

**Question 4: Describe three physical symptoms of the perimenopause.**

[Total marks for Q4- 6 marks]

4 Describe **three** physical symptoms of the perimenopause.

1 Hot flushes due to a hormonal imbalance in the body can cause the metabolism to increase causing the woman to feel hot frequently when others may feel that it is cold. Julia may feel that her body temperature rises and in the night may experience sweating, known as night sweats.

2 Fatigue; this is when the muscles become overtired and can no longer keep going without more energy. Julia may feel that she needs to rest more and find everyday tasks exhausting. It is known as "crushing fatigue" and is caused by the changes in the hormone balance.

3 Julia will also experience urinary urgency, needing to empty her bladder more frequently. She may also find that her bladder leaks when she coughs or sneezes.

6

The command verb is describe which in the context of the question, means to provide the reader with a clear picture and objective account demonstrating recall in words, of three physical symptoms that may be experienced by women who are experiencing perimenopause. The verb does not imply an explanation of the effects of the symptoms.

**Good response:** The learner has clearly described three symptoms of the perimenopause and complied with the relevant command verb.

**Good response:** Question 4 requires learners to describe three physical symptoms of the perimenopause in the context of the case study.

The learner has placed the responses clearly in the context of the case study, referring to the individual by name. A clear description of hot flushes and fatigue have been provided which meet the requirements of the mark scheme. The third example is brief, and could have included the potential development of urinary tract infections to extend the response, nevertheless the description is accurate.

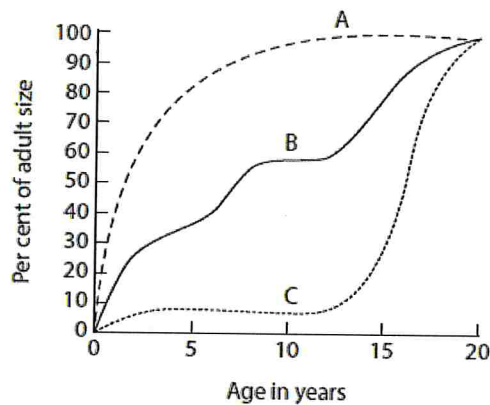
The learner has accurately referred to the unit content in section A1 of the unit content, Physical Development across the Life Stages when referring to hot flushes and night sweats. Whilst fatigue and urinary urgency are not included in the section, they are recognised symptoms of the perimenopause.

**Question 2: Which body part is represented by line A?**

[Total marks for Q2- 1 mark]

The graph shows how different body parts grow with age.

Graph to show how the different body parts grow with age



2 Which body part is represented by line A?

SKULL / brain

1

The command verb is Identify. Question 2 asks the learner which body part, implying that the learner should identify the correct body part by looking at the graph.

**Good response:** The learner has correctly identified this, clearly stating the body part required. There is no requirement to add a description and to do so would have wasted valuable time for the learner.

**Good response:** Question 2 requires learners to identify information from data presented in a graphical format.

The learner has referred to relevant content under section A1 Physical Development over the life stages, recognising that growth is variable across the different parts of the body and is measured using dimensions.

The learner has also demonstrated their ability to accurately read data when presented in a graphical format.

**Question 1: Describe gross and fine motor skills in relations to how David's ability to grasp objects should develop.**

[Total marks for Q1- 6 marks]

1 Describe gross and fine motor skills in relation to how David's ability to grasp objects should develop.

Gross motor skills are those skills which use the large muscles in the back, neck, leg & arms. Fine motor skills are those skills which use the small muscles in the fingers, particularly the grasp using the finger & thumb. Hand eye coordination is also involved. The development of gross & <sup>fine</sup> motor skills is linked. David's ability to grasp will depend upon the development of his large muscles in his back, arm & wrist. By the age of two, David should be able to turn the pages of a book 2 or 3 at a time by grasping the paper. This will include the use of large muscle movements in the forearm enabling David to move his fingers in the right way.

Total for Question 1 = 6 marks

David should also be able to grasp a ball & throw this, showing how the combination of fine & gross motor skills are needed to develop the grasp. Both skills should continue to develop until at the age of 5 he will mature grasp pattern & be able to hold a pencil firmly & confidently.

6

The command verb is Describe which is defined in the unit as 'giving a clear objective account, showing recall and if relevant, application of the relevant features and information.'

**Good response:** The learner has defined gross and fine motor skills and then provided a clear and objective account, in their own words, of how David's skills in both areas will develop over time.

**Good response:** Question 1 addresses the physical development of the youngest child, (David), in the case study and relates to Assessment Outcome 1, (AO1), section A1, Physical Development across the Life Stages.

The learner has accurately defined gross and fine motor skills and then linked the skills to the development of the child in the scenario. The learner has recognised the holistic nature of human lifespan development and the effects of one area of development upon another. Two areas of skill have been described showing an understanding of how a two year old would typically use their fine and gross motor skills at this age.

**Question 12: With reference to the scenario, explain giving two examples of how social disengagement theory applies to Joseph's recent life.**

[Total marks for Q12- 6 marks]

**12** With reference to the scenario, explain giving two examples of how social disengagement theory applies to Joseph's recent life.

1. Social Disengagement theory was first described by Cummings and Henry in 1961. The theory suggests that people make a positive effort to disengage from society as a response to their reduced abilities and skills which are a natural part of ageing. Following the loss of his job at the supermarket, Joseph withdrew into alcohol. Although someone can do this at any age, the loss of his wife combined with the redundancy could have made Joseph feel that he would like to withdraw from life, using the alcohol to do this.

2. Another example would be Joseph's refusal to eat and sleep in a bed, which could have been his way of showing that he no longer had to comply with the rules of society.

6

The command verb is Explain which, in the context of the question means to give reasons to support opinions, views and arguments. The learner was required to say how the theory applies to Joseph's life.

**Good response:** The learner has accurately defined the theory and then given two accurate examples with reasoning.

**Good response:** Question 12 requires learners to explain, giving two examples of how social disengagement theory applies to Joseph's life.

The learner has set the work in the context of the scenario which is required at level 3. They have referred to unit content in section C2. The Psychological changes of ageing and combined this with either their own research or information delivered in class, to good effect.

This answer attracted the maximum mark of 6.

**Question 13: Justify how overcoming his drinking problems may impact on Joseph's health and wellbeing.**

[Total marks for Q13- 10 marks]

**13** Justify how overcoming his drinking problems may impact on Joseph's health and wellbeing.

Based on historic events fuelling major emotional complexities, his drinking may have been a coping strategy. Overcoming this will result in restoring his sense of self-worth and confidence due to being given the tools and emotional support to manage this health and acquire motivation to defy disengagement theories and re-engage in social interaction.

Overcoming excessive drinking will also result in his internal functioning beginning the recuperation process and optimising his chances of better health and wellbeing, combined with lifestyle changes and emotional health.

Ultimately, this may also lengthen his life expectancy.

10

The command verb is Justify which means to give reasons to support an opinion or prove that something is right or reasonable.

**Good response:** The learner has provided a good answer which complies with the command verb and meets the requirements of the question.