to language cannot speak, but upon education and encouragement they can begin to learn words.

Therefore in conclusion, perhaps language development is dependent on both nature and nurture due to evidence for both.

A good answer with enough adequate evaluation/logical reasoning to reach the top of Level 2. However, the response lacks the detailed evaluation of the theories and the awareness of competing arguments and balanced discussion, leading to conclusions, that would provide the depth, detail and accuracy to the level required to reach Level 3.

Lower scoring response

Joy have develop her language skills from different factors. ~~the~~ Firstly, from her family members, because of the strong bonding between her and her family members. It help her to develop language skills as they would ~~will~~ interact with each other. Joy ~~will~~ has pick up the language the people surrounding her and ~~copy~~ the copies them which develop her language skills and intellectual skills. As a children, they pick up on what others say quickly, so she would listen to her mother and great-grandmother, and ~~follow~~ follow them. Joy might also develop her language ability through other people such as strangers, other family members and playground.

Whilst the candidate has provided a reasonable answer, it fails to demonstrate any more than isolated knowledge and subsequently does not move beyond Level 1. Responses at this level frequently select and organise information using some appropriate knowledge, occasionally including theories/models in relation to human development, but do not evaluate or expand this information to a level that warrants a higher mark band.

Question 3d Patricia has now completed her studies and has picked up some extra work shifts in the restaurant whilst she waits to go to university. Beatrice now looks after Joy five days a week.

Discuss the impact on Beatrice's health and well being of looking after Joy. (10 marks)

Higher scoring response

memory from deteriorating when she ages. As Beatrice's husband died and she is now a widow, looking after Joy would provide her with a companion. This ~~will~~^{would} help to prevent her from feeling as lonely as she might if she was on her own alot. Another impact of Beatrice looking after Joy would be that it would motivate her to go out and do things and not allow ageing to get in the way.

Beatrice may feel more involved and family orientated by looking after Joy. This could cause her to have a boosted self esteem and self-concept despite her getting older. Having Joy to focus on could also steer her from developing mental health problems such as depression, dementia etc.

Beatrice is in her later adulthood. This means that her ageing process has begun. As a result of this she will experience less mobility. This could be an issue when looking after Jay as it means she may not be able to play with her as well as someone with better mobility. She will also experience degeneration of the senses, therefore her hearing and vision will not be as good as it was. This means she may not be able to hear Jay asking for help and she may struggle to read things to her. In addition to this she may have more brittle bones due to a lack of calcium. This means she will be a lot weaker and fragile which ~~can~~ would be an issue if she had to picky/carry Jay.

However due to Beatrice being retired looking after Jay would help to keep her brain stimulated which would help her

This candidate shows good application of knowledge that demonstrates the level of evaluation, linkages an evidence of interrelationships that firmly places the candidate in Level 3.

There is a good discussion of a range of areas related to health and well being, as requested by the command verb, that demonstrates accurate linkages and evidence of interrelationships that place the candidate in Level 3. The learner provides a balanced argument that has selected and organised information using appropriate knowledge and concepts and the learner was able to justify and evaluate this knowledge and information in relation to the question.

Lower scoring response

Beatrice may feel stressed and overwhelmed. She may feel as if she has no time for herself. Beatrice may feel she can socialise and build new relationships with others because she doesn't have the time to. She may be worried because all the pressure to making sure Joy is safe is down to her.

On the other hand Joy may feel as if she is learning new skills by watching Joy. She may feel happier in herself because she is occupied and busy and is forming a greater bond with Joy.

Beatrice may start to become malnourished as she may not have the time to prepare and cook meals for herself as well as Joy.

A Level 1 response that demonstrates isolated knowledge with little evidence of the application of this knowledge or the evaluation required to score higher marks.

Responses at this level frequently select and organise information using some appropriate knowledge, occasionally including theories/models in relation to the selected scenario, but do not evaluate or expand this information to a level that justifies a higher mark band.